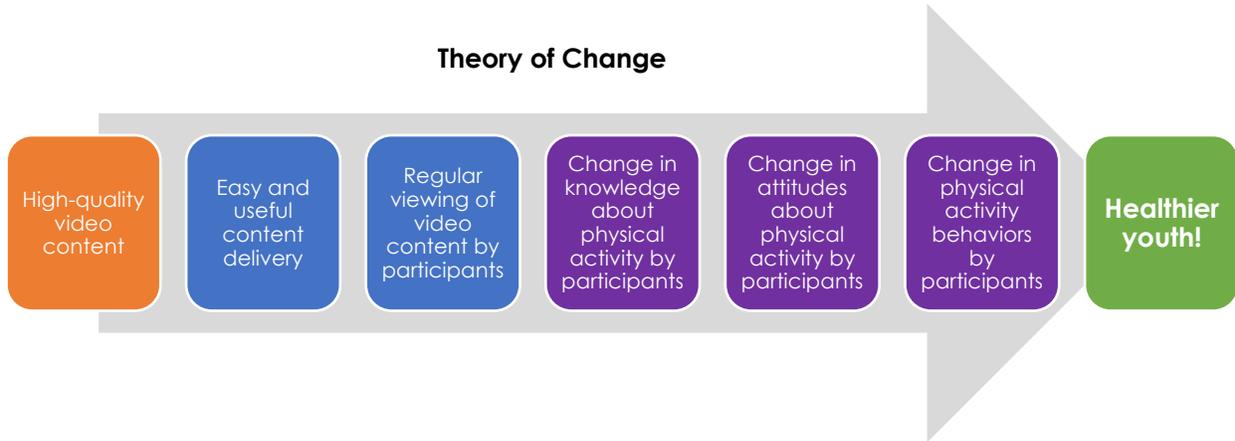


### Why is a high quality video important?

In order to ensure that regular student participation physical activity using online videos has the potential to lead to healthier youth, the following trajectory for the implementation and impact of the program needs to be followed.



### Creating, Disseminating, and Evaluating Content

The first step to impart change is to do everything possible to ensure **high-quality video content**. The evaluators at iEval<sup>1</sup>, in partnership with the University of Michigan’s Exercise & Sport Science Initiative<sup>2</sup>, developed a rubric that identifies the components of a high-quality video based on current best practices and research. By making potential instructors aware of the rubric, they can understand the components as well as specific technical and programmatic guidelines that will result in high quality videos being produced.

Next, the videos need to be provided in a **platform that is easy to access and easy to use**. Students (and families) should be able to regularly view and participate with the videos without technical barriers. Providing the videos in multiple platforms (e.g., computer, phone, television) helps remove additional barriers to access. Google Analytics or a program-specific login may be used to help determine frequency of viewing of videos.

As students use the videos, their **knowledge about physical activity should increase**, followed by their **attitudes** about how often and what type of physical activity to do. This should result in **changes in student behaviors related to physical activity**. Through online surveys, data may be gathered about participant perceptions related to changes in knowledge about the types of physical activity, amount of time physical activity should be performed, techniques of performing different moves, purpose of physical activity, etc.; changes in attitudes about the importance of physical activity, engagement in physical activity, involvement of others in physical activities, etc.; and changes in behaviors including number of days performing physical activities, number of minutes engaged in physical activities, variety of physical activities tried, etc.

<sup>1</sup> [www.ieval.net](http://www.ieval.net)

<sup>2</sup> <https://essi.umich.edu/active-schools-communities/>

## Model Youth Physical Activity Video Guidelines

### Video Rubric

The rubric was co-developed by iEval, the University of Michigan’s Exercise & Sport Science Initiative, and the InPACT@Home Physical Education Advisory Board. It was designed to help determine the quality of the videos.

	Component	Implementation Level		
		Absent (0 points)	Developing (1 point)	Proficient (2 points)
<b>Technical</b>	<b>Visual quality</b>	The video is blurry; subject(s) isn’t framed well; unsteady camera work; etc.	The video only needs minor improvements to be high quality.	The visual aspects of the video are clear, framed well, steady, and appealing.
	<b>Audio quality</b>	The music is too loud and overpowers the narration; the trainer cannot be heard; the audio is spotty; etc.	The audio only needs minor improvements to be high quality.	The audio is well-balanced and clearly heard.
	<b>Matching modality</b>	The audio is out of sync with mouth movements; the audio is inappropriate for the visual aspects; etc.	The audio-visual components only need minor improvements to be high quality.	The audio and visual information are well-coordinated to convey new information.
	<b>Signaling</b>	There are no text or symbols reinforcing information; the text or symbols are unclear; the text or symbols are inappropriate; etc.	The text or symbols only need minor improvements to be high quality.	Text or symbols are appropriately and clearly used to highlight important information.
<b>Content</b>	<b>Instructional objective</b>	There is no instructional objective.	The instructional objective is present but not explicit.	The instructional objective is explicit and clear.
	<b>Met objective</b>	The video did not address the instructional objective at all.	The video somewhat addressed the instructional objective.	The video fully met the instructional objective.
	<b>Call to action</b>	There are no recommended next steps for the learner to take after watching the video.	There is an implicit call to continued action for the learner.	There is an explicit call to continued action for the learner.
	<b>Bias</b>	There are intentionally biased statements or actions within the video.	There are unintentionally biased statements or actions within the video.	The content is presented without bias (e.g., gender, racial).
<b>Instruction</b>	<b>Learner engagement</b>	The information is presented in a vacuum without the learner’s engagement at the forefront.	The instructional techniques occasionally focus on learner engagement.	The instructional techniques fully focus on learner engagement.
	<b>Content organization</b>	The content is presented in a disjointed way with no logical organization.	The organization of the content only needs minor improvements to be high quality.	The content is presented in an organized way.
	<b>Segmenting</b>	The information is not broken down into chunks of information for easier learning.	There is some chunking but the video could benefit from more.	Short sequences of information are used to allow learners to engage.
	<b>Weeding</b>	There is an overabundance of personal or extraneous information that does not help build relationships or contribute to the learning goal.	There is some extraneous information that does not help build relationships or contribute to the learning goal.	All extraneous information that doesn’t contribute to the learning goal or help build relationships is eliminated.

**Categories:** high quality = 20-24 points; average quality = 13-19 points; low quality = 12 points or less

### Model Video Components

These recommendations may be used to improve the current videos and shared with video creators to improve future submissions.

#### Introduction

- Introduce yourself, and anyone else in the video, and say something that helps build a relationship (e.g., where you live, what you teach, a fun fact about yourself)
- Mention that the video is part of a specific series (e.g., for a class, for a program)
- Give an overview of what to expect with the workout portion of the video:
  - the focus (e.g., yoga, tabata, strength)
  - the length of the workout (e.g., 3 minute warm-up plus 14 minutes workout plus 3 minute cool-down)
  - necessary materials – ideally only using materials that everyone would have easy access to
  - appropriate workout clothing/footwear

#### Workout Content

- Involve other people in the videos – either children or people exhibiting modified versions of the exercises – as those videos are typically more engaging
- Demonstrate an activity or motion before doing it so the participants will be ready to fully engage when it is time to complete the workout
- Talk to and encourage the students throughout the workout to keep their attention
- Incorporate the use of a timer (either onscreen or audio only) when relevant
- Express the number of repetitions or time that will be spent in each exercise
- Incorporate other curricular aspects (e.g., sight words, nutrition information, counting by threes), when appropriate, which is an easy way to share educational information while more fully engaging students

#### Ending

- Provide an easy-to-type web address for students to go visit if they want to find more videos
- Make a call to action (e.g., “Go and be active today!” “Try to do three videos every day!” “Move more and eat healthy!”)

#### Overall & Technical Components

- Film the video in landscape instead of portrait so it fills a computer screen or TV
- Look at the camera and not yourself on the screen of the tablet or phone being used to film
- Ensure your full body (or at least the parts that are in motion) or objects you are using are well framed
- Use a wireless microphone if you are moving around a lot or are distanced from the camera
- Ensure that every video is self-contained and does not refer to a previous or next video since students may not be watching them in that order
- Ensure any music or video (e.g., sports footage from TV) follows appropriate copyright regulations
- Ensure the level of music is appropriate (not too loud or too quiet)
- Make sure you don't upload your videos backwards, so the words look like mirror images
- Upload videos in high quality resolution because ones that look fine on the computer screen may be blurry/pixelated when shown on a larger screen, such as a TV