

# Designing a Hybrid Course to Support Self–Regulated Learning

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## Abstract

Hybrid learning is increasing in college, but it places a higher demand on students' self–regulation skills, including cognition, metacognition, behavior, motivation, and emotion/affect. This action research redesigned one unit of a radiologic technology course by embedding design attributes suggested to support self–regulation. Data sources included pre/postintervention surveys (n = 10), a focus group (n = 8), and learning analytics (n = 10). On the postintervention survey, two dimensions of motivation, affective and intrinsic goal orientation, showed significant differences ( $p < .05$ ). Focus group themes of motivation and task strategy emerged. Participants positively perceived the intervention and recognized several design attributes despite not being informed of them. Learning analytics revealed increased student engagement. Results support future investigations on an additional cycle of practice improvement extending across an entire course to determine if longer exposure to the intervention further fosters self–regulated learning development.

## Keywords

self–regulated learning, hybrid course, embedded design attributes, radiologic technology

# Completion and Pass Rates in Rural and Urban Radiography Programs in Ohio

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## Abstract

This study examined completion rates and credentialing examination pass rates in rural and urban 2-year radiography programs in Ohio. Program effectiveness data were collected from the Joint Review Committee on Education in Radiologic Technology (JRCERT) website, and programs were classified as rural or urban based on guidelines from the U.S. Census Bureau. A 3.1% change in program completion rates was observed, with rural radiography programs slightly surpassing urban programs. A percent difference of 2.4% was obtained for credentialing examination pass rates, with urban radiography programs yielding a slightly higher rate than rural programs. Findings suggested that program location did not notably influence student completion or performance on credentialing examinations. Since this study's focus was exclusively on 2-year JRCERT-accredited radiography programs in Ohio, future research should attempt to include a larger sample of programs regardless of accreditation status or degree/certificate level.

## Keywords

program completion rates, credentialing examination pass rates, radiography, rural, urban

# Analyzing Student Misconduct in Imaging Sciences Education

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## Abstract

This study examined behavioral issues among imaging sciences students in clinical and didactic settings and investigated strategies used by educators and clinical instructors to address student incivility. A convenience sample of educators and clinical instructors participated by completing an electronic survey, revealing challenges such as attendance issues, lack of motivation, electronic device misuse, and skill deficiencies. The results underscored the need for comprehensive training in managing student misconduct, considering the absence of widespread faculty development in this area. Future research should explore the dynamics between administrative support and faculty reporting of misconduct and innovative approaches to faculty development. These insights contribute to enhancing educational practices and fostering professionalism in imaging sciences programs.

## Keywords

incivility, misconduct, imaging sciences, clinical education, program policies, classroom management, professional development

# Benefits of Mentoring in Allied Health Programs

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## Abstract

A mentoring relationship can be beneficial to both the mentor and mentee. The overarching purpose of this review is to demonstrate the importance of mentoring in higher education and emphasize the critical need for implementation of peer mentoring programs in allied health, including radiologic sciences. Research suggested students who engaged in peer mentoring exhibited higher retention rates, achieved success in their majors, and expressed satisfaction with college. Key findings involved the importance of mentor–mentee matching and online interactions. An ongoing peer mentoring program revealed that shared major and goal alignment between mentors and mentees positively impact the duration and efficacy of mentoring interactions. Allowing mentors and mentees to meet virtually addresses time constraints and provides a convenient opportunity to connect. The information presented in this review can encourage program directors, department chairs, and higher education leaders to create formal mentoring programs unique to the needs of their students and institutions.

## Keywords

mentoring, peer mentoring, allied health, higher education, radiologic sciences