



Open Universiteit

Media & Learning

What do we mean by quality?

Five dimensions of quality in educational videos



PRESENTERS

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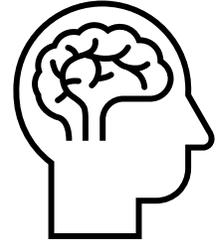


CONTENT

1. Opening (5 min.)
2. Short discussion about quality (10 min.)
3. Discussion about example (10 min.)
4. Presentation framework (15 min.)
5. Rating your own video (30 min.)
6. Discussion (15 min.)
7. Take-aways (5 min.)

THINK, PAIR & SHARE

- What do you mean by quality when talking about educational video's?
- Identify, in pairs, **two** criteria of quality
- 10 minutes



AN EXAMPLE

What do you think of the quality of this educational video?

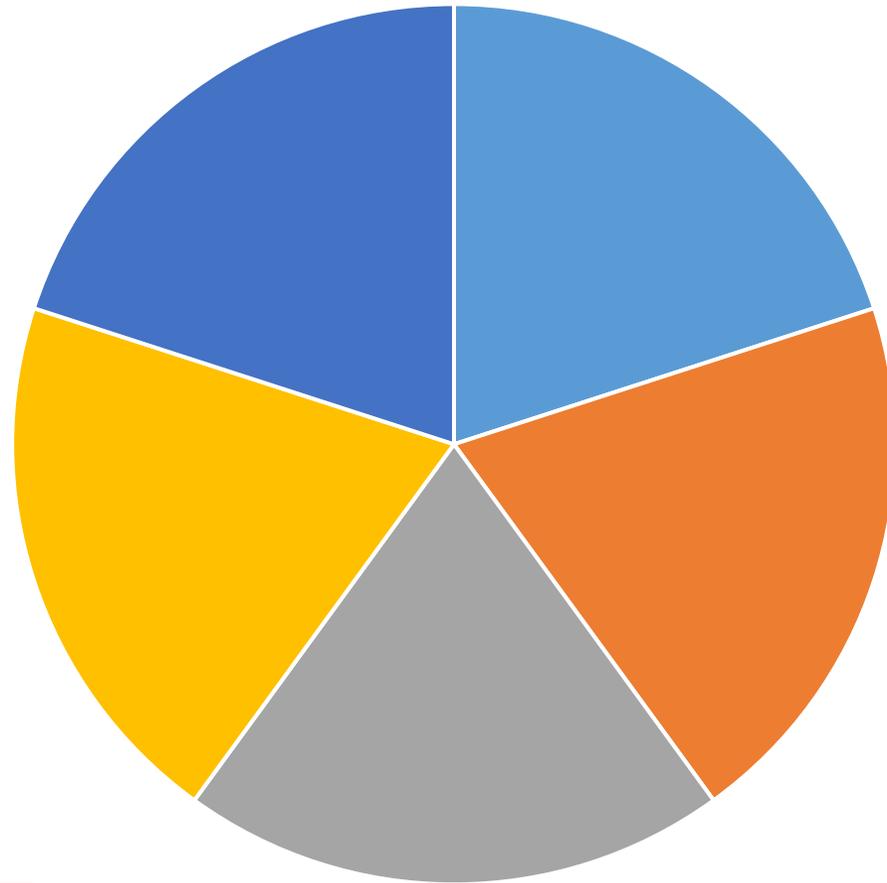


OTHER EXAMPLES





5 Dimension of Quality





5 Dimension of Quality

Audio Visual
Quality

- Sound, image, composition, speed





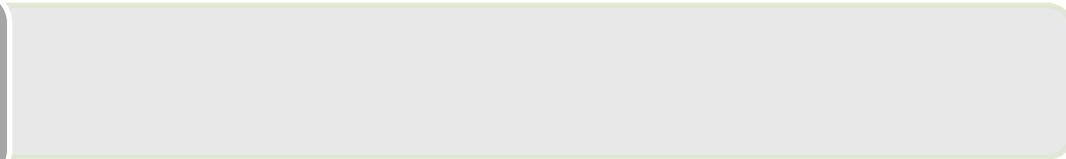
5 Dimension of Quality

Audio Visual
Quality

- Sound, image, composition, speed

Content Quality

- Correct, relevant, structured





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- Authority, sympathetic, authentic



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Cognitive Quality

- Combination and timing of image, text and sound (Mayer)





5 Dimension of Quality

Cognitive Quality
Theory of Multi
Media Learning
(Richard Mayer)

- Dual Code theory
- Cognitive Load theory
- Active Processing theory



5 Dimension of Quality

Cognitive Quality
Theory of Multi
Media Learning
(Richard Mayer)

- Dual Code theory
- Cognitive Load theory
- Active Processing theory
- Multimedia principle (words & images)
- Coherence principle (less is more)
- Redundancy principle (images + spoken words)
- Contiguity principles (spatial & temporal)
- ...



5 Dimension of Quality

Audio Visual
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Didactical Quality

- Function, learning goals, support



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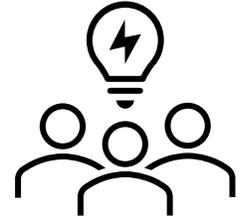
KILL YOUR DARLINGS (OWN EXAMPLE)

Audio-Visual Quality	<ul style="list-style-type: none">✓ sound: good✓ image: good, but boring✓ composition: good, but boring✓ speed: good, a bit slow
Content Quality	<ul style="list-style-type: none">✓ correct: we assume✓ relevant: good, very to the point✓ structured: good, clear
Speaker Quality	<ul style="list-style-type: none">✓ authority: she looks like an academic; we believe her<input type="checkbox"/> sympathetic: mediocre<input type="checkbox"/> authentic: obvious autocue reading
Cognitive Quality	<ul style="list-style-type: none"><input type="checkbox"/> combination and timing of image, text and sound: too much info (speaker is visible without a real function)
Didactical Quality	<ul style="list-style-type: none"><input type="checkbox"/> function: unknown<input type="checkbox"/> goal : unknown<input type="checkbox"/> support: unknown

RATE YOUR OWN EXAMPLE

- Groups of 5 (or 6)
- Look for an example out of your own practice
- Analyse this example using the checklist

- 30 minutes

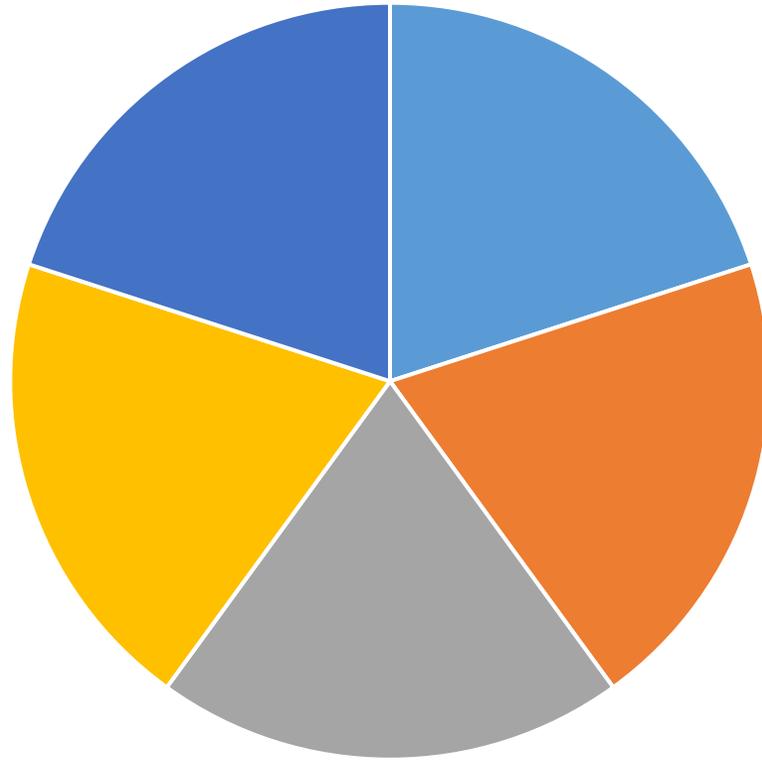


WAIT A MINUTE...

- Does that mean that every video with a boring background and bad sound quality is a 'bad' video?
- Does that mean that a video that checks 90% of the boxes is always perceived as a 'good' video?
- Are there any other factors that we need to take into consideration when talking about the quality of educational video?



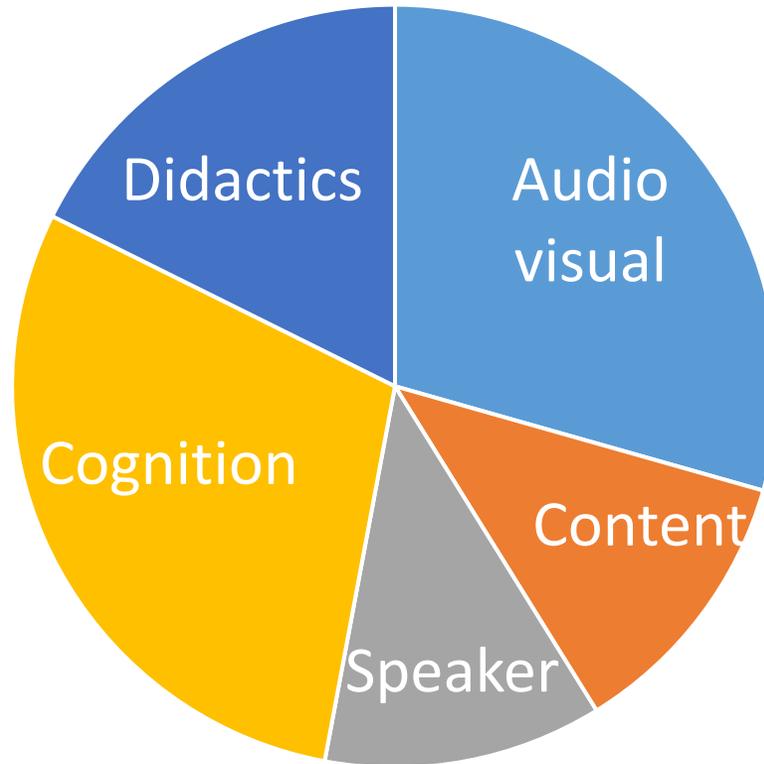
Relative Importance of Quality Dimensions





Relative Importance of Quality Dimensions

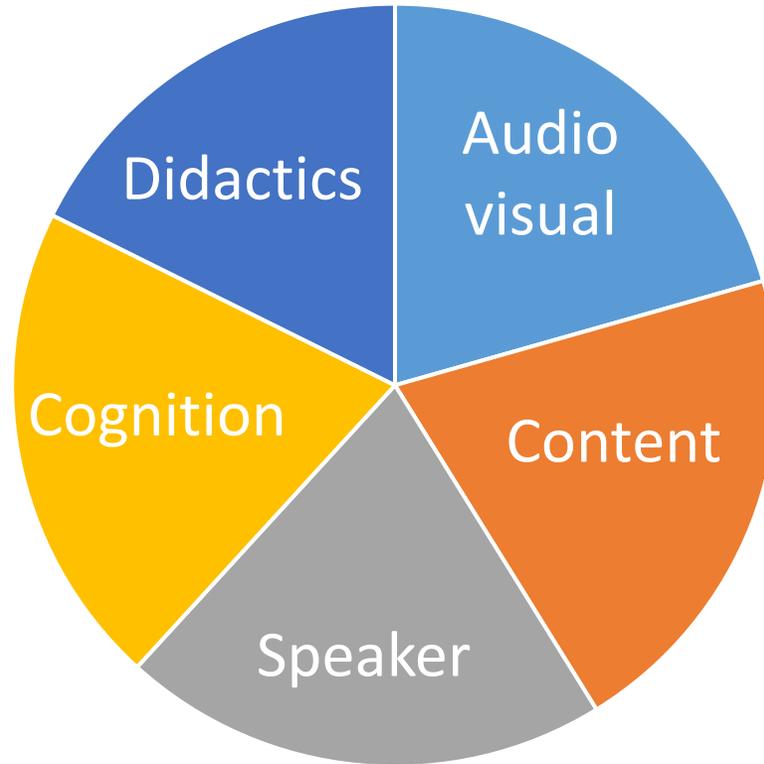
Beginner





Relative Importance of Quality Dimensions

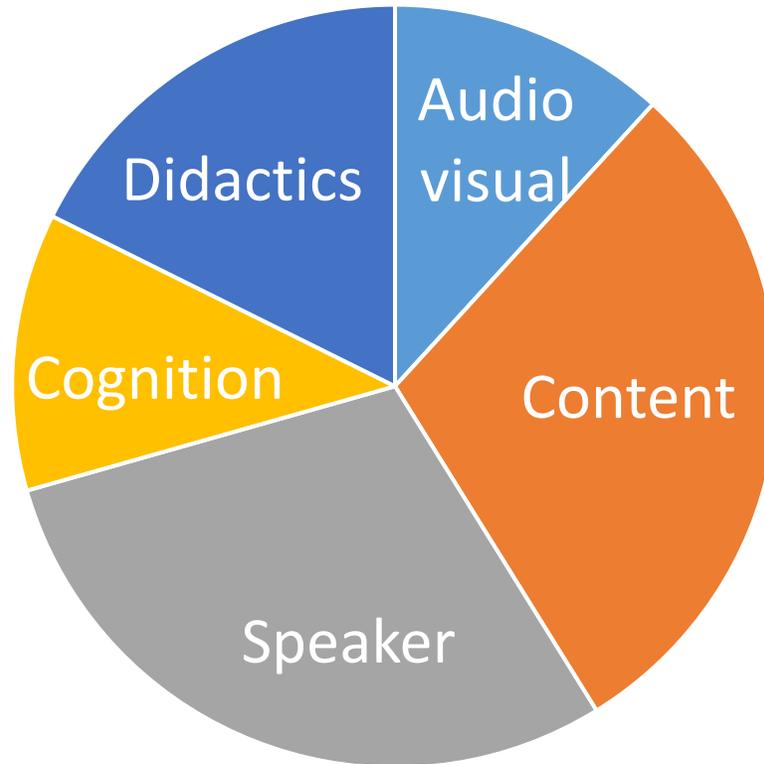
Intermediate





Relative Importance of Quality Dimensions

Expert



DISCUSSION

What does this mean for practice?



TAKE-AWAYS

Which are the most important things we learned from this workshop?



'CALL TO ACTION'

Use the checklist to :

- analyse a video you're not happy about
- to help you prepare a video you're going to make in the future

Audio-Visual Quality	<input type="checkbox"/> sound <input type="checkbox"/> image <input type="checkbox"/> composition <input type="checkbox"/> speed
Content Quality	<input type="checkbox"/> correct <input type="checkbox"/> relevant <input type="checkbox"/> structured
Speaker Quality	<input type="checkbox"/> authority <input type="checkbox"/> sympathetic <input type="checkbox"/> authentic
Cognitive Quality	<input type="checkbox"/> combination and timing of image, text and sound
Didactical Quality	<input type="checkbox"/> function <input type="checkbox"/> goal <input type="checkbox"/> support



LEARNING GOALS

“After this workshop, participants will be able to:

- Reason why different people might have a different opinion about the quality of a specific educational video.
 - Explain that there are at least 5 dimensions in which the quality of an educational video can be assessed.
 - Distinguish between these 5 dimensions when watching a concrete educational video and when evaluating its quality.
 - Determine how the different quality dimensions influence each other and identify the contexts in which certain dimensions are more or less important.”
- 



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THANK
YOU