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Comparison of Instructional Methods: Outcomes and Attitudes

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Abstract
This study investigated the learning outcomes of radiology students taking a positioning course with instruction online to students a year prior with classroom instruction. In addition, to establish support for a change in curriculum, participant attitudes were investigated. A t-test to assess statistical significance between the two groups was performed on the raw scores of each unit of study. A 25-item survey gathered quantitative and qualitative data on satisfaction of radiology students receiving online instruction. Instructor satisfaction was determined utilizing a focus group format. Results indicated that learning outcomes between the methods of instruction were not statistically different. Student participation in online instruction was positive and linked to motivation level. Faculty supported a hybrid approach to instruction because of its flexibility. This study suggests the ability to utilize technology to teach online is a valuable opportunity for programs and is supported positively by students and faculty.

Applicant Interviews: Is There an Alternative for Selective Admission?

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Abstract
The purpose of this study was to determine if a standardized test, specifically the Health Occupations Basic Entrance Test (HOBET), could predict an interview score. Data was collected from a convenience sample that consisted of applicants to radiologic sciences at Armstrong Atlantic State University. All applicants were asked to complete the HOBET test prior to admission. Findings indicate that a weak correlation exists between interview scores and two variables, comprehensive and inferential reading scores. A significant regression equation was found ($F(2, 162) = 3.097$, $p < .05$), with an R^2 of .037. Subjects' predicted interview score is equal to 59.605 + .199 (comprehension) - .155 (inferential reading). The relationship between interview scores and HOBET essential math skills, composite final scores, and standard scores was not statistically significant ($F(2, 162) = .417$, $p > .05$), with an R^2 of .008. Neither math skills, composite scores, nor standard scores can be used to predict applicant interview scores at Armstrong.

An Experiment in Team-Based Learning in Radiologic Physics

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Background
As a faculty member, I have taught radiologic physics to first-year radiography students through predominantly lecture and discussion methods for the previous 12 years. As a strong auditory learner, the lecture method worked well for me, and I felt it was a pedagogically sound method for the type of information covered in the course. However, after accepting a speaking engagement where team-based learning was a requirement, and utilizing it successfully there, I decided it was time for a change. Utilizing the text "Team-Based Learning for the Health Professions Education" by Michaelsen, Parmelee, McMahon, and Levine (2008), I revamped RT 101, Radiologic Physics.