

7. Scott, T. "Community perspectives of student multimedia technology projects in a remote First Nations village." EDMEDIA annual world Conference on Educational Multimedia, Hypermedia, and Telecommunication. Montreal, Quebec. July 2005 (paper)

Publications

1. Stewart, S.; Riecken, T.;* Scott, T.; Tanaka, M.; Riecken, J.; *"Expanding mental health literacy: Indigenous youth creating videos." *Journal of Health Psychology* **2008**, 13 (2), 180-189.
2. * Scott, T.; *"Student technology projects in a remote First Nations village." In Laurel Evelyn Dyson, Max Hendriks and Stephen Grant (Eds.) *Indigenous people and information technology* **2007**, 137-140. Hershey, PA: Idea Publishing.
3. Riecken, T.; Conibear, F.; Michel, C.; Lyall, J.;* Scott, T.; Tanaka, M.; Batten, S.; Riecken, J.; Strong-Wilson, T.; *"Resistance through re-presenting culture: Aboriginal student filmmakers and a participatory action research project on health and wellness." *Canadian Journal of Education* **2006**, 29(1), 265-286.
4. Riecken, T.;* Scott, T.; Tanaka, M.; *"Community and culture as foundations for resilience: Participatory health research with First Nations student filmmakers." *Journal of Aboriginal Health* **2006**, 3 (1), 7-14.
5. Riecken, T.; Tanaka, M.;* Scott, T.; *"First Nations youth reframing the focus: Cultural knowledge as a site for health education." *Canadian Journal of Native Education* **2006**, 29 (1), 29-42.
6. *Scott, T.; *"Watch out for the W/hole! Student multimedia projects and culturally based education." *Canadian Journal of Native Education* **2006**, 29 (1), 43-57.
7. Tanaka, M.; Riecken, T.; Godfrey, A.;* Scott, T.; Stewart, S.; *"Communities of practice within a participatory research project: Interaction and change at the peripheries." *The BC Counsellor* **2005**, 27 (1), 59-68.



University
of Victoria

Graduate Studies

PROGRAMME

The Final Oral Examination
for the Degree of

DOCTOR OF PHILOSOPHY
(Department of Curriculum and Instruction)

TISH SCOTT

2005	University of Victoria MA	
1986	Simon Fraser University	PDP
1983	Simon Fraser University	BSc

**"Effects of Video Making on Motivation and Self
Determination in School Health Education"**

Monday, August 18, 2014
1:00pm
David Turpin Building, A144

Supervisory Committee:

Dr. Ted Riecken, Department of Curriculum and Instruction,
University of Victoria (Supervisor)
Dr. Wanda Hurren, Department of Curriculum and Instruction, UVic
(Member)
Dr. Anne Marshall, Department of Educational Psychology and
Leadership, UVic (Outside Member)
Dr. Ryan Rhodes, Department of Exercise Science, Physical and
Health Education, UVic (Outside Member)
Dr. Joan Martin, Department of Educational Psychology and
Leadership, UVic (Outside Member)

External Examiner:

Dr. Bill Hunter, School of Education, University of Ontario Institute of
Technology

Chair of Oral Examination:

Dr. Lynne Young, School of Nursing, UVic

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

1. Scott, T.
“Effects of video making on intrinsic motivation in school health education” annual conference of the Canadian Society for the Study of Education. Fredericton, NB, May 2011 (paper)
2. Scott, T.
“Enabling shared understanding: An analysis of video-conferencing data from a global software development course.” EDMEDIA annual world Conference on Educational Multimedia, Vancouver, British Columbia, Canada. June 2007 (paper)
3. Scott, T.; Riecken, T.; Cormode, S.; Dick, A; Lyall, J. and Tanaka, M. “Traditional Pathways to Health: Bridging communities through video-making with Aboriginal youth.” annual Conference of the Canadian Society for the Study of Education, Saskatoon, SK, May 2007.(oral)
4. Scott, T.; Riecken, T.; Conibear, F.; Kissinger, K.; Riecken, J.; Stewart, S.; Tanaka, M.; Chow, W. and Cormode, S. “Traditional Pathways to Health: Focus on youth and family well being.” annual Conference of the Native Mental Health Association of Canada, Vancouver, BC, October 2006.(oral)
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)
6. Scott, T.; Moore, C.; Moore, M. and Scott, M. “Pts’aanhli Nisga’a: Totem poles of the Nisga’a.” First Nations Education Steering Committee 11th annual Provincial Conference on Aboriginal Education, Victoria, BC, December 2005.(oral)