
Publications
Abstract
This dissertation posed the questions (a) What effects do creating videos on a topic of interest to grade 10/11 health education students have on motivation, self determination, and relatedness in health education class? and (b) Are some phases of video making more intrinsically motivating than others? Mixed methods were used to evaluate the impact of a video making intervention using Self Determination Theory (SDT) in four health education classes at publicly funded high schools in western Canada.

In answer to research question (a), Multivariate Analysis of Variance (MANOVA) tests indicated that overall, intrinsic motivation, extrinsic motivation, self determination, and relatedness were not changed over the timeframe of the intervention. Amotivation increased. Exploratory analyses indicated that student autonomy and first language had moderating effects. Thematic analyses expanded findings by identifying environmental and social factors influencing student video processes.

In answer to question (b), Multivariate Analysis of Variance (MANOVA) tests indicated that overall, there were no differences in intrinsic, extrinsic, amotivation, or self determination across three phases of the video making process. Exploratory analyses indicated that the classroom students were in as well as their gender and first language had moderating effects.

Study findings add to what we know about effective and successful school health education, which verifies the needs of adolescents being served; establishes linkages among program goals, objectives, and outcomes; monitors program implementation; and measures program effects on target population (Farmer et al., 1998). Contributions to Self Determination Theory literature include: (a) highlighting the role that student autonomy may play in positively influencing intrinsic motivation, identified regulation of motivation, and amotivation in health education class; (b) adapting and applying SDT measurement tools to a school health education setting to operationalize types of motivation and self determination, thus contributing to the development of a common understanding; and (c) using less ambiguous definitions of motivation within school health education contexts.

Under the right circumstances (i.e., implemented completely with adequate time), video making used in the manner described in this study could be an effective way to increase intrinsic motivation and self determination as well as promote content learning in health education class.

Awards, Scholarships, Fellowships
2011 – Graduate Student Travel Award, University of Victoria
2007 – Health Research Fellowship, University of Victoria
2007 - Graduate Student Travel Award, University of Victoria
2005 - Graduate Student Travel Award, University of Victoria

Presentations
5. Scott, T. and Miller, D. “Back to school: An adult graduation program environmental restoration project.” Connections annual Conference of the University of Victoria’s Faculty of Education, Victoria, BC, May 2006.(poster)