Clemson Thinks² Graduate Student Institute
2021
Student Generated Video Projects &
Critical Thinking

Ralphw@clemson.edu
Senior Lecturer - DPHS
CT² Instructor (‘16-’21)
CT² Scholar
Dir. UG Public Health Certificate

Ralph S. Welsh
Transitioning from Term-Papers to Student Generated Video Projects
(Presentation Outline)

• Overview of HLTH 2020 “Intro to Public Health CT²”
• Stimulus for making a change to course
• Process of changing course
• Evaluation of student learning
• Q/A?
• Overview of...

“Student Experiences & Perceptions Towards Student Generated Video Projects (2016-2021)”
HLTH 2020 “Intro to Public Health CT²”

• Beginning of the Semester Academic Challenge!
• What is Public Health?
  • Knowledge, Perspective & Skills of PH
  • Components & Functioning of Preventative HC System
  • Critical Thinking (CT²) Course

• Critical Thinking
  • “Critical Thinking: What It Is & Why It Counts” (Facione ‘18)
    • Interpretation, Analysis, Evaluation, Inference, Explanation & Self-Regulation
    • Intuitive & Reflective Thinking Strategies/Heuristics

• Implicit Bias & Ethical Decision Making!
• Constructivism, Metacognition, Engaged Learning…
Introduction to Public Health
(HLTH 2020)
What is Public Health?

Format of Course

- **3 Modules** of Material
  (*Text, Lecture, Ind. Research*)
- **Exams** on Facts/Content
  (50, 100, 100)
- **Mini-Assignments** on Skills
  (5-10 @ 10 pts each = 100)
- **Final Project** Knowledge/Skills
  (100 Group/Individual)
- Opportunity to **Showcase**
  Personal & Professional Skills
- **Community Outreach**!??
What is Public Health?

Health Status of the Public

"Health Care" System

"Medical Care" System
(Curative Care)

"Public Health Care" System
(Preventative Care)
What is Public Health?
(Adjectives & Short Statements)
What is Public Health?
(Adjectives & Short Statements)
HLTH 2020 “Intro to Public Health CT²”

“Mini-Assignments” (Examples)

- *The Scientists of PH*
- Organizational Framework of PH
- Critique of an Original PH Research Study
- *Personal Video Statement*
- *Critique of Previous Student Video Projects*
- Determinants of PH Behaviors
- Ethics/Ethical Decision Making in PH
- Group Member Peer Evaluation / Reflection
- Pre- Post CT² Tests
- Weekly Applied Discussion Board Posts
- …..
Stimulus For Changing Course

• Student Feedback/Comments...
  • Ultimate Challenge of PH...
  • Retention of term-paper information...
  • Artifact for Grandma & ...

• Personally...
  • New innovative teaching methods
  • Update student skill sets & target new generation of learners
  • Potentially more enjoyable to grade

• Critical Thinking, Engaged Learning, etc.
  • University initiatives & higher education goals
  • Active learning, digital communication, community outreach,
    learn how to learn/think, problem solving, deeper understanding...
Process of Changing Course

• Clearly defined key student learning outcomes
• Reviewed teaching strategies
  • Refined strategies (removed some, added some)
• Linked teaching strategies to student learning outcomes
  • Provided students with this summary so they knew my purpose...
• Linked teaching strategies to final project requirements
  • Provided students with this summary so they knew my purpose...
• Hoped for the best!!!
  • Early on ('09)... just make a video similar to term paper topics
  • Ongoing evaluation to refine teaching methods and assignments
Process of Changing Course

• Converting Final Term-Paper Guidelines to Video
  • Identify thesis statement (Health Threat & Target Population)
  • Brainstorm potential content (based on assignment guidelines)
  • Create preliminary outline of message
  • Conduct and synthesize research (confirm ideas & gather new info)
  • Finalize outline of message & resources
  • Instead of writing up ideas...
    • Communicate the same ideas with various audiovisual files (pictures, interviews, background music, popular media, etc...)
  • Finalize list of digital artifact
  • Create a digital storyline
  • Organize digital files into an .mp4 file
  • Provide skills/resources for video production...?
Evaluation of Student Learning

• Potentially more challenging….? How?

• Assignment requirements:
  • Final Group Video File (.mp4)
  • Justification Outline (google doc)
  • Preproduction Script (google doc)
  • Group Member Evaluation (blinded - everyone’s contributions)
  • Personal Reflections Digital Webpage (Spark, Google Site, Wix)
    • Video abstract
    • Summary of contributions
    • How critical thinking skills were applied during project
  • \(CT^2\) Test Scores, Survey of Video Experiences
  • Course Evaluations…
Audience Questions? Thoughts? Concerns?

- Has anyone assigned student generated videos?
- Do you see any potential benefits?
- Do you see any potential barriers?
- Do you see any potential opportunities for critical thinking?

1. **Interpretation:** To *comprehend & understand the meaning* of information, etc...
2. **Evaluation:**
   - To assess the *credibility* of information, etc...
3. **Analysis:**
   - To identify *the intended & actual relationships* between information, etc...
4. **Inference:**
   - To identify the *elements of conjecture* based on limited information, etc...
5. **Explanation:**
   - To be able to *present clear reasoning* for action/thoughts...
6. **Self-Regulation:**
   - To be able to *monitor & alter ones cognition* related to action/thoughts...
Students Teach CT to Scarecrow

Critical Thinking: What It Is & Why It Counts

- What are some other benefits of critical thinking?
- Intellectual/Personal Benefits
- Academic Benefits
- Societal Benefits
- Read real examples of applied critical thinking

Key Core "Critical Thinking" Skills
1. Interpretation
   - To convert environment into the meaning of information, etc...
2. Evaluation
   - To assess the probability of information, etc...
3. Analysis
   - To identify the individual or overall relationship between information, etc...
4. Inference
   - To identify the abstract or overall relationship between information, etc...
5. Explanation
   - To be able to present and explain the entire thought
6. Self-Regulation
   - To be able to search for & develop new concepts related to action thought

Wow, I finally have a brain!
Do you want to know what students think about video projects?

Student-Generated Video Projects: Experiences and Perceptions Among Students Enrolled in Classroom and Online Introduction to Public Health Courses (2016-2021)

Welsh, R.S., Fraley, V., Johnson, M.F., Parker, E.J., Bryan, E.J., Goude, E.C., & Worsham, C.J.

Poster presentation at the 4th Annual Clemson University Student Research Forum, Clemson, SC.

(click here to view digital poster)