

CHECKLIST FOR DEVELOPMENT AND CRITIQUE OF INSTRUCTIONAL VIDEOS

This research-based checklist is a framework for the constructive critique of scripts, storyboards and videos.

Content and Sequencing

- Concepts.** The video clarifies the concepts it covers and makes links to students' prior knowledge, including misconceptions.
- Logic.** Each successive concept in the video or video series builds on the previous ones without gaps in logic or errors.
- Story.** A hook (e.g. problem or question) begins a narrative or explanatory arc that culminates in a resolution.
- Language.** Tone is conversational and disciplinary terms and notation are appropriately defined and consistently used.

Cognitive Supports

- Visualizations.** Demonstrations, animations and other visuals clarify concepts and make the invisible visible.
- Signals.** Cues (e.g. arrows, highlights and verbal guidance) help students move between physical phenomena, graphs, equations, symbols and other representational forms.
- Synchronization.** Graphics and narration are mutually reinforcing and well synchronized.
- Segmentation.** Judicious duration, natural pauses and reiteration emphasize important points and help parse the content for the learner.

Affective Considerations

- Streamlining.** Presentation avoids overburdening learners with distractions or simultaneous processing of different verbal (conflicting text and spoken) information.
- Relevance.** Presentation tone and style are age-appropriate and motivating, and the situation or context is meaningful for the target audience.
- Rapport.** Characters/audience are depicted/treated as empowered learners, and any interactions between individuals model respectful, helpful behavior.
- Accessibility.** The video is of sufficient aesthetic and technical quality to meet the learning objectives and it employs Universal Design Principles for maximum accessibility.