

MacDonald, Iain (2019) Adopt and adapt: undergraduate diagnostic radiography student responses to technology enhanced collaborative assessment using online wiki and verbal MS PowerPoint presentations. In: United Kingdom Imaging and Oncology Congress (UKIO), 10-12 June 2019, ACC, Liverpool, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4959/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.



N5.3 Adopt and adapt: Undergraduate diagnostic radiography student responses to technology enhanced collaborative assessment using online wiki and verbal MS PowerPoint presentations

Iain MacDonald

University of Cumbria

The views of diagnostic radiography students using two methods of computer supported collaborative learning (CSCL) are considered in this study. Second year students, in groups, used the the 'familiar' Microsoft (MS) PowerPoint presentation and the 'novel' wiki, a web communication and collaboration tool to explore the diagnosis of common diseases. Using an action research methodology, informed by grounded theory, outcome measures using the two group assessments are explored, particularly socio-emotional responses.

The influence of learning approach on identified themes is emphasised. This study was prompted by increasing opportunities for group formative assessment afforded by the virtual learning environments provided by universities. There has been relatively little previous work on the response of students with varying learning approaches towards using CSCL. Eight 'surface' and eight 'deep' learners were identified from online questionnaire responses and a number of key themes were clarified and explored. Findings demonstrated that all students had previous experience of MS PowerPoint; however, the wiki was new to students. Learning approach influenced students' experience of these CSCL assessments, with surface learners more likely to be passive and welcoming learning from others. Deep learners more clearly identified the benefits of online working, for example, working remotely from others in the group, and were concerned about effort from others in group work. Anxiety about verbal presentations was widespread, affecting the learning of surface learners particularly; wikis caused less anxiety, and were valuable to some students. This research increases understanding of the complex responses of students adapting to computer supported group learning.

1. Entwistle, N.J. (2009). Teaching for understanding at university: deep approaches and distinctive ways of thinking. Basingstoke: Palgrave Macmillan
2. Stephens, M., Robinson, L. and McGrath, D. (2013). Extending inter-professional learning through the use of a multi-disciplinary Wiki. Nurse Education in Practice, 13(6), pp. 492-498
3. Zitzelberger, H., Campbell, K.A., Service, D. and Sanchez, O. (2015). Using Wikis to Stimulate Collaborative Learning in Two Online Health Sciences Courses. Journal of Nursing Education, 54(6) , pp. 352-355

N5.4 Compassionate patient care in diagnostic medical imaging

Jill Bleiker; Karen Knapp; Sarah Morgan-Trimmer; Susan Hopkins

University of Exeter College of Medicine and Health

Background: Compassion is a poorly understood concept in medical imaging research, but an increase in its focus was recommended in the Francis Report (2013). Qualitative data were collected from student radiographers, service users and radiographers to conceptualise compassion and understand its meaning and manifestation in diagnostic imaging (DI) with a view to producing recommendations for radiography education and research.

Methods: The project was conducted from within a constructivist paradigm with appropriate ethical approval. Thirty-four semi-structured interviews were conducted with a purposive sample of DI ex-patients. Five focus groups with approximately six student radiographers recently returned from placement and one group of post-graduate radiographers were facilitated, and data were harvested from an online journal club discussion between radiographers of the author's published literature review. Data were transcribed and analysed thematically.

Results: The data reveal individual variations in needs, expectations, feelings and attitudes during DI, with preliminary results suggesting themes of humanity, kindness and understanding as key components of a compassionate radiographer-patient interaction. Asking targeted clinical questions during the introductory stage of the interaction establishes rapport between radiographer and patient and offering information about patients' X-ray images during the closing stages may limit or reduce uncertainty and anxiety. These findings have implications for scope of practice around training and competence in image interpretation.

Conclusion: Foregrounding the humanities in the radiography curriculum, in particular philosophy and ethics might personalise an otherwise technically focused radiographer-patient interaction. Understanding the nature of compassionate care could inform future interventions to re-structure patient examinations in DI.

1. Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2) pp. 77-101
2. Francis, R. (2013) Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry: Executive summary. London: HMSO
3. Lincoln, Y.S. and Guba, E.G. (2013) The Constructivist Credo London: Routledge

N5.5 A pilot study investigating the effectiveness of a collaborative workshop between medical students and diagnostic radiography students on justifying radiology request forms to comply with IRMER legislation

Joanne Holmes

The Dudley Group NHS Foundation Trust