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Using an Interactive Whiteboard to Supplement Radiographic Anatomy and Positioning Instruction: A Pilot Study

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Abstract

Interactive whiteboards (IWBs) have the potential to enhance pedagogical practices and improve instruction and student learning. An IWB would allow students the opportunity to interact with a radiographic image, identify and label the necessary anatomy, and email or save the finished product to study outside of class. This pilot study examined the use of an IWB to supplement radiographic anatomy and positioning instruction. Participants in this study included baccalaureate students who were enrolled in a basic radiographic procedures course at a Texas higher education institution. The participants had the opportunity to use an IWB to complete instructor-created flipcharts that involved anatomy identification activities as well as radiographic positioning exercises. A two-tailed independent-samples *t*-test was conducted to compare the participants' average scores on four instructor-created course examinations to a previous class cohort who did not have access to an IWB. Quantitative results revealed no significant difference on the four course examination scores between the two groups. In addition, observations occurred throughout the study as the participants interacted with the IWB. Qualitative findings suggested the participants were engaged and eager to use the IWB early in the semester and prior to the course examination dates. The researchers agreed to modify the design of this pilot study and conduct a full-scale research project involving the IWB and radiographic anatomy and positioning instruction.

A Review of Ethics Pedagogy in Undergraduate Nursing Programs With Possible Applications in Radiologic Technology

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Abstract

The radiologic technology field has seen a drastic increase in ethical violations since 1990. Unfortunately, there is a lack of literature pertaining to ethics and its delivery methods to radiologic technology students. The purpose of this literature review was to identify and understand the instructions in nursing programs, to learn the transferability of that content and delivery to radiologic technology ethics courses.

Effect of Team-Based Learning on Student Perception of Valued Team Member Characteristics

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Abstract

This case study documents the integration of team-based learning (TBL) in the radiologic pathology classroom. The research evaluates 1) TBL effect on perception of valued team member characteristics and 2) the relationship between student perception of valued team member characteristics and course grade. Inference was performed on the mean number of changes in valued characteristics selected by the students (95% CI mean: 2.54–3.86) and on the correlation between the number of changes in valued characteristics and grade ($r = -0.50889$, $p = 0.1331$). Additional inference was performed on the difference in rankings by student for each characteristic, which indicated no significant change between the beginning and end of course ($p > 0.05$).

Exploring Reflective Writing Among Radiologic Technology Students

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Abstract

There is evidence to support the idea that reflective writing can enhance students' learning and understanding and improve their critical thinking skills. The use of reflective writing among radiologic technology students during didactic and clinical instruction is not well documented. This literature review explores reflective writing practices in nursing and other allied health programs and discusses the implications in radiography programs.