

Quality criteria: Educational Video

About the tool

Extension Learning Technologies' core quality principle is the continuous improvement of all digital learning to meet consistent, high-quality standards. The *quality criteria for educational video* is a tool for assessing the effectiveness of new and existing educational video. Educational videos have instructional intentions and do not have to be professionally produced by a videographer to be considered high quality.

This quality review tool is used by Extension professionals working toward excellence in online teaching. The criteria are part of the foundational *ELT Framework for Quality Digital Learning*.

The quality criteria may be used to facilitate an evaluative process in two ways:

1. **Creating a new educational video.** While this tool is not a planning checklist, it is effective when the rubric is referenced while storyboarding and planning a new video to ensure each component is included. See ELT's [guide to creating educational videos](#)
2. **When reviewing an existing educational video.** . A reviewer views your existing video and provides constructive feedback.

What the tool does NOT do

This tool will not tell you if video is the right format for your material or audiences. ELT and the Extension Communications Team are happy to consult on this point to the best of our ability.

Support

Extension Learning Technologies supports and trains on quality improvement. Contact ELT at exttech@umn.edu, for questions or consultation We offer training opportunities throughout the year.

Content

- **Purpose:** The video has a unique main idea/purpose and includes useful educational information for viewers. The content thoughtfully complements or fills a gap in existing curriculum.
- **Scripting:** The video includes an introduction and the content is presented in a logical sequence. The information is highly informative and provides essential information to the viewer. It includes a summary of key points with call to action items.
- **Cognitive load:** The video includes onscreen text, images or symbols to highlight important information. The information is chunked to allow people to engage with small pieces of new information and does not include extraneous information that does not contribute to the learning goal.

Criteria	Let's talk	At a minimum	Accomplished
Purpose	The video does not include clear goals, learning objectives or educational information that is useful. The relevance of the video is not clear.	The video purpose, theme, or main idea is adequately demonstrated with appropriate educational information. The relevance of the video is clear.	The video has a unique main idea/purpose, includes clear goals and is creative and compelling. The video thoughtfully complements or fills a gap in existing curriculum.
Scripting	The script does not include a short introduction and the content is not organized and presented in a logical sequence. The information is incomplete, incorrect and/or out of date. There is not a conclusion or summary of key points with any appropriate call to action items.	The video includes an introduction and the content is organized and presented in a logical sequence. The information is complete and accurate. The conclusion includes a brief summary of key points with call to action items.	The video includes a compelling introduction. The content is organized and presented in a logical, easy to follow sequence. The information is highly informative, complete and accurate. The conclusion includes a brief summary of key points and appropriate call to action items.
Cognitive load	On screen text, images or symbols (e.g. change in color, the appearance of a few key words)	On screen text, images or symbols (e.g. change in color, the appearance of a few	On screen text, images or symbols (e.g. change in color, the appearance of a few

Criteria	Let's talk	At a minimum	Accomplished
	are not used to highlight important learning concepts. There may be too much text or visuals that are extraneous or unclear. The video is long and delivered without chunking causing potential cognitive overload. The video includes sounds and content that does not contribute to the learning goal.	key words) adequately highlight important learning concepts effectively. The video is chunked into chapters so that people can engage with new content in appropriate segments. The video does not include any extraneous information.	key words) effectively highlight important learning concepts. The video is chunked logically and effectively so that people can engage with new content in appropriate segments. The content is presented in a meaningful way that helps people achieve the learning goal without extraneous information.

Delivery and engagement

- **Video length:** The length of the video is appropriate for the engaged attention span of the audience and material to be covered.
- **Prompts:** Viewers are prompted to pay attention to key learning points using text, graphics and quizzing in an effective manner.
- **Narration and clarity:** Narration is clear and delivered at a speed that is easy to understand and with enough emotion to keep the audience engaged.

Criteria	Let's talk	At a minimum	Accomplished
Video length	The length of the video is not appropriate to keep people engaged.	The video is an appropriate length for the material to be covered.	The video length is appropriate for the material covered and engaged attention span of the audience
Prompts	Viewers are not prompted to pay attention to key learning points. Text appears on screen all at once and/or line up with the narration.	Questions/prompts are used. Text scaffolding is used to correspond to the narration	Questions are prompted to key learning points. Text scaffolding is used to correspond to the narration.

Criteria	Let's talk	At a minimum	Accomplished
	Text and/or graphics do not remain on the screen long enough for them to be read or understood.	Text and/or graphics remain on the screen long enough for them to be read and understood.	Text and/or graphics remain on the screen long enough for them to be read and understood.
Narration and clarity	Narration is too fast for comprehension or too slow and drawn out to the point of losing attention. The narrator's speech is not understandable or is not completely clear to the intended audience. It sounds like the narrator is reading a script and does not contain inflection or emotion.	Narration is delivered at an adequate pace for comprehension. The narrator's speech is clear and understandable. The narrator exhibits strong knowledge of the content and uses some inflection and emotion.	Narration is delivered at a speed that sounds natural and allows time for viewers to process and comprehend the content. The narrator's speech is clear and completely understandable and delivery is consistent throughout. The narrator speaks authentically, uses inflection, cadence and emotion to set the tone or mood of the video.

Technical production

- **Lighting, background and setting:** Effort was made to ensure good lighting and the background compliments the overall look and feel of the video.
- **Audio:** The audio is clearly audible and listenable without any distractions.
- **Filming and transitions:** The subject is properly framed throughout and when b-roll and graphics are used, they enhance key points that contribute to the learning goal. Transitions are smooth and consistent.
- **Graphics and branding:** Extension branding is used appropriately with required statements at the end of the video. People are identified in the video using text or a lower-third graphic.

Criteria	Let's talk	At a minimum	Accomplished
Lighting, background and setting	Lack of proper lighting makes it difficult to see important details. The background and setting are not appropriate for the subject or are distracting. This can include a background with large patterns, something moving that distracts from the subject, glare on glasses, items that do not match with the content or time period.	Lighting is acceptable and it is easy to see important details. The background and setting are not a distraction to the subject or content.	The subject is fully visible with proper lighting. Additional lighting was used to eliminate shadows and glares. The background and setting are appropriate for the subject and the content. The background compliments the color and design of the production and adds to the overall look and feel.
Audio	The audio throughout is poor quality. This can include excessive background noise, frequent drop outs, wind, buzzing, echo or unintelligible speech. Subject was not wearing a microphone or the level was too low.	The audio is reasonably audible and can be listened to without any significant distraction. The subject used a microphone but the audio may include some moderate background noise.	The audio is clearly audible and listenable without any distractions. The subject used a microphone and the audio does not include any background noise, drop out, wind, echo or sounds of clothing or jewelry rubbing against the microphone.

Criteria	Let's talk	At a minimum	Accomplished
Filming and transitions	The subject is not properly framed, causing a distraction to the content. B-roll images and graphics are distracting or are not helpful in communicating the content. Transitions are jumpy or inconsistent throughout. Video footage may be jumpy or unstable. The subject is out of focus.	The subject is framed appropriately in most shots. B-roll images and graphics are cropped well and are helpful in communicating the content. Transitions are smooth. Video footage is free of jumpiness or unintended movement. The subject is in focus.	The subject is properly framed throughout the video. B-roll images and graphics are creatively used to enhance key points and are key to communicating the content. Transitions are smooth and consistent. Video footage is stable and free of jumpiness. The subject remains in focus even when moving or in different positions and framing.
Graphics and branding	Extension branding or required statements are not included. People speaking in the video are not identified with narration or text.	Extension branding is used at the beginning of the video and required statements are displayed at the end of the video. (OR) The video itself is not branded because it is embedded in an Extension branded Canvas course. People speaking in the video are identified in the narration with a "lower third" branded graphic that includes their name and title.	Extension branding is used at the beginning of the video and required statements are displayed at the end of the video. Extension staff are wearing Extension branded clothing. People speaking in the video are clearly identified in the narration and with a "lower third" branded graphic that includes their name and title.

Accessibility

- **Video captions:** The video includes captions that include spoken words, sounds and music so all users can access the information.
- **Audio descriptions:** The audio explains what is happening on screen when it is important to the content.
- **Text color and size:** Text in the video is readable and colors used can be read by someone who is colorblind.
- **Sharing platform:** The video is shared on a platform that allows the user to enable captions and adjust the quality and speed of playback. Kaltura Mediaspace and YouTube are good choices for hosting video.

Criteria	Let's talk	At a minimum	Accomplished
Video captions	There are no captions provided.	Captions are reviewed and human edited for accuracy. This may include contracted work by rev.com and/or Extension employees.	Captions are reviewed and human edited for accuracy. Captions are <u>properly formatted</u> (e.g. captions align with the audio, speakers are identified, five to six words per line). This may include contracted work by rev.com and/or Extension employees.
Audio descriptions	The audio does not explain what is happening on the screen.	The narration describes what is happening on the screen when important to the content.	Audio descriptions were added to describe what is happening in the video when important to the content.
Text color and size	There is too much text to read and the size is too small. The background colors are red, green, gray or have a checkered or paisley pattern making it difficult to read the text.	The text is at least 18 pt font size and there are no more than 5 words per sentence. All colors used can be easily read by someone who is colorblind.	The text is at least 18 pt font size and there are no more than 5 words per sentence, 5 sentences per slide. All colors used can be easily read by someone who is colorblind.
Sharing platform	The video is shared from a platform that makes it inaccessible (e.g. Google Drive).	The video is being shared from Kaltura or YouTube, allowing the user to enable captions and adjust the quality and speed of the playback.	The video is being shared from Kaltura or YouTube, allowing the user to enable captions and adjust the quality and speed of the playback.

