

Synchronous Distance Education— Making the Connection

Kendall C. Youngman, M.S.R.S., R.T.(R)(CT)(MR)

Beth L. Vealé, Ph.D., R.T.(R)(QM)

Abstract

Synchronous distance education is a popular delivery tool in higher education, rivaling the face-to-face classroom in cost-effectiveness and student appeal. Its accommodating features have allied health educational programs using it to reach and educate remote areas with an underserved medical presence. The studies in this literature review distinguished the immediate benefits synchronous distance education provides; however, the same studies advised about its weaknesses. Circulating opinions from students, instructors, and shareholders about synchronous distance education boast areas of success and petition areas of concern. Further research within allied health synchronous instruction is exploring efficient technological advancements to supply adequate connection and forming proficient assessment methods to improve instructor delivery.

Experiences With the Flipped Classroom Format on Radiologic Physics Classes

Thomas Oshiro, Ph.D., DABR; Grace Hyun J. Kim, Ph.D.;

Megan Donaghy, B.S., R.T.(R)(M)(MR), MRSO;

Anita Slechta, M.S., R.T.(R)(M), REHS, FASRT

Abstract

At the time of this writing, the COVID-19 outbreak has forced many institutions to adopt a flipped video classroom approach. There have been concerns regarding the transition to this format. In this paper, we discuss implementation strategies and evaluate prior student exam performance using this pedagogy for radiologic physics coursework. A retrospective analysis was performed using a mixed-effect statistical approach and found improvement with the flipped format on multiple choice questions (2.29%, $p = 0.032$) while short answer questions fell short of significance (3.39%, $p = 0.069$). The flipped pedagogy has been a promising didactic format and warrants further study on outcomes.

Reflection Among Undergraduate Radiologic Science Students: Using a Postexam Review Activity

Kevin R. Clark, Ed.D., R.T.(R)(QM)

Brian Spence, M.S.R.S., R.T.(R)

Tammy L. Webster, Ph.D., R.T.(R)(M), FAEIRS

Abstract

This research study implemented postexam review activities to encourage students to self-reflect on their examination performance and study habits in undergraduate radiologic science courses. Results demonstrated that students commonly reviewed lecture notes, reviewed recorded lectures, and took lecture notes to prepare for upcoming examinations. To improve

future performance, students acknowledged they would slow down and read questions carefully, stay positive, study more, and mark difficult questions to return to later. Finally, students indicated that postexam review activities were more than moderately helpful with regard to correcting their misunderstanding of the content.