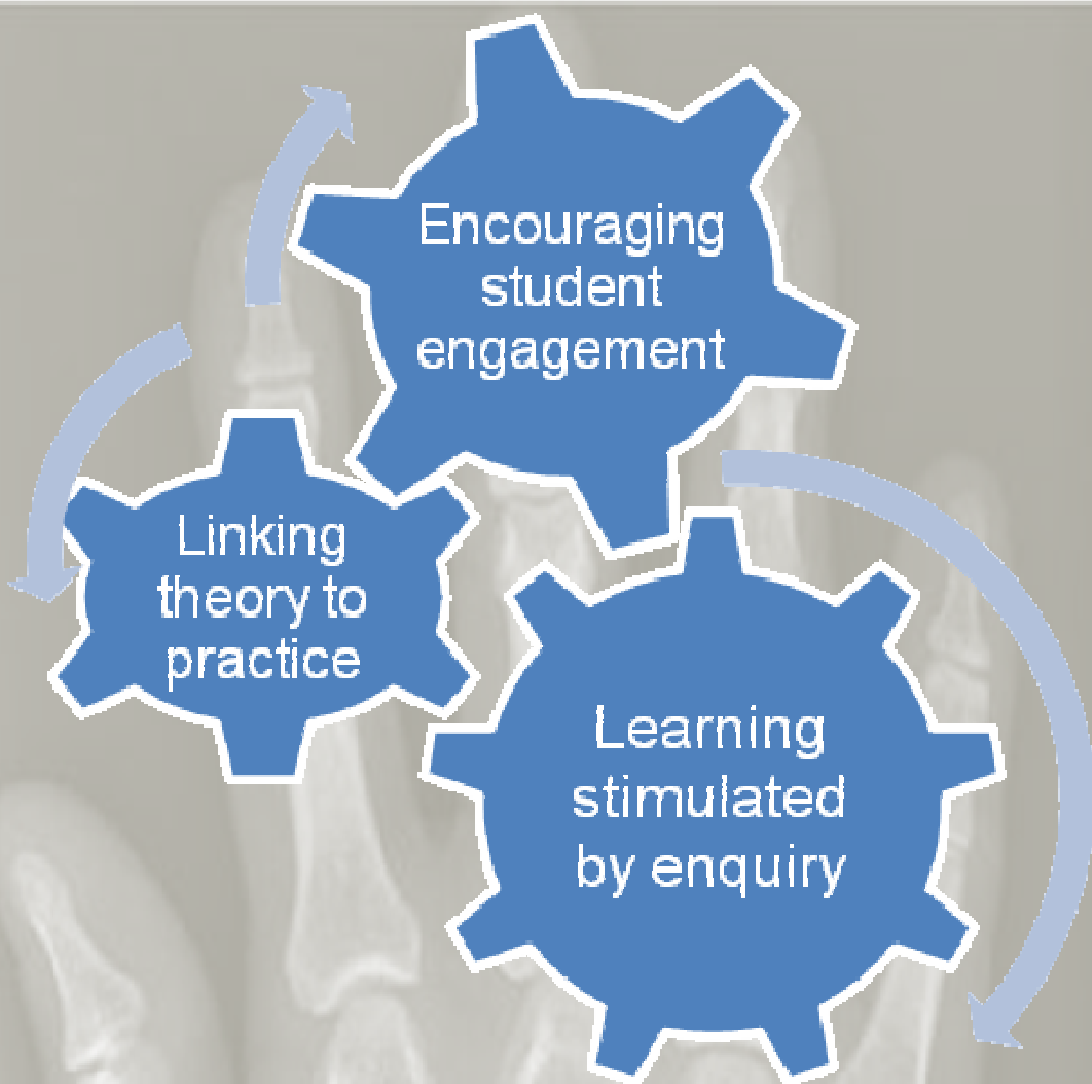# Enquiry Based Learning (EBL) for Science of Imaging Technology

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Encouraging student engagement

Linking theory to practice

Learning stimulated by enquiry

Aim

The aim of this project is to promote learner autonomy by applying enquiry based learning approaches to the Science of Imaging Technology 2 module at level 4

Objectives

◊ To build on the knowledge gained in Science of Imaging technology 1 and to help students to apply this to practical situations

◊ To develop a learning strategy that will enhance the student experience

◊ To develop an ethos of enquiry and research

Structure

key note lectures from manufacturers and practitioners

Small group projects based on learning outcomes

Product of group work presented at a science fair.

Introduction

Diagnostic Radiography is a science based health course. The imaging science modules provide a foundation for practice and for future study. They have had the highest rate of referrals and failure over a number of years and as such are a source of anxiety and reduced confidence at level 4. A move to a more active form of learning more closely aligned to the world of work will engage students more effectively in the learning process.

Students also have difficulty relating science knowledge to practice. Partnership with placement staff should reinforce the message that imaging science is relevant to their work and that it is seen as important by their future employers.

Students enter with a broad variation of science knowledge, so some students fail to engage in the learning because it is pitched too low, whilst others lack the scaffolding on which to build. Guided enquiry based learning in small groups should encourage students to be more self-directing and provide a learning environment suitable to their needs.

Proposed benefits of the project

- collaborative learning with staff in the work placement,
- bridging the theory-practice gap
- provides a model of learning for science modules

The project should

- enhance student experience,
- support the transition into level 4
- improve student retention and achievement

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