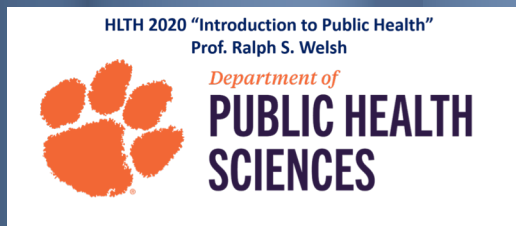


Clemson Thinks² Faculty Institute 2021

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 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
- **Constructivism, Metacognition, Engaged Learning...**

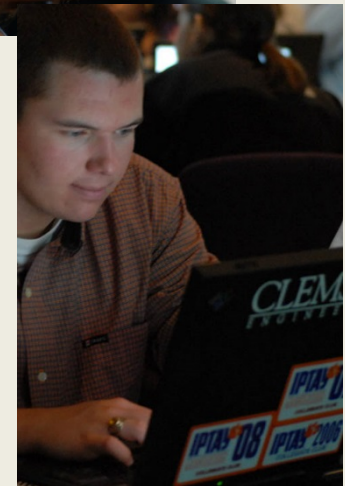
Introduction to Public Health (HLTH 2020)

What is Public Health?

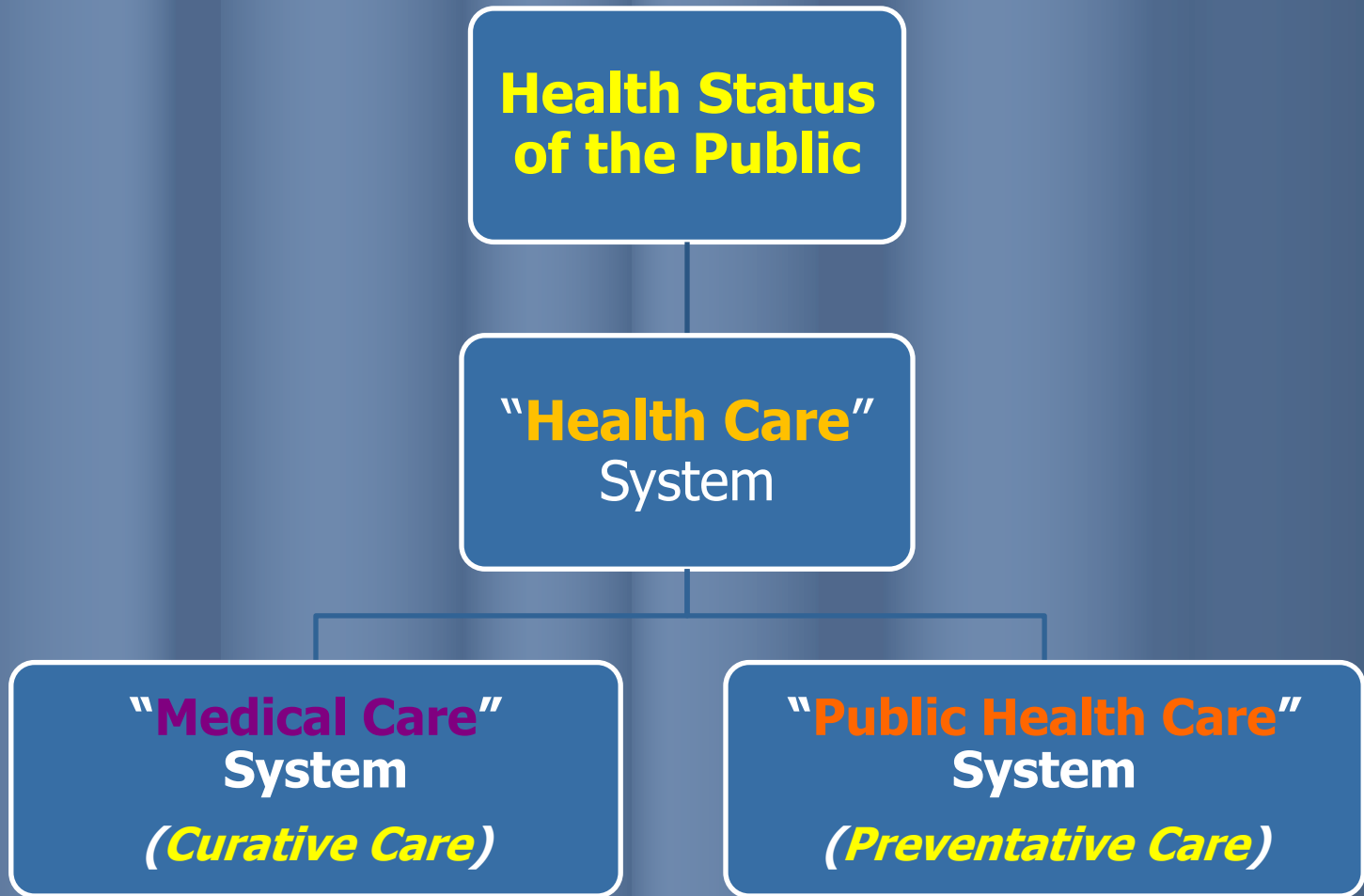


Format of Course

- ❃ **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 Care System

Public Health Care System

Mission

Assess

Policy

Assure

Public/Private Organizations

Individuals

Medical Care System

Patient

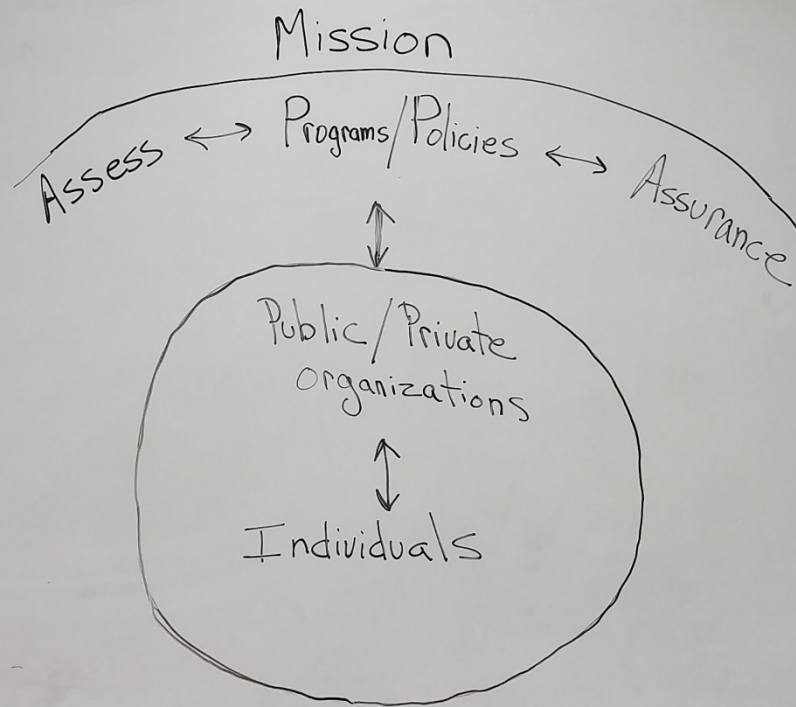
Provider

Payer

Policy/Regulator

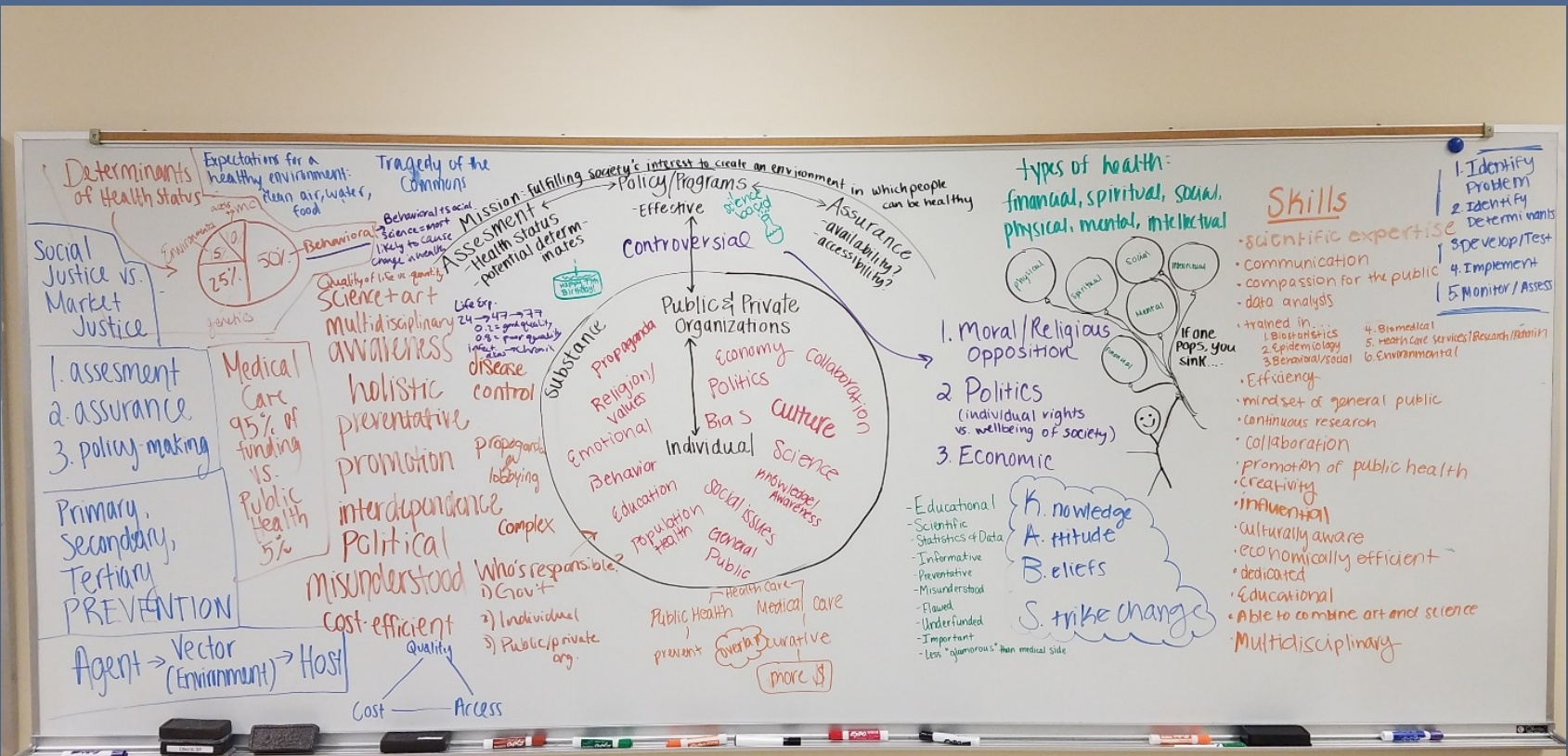
What is Public Health?

(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
 - **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.

[\(click here to view digital poster\)](#)