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The Integration of Team-Based Learning in an Advanced Exposure Course

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Abstract

This article explores the process of integrating a modified team-based learning (TBL) strategy in an advanced exposure class in a radiologic science program at a four-year university. It examines the implementation of the TBL strategy from students' and instructor's perspectives. A modified version of TBL was integrated into an Advanced Exposure class consisting of 11 students. The application of TBL in the advanced exposure class showed the benefits of combining a team-based learning strategy with a traditional lecture teaching method. In summation, the radiologic science professor perceived that the integration of TBL added value to the course.

The Use of Personal Response Systems in a Radiography Course

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Abstract

The study determines if the use of personal response systems during lecture-based radiography courses increases student engagement. Personal response systems "clickers" were provided to first- and second-year radiography students during a Principles of Radiography course. The first study included 16 radiography students and the second study included 21 radiography students. Radiography students in this study indicated they benefitted from the use of the personal response systems, experienced increased participation, and experienced an increased attention span. The use of personal response systems can be an effective tool to increase student engagement. This engagement also can lead to other classroom benefits such as increased completion rates, retention, educator evaluations, and course satisfaction.

University Student Knowledge of Cancer: Analysis by Age Groups

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Abstract

As health care professionals, radiologic technology educators should be actively involved in ensuring that all students receive cancer education at their institutions. Traditional university and college students ages 18-24 years receive little information about cancer prevention and early detection. These students are at an important period in their lives in which behavioral intervention is critical in reducing their risk of cancer in later years. The purpose of this research was to determine the perceptions and level of knowledge university students have about cancer and how their knowledge changes as they get older. Data were also collected to determine the sources of student knowledge about cancer (i.e. university classrooms, family, and friends). Most of the data were obtained from surveys distributed electronically and in classrooms. Survey results show many alarming facts about how little university students are learning about cancer at their institutions. Universities are ideal places to provide cancer education to young adults, ages 18-24 years, which may help them develop healthy lifestyles that will benefit them throughout their lives. Effective cancer prevention education strategies within a "whole health" framework, however, have yet to be developed and implemented to effectively reach college students. Because radiologic technologists are often the only *University Student Knowledge of Cancer • 29* Radiologic technology professionals are active and involved in the fight against cancer at all stages of the disease. From preventative screening exams provided by mammography or sonography to diagnostic imaging acquired to further investigate a patient's disease or a patient's prognosis through CT and MRI, and finally through the treatment of cancer by radiocancer experts on university and college campuses, it is imperative that radiologic technologists begin to reach out and educate students outside their classrooms about the risks of developing cancer.