MANUAL FOR SCRIPTING

How to script for videos

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Research-Training-Consultancy

Contents

1. Introduction

In this manual we will guide you through the process of scripting. We will start with the general question ''Why script?'' and will then explain the ARCS model by Keller (2000) which describes four elements to increase learners' motivation. We explain this model because it provides a general idea on how to motivate learners during your videos. If you are eager for a more detailed version of how to make a script for guidelines and tips you can go directly to chapter 3. In this chapter, scripting will be explained in a step by step process with practical suggestions. At the end of this manual you will find a template for scripting, a checklist to revise your script and an example of a script.

1.1. Why script?

Before you record a video in the studio you need a script containing the complete spoken text and visual components for your video. There is a big difference between recording a video and teaching face to face; even if you are an experienced teacher, for a video recording you can't just 'go with the flow'. Presenting in front of a camera is a different experience from presenting for a live audience. There is no one to direct your attention to, improvisation is much more difficult and you don't get any live-feedback or questions to direct your presentation. The presentation also needs to be much more fluent.

Why is scripting necessary?

- Recording videos is a time consuming process. Re-recording and post-editing videos adds additional time to the process. Therefore, for efficient production of high quality videos, scripting is essential.
- It provides structure. Scripting helps you think beforehand about what you are going to discuss, in what order you want to discuss topics and how exactly you want to phrase your messages. A clear structure enhances the quality of an instruction.
- If all the scripts are structured in the same way your learners will recognize a certain style and this is beneficial to the learning effect. Structure helps the learner to arrange their thought and therefore their learning; if there is a different structure every time this will distract the learner and also affect the learning effect.
- With a complete autocue script, the chances of forgetting to mention a point, losing track of what you were saying, side tracking, not being able to find the right words, talking about a subject for too long, awkward silences, too much humming, etc. are diminished.
- Scripting helps you get a clear overview of the density of information and the length of a lecture video, before recording it. By scripting, you can thus change your plans in time, to optimize the quality of the videos in terms of length and information density.
- Scripting also allows for peer reviews, or a review from an expert before the actual recording. This enhances the quality of the video.
- The producer needs your script during the recording of the video. This allows them to provide you with an autocue, direct your PowerPoint or other visual components for you and take the most optimal shot.

The following chapters will explain how to make a script.

2. Scripting for engagement: The ARCS model

When making a video, you want to ensure that learners are well engaged and constantly motivated to continue. The ARCS model by Keller (2000) provides us with four clear principles that help increase learners' motivation: attention, relevance, confidence and satisfaction.

Attention. The video should capture and attract the learner's attention. What are their interests? Think about your own learning, how would you like to learn something new? Also use variation in your videos. People like to be surprised or like to see something different. Try to stimulate learners' curiosity by asking questions, by presenting dilemma's or counter-intuitive information. A common mistake is that you should only gain the attention in the beginning of the video, but it is as important to keep the attention during the whole video! If you want to gain and keep the attention of the learner, capture their interest, stimulate inquiry, use variation and add several pop up questions.

Relevance. Establish the relevance of each topic and each video from the start. Make it explicit why this video would be relevant for the learner, what its content will bring them. Motivation is lost if the content has no perceived value to the learner. You can enhance relevance by relating the instructional content clearly to the learning objectives, but also to learners' future job or academic requirements. The use of simulations, analogies, case studies and examples are also effective to create relevance. In summary, relate to learning objectives, match interests and tie to experiences.

Confidence. The third element of the ARCS model is confidence. Help the learner to establish positive expectancies of success. Use clear learning objectives and provide examples of acceptable achievements. Another way to improve learners' confidence is by including opportunities for small successes. For example, if the learner completes an assignment successfully there is a good chance that he or she will feel more confident when doing another assignment. In short, you can increase learners' confidence by making learners feel they are in control and have a personal responsibility to achieve successes.

Satisfaction. This last element refers to positive feelings related to one's accomplishments and learning experiences. In the videos you can complement the learners on their good work and acknowledge their progress from time to time to stimulate their sense of accomplishment. If we look at the MOOC as a whole it is important to make connections between the learning objectives, activities and assessments in the MOOC (known as constructive alignment). The learners want to know when they put in an effort that it is worth their time and they will be appropriately rewarded in terms of their learning outcomes.
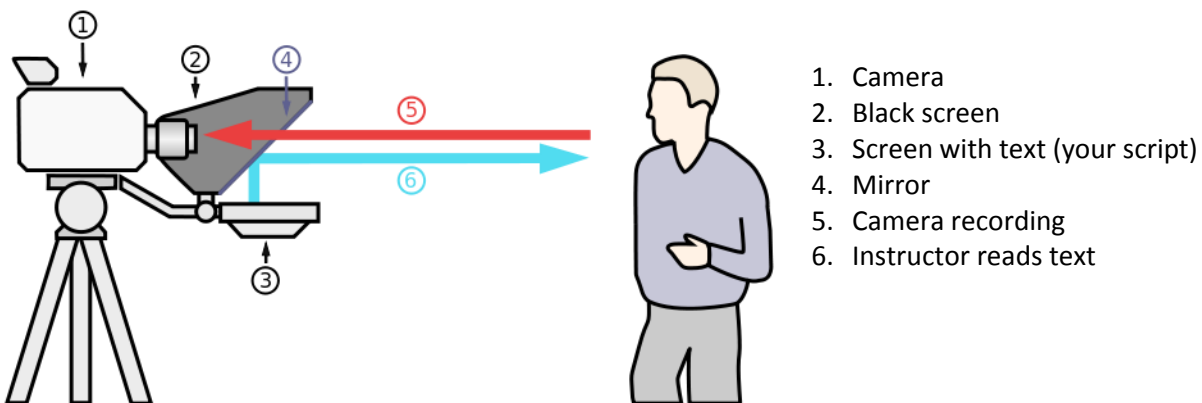
With the ARCS model in mind, the next chapter will describe guidelines and tips on how to write a script in more detail that will help optimize the quality of your videos!

3. Guidelines and tips

In this chapter the key elements of writing a script will be explained. There is a *template* for scripting is provided in chapter 5 of this manual.

3.1. Studio instructions for scripting

To have a clear idea of how the process of recording works at the EUR studio, see the diagram below.

1. Camera
2. Black screen
3. Screen with text (your script)
4. Mirror
5. Camera recording
6. Instructor reads text

The producer sits in another room and monitors the recording closely and needs to know what is coming so for example he knows when to click to a next slide/fly in, or when to change the shot. That's why it is important to give explicit and specific instructions to the producer in a script.

When you start scripting keep the following guidelines in mind:

- Include directions for the producer in your script: Point out when you want to change the shot/positioning or change a slide, etc. Keep in mind that the producer will monitor you word by word.
- Use the colour red for technical directions in your script use CAPITALS and make it **bold**. For example: **NAME TAGE, START SLIDE, REMOVE NAME TAG, ZOOM CLOSE SHOT, NEXT SLIDE, CLICK TRANSITION, START ANIMATION, WIDE SHOT, END VIDEO, END BUMPER**
- Always place your directions for the producer between double angle brackets **<< … >>**
- Because you're going to be reading from an autocue during the recording, it could be helpful for yourself to point out the intonation by underlining the keywords in your script.
- Additionally, it is also useful to include directions to yourself during the film e.g. if you want to pause briefly to emphasize what you have just said, or point at the screen at a specific time.
- Use your spoken language for scripts instead of written language. Keep your sentences short and variate with some medium length sentences.
- Give each video a specific, descriptive, and engaging title so that learners know what to expect from each video and can quickly find information.

3.2. How to start: preparing your script

- Start your script with the learning objectives in mind; what do you want your learners to learn from this video? Use a maximum of two learning objectives for one video.

- Is a video the best medium to achieve these learning objectives? If so, think about the added value of the video; why is it better than for example reading a white paper or written text?
- If you are not experienced with the content you want to discuss, start gathering information about the subject and filter what is relevant and what's not. Separate the information load and start getting concrete!
- If you know what you want to discuss, write down a list of topics that you want to include in your script. This will help you to make a draft of the content in your script. Make a topic tree to structure the script.
- Aim for a short, focused video. Keep a time range of 4-9 minutes in mind. If videos are brief, it motivates the learners to watch the whole video and to watch more videos.

3.3. Introduction of the video

- Welcome your learners to the video. This will give them the feeling that you're glad that they are watching (again).
- It's important to give a personal touch, to give the learners an idea of *who* is talking to them, and the feeling that you are really talking to *them*. A personal intro and outro can be helpful in this respect. Next to that you could explicitly talk to the learner, by using 'you'. E.g. It's nice to have you back!
- 'Establish relevance'. Why is it important to watch this video? Establish the relevance frequently during the video but especially at the beginning and in the end. What are the applications? Give some realistic examples.
- Mention the learning objectives; what are learners able to do and understand after watching this video?
- If you expect learners to have prior knowledge on a subject, either from a previous video or as a prerequisite for following the MOOC then make this clear. State your expectations, provide a quick summary or refer the learners to where they can find more information about the topic. It could also be useful to include a pop-up question so learners can activate and assess their prior knowledge.
- Provide structure. Give a clear overview about the main topics that will be addressed in the video. Keep this overview to the point. If relevant, also relate the topic of a video to the previous one or to the main topic of the module.

3.4. Core: theory &instruction

- Use functional examples to illustrate theories and concepts. For example: when you're talking about consumers in the supermarket don't jump from buying apples to cola and then to chewing gum, this is confusing for the learner. The attention grows when you keep it simple and functional.
- Use a personal touch frequently during the video, this is very motivating for the learner. For example by addressing the individual learner directly: "It looks complicated, but if you…" or by relating personal experiences, adding anecdotes or giving your personal view on a subject: "This is what interests me…".
- Be consistent in the use of terminology. Are the learners familiar with these terms? If not, explain them. For example give a synonym or a short definition. Additionally, if you use any acronyms, explain their definition the first time you use it.

- When using a graph to explain a process/phenomenon, first of all detail what the graph shows including what is presented on each axis, and then provide a conclusion.
- Make the video timeless. For example when you say: ''see you tomorrow'', you don't know if the learner will watch the video at that time. Also be careful with references to paragraphs in books, the edition and page numbers can change over time.
- Additionally, do not use phrases related to dates and times like "this year" when referring to data or instances. MOOCs can be used multiple times on Coursera with enrolments over several years, so adding time references such as these can make content appear dated.
- Be aware that a MOOC will attract an international and diverse group of learners. Be sure the use of language is comprehensible for international viewers. Also be sure the examples aren't culture-bound.
- Provide structure. Make connections between sections, wrap up sections neatly when moving before moving on to something different and introduce new subjects. Explain how one is related to the other, or why it is logical/important to move on to a certain topic. You could for example use sentences such as:
  - I have so far explained (..), now let's have a look at ...
  - If we talk about (..) we should also include (..), let me explain this a bit further.
  It's important to do this because it enables the learner to switch between subjects and to make connections between chunks of knowledge.
- Instructors should anticipate and address common points of confusion within the topic discussed.
- Use pop up questions at regular intervals to activate learners, to enable the learners to check their understanding and to help them actively process new information. You can ask questions about what you have previously talked about or let the learner think about a topic before you start explaining it. Pop up questions enhance engagement and motivation!

3.5. Wrap up
- Give a quick summary of what has been discussed, of what learning outcomes have (hopefully) been achieved,
- Wrap up any loose ends. Do you have any 'take-home' messages?
- Provide an outlook of the next step. Do you want to refer to the next video, the next module or an assignment?
- Try to include a teaser, to entice learners to watch the next video.
- Be careful with timestamps. For example don't end with: ''this concludes our video today''. The viewer chooses if this is actually the last lecture for today or not.
- Once you have finished reading the script, try reading the script aloud. Are there any words that you wouldn't normally say within a conversation? Find an alternative. The script should feel natural. A great way to practice the script is by downloading a teleprompter app on your tablet or iPhone and practice reading aloud the script. This is also a good way to spot errors or typos.

3.6. Slideshow instructions
- Use visual components in your slideshow (you are not making a podcast, make the most of the added value of video). What visual support can you add to your spoken text?
- Try to minimalize the amount of text on slides, try to use visual illustrations instead.

- Use one big illustration instead of smaller ones on just one slide. This makes it easier to process for the learner. It is also more visible and attractive when watching on a tablet or smartphone with a small screen.
- Be sure that all text on the slides is also in the spoken text and be consistent in the terms used. It's difficult to focus on two sources of information (spoken and written text) at the same time.
- Keep the information density on slides limited. You can also use the animation function 'fly in' in PowerPoint, to pace the information stream (in line with the spoken text) for more focus.
- If you need to show a lot of data at the same time, it's better to highlight or circle the data at the moment you talk about it. This will stimulate more visual focus.
- Online learners usually don't take notes while watching a video. Therefore it is OK to go quickly from one slide to the next.
- You can find more examples of how to make a good slideshow for a video-lecture at the webpage 'Help Articles' of Coursera's Partner Help Center:

4. Template scripting

This template describes the elements of a script. This template is based on the previously mentioned ARCS Model. When making a script, we recommend to follow the structure of this template. Every element includes key words, keep in mind that these aspects are important in order to make a good script. Every element also includes examples from scripts in italics, but please feel free to follow your own ideas.

Title

Attention: attractive, engaging.

- '*How does an ecological stock-flow model work*?' Instead of *'Ecological stock-flow model'*
- *'Water we doing?'* instead of *'Saving water'*
- *'What have we learned so far?'* Instead of *'Recap'*.
- *'The relationship between play and culture'* instead of *'Play and culture'*

Introduction content

Relevance: describe the content *learner centered,*

- *Welcome!… Let me introduce myself first… My experiences are in … My interests are..*
- *Have you ever lost in a video game and felt frustrated about it? Or did you feel very happy when you beat your brother, sister, or friend in a board game? This can be seen as a simple form of impact that playing games can have on us. They can have an effect on our mood, usually for a short period of time. Game researchers understand impact in a more complex way. They try to determine the effects games can have on the ideas Intentions or behavior of players. Both immediately after play, but also after a longer period of time. In this module, we'll discuss the impact of games with you.*
- *Welcome! At this point you are ready for learning about labour markets. This is a short introduction to some key terminology. It helps you to figure out how unemployment is measured, what is meant by human capital and human capability and how labour supply relates to wage rates.*

Learning goal

Confidence: after this video you will be able to:

- *Describe how wind influences the motion of a sailing boat*
- *Apply the influence of wind to control a sailing boat*
- *Make a graphical representation of the relationship between poverty and segregation*
- For more information about making learning objectives, you can watch:
  https://www.youtube.com/watch?v=eXxTpDg1thI

Content

Use examples, explain the theory, split the content in meaningful chunks, and describe the content as a whole.

- *Let's have a look at…*
- *In relation to … let me tell you about..*
- *The first part was about … now I will explain something about…*
- *Let's explain this with an example*
- *An example of..*

Closing

Satisfaction: wrap up, summarize, looking forward to other videos, readings or assignments

- *This ends the video on the institutional economics of wellbeing and poverty. <u>You have now learned</u> the crucial differences between absolute measures of wellbeing and poverty, which are the focus in social economics, and relative measures, which are central in institutional economics. You have also learned that this implies an analysis of inequality and that there are two types of inequality.*

- *Our PING research presents a good case to reflect on the possible influence of external factors. <u>We found that</u> playing PING had impact but we cannot rule out the possibility that the increase in political interest was also caused by an external factor. For example, the changing political situation in Belgium and the Netherlands at that time. <u>Our next video is about</u> turning the survey method into a true experimental method that aims to minimize and control for these external influences. In most studies about the impact of serious games this has been done by including a second group that is not exposed to the game, the so called control group. We will use examples from previous research, including our own, to show what the experimental method has to offer and what it's possible drawbacks are.*

Pop-up questions

Relevance, inclusiveness, separate document,

- Write down: ''Pop-up question" at the specific point of the question in your script. This could be after slide 5, then write between slide 5 and 6: ''Pause for Pop up question''. Write down the actual question and answer in a separate document. When the video is recorded, the questions are built in by the Risbo Team afterwards at the right 'cue' (then we can find the cue in the script).
- Think about the relevance of the Pop-up question, what is your goal with this question? Write down the answer to the question and involve the question in your video. Examples could be:

  - What would be a breaking point here?

  - Could you think of a wicked problem in your daily life?

  - Can you score the wicked problem you thought of on the 10 characteristics previously mentioned?

5. Example of a script

Below you can see an example script from the MOOC Serious Gaming. If you're curious about this video, join the MOOC at Coursera!

<<START SLIDE>>
<<NAME TAG>> "Prof. dr. (..)

What do you think of when I say 'Game'? <<pause>> Do you remember the fun of playing outside when you were a kid? Or maybe the pleasure of playing a board game with your parents? Or maybe the excitement of playing videogames with your friends? You will probably associate playing games with having fun, relaxation, a bit of competition, and excitement.

<<REMOVE NAME TAG >>
<<ZOOM CLOSE SHOT>>

Did you know that games are also used to teach certain things? For example, there are games informing you about environmental issues, or confronting you with the dangers of texting while driving, or teaching you how to deal with a particular disease such as cancer.

We call these games serious games

<<SLIDE → VIDEO STILL>>
and we are testing one of those games at the moment .

<<VIDEO PLAY>>
<<ZOOM TV SHOT>>
<<CLICK >>
<<END VIDEO → SLIDE >>
<<ZOOM CLOSE SHOT>>

Although it is a great idea to learn something while playing a game, there are also still a lot of unanswered questions.

<<CLICK TRANSITION>>

 What exactly are these games?
<<CLICK TRANSITION>>

 Why do we enjoy playing them?
<<CLICK TRANSITION>>

 And how do they affect our behaviour? An increasing amount of researchers are analysing serious games. They try to uncover what characteristics they have and how and why people play them.

<<CLICK SLIDE>>

They also attempt to uncover the impact of serious games, a complex issue. In this MOOC you will learn the ins and outs on the topic of serious games. You will not be taught how to design a game, but you will increase your expertise on the underlying mechanisms of serious games and encounter some of the latest theories and research on the enjoyment of playing, and impact issues.

<<SLIDE → ANIMATION START>>
<<ZOOM TV SHOT>>
<<CLICK>>

Maybe you are a student considering to study media such as serious games, a professional interested in the possibilities these games offer, or a game developer who wants to know more about the impact serious games can have. In all these cases this MOOC is interesting. Let's show what we have in store for you! This first module we will define serious games and show you what the field of serious games is about. Next module, we will explore why people like playing games. We will show you some explanations from psychology and game theory. In the third module, we will explain that there are many different types of serious games - from very simple elements of gaming in an educational context to full-fledged simulations of professional training situations. And they all require different skills from the game developers and the gamers. Module 4 will be dedicated to the persuasiveness of games. How are we convinced by serious games to change what we think or do? And in module 5 we study in more broad sense what serious games can accomplish and how we measure this impact. In the final module, module 6, we will look back at the lessons-learned from this course and give a sneak-peak into the possible future of serious games."

<<ANIMATION STOP → SLIDE>>
<<ZOOM CLOSE SHOT>>
<<CLICK TRANSITION>>
Theory

<<CLICK TRANSITION>>
is prominent in this MOOC, but it is consistently linked to

<<CLICK TRANSITION>>
the actual practice of developing and playing serious games. Every module we will show you an example of a serious game, and you might be invited to play one yourself.

<<CLICK TRANSITION>>
Throughout this course you will engage in various assignments such as quizzes or peer feedback.

<<CLICK TRANSITION>>
If you have any questions or issues you want to discuss,

<<CLICK TRANSITION>>
please feel free to do so on our forum!

<<END BUMPER>>

References

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