

INTRODUCTION TO SCRIPTWRITING

Module 1: Introduction to blended learning

Lesson 1: Introduction to *Introduction to Scriptwriting* course (video 1)

Hello and welcome to the *Introduction to Scriptwriting* course! I'm _____ and I'll be taking you through the video-based portion of this blended learning course which is part of the Aga Khan Foundation's Blended Learning Initiative.

In the next hour or so, I'm going to try to give you all the basic information and materials you'll need to start scriptwriting. But before we dive into the video lessons, let's make sure you're in the right course and for the right reasons.

When we talk about scriptwriting, we mean writing for audio and visual presentation versus say writing a newspaper article or a book or even a report for a project. So, do you, your project or your organisation have reason to produce say a video course? If yes, then you're in the right place!

I'm going to take a guess here and say that you've probably written lots of project reports, possibly even press releases or other media like pamphlets or brochures in your work, right? But, have you ever written a script for a video lesson? Even if you have, do you consider yourself an excellent scriptwriter? If you answered no to one of those two questions, then, again, you're in the right place!

So, what do you think you'll gain by participating? Well, this *Introduction to Scriptwriting* course has five key learning objectives. Let's take a look at each of them.

First, by the end of this course, you'll be able to explain what a blended learning course is and how it's structured. Second, you'll be able to develop your own learning objectives for a *blended learning* course. Third, you'll be able to create an outline for the video portion of a *blended learning* course. Fourth, you'll be able to draft a script for a video lesson. And fifth, you'll be able to edit a script for tone, style, and length.

Now, because this course has 5 different learning objectives, we've organised into 5 modules. The first one, the one you're watching now, is called *Introduction to blended learning* – so, as you might've guessed, it focuses on what blended learning is. The second module is called *Before you sit down to write your* script. It covers all the things you'll need to do before you sit down to write a script for an instructional video. The third module focuses on the structure of a video lesson and it's called *Scriptwriting – Structure*. Next, the fourth module is *Scriptwriting – Style*. Not surprisingly, it's all about getting the right "style". *Getting it perfect*, the final module, takes you through the ways you'll review and edit your script.

As you'll see, each module is made up of several short video lessons. These video lessons are generally between three to five minutes each. You can watch them all in one go, or watch a few and then come back when you have more time to watch the rest. It's entirely up to you!

Also, at the end of each module you'll find a short quiz that you can use to check whether you've retained the key points from the module. If you don't score well, go back and watch the video lessons

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Excluido: the
Excluido: <i>Introduction to Scriptwriting</i> . This course is part of
Excluido: b
Excluido: l
Excluido: i
Excluido: In this course, you're going to get
Comentado [AB1]: I think we should make it explicit it's scriptwriting for instructional videos/ blended learning.
Excluido: further
Excluido: Scriptwriting is basically writing
Comentado [AB2]: Let's always refer to blended learni (... [1])
Excluido: you answered
Excluido: course
Excluido: .
Excluido: You've
Excluido: .
Excluido: Or even if you have written a video lesson script,
Formatado: Fonte:Itálico
Excluido: course
Excluido: .
Excluido: What do you know about blended learning? (... [2])
Comentado [AB3]: Great 😊
Excluido: now
Formatado: Inglés (Reino Unido)
Excluido: course
Excluido:
Excluido: .
Excluido: This course consists of five modules. WSo, wh (... [3])
Excluido: titled
Excluido: writing
Excluido: the narration or script
Excluido: And
Excluido: has
Excluido: Lessons
Excluido: , so don't worry I won't make you sit through (... [4])
Excluido: take
Excluido: . These are short and help you know if
Excluido: lessons
Excluido: – consider going back and
Excluido: ing
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from that module again. You can watch the lessons as many times as you need but do watch them in order.

Excluido: any
Excluido: or even all the lessons
Excluido: lessons

As you go through the course, you'll also want to download the templates and examples I've attached to the Learning Management System. They'll come in handy as you learn about various concepts here and also when you start writing your own scripts once you're done with the course.

Excluido: Y...ou'll also want to download the templates and examples I've attached with this course...o the Learning Management System. They'll come in handy when you start scriptwriting your own course (... [5])

Alright, so, shall we get started?

Excluido: now that you know what this course is all about and how its structured, let's ...et started. (... [6])

Lesson 2: What is blended learning and AKF's approach (video 2)

Excluido: , then,... Do you know what is (... [7])

OK, so! Do you remember the title of this first module? That's right! It's called Introduction to blended learning. So... Do you know blended learning actually means?

Comentado [AB4]: Here I recommend giving a general definition of BL in one sentence or two and then moving on to AKF's model

In the Aga Khan Foundation's model, blended learning combines video-based learning with a highly interactive face-to-face workshop. The purpose of our Blended Learning Initiative is "to deepen the knowledge and strengthen the skills of AKF's partners and staff to achieve greater impact and to improve the quality of life of the communities they live and work in".

Excluido: B
Excluido: component...orkshop. The purpose of our Blended Learning Initiative is For the Aga Khan Foundation, blended learning has a very specific purpose and that's (... [8])

So, how does AKF approach blended learning and more importantly, how should you approach it? First, don't rely just on videos for transferring skills and knowledge. If you did, would that be blended? No! AKF combines video-based content with highly interactive in-person workshops. Both the workshops and the videos incorporate some key principles of adult learning: experiential learning, peer learning, relevance, and practice. What learners hear and learn through the video-based part of the course, they then get to practice in the workshops. The idea is to allow learners to convert their newly acquired knowledge into a usable skill. Useful, isn't it?

Excluido: 's
Excluido: - ...ow should you approach it? First, don't rely just on videos for transferring skills and knowledge. If you did,ould that be blended? No!o....So, (... [9])

Second, AKF has a low-cost approach when it comes to the production of blended learning courses. Instead of the traditional face-to-face trainings, which tend to be high-cost and short-term, we try to reduce the costs of course production and cost delivery as much as possible in order to make the course more easily accessible to our target audiences in the countries where we work. The video-based part of our courses is produced in a low-cost mobile video lab, the amount of time learners spend in a classroom is reduced because they learn all the theory and new concepts in their own time before coming to a face-to-face workshop. Also, because of the low-cost course production model, a lot of the courses AKF produces can be replicated relatively easily and scaled in other contexts and in other languages.

Excluido: even ...he videos incorporate adult-based learning...ome key principles of adult learning: . Thing (... [10])

Formatado: Não Realçar
Excluido: approaches blended learning with a low-cost (... [11])

Formatado: Não Realçar
Excluido: trainings prevalent the world over are being (... [12])

Formatado: Não Realçar
Excluido: because they are learning a lot of material (... [13])

Formatado: Não Realçar
Excluido: easily

Formatado: Não Realçar
Excluido: a lot of

Formatado: Não Realçar
Excluido: different ...anguages. That's sounds great, ri (... [14])

Third, following the principles of adult learning, AKF seeks to produce courses that are highly relevant to its target audiences and that are highly engaging. How many workshops or trainings have you sat through where the content wasn't exciting, applicable or delivered in a meaningful way? Well, for me, the answer is: too many! But even videos can be engaging. AKF uses local narrators, quizzes, interviews, exercises, tools, and questions in the script to make videos engaging. And trust me, the in-person workshops are very interactive where learners learn by practicing the various skills discussed in the videos.

Formatado (... [15])

Excluido: 's approach is to ensure blended learning co (... [16])
Formatado: Não Realçar

Excluido: .
Excluido: ...

Formatado (... [17])
Excluido: E

Excluido: and other resources ...o make videos engag (... [18])
Excluido: doing

Formatado: Não Realçar

Fourth, we always strive to make our courses as locally relevant as possible. Courses are localised for different cultures, languages and socio-economic contexts. As much as possible, we try to build examples into the course from the country where learners are based.

Finally, we try to ensure that our courses are easy to use courses. This means that courses tend to be made for specific audiences, and adapted to their background and comfort with technology. Plus, the video-based part is produced in bite-sized format and is accessible on any type of device. This means you can literally learn anywhere at any time! Like in a coffee shop, at the library, on your sofa, or while riding the bus.

Lesson 3: AKF's Blended Learning Initiative (video 3)

So what do we do to make our courses engaging, locally relevant, easy-to-use, and low-cost? And what can you learn from the work that we've already done to make sure your courses make good use of what we've learnt so far?

Let me give you a few examples from countries where the Blended Learning Initiative is active. Let's first head to Egypt. In Cairo, Mezala for Social Development, an Egyptian NGO, is partnering with AKF and the La Caixa Foundation to create blended learning courses to support job creation, entrepreneurship, and women's economic empowerment. They've produced courses in Arabic about various carpentry techniques and entrepreneurship.

In India, the Aga Khan Rural Support Programme India is producing locally relevant blended learning courses that in a range of languages - Hindi, Gujarati, and even a tribal language called Vasavi! Their concern was that their traditional approach to capacity building was too theory-based, unengaging and they also had faced problems finding enough trainers with the right skills. Now they engage community members through trainings in topics that are most relevant to them, like agricultural techniques, solar energy, and animal husbandry.

AKF's programmes in Mozambique and Kenya are also using blended learning. AKF East Africa, through its Yetu initiative and with the support of USAID, is delivering a series of blended learning courses tailored to Kenya that focus on resource mobilisation. All of these courses are filmed in the streets and sites of Nairobi and rural Kenya to ensure content is maximally tailored to the local audience.

In Mozambique, following a detailed needs assessment conducted with a group of Mozambican civil society organisations, AKF started developing blended learning courses in Portuguese with a Mozambican narrator on topics related to organisational strengthening.

So, how are you planning to use this blended learning model?

Lesson 4: How is a blended learning course structured? (video 4)

So, now you know that, in our model, blended learning combines video learning with face-to-face learning. But let's look a bit more into how a blended learning course is structured.

The video-based part of the course is self-paced. In other words, the learner can turn the course on and off as they want, they can repeat lessons, or simply go back and watch a specific section again. In this

Formatado	... [19]
Formatado	... [20]
Excluido: to ensure courses are locally	
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Excluido: Examples built into scripts are often from the	
Excluido: AKF's approach is to make	
Excluido: -	
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Excluido: -	
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Excluido: C...urses are	... [25]
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Excluido: meaning content is geared towards their	
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Excluido: abilities and ...omfort with technology. Plus,	... [28]
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Excluido: content	
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Excluido: s	
Excluido: b...lended l...earning i	... [31]
Excluido: s	
Excluido: AKF hasn't been producing blended learning	... [32]
Excluido: 's start with the blended learning initiative i	... [33]
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Excluido: is ...n Egyptian NGO, is partnering with AKF	... [35]
Formatado	... [36]
Excluido: topics that are locally relevant - ...arious ca	... [37]
Formatado	... [38]
Excluido: in Cairo... FILL IN ON THE VEDEO LABS,	... [39]
Excluido: Like Mezala for Social Development, AKF and	
Formatado	... [40]
Excluido: in ...ndia are	... [41]
Formatado	... [42]
Excluido: working hard to produce	
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Excluido: are engaging. Courses are produced	
Excluido: a number of	
Formatado	... [44]
Excluido: languages spoken across India, like ...indi, G	... [45]
Formatado	... [46]
Excluido: y were concerned that	
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Excluido: heavily	
Excluido: too lecture based, and	
Excluido: They n	
Excluido: child development	
Formatado	... [48]
Excluido: FILL IN ON OTHER LOW COST, ENGAGING,	... [49]
Excluido: And, you don't have to have your own video	... [50]
Formatado	... [51]
Excluido: , and Tanzania...are also using blended learn	... [52]
Formatado	... [53]
	... [54]
Formatado	... [55]
	... [56]
Formatado	... [57]
	... [58]
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	... [61]
Formatado	... [62]
	... [63]
Formatado	... [64]

part of the course, the learner is largely on their own though they might be asked to submit some short assignments as they go through the video-based part of the course.

That's different from the face-to-face part of the course, where the facilitator or trainer is in the room guiding learners through the material at a specific date, time and location.

In terms of length, a typical AKF blended learning course will contain about 1.5 hours of video-based content and a 1-day face-to-face workshop. But there is a lot of variation! There are courses that combine 10 minutes of video with a 45 minute face-to-face session, and others that combine 4.5 hours of video with a 3-day face-to-face session. So, there is a lot of variation!

The video-based part of the course is made up of modules. Modules are groups of video lessons that focus on a particular theme. So, for example in this course there are five modules.

Modules are then broken down further into video lessons. If we take this course as an example, then you'll that you're still in the first module and that, so far, you've completed three short lessons. Each lesson is focused on a narrowly defined topic. For example

Typically, learners are enrolled in a blended learning course and first complete the video portion of the course. Then, they attend the face-to-face portion to review content and test the new skills and knowledge they gained through the video.

Lesson 5: Components of a blended learning course (video 5)

OK, so let's now talk about some key terms we'll be using throughout this course – key terms related to blended learning.

First, each video lesson has a narrator. The narrator is the person who is reading the script to the camera. Sometimes I'll refer to this person as the "talking head". I'm the "talking head" for this course.

But, I'm not the only thing you see or even hear, right? Occasionally, you also see some on-screen text or OST for short. Like here to the right of me you see text now. Sometimes you may see text off to the side, or you may only see text and no narrator, like this. When you only see text, it's no longer called on-screen text but a title screen, or TS for short.

And, then you'll also see some other footage some times. Like a person writing script. Or a person following the video-based part of a blended learning course. Or a person facilitating a workshop. All of this is secondary footage, or b-roll. Usually, when you're seeing some b-roll, you're still hearing the talking head's voice, like now.

As you'll see, using b-roll, on-screen text, title screens, and an energetic and articulate narrator helps to make your video lessons educational and entertaining.

Lesson 6: Roles in producing a blended learning course (video 6)

So, who plays what role in developing a blended learning course?

First, there is the scriptwriter. Usually this person is a subject matter expert. They know lots about the topic of that specific course. So, for example, AKF Kenya's programme Yetu brought onboard an external

Comentado [AB5]: I would recommend addressing the learner in the second person throughout

Excluido: There isn't a facilitator in the room or even immediately online to assist the learner. And of course, you can take the video-based part of the course virtually anywhere.

Excluido: The face-to-face part of the course is usually no longer than two days, but many are just one day. Before AKF blended video with face-to-face many of their trainings were three to five days – so there is a lot of cost saving by reducing days.

Excluido: units

Excluido: grouped

Excluido: around a similar

Excluido: In this first module, *Introduction to blended learning*, all the lessons are focused on ensuring learners know the basics about what blended learning is, why you should use it, how blended learning courses are structured, common terms used to produce blended learning courses, and how to decide if your course can become a blended learning course. In other words, its very (... [66])

Excluido: Again, let's look at this course as an example

Excluido: . We're still

Comentado [AB6]: A couple of example from this mo (... [67])

Excluido: very

Excluido:

Excluido: portion

Excluido: Let's look at an example. AKF Kyrgyzstan wa (... [68])

Excluido: Both the video-based part of the course and (... [69])

Excluido: Right, so blended learning is a video plus a f (... [70])

Excluido: E

Excluido: in

Excluido: Y

Excluido: like this,

Excluido: its usually because a title screen

Excluido: is used

Excluido: at

Excluido: this is footage of

Excluido: We call this

Excluido: or BR for short

Excluido: B-roll can be used when the video cuts awa (... [71])

Excluido: U

Excluido: How to use narrators, on-screen text, and b (... [72])

Excluido: , meaning

Excluido: t

Comentado [AB7]: Are you sure that course was for Y (... [73])

organisation, RootChange, as a subject matter expert in systems thinking. [Don't worry – you don't need to know about systems thinking to follow me here.](#)

So, why did AKF bring in an external expert in systems thinking? Because the external organisation is a leader in developing approaches to strengthening community systems, and have also developed really helpful tools for identifying and mapping systems.

RootChange was the subject matter expert, and one of their staff members was the scriptwriter for a course called *Thinking and Working in Systems*. But scriptwriters and subject matter experts aren't the only role required.

You'll also need to identify advisors and editors. Advisors help you review the course content and provide critical advice into what to and not to include in the course. And editors closely read your script and edit it to help make it perfect before filming the video.

Looking at our *Thinking and Working in Systems* example, the advisors included AKF staff with expertise and interest in monitoring and evaluation, network strengthening, and organisational capacity development. And, the editor worked closely with the scriptwriter to ensure the script was engaging and relevant to AKF's needs.

You'll also need to identify a videographer. This is the person who films the narration and b-roll. And, you'll need a video editor. This person pulls together the narration and b-roll and puts in on-screen text, music, and subtitles among other things. For the *Thinking and Working in Systems* blended learning course, AKF used a videographer who was also the video editor. He did the filming in Portugal and incorporated some b-roll from Kenya, Nigeria, and other locations to help make it relevant to various contexts.

For the face-to-face part of the course you'll need to develop a facilitator guide that looks something like this. Usually it's the subject matter expert who wrote the script who does this. Again, you'll want to identify an editor for the facilitator guide. The editor makes sure the content is exciting and pulls in various adult learning techniques including learning by doing. And, of course you'll need a facilitator or trainer to deliver the face-to-face part.

Lesson 7: Is your course right for blended learning? (video 7)

Right, so is all content right for blended learning? And, what kinds of questions do you need to ask before making a blended learning course?

Okay, so first, is the content of your course easily "flipped"? What does that even mean? Well, traditionally learners go to a classroom and together sit through a lecture, then they are sent home to try out their skills on their own. So, if you're "flipping" your course, you're putting all theoretical information that would normally be delivered through a lecture into the form of a video. And you're taking the "homework" piece and building a face-to-face workshop out of it. Can you do that with your content?

Second, can you break your content down into bite size pieces for short video lessons? The answer is, probably. Don't worry if you don't exactly know yet. We'll talk about how to do this later.

Third, is the content of your course something that would benefit from time spent applying theory and approaches? For example, in a course about community engagement the video might lecture about how

Excluido: W

Excluido: y

Excluido: are

Excluido: s

Excluido: , like systems around entrepreneurship, health, or education. And, they also

Excluido: .

Excluido: again

Excluido: example of the

Excluido: in Portugal, Geneva, and Kenya

Comentado [AB8]: I'm wondering if it might be easier not to use an example here at all but just to explain the roles...? What do you think?

Excluido: tasks

Excluido: .

Excluido: 's

Excluido: the person

Excluido: , or the subject matter expert if they aren't the same person

Excluido: 's

Excluido: – in other words, doing what you learned in the video portion of the course

Excluido: for

Excluido: Going back to our *Thinking and Working in Systems* example, the facilitator's guide was written by the same person who wrote the script and was the subject matter expert. But the editor and another contributor to the facilitator's guide was an AKF staff who oversaw the whole production of the course. And, the facilitators of the course initially were from RootChange – remember the experts in systems strengthening. But, overtime, AKF staff became the facilitators as they grew more competent in the subject matter. ... [74]

Excluido: .

Excluido: to

Excluido: can

Excluido: use the videos for lectures and the classroom part for the hands-on work or what is traditionally the "homework".?

Excluido: If you answered yes, then you can make a blended learning course

Excluido: .

to speak with and collect information from community members. And, the in-person part of the course would then require learners to actually visit a community and conduct interviews, focus group discussions or administer a survey. So, can you do something similar with your content?

DOES AKF HAVE A THRESHOLD FOR HOW MANY PEOPLE THE COURSE IS FOR? AS IN THIS SHOULDN'T BE A ONE OFF OR ONLY FOR A FEW PEOPLE.

Finally, some people are hesitant to use blended learning because it requires technology. Maybe you work with civil society, government or even communities who have access to smart phones and great internet connection. If that's your situation, then you're all set and blended learning is definitely something you can use.

But, maybe you work in places where very few people have smart phones or even computers and internet connection is weak or there may be no connection at all. What do you do then? Can you use the video-based part of the course? Yes! You'll just need to be a bit more creative. You can consider putting the video lessons on USB drives or DVDs and distributing them to the learners that way. Or if your learners don't have computers, you can go to the community and project the videos for them on a pico projector and then lead a discussion around the topic right afterwards. There is a lot of flexibility in this model! What choice you make will depend on the size, situation and needs of your target audience.

Okay, and now we're at the end of the first module. Make sure you take the quiz before watching the lessons in module two.

Comentado [AB9]: No formal threshold. But it should be mentioned that creating a BL course is a lot of human effort so the BL solution is optimal when we're trying to reach large numbers, scale. Otherwise, if the target audience is very small – say 20 people or something – it's really not worth the effort.

Excluido: a

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Excluido: in offices,

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Excluido: Consider

Excluido: .

Excluido: consider

Excluido: using community projections instead.

Excluido: Like in..... **INCLUDE AN EXAMPLE OF ONE OF THE ABOVE WHERE USBS, DVDS OR COMMUNITY PROJECTIONS WERE USED.** .

Comentado [AB10]: Another point to mention in this section that BL is best suited to topics that don't change very fast, that have a certain longevity. This is because it takes quite a lot of time and effort to make a BL course so if the content is going to become obsolete really fast... it's just not worth it.

Module 2: Before you sit down to write your script.

Lesson 1: Understanding your target audience (Video 8)

So, I imagine you're here because you're planning to produce a blended learning course. Do you already have a topic for that course? What is it? Take a piece of paper and jot it down. If you're not sure, then pause the video and have a little think. What is it that you want to create a blended learning course on?

Once you have the topic, the first thing you need to clarify is your audience. Who is this course for? Who are your learners? You should be very clear on this and design your entire course accordingly.

Simply knowing who your target audience is is not enough though. There are some things you'll want to know about them.

First, where is your audience located? Are there any special communication and speaking styles, tones, rules, or patterns you'll need to be aware of? Chances are there are. Make sure your scriptwriter is aware of these, as well as the editor.

Second, what language should your course be delivered in? You may be able to write in one language and translate the script into the language the narrator will use, but just make sure your editor keeps an eye out for things that don't translate easily.

Third, what is your target audience's familiarity with the content? Is it completely new to them? If so, make sure to spend some time defining terms, giving some background and making sure you don't start with the most complex concepts. Make sure you're very clear on the background the target audience has with the topic.

Fourth

Fifth, are there other defining features of your target audience? For example, is your course for caregivers, mothers, entrepreneurs, members of saving-groups, youth, civil society organisations or some other group? Each of these groups will have some characteristics you'll likely want to keep in mind when you start drafting your script.

So, I have a request. Before you move to the next lesson, take a moment to identify your target audience. Where are they located? What group do they represent? What language do they speak? How familiar are they with the content? And what communications issues should you consider?

Lesson 2: Learning objectives for a course (Video 9)

Alright, the next thing you'll need to do is develop learning objectives.

Learning objectives are those things you want your learners to be able to do by the end of the course. To get started, you should ask: "What do I want the learner to be able to do by the time they're done with the course?" You'll want to make this specific and action oriented. This means you'll need to write learning objectives with verbs that best describe the actions you want the learners to be able to do. Once you have identified these, ask yourself if you can observe the action. Then ask if you can measure it.

Let's look at our learning objectives for this course to see if they're action oriented, can be observed and measured. Do you remember our objectives? We have five. They are that learners will be able to explain

Excluido: So, what did you think about the quiz? Easy? Hard? Well, remember if you had trouble answering any questions you can always watch the relative lesson again.

Excluido: Now you know you're going to

Excluido: What's the topic? If you don't have one, choose one now.

Excluido:

Excluido: Well

Excluido: and let's assume you have a topic in mind. Well

Excluido: , who

Excluido: Who is the courses intended for? The people you want to enrol in your course are your target audience.

Excluido: You're producing this course for them, so you'll want to make sure the course, both the video portion and the face-to-face part are designed for your target audience.

Excluido: Here are some things you'll want to know about your target audience.

Excluido: specifically

Comentado [AB11]: What is this referring to?

Comentado [AB12]: This sounds a bit complicated. Should we not just ask what is the language of the target audience?

Excluido: Or, maybe the target audience has some familiarity with the topic but may not be experts.

Comentado [AB13]:

Comentado [AB14]: We should add a point about educational background. Literate or illiterate? Primary, secondary or higher education?

Excluido: Fourth

Excluido: Having the group

Excluido: will help you write

Excluido: for that audience

Excluido: So, who is the target audience for this course? ... [75]

Excluido: You've now identified your target audience ... [76]

Formatado: Fuente:Itálico

Excluido: end

Excluido: of

Excluido: but

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Excluido: oriented – again what the learner can do

Excluido: the actions you want the learners

Excluido: to do

Excluido: the action

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Formatado: Inglés (Reino Unido)

what a blended learning course is and how it's structured; develop learning objectives for a course; create a course outline; draft script for a video lesson; and edit script for tone, style, and length.

What are the actions? Explain. Develop. Create. Draft. Edit.

Excluído:

Each of these is observable. How? Well, I can ask you to describe blended learning or to write objectives, an outline and script and I can ask you to edit a script as well.

Excluído: are

And, how can I measure these? Well I can ask several questions, like through the quizzes at the end of each module or through actions I ask you to take in a workshop. For example, by providing you with a clear explanation of what blended learning is, I can then measure how accurately you describe it compared to the description I gave. Right?

Excluído: I can also measure these.

So, let's give it a try. What do you want your learners to be able to do by the end of the blended learning course you're developing? Take some time now to draft 3-4 learning objectives for your course.

Excluído: write

Excluído: down the

Lesson 3: Course outline – drafting key components (Video 10)

After you've drafted the learning objectives for your course, the next step is to start your outline. You need an outline to help you organise the video-based part of the course in a way that is logical. Having an outline actually makes writing the script so much easier.

Comentado [AB15]: Before explaining what an outline is for, I think it's good to add 1-2 sentence to explain what it is and what it looks like.

Formatado: Inglês (Reino Unido)

First, you'll want to break the course into its major content blocks, or topics. We call these "modules". A one-hour video-based course might, for instance, have 4 modules. To decide what these should be, you'll want to group similar topics together in modules. To do this you need to identify the key components of your course. Review your learning objectives!

Excluído: organize

Excluído:

Excluído: Y

Excluído:

For example, for this course I knew we'd need to cover things like what is blended learning, tone and style of script, and editing. But when I started to make my outline, I quickly realised I was missing a few key components. For example, to address some aspects of tone and style you need to know something about your target audience, right? And, like I just said you can't write a good script or at least write easily without an outline. So, I needed to include how to create an outline in my outline. Makes sense, right?

Excluído: to help you get started.

Excluído: realized

Also, having an outline helps you ensure that skills and knowledge build upon one another throughout the course. What this is means is that you should start with simple, basic concepts and then build more complex, more advanced content on top of those.

Excluído: In other words, don't start with the most complex topics or the last step in a process.

Excluído: W

So, as you get started, think about what are the key components of the video-based part of the blended learning course you're developing?

At the end of this process you ll have something that looks like this. For this course, my cards said things like: Introduction to course, define blended learning, share AKF's approach to blended learning, blended learning course structure, what's a good fit for blended learning, target audience, objectives, outlines, script opening, script middle, script end, conversational, examples, length, what to not do, and editing.

Excluído: may

So, pull out some sheets of paper and write down one key component per card. Then start to place these cards in a logical order. What should you address first or last? What components fall somewhere in the middle? Play with the order until you think skills and knowledge build upon one another and that it's logical. Next, ask yourself if any key components are missing.

Excluído: or notecards

Lesson 4: Course outline – filling in the details (Video 11)

Okay, so what key components did you identify? And, are they in a logical order building upon one another? Great!

Next, you'll need to fill in the pieces because those notecards are your brainstorm and not the full outline. I like to structure my outline with my learning objectives written at the top. This helps me to always reflect and ensure the course is designed for learners to achieve the objectives.

Excluido: frankly –

Next, I like to group similar topics, so I can begin to define my modules. Let's look at my cards for this course again. Introduction to course, define blended learning, share AKF's approach to blended learning, blended learning course structure, what's a good fit for blended learning, target audience, objectives, outlines, script opening, script middle, script end, conversational, examples, length, what to not do, and editing.

Excluido: the

So, which can be grouped together in one module? Well, there is no one right answer, but I decided to group these into module one: Introduction to course, define blended learning, share AKF's approach to blended learning, blended learning course structure, and what's a good fit for blended learning. I grouped these into module two: target audience, objectives, and outlines. And so on.

Can you do this with your cards? Try it out. [You can pause the video and spend the time you need to arrange your cards into modules. I'll just wait here until you're back!](#)

Next, you'll want to describe what is covered in the module and what you want learners to gain from or be able to do by watching the module. For example, this second module of this course is described like this: "This module is all about getting started with scriptwriting – but focuses on the activities writers must take before writing scripts. The module highlights defining and understanding the target audience, developing learning objectives, and creating an outline."

Can you write a sentence or a few sentences to simply describe one or more of your modules? Well, try and see. [By doing this you can start to see if your grouping of ideas makes sense, or if you need to move one or more ideas to another module.](#)

After I have my basic description, I review the cards again. [Then I start thinking about how to break the modules down further, into individual video lessons. So we go from course to modules to lessons. Once I'm done with that, my outline will be ready. Here I need to name and define each lesson. So, for this course in module two I had three cards: target audience, objectives and outlines. Looking at these, I realized each of these could be one video lesson.](#) For each card I had to think about and write down exactly what would be described [in the lesson](#). For example, for the card "target audience" I said: "The lesson walks the learners through how to define their audience and some key things they may need to know about their audience before they start writing. Learners are asked to identify their target audience and key defining features of this audience." [By the time I finished, I had a complete course outline that looked like this. And in fact whatever the topic of your course, you should create an outline like this. We've put some examples from other courses we've created on the Learning Management System for you to download and take a look at.](#)

Excluido: and begin

Now, it's your turn! [Try to describe a lesson or two in one of your modules. Pause the video for a couple of minutes again, and take a stab at it.](#)

Excluido: you

Excluido: tr

OK, next, when I'm done with the descriptions, I review them and give the lessons a title. The lesson on target audiences is mostly focused on understanding who your target audience is. So, I kept it simple and titled this lesson: Understanding your target audience. Make sure you title your lessons so that learners quickly know what the lesson is all about.

Excluido: Then, I review my description and

Okay, so now write down a title for one of your lessons. Does it describe the lesson succinctly?

Excluido: ctua

Excluido: y

So, you've now started to write your outline. That's great, but I want you to spend some more time filling in all the pieces. Ready?

Excluido: You can also download the outline for this course as a learning aid.

Lesson 5: Course outline – reviewing our outline (Video 12)

OK, so now, you've got a course outline. But does it capture everything you need? Are you covering too much information or providing too much detail for your target audience? Is the ordering of information right?

Excluido: You've now

To answer these questions, you're going to need to review your outline – and likely several times. And, you're going to want to ask your course advisors to take a look at it too. We're going to talk more about the role of advisors in the final module of this course. But for now, remember that you'll need to share your draft outline with them to get feedback on the content and ordering of information.

Excluido: to

So how many outline drafts did I make for this course? Three. Here is what my first draft looked like.

Excluido: Are you interested to know how many

And, here is my outline after my advisors reviewed it and made contributions. You'll notice that at this early stage I had some very different ideas about what this course should be about. One of the biggest changes at this stage was including information about blended learning versus jumping right into the video-based part of the course.

Excluido: s

Excluido: I made

Then, this is my second draft. Do you notice any differences between this second draft and the draft my advisors made comments and edits on? Well one difference is I moved a few lessons to different modules. I realised they were a better fit elsewhere.

Excluido: realized

And, here are the comments and edits my advisors made to that draft. This time you can see they made a lot less edits but raised a few questions and suggested a few things too. Like, not diving too deep into the theory of learning objectives.

Excluido: she

Excluido: as well

Finally, here is my "final" outline. You'll see I incorporated a few more issues into lessons, removed a few others and added a lesson on research.

You can check out all these drafts by downloading them from the LMS.

Also, even after I have a "final" outline I often find myself making changes – adding in information I had forgotten, deleting other details that no longer are critical, and breaking lessons up to make content more manageable. So, don't be surprised if you do this too.

You've now finished module two, so before going on make sure you take the quiz for this module.

Comentado [AB16]: Really interesting to read the process from your point of view, Rachel! Great module to read 😊

Formatado: Inglés (Reino Unido)

Module 3: Scriptwriting – structure

Lesson 1: Writing script for 1 lesson (Video 13)

Now it's time that we start discussing in more detail how to write script. Over the next two modules you'll learn about various techniques used in writing script for engaging instructional videos. First, we'll dig deeper into how to structure your script.

You may be thinking that writing an entire video-based course script is a daunting task. It probably seems like a lot of work, especially if you've never written script before. And, that's why we're going to zoom in and focus on how to write a lesson first. Looking at just one lesson will help us focus and apply the skills you're going to learn.

Here's a rough analogy. When you were learning to write, you didn't start to write ten-page reports immediately. You first learned how to write a single paragraph. Once you knew how to write a paragraph, the idea of writing a report was much more manageable.

Similarly, with video, once you know how to write one lesson, the idea of writing script for an entire video-based course will be a lot easier.

So, take a look at your course outline now. And, select one lesson from your outline that you'd like to use. Which lesson do you want to start writing first? The Introduction? Or perhaps a lesson whose content you feel most comfortable with? Whatever you choose is fine – but do select one lesson before going to the next lesson in this module.

Lesson 2: A lesson is a story (Video 14)

So, one of the most important things you need to remember is that writing a video lesson is very different from writing an article, press release and a report.

You'll want to think about how to write in the pattern of a story. What does that mean? Well, let me give you an example.

Imagine if you are watching a movie, and within the first three minutes, you already know how the movie is going to end. Would you keep watching? Would you find the movie exciting and engaging? Probably not. In fact, you're going to find the movie

Why? It's actually pretty simple. Most good movies are a good story. And, a good story is a journey that keeps you in suspense. You keep paying attention to a story because you want to know what happens next!

So, how can you write scripts so that learners keep paying attention? How can you write your scripts like a story? A story is like a journey with a beginning, middle, and end. Throughout the journey, tension is created, then released, then created, then released, all leading up to the climax.

At the beginning, your video lesson quickly sets context and piques the learner's curiosity. They're curious about where this is going.

Then in the middle, your lesson raises various supporting points. Your learner has a hint of where this is going but isn't quite sure where it's going to end. Your lesson raises a question, then answers it, then raises a related question, and then answers it, and then raises another question leading up to the main point!

Comentado [AB17]: I noticed you don't use articles for the word "script", as in "write script", not "write a script". Just wondering why?

Excluido: You've now completed two modules. Way to go! -

Formatado: Inglés (Reino Unido)

Excluido: video-based

Excluido: courses

Excluido: helps

Excluido: ten page

Excluido: , which is several sentences grouped together that discuss one main subject

Excluido: more manageable

Excluido: For the following lessons in this module, you'll apply what you learn.

Formatado: Inglés (Reino Unido)

Comentado [AB18]: Word missing 😊

Excluido: a

Excluido: mo

Excluido: re likely to think

Excluido: is boring

Excluido: a

Excluido: going, but

Excluido: it is

Excluido: up

Excluido: of your video lesson

This main point is the climax near the end of the lesson. The main point is far more likely to be remembered by the learner because they have followed **and engaged with** the storyline.

And then, **after the climax**, you may have a reflection at the end that quickly **summarises** the journey, and/or asks a question for the student to think about going forward.

Excluido:

Excluido: summarizes

So, now I want you to think about the lesson you selected to work on. What is the end or climax to the lesson? What's the beginning? And, what are the middle parts? Using note cards or sheets of paper, write out these parts using simple language.

For example, for this lesson my **end** is to ask that you write the end, beginning and middle of your lesson. My beginning is that I ask if you're nervous **because** you don't know how to write script and I also suggest it's like writing a story. This probably caught your interest, especially since I raised a question: "What does that even mean?"

Excluido: climax or

And the middle of this lesson is to describe **the fact that** a lesson has a beginning, middle and end which follows a **pattern** of piquing your interest, raising a question and answering the question and then providing the main point.

Excluido: how

Makes sense, right? Okay – so get to work in writing out your **own** lesson end, beginning and middle on notecards or sheets of paper.

Comentado [AB19]: Do you recommend always starting with the end?

Lesson 3: Lesson opening (Video 15)

Do you remember what is critical about the opening of your video lesson? That's right – it needs to immediately **be** attention **catching**. You want your learner to be interested in hearing the material that follows. I mean, have you ever taken an e-learning course or watched a movie and simply gave up because it was too boring and unrelatable? Probably so. **Let's see how you can avoid that with your own lessons.**

Formatado: Inglés (Reino Unido)

Excluido: catch the

Excluido: of the learner

Excluido: – and surely y

Excluido: You don't want your lesson to be unrelatable and boring.

Excluido: Right, so

Excluido: h

How do you catch someone's attention at the beginning of a video lesson? What types of things can you open a lesson with? Well, in this lesson I'll give you a few pointers about how to structure your video lesson opening.

First, your opening should describe the benefit of the topic for the learner. Second, it should spark their curiosity about the topic, something that creates tension and makes the learner wonder what is going to happen next. Third, the opening should relate the topic to something the learner might've already experienced. Fourth, it should connect the learner's experience to the key concept they will learn in this video. Fifth and finally, it transitions to what the rest of the video will cover.

Excluido: ha

That doesn't sound too complicated does it?

Let's go through an example together looking at this lesson on how to write an opening.

What's the benefit? Well, that you'll learn how to structure the opening of your video lesson of course! How did I spark your curiosity? For starters, I used some questions directed at you – I asked: "what are the types of things you can open a lesson with?" Was my opening to this lesson relatable? I think so. I suggest that if the lesson wasn't interesting that the learner would turn the video off and then I suggested you may've had a similar experience, I connected the script to experiences you've likely had.

Excluido: ha

Excluido: with an e-learning course or a movie

And, finally did I transition to explain what this lesson is about? I sure did. I said: “Well, in this lesson I’ll give you a few pointers about how to structure your video lesson opening.”

Formatado: Inglés (Reino Unido)

Now it’s your turn. Pull out your note cards that outline the opening, middle and end of your lesson. Now focus in on the opening note cards. This should jog your memory.

Using the lesson you’ve selected and your opening note card, take a sheet of paper and answer these questions about your lesson.

Excluido: to work with and

What’s the benefit of the lesson to your learner?

How can you trigger curiosity about the lesson topic?

How can you relate the topic to something that the learner might have already experienced?

How can you connect the learner’s experience to the key point in your video lesson?

And, how can you transition to what the rest of the video lesson will cover?

You can download these questions from the Learning Management System to help you complete this exercise.

Excluido: LMS

Excluido: before the next lesson

Lesson 4: Lesson middle (Video 16)

Hey, so did you write the opening of your video lesson? I sure hope so, because we’re going to move forward and see how you can write the middle. Get those note cards out again – the ones where you wrote the opening, middle and end points of your lesson. They’ll come in handy here.

Formatado: Inglés (Reino Unido)

Excluido: now

Excluido: moving

Excluido: with

Excluido: how to

Excluido: be

Excluido:

Excluido: as we talk about how to structure the middle part of your video lesson

What do you think needs to happen in the middle of your lesson? A few things actually.

First, you’ll need to think about how to connect the opening of your lesson to the middle. And, even though you haven’t written the ending, you also need to think about how to connect the middle to the end.

The middle of your lesson is critical in creating a seamless storyline that is easy for your learner to follow. The middle of your lesson should be a series of unfolding details. These details create tension and release tension. They raise a question, they answer a question, then raise another question, and answer that question.

Comentado [AB20]: This is correct but I think it’s also important to clarify that this is where instructional information related to the topic at hand is given to the learner. The Q&A approach is just a technique for doing so in a more engaging, conversational and relatable manner.

This question and answer pattern helps the learner feel like you are talking directly with them; it makes your script more conversational and easier for the learner to engage with and relate to. It does so largely because it creates a sense of suspense, which keeps the learner’s attention.

Excluido: build suspension to the climax or end of your lesson

Excluido: But using questions in your script also keeps your learner attentive.

Excluido: to

Excluido: to another side

Excluido: .

So – look at your index cards. Are they in order? Is the opening card on one side and the end card on the other? Great! What about the middle cards? Does the order you have them in make sense? Are there details missing? Or maybe there are too many details? Add and remove cards to help create a seamless story line. Move the cards around until you have a series of unfolding details – in a logical order.

Before you begin writing, you’ll want to have the right amount of detail and order.

Lesson 5: Lesson ending (Video 17)

Alright, so we’re at the end of your lesson. You should still have your note cards out.

If each lesson is like a story, then each one is building towards what you want your learners to be able to do by the end of the lesson.

Excluído: what' is the climax you' are building towards? The answers lie in

Formatado: Sublinhado

Have you ever been to a training where the trainer covered a lot of material that ended up having no practical value for you in your day-to-day work? Most of us have! The material might have been interesting - or not - but we have all been to our share of trainings that we never applied in our own work.

Every trainer wants their training to be practical. But how do you make sure **your** training is practical? And how do you make sure the script for your lesson supports that?

The key is something that may sound obvious: Focus on what you want people to be able to actually **do**. This is the climax, the main point, what you get to at the end of a lesson.

Excluído: particular

So, what do you want people to be able to do by the end of the lesson you're getting ready to write?

Excluído: W

Now, look at your cards. Does your ending card explain what you want the learner to do by the end of the lesson? Is your ending an action? If not, then you may not have the right ending yet.

Excluído: your

Take some time to brainstorm the types of things you want your learners to be able to do by the end of the lesson. Do this on a sheet of paper.

For example, in the previous lesson about the lesson middle my brainstorm list looked something like this: Write several note cards with lesson middle details; Identify opening and ending; Place middle cards in order; Remove cards with unnecessary or too much detail; Add cards where detail is missing; Write the middle of a lesson; and Connect the middle to the beginning.

Now this was just my brainstorm. So, not all of these ideas actually ended up being what I wanted you to be able to do. But by brainstorming a list, I was able to verify if my note cards, especially the ending card, were the right cards. By making a list, I was able to narrow it down to those critical things you needed to do at the end of the lesson.

Excluído: Like write several note cards with lesson middle details and place middle cards in order.

Now it's your turn to try.

And, we've also come to the end of the third module, so make sure you take the short quiz that follows.

Excluído: you'll also want

Excluído: to take the

Module 4: Scriptwriting – style

Lesson 1: Conversational script (Video 18)

I've said it before and I'm about to say it again. Writing a script for a video lesson is not the same as writing a report, an article or a press release. Scripts are most engaging when they're conversational. You want your learner to feel like the narrator is talking directly to them. Talking to them like a friend or a colleague.

Excluído: a

So, how do you accomplish this? Well, a good way to approach scriptwriting is to write like you talk. When you're at work speaking with a colleague or at a coffee shop talking to a friend, how do you speak?

Like if you were describing a project for a report you might write: "High Performance NGO supports IDEAS to strengthen civil society organizations' technical competencies and organizational performance"

Formatado: Fonte:11 pt

Formatado: Fonte:11 pt

around select areas that are critical to effective project implementation and closing leaks in the HIV cascade through its targeted, customised, and measurable capacity development approach.”

Wow – just reading that out loud is a mouthful. That type of sentence is perfect in a formal report to a donor, but would you ever actually say it in conversation? I seriously doubt it.

You’d probably say something like, “Hey, do you know of IDEAS? It’s our project – the name is IDEAS and it does great work. It focuses on strengthening the capacity and performance of civil society organisations. We do this by providing support to the technical and organisational needs of these CSOs. IDEAS is basically there to support HIV prevention and treatment by providing customised and targeted interventions so we focus on CSOs that work in this area.”

That’s better, right? At least for a video lesson. It feels more personal. It’s conversational. The way you write for something to be said and heard is different from the way you write for something to be read.

Think of it this way. When you write a report and then give a presentation on that report, you don’t actually read the report out loud as your presentation. If you did, you’d just sound well, not normal. And the audience would fall asleep or leave the room. Writing a video lesson is the same. It can seem a bit unnatural and overly informal at first but when you get the hang of writing the way you speak, your scripts will be easy for the narrator to read, and will sound natural and conversational. So just write as you speak.

Now I have a task for you. Can you find a report, article or press release you wrote or are familiar with? Look it over, read it. Pick one paragraph to focus on. Now, try to write a video lesson script drawing on the paragraph you picked out. Remember, the keyword you should be thinking about as you do so is “conversational”.

Lesson 2: Using analogies and metaphors in script (Video 19)

Okay, so you know that you need to write your video lesson using a conversational style. You need to write more closely to how you speak, than say how you write a report for a donor.

But, what are some tricks or approaches to achieving a conversational tone? Well, one thing you can do is incorporate analogies and metaphors.

An analogy shows how two different things are similar. Like if I say that “How a doctor diagnoses a disease is like how a detective investigates crime”, that would be an analogy. The two things I’m referencing as similar are doctors and detectives. And how are they similar? Well, they both uncover information and look for clues, one to solve crimes and the other to identify disease.

So, why do you think using analogies in your video-lesson is helpful? Well, analogies help to connect the learner to the material. This is especially true if the material is new to them or if it’s a complex concept or skill to master. By comparing two things that may seem dissimilar and showing how they are similar, the learner gains new understanding. Analogies are used to clarify meaning and make sure everyone understands the information similarly and faster.

Can you think of an analogy I’ve used in this video course? Well one that pops into my mind is when I compared writing video lessons to a movie. Both use a story with a similar pattern with an opening, middle and end.

Excludo: ...ul.... That type of sentence or description of a project ...s perfect in a far better for a ...ormal report to a donor, but would you ever actually say it in conversation? I seriously doubt it. , say to a donor. (... [77])

Excludo: But, if I were in a coffee shop I would not wouldn’t say it like that. I’d...ou’d probably say something like be far more likely to say... “Hey, dD... you know about...f IDEAS? It’s ourt (... [78])

Excludo: So, our project called

Excludo: s...focuses is (... [79])

Excludo: around

Excludo: ‘ capacity and performance... We do this by providing support to the technical and organisational needs of these CSOs. In the end, (... [80])

Excludo: closes the leaks in the

Excludo: s

Excludo: cascade

Excludo: .

Excludo:Aa (... [81])

Excludo: a little

Excludo: than

Excludo:When you write a report and then give a presentation on that report, you don’t actually read the report out loud as your presentation. If you did, yY...u’d just sound, ...stiff and ...ell, not normal. And the audience would likely ...all asleep or even (... [82])

Excludo: course...oom. Writing a video lesson uses the same concept...s the same. It can seem a bit unnatural and overly informal at first but when you get the hang of writing the way you speak, your scripts will be easy for the narrator to read, and will sound natural and conversational. So ju (... [83])

Excludo: section or ...aragraph to focus on. Now, try to write a video lesson script drawing on the section or (... [84])

Excludo: But, make sure you use conversational tone...emember, the keyword you should be thinking about as you do so is “conversational” .. (... [85])

Excludo: or the government

Excludo: Now, you may not remember what analogies and metaphors are. Analogies and metaphors are actually quite similar. So, let me first take a moment to explain them two.

Excludo: Another way to think of an analogy is that it gives a similar relationship to two different things. Here’s an example of an analogy: ...ow a doctor diagnoses a disease is like how a detective investigates crime”, that would be an analogy. So, what are the two different things being (... [86])

Excludo: to the learner...o them (... [87])

Excludo: f

Excludo: In other words, a

And, what about metaphors? Well, a metaphor is like an analogy because it also compares two things. But an analogy is much more explicit or uses logical arguments. A metaphor compares two things, but by using a figure of speech. It uses a key word to mean something else. So, for example, I might say Robbin is a sly fox. Now in this metaphor, Robbin a lady is definitely not a fox. Right? But, I'm saying that she is tricky or sneaky. So, a listener and viewer knows Robbin isn't a fox and they know foxes are often associated with tricky or sneaky behaviour, so the listener now understands that Robbin is tricky.

Now, why do you think you should use metaphors in your script? Well, they're fun and often a bit funny. They also help the learner connect to information. We also use a lot of metaphors in our normal day to day conversations. Just be careful because a lot of metaphors are culturally contextual and your goal should be to use a metaphor to make something easier to understand not more complicated.

Lesson 3: Using examples in script (Video 20)

Analogies and metaphors are great to use, but they aren't the only way to make your script feel more conversational and relatable. You can also use examples.

Examples or demonstrations give the learner the opportunity to observe through hearing and seeing. Let's say my lesson is about how to facilitate an icebreaker or energiser in a workshop. My lesson needs to explain why icebreakers and energisers are important and what they are. But by just explaining, do you think the learners will know how to facilitate one? Mmm maybe, but probably not.

To help them with that, I can incorporate a demonstration into my screen. You can see this video lesson covers the what it is, why it's important – but also it shows how to lead an energiser called "Where are you?" Let's listen to this scene.

BUILD IN SCENE FROM LESSON IN FACILITATION VIDEO

What did you notice about this example? First, the narrator explained what icebreakers and energisers are. While he was explaining, some on-screen text appeared to emphasise his key points. Then, after that, he used an example. He asked a question and then the scene cut away to the image of people dividing to different sides of the room.

What do you think? Was the use of a demonstration helpful? I think it was.

In this course I've also given examples and demonstrations. Can you remember any? Well in the last lesson I gave examples of analogies and metaphors. Also, in the lesson on making an outline, I demonstrated how my advisor and I edited the outline over several drafts. Was that demonstration helpful? Did it help you to understand that you're probably not going to get a perfect outline the first time and that you can rearrange, add and remove ideas? I hope it did!

Now I want you to look at the lesson you want to write. What are some analogies, metaphors, examples and demonstrations you can build into your lesson's script? You don't need one of each but see if you can create one or two to help make your script more conversational and relatable.

Lesson 4: Script length (Video 21)

I'm going to make this lesson short – why? Because it's about how long your lessons should be.

While there is no right answer for how long your course should be, I do have some good advice for how long the individual video lessons that make up your course should be.

Excluido: 's a...metaphors? Well, it's like... metaphor is like an analogy because itboth ... also compares two things. But an analogy is much more explicit or uses logical arguments. A metaphor compares two things, but by using a figure of speech. In other words, ...i (... [88])

Excluido: and we
Excluido: Metaphors are great if you know the cultural context really well.

Excluido: But, just...ust be careful because a lot of metaphors are culturally contextual and your goal should be to use a metaphor to make something easier to understand not more complicated. (... [89])

Excluido: For example, let's use an example! ...et's say my lesson is about how to facilitate an icebreaker or energiser for ...n a workshop. My lesson needs to explain why icebreakers and energisers are important and what they are. But by just explaining, do you think the learners will know how to facilitate one? Mmm maybe, but maybe (... [90])

Excluido: So, to make sure the learners not only know what an energiser is and why its important, bu...o help ther (... [91])

Excluido: an example or... demonstration into my scre (... [92])

Excluido: now

Formatado: Inglés (Reino Unido)

Excluido: Well

Excluido: or talking head

Excluido: an

Formatado: Inglés (Reino Unido)

Excluido: r...and energizer ...nergisers are. While he w (... [93])

Excluido: to

Formatado: Inglés (Reino Unido)

Excluido: the

Formatado: Inglés (Reino Unido)

Formatado: Inglés (Reino Unido)

Excluido: Later the scene also used

Formatado: Inglés (Reino Unido)

Excluido: gave

Formatado: Inglés (Reino Unido)

Excluido: sure ...ope it did!. (... [94])

Formatado: Inglés (Reino Unido)

Excluido: you're focusing on writing

Formatado: Inglés (Reino Unido)

Excluido: each, but...ach but see if you can create one (... [95])

Formatado: Inglés (Reino Unido)

Excluido: a

Excluido: in a video

Formatado (... [96])

What do you think? How long before you stop listening and watching and start browsing the internet, looking at your phone, or get up to grab a drink or eat a snack? Yeah, that's right. People don't do well to sit and listen to lessons for long periods of time.

Excluído: a good length is

Formatado: Inglés (Reino Unido)

That's why I recommend you aim for individual lessons to be between two and five minutes long. To do that, you'll want to keep the script at around 300 to 900 words.

Excluído: create a lesson that's between two and five minutes

Formatado: Inglés (Reino Unido)

Formatado: Inglés (Reino Unido)

Now let's say you're hoping to keep your video-based part of the course at about one hour. How many words do you think your whole script should have? Yep, around 10,000 words.

Excluído: a

How do we calculate this? Well, English speakers generally speak about 150 to 180 words per minute. That isn't too fast to catch important information or too slow to make the lesson boring. It's just about the right speed.

Excluído: that is

Formatado: Inglés (Reino Unido)

Excluído: Now these standards are for

Formatado: Inglés (Reino Unido)

But, if you're writing your script in a language other than English, double check what the average word count per minute is. It may be more, or less. Regardless of the language, try to stay in the two to five-minute window for any one lesson.

Excluído: , who

Formatado: Inglés (Reino Unido)

Formatado: Inglés (Reino Unido)

Lesson 5: Research (Video 22)

Now, let me ask you this... Do you know everything? I sure don't. Not even close.

Excluído: for

Formatado: Inglés (Reino Unido)

Neither do subject matter experts or scriptwriters. So, chances are that at some point while you're writing your script you're going to need additional information. There are a few ways you can get more information. But one way is through research.

Formatado: Inglés (Reino Unido)

Excluído: t

Formatado: Inglés (Reino Unido)

You may reference academic articles, books, newspapers, or even other video lessons. Maybe you'll do research the old fashioned way by going to the library. Or you may simply use the internet while at your desk.

Excluído: five minute

Excluído: Now, there

It's great to pull in various resources, ideas and tools into your script. But, if you do borrow from someone else's work you're going to need to give them credit. Otherwise, it'll be plagiarised – and trust me that's no good. It could be a huge problem not just for you but for your whole organisation.

Excluído: k in the office

Excluído: plagerised

Plagiarising someone else's work will make your learners lose confidence in your lessons. And, it'll lead to your organisation having a damaged reputation. So be very, very careful when using other people's work.

Excluído: Plagerising

Excluído: o

Plagiarism is not only an ethical offense, but also a legal one if it infringes on copyright or a trademark. Meaning, you and your organisation could face monetary repercussions.

Excluído: Plagerism

Excluído: but its

Excluído: offense

Excluído: the

But, there is a way to avoid all this! Just give credit to the source you borrowed from. For example, in this video lesson from AKF's *Intermediate Scriptwriting* course the narrator is talking about learning objectives. She's describing the hierarchy of learning. Watch and see if you notice if she gives credit to anyone?

Excluído: of the original developer of the material

Excluído: ed

Excluído: .

... [97]

INCLUDE FROM Intermediate SCRIPTWRITING BLOOMS TAXONOMY 00:24 – 2:02

Excluído: l

Okay, what did you notice? That's right! She gave credit by saying this is Bloom's Taxonomy. Now, if she just presented the triangle graphic but didn't say this was Bloom's, well would that be the right thing to do? No!

Excluído: y

Excluído: .

And you know what? Even in this lesson I gave credit. Instead of showing that video scene without any reference, I told you it was an AKF course and I gave you the name of the course. Makes sense, right?

So, certainly do research and incorporate other people's ideas and work into your script, but just make sure you give them credit.

Lesson 6: Things to avoid (Video 23)

So far, in the lessons of this course, I've have focused on what you *should* do in scriptwriting.

But you may be wondering - are there specific things I should *make sure not to do*? Of course *there are!* Here are three big things you should avoid.

First, don't use jargon. Jargon tends to be vague and confusing, especially when it's spoken. Some people use jargon thinking that it makes them sound smart, but instead it often makes the listener wonder if the speaker even knows what they're talking about.

Here's an example of jargon: "How can you surface disruptive synergies that leverage value-add, upskilling opportunities?" What? I certainly don't know what several of those words even mean. Instead of using jargon, just say, "How can you train people in new ways, that build on what they already know?"

The second big thing you should avoid is information dumps. Information dumping is when you put lots and lots of detail into a lesson or a course. *Too many things* just overwhelm learners. Instead be selective about what you share and in what order you share it. *A good way to see if you've put in too much information is to ask if this information helps the learner meet one or more of the learning objectives.* If you answer no, then delete it.

The information dump relates to my third tip – again, consider the length. If you're near, at or above 900 words in a lesson, ask what is necessary and cut the rest. Or, consider breaking a long lesson into a couple of lessons that are shorter.

Fourth, as you write your script, don't keep writing just to finish. Most scripts are best when they've been written overtime. Taking breaks when you're writing scripts can be beneficial. *For example, when this course's script was developed the first draft was completed on a Friday and the first editing happened on a Monday. That gave the scriptwriter a pair of fresh eyes to make necessary cuts, ensure that the middle of lessons linked the opening and ending, and so on.*

Fourth, don't write in isolation. Use your advisors and editors to make sure that your script is helping the learners to achieve the learning objectives, that it's conversational and that the storyline flows well.

And that's it. Now you know what to do and of course what to avoid!

Now it's time that you give scriptwriting a try. You've got all the pieces: the learning objectives, outline, notecards to help organise the opening, middle and end of your lesson. And you know about using conversational style, analogies and metaphors, and examples. Plus, research.

So, before you watch the last module, you'll need to write one lesson.

And, don't forget the quiz since we've now come to the end of module 4.

Excluído: Things like create a storyline with an opening, middle and end. Or that your script should be conversational, include analogies, metaphors, examples and demonstrations. That you should be aware of the length of each lesson, not going beyond five minutes and of course that you should give credit when you borrow material.

Formatado: Fonte:Itálico

Excluído: avoid

Excluído: ,

Excluído: out loud

Excluído: a

Excluído: that

Excluído: T

Excluído: is

Excluído: ing

Excluído: to your

Excluído: .

Excluído: regularly

Excluído: yourself

Excluído: even several

Excluído: Building on the fourth tip, next up is

Excluído: help

Excluído: of your video-based part of the course you're working on

Excluído: In fact, you're going to need this draft to complete the final module.

Module 5: Getting it perfect

Lesson 1: Scriptwriting advisors (Video 24)

Throughout this course you've heard me mention advisors several times. So, in this lesson we're going to talk about the role advisors play in scriptwriting.

I want to start with an example of how AKF has used advisors in the production of blended learning courses. Let's look at the *Community Engagement* course AKF developed in collaboration with a non-profit called Pact for its Yetu project in Kenya. This course is all about how civil society organisations can and should engage community members in identifying development challenges, intervention design and implementation, and the measurement of the intervention.

- Excludo: the
- Excludo: collaboration with AKF
- Excludo: and a non-profit called Pact
- Excludo: the challenge
- Excludo: ication

The scriptwriters of the *Community Engagement* course were also the subject matter experts. But, community engagement is a big topic and the scriptwriters lived in Washington, DC. So, they realised that their script could benefit from having other experts involved in the development of the course.

So, they reached out to experts in data collection and mobile technology. Experts in beneficiary accountability. Experts in running community meetings and experts in human centred design. Several of the experts ran development programmes in places like Zimbabwe, Myanmar, Belarus, and Swaziland. And, staff from the Yetu programme in Kenya were also brought in.

- Excludo: centered

The Kenyan staff looked over the learning objectives for the course to make sure they corresponded with what their programme needed. The group of advisers then reviewed the course outline. They highlighted places where they could provide examples from their programmes and others suggested places that they'd be able to write script for a demonstration or example.

- Excludo: its
- Excludo: actually
- Excludo: AOther advisors
- Excludo: build in
- Excludo: – for example, of human centred design

Another advisor wrote a lesson on prototyping. Other advisors reviewed specific parts of the script. Several advisors contributed templates to upload onto the Learning Management System.

- Excludo: Some advisors wrote small sections of the script, for example the expert in monitoring wrote a lesson on surveys.

In the end, the course in *Community Engagement* really benefited from having advisors. Especially having advisors with different specialities.

- Excludo: nd a
- Excludo: into
- Excludo: LMS
- Excludo: as well
- Excludo: ho brought
- Excludo:
- Excludo: to the course
- Excludo: LMS
- Excludo: ing
- Excludo: relative
- Excludo: edit

So, can you think of two to three ways advisors could support your blended learning course? Maybe reviewing objectives or the outline, reading the script or even writing parts of the script, or providing templates or case studies for the Learning Management System. Once you've identified the roles, think of a few people to fill them. Do this now before going to the next lesson.

Lesson 2: Editing script (Video 25)

Now, as I've already mentioned: A first draft is never a final draft! Editing your script is so important to ensure it's an engaging, relatable, and easy to use course. So, how do you go about editing?

Well, first. After you finish your script – set it aside for a day or so. Don't try to edit it right away. Giving some time between writing and edit will help you refocus and more easily identify things that need to be cut, added or rearranged.

Second, remember the tips I gave you for things to avoid from the last module? Let's look at three of those tips. Jargon. Information dump. Length. When you're editing your script keep your eyes open for jargon, too much information, and length. Make sure all acronyms are explained and avoided if possible. Use common language, not complex phrases. If a lesson is too long, is it because it has unnecessary

- Excludo: of
- Excludo: the
- Excludo: explained, and

information? If so, delete it. Or maybe all the information is necessary, but you need to create two or more lessons from the one [long one](#).

Third, edit for conversational tone and [relatability](#). Does the script read like a conversation? [Or is it formal](#)? If it is, edit it to make it more informal and more relatable. For example, if you're writing in English consider using contractions. Like I'm instead of I am. Or let's instead of let us. Or haven't instead of have not. Why? Because [that's how people usually talk](#).

Also, to make your script conversational and relatable use personal pronouns. [Ideally, I and you](#). By using "I" and "you" it feels like you're talking directly to the person on the other side of the screen. It's a conversation between the narrator and the learner.

[Fourth, build in questions, but make sure your lesson answers any questions raised](#).

[Fifth](#), always make sure your script helps the learner achieve the learning objectives. If a lesson doesn't contribute to achieving an objective, cut it. [And](#) make sure all your objectives are met.

[Sixth](#), add in touches that make your script easy to use. Like making the names of lessons very focused on the content of that lesson. Or using a list in the script. For example, like saying "first you do this..." "Second you..." and so on. This helps learners remember content. This is also where you'll want to see if an analogy, example, or demonstration can help.

Next, always have someone else read your script. This is the role of an editor. The editor provides a pair of fresh eyes and often [catches mistakes the scriptwriter doesn't](#). [Your editor will want to check for all the things you did](#). Jargon. Information dumps. Length. Conversational and relatable style and tone. Learning objectives can be met. Easy-to-use.

And, don't be surprised or upset if you get the script back from your editor with lots of changes. Just know that the editing process makes your script [better](#).

[Now what I suggest you do here is pause the video and take a look at the Learning Management System](#) for an early draft of this script and an edited draft. [Sometimes the editor will make more changes than this, sometimes fewer](#).

[Now, pull](#) out the lesson script you wrote. I want you to edit it using all the points we just covered. [Ready?](#)

Lesson 3: Table read (Video 26)

In the last lesson you learned a lot about editing your script. And, you even started editing your own script. [So you already see you can improve your script a lot by reading it and then editing it](#).

But there is one more critical thing to making sure your script is final and ready to be turned into narration. [It's something we call the table read](#).

[My guess is you've not heard of this before so](#) let me explain. A table read is when you read [your](#) entire script out loud. Ideally, you'll do this with one other person. That way the person listening can let you know what is or is not clear. And, they can make recommendations for how to improve [your](#) script.

But, even if you [don't have a friend or colleague with the time to help you with the table read, you can still do it alone](#). One way to do this is to record yourself. Use your smart phone's recording option for

Excluido: a relatable script

Excluido: Is

Excluido: its more common or conversational to speak in contractions

Excluido: And

Excluido: i

Excluido: And

Excluido: Fourth

Excluido: s

Excluido: Also

Excluido: Fifth

Excluido: can

Excluido: '

Excluido: e

Comentado [AB21]: ☺

Excluido: Take

Excluido: LMS

Excluido: Now, pull

Excluido: Y

Excluido: achieve

Excluido: script

Excluido: Th

Excluido: If you're like me when I first started scriptwriting you have no idea what a table read is. So,

Excluido: the

Excluido: the

Excluido: can't

Excluido: read the script out loud with someone else you can still do a table read

example. Record a lesson. Listen to it. And then edit based on what worked and didn't work in the script when you read it aloud. Maybe there were sentences that were too long or sequences of words that were difficult to pronounce. Maybe there were explanations that didn't make sense. Maybe there were sections of the text that just didn't flow well.

I bet you know what I'm about to ask you to do. That's right. I want you to do a table read of your lesson now. See what works and what doesn't and edit your script based on how your listener responds.

Lesson 4: What happens after the script is final? (Video 27)

You've done it. You now know how to write a script for a video lesson! And now you can apply that to the entire video-based part of your blended learning course.

But, are you wondering what happens after your script is written and you have a final edited version? I bet you are.

Well, scriptwriting is a major task, but it isn't the only one. After your script is finalised, and only after it's completely finalised!, you'll need to do a few things to prepare the script for filming.

First, you'll need to take care of your script annotations. Annotations are short notes that explain what should appear on screen while the narrator is talking. This is where you start to think about the on-screen text, b-roll, and title screens. You make annotations for the entire script. Sentence by sentence. It can take a while but it's really important to do properly. When you're done, your annotations may look something like this.

After your annotations are done, you'll need to do one more thing: you'll need to create a shot list. Here's what a shot list looks like. A shot list is based on your annotations and it lists all the additional scenes you'll need to film to complete the video-based part of your course – all the b-roll scenes. You'll see some similarities between the annotations list and the shot list. Like both include the script and materials. But the shot-list goes into more detail with a description of the scene, the location of the scene and if it's a live or still shot.

After you finalise your shot list you can go back to the annotations list and fill in the last column.

Third, your narrator needs to prepare. He or she needs to read the script and be really familiar with it. They need to make sure they know what they should emphasise, when they should pause. They need to think about how they will use simple hand and facial gestures to add emphasis and create rapport with the learner. And, they need to do all this before filming day.

Once that is all done – you'll be ready to film your course! Now of course, that's not the end of the story. There is quite a lot of work on the organisational side that needs to happen for your filming to take place. You or one of your colleagues will need to work out the locations for the filming and the people that need to be involved. You'll need to make sure you have all the necessary permissions for filming and that all the equipment and materials for filming are on hand. You'll then work with a videographer to film the narration and the b-roll. And finally, your video editor will edit your course. He or she will use the annotations you prepared to enhance the narration with the b-roll, on-screen text and title screens. They'll cut out mistakes from the narration, add music, remove noise and maybe even add subtitles. But lots of other editing happens too. A lot happens at the editing stage!

Excluido: it was read
Excluido: work in the script
Excluido: it
Excluido: .
Excluido: an
Excluido: a
Excluido: still
Excluido: before
Excluido: can be filmed
Excluido: make an annotations list
Excluido: This is where you start to think about the on-screen text, and b-roll, and title screens you want to show as narration or reading of the script is happening.
Excluido: .
Excluido: Y
Excluido: r
Excluido: e
Excluido: You can see the first column is just the number for that specific annotation. The second column is the script. Usually this is only one sentence, but sometimes it may be more than one sentence. The third column says what the annotation is – is it on-screen text or OST. Is it b-roll or BR, or is it a title screen. A title screen looks like this.
Excluido: Next is the description. If you want on-screen text this is where you write exactly what you want to appear on screen. If you want b-roll playing this is where you describe the b-roll you want. And, if you need a title screen you write exactly what should who on the title screen. ... [99]
Excluido: final
Excluido: the next thing you do is create a
Excluido: captures
Excluido: everything you need to create
Excluido: r
Comentado [AB22]: I would explain this a bit differently – by just describing what each line in a shot list contains ... [100]
Excluido: they can announce every word
Excluido: jesters
Excluido: help create context and meaning
Excluido: Fourth, before filming you also want to ide ... [101]
Excluido: makes sure
Excluido: are obtained. They also make sure all
Excluido: [102]
Excluido: is enhanced
Excluido: Music may be added as well as other effect ... [103]
Excluido: .

So, even after you've written your scripts – there's still quite a bit more you'll need to do before your blended learning course is ready.

And with that, we've come to the end of the Introduction to Scriptwriting course! Before we close, let me just say that I know from my own experience all of this can be a bit daunting at first. But I can also tell you – also from my own experience – that it gets a lot easier and faster with practice! So don't be shy – get writing!

Before you go, take the final quiz. And we'll see you in the workshop soon!

Excludo: after your

Excludo:

Excludo: is written

Excludo: more still has to must happen before its ready to be part of a

Excludo: Alright, we've come to the end of the video-based part of the course. You've got one more immediate step and that's to take the final quiz.

Excludo: Congratulations!

Página 1: [1] Comentou	Ana Barfield	16/07/18 10:37
Let's always refer to blended learning and instructional videos which are part of blended learning courses. This is just to avoid people equating BL with elearning.		
Página 1: [2] Excluído	Ana Barfield	24/07/18 15:38
What do you know about blended learning? Well, if you don't know much then again you're in the right course.		
Now that you've determined this course is for you – what		
Página 1: [3] Excluído	Ana Barfield	24/07/18 15:40
This course consists of five modules. WSo, what are these modules all about? Well, you've already seen this first module		
Página 1: [4] Excluído	Ana Barfield	24/07/18 15:42
, so don't worry I won't make you sit through long boring lessons.		
Página 2: [5] Excluído	Ana Barfield	24/07/18 15:45
Y		
Página 2: [5] Excluído	Ana Barfield	24/07/18 15:45
Y		
Página 2: [5] Excluído	Ana Barfield	24/07/18 15:45
Y		
Página 2: [6] Excluído	Ana Barfield	24/07/18 15:46
now that you know what this course is all about and how its structured, let's		
Página 2: [6] Excluído	Ana Barfield	24/07/18 15:46
now that you know what this course is all about and how its structured, let's		
Página 2: [7] Excluído	Ana Barfield	24/07/18 15:46
, then,		
Página 2: [7] Excluído	Ana Barfield	24/07/18 15:46
, then,		
Página 2: [8] Excluído	Ana Barfield	24/07/18 15:47
component		
Página 2: [8] Excluído	Ana Barfield	24/07/18 15:47
component		
Página 2: [9] Excluído	Rachel DuBois	11/06/18 11:41
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Página 2: [9] Excluído	Rachel DuBois	11/06/18 11:41

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Página 2: [9] Excluído	Rachel DuBois	11/06/18 11:41
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Página 2: [9] Excluído	Rachel DuBois	11/06/18 11:41
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Página 2: [10] Excluído	Ana Barfield	24/07/18 15:49
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even

Página 2: [10] Excluído	Ana Barfield	24/07/18 15:49
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Página 2: [10] Excluído	Ana Barfield	24/07/18 15:49
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even

Página 2: [11] Excluído	Ana Barfield	28/07/18 18:16
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approaches blended learning with a low-cost mindset. Not cheap, ...just efficient. The typical

Página 2: [12] Excluído	Ana Barfield	28/07/18 18:17
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trainings prevalent the world over are being replaced by blended learning content produced in low-cost video labs. The

Página 2: [13] Excluído	Ana Barfield	28/07/18 18:19
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because they are learning a lot of material through the video-based part of the course

Página 2: [14] Excluído	Ana Barfield	28/07/18 18:20
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different

Página 2: [14] Excluído	Ana Barfield	28/07/18 18:20
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different

Página 2: [15] Formatado	Ana Barfield	28/07/18 18:21
Não Realçar		
Página 2: [15] Formatado	Ana Barfield	28/07/18 18:21
Não Realçar		
Página 2: [16] Excluído	Ana Barfield	28/07/18 18:20
's approach is to ensure blended learning courses are		
Página 2: [16] Excluído	Ana Barfield	28/07/18 18:20
's approach is to ensure blended learning courses are		
Página 2: [17] Formatado	Ana Barfield	28/07/18 18:21
Não Realçar		
Página 2: [17] Formatado	Ana Barfield	28/07/18 18:21
Não Realçar		
Página 2: [18] Excluído	Rachel DuBois	11/06/18 11:44
and other resources		
Página 2: [18] Excluído	Rachel DuBois	11/06/18 11:44
and other resources		
Página 3: [19] Formatado	Ana Barfield	28/07/18 18:29
Não Realçar		
Página 3: [20] Formatado	Ana Barfield	28/07/18 18:29
Não Realçar		
Página 3: [21] Formatado	Ana Barfield	28/07/18 18:29
Não Realçar		
Página 3: [22] Formatado	Ana Barfield	28/07/18 18:32
Não Realçar		
Página 3: [22] Formatado	Ana Barfield	28/07/18 18:32
Não Realçar		
Página 3: [23] Formatado	Ana Barfield	28/07/18 18:32
Não Realçar		
Página 3: [24] Formatado	Ana Barfield	28/07/18 18:32
Não Realçar		
Página 3: [25] Excluído	Ana Barfield	28/07/18 18:30

C

Página 3: [25] Excluído	Ana Barfield	28/07/18 18:30
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Página 3: [26] Formatado	Ana Barfield	28/07/18 18:32
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Não Realçar

Página 3: [27] Formatado	Ana Barfield	28/07/18 18:32
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Não Realçar

Página 3: [28] Excluído	Ana Barfield	28/07/18 18:31
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abilities and

Página 3: [28] Excluído	Ana Barfield	28/07/18 18:31
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abilities and

Página 3: [29] Formatado	Ana Barfield	28/07/18 18:32
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Não Realçar

Página 3: [30] Formatado	Ana Barfield	28/07/18 18:32
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Não Realçar

Página 3: [30] Formatado	Ana Barfield	28/07/18 18:32
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Não Realçar

Página 3: [31] Excluído	Ana Barfield	24/07/18 15:54
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b

Página 3: [31] Excluído	Ana Barfield	24/07/18 15:54
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b

Página 3: [31] Excluído	Ana Barfield	24/07/18 15:54
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b

Página 3: [32] Excluído	Ana Barfield	28/07/18 18:32
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AKF hasn't been producing blended learning courses all that long, **only since _____**. But already they've created more than 32 courses for learners in 10 countries. Wow! And there is so much more potential to use blended learning. That's why I'm so excited you've enrolled in this course.

Página 3: [32] Excluído	Ana Barfield	28/07/18 18:32
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AKF hasn't been producing blended learning courses all that long, **only since _____**. But already they've created more than 32 courses for learners in 10 countries. Wow! And there is so much more potential to use blended learning. That's why I'm so excited you've enrolled in this course.

Página 3: [32] Excluído	Ana Barfield	28/07/18 18:32
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AKF hasn't been producing blended learning courses all that long, only since _____. But already they've created more than 32 courses for learners in 10 countries. Wow! And there is so much more potential to use blended learning. That's why I'm so excited you've enrolled in this course.

Página 3: [32] Excluído Ana Barfield 28/07/18 18:32

AKF hasn't been producing blended learning courses all that long, only since _____. But already they've created more than 32 courses for learners in 10 countries. Wow! And there is so much more potential to use blended learning. That's why I'm so excited you've enrolled in this course.

Página 3: [33] Excluído Ana Barfield 28/07/18 18:34

's start with the blended learning initiative in Egypt.

Página 3: [34] Formateado Ana Barfield 28/07/18 15:25

Inglês (Reino Unido)

Página 3: [34] Formateado Ana Barfield 28/07/18 15:25

Inglês (Reino Unido)

Página 3: [35] Excluído Ana Barfield 28/07/18 18:35

is

Página 3: [35] Excluído Ana Barfield 28/07/18 18:35

is

Página 3: [36] Formateado Ana Barfield 28/07/18 15:25

Inglês (Reino Unido)

Página 3: [36] Formateado Ana Barfield 28/07/18 15:25

Inglês (Reino Unido)

Página 3: [37] Excluído Ana Barfield 28/07/18 18:35

topics that are locally relevant –

Página 3: [37] Excluído Ana Barfield 28/07/18 18:35

topics that are locally relevant –

Página 3: [38] Formateado Ana Barfield 28/07/18 15:25

Inglês (Reino Unido)

Página 3: [39] Excluído Ana Barfield 28/07/18 18:36

in Cairo

Página 3: [39] Excluído Ana Barfield 28/07/18 18:36

in Cairo

Página 3: [40] Formateado	Ana Barfield	28/07/18 15:25
Inglês (Reino Unido)		
Página 3: [41] Excluído	Ana Barfield	28/07/18 18:36
in		
Página 3: [41] Excluído	Ana Barfield	28/07/18 18:36
in		
Página 3: [42] Formateado	Ana Barfield	28/07/18 15:25
Inglês (Reino Unido)		
Página 3: [43] Formateado	Ana Barfield	28/07/18 15:25
Inglês (Reino Unido)		
Página 3: [44] Formateado	Ana Barfield	28/07/18 15:25
Inglês (Reino Unido)		
Página 3: [45] Excluído	Ana Barfield	28/07/18 18:37
languages spoken across India, like		
Página 3: [45] Excluído	Ana Barfield	28/07/18 18:37
languages spoken across India, like		
Página 3: [45] Excluído	Ana Barfield	28/07/18 18:37
languages spoken across India, like		
Página 3: [46] Formateado	Ana Barfield	28/07/18 15:25
Inglês (Reino Unido)		
Página 3: [47] Formateado	Ana Barfield	28/07/18 15:25
Inglês (Reino Unido)		
Página 3: [48] Formateado	Ana Barfield	28/07/18 15:25
Inglês (Reino Unido)		
Página 3: [49] Excluído	Ana Barfield	28/07/18 18:38
FILL IN ON OTHER LOW COST, ENGAGING, BLENDED (like how to they use classrooms now?) APPROACHES		
Página 3: [50] Excluído	Ana Barfield	28/07/18 18:38
And, you don't have to have your own video lab to make this possible.		
Página 3: [50] Excluído	Ana Barfield	28/07/18 18:38
And, you don't have to have your own video lab to make this possible.		
Página 3: [51] Formateado	Ana Barfield	28/07/18 15:25

Inglês (Reino Unido)

Página 3: [52] Excluído	Ana Barfield	28/07/18 18:41
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, and Tanzania

Página 3: [52] Excluído	Ana Barfield	28/07/18 18:41
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, and Tanzania

Página 3: [53] Formatado	Ana Barfield	28/07/18 15:25
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Sublinhado, Inglês (Reino Unido)

Página 3: [53] Formatado	Ana Barfield	28/07/18 15:25
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Sublinhado, Inglês (Reino Unido)

Página 3: [54] Excluído	Ana Barfield	28/07/18 18:39
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Página 3: [54] Excluído	Ana Barfield	28/07/18 18:39
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Página 3: [55] Formatado	Ana Barfield	28/07/18 15:25
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Inglês (Reino Unido)

Página 3: [56] Excluído	Ana Barfield	28/07/18 18:40
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is taking scripts written for a general audience and contextualizing them for Kenya – pulling in examples that speak more directly to Kenyan civil society’s experiences in fundraising, and proposal development and other topics for example. And, AKF Kenya uses a very energetic narrator and **best of all he’ is Kenyan and known across the country from his previous work in journalism.** They film their courses

Página 3: [57] Formatado	Ana Barfield	28/07/18 15:25
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Inglês (Reino Unido)

Página 3: [58] Excluído	Ana Barfield	28/07/18 18:40
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so the pictures on screen are relatable for the learners

Página 3: [59] Formatado	Ana Barfield	28/07/18 15:25
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Inglês (Reino Unido)

Página 3: [60] Formatado	Ana Barfield	28/07/18 15:25
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Inglês (Reino Unido)

Página 3: [61] Excluído	Ana Barfield	28/07/18 18:46
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are written for Mozambique civil society based on the requests of AKF staff and partners in country. **MAYBE TALK ABOUT HOW COURSE CONTENT WAS DECIDED ON.** And, all courses are available in Portuguese. **MAYBE TALK ABOUT HOW COURSE CONTENT WRITTEN FOR**

MOZAMBIQUE IS REPLICATED BUT CONTEXTUALISED FOR OTHER AKF PROGRAMMES I.E. LOW-COST / COST-EFFICIENT.

Página 3: [62] Formateado Ana Barfield 28/07/18 15:25

Inglês (Reino Unido)

Página 3: [63] Excluído Ana Barfield 28/07/18 18:41

ADD IN TANZANIA AND HOW THE LOCAL STAFF AND MEMBERS OF SAVINGS GROUPS WROTE AND NARRATED/STARRED IN THEIR OWN LESSONS IN MOBILE SAVINGS.

Página 3: [63] Excluído Ana Barfield 28/07/18 18:41

ADD IN TANZANIA AND HOW THE LOCAL STAFF AND MEMBERS OF SAVINGS GROUPS WROTE AND NARRATED/STARRED IN THEIR OWN LESSONS IN MOBILE SAVINGS.

Página 3: [64] Formateado Ana Barfield 28/07/18 15:25

Inglês (Reino Unido)

Página 3: [65] Excluído Ana Barfield 28/07/18 18:48

learning

Página 3: [65] Excluído Ana Barfield 28/07/18 18:48

learning

Página 3: [65] Excluído Ana Barfield 28/07/18 18:48

learning

Página 4: [66] Excluído Ana Barfield 28/07/18 18:53

In this first module, *Introduction to blended learning*, all the lessons are focused on ensuring learners know the basics about what blended learning is, why you should use it, how blended learning courses are structured, common terms used to produce blended learning courses, and how to decide if your course can become a blended learning course. In other words, it's very introductory and we aren't yet explaining how to write script, how to edit, and so on.

Página 4: [67] Comentou Ana Barfield 28/07/18 18:54

A couple of examples from this module would be good here

Página 4: [68] Excluído Ana Barfield 28/07/18 18:55

Let's look at an example. AKF Kyrgyzstan wanted its staff to strengthen their skills in facilitation. XX staff were enrolled in the blended learning course *Facilitation Skills*. The video-based part of the course consists of six modules covering 37 individual lessons. The staff in Kyrgyzstan were asked to complete the video-portion sometime between XX and XX, giving them plenty of time to watch all the videos. Next, an AKF staff based in Geneva travelled to Kyrgyzstan to facilitate the face-to-face portion of the course. This workshop took two and a half days. But, honestly, can you imagine how long it would have taken without the video lessons? I'd say XX days. During these two and a half days, the staff practiced the facilitation

techniques that they learned about in the video-portion. The facilitator didn't start from scratch explaining theory and concepts, but she dove straight into application.

Página 4: [69] Excluído **Rachel DuBois** **11/06/18 11:55**

Both the video-based part of the course and the face-to-face part are designed to be engaging, locally-relevant, and user friendly. And together they equal a low-cost solution.

Página 4: [70] Excluído **Ana Barfield** **28/07/18 18:56**

Right, so blended learning is a video plus a face-to-face learning experience. And, typically, learners watch the video-based part of the course first, and then learners attend the face-to-face workshop.

What else could you possibly need to know? Well, you already know that the video-based part of the course consists of modules and that modules are made up of lessons. Look at this course in *Resource Mobilisation*, which was produced by the AKF implemented programme Yetu. So, if you scroll down you'll see there are five modules in total for this course. And, looking at Module one, you can see there are eleven lessons. Plus, you'll see a few quizzes throughout the course, like this one.

So, that's what a video-based course looks like in the Learning Management System or LMS for short. But, what do you think the video – a single lesson is made up of? Well, you're going to need to know

Página 4: [71] Excluído **Ana Barfield** **28/07/18 18:59**

B-roll can be used when the video cuts away from the narrator and so the footage takes up the whole screen. But, it can also be used off to the side.

Página 4: [72] Excluído **Rachel DuBois** **11/06/18 11:59**

How to use narrators, on-screen text, and b-roll are all covered in the *Intermediate Scriptwriting*, *Course Producers – Production*, and *Intermediate Video Editing* courses. But for now, you'll want to know that all three used in a lesson help to keep the learner engaged.

Página 4: [73] Comentou **Ana Barfield** **28/07/18 19:00**

Are you sure that course was for Yetu? I don't think so.

Página 5: [74] Excluído **Ana Barfield** **28/07/18 19:04**

Going back to our *Thinking and Working in Systems* example, the facilitator's guide was written by the same person who wrote the script and was the subject matter expert. But the editor and another contributor to the facilitator's guide was an AKF staff who oversaw the whole production of the course. And, the facilitators of the course initially were from RootChange – remember the experts in systems strengthening. But, overtime, AKF staff became the facilitators as they grew more competent in the subject matter.

This course was a global production. The subject matter expert and scriptwriter were in Washington, D.C. and like I said the advisors were in Portugal, Kenya, and Geneva. The videographer, and video editor as well as the narrator were all in Portugal. The first enrollees in the course were from Tanzania, Uganda, Kenya, Madagascar, Mozambique, Egypt, and Pakistan and the facilitators or trainers came from Washington, D.C. and Kenya. Wow, now that's a global blended learning course!

But, not all courses are so global. For example...**INPUT VERY SIMPLE EXAMPLE FROM EGYPT OR INDIA WHERE FEWER PEOPLE WERE INVOLVED AND ALL FROM THE SAME COUNTRY.**

So, you can choose how local or global your course needs to be.

Página 7: [75] Excluído	Rachel DuBois	11/06/18 12:42
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So, who is the target audience for this course? Well, when the scriptwriter began thinking about how to write this course, she identified the target audience as AKF staff, AKF partner staff, or subject matter experts hired to develop blended learning courses. She imaged that these staff, partners and subject matter experts are formally educated. She also assumed this course would be used widely, meaning it isn't for one country or even one region. So, she wrote the course in English, and used examples from all over the world to try and make it relatable to lots of different people. And, since this is an introductory course, she assumed the target audience has no to very little knowledge about blended learning and specifically about how to write scripts for the video-based part of a blended learning course.

Página 7: [76] Excluído	Rachel DuBois	11/06/18 12:42
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You've now identified your target audience and constructed a profile about them including things like where they are located, languages they speak, familiarity with the course topic, and other defining characteristics. What now? Well,

Página 15: [77] Excluído	Ana Barfield	28/07/18 14:54
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Página 15: [77] Excluído	Ana Barfield	28/07/18 14:54
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Página 15: [77] Excluído	Ana Barfield	28/07/18 14:54
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Página 15: [77] Excluído	Ana Barfield	28/07/18 14:54
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Página 15: [77] Excluído	Ana Barfield	28/07/18 14:54
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Página 15: [78] Excluído	Ana Barfield	28/07/18 14:55
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But, if I were in at that coffee shop I would not wouldn't say it like that. I'd

Página 15: [78] Excluído	Ana Barfield	28/07/18 14:55
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But, if I were in at that coffee shop I would not wouldn't say it like that. I'd

Página 15: [78] Excluído	Ana Barfield	28/07/18 14:55
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But, if I were in at that coffee shop I would not wouldn't say it like that. I'd

Página 15: [78] Excluído	Ana Barfield	28/07/18 14:55
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But, if I were in at that coffee shop I would not wouldn't say it like that. I'd

Página 15: [78] Excluído	Ana Barfield	28/07/18 14:55
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But, if I were in that coffee shop I would not wouldn't say it like that. I'd

Página 15: [79] Excluído	Ana Barfield	28/07/18 14:56
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Página 15: [79] Excluído	Ana Barfield	28/07/18 14:56
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Página 15: [80] Excluído	Ana Barfield	28/07/18 14:56
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' capacity and performance

Página 15: [80] Excluído	Ana Barfield	28/07/18 14:56
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' capacity and performance

Página 15: [81] Excluído	Ana Barfield	28/07/18 14:58
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Página 15: [81] Excluído	Ana Barfield	28/07/18 14:58
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Página 15: [82] Excluído	Rachel DuBois	11/06/18 14:31
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Página 15: [82] Excluído	Rachel DuBois	11/06/18 14:31
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Página 15: [82] Excluído	Rachel DuBois	11/06/18 14:31
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Página 15: [82] Excluído	Rachel DuBois	11/06/18 14:31
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Página 15: [82] Excluído	Rachel DuBois	11/06/18 14:31
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Página 15: [82] Excluído	Rachel DuBois	11/06/18 14:31
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Página 15: [83] Excluído	Ana Barfield	28/07/18 14:59
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course

Página 15: [83] Excluído	Ana Barfield	28/07/18 14:59
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course

Página 15: [83] Excluído	Ana Barfield	28/07/18 14:59
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course

Página 15: [84] Excluído	Rachel DuBois	11/06/18 14:33
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section or

Página 15: [84] Excluído	Rachel DuBois	11/06/18 14:33
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section or

Página 15: [85] Excluído	Ana Barfield	28/07/18 15:00
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But, make sure you use conversational tone

Página 15: [85] Excluído	Ana Barfield	28/07/18 15:00
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But, make sure you use conversational tone

Página 15: [86] Excluído	Ana Barfield	28/07/18 15:02
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Another way to think of an analogy is that it gives a similar relationship to two different things. Here's an example of an analogy:

Página 15: [86] Excluído	Ana Barfield	28/07/18 15:02
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Another way to think of an analogy is that it gives a similar relationship to two different things. Here's an example of an analogy:

Página 15: [86] Excluído	Ana Barfield	28/07/18 15:02
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Another way to think of an analogy is that it gives a similar relationship to two different things. Here's an example of an analogy:

Página 15: [87] Excluído	Ana Barfield	28/07/18 15:03
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to the learner

Página 15: [87] Excluído	Ana Barfield	28/07/18 15:03
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to the learner

Página 16: [88] Excluído	Ana Barfield	28/07/18 15:05
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's a

Página 16: [88] Excluído	Ana Barfield	28/07/18 15:05
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Página 16: [88] Excluído	Ana Barfield	28/07/18 15:05
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Página 16: [88] Excluído	Ana Barfield	28/07/18 15:05
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Página 16: [88] Excluído	Ana Barfield	28/07/18 15:05
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's a

Página 16: [89] Excluído	Ana Barfield	28/07/18 15:07
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But, just

Página 16: [89] Excluído	Ana Barfield	28/07/18 15:07
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But, just

Página 16: [90] Excluído	Ana Barfield	28/07/18 15:23
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For example, let's use an example!

Página 16: [90] Excluído	Ana Barfield	28/07/18 15:23
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For example, let's use an example!

Página 16: [90] Excluído	Ana Barfield	28/07/18 15:23
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For example, let's use an example!

Página 16: [91] Excluído	Ana Barfield	28/07/18 15:24
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So, to make sure the learners not only know what an energiser is and why its important, bu

Página 16: [91] Excluído	Ana Barfield	28/07/18 15:24
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So, to make sure the learners not only know what an energiser is and why its important, bu

Página 16: [92] Excluído	Rachel DuBois	11/06/18 14:37
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an example or

Página 16: [92] Excluído	Rachel DuBois	11/06/18 14:37
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an example or

Página 16: [92] Excluído	Rachel DuBois	11/06/18 14:37
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an example or

Página 16: [93] Excluído	Ana Barfield	28/07/18 15:25
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Página 16: [93] Excluído	Ana Barfield	28/07/18 15:25
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Página 16: [93] Excluído	Ana Barfield	28/07/18 15:25
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Página 16: [94] Excluído	Ana Barfield	28/07/18 15:29
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sure

Página 16: [94] Excluído	Ana Barfield	28/07/18 15:29
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sure

Página 16: [95] Excluído	Rachel DuBois	11/06/18 14:39
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each, but

Página 16: [95] Excluído	Rachel DuBois	11/06/18 14:39
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each, but

Página 16: [96] Formatado	Ana Barfield	28/07/18 15:25
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Inglês (Reino Unido)

Página 16: [96] Formatado	Ana Barfield	28/07/18 15:25
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Inglês (Reino Unido)

Página 17: [97] Excluído	Ana Barfield	28/07/18 15:40
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Let's look at an example.

Página 18: [98] Excluído	Rachel DuBois	11/06/18 14:47
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Provide bite-sized pieces of new information at a time. This will make understanding and retaining information so much easier for your learner.

Página 21: [99] Excluído	Rachel DuBois	11/06/18 15:02
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Next is the description. If you want on-screen text this is where you write exactly what you want to appear on screen. If you want b-roll playing this is where you describe the b-roll you want. And, if you need a title screen you write exactly what should who on the title screen.

Next you see materials. If you are using b-roll here you describe what is needed. For example, I might have a scene where the scriptwriter is doing a table read. My materials would be the printed script, two people, and a table and two chairs. And, I'll come back to the last column in a minute.

Página 21: [100] Comentou	Ana Barfield	28/07/18 16:24
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I would explain this a bit differently – by just describing what each line in a shot list contains as information about the scene rather than by comparing it to the annotations

Página 21: [101] Excluído	Ana Barfield	28/07/18 16:28
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Fourth, before filming you also want to identify the location for filming the narrator as well as any b-roll. You'll need someone to play a logistics role. This person

Página 21: [102] Excluído	Ana Barfield	28/07/18 16:30
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Fifth, the narration is filmed.

Sixth, the b-roll is filmed.

Finally, the video is edited. Its at this stage that the

Página 21: [103] Excluído	Ana Barfield	28/07/18 16:31
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Music may be added as well as other effects. Mess ups in the narration are cut, lighting is adjusted, background noise is removed, or subtitles might be added.

