

The Academic Impact of Student Employment: A Pilot Study

Katherine R. Peak, M.Ed., R.T.(R), RDMS, RVT

Abstract

The majority of today's college students are employed, resulting in dual roles as full-time student and part-time or even full-time employee. This situation seems as if it would limit the amount of time students have for studying and completing assignments, thereby having a negative impact on their academic performance. This study used a survey and grade point averages (GPAs) to examine the work and study habits of 44 students in an imaging sciences program to determine the effects of working on academic achievement. The results of a linear regression analysis suggested there is no statistically significant difference in the GPAs of working students compared with unemployed students, and that employed students are able to strike a balance between their work and study habits. Employment seemed to cause no significant negative effect to the academic performance of students compared with their non-working counterparts.

Educational Intervention Aimed at Teaching Critical Thinking:

A Mixed Methods Investigation

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

Gilbert M. Willett, Ph.D., P.T., O.C.S.

Abstract

Academic institutions are fully aware of the need for critical thinking development, however, educators are often unfamiliar with the instructional activities best suited to facilitate critical thinking. This randomized controlled study used a mixed methods approach to study the effectiveness of an educational intervention designed to teach critical thinking to radiography students. Test scores from the California Critical Thinking Skills Test, reflective journal entries, and post-intervention survey responses served as the quantitative and qualitative data sets. While no significant difference in test scores between the experimental and control groups were found, qualitative analysis revealed positive changes in critical thinking behaviors by the experimental group participants. The results generated from this research will help to advance the educational efforts within the field of imaging science.

A Comparison Between VoiceThread and Text-Only Discussions in an Online Course

Christa Weigel Ed.D., R.T.(R)(M)(BD)

Abstract

Although the number of online college courses offered has increased since 2002 to 11.5 million students in 2014, the attrition rates remain higher than traditional courses. Instructors can incorporate methods to decrease communication gaps through online discussion technologies to help decrease attrition rates. A quantitative experimental study using a one-way ANOVA was used in this study of two groups of students in a radiographic exposures course. This study

compared students' grades in the course to determine if using audio/video discussion resulted in higher grades than textual discussions and concluded that a statistically significant difference did not exist between the groups.