



HOPE Careers Consortium

Third-Party Review Rubric: Video Presentations

Program: Metal AFO Fabrication

Reviewer: [REDACTED]

SECTION ONE: DESIGN / PRESENTATION / EDUCATIONAL COMPONENTS

Criteria 1.b	Determination
Are the videos as a series “chunked” or grouped in a way to help students learn the content?	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback Click here to enter text.	

Criteria 1.c	Determination
Where appropriate, does each video lesson build on the knowledge from the previous video lesson?"	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	At times the info was redundant, but the importance of the subject matter warranted the redundancy

Criteria 1.d	Determination
Does the instruction facilitate student learning of skills / processes / techniques?	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	

Criteria 1.e	Determination
Are the video presentations appropriate for the audience	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	

SECTION TWO: AUDIO / VIDEO QUALITY

Criteria 2.a	Determination
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Do the video content meet the standards of the profession? (i.e. given the industry standards for a certified technician, is the material appropriate?)	x Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	

Criteria 2.b Does the overall production quality of the video meet professional expectations? (i.e. is the video and audio crisp and clear? Is the language used appropriate and professional? Does the presenter present himself/herself appropriately?)	Determination x Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	

Criteria 2.c Is the audio clear and does it effectively assist in communicating the main ideas?	Determination x Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	The inaudible portions were a bit distracting, but overall is was clear.

<p>Criteria 2.d</p> <p>Are the video lengths adequate to meet the goals of the lessons without adding unnecessary information?</p>	<p>Determination</p> <p>x Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet</p>
<p>Feedback</p>	<p>Some of the demonstrations could have been shortened. For example when setting a rivet, I don't think it's necessary to demo every rivet, the same w/ drilling a hole, etc. Twice seems sufficient.</p>

SECTION THREE: ACCESSIBILITY

<p>Criteria 3.a</p> <p>Are the videos captioned?</p>	<p>Determination</p> <p>x Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet</p>
<p>Feedback</p>	

<p>Criteria 3.b</p> <p>Are the captions synced with the audio?</p>	<p>Determination</p> <p>x Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet</p>
<p>Feedback</p>	<p>Only once did I notice it being out of sync, and the video was out of sync to the audio as well.</p>

Criteria 3.c	Determination
Are the captions (typeface) easy to read / follow, not blocking any important screen content?	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	

Criteria 3.d	Determination
Do the videos refrain from using flashing / flickering text and / or animated text?	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	

Criteria 3.e	Determination
Are the videos accompanied by a transcript?	<input type="checkbox"/> Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
Feedback	unknown

SECTION FOUR: ATTRIBUTION

Criteria 4.a	Determination
Are TAACCCT USDoL disclaimers properly presented in each video?	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet

Feedback

Criteria 4.b Is the Creative Commons 4.0 license properly noted in each video?	Determination x Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
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Feedback

Criteria 4.c Is the name of the video / course / topic and the HOPE Careers Consortium logo visible in each video?	Determination x Met <input type="checkbox"/> Met w. Reservations <input type="checkbox"/> Unmet
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Feedback

Supporting Questions

Do you think these videos can help teachers/trainers teach fabrication methods to new technicians/employees? If yes, how do you think the videos will help teachers/trainers do an even better job? If no, why are these videos not helpful?

Absolutely yes. I felt the presenter did an excellent job of covering all aspects of fabricating. From his explanation of the tools and materials to their use and properties, very well done. I think any new instructor would find his explanation of in-toe and out-toeing useful in the set up of the joints and uprights. And was exceptionally pleased to see the time he spent on medial side bar deflection, it's rationale and function. I thought it's examples of varus and valgus, (when establishing the mid-sagittal line), also very helpful.

Do you think the video subject matter is current and relevant? If there were portions of the video that did not seem current or relevant, which portions were these and why did you find them not current or relevant?

Yes the subject continues to be relevant, maybe more so as there will continue to be a need for DU AFOs as the DM population rises in our communities. Also, since almost no body wears shoes w/ a removable heel these days, it would be useful to see the stirrup attached to a solid sole shoe.

Do you think anything was missing within these videos, or should anything have been covered more thoroughly?

The one area that needs improvement is the video perspective of the bending of the uprights. It would have been good to see an overhead view of the bars being "laid" over the tracing. And the tracing needed to be reversed completely not just the joints and calf band. I know as new practioner doing my own fabrication work, it was very helpful to have that reference until I became comfortable visualizing the line! As a side note, when the presenter was holding up a completed AFO, in video 6, it looks like the deflection is on the lateral upright.

Do you think videos are an effective means of teaching and training employees on technical methods/procedures, or do you think other methods/procedures are better for this kind of training? Please elaborate and provide a rationale for your response.

As a reference and in adjunct to actual hands on learning, yes. The subject matter is too technical and too "hands on" to learn in only a visual format. Students need to be guided through the techniques by an experienced iinstructor, and for many students will grasp it only with many attempts or failures! I was very pleased w/ the helpful tips he gave throughtout the process, again it demonstrated his knowledge and experience.

Would you use these videos if you had access to them? If yes, how would you use them and for what purpose? If no, why would you not use them?

Yes, if I were in a clinical setting w/ residents or training current technicians, absolutely. I can also see the videos being used to re-train technicians that no longer apply the proper side bar deflections! Or don't understand the concept of in and out toeing.

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