

INPLASY

The effect of blended learning for health students: A review of reviews

INPLASY202480057

doi: 10.37766/inplasy2024.8.0057

Received: 11 August 2024

Published: 11 August 2024

Ødegaard, NB; Karlsen, E; Myrhaug, H.

Corresponding author:

Nina Bjerketveit Ødegaard

nina.odegaard@live.no

Author Affiliation:

Oslo Metropolitan University -
OsloMet.

ADMINISTRATIVE INFORMATION

Support - No support.

Review Stage at time of this submission - Piloting of the study selection process.

Conflicts of interest - None declared.

INPLASY registration number: INPLASY202480057

Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 11 August 2024 and was last updated on 11 August 2024.

INTRODUCTION

Review question / Objective What is the effect of blended learning for health students compared to traditional classroom teaching?cc..

Rationale Investigating learning effect of blended learning for health students compared to traditional classroom teaching.

Condition being studied Students in health education on Bachelor's, Master's or PhD level and the effect of blended learning for students in health education. Learning outcomes are measured through knowledge, skills and affective learning outcomes and/or the students' satisfaction with the teaching.

METHODS

Search strategy This literature search will be based on a previous search that was conducted for a published systematic review with meta-

analyses (Ødegaard, et al., 2021). In this literature search, however, we are looking for systematic overviews and not controlled individual studies as in Ødegaard's review.

Participant or population Health students in higher education.

Intervention Blended learning.

Comparator Traditional teaching.

Study designs to be included Systematic reviews.

Eligibility criteria

Inclusion criteria:
Students in health education on Bachelor's, Master's or PhD level
Blended learning
Traditional classroom teaching
Summative assessments such as students' knowledge, skills, affective learning outcomes and/or the student's satisfaction with the teaching

Systematic reviews published from 2020 until June 2024, where at least 50% of included studies have a control group

Exclusion criteria:

Online course

None of the outcomes identified

Scoping reviews and integrated reviews are only listed

Overviews that are not available in full text or written in languages other than English or Nordic languages.

Information sources A Librarian will search in Medline Ovid, Web of Science, Educational source EBSCOhost, Cochrane library and Epistemonikos from 2020 to may 2024 and reviews.

Main outcome(s) Learning effects on summative assessment of knowledge, skills and affective competence.

Data management Rayyan; <https://www.rayyan.ai/> One-drive in line with OsloMet requirements for data management. Username and password log-in.

Quality assessment / Risk of bias analysis In order to critically assess the methodological quality of included overviews, we will use the Checklist for assessment of an overview article from the website of Knowledge based practice (<https://www.helsebiblioteket.no/innhold/artikler/kunnskapsbasert-praksis/kunnskapsbasertpraksis.no#4kritisk-vurdering>) (Only in Norwegian)

The checklist consists of three parts with the following questions:

A: Can you trust the results?

B: What do the results say?

C: Can the results be of help in practice?

The checklist consists of ten questions, but we will only use the first six questions that deal with the internal validity of the overviews (part A) and will not assess the last four questions (parts B and C). The questions will be assessed as yes, no or unclear.

Strategy of data synthesis We will characterize findings from included systematic reviews based on outcomes. The findings will be presented in text and tables.

Subgroup analysis No.

Sensitivity analysis No.

Language restriction Only papers written in English or in a Nordic language will be included.

Country(ies) involved Norway.

Keywords Blended learning, review of reviews, learning effect, learning outcome, health students.

Dissemination plans The Norwegian Journal "Sykepleien"; <https://sykepleien.no/>.

Contributions of each author

Author 1 - Nina Bjerketveit Ødegaard - NBØ has designed the study, and will collect and analyze the data, and will draft the manuscript.

Email: nina.odegaard@live.no

Author 2 - Elisabeth Karlsen - The author will performed the literature searches and provide feedback on drafts of the manuscript.

Email: elka@oslomet.no

Author 3 - Hilde Tinderholt Myrhaug - HTM has designed the study, and will collect and analyze the data, and will draft the methods section in the manuscript and provide feedback on the draft manuscript.

Email: hitimy@oslomet.no