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***Editor’s Note: This document represents the editorial changes made to TD 314 (J.3D-sam). Changes were influenced by C37 and agreed at December 3-11 December 2013 SG9 meeting***

***All marked changes in TD 314 were accepted before these edits began. All changes are marked with tracked changes. All editor’s notes are in-line and highlighted in yellow. Format changes are marked.***

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<Recommendation No.>

Draft P.3D-sam: Subjective Assessment Methods for 3D Video Quality

AAP Summary

<to be added before Consent>

Summary

This Recommendation describes non-interactive subjective assessment methods for evaluating the one-way overall video quality for three dimensional (3D) video applications such as 3D videoconferencing, and 3D cable television. These methods can be used for several different purposes including, but not limited to, selection of algorithms, ranking of system performance and evaluation of the quality level during a video connection. This Recommendation also outlines the characteristics of the source sequences to be used, like duration, kind of content, number of sequences, etc.

Details within this document are expected to change, based on experiments into how best to conduct 3DTV subjective tests.

Keywords

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Introduction

Stereoscopic three-dimensional (3D) television attempts to emulate the response of the human binocular visual system to the relative depth perception of objects. This Recommendation applies to stereoscopic imaging that directs a different view of the same scene to each eye. The images of the objects depicted in the scene will have different relative positions in the left- and right-view. 3D television viewing does not perfectly recreate the real viewing experience, because the normal formulae for accommodation (i.e., focus) and vergence (i.e., eye angle) do not apply. A variety of displays produce this effect, including stereoscopic and autostereoscopic displays, using glasses with polarized lenses or shutters; and 2D televisions using complementary color anaglyphs and glasses with colored filters.

Assessment factors generally applied to monoscopic (two-dimensional, or 2D) television pictures can be applied to stereoscopic television systems. In addition, there are many factors unique to stereoscopic television systems. These include factors such as depth resolution, which is the spatial resolution in depth direction, depth motion (that is, whether motion or movements along depth direction), and visual comfort.

# 1 Scope

## 

This Recommendation describes subjective assessment methods for 3D video quality in terms of light condition, viewing distance, comfort level, maximum crosstalk, display size, etc.

## 1.1 Applications

The applications for the subjective assessment methods for 3D video quality described in this Recommendation include, but are not limited to:

1. Obtaining perceptual 3D video quality

## 1.2 Limitations

This clause is intentionally left blank.

# 2 References

The following ITU-T Recommendations and other references contain provisions, which, through reference in this text, constitute provisions of this Recommendation. At the time of publication, the editions indicated were valid. All Recommendations and other references are subject to revision; users of this Recommendation are therefore encouraged to investigate the possibility of applying the most recent edition of the Recommendations and other references listed below. A list of the currently valid ITU-T Recommendations is regularly published.

The reference to a document within this Recommendation does not give it, as a stand-alone document, the status of a Recommendation.

[ITU-T P.800.2] ITU-T Recommendation P.800.2 (2013), *Mean opinion score interpretation and reporting*.

[ITU-T P.910] ITU-T Recommendation P.910 (2008), *Subjective video quality assessment methods or multimedia applications*.

[ITU-T P.911] ITU-T Recommendation P.911 (1998), *Subjective audiovisual quality assessment methods for multimedia applications*.

[ITU-T P.913] ITU-T Recommendation P.913 (2014), *Methods for the subjective assessment of video quality, audio quality and audiovisual quality of Internet video and distribution quality television in any environment*.

[J.3D-fatigue] ITU-T Recommendation J.XXX (XXX), *Assessment methods of visual fatigue and safety guideline for 3D video*.

[ITU-R BT.1788] ITU-R Recommendation BT.1788 (2007), *Methodology for the subjective assessment of video quality in multimedia applications*.

[ITU-R BT.500] ITU-R Recommendation BT.500-13 (01/2012), *Methodology for the subjective assessment of the quality of television pictures*.

[ITU-R BT.2021] ITU-R Recommendation BT.2021 (08/2012), *Subjective methods for the assessment of stereoscopic 3DTV systems*.

# 3 Definitions

This recommendation uses the following terms defined elsewhere.

## 3.1 Terms defined elsewhere:

This Recommendation uses the following terms defined elsewhere:

**3.1.1 Binocular disparity**: the difference between the pictures seen by the left and right eyes**.** This can be the strongest depth cue for close objects and has a strong influence on the “potency” of the image.

**3.1.2 Depth cues:** Visual clues indicating relative distances between the observer and viewed objects. Depth cues include occlusion (objects hidden behind other objects), relative sizes of known objects, vanishing point perception, and others. Depth cues, except for binocular disparity, are provided in monocular planar images (SDTV, HDTV, and UHDTV).

**3.1.3 Depth distortion or “Cardboard effect”:** the imaging and display conditions may reduce the reproduction magnification ratio of depth directions and distort the perception of objects with visually imperceptible thickness. The 3-D positions of stereoscopic objects are perceived stereoscopically but they appear unnaturally thin.

**3.1.4 Depth motion:** a factor related to whether motion or movement along depth direction is reproduced smoothly.

**3.1.5 Depth resolution:** spatial resolution in depth direction. Coarse resolution in depth direction may reduce picture quality in 3D television.

3.1.6 double stimulus [ITU-T P.913]: A quality rating method where the subject is presented with two stimuli; the subject then rates both stimuli in the context of the joint presentation (e.g., a rating that compares the quality of one stimulus to the quality of the other stimulus).**3.1.7 Frame effect:** 3D pictures appear highly unnatural when objects positioned in front of the screen approach the screen frame. This unnatural effect is called “the frame effect”. The effect is generally reduced with a larger screen, because observers are less conscious of the existence of the frame when the screen is larger.

3.1.8 hypothetical reference circuit [ITU-T P.913]: A hypothetical reference circuit (HRC) is a fixed combination of a video encoder operating at a given bit rate, network condition and video decoder. The term HRC is preferred when vendor names should not be identified.

3.1.9 least distance of distinct vision [ITU-T P.913]: The closest distance at which someone with normal vision (20/20 vision) can comfortably look at something. This is sometimes known as "reference seeing distance".

3.1.10 processed [ITU-T P.913]: The reference stimuli presented through a system under test.

3.1.11 processed video sequence [ITU-T P.913]: The processed video sequence (PVS) is the impaired version of a video sequence.

3.1.12 reference [ITU-T P.913]: The original version of each source stimulus. This is the highest quality version available of the audio sample, video clip or audiovisual sequence.

3.1.13 reference seeing distance [ITU-T P.913]: The closest distance at which someone with normal vision (20/20 vision) can comfortably look at something. This is sometimes called "least distance of distinct vision".

3.1.14 sequence [ITU-T P.913]: A continuous sample of audio, video or audiovisual content.

3.1.15 single stimulus [ITU-T P.913]: A quality rating method where the subject is presented with one stimulus and rates that stimulus in isolation (e.g., a viewer watches one video clip and then rates it).

**3.1.16 Size distortion or “Puppet theatre effect”**: the reproduction magnification ratio of an object at the shooting distance (the perceived size) varies with the imaging and display conditions. The resulting distortion in size may make an object be perceived as unnaturally small.

3.1.17 source [ITU-T P.913]: The content material associated with one particular audio sample, video clip or audiovisual sequence (e.g., a video sequence depicting a ship floating in a harbour).

3.1.18 stimuli [ITU-T P.913]: Audio sequences, video sequences or audiovisual sequences.

3.1.19 subject [ITU-T P.913]: A person who evaluates stimuli by giving an opinion.

3.1.20 terminal [ITU-T P.913]: Device or group of devices used to play the stimuli during a subjective experiment (e.g., a laptop with earphones, or a Blu-ray player with an LCD monitor and speakers).

## 3.2 Terms defined in this Recommendation

This Recommendation defines the following terms:

**3.2.1 Depth quality** refers to the ability of the system to deliver a sensation of depth. The presence of monocular cues (such as linear perspective, blur, gradients) convey some sensation of depth even in standard 2D images. Stereoscopic 3D images contain also disparity information which provides additional depth information and thus an enhanced sense of depth as compared to 2D.

**3.2.2 Double Stimulus:** a quality rating method where the subject is presented with two stimuli and then rates both stimuli in the context of the joint presentation (e.g., a rating that compares the quality of one sequence to the quality of the other sequence).

**3.2.3** **Picture Quality** is related to the quality of rendering of texture and motion, the level of visibility of visual artifacts and rendering details. It refers to the perceived quality of the video provided by the system. This is a main determinant of the performance of any video system. Picture quality is mainly affected by technical parameters and errors introduced by, for example, encoding and/or transmission processes and/or 3D video formats conversions e.g. 2D plus depth to stereoscopic images. [editor’s note: definition and term will be discussed further and perhaps modified.]

**3.2.4** **Naturalness** refers to the perception of the stereoscopic image as being a truthful representation of reality (i.e. perceptual realism). The stereoscopic image may present different types of distortion which make it less natural. For example, stereoscopic objects are sometimes perceived as unnaturally large or small (puppet theatre effect), or they appear unnaturally thin (cardboard effect).

**3.2.5 Reference**: the source sequence. This is the highest quality version available of the audio, video, or audiovisual sequence.

**3.2.6** **Sense of presence** refers to “the subjective experience of being in one place or environment even when one is situated in another.”

**3.2.7 Single Stimulus**: a quality rating method where the subject is presented with one stimulus and then rates each stimulus in isolation (e.g., a viewer watches one video sequence, and then rates it).

**3.2.8 Visual Comfort** can be related to multi-symptoms, e.g. eye strain, dry eyes, double vision. Moreover, variation of Visual Comfort can be perceived as the sensation of visual impairment as well as the sense of vision difficulties when moving the fixation point from one area of the image to another area (due to the decoupling of accommodation and convergence). [editor’s note: definition and term will be discussed further and perhaps modified.]

**3.2.10 Visual discomfort** refers to the subjective sensation of discomfort that can be associated with the viewing of stereoscopic images. This issue is usually referred to as visual comfort. [editor’s note: this definition may need to be changed or deleted. Compare with ‘visual comfort’.]

**3.2.11** **Visual Experience** is defined as the overall quality of experience of the images in terms of immersion, perceived image quality as well as depth rendering considering the shape and the dimension of objects. [editor’s note: definition and term will be discussed further and perhaps modified.]

# 4 Abbreviations and acronyms

This Recommendation uses the following abbreviations and acronyms:

*None.*

# 5 Conventions

*None.*

# 6 Selection of 3D Source Content

In order to evaluate 3D visual experience and other terms defined in this Recommendation in various circumstances, the content should cover a wide range of 3D videos. In particular, 3D content with a variety of texture, depth and motion should be used for accurate assessment.

The 3D test sequences should be selected according to the goal of the test and recorded on a digital storage system. When the experimenter is interested in comparing results from different laboratories, it is necessary to use a common set of source sequences to eliminate a further source of variation.

The selection of the test material should be motivated by the experimental question addressed in the study. For example, the content of the test sequences (sport, drama, film, etc.) and their spatiotemporal and depth characteristics should be representative of the programmes delivered by the service under study.

## 6.1 Visual comfort

The selected stereoscopic test sequences content should be normally comfortable to watch. See [J.3D-fatigue] for information on visual comfort.

## 6.2 Source signals recordings

## The source signal provides the reference stimuli and the input for the system under test. The quality of the reference stimuli should be as high as possible. As a guideline, the video signal should be recorded in uncompressed multimedia files using one of the following two formats: YUV (4:2:2 or 4:4:4 sampling) or RGB (24 or 32 bits). Usually the audio signal is taken from a high quality audio production. The audio CD quality is often the reference (16 bits, 44.1 kHz) such as the sound quality assessment material (SQAM) from the European Broadcasting Union (EBU), but if possible audio masters with a minimum of 16 bits and 48 kHz are preferred.6.3 Spatial and temporal information

The selection of test scenes is an important issue. In particular, the spatial and temporal perceptual information of the scenes are critical parameters. These parameters play a crucial role in determining the amount of video compression that is possible, and consequently, the level of impairment that is suffered when the scene is transmitted over a fixed-rate digital transmission service channel. Fair and relevant video test scenes must be chosen such that their spatial and temporal information is consistent with the video services that the digital transmission service channel was intended to provide. The set of test scenes should span the full range of spatial and temporal information of interest to users of the devices under test.

**6.4 Optional Subjective Methods for 3D Reference Scene Selection:** **Visual Experience and Visual Comfort requirements**

To conduct a subjective test on 3D video, it is desirable to select a set of original scene contents (reference video) with a maximum visual comfort. Preferably, 3D original scene contents should have visual comfort similar to the 2D version of that content, for short viewing durations. In fact, the main goal of 3D video subjective tests is to evaluate the impact of 3D video technologies or image processing algorithms on viewers’ opinion in terms of visual experience, image quality and visual comfort. In case of visual discomfort issues with reference scene contents, visual discomfort may interact with the other quality scales and attenuate related results, resulting on much more difficulties to evaluate the interest of 3D technologies to guarantee an optimal visual experience. Therefore, to ensure a fair comparison of technologies as well as reliable and stable results, reference scene contents should be selected by using the following procedures:

Perform a subjective video quality experiment on the reference scenes (only). Two sessions will be performed: (1) rating visual comfort and (2) rating visual experience. Each session will include the 3D reference, and also the 2D version of that reference (e.g., left eye view).

Select reference sequences where

* The 3D version has the same level of visual comfort as the 2D version for a short viewing duration (e.g., no significant difference from a statistical point of view); and
* The 3D version has a higher (i.e., better) visual experience than the 2D version from a statistical point of view.

These 3D reference selection criteria can be obtained from previous subjective tests (e.g., performed by other laboratories). These 3D reference selection criteria can be gathered simultaneously with the target 3D experiment.

Preferably, select scene contents of various video complexities in terms of texture, motion and depth. In fact, to evaluate the impact of the scene content on results, it is important to select original test sequences of different depth levels as well as natural and synthetic ones.

[Editor’s note: Further studies required on threshold values. 6.4 Discrepancies between left and right images]

In stereo 3D systems, a binocular 3D image is formed by presenting the left and right image to their respective eye. If discrepancies arise between these two images, they can cause psychophysical stress, and in some cases 3D viewing can fail. For example, when shooting and displaying stereoscopic 3DTV programmes, there may be geometrical, optical, electrical or temporal asymmetries, such as size inconsistency, vertical shift, rotation error, and luminance or color levels between the left and right images. For the production of natural scene contents using two independent video cameras, the main issue is to guarantee the views asymmetries are under perceptual limits. Table 1 illustrates visibility thresholds obtained from subjective experiments using an impairment scale and for a viewing distance of 4.5 times the display height [b-Wei].

Table 1: Visibility Thresholds Related to Left and Right View Asymmetries

|  |  |  |
| --- | --- | --- |
| **Item** | **Description** | **Visibility threshold** |
| Vertical disparity | Vertical shift difference (local or global) | 0.4 % |
| Rotation | Rotation difference between the 2 views | 0.25 deg. |
| Focal length | Magnification difference | 0.5 % |
| Black level | Black level difference between the 2 views | 3 % |
| White level | White level difference between the 2 views | 10 % |
| Colorimetry | Colorimetry difference considering R, G and B signals | 10 % |
| Temporal | Temporal asymmetry (shooting or visualization) | To be tested |

## 6.5 Duration of stimuli

The methods in this Recommendation are intended for stimuli that range from five seconds to 20 seconds in duration. Eight- to ten-second sequences are highly recommended. For longer durations, it becomes difficult for the viewers to take into account all of the quality variations and score properly in a global evaluation. The temporal forgiveness effects becomes important when the time duration of a stimulus is high (see [b-Hands]).

Extra source content may be required at the beginning and end of each source stimuli. For example, when creating a ten-second processed stimus, the source might have plus two seconds of extra content before and after for a total of 14 seconds. The purpose of the extra content is to allow the audio and video coders to stabilize, and prevent the propogation of unrelated content into the processed stimuli (e.g., after the occurance of digital transmission errors). The extra content should be discarded during editing. This technique is advised when analyzing hardware coders or transmission errors.

In order to limit the duration of a test, stimuli durations of 10 to 15 seconds is preferred. This also diminishes subjects’ fatigue.

**6.6 Number of source stimuli**

The number and type of test scenes are critical for the interpretation of the results of the subjective assessment. So, four to six scenes are enough if the variety of content is respected. The audiovisual content must have an interest in audio and video separetely and conjointly.

The number of audio excerpts is very important in order to get enough data for the interpretation of the test results. A minimum of five audio items is required with respect to the range of contents that can be encountered in “real life” (that is to say when using the systems under test).

The number of five items is also a good compromise in order to limit the duration of the test.

# 7 Test Methods and Experimental Design

Measurement of the perceived quality of images requires the use of subjective scaling methods. The condition for such measurements to be meaningful is that there exists a relation between the physical characteristics of the "stimulus," in this case the 3D video sequence presented to the subjects in a test, and the magnitude and nature of the sensation caused by the stimulus. The final choice of one of these methods for a particular application depends on several factors, such as the context, the purpose and where in the development process the test is to be performed.

3D subjective experiments may measure opinions on three different perceptual scales:

* Visual experience
* Image quality
* Visual comfort

These perceptual scales must be rated independently. For example, the subject might watch all videos during one session and rate visual experience; then the subject might watch all videos a second time during a different session and rate visual comfort. Other perceptual scales may be of interest (e.g., perceived amount of depth).

This section describes the test methods, rating scales and allowable deviations. The method controls the sequence presentation. The rating scale controls way that people indicate their opinion of the sequences. A list of appropriate changes to the method follows.

## 7.1 Absolute Category Rating (ACR) Method

The Absolute Category Rating (ACR) method is a category judgment where the test sequences are presented one at a time and are rated independently on a category scale. ACR is a Single Stimulus Method. The subject observes one sequence, then has time to rate that sequence.

The ACR method uses the following five-level rating scale:

5 Excellent

4 Good

3 Fair

2 Poor

1 Bad

The numbers may optionally be displayed on the scale.

**Comments**

The ACR method produces a high number of ratings in a brief period of time.

ACR ratings confound the impact of the impairment with the influence of the content upon the subject (e.g., whether the subject likes or dislikes the production quality of the sequence).

## 7.2 Degradation Category Rating (DCR) Method; also known as the Double Stimulus Impairment Scale (DSIS) method

The Degradation Category Rating (DCR) method presents sequences in pairs. The first stimulus presented in each pair is always the reference. The second stimulus is that reference sequence after being impaired by the systems under test. DCR is a Double Stimulus method.

In this case the subjects are asked to rate the impairment of the second stimulus in relation to the reference. The following five-level scale for rating the impairment should be used:

5 Imperceptible

4 Perceptible but not annoying

3 Slightly annoying

2 Annoying

1 Very annoying

The numbers may optionally be displayed on the scale.

**Comments**

The DCR method produces a fewer ratings than ACR in the same period of time (e.g., slightly more than one-half).

DCR ratings are minimally influenced by subject’s opinion of the content (e.g., whether the subject likes or dislikes the production quality). Thus, DCR is able to detect color impairments and skipping errors that the ACR method may miss.

DCR ratings may contain a slight bias. This occurs because the reference always appears first, and people know that the first sequence is the reference.

## 7.3 Comparison Category Rating (CCR) Method; also known as the Double Stimulus Comparison Scale (DSCS); also known as Pair Compairson (PC)

The Comparison Category Rating (CCR) method is a method where the test sequences are presented in pairs. Two versions of the same stimuli are presented in a randomized order (e.g., reference shown first 50% and second 50% of the time). CCR is a Double Stimulus method. CCR may be used to compare source video with impaired video, or to compare two different impairments.

The subjects are asked to rate the impairment of the second stimulus in relation to the first stimulus. The following seven-level scale for rating the impairment should be used:

-3 Much Worse

-2 Worse

-1 Slightly Worse

0 The Same

1 Slightly Better

2 Better

3 Much Better

The numbers may optionally be displayed on the scale.

During data analysis, the randomized order of presentation must be removed.

**Comments**

The CCR method produces a fewer ratings than ACR in the same period of time (e.g., slightly more than one-half).

CCR ratings are minimally influenced by subject’s opinion of the content (e.g., whether the subject likes or dislikes the production quality).

Test subjects will occasionally mistakenly swap their ratings when using the CCR scale (e.g., mark “Much Better” when intending to mark “Much Worse”). This is unavoidable due to human error. These unintentional score swapping events will introduce a type of error into the subjective data that is not present in ACR and DCR data.

The accuracy of CCR is influenced by the randomized presentation of stimuli one and two. For example, when comparing source and degraded video, if the source stimulus is presented first 90% of the time, then CCR will contain the same bias seen in the DCR method.

**7.4 Subjective Assessment Methodology for Video Quality (SAMVIQ)**

The SAMVIQ method defined in [ITU-R BT.1788] is commonly used to subjectively rate 2D video. The SAMVIQ method is also appropriate for use in measuring 3D subjective quality.

This method provides a global quality score for short display duration (10s–20s). It is inspired by the DSCQS (Double Stimulus using a Continuous Quality Scale) method. SAMVIQ is a multi stimulus method: several sequences to evaluate are directly accessible (e.g., played upon request).

SAMVIQ is able to discriminate between low quality as well as high quality video sequences. For this purpose, it combines subjective evaluation capabilities and the ability to discriminate near quality, using an implicit comparison process. The subject can compare each sequence under test with the reference one (i.e., 3D reference sequence without any treatment) and to the other versions of the 3D source. The SAMVIQ method includes a random access to play sequence files. Viewers can start or stop the evaluation, and give, change or keep the current score of each clip when they want. Additionally, they can replay sequences as often as they want.

The SAMVIQ quality evaluation method uses a continuous quality scale to provide a measurement of the intrinsic quality of video sequences. Each viewer moves a slider on a continuous scale graded from 0 to 100 annotated by 5 linearly spaced quality items (Excellent, good, fair, poor, bad). In the 3D case, three different perceptual scales are used: visual experience, image quality and visual comfort.

Each perceptual scale is rated during a different session.

**Comments:**

The main value of the SAMVIQ method for 3D video subjective quality assessment is to improve rating accuracy for viewers who have little experience viewing 3D content. Moreover, SAMVIQ increases the accuracy of results for each viewer (e.g., fewer judgment errors). This leads to more reliable results in terms of statistical analysis.

## 7.5 Acceptable Changes to the Methods

This section of the Recommendation is intended to be a living document. The methods and techniques described in this section cannot, by their very nature, account for the needs of every subjective experiment. It is expected that the experimenter may need to modify the test method to suit a particular experiment. Such modifications fall within the scope of this Recommendation.

The following acceptable changes have been evaluated systematically. Subjective tests that use these modifications are known to produce repeatable results.

### 7.5.1 Changes to Level Labels

Translating labels into a different languages does not result in a significant change to the MOS. Although the perceptual magnitude of the labels may change, the resulting MOS are not impacted.

An unlabeled scale may be used. For example, ends of the scale can be labeled with the symbols “+” and “-”.

A scale with numbers but no words may be used.

Numbers may be included or excluded at the preference of the experimenter.

Alternate wordings of the labels may be used when the rating labels do not meet the needs of the experimenter. One example is using the DCR method with the ACR labels. One example is using the ACR method with a listening-effort scale as mentioned in [ITU-T P.800]. An example specific to 3D, is when assessing visual fatigue and asking about focusing difficulty, to present the following five levels:

* None
* Mild
* Modest
* Bad
* Severe

### 7.5.2 ACR with Hiden Reference (ACR-HR)

An acceptable variant of the ACR method is ACR with Hiden Reference (ACR-HR). With ACR-HR, the experiment includes a reference version of each video segment, not as part of a pair, but as a freestanding stimulus for rating like any other. During the data analysis the ACR scores will be subtracted from the corresponding reference scores to obtain a DMOS. This procedure is known as “hidden reference removal.”

Differential viewer scores (DV) are calculated on a per subject per processed video sequence (PVS) basis. The appropriate hidden reference (REF) is used to calculate DV using the following formula:

DV(PVS) = V(PVS) – V(REF) + 5

where V is the viewer’s ACR score. In using this formula, a DV of 5 indicates ‘Excellent’ quality and a DV of 1 indicates ‘Bad’ quality. Any DV values greater than 5 (i.e. where the processed sequence is rated better quality than its associated hidden reference sequence) will generally be considered valid. Alternatively, a 2-point crushing function may be applied to prevent these individual ACR-HR viewer scores (DV) from unduly influencing the overall mean opinion score:

crushed\_DV = (7\*DV)/(2+DV) when DV > 5.

**Comments**

ACR-HR will result in larger confidence intervals than ACR, CCR or DCR.

The ACR-HR method removes some of the influence of content from the ACR ratings, however to a lesser extent than CCR or DCR.

ACR-HR should not be used when the reference sequences are fair, poor or bad quality. The problem is that the range of DV ’excellent’ quality diminishes. For example, if the reference video quality is poor on the ACR scale, then DV must be 3 or greater.

## 7.6 Discouraged Changes to the Methods

The following acceptable changes have been evaluated systematically. These modifications are discouraged. However, these changes are allowed.

### 7.6.1 Do Not Increase the Number of Levels

The number of levels should not be increased. Tests into the replicability and accuracy of subjective methods indicate that the accuracy of the resulting MOS does not improve. However, the method becomes more difficult for subjects.

Experiments that compare discrete scales (e.g., 5-point, 9-point, 11-point) with continuous scales (e.g., 100-point scales) all indicate that continuous scales contain more levels than can be differentiated by people. The continuous scales are treated by the subjects as if it were a discrete scale with fewer options (e.g., using five to nine levels).

Prohibited examples include changing ACR from a discrete 5-level scale to a discrete 9-level scale, a discrete 11-level scale, or a continuous scale.

# 8 Environment

The goal of 3DTV viewing experience should be to create the illusion of a real environment, which can be watched for an indefinite period of time by the audience with normal visual acuity.

## 8.1 Maximum display crosstalk

This issue is currently being investigated in J.3D-disp-req. P.3D-sam may refer to J.3D-disp-req and provide the maximum allowed display crosstalk rate.

## 8.2 Screen Brightness

For 3D displays that use eye glasses, the perceived brightness may be reduced due to the eye glasses. This aspect should be considered in setting the picture brightness for 3D subjective testing. All measurements including screen brightness measurement need to be carried out through glasses according to the 3D display technology.

## 8.3 Viewing distance and angle

[Editor’s note: This section needs further studies.]

In general, the viewing distance is about 3H (three times picture height) for TV environments. For PC monitors, 1H to 3H is recommended. For multimedia applications (e.g., mobile devices), 6H to 10H is recommended.

It is important here to differentiate between fixed displays (e.g., TV, monitor, videoprojector) and mobile displays (e.g., smartphone or tablet). Indeed, for fixed displays, the visualisation distance will not change during the test and is determined by the visual angle perceived, which is described as a minute of an arc (e.g., 3H for HD1080 display). On the other hand, for mobile displays, the subject will adjust the visualisation distance according to subject’s preference, the screen size and the content quality. Thus, in the every day life for practical purposes, the subjects are not constrained while watching content on their mobile device, whereas they are when watching TV or other fixed displays.

The minimum viewing distance should be in accordance with the least distance of distinct vision (LDDV) or the reference seeing distance (RSD).

## 8.4 Viewing conditions

To optimize the 3D viewing environment, some additional details may be necessary, such as suggesting the optimal distance between the display and the back wall and the optimal viewing distance.

## 8.5 Color temperature of 3D displays

[Editor’s note: This section needs further studies.]

Most 3D monitors use LCD displays. Setting the 3D display to a certain color temperature may not be desirable, because such operations may result in a color shift. In general, factory settings may be used provided that such settings provide a natural color appearance.

**8.6 Documentation of environment**

The subjective test’s environment must be reported. The documentation of the experiment must include the following information.

* A picture of the subjective test environment
* Lighting level measured in Lux
* Approximate viewing distance in picture heights
* Type of video monitor (e.g., brand, model)
* Type of 3D technology (e.g., passive glasses, active glasses, autostereoscopic)
* Size of video monitor

The location and direction of the lighting measurement should be identified (e.g., horizontal to the screen and pointing outward, or at the eye position in the direction of the screen).

# 9 Subjects

The number of subjects used in the experiment is extremely important.

At least 24 subjects must be used for experiments conducted in a controlled environment. This means that after subject screening, every stimulus must be rated by at least 24 subjects.

Fewer subjects may be used for pilot studies, to indicate trending. Such studies must be clearly labeled as being pilot studies.

# For SAMVIQ tests conducted in a controlled environment, the number of subjects that remain after the rejection process should not be less than 15 in order to have significant data for the statistical analysis.10 Experiment design

If the material is known to contain excessive parallax, and thus known to be potentially uncomfortable, then the duration should be limited.

## 10.1 Inclusion of reference conditions within the experiment

The results of quality assessments often depend not only on the actual video quality, but also on other factors such as the total quality range of the test conditions, the experience and expectations of the assessors, etc. In order to control some of these effects, a number of dummy test conditions can be added and used as references.

Some of the methods listed above include a “reference” sequence, whenever available, as part of the test sequences set. The “reference” is usually a version of the test sequence that has not undergone any processing (i.e. the original source sequence). The experimental plan might include also the monoscopic version of the “reference” (i.e. only one view of the original source sequence); for example in visual comfort studies it might be useful to use the visual comfort of the monoscopic reference as the baseline.

**10.2 Size of the experiment and subject fatigue**

The size of an experiment is typically a compromise between the conditions of interest and the amount of time individual subjects can be expected to observe and rate stimuli.

Preferably, an experiment should be designed such that each subject’s participation is limited to 1.5 hours, of which no more than one hour is spent rating stimuli. When larger experiments are required (e.g., three hours spent rating stimuli), frequent breaks and adequate compensation should be used to counteract the negative impacts of fatigue and boredom.

The number of times that each source stimulus is repeated also impacts subject fatigue. Among different possible test designs, preferably choose the one that minimizes the number of times a given source stimulus is shown.

**10.3 Special considerations for transmission error, rebuffering, and audiovisual synchronization impairments**

When stimuli with intermittent impairments are included in an experiment, care must be taken to ensure that the impairment can be perceived within the artificial context of the subjective quality experiment. The first one second and last one second of each stimulus should not contain freezing, rebuffering events, and other intermittent impairments. When stimuli include audiovisual synchronization errors, some or all of the audiovisual source sequences must contain audiovisual synchronization clues (e.g., lip synch, cymbals, doorbell pressed).

Examples of intermittent impairments include but are not limited to:

* Pause then play resumes with no loss of content (e.g., pause for rebuffering)
* Pause followed by a skip forward in time (e.g., transmission error causes temporary loss of signal, and system maintains a constant delay)
* Skip forward in time (e.g., buffer overflow)
* Audiovisual synchronization errors (e.g., may only be perceptible within a small portion of the stimuli).
* Packet loss with brief impact

These impairments might be masked (i.e., not perceived) due to the scene cut when the scene starts or ends. A larger context may be needed to perceive the impairment as objectionable (i.e., audiovisual synchronization errors are increasingly obvious during a longer stimulus). For video-only experiments, the missing audio might mask the impairment, and vice versa. For example, with video-only stimuli, an impairment that produces a skip forward in time might be visually indistinguishable from a scene cut. By contrast, the audio in an audiovisual sequence would probably give the observers clues that an undesirable event has occurred.

# 11 Experiment implementation

Viewer instructions must include guidelines on how to react when subjects feel fatigue or discomfort. See [ITU-T Rec. J.3D-fatigue].

## 11.1 Informed consent

Subjects should be informed of their rights and be given basic information about the experiment. It may be appropriate for subjects to sign an informed consent form. In some countries, this is a legal requirement for human testing. Typical information that should be included on the release form is as follows:

* Organization conducting the experiment
* Goal of the experiment, summarized briefly
* Task to be performed, summarized generally
* Whether the subject may experience any risks or discomfort from their participation
* Names of all Recommendations that the experiment conforms to
* Duration of the subject’s involvement
* Range of dates when this subjective experiment will be conducted
* Number of subjects involved
* Assurance that the identity of subjects will be kept private (e.g., subjects are identified by a number assigned at the beginning of the experiment)
* Assurance that their participation is voluntary, and that the subject may refuse or discontinue participation at any time without penalty or explanation
* Name of the person to contact in the event of a research-related injury
* Who to contact for more information about the experiment

An example informed consent form is presented in Appendix II. See [ITU-T Rec. J.3D-fatigue] for potential discomforts associated with 3D television viewing.

## 11.2 Viewer screening

Pre-screening procedures include methods such as vision tests, color blindness tests, and stereoscopic acuity test.

### 11.2.1 3D vision testing

Some populations are less able to perceive 3D content. Additionally, some people are entirely unable to perceive 3D content (e.g., due to blindness in one eye).

In addition to the conventional visual acuity and color vision test, 3D acuity testing should be performed for the viewer. Therefore, acceptable testing procedures should be provided in the new Recommendation.

See Appendix I of [BT.2021] for more information on stereoscopic vision tests.

[Editor’s note: above description may need more information about the 3D acuity test.]

### 11.2.1 Color blindness and vision testing

Pre-screening procedures include methods such as vision tests, audiometric tests, and selection of subjects based on their previous experience. Prior to a session, the subjects may be screened for normal visual acuity or corrected-to-normal acuity, for normal colour vision, and for good hearing.

Concerning acuity, no errors on the 20/30 line of a standard eye chart [b-Snellen] should be made. The chart should be scaled for the test viewing distance and the acuity test performed at the same location where the video images will be viewed (i.e. lean the eye chart up against the monitor) and have the subjects seated. For example, a near vision vision chart is appropriate for experiments that use laptops and small mobile devices.

Screening test may be performed, as appropriate for the experiment. Examples include:

* Concerning vision test plates (red /green deficiency), no more than two plates [b-Beck] should be missed out of 12.
* Evaluate with tritan color vision test plates (blue / yellow deficiency)
* Test whether subjects are able to correctly identify colors
* Contrast test (e.g., Mars Perceptix contrast test, ETDRS Format, Continuous Test)
* Concerning hearing, no subject should exceed a hearing loss of 15 dB at all frequencies up to and including 4 kHz and more than 25dB at 8 kHz. (note: hearing specifications were taken from [ITU-T P.78] Annex B.1)
* Stereoacuity test, with a tentative threshold of 140 seconds

Subjects who fail such screening should preferably be run through the experiment with no indication given that they failed the test. The data from such subjects should be discarded when a small number of subjects are used in the experiment. Data from such subjects may be retained when a large number of subjects are used (e.g., 30 or more).

### 11.2.3 Stereoscopic acuity test

Tentatively, a maximum angle of stereopsis of 140 seconds is recommended. [editor’s note: this level can be changed later as more information regarding the necessary threshold is obtained.]

### 11.2.1 Inter-pupliary distance

When autostereoscopic monitors are used, inter-pupliary distance is a critical factor. This information should be recorded for each subject. Most autostereoscopic monitors are designed for a fixed inter-pupilary distance, and subjects who deviate to a large extent from that fixed inter-pupilary distance may experience increased crosstalk.

**11.3 Post-screening of subjects**

Post-screening of subjects may or may not be appropriate depending upon the purpose of the experiment. The following subject screening methods are appropriate: [ITU-R BT.500] clause 2.3, [ITU-R BT.1788] Annex 2 clause 3, Annex A, and questionnaires and/or interviews after the experiment to determine whether or not the subject understood the task. Subject screening for crowdsourcing may require unique solutions (e.g., clever test preparation).

When subjects are eliminated due to post-screening, it may be appropriate to separately present the data of the screened subjects or to analyze the data both with and without the screened subjects.

## The final report should include a detail description of the screening methodology.11.3 Instructions and training

Instruction should be tailored to dimension (e.g. depth quality, comfort, etc.) under investigation.

Ethical guidelines are critical, since participants might experience visual discomfort. The subjects must be informed of any possible negative resulting from exposure to the stimuli used in the study. The subjects must be told that they can stop the test at any point, without negative consequence (e.g., the subject may leave the test chamber in the middle of the experiment and still be paid in full).

Usually, subjects have a period of training in order to get familiar with the test methodology and software and with the kind of quality they have to assess.

The training phase is a crucial part of this method, since subjects could misunderstand their task. Written or recorded instructions should be used to be sure that all subjects receive exactly the same information. The instructions should include explanations about what the subjects are going to see or hear, what they have to evaluate (e.g., difference in quality), and how to express their opinion. The instructions should include reassurance that there is no right or wrong answer in this experiment; we are simply interested in the subject’s opinion. An example set of instructions is given in Appendix III.

Questions about the procedure and meaning of the instructions should be answered with care to avoid bias. Questions about the experiment and its goals should be answered after the final session.

After the instructions, a training session should be run. The training session is typically identical to the experiment sessions, yet short in duration. Stimuli in the training session should demonstrate the range and type of impairments to be assessed. Training should be performed using stimuli that do not otherwise appear in the experiment.

The purpose of the training session is to (1) familiarize the subjects with the voting procedure and pace, (2) show the subjects the full range of impairments present, thus stabilizing their votes, (3) encourage subjects ask new questions about their task, in the context of the actual experiment, and (4) adjust the audio playback level, which willthen remain constant during the test phase. For a simple assessment of video quality in absolute terms, a small number of stimuli in the training session may suffice (e.g., three to five stimuli). For more complicated tasks, the training session may need to contain a large number of stimuli.

The instructions must tell subjects what to do when 3D fatigue is experienced. [ITU-T Rec. J.3D-fatigue] contains more information on this issue.

The subject should be carefully introduced to the method of assessment, the types of impairment or quality factors likely to occur, the grading scale, timing, etc. Training stimuli should demonstrate the range and the type of the impairments to be assessed. The training stimuli should not otherwise appear in the test, but should have comparable sensitivity.

The subject should not be told the type of impairments and impairment locations that will appear in the test.

## 11.4 Experiment sessions and breaks

Ideally no session should last for more than 20 minutes, and in no case should a session exceed 45 minutes.Every 20 minutes, subjects should be asked to rest a bit by breathing some fresh air.

The stimuli should be presented in a pseudo-random sequence.

The pattern within each session (and the training session) is as follows: play sequence, pause to score, repeat. The subject should typically be shown a grey screen between video sequences. The subject should typically hear silence or instructions between video sequences (e.g., “here is clip one”, “please score clip one”). The specific pattern and timing of the experiment sessions depends upon the playback mechanism.

## 11.5 Questionnaire or interview

For some experiments, questionnaires or interviews may be desirable either before or after the subjective sessions. The goal of the questionnaire or interview is to supplement the information gained by the experiment. Examples include:

* Demographics that may or may not influence the votes, such as age, gender, and television watching habits;
* Feedback from the subject after the sessions; and
* Quality experience observations on deployed equipment used by the subject (i.e., service observations).

The disadvantage of the service observation method for many purposes is that little control is possible over the detailed characteristics of the system being tested. However, this method does afford a global appreciation of how the “equipment” performs in the real environment.

# 12 Data analysis

The results should be reported along with the details of the experimental set-up. Clause 12 of [ITU-T P.800.2] describes the minimum information that should accompany MOS values to enable them to be correctly interpreted.

For each combination of the test variables, the mean opinion score and the standard deviation of the statistical distribution of the assessment grades should be given. Some items can be mandatory while others need to be reported whenever possible. The method to calculate these statistical values is described in Recommendation ITU-R BT.500. [ITU-T P.800.2] provides additional information about mean opinion scores.

Perception of 3D contents depends on the shooting parameters and resulting horizontal disparities as well as on the viewing environment. For instance, the perception of the same 3D content for different visualization conditions (viewing distance, screen size, image definition, etc.) won’t provide necessarily the same subjective results and the same level of visual comfort. In order to provide reliable results analysis, it is essential to provide experimental parameters presented in table 2. These parameters could be taken into account for results comparison between laboratories as well as for publication issues.

Table 2: Experimental Parameters Needed for Results Presentation

|  |  |
| --- | --- |
| **Experimental parameter** | **Parameter unit** |
| Maximum crossed and uncrossed disparities for each 3D scene content | In pixels or percentage of the display width |
| Image definition of the display | Number of lines x number of rows |
| 3D video format | Side-by-side, Frame Packing, Top-Bottom, etc. |
| 3D rendering technology | Active shutters, line interleaved display using polarized glasses, autostereoscopic display, etc. |
| Viewing distance | Meter |
| Display size (diagonal and/or width and height) | Meter |
| Maximum luminance on the screen through glasses | cd/m2 |
| Crosstalk level | Percentage of the maximum luminance through glasses |

**12.1 Calculate MOS or DMOS**

After all subjects are run through an experiment, the ratings for each clip are averaged to compute either a mean opinion score (MOS) or a differential mean opinion score (DMOS).

Use of the term “MOS” indicates that the subject rated a stimulus in isolation. The following methods can produce MOS scores:

* ACR
* ACR-HR (using raw ACR scores)
* SAMVIQ

Use of the term “DMOS” indicates that scores measure a change in quality between two versions of the same stimulus (e.g., the source video and a processed version of video). The following methods can produce DMOS scores:

* ACR-HR (average DV, defined in clause 7.5.2)
* DCR / DSIS
* CCR / DSCS

When CCR is used, the order randomization should be removed prior to calculating DMOS. For example, for subjects who saw the original video second, multiply the opinion score by negative one. This will put the CCR data on a scale from zero (“the same”) to three, with negative scores indicating the processed video was higher quality than the original.

**12.2 Evaluating Objective Metrics**

When a subjective test is used to evaluate the performance of an objective metric, then [ITU-T P.1401] can be used. [ITU-T P.1401] presents a framework for the statistical evaluation of objective quality algorithms regardless of the assessed media type.

Annex A  
  
Method for Post-Experiment Screening of Subjects Using Pearson Linear Correlation

(This annex forms an integral part of this Recommendation.)

The rejection criterion verifies the level of consistency of the raw scores of one subject according to the corresponding average raw scores over all subjects. Decision is made using correlation coefficient.

Linear Pearson correlation coefficient (LPCC) for one subject versus all subjects is calculated as:

(A1)

Where *x* and *y* are arrays of data and *n* is the number of data points.

To calculate LPCC on individual stimuli (i.e., per PVS), compute

(A2)

Where

*xi* = MOS of all subjects per PVS

*yi* = individual score of one subject for the corresponding PVS

*n* = number of PVSs

*i* = PVS index

To calculate LPCC on systems (i.e., per HRC), compute

(A3)

Where

*xi* = condition MOS of all subjects per HRC (i.e. condition MOS is the average value across all PVSs from the same HRC)

*yi* = individual condition MOS of one subject for the corresponding HRC

*n* = number of HRCs

*i* = HRC index

One of the following two rejection criteria may be used.

**A.1 Screen by PVS**

Screening analysis is performed per PVS only, using Equation (A2). Subjects are rejected if *r1* falls below a set threshold. A discard threshold of (*r1* < 0.75) is recommended for ACR and ACR-HR tests of entertainment video. Subjects should be discarded one at a time, beginning with the worst outlier (i.e., lowest *r1*) and then recalculating *r1* for each subject.

Different thresholds may be needed depending upon the method, technology or application.

**A.2 Screen by PVS and HRC**

Screening analysis is performed per PVS and per HRC, using Equations (A2) and (A3). Subjects are rejected if *r1* or *r2* fall below set thresholds. For ACR and ACR-HR tests of entertainment video, a subject should be discarded if (*r1* < 0.75 and *r2* < 0.8). Both *r1* and *r2* must fall below separate thresholds before a subject is discarded. Subjects should be discarded one at a time, beginning with the worst outlier (i.e., by averaging the amount that the two thresholds are exceeded) and then recalculating *r1* and *r2*.

Different thresholds may be needed depending upon the method, technology or application.

The reason for using analysis per HRC using *r2* is that a subject can have an individual content preference that is different from other subjects. This preference will cause *r1* to decrease, although this subject may have voted consistently. Analysis per HRC averages out individual’s content preference and check consistency across error conditions.

**Appendix I**

**Issues for Further Study**

This appendix does not form an integral part of this Recommendation)

This appendix lists issues specific to subjective quality assessment of stereoscopic 3D video that require further study.

* Repeatability of a given test methodology:
  + This is a very crucial point for any subjective testing methodology. Empirical data are needed to prove that a given methodology can produce repeatable and reproducible data.
  + Repetition of the same experiment (same test set with same methodology) can provide such empirical evidence
* Ability to separately assess the different basic perceptual attributes related to 3D quality (picture quality, viewing comfort and depth quality). An analogy can be made to audio-visual quality where cross-modal interaction between audio and video has been documented. In the same way, the question is whether subjects are able to assess independently visual quality, depth quality and visual comfort. If not, then is it relevant to ask them to judge these separate attributes? See also the point on “role of instructions”.
* Necessity to use anchors (2D and 3D anchors) in the test stimuli:
  + The potential of 3D lies in the increased quality of experience compared to 2D. Viewers will only embrace 3D if it provides a better viewing experience than 2D. The underlying question is whether or not subjects are more able to judge 3D quality if they are asked to compare it to 2D, instead of simply judging a 3D stimulus on its own (or even in comparison to some 3D reference).
  + With the hypothesis that subjects know more easily how to judge a 2D video stimulus, one adaptation of the 2D methodologies could make explicit reference to a 2D version of the stimulus. Explicit comparison can be made in the stimulus presentation and/or in the rating scale
* Viewing conditions (e.g., viewing angle):
  + Currently 3 simultaneous viewers are allowed in front of a 2D HDTV screen in a subjective test. Because of the increase of crosstalk with viewing angle (angular position), this number may need modification (e.g., is a maximum of 1 or 2 viewers a more appropriate number for 3D tests?)
* Display characteristics:
  + What is the influence of stereoscopic display characteristics (mainly crosstalk level/characteristics) on quality judgment
  + Method to characterize and select a stereoscopic display for conducting subjective experiments (e.g., maximum crosstalk =< crosstalk threshold)
* Sequence duration:
  + Short (10-sec) videos have been traditionally used in 2D video subjective testing with overall rating to avoid problems of recency effects. Literature has shown that subjects can confidently provide a judgment of image quality for this range of duration.
  + The underlying question is whether or not such a short video duration is suitable to assess visual comfort and depth quality. Some works, without providing empirical data but only survey, have suggested that longer duration may be needed.
  + Alternatively to the use of longer duration, test designs using stimulus repetition may provide a different path of investigation.
* Role of instructions and more elaborated practice session: These two points may need more emphasis in case of 3D than in 2D.
  + Most subjects are not well experienced with viewing of 3D content. Most of them have viewed maybe a few 3D movies but experience is far from comparable to exposure to 2DTV. As a consequence, subjects may not well understand how they should judge the 3 basic perceptual attributes for two reasons:
    - Firstly, they may not well understand the meaning of the attribute to judge.
    - Secondly, they may not know if they need to consider this attribute alone or not. For example, in judging visual quality, should the perception of depth (depth quality) be taken into account? Should visual comfort be taken into account?
  + Clear definition of depth quality and visual comfort:
    - Depth quality: from experience, this is usually the most difficult attribute to be judged. As viewers are not so experienced with viewing of 3D content, they usually find it difficult to know how to provide a judgment.
    - Visual comfort: although there is a natural sense in knowing what is and is not comfortable viewing, precise description of symptoms may be necessary.
* Use of additional questionnaires (besides the quality rating):
  + Use of ad-hoc additional questionnaires (similar to simulator sickness questionnaire) should also be investigated to gain more understanding in how people judge 3D and react to it.
  + Which questions are relevant in which context? When should these questions be asked?

Appendix II  
  
Example Informed Consent Form

(This appendix does not form an integral part of this Recommendation)

Following is an example of an informed consent form. The **underlined words in bold** are intended to be replaced with the appropriate values (e.g., a person’s name, phone number, organization name, ITU Recommendation names).

Users should investigate local regulations and requirements for informed consent notification, and make necessary changes.

**Video Quality Experiment**

**Informed Consent Form**

Principal Investigator: **Name**, **Phone Number**

**Organization** is conducting a subjective audiovideo quality experiment. The results of this experiment will assist us in evaluating the impact of several different factors on audiovisual quality.

You have been selected to be part of a pool of viewers who are each a potential participant in this subjective audiovisual quality experiment. In this experiment, we ask you to evaluate the audiovisual quality of a set of video scenes. You will sit on a comfortable chair in a quiet, air-conditioned room, watch video sequences on a laptop and listen to audio from ear buds. You will specify your opinion of the current quality by selecting buttons on the screen. The participants in this video quality experiment are not expected to experience any risk or discomfort. This experiment conforms to ITU-R Rec. [Editor’s note: insert number of this Recommendation here, when a number is assigned.**]**

You will be asked to participate in up to **five** viewing sessions. Before the first session, you will listen to instructions for **four** minutes and participate in a **two** minute practice session. During each session, you will rate audiovisual sequences for **twenty** minutes. There will be a break after the practice session to allow you to ask questions, and another break after each session. In all, the time required to participate in this experiment is estimated to be **less than two and a half hours**. Of this time, approximately **two hours** will be spent rating audiovisual quality.

This experiment will take place during **range of dates** and will involve no more than **number** viewers. The identities of the viewers will be kept confidential. Your quality ratings will be identified by a number assigned at the beginning of the experiment.

Participation in this experiment is entirely voluntary. Refusal to participate will involve no penalty, and you may discontinue participation at any time. If you have any questions about research subjects’ rights, or in the event of a research-related injury to the subject, please contact **Name** at **Phone Number**.

If you have any questions about this experiment or our audiovisual quality research, please contact **Name** at **Phone Number** or email address **Email Address**.

Please sign below to indicate that you have read the above information and consent to participate in this audiovisual quality experiment.

Signature

Appendix III  
  
Example Instructions

(This appendix does not form an integral part of this Recommendation)

Example Instructions

(This appendix does not form an integral part of this Recommendation)

The following example instructions cover a two session experiment rating audiovisual sequences on the ACR scale in a sound isolation booth. However, an experiment could be done in one session or could require more than two sessions. Other modifications may be required.

Description: C:\Program Files\Microsoft Office\MEDIA\OFFICE12\Lines\BD10290_.gif

Thank you for coming in to participate in our study. The purpose of this study is gather individual perceptions of the quality of several short multimedia files. This will help us to evaluate various transmission systems for those files.

In this experiment you will be presented with a series of short clips. Each time a clips is played, you will be asked to judge the quality of the clip. A ratings screen will appear on the screen and you should use the mouse to select the rating that best describes your opinion of the clip. After you have clicked on one of the options, click on the “Rate” button to automatically record your response to the hard drive.

Observe and listen carefully to the entire clip before making your judgment. Keep in mind that you are rating the combined quality of the audio and video of the clip rather than the content of the clip. If the subject of the clip is pretty or boring or annoying, for example, please do not consider that when evaluating the overall quality of the clip. Simply ask yourself what you would think about the quality of clip if you saw this clip on a television or computer screen.

And don’t worry about somehow giving the wrong answer; there is no right or wrong answer. Everyone’s opinion will be slightly different. We simply want to record your opinion. We will start with a few practice clips while I am standing here. After that, the experiment will be computer controlled and will be presented in five blocks of about 20 minutes each.

After the first block is finished, the computer will tell you that the section is finished. You should stand up and push open the door and come out of the chamber and take a break. By the way, the door will never be latched or locked. The door is held closed with magnets; much like modern refrigerators [demonstrate the pressure needed to push open the door]. If you have claustrophobia or need to take an unscheduled break, feel free to open the door and step outside for a moment.

During the break between sessions, there will be some light refreshments for you. When you are ready, we will begin the second session. Do you have any questions before we begin?

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