Clemson Thinks² Faculty Institute 2021

Student Generated Video Projects & Critical Thinking

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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 CT\textsuperscript{2}”

- Beginning of the Semester Academic Challenge!
- What is Public Health?
  - Knowledge, Perspective & Skills of PH
  - Components & Functioning of Preventative HC System
  - Critical Thinking (CT\textsuperscript{2}) 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
- 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

(\textit{Curative Care})

“Public Health Care” System

(\textit{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...)
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
  • CT² 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...
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)