Video Production to Enhance Multimedia Presentations Skills:
An Undergraduate Business Project

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ABSTRACT

In this article, we argue that multimedia video presentations are going to be a useful (almost necessary) tool for business professionals. The technology is readily available for anyone to make basic videos and thus it will become more commonly used. Current students, anticipating a long business career, will need to develop basic video production skills. To understand the video making thoughts and skills of current business students, we report survey data about the attitudes, aptitudes, and experiences of a sample of undergraduate business students. The results indicate that some students have strong video making experience, particularly from high school, while others have no video making skills or experience. Most believe they will need to be able to make videos for successful careers in business. Editing is the skill most students report as lacking. We also present a class-tested, video project that endeavors to help undergraduate business students develop video production skills while also developing content knowledge. The project requires students to individually research careers in accounting, and then produce a video as a group that is intended to persuade undergraduate students to consider a career in accounting. Rubrics are provided along with implementation guidelines. Overall, students successfully produced short video segments, and reported improvements in many areas of video production.

Keywords: business, accounting, education, presentation, video production, multimedia, oral presentation, collaborative learning, active-learning, careers in accounting, rubric

INTRODUCTION

The general purpose of a professional business presentation is to convey information and influence the audience, in other words, to communicate and to persuade. Some means of communication are more effective than others. Multimedia presentations that include sound, narrative, and visuals are standard presentation tools that facilitate communicating complex topics to an audience within a set time period. Examples of traditional multimedia presentations include PowerPoint, Prezi, Keynote, or other presentation software; these tend to be used for live presentations and could include slides, graphics, videos, etc. Although these presentation tools can accomplish the communication needs, they can also be limiting. Live presentations by definition require the speaker and the audience to be simultaneously present. The quality of the presentation is determined by the actual performance of the speakers. The time necessary for the presentation is limited by the human capabilities of the presenter. Alternatively, multimedia video presentations, which are produced ahead of time, offer improvements to some of these problems.

The distinctions between traditional presentation methods and video methods are somewhat blurred because many presentation software tools allows recording and editing. Although a traditional presentation can be developed and practiced ahead of time, and even archived, the primary value of a video presentation is that the presenter can view and edit the video, to improve the quality of the presentation, before actual delivery. Editing allows for efficient effective presentation of the information. Editing also facilitate the use of expert witnesses who might not be available for the presentation. Likewise, even the presenter is not necessary, when the audience can view an archived video presentation on demand at their convenience. Video presentations incorporate multimedia experiences that can better inform and persuade an audience using facts, context, and entertainment.

Prior to recent technological developments, only professionals could create and publish videos, and thus only professionals were expected to produce videos. However, as the technological tools for video production have become more prevalent, so has the expectation of their use. Today almost everyone can take videos on their phone, edit these videos easily using standard computer software, and publish them for all to view. YouTube, the dominant platform for digital video archiving, has upended traditional media structures (Soukup, 2014). In just over a decade, YouTube uploads have grown to more than 400 hours per minute and the forecast is not slacking (Robertson, 2017).

The need for traditional PowerPoint-like presentations is waning, and like overhead projectors and acetates, may eventually become obsolete. The future of basic video production as a presentation tool has arrived and business professionals need to be equipped to use this valuable tool.

Professionals have long recognized that oral communication is an important competency for business students in the workplace (Maes et al., 1997). Surveys of accounting professionals indicate that oral communication is a core function for accounting practice (AICPA, 1999; Albrecht & Sack, 2000, Siegel, 1999). Marketing repeatedly has described presentation skills as an important hiring criteria for entry-level positions (John & Needel, 1989; Kelley & Gaedeke, 1990). Finance too recognizes the value of soft skills for business leaders (Kaigh et al., 2014). Effective presentations can open a whole world of opportunities for personal growth, professional influence, and career advancement (De Beer, 2007).

After being criticized by employers that students were poorly prepared to function in the workplace, and learning that employers highly valued communication skills, (Applebome, 1995), academia incorporated oral presentation skills into most undergraduate business programs (Campbell et al., 2001). However, the specific use of video presentations has been limited to particular kinds of classes, or has been used for recording oral presentation in online classes. Specialized courses are being developed to teach multimedia commercial production for advertising and public relations (Morris, 2012). Corbett et al. (2010) reported that students who made sales videos while in a marketing class benefited because the video making reinforced their understanding and use of the sales process. Kemp et al. (2013) showed that sales recruiters who viewed one-minute video resumes were more likely to contact that applicant than candidates who provided only a resume. In on-line corporate finance MBA classes (Holland, 2014) and undergraduate business information systems classes (Raven et al., 2010), video technology has been used to record traditional class presentations for later viewing and grading. These examples of video presentation activities are limited because either they focus on a specific segment of the business student population, or they do not fully embrace the power of video production for presentations.

The purpose of this article is to argue that preparing video presentations is an important skill for business professionals and to provide a sample project that requires students to prepare a short video presentation. Although the specific purpose of the assigned video is to inform undergraduate students about careers in accounting and to persuade them to consider majoring in accounting, this project can be easily adapted for use in any business class where informative or persuasive presentations are given. Moreover, the project can be used at any level of education. This project is intended to augment, not replace core business content and technical training.

BUSINESS STUDENT VIDEO PRODUCTION ATTITUDES, APTITUDES, AND EXPERIENCE

To better understand the need for business students to develop video production skills, we surveyed current business students at our institution and inquired about their attitudes toward the value of being able to prepare videos, their desire to learn video production skills, the skills they already believe they possess, and their prior video making experience. The sample was drawn from a mid-to-large regional public institution in the Midwest. The characteristics of the students that attend this institution are 58% female, 89% full-time, 82% Caucasian, 35% low income, and 39% first generation college student. The college of business is representative of this population.

Sample specifics
A convenience sample of 324 business students from 13 different sections of business classes was used. The specific classes surveyed included: Principles of Managerial Accounting, Managerial Finance, and three upper-division accounting classes (Cost, Intermediate I, and Systems). The Principles of Managerial Accounting and Managerial Finance are required core business classes that all business students take and most complete at our institution. Thus, these classes were likely to have a representative sample of business students. Three upper-level accounting classes were selected because the project was conducted in an accounting class and specific accounting student data was desired as well as the general business student population. All students in the 13 sections were offered the opportunity to take the survey, and 98% completed usable surveys.

As depicted in the Table 1, the sample was relatively balanced between male and females students. Half the sample were juniors in college, and the other fifty percent were split equally between sophomores and seniors. Of the 324 subjects, 153 reported accounting as a major, 50 of which were joint finance majors and another 21 were joint management majors. There were 41 subjects reporting a finance or economics major, 34 reporting a management major, 41 reporting a marketing major, and 65 reporting a non-business major.

Table 1: Sample Characteristics

Business class:	# of obs.	Male	Female	Year in college So.	Jr.	Sr.
Principles of Managerial Accounting (core)	81	43%	57%	71%	23%	5%
Managerial Finance (core)	99	59%	41%	13%	61%	26%
Upper-division accounting classes	144	59%	41%	3%	55%	42%
All classes surveyed	324	55%	45%	23%	49%	28%

Survey Results

Students were asked about their perceptions of the following questions. The results are presented in Table 2.

- How useful will it be for you to be able to prepare video presentations?
- How much do you desire to learn how to prepare videos?
- What video production skills do you believe you have?
- What previous video making experience do you have?

Panel A in Table 2 suggests that in general, students believed that they would need basic video development skills to be successful in their work over the next ten years. Almost half the students thought that video production skills would be considerably useful within the first three years, and this rate grew to 65% who thought they would be a valuable presentation tool within ten years. When segmenting by major, accounting, finance, and economics majors believed video production skills in their first 3 years were less valuable (mean of 2.9) than the marketing, management, and other majors (mean of 3.6). These differences were not statistically significant at alpha equal 0.10 using standard t-test methodology. This evidence suggests that students believe video production skills are an important tool for professional success.

Panel B in Table 2 suggests that in general, students desire to learn how to prepare videos. Of the students sampled, 40% reported at least a moderate desire to learn video production skills, with the strongest desire to learn editing skills. Like the student attitudes toward the value of video production, accounting, finance, and economics majors were less interested in learning additional skills than marketing, management, and other majors and these differences were not statistically significant at alpha equal 0.10 using standard t-test methodology. Thus, students believe video production is an important skill to learn.

Panel C in Table 2 provides evidence that there is disparity in student ability to produce videos. Students believe they are more skilled at planning a video storybook and taking video clips than editing and polishing their presentation. About 65% agreed they could plan and film short video productions, but 38% to 56% reported they could not edit music, video clips, or voice-overs. This evidence suggests that students have some skills but are lacking in the editing ability, and this would be a good area for development.

Panel D in Table 2 provides evidence that many students have had some experience making videos. Only about 25% of students surveyed had never produced a video. Of those who have produced a video, most gained their experience during high school. Only 17% of the sample had made a video for a college class. While many students make videos for personal use, these videos can be of dubious quality. This evidence suggests that more video making experience is needed in college where the quality of the product can be monitored and developed.

Overall, students desire more video production skills and believe these skills will be important for their professional success. Editing is the skill identified as most lacking. This evidence suggests that video production projects could be beneficial for business student education.

Table 2: Business Student Video Production Attitudes, Aptitudes and Experience[+]

Panel A: How useful will it be for you to be able to prepare video presentations?

Using the scale provided,* assess your attitude toward the value of video presentation skills:	Value of video presentation skills							
	0	1	2	3	4	5	6	Mean
in the first 3 years of working in business	4%	9%	15%	24%	26%	14%	7%	3.29
in the first 3-10 years of working in business	3%	7%	8%	18%	28%	25%	12%	3.83
need for basic video development skills	3%	5%	10%	17%	33%	20%	11%	3.75
need for professional video development skills	5%	9%	14%	22%	26%	17%	6%	3.31

*Assessment scale: 0=No value; 1=slightly useful; 2=somewhat useful; 3=moderately useful; 4=considerable useful; 5=extremely useful; 6=critical for success.

Panel B: How much do you desire to learn how to prepare videos?

Using the scale provided,** assess your desire to learn the following:	Desire to learn video production skills					
	1	2	3	4	5	Mean
Overall desire to learn video production skills	11%	19%	30%	29%	12%	3.12
Desire to learn how to plan a video	11%	26%	29%	23%	11%	2.98
Desire to learn filming techniques	12%	21%	29%	25%	12%	3.04
Desire to learn editing visual effects	9%	16%	25%	32%	18%	3.34
Desire to learn editing sound effects	10%	18%	27%	28%	16%	3.22

**Assessment scale: 1=no desire; 2=slight desire; 3=some desire; 4=moderate desire; 5=extremely desirable.

Panel C: What video production skills do you believe you have?

Using the scale provided,*** assess the validity of each statement:	Video production skills					
	1	2	3	4	5	Mean
I can plan a short video (3-7 minutes)	6%	12%	19%	38%	25%	3.63
I can film short video clips	7%	10%	18%	35%	30%	3.72
I can edit video clips	19%	23%	25%	18%	16%	2.91
I can add and edit music in videos	17%	21%	23%	23%	16%	2.98
I can add and edit voice overs in videos	29%	28%	18%	15%	9%	2.47

***Assessment scale: 1=strongly disagree; 2=somewhat disagree; 3=neither agree nor disagree; 4=somewhat agree; 5=strongly agree.

Panel D: What previous video making experience do you have?

Produced at least one video of the following length:	Video making experience		
	High school classes	College classes	Personal use
1-2 minutes	26%	6%	19%
3-5 minutes	47%	11%	26%
6-10 minutes	20%	4%	9%
Over 10 minutes	10%	2%	7%
No videos produced	28%	83%	52%

Note: Observation counted if student reported to have produced at least one video of this length.

+All percentages based on the full sample of 324 observations.

THE VIDEO PROJECT

Assignment

The purpose of this assignment is twofold: one, for students to learn about and communicate information about careers in accounting and two, for students to develop presentation abilities, specifically using video production skills. The specific fields of accounting explored are corporate financial reporting, external auditing, managerial accounting, internal auditing, and tax consulting. The required medium of communication is video presentation.

The project involves three stages: independent research, group video preparation, and wrap-up with evaluation and reflection activities. Initially, all students conduct independent research on the assigned area of the accounting profession. This is graded for content and feedback is provided. Once the research phase is completed, students unite into their groups to develop a 5-7 minute video that ultimately is intended to present an undergraduate student audience with information about the accounting profession, and to entice them to consider careers in accounting. Initially, one day of class time is devoted to having the students discuss and prepare storyboards for their videos. The instructor is present to answer questions about content, to offer suggestions about organization, and to clarify expectations about the specific video skills required. In the wrap-up phase, students watch each other's videos in class, and assess them using the grading rubric provided (see Appendix B). The experience culminates with each student writing a one to two page reflection on the process of video preparation, the video making skills developed, as well as what they learned about collaborative work. A copy of the assignment is presented in Appendix A.

Learning Objectives

The assignment specifically addresses three types of learning objectives, content objectives, research objectives, and video production objectives.

Content objectives include:
- To understand and communicate the basics of a specific area of accounting
- To articulate what type of work these accountants do and who employs them
- To know the necessary or useful certifications and how to obtain these certifications
- To know how to achieve the education necessary to prepare for a career in this area of accounting.

Video production objectives include:
- To communicate information clearly to a specific audience
- To appropriately edit segments for proper transitions
- To demonstrate the ability to edit audio and voice narration
- To demonstrate the ability to film with appropriate background, lighting, and equipment
- To incorporate graphics, images, music, and special effects
- To demonstrate creativity that enhances the communication of the message
- To properly use the work of others through appropriate copyright clearances.

Implementation Guidelines

This project has been assigned for three semesters in an undergraduate Principles of Managerial Accounting class at a mid-to-large size public university with a fifteen-week semester, 75-minute classes, and class sizes of twenty to forty students. The class typically consists of sophomore business students of which the male-female ratio is 50-50, 90% are traditional students, and 15% are accounting majors. The video making attitudes, aptitudes, and experiences of the students taking this course are similar to those reported in the previous section.

Collaborative learning: Students are assigned by the instructor to groups of four at the beginning of the semester and work on a variety of exercises and projects together. The groups are purposely heterogeneous to provide students with the experience of cooperating with individuals different from themselves. Research shows that heterogeneous groups produce a more effective learning environment than student self-selected groups as measured by individual academic performance (Smith and Spindleb, 2007). Throughout the semester, students are exposed to group management tools. For each project, they must select a leader, scribe, spokesperson, and member. These roles are switched throughout the semester so students can gain experience at multiple roles. Except on rare occasions, student groups are left alone to resolve internal conflicts. Although the process of collaboration is valuable, this project is conducted in groups primarily because group learning better improves student video production skills.

Research component: This assignment requires little prior academic learning. The content is learned through independent research. Students are asked to do independent research because, in general, their research skills are still at the developmental stages, and it is only when combining all the group's resources will they have enough content to adequately prepare the video. If students conduct the research in groups, they typically give the task to one person who in general does not provide sufficient information. All members of the group need to come to the group work having prepared the topic as well as they can. This makes for much better content and fewer frustrations in the video making stage.

In general, students find the research part of the assignment difficult. They are poorly prepared to struggle to find sufficient information about their topic. However, this stage in the assignment is critical to successful videos. Students benefit from being given a model of annotated references that provides examples with the level of detail needed. Three references from varying sources, such as professional organizations, journal articles, and news media, tend to be sufficient for students to understand the expectations of the research stage. This resource improves the quality of their research and reduces their frustration level. It is more valuable for sophomore students, who are still building research skills, then for upper-division or graduate students.

Video production: In this class, we purposely do not help the students learn video production skills. In the professional-world, they will encounter new technology and will need to be able to find the resources to learn how to master the technology. We do provide a list of resources that include some university personnel in the IT area who can assist them in video production. The equipment that students use varies considerably. Some use personal iPhone equipment and software; others use more professional filming and editing tools. The university offers some editing software for student use, and some have used this as well. To date, equipment availability has not been a problem. In general, the only intervention needed is to remind students to properly manage their time. To address this problem and to build project management skills, students are encouraged to develop a project task and timeline.

Over the past three semesters, students have been able to successfully complete the video production process. For examples, see https://www.youtube.com/watch?v=asENkhX0AR4 (Carroll et al. 2017) and
 https://youtu.be/LztRN2wSmrM (Grannan et al., 2017). Although the videos met the basic requirements, they generally had easily identifiable flaws, which enhanced the learning process. Students observed the production weaknesses, developed a greater appreciation for high-quality videos, and learned how to avoid classic errors in the future. In an ideal world, the videos would have been revised after being reviewed. Because of the production deficiencies, we have not shared the videos outside the class.

Rubric use and grading: Rubrics are provided to students for the group video component (Appendix B). The use of rubric grading is widespread and has been shown to enhance student learning by providing concrete guidance of expectations (Reddy & Andrade, 2010). The rubrics used were developed from a variety of sources following the guidelines of Taggart et al. (1999) and Zimmaro (2001). The purpose of providing students with this rubric is to remind them of the important components to a good video presentation.

The specific project grade is based on 100 points, where the research segment is 30 points, the video segment is 50 points, the peer assessment of other videos is 10 points, and the reflection is 10 points. Video segment points are assigned as follows: base points are given for completing the assignment; for each of the assessed rubric attributes, points are either added or deducted based on the assessment. Excellent assessments receive +2 points; good assessments receive +1 point; fair assessments receive 0 points; and weak assessments receive -1 point lowering the score by 1 point. The base points for the video segment is 32 points with nine assessments, thus the scores can range from 23 points (46%) to 50 points (100%). The research is graded based on the quantity and quality of the content provided. The peer assessment and reflection are graded on effort as judged by the instructor.

Metacognition: After students complete the project, they are asked to write a one to two page reflection paper about what they learned from the project, how they would approach the problem differently, what they learned about group dynamics and project management, what went well and what did not. Often students are unfamiliar with metacognitive activities and must be guided into appropriate reflection. To develop student reflection skills, the instructor demonstrates the process using personal reflections about the process of writing research papers. Metacognition is critical to gaining a deeper understanding of the learning objectives.

Outcome Assessment

After completing the project, students provided feedback by completing a questionnaire that asked about how the project helped them develop their video making skills. Panel A in Table 3 contains a summary of feedback from twenty-one students who completed the project this past semester. Overall, the project was favorably received and most students thought the project was a valuable learning experience, particularly in understanding the problems of making a video and the equipment necessary. In addition to individual student feedback of the project, assessment scores for the seventeen groups that prepared video presentations over the past three semesters are presented in Panel B of Table 3. The assessment results provide evidence of the strengths and weaknesses of the student's video production abilities. The significant weaknesses include: organization, transitions, visual appeal and special effects. Students were capable of appropriately following directions and citing sources. Given that the class was primarily sophomore students who should be building research and presentation skills, these assessments were within a reasonable range. Clearly, the students are not accomplished videographers implying a need for this project.

Table 3: Student Outcomes

Panel A: Student perceptions of skills gained

The video-making project helped me develop:	Disagree 1	2	Neutral 3	4	Agree 5	Mean+
an understanding of the problems of making a video	0%	5%	14%	43%	38%	4.14
an understanding of the equipment necessary for videos	0%	10%	24%	43%	24%	3.81
the ability to develop a story-line for a short video	0%	14%	29%	24%	33%	3.76
the ability to shoot short video film clips	0%	10%	33%	38%	19%	3.67
the ability to edit video clips	0%	19%	29%	19%	33%	3.67
the ability add and edit music in videos	0%	14%	33%	24%	29%	3.67
the ability to add and edit voice overs in videos	0%	19%	24%	19%	38%	3.76

+Assessment scale: 1=strongly disagree; 2=somewhat disagree; 3=neither agree nor disagree; 4=somewhat agree; 5=strongly agree.   Number of observations=21.

Panel B: Video presentation assessment (Rubric in Appendix B)

	Rubric Assessment Excellent	Good	Fair	Weak	Mean++	% Weak or Fair
Content	71%	24%	6%	0%	3.65	6%
Organization	35%	41%	24%	0%	3.12	24%
Transitions	53%	24%	12%	12%	3.18	24%
Narration	47%	35%	12%	6%	3.24	18%
Visual appeal	47%	29%	18%	6%	3.18	24%
Special effects	35%	35%	24%	6%	3.00	29%
Creativity	71%	18%	12%	0%	3.59	12%
Professional	53%	35%	6%	6%	3.35	12%
Required	82%	12%	6%	0%	3.76	6%

++Assessment scale: 4=Excellent; 3=Good; 4=Fair; 1=Weak. Number of observations=17.

CONCLUSION

Video production, as a means to communicate information and persuade people, is a valuable presentation tool for business professionals. In addition to basic knowledge content and technical skills, students, to be appropriately prepared for the business world, need to understand basic video preparation techniques. This project is an example of one application of video presentation in business. Although the content is specific to accounting, this project can be adapted for any business class, graduate or undergraduate, in any major. There are many situations in business education where faculty can include video presentations as a means of teaching content and developing useful skills for future business leaders.

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Patrick A. MacDonald is currently an undergraduate junior-level student at Grand Valley State University majoring in accounting. He participated in the video project as a student in his sophomore year.

Appendix A: Video project assignment "Careers in Accounting"

This project is an exploration of careers in accounting. Students will research and prepare a video presentation about an area of accounting. The video is to be oriented toward educating undergraduate students about various fields of accounting, typical career paths, and necessary or useful certifications and degrees. The overall purpose of the video is to persuade undergraduate students to consider a career in the specific field of accounting.

Areas of accounting assigned:
  * Corporate financial reporting
  * External auditing of financial statements
  * Managerial accounting
  * Internal auditing
  * Tax accounting (consulting)

Content to be included (but not limited to):
  * Description of the area of accounting
  * Kinds of work done by the accountant (early career and later career)
  * Examples of employers
  * Necessary or useful certifications and how to obtain these certifications
  * Appropriate educational path to prepare for a career in this area of accounting.

Project specifics:
1. Topic assignment (8th week of 15 week semester)
    a. Groups formed early in the semester
    b. Randomly, groups choose their topic of interest
2. Individual Research (due 10th week of 15 week semester)
    a. Research your area of accounting to provide information to address each content area.
    b. For each content question:
        i.   Record with proper citations (APA style references) the resources you used.
        ii. Below each resource write notes about you what learned from this resource.
        iii. These can be in paragraph form or in outline form with details.
    c. Organize your content logically into a format that can be used as a storyboard.
    d. Prepare a two-page summary of potential storyboard for your video.
    e. Submit a 2-page storyboard summary, followed by research notes with citations.
3. In-class group work day (11th week of semester)
    a. Students develop storyboard with instructor access.
4. Group video presentation (due 13th week of 15 week semester)
    a. Video is limited to 5:00 to 7:00 minutes.
    b. Video should fully communicate to the audience the content specified above.
    c. Video skills required to be incorporated into the presentation:
        i.   Video filming taken specifically for project (watch lighting, backgrounds, ambient noise)
        ii. Graphics or images appropriately used from other sources
        iii. Music
        iv. Voice editing over words that are presented on the screen
        v.   Everyone in the group must either appear in the video or be heard in the video
        vi. Acceptable to use: free-use music, slides, free-use videos from other sources.
    d. Hints suggested for preparing quality video presentation:
        i.   Keep it short-- less is more.
        ii. Hook the audience in the beginning.
        iii. Vary the visuals and use appropriate audio spacing.
        iv. Review the grading rubric for expectations.
5. Peer review & student reflection A (due 14th week of 15 week semester)
    a. In class, students watch and assess other group's videos using the rubric (Appendix C).
    b. Outside class, students write a one to two page reflection on what they learned through the process.

Appendix B: Video presentation assessment rubric

Attribute	Excellent	Good	Fair	Weak
Content	Strong message that clearly and completely covers the topic in significant depth.	Clear message that communicates essential information.	Vague message that communicates some, but not all, essential information.	Unclear message that lacks essential information and relevant facts.
Organization	Logical progression of information with clear beginning, middle, and end.	Some logical jumps in progression of information with minor weaknesses in video structure.	Inconsistent presentation of information, weak beginning, middle and end.	Information presented in disorganized order.
Transitions: timing and frequency	Smooth transitions, with appropriate timing and no dead space.	Smooth transitions, with some dead space or ambient noise.	Uneven transitions, with distracting dead space or ambient noise.	Frequent jumpy transitions with distracting dead space or noise.
Narration: Audio and voice editing	Balanced, enthusiastic, clear, communication with proper voice projection and appropriate language.	Clear audio, which generally assists in communication, and includes only minor voice projects problems.	Inconsistent audio (too loud, too soft, garbled) with weak voice projection, overpowering background, and/or sloppy preparation.	Inconsistent audio that distracts from the message (eg, audio cut-offs, poor or garbled voice projection, reading of script, etc).
Visual appeal: lighting, background	Action easily seen because of the use of sufficient lighting (to eliminate shadows and glare) and appropriate backgrounds.	Most scenes are adequately presented with sufficient lighting and appropriate backgrounds.	Some scenes are too dark or too light to determine what is happening, or the background is distracting.	Most scenes are too dark or too light, or there is significantly distracting background visuals.
Special effects: graphics, images, music, etc.	Positively supports the message by contributing content and entertainment effectively and not excessively.	Most effects help support the message overall and are worthwhile.	Not all effects are helpful; some may be too common, poor quality, not relevant, or distracting.	Media effects do not enhance content and are distracting, missing, excessive or unrelated.
Creativity	Creativity selected enhances the message.	Creative elements used but do not enhance or distract from the message.	Creativity is lacking but does not distract; creative elements are present and may distract a couple of times.	No creativity is present, or inappropriate elements are used that interfere with the message.
Professional: vocabulary, grammar	Correct, appropriate professional tone, vocabulary and grammar used that enhances message.	Generally appropriate professional language used with 1-2 errors.	Generally adequate professional language used with 3-4 errors.	Inappropriate professional language with multiple errors.
Required: time length and/or copyright issues	Meets time length requirements; media was either created, or evidence is provided for their use.	Too short or too long, but close; Some copyright clearance missing.	Too short or too long, by a few minutes; use of copyrighted works is problematic.	Too short or too long by several minutes; infringement is obvious.