Educational value

General guidelines

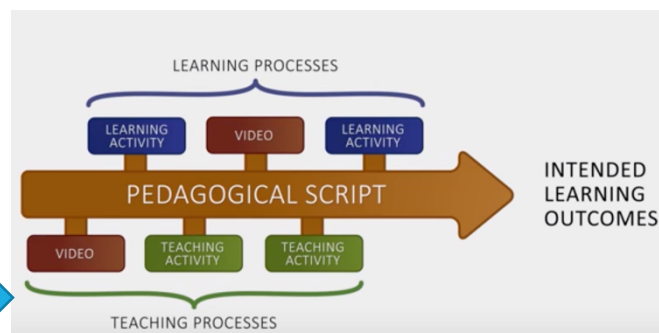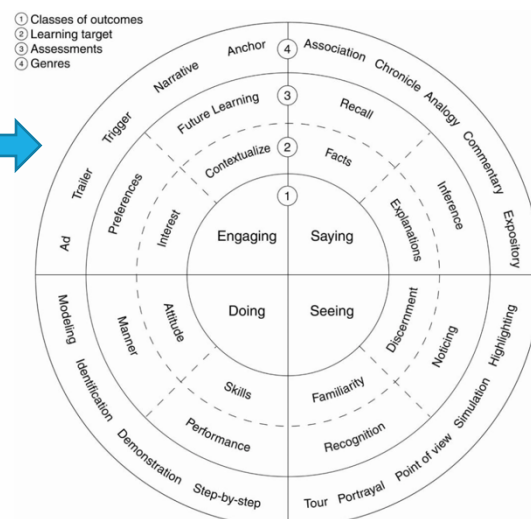| 1-2	3-4	5-6	7-8	9-10
It is very unclear what is the educational goal of the video	It is partly unclear what is the educational goal of the video	Educational intention / goal is clear for the viewer and clearly defined by the maker(s)	Educational intention of the video is linked to an actual curriculum/ learning outcome/current challenge	The video stands out because of it's educational impact
Target group or the learner or the pedgogy is undefined	The defined target group, learner or pedgogy is incoherent with the content of the video	The defined target group, learner and the pedgogy is defined and coherent with the content of the video	Video can be used in an educational context and it could provide added value for the learning process	Video evidently fixes or improves something in teaching or learning process or creates material that wasn't availbale before
Incorrect information	It is questionnable if the video can be used for the defined learner or context	Video can be used in an educational context		Video is able to consider different target groups
Video cannot be used in an educational context				

Questions that can help

Additional information

– Is the pedagogical idea of the video explained clearly?

– Is the target group clearly defined?

– Are there details about the place in the pedagogical script? (At what point of the learning process is the video intended to be used?)

– Is the aim (intended learning outcome or learning activity triggered by the video) clearly defined?
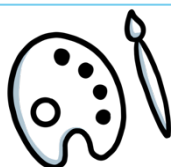

Video

– Is the educational aim/affordance of the video clear?

– Does the video fit the indicated target group?

– Is the educational aim clearly visible in the video?

– Does the video support the intended learning outcomes without distraction?

– Is the video placed at the right time in the pedagogical sript?

– Is the length of the video aligned with the content dealt with in the video?

Artistic Quality

General guidelines

1-2	2-3	3-4	4-5	5
Several creative choices distract the viewer unintentionally	Some creative choices distract the viewer	Creative choices do not distract the viewer	Creative choices engage the viewer most of the time	Creative choices engage the viewer and make the video stand out
Educational purpose of the video does not stand out because of the creative choices	Some of the educational value is affected negatively by the creative choices	Creative choices mostly support the educational intention of the video	Creative choices support the educational intention of the video	Creative choices support and even provide added value to the educational intention of the video
	The idea behind the creative choices support the video to some extent	Several creative choices are succesful and consistent	Creative choices are succesful and consistent	Creative choices seen on the video require skill and succesful implementetion of different production elements
				Consistent understanding of the artistic and stylistic choices

Questions that can help

Storytelling and structure of the video
– Does the video have an understandable structure?

– Is the narrative of the story able to engage the viewer?

Acting
– Is the acting convincing?

– Does it support the story without distracting?

Supporting arrangements
– Are the supporting arrangements (e.g. music, pictures etc.) unique?

– Are visual elements used profoundly and conciously?

– Do the visual and technical effects support the video?

– Is the style consistent, also with genre and/or format?

Technical merits

General guidelines

1-2	2-3	3-4	4-5	5
Several technical aspects distract the viewer unintentionally	Some technical aspects distract the viewer unintentionally	Technical aspects do not distract the viewer	Technical aspects support the understanding	Technical aspects support the understanding and make the video stand out
The educational purpose of the video does not stand out due to some technical neglect	Some of the educational value is affected negatively by the technical execution	The technical execution is mostly successful	The technical execution is consistently successful	The technical execution requires skill and is exceptionally well done
Video does not consider special needs and is therefore not accessible		Accessibility is partly achieved	Video evidently does consider special needs - accessibility achieved	

Questions that can help

Image quality
– Are the important parts in focus (sharp) and can be seen clearly?

– Does the picture design (frame setting size, perspective) support the message of the video?

– Does the video have the necessary stability (not shaky, pictures can be seen long enough, zooms are necessary, etc.)?

Editing
– Do the cuts and the music support the rhythm of the story and don't distract from the viewing experience?

– Do animation and effects support the story

Audio quality
– Are the spoken parts clearly understandable (level of sound okay)?

– Do music and effects support the experience and not overwhelm it?

– Are the background noises in balance (no disturbing noise, etc.)

Graphics and titles
– Is the written word clearly readable (big enough, staying on screen long enough, not too much words at once)?

– Do Graphics and titles support the experience without overwhelming other visuals

Accessibility
– Is the video accessible to all people