Volume 4, Number 1, July 1998

Radiologic Sciences Educational Reform: The Next Generation

Nadia Bugg, Ph.D., R.T.(R), FAERS

Abstract
Educational reform in the radiologic sciences offers educators the opportunity to incorporate active learning techniques into the curriculum delivery system. This article reviews recent research findings and examines the principles associated with a learner-centered approach to professional education. Instructional strategies that promote active learning are discussed with an emphasis on cooperative learning groups and the development of critical thinking skills.

Using Vee Diagrams To Facilitate Meaningful Learning and Misconception Remediation in Radiologic Technologies Laboratory Education

Gregory G. *Passmore, Ph.D., CNMT*

Abstract
The purpose of this study was to determine the effects of Vee diagram and concept map utilization on radiologic science laboratory learning, and in so doing, test the meaningful learning theory for the principle of idiosyncratic cognitive structures. The pre- and post-remediation comparisons indicated that the Vee diagram and concept map was a highly sensitive tool for measuring changes in idiosyncratic knowledge structures and encouraging meaningful learning.

The Cumberland Honours Programme: The Who, What and Why

Donald McLean, Ph.D. and Ann Poulos, B.A. (Hans)

Abstract
The School of Medical Radiation Technology, Sydney University, currently offers a four year undergraduate honours programme in all professional streams. The course involves an additional year of study over and above the normal degree programme with students entering the programme in the third year to prepare for the year four honours project and thesis programme.
In 1996 our first six students graduated from the honours programme with three first class honours and three second class honours results. Of the original 12, one deferred and the remaining five withdrew. The School invested significantly in a supervisor training programme to assist and to support staff going through the supervisory process. External examiners were used to mark the theses. These included members of the medical radiation sciences professions. In summary the programme has assisted to define the research profile of the School and to give expression to some of the wealth of student talent otherwise untapped within the School.