



Bridging Education and Public Health: Systematic Review of Misconceptions in Food and Nutrition

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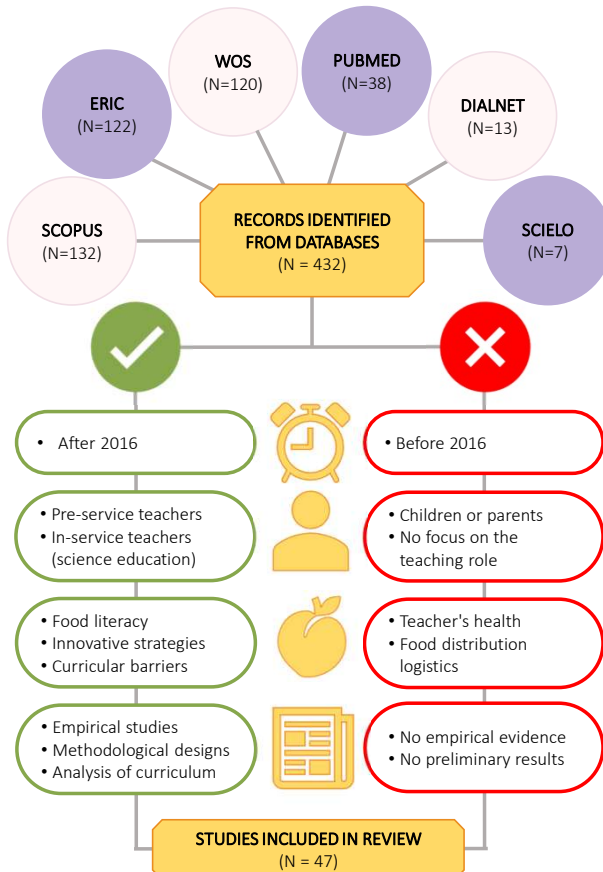
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1. Introduction

Food literacy is a key determinant of **dietary behaviors** and long-term public health outcomes (Kempler et al., 2024). While nutrition research has extensively addressed clinical and epidemiological dimensions, **less attention has been given to how misconceptions** originate and persist within educational systems (Luciañez Sánchez et al., 2024). Misconceptions in food and nutrition among **students and teachers may undermine evidence-based dietary practices** and amplify vulnerability to misinformation (Moreno-Rodríguez et al., 2021).

3. Methods

Which is the **current state of food literacy among future pre-university teachers**, and what **educational strategies** are effective in its promotion?



5. Conclusions

This review highlights the **educational roots of nutrition misconceptions** as a **structural determinant of population health**.

Addressing these gaps through evidence-informed **teacher training and curriculum reform** is not merely an **educational challenge** but a **strategic public health priority**.

Strengthening food literacy at its source may **amplify the long-term effectiveness** of clinical, community, and policy-level nutrition interventions.

2. Objectives



To identify and analyze the **main misconceptions** in food and nutrition detected in **school settings and teacher education**.

To explore **emerging research trends** and discuss their implications for **public health and nutrition promotion**.

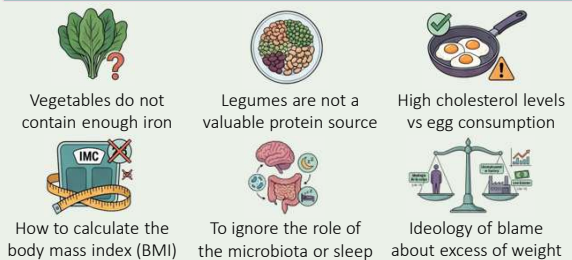


4. Results and discussion

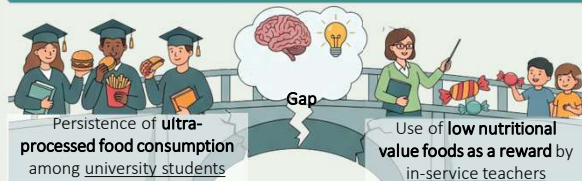
MISCONCEPTIONS AND ERRORS ABOUT NUTRIENTS



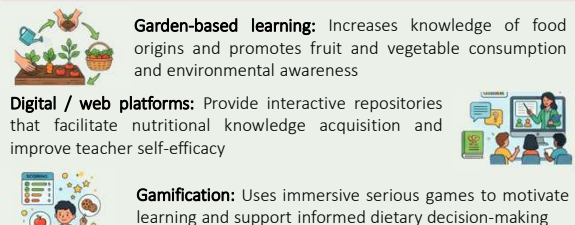
MISCONCEPTIONS ABOUT DIETS AND METABOLISM



BEHAVIORAL INCONGRUENCES



PEDAGOGICAL STRATEGIES



Scientific debate: Helps bring ecological problems to light and fosters critical reasoning that encourages the adoption of sustainable dietary patterns

References

- Kempler, J. V., Margerison, C., Nanayakkara, J., & Booth, A. (2024). Food, nutrition and sustainability education in Australian primary schools: a cross-sectional analysis of teacher perspectives and practices. *Archives of Public Health*, 82(1), 222.
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- Moreno-Rodríguez, V. P., Sánchez-Cabrero, R., Abad-Mancheño, A., Juanes-García, A., & Martínez-López, F. (2021). Food and nutrition myths among future secondary school teachers: a problem of trust in inadequate sources of information. *Social Sciences*, 10(9), 325.