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Students' Perceptions of WebQuests in an Online Introductory Radiologic Science Course

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Abstract

The purpose of this research study was to examine students' perceptions of WebQuests in radiologic science education. A survey research method was designed to collect data from entry-level students enrolled in three sections of an online introductory radiologic science course at a public higher education university in Texas. Of the 83 students enrolled in the three course sections, 56 voluntarily completed the survey, resulting in a response rate of 67%. Results indicated the student participants responded favorably to WebQuests and had a positive perception of WebQuests as an online instructional tool. The limitations of this study did not allow for full validation of the impact of WebQuests on students' engagement, critical thinking skills, and motivation levels. Further research into a more extensive role of WebQuests in radiologic science education is warranted. Ultimately, WebQuests have the potential to be an effective online instructional approach that enhances teaching and learning.

Flipped Model of Instruction for Radiologic Sciences Curriculum

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Abstract

Students in radiologic sciences educational programs are preparing for careers that require active, hands-on Interactions with both equipment and patients. A logical assumption is radiologic sciences students will respond well to teaching strategies that actively engage them in the learning process. A literature review was conducted and revealed the Flipped Model of Instruction, commonly referred to as the flipped classroom, is an effective method for engaging students. Examples are included describing how teaching strategies can be modified to adapt this instructional trend for several content areas within the radiologic sciences curriculum. Future research specific to the radiologic sciences curriculum should be conducted to evaluate the model's usefulness as an instructional tool.

Constructivist Learning Theory and Global Health Education for the Radiologic Sciences

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Abstract

This case report details the constructivist, authentic learning experiences of four radiologic technology students during the 2013–2014 academic year and the immediate results of their learning constructs. All four participated in global health observership experiences. Constructivist learning theory promotes learners building their knowledge by synthesizing their own new beliefs. Based on general self-report, self-motivated scholarship and maintenance of relationships with international colleagues, this case report asserts that the student technologists constructed learning about another culture through an authentic experience. After their return, the students maintained relationships with foreign colleagues. This experience led these students to an increased appreciation for resources and education and the belief that the travel changed their outlook on life and patient care for the better. The author purports that an authentic, constructivist approach is an excellent vehicle to support students as they grow to become professional radiologic technologists.