

Influence of Integrated Teaching Strategies on Undergraduate Student Outcomes in a Clinical Nutrition Course at Nutrition Department, Faculty of Public Health; University of Benghazi.

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Introduction: Over the past twenty years, there has been developing in the health sciences courses. Integrated teaching designs involve a combination of learning components, with the center being the elements work together as a single integrated course. It is important to assess how students experience integrated teaching and their feedback on its effectiveness. Fewer papers have assessed the integrated teaching approach and Libya is not an exception. This paper aims to assess the influence of integrated teaching strategies on student outcomes in an undergraduate clinical nutrition course at the Faculty of Public Health; University of Benghazi.

Methods:

66 students enrolled in the course (38 students in the blended teaching model, 28 students in the “traditional” model). In a quasi-experimental, non-equivalent control group study, students’ outcomes for a blended teaching approach were compared to those for a more traditional, lectures and classroom-based delivery. Informed consent and administration ethical approval were obtained. Subjects anonymously completed a standardized, wide course evaluation. The key test for the relative efficacy of the blended teaching format is the comparison of exam achievements and course total point. Open-ended course evaluation feedback from the blended teaching approach was analysed. Responses were coded into a series of feedback categories.

Results

Exam scores for the blended teaching approach were statistically significantly higher than the traditional approach. (73%) of the subjects preferred the blended teaching approach as an effective strategy. The blended delivery was preferred by 83% of the subjects, whereas only 10% selected the traditional method. The remaining 8% chose a combination of the two approaches.

Conclusions

Shifting the teaching method from a traditional approach to a blended learning approach may lead to an increase in students’ performance.

Key Words: Blended learning, Integrated teaching, Student performance.