

<i>Factors</i>	<i>Feature</i>	<i>Description</i>
Structure	1.Rule-example, Example-rule	If the learning goal is factual knowledge, the video follows the rule-example structure. If the learning goal is a routine or procedural knowledge, the video follows the example-rule structure.
	2.Summarizing	The video summarises the explanation.
Adaptation	3.Adaptation to prior knowledge, misconceptions, and interest	The video adapts the explanation to a well-described group of addresses and their potential knowledge, misconceptions, or interests. To do so, it uses the ‘tools for adaptation’.
Tools for adaptation	4.Examples	The video uses examples to illustrate a principle.
	5.Analogies and models	The video uses analogies and models that connect the new information with a familiar area.
	6.Representation forms and demonstrations	The video uses representation forms or demonstrations.
	7.Level of language	The video uses a familiar level of language.
	8.Level of mathematization	The video uses a familiar level of mathematization.
Minimal Explanation	9.Avoiding digressions	The video focuses on the core idea, avoids digressions and keeps the cognitive load low. In particular, it avoids using too many ‘tools for adaptation’ or summaries.
	10.High coherence	The video connects sentences with connectors, especially ‘because’.
Highlighting relevancy	11.Highlighting relevancy	The video highlights explicitly why the explained topic is relevant to the explainee.
	12.Direct addressing	The explainee is getting addressed directly, e.g. by using the second-person singular instead of the passive voice.
Follow-up learning tasks	13.Follow-up learning tasks	The video describes learning tasks the explainees can engage with to actively use the new information after the video.
New, complex principles	14.New, complex principle	The video focuses on a new science principle that is too complex to understand by self-explaining, e.g., because there are frequent misconceptions.