

What's the Worst Thing That Can Happen?
An Assignment for the People, Places and Environment Course
1st Edition: March 31, 2021, 3rd Edition April 21, 2021

Assignment Introduction and Overview:

This assignment is about the issue of Global Warming, A. K. A. Climate Change and whether action needs to be taken to do something about it. As individuals you are being asked to watch, analyze, and compare two relative short videos created by high school science teacher Greg Craven. To help you, you will be given some questions to address. Post your observations and answers in a Canvas Group/Team Discussion Board by the end of 00/00/2021. There will also be some group work. Think of your Canvas Group as a Team. Your team will be given some additional questions, and an additional video to watch. The goal of your Team's collaboration is to create a 2 to 5 minute narrated PowerPoint presentation consisting of 3 to 5 slides that summarizes your Team's analysis of the three videos. Combined these two activities (the project) will represent 20 percent of your course grade.

I. Learning Goals:

Analyze and Compare Videos.

Identify and Classify Subsequent Responses to and Criticisms of the Videos.

Develop and Exercise Critical Thinking Skills.

Successfully Conduct Research to Form or Modify an Opinion or Position.

II. Specific Instructions and Guidelines:

A. Individual Work:

1. Individually watch the following two videos and take some notes. As you watch these videos think about the questions in item A,2 below.

The Most Terrifying Video You'll Ever See (Greg Craven, Jun 8, 2007; 9:33)

<https://www.youtube.com/watch?v=zORv8wwiadQ>

How It All Ends

https://www.youtube.com/watch?v=mF_anaVcCXg (Greg Craven, Oct 10, 2007; 9:58)

(Also on DVD-R)

2. Individually respond to the following questions in your Group's Discussion Board by 00/00/2021, and a few days later post a substantive comment on the entries of at least 2 of you teammates by 00/00/2021. The initial post should be 400 to 500 words in length. Commentary posts should be 50 to 150 words and be substantive, and may include an additional ideas or questions, not just an "I agree" or "I disagree."

What is the subject of Greg Craven's videos? Or, upon what topic is he focusing?

What was Greg Craven's message in each video? What is he trying to demonstrate or prove? Why does he think this point is important? What is his purpose?

Were you comfortable and agree with his analysis, conclusion and recommendations:

In the First video?

In the Second Video?

Did either video changed your mind from a previous position that you held? If so, how? If not, why?

What was Greg Craven's primary graphical/pictorial device?

How does the graphical device used in the second video change from the first video?

How does Greg Craven's argument change between videos?

Probability is one dimension of risk. What are three fundamental dimensions of risk associated with an uncertain future event? You might have to do some research into "risk." (Don't spend too much time on this research, because we will talk about risk in class at the warp-up for this project/exercise/activity. Perhaps the instructor will use the recent grounding and sideways blockage of the Suez Canal by a giant containership as an example.)

How does a person's evaluation of risk and probability fit into the problem?

He asserts that we don't have to know something related to problem, but still are able to solve the problem. What is it that we don't we have to know in order to solve the problem he presents?

3. Use a Search Engine (e.g., Google, Edge, Bing, Yahoo, etc.) to identify at least two criticisms of Greg Craven's videos and arguments. Post a brief summary of those criticisms on your Group's Discussion Board by 00/00/2021. Include source information and any applicable URLs. And, answer the following two questions. Did Greg Craven respond to those criticisms? If so, how? (Or, if not, why?)

B. Group/Team Work:

1. Team Products to be Produced:

- Final Team Response posted/uploaded to the Canvas Group Discussion Board in the form of MS-Word or PDF File. Synthesize the analysis offer in the discussion board and integrate it with what you learned in B,2 and B,3 below. This should be considered a content source for developing the PowerPoint Slide Show. The document should contain 400-500 words be submitted by 00/00/2021.
- Final Narrated PowerPoint Slide Presentation uploaded to the Canvas Assignment Page for the exercise by 00/00/2021. The goal of your Team's collaboration is to create a 2 to 5 minute narrated PowerPoint presentation consisting of 3 to 5 slides that summarizes your Team's analysis of the three videos. Slide Show should summarize the key points of the Team's text response (including the Team's analysis and conclusions about the 3 videos), probably with more conceptual text than images (for example perhaps a matrix or two), but not be too busy. The slide show does not necessary have to have any images. See the rubric. The narration should not be a reading of the text on the slides, but an explanation of concepts and ultimately the Team's conclusion about the 3 videos and Greg Craven's ideas.

- Presentation of your Team's Narrated PowerPoint Slide Show to the entire class on 00/00/2021. Your team you will also receive peer feedback on your presentation (not factored into final assignment grade). The grade for your Team's Narrated PowerPoint Presentation will be based on the assignment rubric.

2. The Additional Questions to Address as a Team:

Explain what Pascal's Wager is and how it relates to these two videos and Greg Craven's arguments, and criticisms of his arguments.

In regard to the questions in Part A,2 and A,3 above, develop a Team response (via consensus or democratic vote, your team's choice). Include consideration of the third video. Initially, create, share, and post drafts via perhaps Google Docs, or whatever means is workable for your team.

3. The Additional Video to Watch and Consider:

The day after the due date (00/00/2021) for posting comments on initial entries from you Teammates to the questions in Part A,2, the instructor will post a link to a third video for the members of the team to watch individually or together (perhaps via Zoom). I recommend that your team work out a day and time when you can view and discuss it together.

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This entry does not appear in the student version of the assignment, rather only in the instructor's version.

Do You Dare the Dragon? (Aug 2, 2017; 3:25)

<https://www.youtube.com/watch?v=tdbeg7mS-CU&t=0s>

A collaborative project between Greg Craven, creator of "The Most Terrifying Video You'll Ever See" and Rupert Read of the University of East Anglia.

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Produced 10 years after the Greg Craven's first two videos, and nearly eight years after his book, what does this video add to the analysis and discussion that Greg Craven ignited in 2007? What is the same, or missing?

Did this video change your mind? If so, how?

III. Resources Students will Need

Internet access, and a PC or similar device with a Web Browser, access to the Canvas PPE Course Shell, Google Account (with access to Google Doc), Microsoft Word, and Microsoft Power Point, and Microsoft Outlook. A web-camera, microphone, speakers, or earphones (earbuds) will be necessary for communication, for recording and listening to narrations.

Communication Applications: You may communicate via Zoom, Microsoft Outlook, Google, Twitter, Facebook Messenger, Canvas Chat, Canvas Discussion Board, Canvas Collaborations, etc. Your team just has to agree on a common application(s) and procedure(s) that allow communications, documents, and slide show files, to be shared among team members.

IV. Organization, Management, and Support of the Team Project.

Tips: The first issue that your team should address is who is going to what and when? You might consider select someone to take the lead with drafting the text response document or another person to lead the slide show and narration production. You might decide to break into task oriented subgroups. There are many ways to organize and manage the Team Project, just select a process and make sure everyone understands the process and is willing to support and participate that process. The Instructor will occasionally check-in to see how the project is progressing, make observations, and make suggestions. The instructor's door (and e-mail mailbox) is always open for questions and concerns.

V. Student Feedback Opportunity.

At the end of the project you will have the opportunity to express what you liked and did not like about this project, what you think you learned, what you found difficult or too easy, and what changes you suggest in the activity/project. This will be done through a survey tool that protects your anonymity.

VI. Grading Criteria (Rubrics).

What's the Worst Thing That Can Happen? Project: Individual Component Rubric			
Criteria	Ratings		
	Strong	Satisfactory	Developing
Evidence that videos were viewed and understood.	Answers to questions clearly indicate that all the videos were watched and understood.	Answers to questions indicate that the videos were watched, but not necessarily understood.	Answers to questions suggest that some of the videos might have been viewed, but were not understood.
Number of Questions Addresses	Addressed all the questions	Addressed Most of the Questions	Addressed none or only a few of the questions.
Content & Comparisons	Content & comparisons are complete, accurate and supported by evidence from the videos. Conclusions are explained.	Content and comparisons are generally complete and accurate, but not all are supported by evidence from the videos. One area where an opinion is inappropriately presented without supporting facts or references.	Ideas and comparisons were incomplete or had inaccuracies, or there are two or more inappropriate opinions are presented without supporting facts. Content generally doesn't invite further discussion or investigation.
Critical Thinking	Clear evidence of critical thinking.* Postings are characterized by originality and relevance to the topic.	Some critical thinking evident, but posting may not directly address the issue.	Lacking critical thinking. Postings tend to address peripheral issues. Generally accurate, but with omissions or clear recitation.
Involvement and Responsiveness	Demonstrates analysis of others' posts; builds on previous posts.	Elaborates on an existing posts without further comment or observation.	Posts shallow contribution to discussion; does not enrich discussion.
Research	Conducted considerable research	Conducted some research	Conducted little or no research
Identify and Classify Subsequent Responses to and Criticisms of the Videos.	Accurately identified and classified two subsequent responses.	Accurately identified and classified one subsequent response.	Did not identify any subsequent responses, or misclassified responses.
Length of Initial Post	Exceeds Minimum	Meets Minimum	Less than Minimum
Notes: * (application, analysis, synthesis, and evaluation)			

What's the Worst Thing That Can Happen? Project: Narrated Video Rubric

Criteria	Ratings		
	Strong	Satisfactory	Developing
Organization & Content of Slides	Information is presented clearly and in a logical, organized sequence; nothing obviously missing or confusing.	Information is presented clearly; nothing obviously missing or confusing.	Information is unclear; occasional gaps in information.
Slide Show Design, Graphics, & Mechanics	Applies principles of UDL through a clean and easy to read template; text on slides is readable, but not too wordy; images and graphics explain information in a variety of ways; no spelling or punctuation errors	Slide template is clean; text on slides are not too wordy; images and graphics relate to text and presentation; no spelling or punctuation errors.	Slide template is distracting; text on slides is sometimes too wordy; occasionally uses graphics that do not support text or are distracting; 1-2 slides have spelling or punctuation errors.
Slide Show Length (# of Slides; # of Minutes)	Complies with Min-Max.	Exceeds Maximum.	Does not Meet Minimum.
Narration Content, Timing & Audio	Clear, fits the content of each slide, and well timed.	Clear, befits content of most slides, reasonably timed..	Audio, timing, clarity, and/or content consistency problems.
Content & Comparisons	Content & comparisons are complete, accurate and supported by evidence from the videos. Conclusions are explained.	Content and comparisons are generally complete and accurate, but not all are supported by evidence from the videos. One area where an opinion is inappropriately presented without supporting facts or references.	Ideas and comparisons were incomplete or had inaccuracies, or there are two or more inappropriate opinions are presented without supporting facts. Content generally doesn't invite further discussion or investigation.
Critical Thinking	Clear evidence of critical thinking.*.	Some critical thinking evident.	Lacking critical thinking.
Research	Reflects considerable research.	Reflects some research.	Reflects little or no research.

Notes: * (application, analysis, synthesis, and evaluation)