



## Educational Video Checklist

- Is video an appropriate choice?
  - Can it stand alone or does it need complementary content?
  - Does it specifically convey what I want within this part of my course?
  - Is it more effective for my students to read and then view the video, or vice versa?
  - Have I viewed and vetted the video I plan to show to my students in its entirety?
  - Is the video a stand-alone in length or should I pause it at appropriate points?
  - Can I develop this video into palatable, strategic, sensible chunks?
  
- What are my goals and objectives for the use of this video?
  - Inspire critical thought
  - Introduce a new concept
  - Inspire creativity
  - Entertain
  - Establish historical and/or cultural context
  - Serve as the basis for reflection
  - "how-to" instructional purposes
  - What are students expected to do while watching the video?
  - Will you provide guidance in terms of things to pay attention to while viewing?
  - Are students expected to take notes or to respond to specific discussion board?
  - Will students be expected to engage after viewing?
    - Group discussion
    - Writing response
  
- Is the video appropriate for my students/audience in my specific course?
  - Level – i.e. graduate, undergraduate, doctorate; freshman versus senior, etc.
  - Students from different cultures
  - Students with disabilities
    - Does the video have captions for the hearing impaired?
    - Does the video have alternative text with for the visually impaired?
    - Is the pace of the visual imagery digestible for our brains to learn?
  
- Is the video listed in my syllabus with details for how students can access it?
- How does the video complement my existing course content such as readings, case studies, etc.?
- How does the video complement the overall curriculum in my program?