

Checklist:

Criteria for good teaching videos

1. Structure

- The video is well structured (with e.g. introduction, consolidation, examples, conclusion), perhaps in chapters (simplifies repetition)
- The video is well aligned with the learning environment/entire course (learning objectives, activities, overview)
- The video does not exceed 6 minutes
- The video can be part of a playlist (title, length, short description of content)

2. Authentic student world

- The video is understandable to the target group (language, content)
- The video uses examples which are suitable and authentic for the target group
- The video ties in with the previous knowledge of the target group
- Faculty act authentically in the video – slips of the tongue and other mistakes are fine as long as they are not repetitive and do not disrupt learning

3. Activation of students

- The video incorporates activation tasks (e.g. interim questions or final quizzes) which are directly related to video content
- The faculty in the video make contact with students (e.g. by asking them to reflect). They show their interest in the content
- The faculty link the video's content with further concepts, examples, analogies, in-depth material, etc.

4. Optimal didactic media

- The strengths of the video medium have been exploited. Content is imparted and learning objectives are achieved more effectively than would be possible using other media (text, images, live presentations)
- The selected design methods support the content and learning objectives
- Visual and audio channels are used optimally (they augment learning). The working memory is not overloaded (e.g., pauses are integrated)