

Guidelines for the Preparation and Evaluation of Video Career Media

Overview

These guidelines are designed to assist those who select and use career-related video media. They will also assist producers in creating quality materials to meet the needs and standards of the career development field.

High quality videos accomplish specific purposes with particular audiences. Producers must not only design materials to accomplish particular ends, but must assume the responsibility for conveying information regarding the effective use of such materials.

These guidelines are geared to a particular point of view because of the user-audience orientation of the majority of guideline readers. The emphasis on content, instructional design, bias, and quality of information is considered more relevant to the concerns of NCDCA members. Individuals using these guidelines must determine the extent to which videos meet the criteria. (No judgment should be made regarding the effectiveness of any materials in serving purposes other than those related to career development.)

Each criterion is designed to focus attention on standards that would discriminate between a video that is considered excellent versus one that is considered fair. Such criteria should guide users in the selection and appropriate use of videos as well as prove useful to producers who are concerned about designing highly marketable products.

Content

This section deals with the objectives, concepts, and information portrayed in the video. It directs attention to the impact of the video on the audience. The specific criteria assess what may be learned (content) as well as the instructional design (process).

1. **Early Presentation of Intent.** The purpose of the video must be obvious to the viewer within the first quarter of the presentation. Explicit or implicit presentation of the purpose early in the video prepares the audience for the learning tasks involved and increases the effectiveness of the video as a motivational and learning tool. Deviations from this practice are acceptable providing they are a part of a rational instructional design. In such instances, the instructional design should be clearly explained in the user's guide.
2. **Integrity of Title.** The title must accurately reflect the content or purpose of the video, but creativity for the sake of audience motivation or in the name of poetic license is not ruled out. In no case, however, should the title be misleading in terms of audience anticipation or to influence potential purchasers.
3. **Free of Extraneous (Noncareer Related) Material.** The video must adhere to an organized development of the content required in order to fulfill adequately the stated objectives. The relationship of the content to the objectives must be clearly stated in the user's guide and video packaging, and should be obvious when viewing the video.

The costs involved with videos may induce both producer and purchaser to favor videos that attempt to accomplish too much for too many. Materials must effectively deal with a manageable number of objectives for specified audiences. The video that addresses a limited number of objectives adequately is usually more desirable than one that overwhelms the audience with

content and a multitude of purposes. A video directed toward a specific audience is an ideal vehicle for developing content and eliciting responses that are appropriate to the abilities and interests of that audience. The differences among audiences are too significant to be sacrificed in the name of false economy.

4. **Accurate and Adequate Presentation of Concepts and Information.** Concepts must be portrayed and illustrated within the video in a manner appropriate for the comprehension level of the intended audience(s). Terminology referring to basic career development concepts must be defined in the user's guide whenever there is a possibility of ambiguity.

Occupational information must be accurate, comprehensive, and current. Occupations and occupation groups must be portrayed in a manner that makes the video a reliable source of current information. Videos with the primary mission of conveying occupational information should include the following details:

- Work performed
- Work settings
- Potential personal rewards
- Entry requirements and advancement possibilities
- Related occupations and career alternatives
- Credential requirements and union/professional affiliations
- Personal qualifications
- Occupational outlook in terms of short-range and long-range conditions.

Factors underlying trends and changes must be identified when possible to help interpret facts as they might exist at the time of viewing. Information that is more than two years old must be considered questionable. Most videos require revision every two years in order to update information presented. It is suggested that videos be revised/updated or retrieved if they contain information more than three years old.

Information should be balanced in terms of the advantages and disadvantages of the career alternatives. Although the purpose of the video or those of the producer or distributor may preclude a totally unbiased presentation, sufficient objectivity is required to ensure credibility and accuracy of information.

5. **Stimulates Transition from Passive to Active Response.** The video must motivate the audience toward some appropriate overt behavioral response. The content and manner in which it is presented must help the transition from passive viewing to discussion, follow-up activities, or other responses to provide the active involvement that is essential for optimal learning.

Production Considerations

This section deals with technical matters as they contribute to or detract from the video as an effective instructional tool. The specific items are intended to identify those characteristics that may be shortcomings in technical quality. Artistic judgments and aesthetic taste are left to the discretion of the producer.

1. **Credits.** Because credits serve more than just a utilitarian function in career guidance videos, the following information must appear in the screen credits to help the user and the audience identify the viewpoint and assess the reliability of the information presented in the video.
 - **Date of production or revision.** The date of production or release of the revision must appear in the credits to inform the viewer of the currency of the information presented. Although marketing considerations may cause producers to ignore this standard, career guidance videos must provide the viewer with this important date.

- **Name of producer or distributor, sponsor, contributor, and sources of funds.** This information not only helps the user distinguish between videos with similar titles or contents, but it provides important reference information when the guides and other materials are separated from the videos. This information may also establish a point of view or identify a potential bias that should be considered by the audience.
 - **Name, title, and credentials of consultants.** This information often gives credence to the production in the eyes of the audience. Although the listing must be brief, this portion of the credits should do more than just exhibit a name that conveys no meaning to the intended audience. The information may also be a reference for the user when materials accompanying the video are unavailable.
2. **Picture Quality.** The visual portion of the video must be viewed in terms of focus, clarity, color accuracy, contrast, and color balance. Individual frames and visual sequences should be free of any characteristics that detract from the intended message and impact of the video.
 3. **Sound Quality.** The audio portion of the video must be viewed in terms of clarity, volume, pace, and narrative music mix. Voices should use appropriate diction and dynamics and should feature distinctive qualities when recognition of more than one voice is required of the audience. Voices should also match the individuals pictured. Music and sound effects should contribute to the meaning and message of the video. The total effect of the sound should be free of any characteristics that detract from the intended message and impact of the video.
 4. **Length.** The length of the video should be weighed in balance with the content, intended audience, other technical considerations, and entertainment or aesthetic value.
 5. **Packaging.** The packaging should be designed to assure maximum security of the materials and facilitate their identification and use. Color and labeling should expedite identification for storage, retrieval, and delivery. The video's general purpose, specific behavioral objectives, intended audience(s), and running time in minutes must be stated within the packaging.
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User's Guide

The user's guide is an important part of any instructional package. It is a reference document and a source of information to guide potential users in selecting and using videos effectively. The user's guide must identify the audience and purpose of the video and how to use it most effectively. It must also provide instructions and suggestions to help use the video effectively.

1. **Credits.** Credits must be comprehensive and complete in order to serve their reference function satisfactorily. The following information should be included:
 - **Date of production/revision.** The date of production or release must be stated in the guide to inform the user of the recency of the information contained in the video. Revisions must be noted and the original titles and production dates included.
 - **Name and address of producer and distributor, sponsor, contributor, and source of funds.** This is basic identification data. Not all of this information may be available or appropriate. Such information, however, as sponsors, contributors, and sources of funds may alert the user to possible points of view or bias that may exist in the video. These data may also suggest possible sources of additional materials or information.
 - **Name, title, and credentials of consultant.** A competent professional staff is required to produce quality career guidance materials. Producers often supplement their professional staff with qualified consultants, who have had an active involvement in the production of videos and materials to meet the standards and needs of the field. The user should know

of these efforts, or their lack, as a factor to consider when examining the reliability and efficacy of the video. The credentials of consultants or appropriate staff members should be explicit in terms of field of endeavor and areas of professional expertise and specialization.

2. **Purposes, Objectives, and Audience(s).** The general purpose and the specific behavioral objectives -of the video must be stated in the user's guide. Such statements must also identify the audience(s) toward which the video is directed.

Objectives must be concise and stated in terms that enable the user and the audience to envision the learning tasks, address those tasks, and assess the degree to which they are accomplished. Terminology referring to basic career development concepts must be defined when there is a possibility of ambiguity.

3. **Synopsis.** The synopsis must convey an accurate description of the content of the video and the teaching strategy used to accomplish the stated purpose. It must include the running time in minutes. It is recommended that the guide also include additional aids such as full or partial scripts, frame reproductions or descriptions, and suggested stop-and-discuss points in order to assist the user in planning for effective use of the video.
4. **Verifiable Results of Field Testing.** Reputable producers must use some kind of evaluation procedures to determine the effectiveness of their materials. Although the state of the art precludes a statement of minimum standards for field testing and evaluation at this time, the user must have information regarding results obtained when the video was used with audiences similar to the target audience(s) identified in the guide.
5. **Discussion, Activities, and Resources.** Specific suggestions must be provided to assist the user in moving the audience from passive viewing to active involvement that is relevant to the purposes of the videos and the developmental level of the intended audience(s).

Discussion questions should help the user focus on the important issues and concepts presented in the video. Suggested questions should generate reflective and inferential thinking rather than simple recall. The interests and abilities of the intended audience(s) must be considered. Suggested activities must serve some useful purpose in terms of the career development of the audience. Activities should function as opportunities for follow-up action suggested in the video or to seek answers to questions raised in the video.

A bibliography of related sources of information, a list of resources available to further the purposes of the video, and other such references must be provided to help the user amplify the impact of the video.

Bias-Free Presentation

This section addresses itself explicitly to the responsibilities of the video producers to produce bias-free materials. Videos must go beyond tokenism and conventional role stereotyping and provide real examples of the world of work. A video lacking a progressive social orientation would also be deficient in objectivity and accuracy of information. The criteria in the section, however, are considered of fundamental importance and worthy of independent consideration when evaluating videos to be used for career guidance.

1. **Free of Sex/Age Role Stereotyping.** Occupational role stereotyping must be avoided. Individuals at all ages and of both sexes should be equitably portrayed at employment levels ranging from training to executive positions. The term "equitable" is used to connote fairness and justice rather than some statistically determined division.
2. **Free of Ethnic/Race/Religious/Physical Impairment/Stereotyping.** American society is multiracial and multiethnic and must be represented as such in career guidance videos. Care must be taken to avoid ethnic stereotyping and materials should be free of stereotyping based on physical impairment. Representatives from all ethnic groups as well as all individuals qualified to do a job, regardless of handicapping condition, should be portrayed at all levels of employment. Religion is not an appropriate topic in career guidance videos except as an area of employment for certain occupations.
3. **Free of Value Purposes, Social Class Bias, and Self-Serving or Promotional Purposes.** The videos must present information objectively and not imply a particular value orientation or social class bias. Explicit or implicit value judgments must not be evident regarding any work ethic. The video must be devoid of self-serving purposes and must not overtly promote a particular occupation, career field, business, or industry without due representation of both the positive and the negative factors involved.

NCDA Video Production and Review Service Evaluation Form

Video Title:

Date Released:

Sale Price: \$

Rental Price: \$

Producer:

Street Address:

City: State: Zip:

Distributor

Street Address:

City: State: Zip:

SETTING/POPULATION(s):

- ____ Elementary Schools
- ____ Middle or Junior High Schools
- ____ High Schools
- ____ Vocational Schools
- ____ Two-Year Colleges
- ____ Four-Year Colleges or Universities
- ____ Other

RATING SCALE:

5 = Outstanding 4 = Good 3 = Satisfactory 2 = Poor 1 = Unsatisfactory 0 = Does not apply

Content:

- 5 4 3 2 1 0 Early presentation of intent
- 5 4 3 2 1 0 Integrity of title
- 5 4 3 2 1 0 Free of extraneous (noncareer related) material
- 5 4 3 2 1 0 Accurate and adequate presentation of concepts/information
- 5 4 3 2 1 0 Stimulates transition from passive to active response

Total points for content = _____

Production Considerations:

- 5 4 3 2 1 0 Credits
- 5 4 3 2 1 0 Picture Quality
- 5 4 3 2 1 0 Sound Quality
- 5 4 3 2 1 0 Length
- 5 4 3 2 1 0 Packaging

Total points for production considerations = _____

User's Guide:

- 5 4 3 2 1 0 Credits
- 5 4 3 2 1 0 Purpose, objectives, and audience
- 5 4 3 2 1 0 Synopsis
- 5 4 3 2 1 0 Verifiable results of field testing
- 5 4 3 2 1 0 Discussion, activities, and resources

Total points for user's guide = _____

Bias-Free Presentation:

- 5 4 3 2 1 0 Free of sex/age role stereotyping
- 5 4 3 2 1 0 Free of ethnic/race/religious/physical impairment stereotyping
- 5 4 3 2 1 0 Free of value purposes, social class bias, and self-serving or promotional purposes

Total points for bias-free presentation = _____

TOTAL POINTS ALL AREAS = _____

75-90 = Outstanding 59-74 = Good 42-58 = Satisfactory 25-41 = Poor 0-24 = Unsatisfactory

Synopsis (Give summary of content without judgment):

Critical Comments (Give strengths or weaknesses of content, production considerations, user's guide, biasfree presentation):

Comments (Recommendations and suggestions for the producers/authors; if there is a discrepancy between the total score and your evaluation, please document your evaluation decision):

Reviewed by:

Date:

The 1992 edition of the Guidelines for the Preparation and Evaluation of Video Career Media was prepared under the direction of Rich Feller, Ph.D., Colorado State University, Fort Collins, CO (chairperson of the CIRS Subcommittee on Video Review Guidelines), with the assistance of the Career Information Review Service Committee, chaired by Charles Mollerup, Idaho SOICC, Boise, ID. The committee wishes to thank Roger Lambert and Paul Downes for the initial leadership in this effort. The Guidelines were approved by the NCDA Board of Directors January, 1992.