Clemson Thinks² Faculty Institute 2022
Student Generated Video Projects & Critical Thinking

Ralph S. Welsh
Ralphw@clemson.edu
Senior Lecturer - DPHS
CT² Instructor ('16-'22)
CT² Scholar
Dir. UG Public Health Certificate
HLTH 2020 “Intro to Public Health CT²”

• Intro to Public Health – Freshman & Certificate Students
  • Knowledge, Perspective & Skills of Public Health Science
  • Components & Functioning of 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

• Communication, Implicit Bias, & Ethical Decision Making!

• Engaged Learning, Metacognition, Constructivism…
Beginning of the Semester Academic Challenge!

What is Public Health?

- Who wants to take on the challenge? A – F?
- What if grades off the table?
- Who thinks they could get in A range, B range...?
- Who has no clue?

Important Question to Answer?

- Asked multiple times throughout the semester!
- Important for career!? 

I’ll never give you the answer!

- Adjective / Short Statement List (construct elements of your answer)
- Health of the Public!
- Anything we do to achieve the health of the public!
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)
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)*

- Opportunities to **Showcase**
  Personal & Professional Skills

- **Community Outreach?!**

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**Introduction to Public Health**
*(HLTH 2020)*

**What is Public Health?**
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...?
HLTH 2020 “Intro to Public Health CT²”

“Mini-Assignments” (Examples)

- Professions in PH
- 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
- …..
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...
Students Teach CT to Scarecrow
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...
How was your experience?

Great

Had Issues

Who can see your feedback?
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)