

# **EVALUATION OF LSS VIDEOS AS MEANS TO COMMUNICATE LEGAL INFORMATION**

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**Legal  
Services  
Society**

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## **Executive summary**

To test the effectiveness of LSS videos as a means to communicate public legal information, six usability sessions were conducted over three days in March 2009. In total, 20 English-speaking and 23 Spanish-speaking people participated, widely ranging in age and education. Each session started with an online demographic questionnaire and pre-test of legal knowledge. The participants then viewed a video (dramatization or conference clip), read an online fact sheet, and watched an audio-visual (A-V) “slideshow” on three different family law topics. Each was followed by an online questionnaire about the content. Participants in each session got the same three legal topics as the others, but saw them in different formats, thus allowing us to test the effectiveness of video compared to other delivery methods.

After these tests, the participants were given time to watch the two videos they hadn’t already seen and to share their ideas about the videos as a focus group.

## **Comparing test scores**

The results of the questionnaires show that the A-V slideshow was the most effective format for delivering public legal information. Totaling the percentage of correct answers for all three legal topics, participants in the Spanish sessions got 86% of the answers correct after watching the A-V slideshows, compared to 78% for the fact sheets, and 72% for video. In the English-speaking group, 76% of the answers were correct for the A-V slideshow, compared to 62% for fact sheets, and 61% for video.

Overall, video scored the lowest, though some videos were more effective than others, and in particular, the Spanish videos were more effective than the English-language ones.

## **Focus groups**

In the focus groups, questions regarding the videos produced largely positive reviews from the Spanish-speaking participants. One person said, “They were clear, direct, simple... Through videos, ideas are remembered more than reading a text or watching a slideshow... the language is understandable...” The Spanish-speaking participants also appreciated that videos were available in their own language.

Participants in the English-language focus groups saw one video dramatization and two conference clips. The two conference clips drew negative responses, such as: “The lawyer spoke too quickly” and “There was a lot of information being thrown out really quick.” The English video dramatization was liked somewhat better, but a couple of vocal participants found it “an insult to our intelligence” because it used “juvenile” props.

Some participants in both groups found the videos were too narrow in focus: “just one piece of the puzzle,” and suggested they contain more step-by-step information.

## Cost comparison

The evaluation also compared the costs to produce the materials. In-house video production was the most expensive, estimated at \$22,560<sup>1</sup>. Online fact sheets were the cheapest to produce at about \$1,900<sup>2</sup> each; audio-visual productions were estimated at \$7,500<sup>3</sup> each to produce.

## Website viewers

Google Analytics shows that from April 1, 2008, to April 1, 2009, there were 9,527 page views (or 7,013 unique page views) of all the page titles containing “video.” While indicating a sizable audience for LSS videos, it represents just 0.76% of the site total.

Google Analytics also gives us the average time spent on a page of the site. While these numbers don’t truly indicate how many people turned the video off or watched it through to the end, they suggest that many viewers are not watching the entire video. The videos range in length (in minutes) from 1:19 to 6:30, but the average time viewers stayed on the video pages ranged from 1:15 to 2:30. A more detailed analysis shows that some people do stay on the video pages long enough to watch the whole video, sometimes several times over, and that others don’t stay on the page for more than a few seconds.

## Conclusions and recommendations

Given the cost to produce video dramatizations in-house and their comparatively lower test scores in the usability sessions, this report concludes that it is not cost-effective for LSS to create its own videos for the Family Law website. This report can’t conclude that videos as a whole are not a useful tool for communicating legal information, only that the videos produced in-house by LSS were not as effective at communicating legal information as its other materials. It could suggest that LSS doesn’t currently have enough expertise to develop its own videos or that the particular subject matter was less suitable to video, but this would require further investigation.

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<sup>1</sup> For purposes of comparison to A-V materials and fact sheets, this estimate is staff time multiplied by the hourly rate Human Resources uses to calculate staff costs across all employees. It includes the cost of contracted crew to “shoot” the video. For an alternative costing method, see footnote 9 and Appendix A: Video Production Costs & Workflow.

<sup>2</sup> This is a rough estimate for a one-page fact sheet, written from scratch and requiring some research and a legal review, based on the hourly rate Human Resources uses to calculate staff costs across all employees. The estimate is not for the actual fact sheets used in the evaluation, as they were adapted from pre-existing video transcripts and took less time to create than would normally be the case. (The translated fact sheets cost another \$100 – \$150 more.)

<sup>3</sup> This is a rough estimate for an A-V slideshow of less than 5 minutes, written from scratch and requiring a legal review but using existing images, based on the hourly rate Human Resources uses to calculate staff costs across all employees. The estimate is not for the A-V slideshows used in the evaluation, as they were adapted from pre-existing video scripts and took less time to create than would normally be the case. The estimate does not include the cost to purchase Flash, as LSS already owned the software, or the cost to purchase stock images, which might be required for subsequent projects. (The translated A-V scripts would cost another \$100 – \$150 more.)

When budgets are tight, text remains the most viable way to communicate legal information on the Web. However, as many people find text an obstacle to understanding legal information and because the audio-visual materials produced the highest test scores, A-V slideshows are a cost-effective alternative to video. It should also be noted that videos are the most costly to replace if legal content has to be updated. Fact sheets have the benefit of being printable and portable.

One can also conclude from the focus group discussions that there's not one best way to deliver legal information. There wasn't a clear preference for one format over the other, though participants in the Spanish-language groups liked the LSS videos more than those in the English-language groups. While many people said they liked the A-V slideshows best, others preferred the fact sheets, and some said all three formats complemented each other.

It is recommended that the Family Law website team accommodate different learning styles and preferences by making its family law materials available in more than one format. Fact sheets and audio-visual slideshows may help more people understand legal content than videos; however, where videos are available from other sources, LSS should consider putting them on the Family Law website rather than invest in creating its own or contracting the work out. To ensure the effectiveness of videos from other organizations in helping people resolve legal problems, they should be tested with audiences before being placed on the site.

The Family Law website team should also consider:

- producing A-V materials on family law topics; some in languages other than English as well as for Aboriginal audiences
- focusing content on step-by-step instructions
- ensuring that roles and responsibilities are clear and that the production process is followed
- testing A-V materials with focus groups at the “storyboard” stage
- removing the two video conference clips (*Affidavit of Service* and *Needed for Divorce: Your Marriage Certificate*) from the site, which scored poorly in the testing and were unfavourably reviewed in the focus groups, and re-doing the content more effectively in a different format
- including whether people can find the videos on the site when the website team does usability testing
- surveying visitors to the video pages about whether they watched the videos to the end, and if not, get their feedback on why that is
- placing links to the current videos within the step-by-step guides (where not already done)

- comparing the costs of in-house to contracted video production<sup>4</sup>, factoring in staff time to coordinate with contractors<sup>5</sup>
- investigating whether it is cost-effective to re-purpose images from the Aboriginal videos to create A-V materials aimed at Aboriginal audiences or buy stock images for that purpose (for more discussion of the Aboriginal videos, see pages 11 and 36)

## Lessons learned

This was the first time Publishing Services produced its own videos, and it was expected that staff would be able to produce subsequent videos with greater ease and at less expense. While some LSS staff had expertise in video-making, competing work demands meant they weren't always involved at every stage of the video projects. As well, a video production process was being developed at the time, but was not formalized. A clearer production process may have saved the Aboriginal videos and reduced the cost of the others, and dedicating experienced staff to the production team might have increased the videos' effectiveness.

If LSS were to move forward with creating its own videos, it's recommended that it assess the video-making skills of the team and, where appropriate, consider investing in training staff in instructional design and development for video production and/or the technical aspects of video-making, as the department already owns much of the necessary equipment. It is questionable, however, whether the society considers video production a staff core competency, or whether Publishing Services can free up the human resources to undertake such projects.

During the evaluation, some Publishing Services staff expressed their thoughts on the video production experience and lessons learned. If LSS is in a position to produce its own legal information videos in the future, this report recommends the following:

- First investigate which types of legal content best lend themselves to the video format
- Assess the audience need for a video on a particular topic, and factor in the potential for updating content due to changes in the law or legal aid services
- Investigate the effectiveness of "talking head" videos, which are cheaper to produce
- Train staff in educational video production (for example, instructional design)
- Carefully select contracted production crews, if required

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<sup>4</sup> Such as the public sector educational services of Open School BC ([www.pss.gov.bc.ca/osbc/public-sector-publication-services.html](http://www.pss.gov.bc.ca/osbc/public-sector-publication-services.html)).

<sup>5</sup> Anecdotal evidence suggested that working with contractors in the past was extremely time-consuming for LSS staff.

- Ensure roles and responsibilities are clear, particularly script approval
- Test storyboards with audiences before filming
- Film a “read-through” of the script for legal review, to avoid costly corrections after shooting

## 1. Introduction

The purpose of this report is to summarize the results of a series of video effectiveness tests conducted at the Vancouver office of the Legal Services Society (LSS) in March 2009, and to draw some conclusions about the effectiveness of its public legal education and information (PLEI) videos. The report will also make some recommendations about how LSS should move forward with regard to providing legal information on the Web.

### 1.1 Background

The PLEI video project was initiated following the recommendations of the Publishing Services Department to the society's Executive Management Committee in 2006. At the time, two professionally produced videos on the Family Law in BC website were receiving a significant number of viewers. Along with the increasing popularity of video on the Web in general, it suggested video was a means of providing legal information and education to a broader audience and an attractive alternative to print for people with low literacy levels. In fact, a new report describes the use of online video for adult PLEI learners as "exploratory and innovative."<sup>6</sup> The authors flag video as having potential for helping users gain insight into legal processes ahead of time by providing an "experiential orientation" to the unfamiliar legal environment.

The use of video tied into the Family Law website's project charter goal of creating "new and alternative content to break down barriers to access information ... and meet the needs of its diverse client profile." Video was seen not as a standalone product, but as a complement to other PLEI materials on the site, as well as a way to make the site more engaging and attract a wider audience. It was also intended to make information more accessible to people who may be in emotional crisis following family breakdown, and encourage users to return to the site for more detailed information at a later date.

Thus in 2007, Publishing Services developed 4 Spanish-language videos, 3 English-language videos, and 2 videos aimed at Aboriginal audiences, all on family law topics.

To save on costs and develop in-house expertise, LSS staff members filled some of the production roles (acting, scriptwriting, and translating) in addition to professional film crews and actors contracted by the society. All video production expenses came from the Family Law website enhancement project budget, funded by the Law Foundation.

The Spanish- and English-language videos were posted on the Family Law website, but the Aboriginal videos were never used (see below). Following the in-house video development project, Publishing Services also posted other videos on the website: 2 short video clips of a presentation delivered at an

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<sup>6</sup> Gayla Reid with Drew Jackson and Carol McEown, "Clicklaw and Beyond," May 2009, p. 50. Available on Clicklaw ([www.clicklaw.bc.ca](http://www.clicklaw.bc.ca)).

LSS-sponsored conference, and a portion of a family mediation DVD produced by the Continuing Legal Education Society.

## **1.2 Aboriginal videos**

The videos intended for Aboriginal audiences were produced by an external Aboriginal film crew using a script prepared by LSS. These videos were never used after a staff review concluded they did not meet the society's requirements and client needs. The reviewers, which included Aboriginal staff, found that the scripts were inaccurate, lacked information specific to helping Aboriginal clients, and that the videos were potentially offensive. As they were considered unusable, the Aboriginal videos were not tested in this evaluation.

At least two staff suggested the failure of the videos was the result of unclear roles and responsibilities in the making of the videos. Another said the roles were clear; it was more a case of a contract job that didn't work out as well as expected.

## **1.3 Evaluation objectives**

The objective of this evaluation was to answer the following questions:

- How effective is online video in communicating legal information?
- Is video more effective or less effective than audio-visual (A-V) materials and text?
- How cost-effective is video compared to audio-visual materials and text?

## 2. Evaluation activities

To answer the question of which delivery method best helps clients take the next steps towards resolving their legal problems, the evaluation tested the effectiveness of existing video dramatizations and video conference clips against audio-visual materials (video-like slideshows with sound and text) and text (fact sheets). The A-V slideshows and fact sheets contained the same legal content as the videos, but were developed and translated solely for the purpose of the evaluation. They are not currently available to the public.

The content of the A-V and text materials was based on the following videos, which were chosen by Publishing Services for testing:

English group:

- Affidavit of Service (conference clip)
- Needed for Divorce: Your Marriage Certificate (conference clip)
- Choosing a Court (dramatization)

Spanish group (all dramatizations):

- Sponsorship Breakdown (*Ruptura del Contrato de Esponsoramiento*)
- Do Your Own Divorce (*Haga Su Propio Divorcio*)
- Inland Sponsoring Applications (*Solicitudes Internas de Esponsoramiento*)

The videos range from 1:19 to 6:30 (in minutes) long.

Participants for the usability testing and focus groups were recruited through English and Spanish signs posted at LSS Intake in Vancouver and calls to community groups. The intention was to find people who reflect the target audience for the videos: people with a family law problem who may (or may not) have low literacy skills and a low income. The participants were offered a gratuity for their time.

The evaluation project team created a participant profile questionnaire to get demographic information, a pre-questionnaire to test for existing legal knowledge, and a questionnaire for each legal topic. The pre-test questionnaire was largely designed to ensure our participants weren't overly familiar with content, but a few of these questions were also contained in the test questionnaires as a way of comparing participants' knowledge before and after viewing or reading the materials. The pre-test questions were multiple choice; the test questions were open-ended.

All of this was translated for the Spanish sessions, and all the questionnaires were put into an online survey tool. The team also created a mini website to house the links to the online surveys and materials for each group.

The questionnaires were pre-tested by two LSS employees, one English-speaking, the other Spanish-speaking, to alert the team to any problems. As a result of the pre-test, some fine-tuning was done to the questionnaires, fact sheets, and testing site.

A bilingual facilitator was hired to conduct the usability sessions and LSS staff members were found to take notes during the focus groups. A facilitator's guide and list of focus group questions were prepared.

Each participant was assured of the confidentiality of their participation and asked to sign a consent form agreeing to let LSS use the results of their questionnaires and their focus group comments in the evaluation report.

## **2.1 Methodology**

Video effectiveness testing was conducted at the LSS Vancouver Regional Centre over three days in March 2009. It consisted of six sessions, two per day, of groups of six to nine participants each. Three sessions were conducted in English; three in Spanish. The testing was conducted online except for the focus group component. Computers were set up in the society's training room, and the participants were provided with earphones to listen to the audio portions.

The sessions started with the participant profile, followed by the questionnaire for legal knowledge, then the groups read a fact sheet, viewed an A-V slideshow, and watched a video (not necessarily in that order), and completed a questionnaire for each. See Appendix B for the testing format.

There were no time limits on completing the questionnaires, as each contained only three to four questions. The open-ended questions were designed to find out how much the participant learned about the information delivered in the videos compared to the other two formats. Thus the scores from each group on the same legal topic were compared to each other. For example, the scores from Group 1 (divorce video) were compared to Group 2 (divorce A-V slideshow) and Group 3 (divorce fact sheet). The scores from the English-speaking and Spanish-speaking sessions were not compared, as the content of the materials was not the same for both.

Each of the six sessions ended with a half-hour focus group, which was moderated by the facilitator. As the evaluation's focus was on the video format, the participants were given the opportunity to watch the two videos their group hadn't seen yet. The focus group questions largely concerned the effectiveness of the videos and how they could be improved (see Appendix C for the list of questions). The same questions (slightly altered following the first session) were asked of all six groups and notes taken of the participants' comments. These notes were examined for trends.

### 3. Participant demographics

The age and education level of visitors to the Family Law website isn't known, but people who have answered the site's online survey range from low income and unemployed to employed and not low income; some work as advocates, government employees, healthcare workers. Most go to the site looking for information about family law, with the largest proportion — 46.2% (as of May 2009) — looking for the self-help guides, followed by almost 37% who want to find court forms. Most of the visitors (67% as of May 2009) were female.

By recruiting participants for the evaluation at the LSS Intake Clinic and through community agencies, it was expected that the participants were likely to fit the demographic profile of legal aid clients and users of the website. However, the evaluation participants weren't expected to reflect the demographics of the subset of users in emotional crisis or assess the videos' effectiveness in terms of attracting such users back to the site.

Of the 20 people who attended the English session, only one was male. Of the 23 people who attended the Spanish session, 9 were male and 14 were female.

All but two of the 43 participants filled out the evaluation's demographic questionnaire. Overall, the results show a wide range of ages, occupations, education, and computer literacy. In general, the profiles were similar for both the English- and Spanish-language sessions. All of the participants in the Spanish-language sessions were born outside Canada. Most of the people (12) in the English sessions were born in Canada, but 6 people were not.

While the questionnaire did not ask people to identify their ethnicity, some of the participants in the English-language sessions were recruited through Aboriginal contacts and some were newcomers to Canada whose first language was other than English.

Age	Response count
20-29	6
30-39	9
40-49	12
50-59	7
60-69	3
70-79	2
80-89	2

#### Age

The average age of the English-language group was 40; ranging from 20 to 59 years old. The average age of the Spanish-language group was 47; ranging from 21 to 82 years old. Participants of more advanced age may not reflect average visitors to the Family Law website, though grandparents are often the main caregivers of children caught in difficult family law situations.

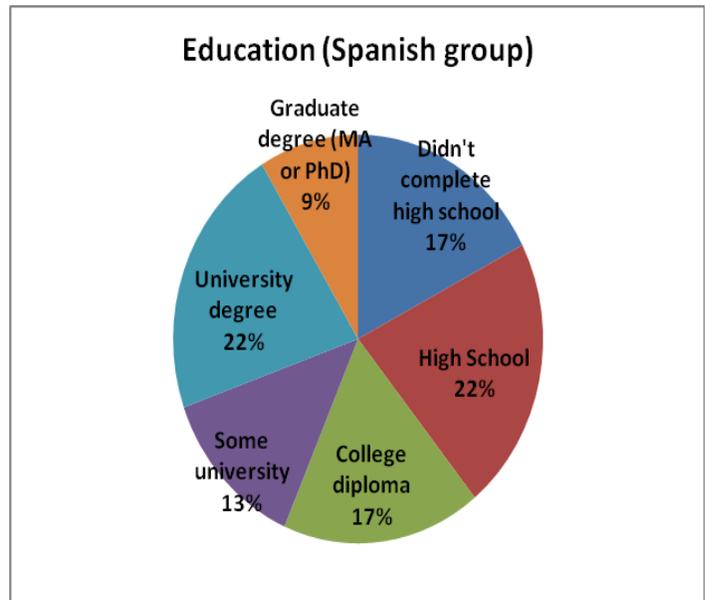
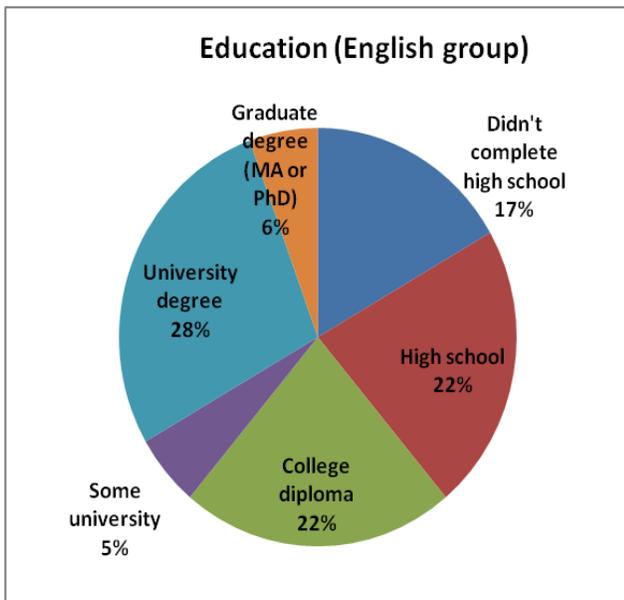
## Occupation

The occupations of the participants ranged from office worker, nurse, and homemaker to artist and engineer. Sixteen respondents said they were unemployed, students, or retired, and six said they were homemakers. The opened-ended responses from both the English-language and Spanish-language sessions were combined into the categories below.

<b>Occupation</b>	<b>Response count</b>
IT technician/Engineer/Accountant/Bank officer/Registered nurse	5
Artist/Writer/Actress and theatre professor	3
Sales representative/Office assistant	2
Special education assistant/Childcare giver/Community worker/	3
Dishwasher/Cashier/Cleaner/Painter	4
Student	6
Mother/Housewife/Homemaker	6
Unable to work due to disability	2
Unemployed/Volunteer	6
Retired	4

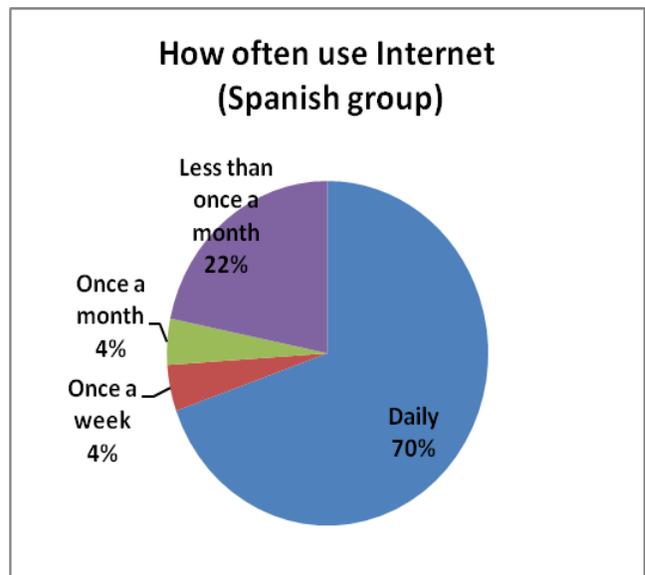
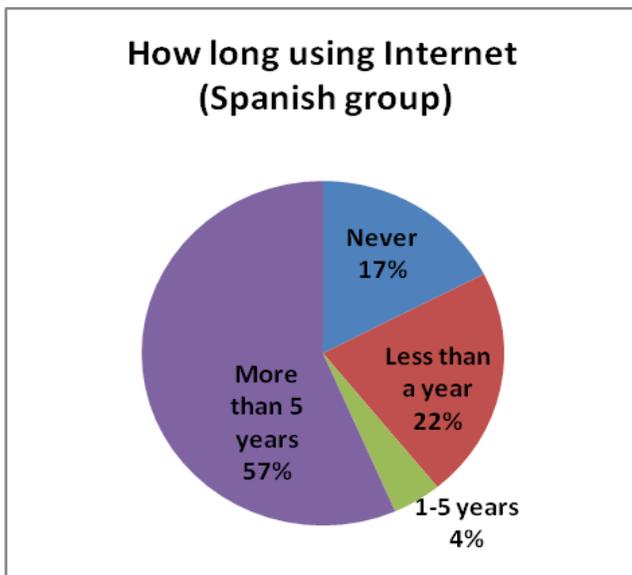
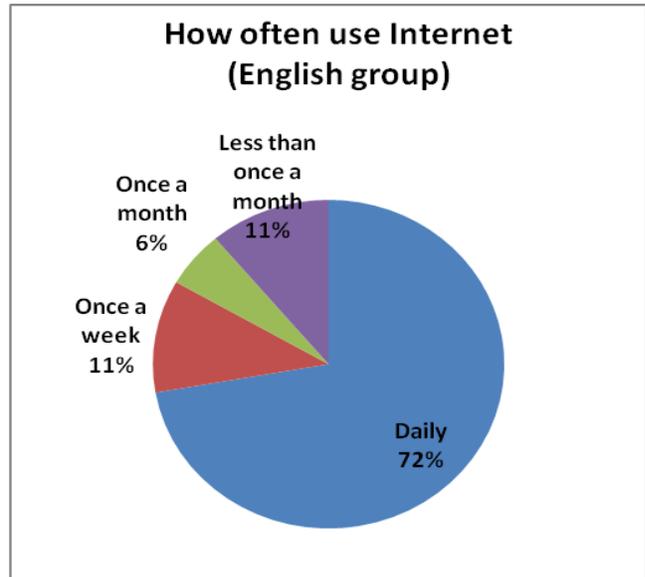
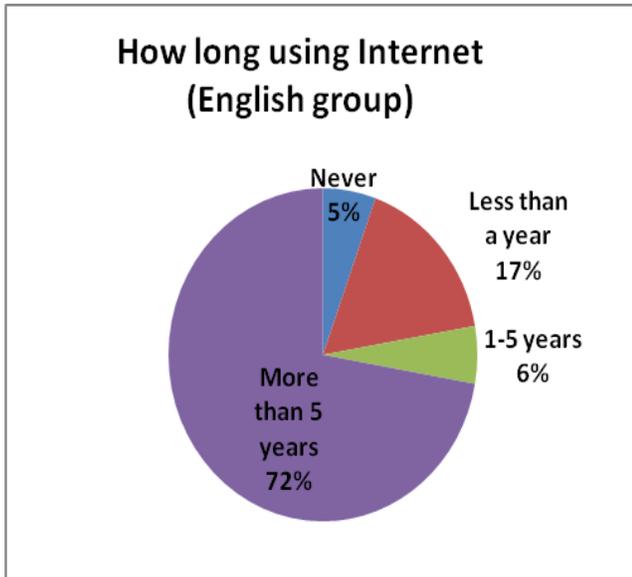
## Education

In the English sessions, 5 people (28%) had a university degree, 4 (22%) had a college diploma and 4 (22%) had completed high school. Three participants (17%) hadn't completed high school. In the Spanish groups, 5 (22%) of the respondents were university educated, likewise 5 (22%) had a high school education, followed by 4 (17%) with a college diploma and 4 (17%) who didn't finish high school.



## Internet use

Of those who attended the English sessions, 72% of the participants had used the Internet more than 5 years, and 72% use the Internet every day. Most of the Spanish speakers had used the Internet for more than five years (57%) and use it daily (70%).



## **Finding legal resources**

The participants were also asked to rate on a scale of 1 to 6, with 1 being most likely and 6 being least likely, how they would look for legal information to help resolve a legal problem. Interestingly, 65% of the participants in the English sessions chose printed materials as their first preference, followed by browsing the Web and asking a community group or advocate. “Watch a video online” was rated the *least* likely way participants would look for legal information (29%), followed by “Ask a lawyer” (25%).

In contrast, 48% of the Spanish-speaking group would watch a video online to get legal information, though reading printed materials or asking a lawyer was the preferred choice of 57% and “Ask someone I know” was the choice of 61%.

To see the full results of the participant profile questionnaire, see Appendix D.

## 4. Results and findings

This section summarizes the quantitative and qualitative results from the video effectiveness sessions.

### 4.1 Limitations

Some unexpected factors that may have affected the test results include the following:

- The facilitator had to type in the questionnaire answers for a few of the older participants because their computer skills were lacking. The facilitator in no way influenced those answers. She commented that in her experience people like these, who are not comfortable using computers, reflect the real world where not everyone is able to access materials on the Web.
- A few participants in an early session were able to take notes while viewing the materials before being asked to put them away.
- In the test questionnaires, participants were asked to choose the format of materials they had just viewed. Although the testing site was set up so that it would be difficult to view the wrong materials, a few indicated the incorrect format from what they should have been viewing.

This may simply represent confusion with audio-visual format. A few people indicated “video” when they were supposed to be watching the A-V slideshow, which are video-like. A couple of people chose “fact sheet” when they were watching the A-V slideshow, which contains text. However, one person indicated they read a fact sheet when the group was supposed to be watching a video, but got the right answers to the questions regarding the subject contained in the video.

- One participant in the English group was hearing impaired and had some difficulties using the earphones.
- The marking of open-ended test questions is subject to some interpretation and thus error.
- A review of the responses to the open-ended questions suggested the literacy of a few participants was low, particularly in the Spanish sessions, which may have affected their ability to write their answers. It would not necessarily affect their understanding of video materials however, which are aimed at people with lower literacy skills, and possibly not the A-V materials, which have an audio component in addition to text.

## 4.2 Quantitative data

The pre-questionnaires contained multiple-choice questions designed both to ensure that the participants did not have too much pre-existing legal knowledge before they viewed our materials and to serve as a benchmark for the test questions. The test questions were similar or the same as those in the pre-questionnaire, except that responses were open-ended to measure to a greater extent participants' understanding of the materials.

### Spanish sessions

#### Pre-questionnaire

Legal knowledge before viewing materials			
	Correct	Incorrect	Not sure
<b>Q1: What is the minimum waiting period before someone can file for a divorce in BC?</b>	22%	17%	<b>61%</b>
<b>Q2: If someone was sponsored to come to Canada and becomes a permanent resident, can their spouse deport them?</b>	<b>57%</b>	13%	30%
<b>Q3: What can someone do to make their former spouse stay away from them?</b>	<b>61%</b>	22%	17%
<b>Q4: What does someone have to do to become a Canadian citizen after they've married a Canadian?</b>	<b>48%</b>	<b>48%</b>	4%
<b>Q5: Can someone legally work in Canada after they have married someone who has legal status here?</b>	22%	<b>70%</b>	9%

Most frequent responses are in bold.

Overall, the participants did not show an overwhelming pre-existing knowledge of the legal topics. Most of the participants (61%) weren't sure of the answer to Q1, and they were evenly split on Q4 with 48% right and 48% wrong answers. The strongest score (61%) was for Q3.

We also asked the participants questions about whether they or anyone close to them had been through a divorce, sponsored to come to Canada, or experienced abuse—all of which would suggest pre-existing knowledge of the subject matter. The vast majority of participants had not been through a divorce or abused (around 90%), and a majority (69.6%) were not sponsored to come to Canada. Thus personal experience was not a significant factor in the test results.

**Post-questionnaires**

<b>Legal knowledge after viewing materials</b>			
<b>Topic: Do Your Own Divorce</b>			
	<b>A-V</b>	<b>Fact sheet</b>	<b>Video</b>
	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>
<b>Q1: Do you need a lawyer to get a divorce in BC?</b>	100%	78%	71%
<b>Q2: What is the minimum waiting period before someone can file for divorce?</b>	100%	100%	57%
<b>Total:</b>	<b>100%</b>	<b>89%</b>	<b>64%</b>

More information was retained from the A-V presentation. The video was not as effective as the other formats.

<b>Legal knowledge after viewing materials</b>			
<b>Topic: Inland Sponsorship</b>			
	<b>A-V</b>	<b>Fact sheet</b>	<b>Video</b>
	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>
<b>Q1: What steps must someone take to become a Canadian citizen after they've married a Canadian?</b>	36%	43%	56%
<b>Q2: If someone is not a Canadian citizen, but they have married someone who is, when can they legally look for work within Canada?</b>	86%	71%	67%
<b>Q3: What are the disadvantages to applying for residency from within Canada?</b>	42%	43%	37%
<b>Q4: How long must a permanent resident live in Canada before he or she can apply for citizenship?</b>	71%	57%	78%
<b>Total</b>	<b>59%</b>	<b>54%</b>	<b>60%</b>

All three formats scored similarly, though the video and A-V slideshow did slightly better. Scores were generally lower for this topic than the other two, suggesting that all the materials could use some improvement to be more effective at delivering public legal education.

<b>Legal knowledge after viewing materials</b>			
<b>Topic: Sponsorship Breakdown</b>			
	<b>A-V</b>	<b>Fact sheet</b>	<b>Video</b>
	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>
<b>Q1: If someone is a permanent resident and their spouse sponsored them, can their spouse have them deported if the relationship ends?</b>	100%	86%	100%
<b>Q2: If someone is being abused and needs to leave their home, what should they be sure to take with them?</b>	100%	100%	86%
<b>Q3: What is a protective order?</b>	100%	86%	86%
<b>Total</b>	<b>100%</b>	<b>91%</b>	<b>91%</b>

More information was retained from the A-V presentation. Scores were also high for fact sheets and video, suggesting all the materials on this subject were effective in delivering public legal education.

## Comparing the pre- and post-questionnaires

Some of the same questions were asked before and after the participants viewed the Spanish materials (but were multiple choice the first time only). What follows is a brief analysis of the pre- and post-test results for one question on each topic.

- **What is the minimum waiting period before someone can file for a divorce in BC?** 61% were unsure of the answer in the pre-test; on the post-test, 100% of the answers were correct after participants viewed the A-V and fact sheet, but just 57% after watching the video.
- **If someone was sponsored to come to Canada and becomes a permanent resident, can their spouse deport them?** 57% of the answers were correct in the pre-test; on the post-test that went up to 100% for both A-V and video, and 86% for the fact sheet.
- **What does someone have to do to become a Canadian citizen after they've married a Canadian?** Respondents were evenly split on the pre-test, with 48% correct and incorrect answers. The post-test scores did not improve much. The video score was best with 56% correct answers. The A-V got 36% correct answers and the fact sheet, 43% correct. This suggests that the materials did not clearly explain this legal issue.

## Cost effectiveness

The cost to produce the materials is based largely on LSS staff hours. The A-V materials were created using Flash software, which LSS had already purchased for other purposes. The cost to produce a video includes hiring an outside crew and purchasing equipment. The fact sheets and A-V were created from pre-existing transcriptions of the videos. The estimates do not include translation.

	<b>Estimated cost</b>	<b>Effectiveness (% correct answers overall)</b>
<b>A-V</b>	\$7,500 <sup>7</sup>	86%
<b>Fact sheet</b>	\$1,900 <sup>8</sup>	78%
<b>Video dramatization*</b>	\$22,560 <sup>9</sup>	72%

\*Two of the test videos were 6 ½ minutes long, and 1 was 4 ½ minutes

**Conclusion:** Fact sheets are much cheaper to produce than A-V slideshows or video, and produced higher scores than video. However, as an alternative to print, the A-V slideshows are relatively inexpensive and received higher test scores overall.

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<sup>7</sup> This is a rough estimate for an A-V slideshow of less than 5 minutes, written from scratch and requiring a legal review but using existing images, based on Human Resources' average hourly rate across all employees. The estimate is not for the A-V slideshows used in the evaluation, as they were adapted from pre-existing video scripts and took less time to create than would normally be the case. The estimate does not include the cost to purchase Flash, as LSS already owned the software, or the cost to purchase stock images, which might be required for subsequent projects. (A translated A-V script would cost another \$100 – \$150 more.)

<sup>8</sup> This is a rough estimate for a one-page fact sheet, written from scratch and requiring some research and a legal review based on Human Resources' average hourly rate across all employees. The estimate is not for the fact sheets used in the evaluation, as they were adapted from pre-existing video transcripts and took less time to create than would normally be the case. (A translated fact sheet would cost another \$100 – \$150 more.)

<sup>9</sup> For purposes of comparison to A-V materials and fact sheets, this estimate is staff time multiplied by the hourly rate Human Resources uses to calculate staff costs across all employees. It includes the cost of contracted crew to “shoot” the video. Staff also worked out a “best practices” estimate after the completion of the video project. Based on what they had learned, staff estimated it may cost the society as much as \$47,600 to produce a 4-minute-long video in-house with some contracted crew to shoot the video and includes promotion of the videos. That estimate reflects varied hourly staff rates. See Appendix A: Video Production Costs & Workflow.

## English sessions

Note: In the English-language sessions, 2 participants didn't fill out the participant profile, 1 didn't complete the pre-test of legal knowledge, and 1 didn't complete the questionnaire for Needed for Divorce: Your Marriage Certificate.

### Pre-questionnaire

Legal knowledge before viewing materials			
	Correct	Incorrect	Not sure
<b>Q1: What is an Affidavit of Service for?</b>	26%	32%	<b>42%</b>
<b>Q2: What must be included in an Affidavit of Service?</b>	32%	<b>37%</b>	32%
<b>Q3: Where can someone get a copy of their marriage certificate?</b>	<b>74%</b>	11%	16%

Most frequent responses are in bold.

Legal knowledge before viewing materials			
	Correct	Incorrect	Not sure
<b>Q4: What should someone do if their marriage certificate is not in English?</b>	<b>42%</b>	<b>42%</b>	16%
<b>Q5: What should someone do if their name is spelled wrong on the certificate?</b>	<b>47%</b>	11%	42%
<b>Q6: Which court charges filing and trial fees?</b>	21%	<b>47%</b>	32%
<b>Q7: Which court would someone have to go to if they wanted to get a divorce?</b>	32%	<b>53%</b>	16%
<b>Q8: Which court would someone have to go to if they needed to settle custody, access, or child support matters?</b>	16%	<b>69%</b>	16%

Most frequent responses are in bold.

In the case of Q3, with 74% correct answers, most of the participants already knew some of the content contained in Needed for Divorce: Your Marriage Certificate. However, the score was improved after participants watched the video and read the fact sheet. Though close to half of the answers were also correct for Q4 and Q5, the participants didn't exhibit a significant pre-existing knowledge of the legal content contained in the materials.

Questions were also asked about whether the participants or someone close to them had ever been divorced in BC, or used an Affidavit of Service, the majority had not.

### Post-questionnaires

<b>Legal knowledge after viewing materials</b>			
<b>Topic: Affidavit of Service (video conference clip)</b>			
	<b>A-V</b>	<b>Fact sheet</b>	<b>Video</b>
	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>
<b>Q1: What is an Affidavit of Service for?</b>	67%	43%	43%
<b>Q2: What must be included in an Affidavit of Service?</b>	100%	71%	43%
<b>Total:</b>	<b>84%</b>	<b>57%</b>	<b>43%</b>

More information was retained from the A-V presentation. The difference in effectiveness between the A-V presentation and the fact sheet and video was significant.

<b>Legal knowledge after viewing materials</b>			
<b>Topic: Needed for divorce: Your marriage certificate (video conference clip)</b>			
	<b>A-V</b>	<b>Fact sheet</b>	<b>Video</b>
	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>
<b>Q1: Where would someone get a copy of their marriage certificate?</b>	71%	100%	100%
<b>Q2: What should someone do if their marriage certificate is not in English?</b>	64%	58%	50%

<b>Legal knowledge after viewing materials</b>			
<b>Topic: Needed for divorce: Your marriage certificate (video conference clip)</b>			
	<b>A-V</b>	<b>Fact sheet</b>	<b>Video</b>
	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>
<b>Q3: What should someone do if their name is spelled wrong on their marriage certificate?</b>	71%	58%	67%
<b>Total:</b>	<b>69%</b>	<b>72%</b>	<b>72%</b>

More information was retained from the fact sheet and video.

<b>Legal knowledge after viewing materials</b>			
<b>Topic: Choosing a court (video dramatization)</b>			
	<b>A-V</b>	<b>Fact sheet</b>	<b>Video</b>
	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>	<b>Percentage of correct answers</b>
<b>Q1: Which court charges filing and trial fees, the Supreme Court or Provincial Court?</b>	100%	71%	83%
<b>Q2: Which court do you have to go to if you want to get a divorce?</b>	86%	43%	83%
<b>Q3: Which court do you have to go to if you need to settle custody, access, or child support matters?</b>	43%	57%	42%
<b>Total:</b>	<b>76%</b>	<b>57%</b>	<b>69%</b>

More information was retained from the A-V slideshow. The video did a far less effective job of communicating the information.

### **Comparing the pre- and post-questionnaires**

The same questions were asked before and after the participants viewed the English-language materials (but were multiple choice the first time only). What follows is a brief analysis of the pre- and post-test results.

- **What is an Affidavit of Service for?** Before viewing the materials, only 26% of the participants knew the correct answer and 42% were unsure. The scores for the video and fact sheet were each 43%, but after viewing the A-V slideshow, the percentage of correct answers went up to 67%.
- **What must be included in an Affidavit of Service?** On the pre-test, 37% of the answers were incorrect and 32% correct. Following the A-V materials, this went up to 100% correct answers. The fact sheet score was 71% correct. The video produced a less significant improvement, with 43% correct answers.
- **Where can someone get a copy of their marriage certificate?** 74% of the answers were correct on the pre-test, which went up to 100% after participants viewed the fact sheet and video. In this instance, the A-V slideshow produced lower results, with 71% correct answers.
- **What should someone do if their marriage certificate is not in English?** On the pre-test, the scores were 42% right and 42% wrong. There was a slight improvement after participants viewed the materials, with A-V scoring best with 64% correct answers.
- **What should someone do if their name is spelled wrong on the certificate?** 47% of the answers were right on the pre-test, which went up the most after the A-V slideshow, with 71% correct answers.
- **Which court charges filing and trial fees?** This score improved dramatically with 100% correct answers after the participants viewed the A-V slideshow and 83% after the video. The pre-test showed 21% correct answers.
- **Which court would someone have to go to if they wanted to get a divorce?** Only 32% of the answers were correct on the pre-test. The highest score was 86% correct after the participants viewed the A-V slideshow.
- **Which court would someone have to go to if they needed to settle custody, access, or child support matters?** Most people got this wrong on the pre-test. The fact sheet did best on this topic with 57% correct answers. For other formats, the scores were 43% and 42% correct answers. All the scores suggest this legal issue was not clearly explained in the materials.

### **Cost effectiveness**

The cost to produce the materials is based largely on LSS staff hours. The A-V materials were created using Flash software, which LSS had already purchased for other purposes. The cost to produce a video includes hiring an outside crew and purchasing equipment. The fact sheets and A-V were created from pre-existing transcriptions of the videos.

	<b>Estimated cost</b>	<b>Effectiveness (% correct answers overall)</b>
<b>A-V</b>	\$7,500 <sup>10</sup>	76%
<b>Fact sheet</b>	\$1,900 <sup>11</sup>	62%
<b>Video dramatization*</b>	\$22,560 <sup>12</sup>	69%
<b>Video clip**</b>	\$1,200 <sup>13</sup>	58%

\*The video dramatization was 6 minutes long

\*\*The video clips were each just under 5 minutes long

**Conclusion:** The A-V slideshows scored higher overall than the video and fact sheets, and are a cost-effective alternative to video. Fact sheets are cheaper, but scored slightly lower than the video dramatizations. The conference clip videos were likewise inexpensive to create, but scored the worst of all.

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<sup>10</sup> See footnote 7.

<sup>11</sup> See footnote 8.

<sup>12</sup> See footnote 9.

<sup>13</sup> Estimate based on staff time to edit one otherwise free video clip recorded at an LSS-sponsored conference.

### 4.3 Qualitative data: Focus group results

The six sessions ended with focus groups in which the facilitator asked the participants a list of prepared questions, largely about the videos and not the other formats. The participants were given time to watch the two videos they hadn't seen earlier in the session.

Overall, the English- and Spanish-language groups liked the video dramatizations they saw. They largely found the information easy to understand and said they learned something new from participating in the evaluation. Many said they would use LSS videos to find legal information.

Participants in both groups suggested that LSS provide links to other companion materials or resources to support the video content. If LSS produced more videos, some said they should be made professionally. There was support for videos in languages other than English.

#### Spanish focus groups

Many people in the Spanish groups appeared to prefer watching the videos over the other two formats, though this doesn't necessarily reflect test scores. One person said the three formats complemented each other, though fewer people liked the fact sheets. Some participants said it was nice that there were materials available in their language.

Participants commented that information missing from the videos included where to get help during an emergency (9-1-1), and how to

find a transition house or a crisis line. Some suggested adding links to counseling agencies and other support, and where someone can get help in Spanish. They also suggested there be more about the legal process, such as what forms you have to fill out, and the next step to follow.

“[I] learned that a person does not necessarily need a lawyer, that you can go to the Internet to have easy access to this information.”

“[The videos] were clear, direct, simple... Through videos, ideas are remembered more than reading a text or watching a slideshow... the language is understandable, it is like a real life dramatization.”

“It is more like the Latin American culture, it seemed like a soap opera, however a latino person does not go into an office to talk about his/her personal problems with a stranger and have the problem solved.”

“I feel for the girl in the video where the husband said that he was going to send her back to Costa Rica.”

Some members of the focus groups also recommended that LSS “advertise” that these videos exist.

For more participant comments on how to improve the videos, see Appendix E.

## English focus groups

The English-language groups had mixed responses to the videos. In one group, some participants found the “Choosing Your Court” video insulting and silly, citing the use of a stuffed bear and Barbie doll as props. One woman said that the “white” character talked to the First Nations person like she was an “idiot” (in fact both actors were Aboriginal). This participant explained that she has worked in the Downtown Eastside and is sensitive to attitudes towards First Nations women. Interestingly, however, the next group was almost entirely Aboriginal or immigrant and they liked this video. One person commented, “I thought the props in the video were useful, the Barbie doll and so on.”

The video conference clips were generally less well liked than the video dramatization: “The man just standing there speaking was a little boring”; “There was a lot of information being thrown out really quick.”

Text was preferred by some. One woman, an immigrant to Canada, said “By reading, I can control the speed. I can go back. I can repeat. I can see the correct spelling. Because English is not my first language, I prefer to read because I can understand better.”

Many commented that they liked the A-V slideshows best: “I liked it while the person was narrating you got a visual of the courts. You need to have visual and oral for information like this”; “I like them. If they are talking too fast, they still have the text on the screen.”

A few people said they liked a combination of all three formats.

Finally, the participants suggested the videos include other sites for further information or instead of props, listing the steps an individual should follow, perhaps using text boxes or an “instructor” who writes important points on a blackboard.

See Appendix E for more comments.

“The last [video] we viewed with the two women is kind of an insult to our intelligence really....You are addressing adults, why do you use Barbie and dolls? The props were just a little juvenile.”

“I didn’t like the video ... I wanted to get the information ... and the video gives information in a very roundabout way. You are sitting waiting for an answer to a question that is simpler to find in a fact sheet. It took too long to get the point.”

“I personally like [the videos]. I felt they were clear and somewhat simplified.”

“I like the audio-visual because I am that kind of learner. When I read I skip words and don’t really read all of it.”

“I wish I knew this earlier because I’m going through this. I’ve made mistakes in court and the judge is giving me another chance.”

## Conclusion

The focus groups demonstrate anecdotally that when it comes to the delivery of legal information, one size does not fit all. Different viewers learn differently, so whenever possible, LSS should provide materials in a variety of formats.

## 4.4 Other tools: Google Analytics

For the purposes of the evaluation we also used Google Analytics to find out the number of page views for the Family Law website’s video pages. From April 1, 2008, to April 1, 2009, there were 9,527 page views (or 7,013 unique page views) of all the page titles containing “video.” While indicating a sizable audience for LSS videos, it represents just 0.76% of the site total.

Google Analytics also provides the average time spent on a page of the site. While these numbers don’t truly indicate how many people watch a video through to the end or turn it off mid-way, they suggest that many viewers are not watching the entire video. The videos range in length (in minutes) from 1:19 to 6:30, but the average time viewers stayed on the video pages ranged from 1:15 to 2:30. A more detailed analysis shows that some people do stay on the video pages long enough to watch the whole video, sometimes several times over, and that others don’t stay on the pages longer than a few seconds.

The following is a breakdown of the individual Web pages for the videos tested in the evaluation between April 1, 2008, to April 1, 2009.

<b>Page title</b>	<b>Page views<sup>14</sup></b>	<b>Unique page views<sup>15</sup></b>	<b>Average time on page (in minutes)</b>	<b>Length of video (in minutes)</b>
<b>Choosing a Court</b>	767	625	2:30	6:00
<b>Needed for Divorce: Your Marriage Certificate</b>	598	478	1:15	1:40
<b>Affidavit of Service</b>	506	412	1:18	1:19
<b>Haga Su Propio Divorcio (Do Your Own Divorce)</b>	433	283	2:20	6:30

<sup>14</sup> Page views = refers to the number of times visitors have looked at the page. Every time a visitor loads one of the pages, a page view is counted.

<sup>15</sup> Unique page views = refers to the number of *individual* visitors who have reviewed a page. Each visitor to the site is counted only once, no matter how many time they open the page.

<b>Page title</b>	<b>Page views</b>	<b>Unique page views</b>	<b>Average time on page (in minutes)</b>	<b>Length of video (in minutes)</b>
<b>Ruptura del Contrato de Esponsoramiento (Sponsorship Breakdown)</b>	153	109	2:04	4:30
<b>Solicitudes Internas de Esponsoramiento (Inland Sponsorship)</b>	147	102	2:24	6:30

The lower page views for the Spanish videos might suggest that Spanish-speakers are less familiar with the Family Law website than English-speakers, or may simply reflect their representation in the greater population.

The fact sheets and A-V slideshows that were created for the evaluation are currently not on the Family Law website, so we cannot compare their popularity with visitors to the site. However the site does contain many other fact sheets. That page of the site for the same period gets 15,522 page views (9,284 unique views)—more than the video page. The average time on individual fact sheet pages may not be useful, as it is suspected that many visitors print out the fact sheets rather than read them online.

Further study is necessary to determine why many visitors don't stay on the video pages for longer periods of time, or what might encourage people to watch the videos through to the end.

## 5. Conclusion and recommendations

Given the cost to produce video dramatizations in-house and their comparatively lower test scores in the usability sessions, this report concludes that it is not cost-effective for LSS to create its own videos for the Family Law website. This report can't conclude that videos as a whole are not a useful tool for communicating legal information, only that the videos produced in-house by LSS were not as effective at communicating legal information as its other materials. It could suggest that LSS doesn't currently have enough expertise to develop its own videos or that the particular subject matter was less suitable to video, but this would require further investigation.

When budgets are tight, text remains the most viable way to communicate legal information on the Web. However, as many people find text an obstacle to understanding legal information and because the audio-visual materials produced the highest test scores, A-V slideshows are a cost-effective alternative to video. It should also be noted that videos are the most costly to replace if legal content has to be updated. Fact sheets have the benefit of being printable and portable.

One can also conclude from the focus group discussions that there's not one best way to deliver legal information. There wasn't a clear preference for one format over the other, though participants in the Spanish-language groups liked the LSS videos more than those in the English-language groups. While many people said they liked the A-V slideshows best, others preferred the fact sheets, and some said all three formats complemented each other.

It is recommended that the Family Law website team accommodate different learning styles and preferences by making its family law materials available in more than one format. Fact sheets and audio-visual slideshows may help more people understand legal content than videos; however, where videos are available from other sources, LSS should consider putting them on the Family Law website rather than invest in creating its own or contracting the work out. To ensure the effectiveness of videos from other organizations in helping people resolve legal problems, they should be tested with audiences before being placed on the site.

The Family Law website team should also consider:

- producing A-V materials on family law topics; some in languages other than English as well as for Aboriginal audiences
- focusing content on step-by-step instructions
- ensuring that roles and responsibilities are clear and that the production process is followed
- testing A-V materials with focus groups at the "storyboard" stage

- removing the two video conference clips (*Affidavit of Service* and *Needed for Divorce: Your Marriage Certificate*) from the site, which scored poorly in the testing and were unfavourably reviewed in the focus groups, and re-doing the content more effectively in a different format
- including whether people can find the videos on the site when the website team does usability testing
- surveying visitors to the video pages about whether they watched the videos to the end, and if not, get their feedback on why that is
- placing links to the current videos within the step-by-step guides (where not already done)
- comparing the costs of in-house to contracted video production<sup>16</sup>, factoring in staff time to coordinate with contractors<sup>17</sup>

### **Recommendation regarding Aboriginal videos**

While out of scope of the evaluation, this report recommends investigating whether it is cost-effective to re-purpose images from the Aboriginal videos to create A-V materials aimed at Aboriginal audiences or buy stock images for that purpose.

Note that the idea of re-using images from the Aboriginal videos to create A-V materials was discussed by staff in the past and the decision was made not to move forward. However, given the recommendation in the *Building Bridges* report to involve Aboriginal people in creating and field-testing much-needed PLEI materials, there may still be an opportunity to involve members of the Aboriginal community in re-evaluating the videos for salvageable content.

### **Lessons learned**

This was the first time Publishing Services produced its own videos, and it was expected that staff would be able to produce subsequent videos with greater ease and at less expense. While some LSS staff had expertise in video-making, competing work demands meant they weren't always involved at every stage of the video projects. As well, a video production process was being developed at the time, but was not formalized. A clearer production process may have saved the Aboriginal videos and reduced the cost of the others, and dedicating experienced staff to the production team might have increased the videos' effectiveness.

If LSS were to move forward with creating its own videos, it's recommended that it assess the video-making skills of the team and, where appropriate, consider investing in training staff in instructional

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<sup>16</sup> Such as the public sector educational services of Open School BC ([www.pss.gov.bc.ca/osbc/public-sector-publication-services.html](http://www.pss.gov.bc.ca/osbc/public-sector-publication-services.html)).

<sup>17</sup> Anecdotal evidence suggested that working with contractors in the past was extremely time-consuming for LSS staff.

design and development for video production and/or the technical aspects of video-making, as the department already owns much of the necessary equipment. It is questionable, however, whether the society considers video production a staff core competency, or whether Publishing Services can free up the human resources to undertake such projects.

During the evaluation, some Publishing Services staff expressed their thoughts on the video production experience and lessons learned. If LSS is in a position to produce its own legal information videos in the future, this report recommends the following:

- First investigate what kind of legal content best lends itself to the video format
- Assess the audience need for a video on a particular topic, and factor in the potential for updating content due to changes in the law or legal aid services
- Investigate the effectiveness of “talking head” videos, which are cheaper to produce
- Train staff in educational video production (for example, instructional design)
- Carefully select contracted production crews, if required
- Ensure roles and responsibilities are clear, particularly script approval
- Test storyboards with audiences before filming
- Film a “read-through” of the script for legal review, to avoid costly corrections after shooting

# Appendix A: Video Production Costs & Workflow

## Breakdown of Video Costs and Resource Time

Stage	Editor	Sponsor	Legal expert	3 stake-holders	LSS expert	Designer	Producer (supervisor)	Production coordinator	Director, crew, equipment	Actor	Totals
<b>COSTS</b>											
Creative brief sign-off	468	1008	1820	1704	550	27	89.22	22			5688.22
Working script sign-off	1326	672	3360	2556	550	270	237.92	484			9455.92
Final storyboard sign-off	754	756	700	639	165	1512	118.96	110			4754.96
Final sign-off before filming	1170	1092	1400	2769	605	459	178.44	550			8223.44
Production (shooting)	338	364	280	0	0	270	208.18	154	950	240	2804.18
Post-production (up to final sign-off)	936	728	2240	1278	330	1944	148.7	110			7714.7
Distribution	1352	3080	420	2130	330	1026	416.36	220			8974.36
<b>Cost Totals</b>	<b>6344</b>	<b>7700</b>	<b>10220</b>	<b>11076</b>	<b>2530</b>	<b>5508</b>	<b>1397.78</b>	<b>1650</b>	<b>950</b>	<b>240</b>	<b>47615.78</b>
<b>HOURS</b>											
	Editor	Sponsor	Legal expert	3 stake-holders	LSS expert	Designer	Producer (supervisor)	Production coordinator	Director, crew, equipment	Actor	Totals
Creative brief sign-off	18	36	13	24	10	1	3	1			106
Working script sign-off	51	24	24	36	10	10	8	22			185
Final storyboard sign-off	29	27	5	9	3	56	4	5			141
Final sign-off before filming	45	39	10	39	11	17	6	25			195
Production (shooting)	13	13	2	0	0	10	7	7			58
Post-production (up to final sign-off)	36	26	16	18	6	72	5	5			184
Distribution	52	110	3	30	6	38	14	10			263
<b>Hours Totals</b>	<b>244</b>	<b>275</b>	<b>73</b>	<b>156</b>	<b>46</b>	<b>204</b>	<b>47</b>	<b>75</b>			<b>639</b>

**Notes:**

- The above figures are estimates only. They are based on a hypothetical 4-minute-long video that does not have a lot of actors, scenes, or special effects, and which does not encounter serious problems during its production.

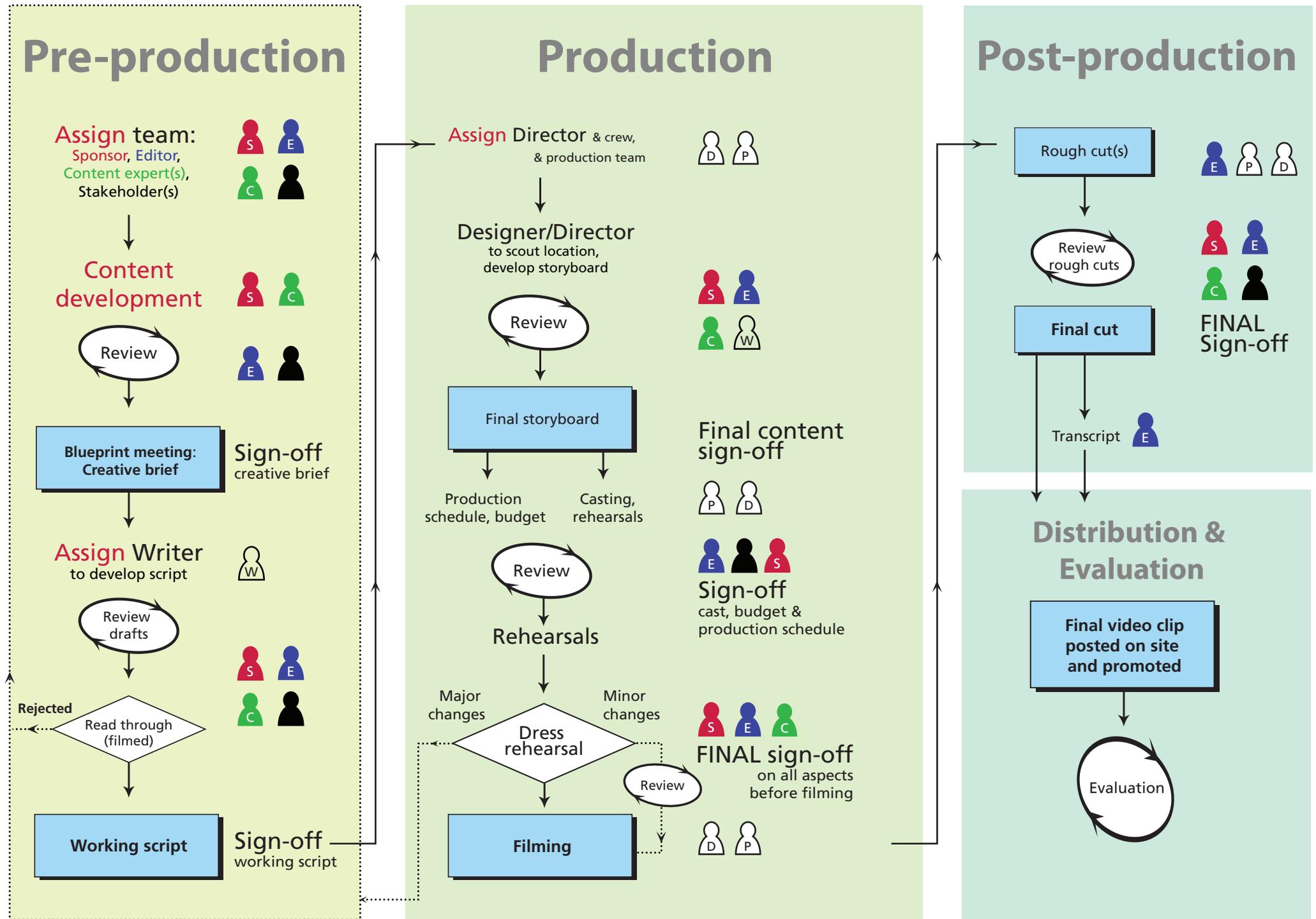
- This estimate represents the first time every cost has been accounted for, including person-hours, and not just hard costs, such as vendor contracts. Our experience shows that contracting with outside vendors to do certain types of work does not provide a cost savings. Staff have spent an enormous amount of time coordinating and overseeing outside work, as well as educating vendors about LSS and our mission and values.

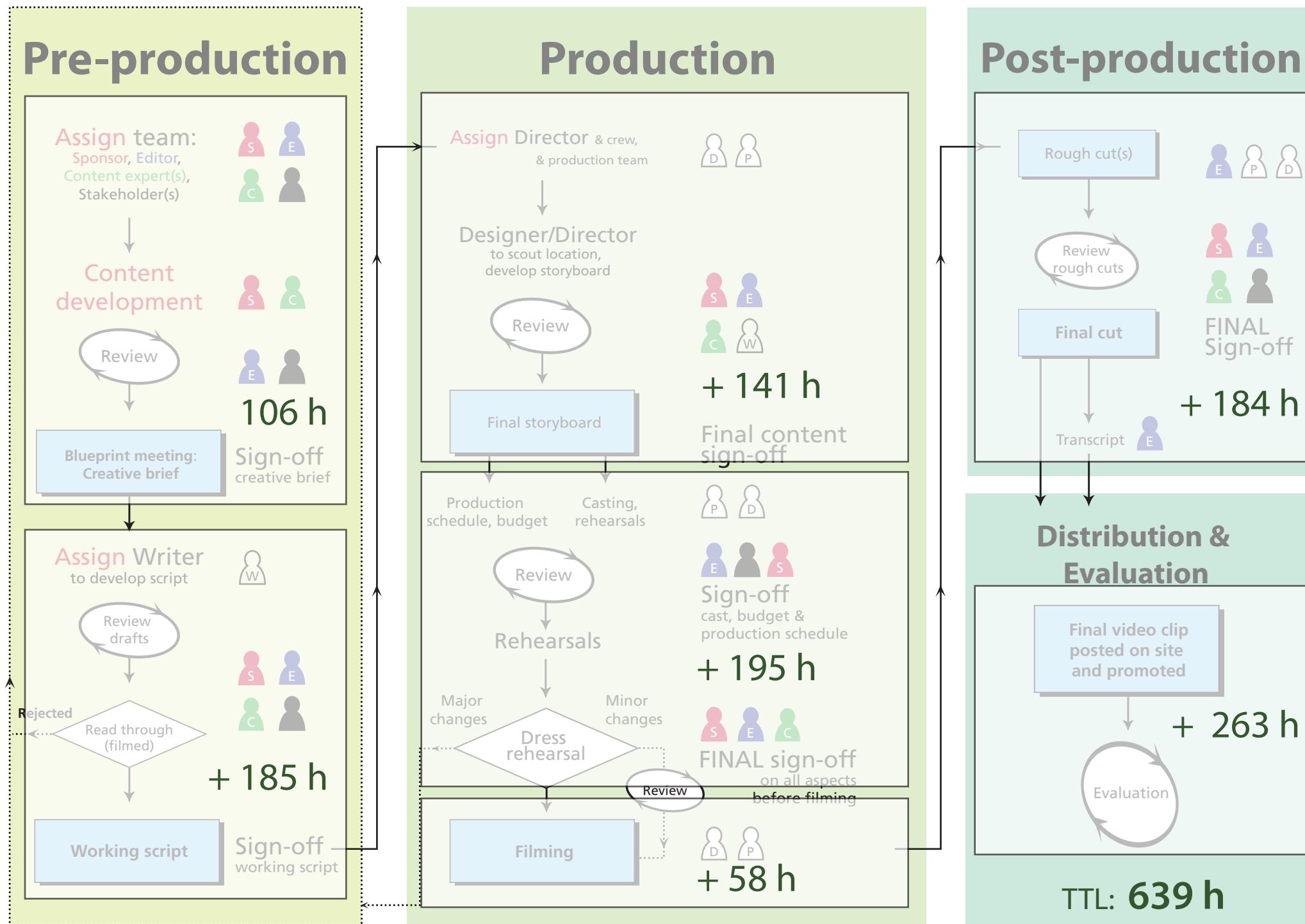
- This new process only incorporates one new step—namely, the filmed read-through of the script. This step is intended to cut out the great deal of work that has followed when serious objections to the script were not raised until after shooting.

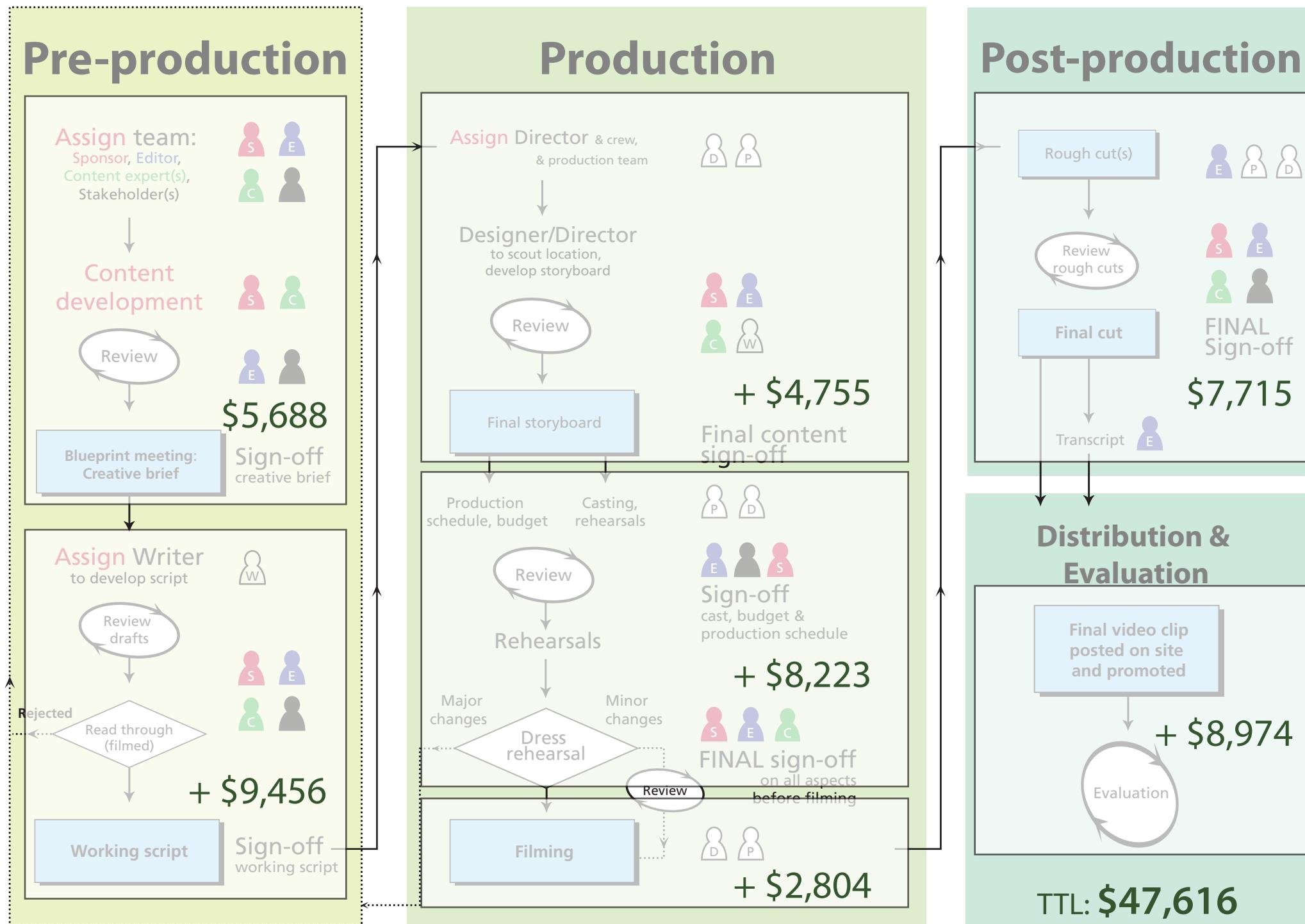
- The amount of time and work you see above has, in fact, been put into past videos, only in reverse. For instance, if we don't invest the proper amount of time developing a legally sound concept in the beginning, a great deal of effort goes into post-production in the form of discussing the matter in meetings, developing disclaimers, and coming up with work-arounds—which also results in a lower-quality product.

- It is not recommended that any of the steps involving research or proper approvals be cut short, especially in the early stages: LSS has very high standards for its materials, particularly high-profile projects such as videos, which means they usually have to be approved by at least two high-placed staff members (often more).

- Ideally, long and complicated production processes involve spending 20% of the team's time developing and refining the idea, 45% of the time planning, only 15% in actually producing the materials, and 20% of the allocated time and effort in delivery and promotion.







## Appendix B: Usability testing format

### Usability Testing Sessions for English Speakers<sup>18</sup>

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
Introduction (10 min)	Introduction (10 min)	Introduction (10 min)
Participant profile & consent form (15 min)	Participant profile & consent form (15 min)	Participant profile & consent form (15 min)
Pre-test questions (15 min)	Pre-test questions (15 min)	Pre-test questions (15 min)
<i>Break (10 min)</i>	<i>Break (10 min)</i>	<i>Break (10 min)</i>
<b>Video: Marriage Certificate</b> (less than 5 min)	<b>Video: Choosing a Court</b> (6 min)	<b>Video: Affidavit of Service</b> (less than 5 min)
Test questions (15 min)	Test questions (15 min)	Test questions (15 min)
<b>A-V slide show: Choosing a Court</b> (less than 5 min)	<b>A-V slide show: Affidavit of Service</b> (less than 5 min)	<b>A-V slide show: Marriage Certificate</b> (less than 5 min)
Test questions (15 min)	Test questions (15 min)	Test questions (15 min)
<b>Fact sheet: Affidavit of Service</b> (less than 5 min)	<b>Fact sheet: Marriage Certificate</b> (less than 5 min)	<b>Fact sheet: Choosing a court</b> (less than 5 min)
Test questions (15 min)	Test questions (15 min)	Test questions (15 min)
<i>Lunch (40 min)</i>	<i>Lunch (40 min)</i>	<i>Lunch (40 min)</i>
<b>Focus group (30 min)</b>	<b>Focus group (30 min)</b>	<b>Focus group (30 min)</b>

<sup>18</sup> Based on a testing design developed by Olivia Kienzel, Thom Quine, Suzi Mikaelian, and Denise Tremblay.

### Usability Testing Sessions for Spanish Speakers<sup>19</sup>

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
Introduction (10 min)	Introduction (10 min)	Introduction (10 min)
Participant profile & consent form (15 min)	Participant profile & consent form (15 min)	Participant profile & consent form (15 min)
Pre-test questions (15 min)	Pre-test questions (15 min)	Pre-test questions (15 min)
Break (10 min)	Break (10 min)	Break (10 min)
<b>Video: Divorce</b> (6 1/2 min)	<b>Video: Inland Sponsorship</b> (6 1/2 min)	<b>Video: Sponsorship Breakdown</b> (4 1/2 min)
Test questions (15 min)	Test questions (15 min)	Test questions (15 min)
<b>A-V slide show: Inland Sponsorship</b> (less than 5 min)	<b>A-V slide show: Sponsorship Breakdown</b> (less than 5 min)	<b>A-V slide show: Divorce</b> (less than 5 min)
Test questions (15 min)	Test questions (15 min)	Test questions (15 min)
<b>Fact sheet: Sponsorship Breakdown</b> (5 min)	<b>Fact sheet: Divorce</b> (5 min)	<b>Fact sheet: Inland Sponsorship</b> (5 min)
Test questions (15 min)	Test questions (15 min)	Test questions (15 min)
Lunch (40 min)	Lunch (40 min)	Lunch (40 min)
<b>Focus group</b> (30 min)	<b>Focus group</b> (30 min)	<b>Focus group</b> (30 min)

<sup>19</sup> Based on a testing design developed by Olivia Kienzel, Thom Quine, Suzi Mikaelian, and Denise Tremblay.

## Appendix C: Focus group questions

**Facilitator:** I'd like to ask you some questions about your overall reaction to the videos:

1. What did you like — or not like — about the videos?
2. If you had a legal problem related to the any of the subjects covered by these videos, do you think you would have learned something that would help you?
3. Was any of the information unclear in the videos? For example, were there words that you didn't understand that you wish were explained?
4. Was there any information missing that you think should have been included in the videos— something that would help people with their legal problem?
5. What did you think of the acting? Did you find them believable? How about the words they spoke — did they speak like people you could relate to?
6. What did you think of the sound and visual quality of the videos — did you think the videos were well made or could use some improvement to make them look and sound better?
7. Would you use our online videos again? Why or why not?
8. How about compared to the audio-visual slideshow presentations or the text you saw today — did you like either of those better than the videos? Why? Which do you prefer for getting information?
9. Do you have any suggestions for how we could improve the videos?

Thanks very much for your feedback.

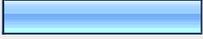
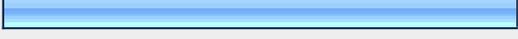
## **Appendix D: Participant profiles**

- Spanish-language sessions
- English-language sessions

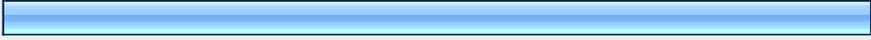
## Video Evaluation - Participant Profile, Spanish

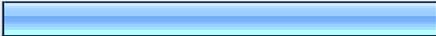
1. ¿Cuál es el nivel de educación más alto que ha completado? Por favor escoja uno de los siguientes:			Response Percent	Response Count
No completó la secundaria			17.4%	4
<b>Secundaria</b>			21.7%	5
Diploma Técnico			17.4%	4
Algunos años de universidad			13.0%	3
<b>Título universitario</b>			21.7%	5
Educación de Postgrado (Maestría o Doctorado)			8.7%	2
		<b>answered question</b>		<b>23</b>
		<b>skipped question</b>		<b>0</b>

2. Nació en Canadá?			Response Percent	Response Count
Sí			0.0%	0
<b>No</b>			100.0%	23
		¿Si es no, cuanto tiempo hace que ha vivido en Canada?		23
		<b>answered question</b>		<b>23</b>
		<b>skipped question</b>		<b>0</b>

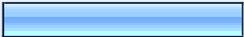
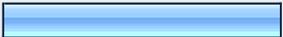
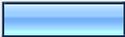
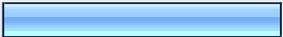
3. ¿Cuánto tiempo tiene de usar la Internet?			Response Percent	Response Count
Nunca			17.4%	4
Menos de un año			21.7%	5
De 1 a 5 años			4.3%	1
<b>Más de 5 años</b>			<b>56.5%</b>	<b>13</b>
			<i>answered question</i>	<b>23</b>
			<i>skipped question</i>	<b>0</b>

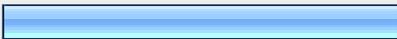
4. ¿Qué tan seguido usa la Internet? (por favor marque sólo uno)			Response Percent	Response Count
<b>Diariamente</b>			<b>69.6%</b>	<b>16</b>
Una vez por semana			4.3%	1
Una vez al mes			4.3%	1
Menos de una vez al mes			21.7%	5
			<i>answered question</i>	<b>23</b>
			<i>skipped question</i>	<b>0</b>

5. ¿Dónde tiene acceso a la Internet? (por favor marque todos los que se apliquen)			Response Percent	Response Count
En el trabajo			4.3%	1
<b>En casa</b>			<b>95.7%</b>	<b>22</b>
			Otro	7
			<i>answered question</i>	<b>23</b>
			<i>skipped question</i>	<b>0</b>

6. ¿Cuánta práctica tiene en el uso de la Internet? (por favor marque sólo una respuesta)			
		Response Percent	Response Count
Bastante práctica		47.8%	11
Algo de práctica		26.1%	6
Nada de práctica		26.1%	6
		<i>answered question</i>	<b>23</b>
		<i>skipped question</i>	<b>0</b>

7. ¿Usted ve videos en línea?			
		Response Percent	Response Count
Sí		87.0%	20
No		13.0%	3
		<i>answered question</i>	<b>23</b>
		<i>skipped question</i>	<b>0</b>

8. ¿Si su respuesta es sí, qué tan seguido?			
		Response Percent	Response Count
Diariamente		26.1%	6
Una vez por semana		30.4%	7
Una vez al mes		13.0%	3
Menos de una vez al mes		30.4%	7
		<i>answered question</i>	<b>23</b>
		<i>skipped question</i>	<b>0</b>

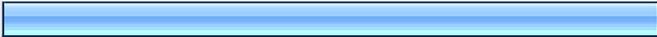
9. ¿Ha usted tratado de encontrar alguna vez información legal en la Internet?			Response Percent	Response Count
Sí			43.5%	10
No			56.5%	13
<i>answered question</i>				<b>23</b>
<i>skipped question</i>				<b>0</b>

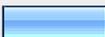
10. ¿Si usted tuviese un problema legal, cómo buscaría información para resolverlo? Por favor numere la siguiente información por orden de preferencia (1 significa la manera más usual en que usted buscaría la información legal y 6 significa la forma menos usual en que usted buscaría la información legal):									
	1	2	3	4	5	6	N/A	Rating Average	Response Count
Leer materiales impresos	<b>56.5%</b> (13)	13.0% (3)	8.7% (2)	4.3% (1)	4.3% (1)	13.0% (3)	0.0% (0)	2.26	23
Preguntarle a alguien que yo conozco	<b>60.9%</b> (14)	8.7% (2)	13.0% (3)	4.3% (1)	8.7% (2)	4.3% (1)	0.0% (0)	2.04	23
Preguntar en una agencia comunitaria	<b>47.8%</b> (11)	21.7% (5)	13.0% (3)	0.0% (0)	13.0% (3)	4.3% (1)	0.0% (0)	2.22	23
Preguntarle a un abogado	<b>56.5%</b> (13)	26.1% (6)	8.7% (2)	0.0% (0)	4.3% (1)	0.0% (0)	4.3% (1)	1.64	23
Usar la Web	<b>50.0%</b> (11)	4.5% (1)	9.1% (2)	4.5% (1)	13.6% (3)	18.2% (4)	0.0% (0)	2.82	22
Ver un video en línea	<b>47.8%</b> (11)	21.7% (5)	4.3% (1)	13.0% (3)	8.7% (2)	4.3% (1)	0.0% (0)	2.26	23
								Otro	0
<i>answered question</i>									<b>23</b>
<i>skipped question</i>									<b>0</b>

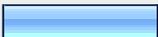
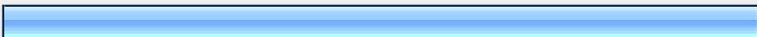
## Video Evaluation - Participant Profile

1. What is the highest level of schooling that you have completed? Please choose from the following:			Response Percent	Response Count
Didn't complete high school			16.7%	3
High school			22.2%	4
College diploma			22.2%	4
Some university			5.6%	1
<b>University degree</b>			<b>27.8%</b>	<b>5</b>
Graduate degree (MA or PhD)			5.6%	1
			<i>answered question</i>	<b>18</b>
			<i>skipped question</i>	<b>0</b>

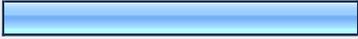
2. Were you born in Canada?			Response Percent	Response Count
Yes			66.7%	12
No			33.3%	6
			If not, how long have you lived in Canada?	7
			<i>answered question</i>	<b>18</b>
			<i>skipped question</i>	<b>0</b>

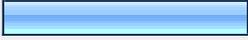
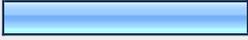
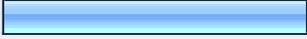
3. How long have you been using the Internet?			Response Percent	Response Count
Never			5.6%	1
Less than a year			16.7%	3
1-5 years			5.6%	1
<b>More than 5 years</b>			<b>72.2%</b>	<b>13</b>
			<i>answered question</i>	<b>18</b>
			<i>skipped question</i>	<b>0</b>

4. How often do you use the Internet? (please check only one)			Response Percent	Response Count
<b>Daily</b>			<b>72.2%</b>	<b>13</b>
Once a week			11.1%	2
Once a month			5.6%	1
Less than once a month			11.1%	2
			<i>answered question</i>	<b>18</b>
			<i>skipped question</i>	<b>0</b>

5. Where do you access the Internet? (please check all that apply)			Response Percent	Response Count
At work			16.7%	2
<b>At home</b>			<b>83.3%</b>	<b>10</b>
			Other (please specify)	9
			<i>answered question</i>	<b>12</b>
			<i>skipped question</i>	<b>6</b>

6. How comfortable do you feel using the Internet? (please check only one)			Response Percent	Response Count
Very comfortable			66.7%	12
Comfortable			22.2%	4
Uncomfortable			11.1%	2
			<i>answered question</i>	<b>18</b>
			<i>skipped question</i>	<b>0</b>

7. Do you watch videos online?			Response Percent	Response Count
Yes			61.1%	11
No			38.9%	7
			<i>answered question</i>	<b>18</b>
			<i>skipped question</i>	<b>0</b>

8. If you watch videos online, how often do you watch them?			Response Percent	Response Count
Daily			26.7%	4
Once a week			13.3%	2
Once a month			26.7%	4
Less than once a month			33.3%	5
			<i>answered question</i>	<b>15</b>
			<i>skipped question</i>	<b>3</b>

**9. Have you ever tried to find legal information on the Internet?**

		Response Percent	Response Count
Yes		55.6%	10
No		44.4%	8
<i>answered question</i>			<b>18</b>
<i>skipped question</i>			<b>0</b>

**10. If you had a legal problem, how would you look for information to help you resolve it? Please put the following in order of preference (1 being the most likely way you'd look for legal information and 6 being the least likely way you'd look for legal information):**

	1 (most likely)	2	3	4	5	6 (least likely)	Not applicable	Rating Average	Response Count
Read printed materials	<b>64.7%</b> <b>(11)</b>	11.8% (2)	0.0% (0)	17.6% (3)	0.0% (0)	5.9% (1)	0.0% (0)	1.94	17
Ask someone I know	<b>37.5%</b> <b>(6)</b>	25.0% (4)	12.5% (2)	18.8% (3)	0.0% (0)	6.3% (1)	0.0% (0)	2.38	16
Ask a community group/advocate	<b>43.8%</b> <b>(7)</b>	31.3% (5)	18.8% (3)	0.0% (0)	6.3% (1)	0.0% (0)	0.0% (0)	1.94	16
Ask a lawyer	<b>31.3%</b> <b>(5)</b>	18.8% (3)	18.8% (3)	6.3% (1)	0.0% (0)	25.0% (4)	0.0% (0)	3.00	16
Browse the Web	<b>44.4%</b> <b>(8)</b>	11.1% (2)	0.0% (0)	16.7% (3)	11.1% (2)	11.1% (2)	5.6% (1)	2.71	18
Watch a video online	17.6% (3)	11.8% (2)	17.6% (3)	0.0% (0)	11.8% (2)	<b>29.4%</b> <b>(5)</b>	11.8% (2)	3.73	17
Other (please specify)									3
<i>answered question</i>									<b>18</b>
<i>skipped question</i>									<b>0</b>

## **Appendix E: Participants' suggestions for improvement**

### **Spanish focus groups**

Participants commented as follows:

- Clarify at the end of the video that “this video does not apply to everyone.”
- Spanish should be clearer, to sound like actors' first language.
- Correct spelling errors [there's no indication of which words are spelled wrong].
- The numbers are not clear, they need to be enlarged; bigger format would be better.
- Better sound.
- More information about LSS: telephone numbers, logo; show someone, an employee of the society, with a friendly manner; add a photo of the offices so people can identify it.
- Add subtitles.
- Suggested making a video targeting different people so they don't feel discriminated.

### **Sponsorship Breakdown**

- Include women as possible abusers as well as homosexuals; so it is for everybody who may face abuse.
- It is not clear whether the abused person remains in the country or has to leave the country.
- Regarding the translation of “sponsor,” it would be better to say “responsible person.”
- Didn't like that it only deals with a sponsorship case; the concept of sponsorship was only for one specific case.

### **Inland Sponsorship**

- The video is directed to residents not refugees.

### **Divorce**

- Explain the kind of rights that the woman has at the moment of separation and what kind of social worker should be contacted.
- Tone of the voices were plain.

- Did not like that it only deals with basic case, that the couple does not have any children.

## **English focus groups**

Participants commented as follows:

- Subtitles would be helpful; would provide more information.
- Include American Sign Language for the deaf. Look into getting funding from the Western Institute for Deaf and Hard of Hearing.
- Besides the videos, maybe have some FAQs and email support.
- It would be better if the setting is a classroom with an instructor answering students individual questions.
- I think [the videos] would be good in Punjabi or Hindi for the East Indian community.
- Add captioning because people are getting older and can't hear as well.

Choosing a Court:

- There are fees for some things in both courts, but the materials didn't explain.
- Maybe something about common law "marriages" could be explained in more depth.
- If there's kids involved, it's different too.
- Sometimes marriage is abusive, and it doesn't even approach the subject of spousal abuse and child abuse. There's not enough information in there.

Affidavit of Service:

- How to serve the person could have been explained. If the party received the document and refused, didn't even touch it, is that considered being served? I needed more information.

Your Marriage Certificate

- Are there any other documents required [other than the marriage certificate]? I would want to know everything I need step by step.