

TOOLBOX FOR MAKING BLENDED LEARNING VIDEOS

**Document I. Script and outline template**

**Instructions for using this template**

1. Fill out the right column first with a word-for-word script according to the bolded headings in the left column. You may want to start by writing bullet points and then expanding on those points with word-for-word scripts.
2. Then, pull out key words from the script and put them in the left column under the headings to use as an outline. **When recording, the left column outline will act as an easy-reference guide if you don’t want to read word-for-word** from your script.
3. If you want to see what a finished template looks like, we’ve included a finished one as an example.

**Intro:**

|  |  |
| --- | --- |
| **Outline** | **Script** |
| **Hook** (Why students should continue on in this lecture) |  |
| **1-2 Sentence Overview** (Prepare the students for what’s to come) |  |
| **Preview** (Show what tangible/visible skill they’ll achieve by the end of the lecture) |  |

I. Script & Lecture Outline Template (continued)

**Body:**

|  |  |
| --- | --- |
| **Outline** | **Script** |
| **Main Point 1** |  |
| **Main Point 2** |  |
| **Main Point 3** |  |
| **Etc.** |  |

**Conclusion:**

|  |  |
| --- | --- |
| **Outline** | **Script** |
| **Review of Key Points** (Repetition helps concepts stick in people’s minds so reiterate the main points you covered) |  |
| **Teaser for Next Lecture** (Encourage students to continue learning by whetting their appetite for the next lecture) |  |

**EXAMPLE SCRIPT/OUTLINE:** This is an example outline for a lecture on “Scripting”.

**Intro:**

|  |  |
| --- | --- |
| **Outline** | **Script** |
| **Hook**  Biggest pet peeve  Saves time during editing | One of the biggest pet peeves we hear from students is that instructors ramble or don’t seem prepared. The best way we’ve found to combat this tendency is to **write a script** for every lecture before you start filming. Yeah, it takes some time but 95% of instructors won’t be able to teach well without doing this (and it will save you a ton of time during editing). Even Steve Jobs wrote a script for his presentations. |
| **1-2 Sentence Overview**  Scripting template  Instructional devices  Pitfalls checklist | In this lecture, we’re going to walk you through a template for scripting instructional content that you’ll be able to use for every lecture you make. We’ll also share some neat instructional devices you can use in different situations to make your explanations mind-blowingly clear. Then lastly, we’ll give you a list of pitfalls to avoid when scripting. |
| **Preview** | By the end, you’ll be able to effortlessly turn an amorphous concept into a structured and elucidating thing of educational beauty. |

**Body:**

|  |  |
| --- | --- |
| **Outline** | **Script** |
| **Main Point 1**  Template | Instead of trying to reinvent the wheel each time you create a new lecture, following a template will not only help you get started quickly, but also provide a basic structure for your lecture so you can focus on the details.  Use the template to structure your lectures in a consistent and helpful way. It forces you to have an intro that hooks and prepares your students. It will also force you to organize the main body of your lecture into distinct points. Lastly, it will ensure that your conclusion cements the main points covered and hook them to continue learning into the next lecture. |
| **Main Point 2**  Instructional devices  Mark confusing parts  New/foreign - analogy  Long/convoluted - list | After you’ve gone through and filled out the template, the next thing to do is go back to the body and look at HOW you’re teaching. Re-read your explanations and mark up anything that gets too complicated or vague or boring. You’ll likely have at least 1 or 2 of those parts in your lecture. From there, use the instructional device chart to identify WHY those parts are marked and choose the appropriate device to help out. Is your marked piece very new and foreign to new students? Then use an analogy so they can relate it to something they already know. Is the process you’re explaining long and convoluted? Then use a list. Check the instructional devices chart for more options. |
| **Main Point 3**  Pitfalls checklist | You’re done now, right? Wrong! Too many people at this point just start filming what they’ve written. Instead, take some time to run through the lecture checklist to see if you’re missing anything. You’ll likely find something you can polish to give your lecture that special something. |

**Conclusion:**

|  |  |
| --- | --- |
| **Outline** | **Script** |
| **Review of Key Points** | So to recap - we’ve talked about how a template can help you structure your lecture, how the instructional devices chart can help turn confusion into clarity, and how the pitfalls checklist will add some polish to your lecture. So go ahead and check out those resources to make your lecture the best it can be! |
| **Teaser for Next Lecture** | In the next lecture, we’ll talk about how to handle that fine script in the recording room so you don’t sound like a robot reading off a piece of paper. See you then! |

(Source: Udemy <https://info.udemy.com/scripting-docs.html>)