Comparative Research between Two Different Didactical Approaches in Clinical Biochemistry Subjects

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The traditional models of education are ineffective as they claim for new applications and strategies in class. This study followed as a result of an idea which attempted the improvement of the students learning and the reduction of the rate of reprobation in the discipline of Clinical Biochemistry (Complementary Exams) scheduled on the courses of Physiotherapy and Nutrition (2009). The 300 enrolled students were divided into two groups by semester. The matters of the discipline were available by two different didactical approaches: D1 (conventional - Skinnerian) for groups of 2009-1 (M1;N1); D2 (innovative - interactionistic) for the groups of 2009-2 (M2;N2). The last results were realized in the conclusion of each group: in 2009-1, the rate of reprobation was M1=79.41% and N1=56.25%; and in 2009-2, M2=11.82% and N2=6.7%. The rate of reprobation considerably decreased in the groups that applied D2, where the interaction on the matters was further than the expositive classes. The practical collective work, activities reports, scientific researches and the communication by e-mail in D2 served as apparatus to enlarge the interaction between students and teachers, and also to increase their interests in the discipline. The innovative approach seemed to facilitate the management between theory and practice. New manners of creation, organization and interaction changed the nature of relation involving individual and knowledge.

Key-words: Communication by e-mail; Different Didactical Approaches.