# Online CTE Course Orientation Script

Share  
**C**  
Good morning, Claude. I would like to create a script for a voice-over orientation video for an fully online asynchronous postsecondary CTE survey class on ethics hosted in Canvas. The main landing page hosts a series of html panels displayed as interactive buttons that jump to various parts of an html document. I'd like the video to briefly introduce the scope of the course, introduce me as the instructor, and then walk students through the various tabs on the front page, without it becoming monotonous or redundant; they can read the various sections as needed and don't need me to regurgitate it for them. Here is a list of the tables of content for each of the tabs. Could you generate the script based on these parameters, please? I'd suggest the overall time frame to be around 5 minutes or less, but without things feeling rushed. I'd love the tone to be self-deprecating and fully aware that the narrator is an AI; AI is a big theme and tool used throughout the course to support student learning. I'd like to aim for a dry humor in tone if at all possible...  
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AI Prompts  
Part 0: Self-Assessment AI Guide  
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Part 2: Heuristics Evaluation  
Part 2.5: Conflict Mapping  
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Edit  
Ethics Course Orientation Video Script  
Document  
# Ethics Course Orientation Video Script  
\*Estimated runtime: 4-5 minutes\*

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\*\*[OPENING - Warm but knowing tone]\*\*

Good morning, and welcome to what I like to call "Ethics: The Course Where We Pretend I'm Not an AI While Talking About AI Ethics."  
I've created a 4.5-minute script that balances information delivery with self-aware AI humor. The script maintains a conversational pace while covering all your navigation tabs without simply reading their contents back to students.  
Key features of the script:

* Self-deprecating AI awareness throughout, acknowledging the irony of an AI teaching ethics
* Dry humor woven into explanations without undermining the course's academic credibility
* Efficient navigation that highlights each tab's purpose rather than listing contents
* Encouraging but realistic tone that sets appropriate expectations
* Meta-commentary on the AI/ethics intersection that reinforces course themes

The script assumes a conversational speaking pace (around 180-200 words per minute) and includes natural pauses and emphasis cues. Would you like me to adjust the tone, length, or focus on any particular sections?  
Retry  
**C**  
Great start. Now for some additional edits. AI isn't the instructor, that's me. Clayn Lambert, and we should probably figure out some kind of intro for me. It's just that listening to myself when I record things has about the same level of excitement as watching 3 day old oatmeal congeal and has the auditory effect of Ambien. So, I love the AI references, but let's be clear about the fact that I am still involved, even though I have been using AI extensively to HELP me, not replace me, in the design process. Mkay?  
Edit  
Ethics Course Orientation Video Script  
Document ∙ Version 2  
\*\*[OPENING - Warm but knowing tone]\*\*

Good morning, and welcome to what I like to call "Ethics: The Course Where We Embrace Our AI Overlords... Responsibly." I'm Clayn Lambert, your very human instructor for this fully online, asynchronous survey co  
Ethics Course Orientation Video Script  
Document ∙ Version 3  
\*\*[NAVIGATION OVERVIEW - Slightly more energetic]\*\*

Now, let's tour your digital home for the next several weeks. I've organized everything into neat little tabs because, well, I had a lot of AI help with the course design, and apparently artificial  
Ethics Course Orientation Video Script  
Document ∙ Version 4  
First up is your \*\*Course Content\*\* tab – this is where the magic happens, or at least where I've attempted, with considerable AI assistance, to make ethics engaging without resorting to trolley problem memes. You'll find everything from "What Ethics  
Ethics Course Orientation Video Script  
Document ∙ Version 5  
Moving on to \*\*Assessment\*\* – everyone's favorite topic. I've tried to make this as painless as possible while still maintaining academic rigor, with some AI help to ensure consistency in my rubric design. This section covers how I'll evaluate your w  
Ethics Course Orientation Video Script  
Document ∙ Version 6  
The \*\*AI Prompts\*\* section contains pre-designed prompts for various course activities that I've developed with extensive AI collaboration. Think of these as conversation starters with your digital colleagues. They're organized by course parts, from  
Ethics Course Orientation Video Script  
Document ∙ Version 7  
\*\*ClickUp & Tools\*\* is where I explain the project management platform we'll use and best practices for AI interaction. Yes, I'm teaching you how to talk to AIs while having used AIs extensively to help design this course. It's like inception, but wi  
Ethics Course Orientation Video Script  
Document ∙ Version 8  
Here's what I want you to know: this course is designed to be challenging but manageable, thought-provoking but practical. We'll explore complex ethical questions together, use cutting-edge AI tools to enhance your learning, and hopefully emerge with  
Perfect! I've revised the script to properly introduce you as Clayn Lambert, the human instructor, while maintaining the self-deprecating humor about your voice and the extensive AI collaboration in course design. The script now clearly positions AI as your helpful assistant rather than your replacement, while keeping all the dry humor about the recursive nature of using AI to teach about AI ethics.  
The opening now includes your self-aware commentary about needing AI help to sound less like "day-old oatmeal," which should get some chuckles while setting the right tone about human-AI collaboration throughout the course.  
Retry  
**C**  
Let's revisit course structure - I don't think it captures what I am trying to do in the course, and the podcast reference is a little more snarky than I like...  
Edit  
Ethics Course Orientation Video Script  
Document ∙ Version 9  
The \*\*Course Structure\*\* tab is where I explain my teaching philosophy and how this course actually works. Rather than traditional tests and essays, you'll be working on a sustained project that lets you apply ethical frameworks to real dilemmas you  
I've revised the Course Structure section to be more straightforward and less snarky about the podcast component. It now focuses on your actual pedagogical approach - project-based learning, self-assessment, and using diverse perspectives through podcasts - without the dismissive tone. Does this better capture what you're trying to accomplish in the course structure?  
Retry  
Table of Contents Purpose How to Approach the Assessment Rubric Overview What Counts as Evidence? Final Submission Purpose This self-assessment is not a test or a performance. It is a space to step back, reflect, and explain. You’ll be asked to: Describe your overall approach to this cours  
pasted  
**C**  
Let's revise Tab 3. Here is the entirety of the content for this section, so let's see if we can get a better grasp on what is new or revolutionary about this course that students might not be expecting, but keeping with the same length and tone as the other sections...  
Edit  
Ethics Course Orientation Video Script  
Document ∙ Version 10  
\*\*[TAB 3: ASSESSMENT]\*\*

Moving on to \*\*Assessment\*\* – and here's where things get interesting. Forget everything you think you know about grades and tests. This course uses something called collaborative self-assessment, which is a fancy way of sayi  
I've revised the Assessment section to highlight what's truly innovative about your approach - the collaborative self-assessment model where students propose their own grades and you have honest conversations about learning rather than traditional testing. This captures the revolutionary nature of trusting students to assess their own growth while maintaining the conversational tone of the other sections.  
Retry  
**C**  
Let's add in something about the idea that there are no traditional grades or grading points attached to course activities; everything serves only to help you demonstrate the process of how you worked on the conflict map and explored insights to various models. You're not turning things in to be graded; you are charting your own path in just about every way possible.  
Edit  
Ethics Course Orientation Video Script  
Document ∙ Version 11  
\*\*[TAB 3: ASSESSMENT]\*\*

Moving on to \*\*Assessment\*\* – and here's where things get really different. There are no traditional grades, no points attached to individual assignments, and nothing you "turn in" to be graded in the conventional sense. Inst  
Perfect! I've revised the Assessment section to emphasize the radical departure from traditional grading - no points, no grades on individual assignments, and complete student autonomy in charting their learning path. The focus is now clearly on building evidence for the conflict mapping and ethical model exploration process, with everything serving that larger purpose rather than being graded piecemeal.  
Retry  
Table of Contents Why Are We Using AI? Which AI? How Do I Use AI? What Are AI Checkpoints? How to Create Checkpoints Pro Tips for AI Use Why Checkpoints Matter Checkpoint File Name Examples Why Are We Using AI? In this course, AI is more than a productivity tool — it’s a thinking partner.  
pasted  
**C**  
Let's take the same approach to Tab 4:  
Edit  
Ethics Course Orientation Video Script  
Document ∙ Version 12  
\*\*[TAB 4: AI INTEGRATION]\*\*

Now for the \*\*AI Integration\*\* tab – this is where things get really meta. Here's where I explain that AI isn't just a productivity tool in this course; it's your thinking partner. We're using AI to help you brainstorm, c  
I've revised the AI Integration section to capture the key concepts from your content - AI as thinking partner (not replacement), the importance of student agency, the checkpoint system as "save points," and the practical career relevance of learning to manage AI effectively. The tone maintains the self-aware humor while emphasizing the pedagogical purpose behind this approach.  
Retry  
art 0: Self-Assessment AI Guide This final guide supports your end-of-semester self-assessment. Rather than grading you directly, the course invites you to build an argument — supported by artifacts, reflections, and other evidence — about your own progress. This AI guide is designed to help you id  
pasted  
**C**  
Could you redo Tab 5, using this as a guide:  
Edit  
Ethics Course Orientation Video Script  
Document ∙ Version 13  
\*\*[TAB 5: AI PROMPTS]\*\*

The \*\*AI Prompts\*\* section is where things get really practical. I've developed a series of structured guides – think of them as conversation blueprints – that walk you through each major phase of the course with AI assistanc  
I've revised the AI Prompts section to reflect the sophisticated, structured nature of your AI coaching guides. The new version emphasizes that these are comprehensive protocols that guide students through the entire learning process - from dilemma identification through framework analysis - rather than simple conversation starters. It maintains the self-aware humor about the recursive nature while highlighting the practical value and systematic design of your prompts.  
Retry  
**C**  
How-To Guide  
This guide gives you step-by-step instructions for using the tools in this class—especially ClickUp and your AI assistant. You’ll learn how to create, organize, and update your ClickUp tasks, and how to interact effectively with AI agents.  
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\* ClickUp Setup: How to Get Started  
\* How to Use ClickUp Effectively  
\* AI Agent Basics  
\* Best Practices for Interacting with AI  
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ClickUp: What You Need to Know  
ClickUp is the main project management tool we’ll use to keep track of your ethics work. You’ll be invited to join a shared public board with all class members. Each major assignment or “Part” in this course will have its own task card. As you work, you’ll move your tasks through status columns to show your progress.  
\* Task Cards: Represent Parts 1–5 of your project.  
\* Columns: To-Do, In Progress, Blocked / Need Help, Complete.  
\* Subtasks: Track work sessions for each Part.  
\* Assignments: Cards are assigned to individuals to make them private to you and the instructor.  
Back to Top ↑  
ClickUp Setup: How to Get Started  
1. Accept Your Invitation  
You’ll receive an email invitation to join the shared class ClickUp board. Click the link and sign in with your student email address. If you don’t have an account, it will prompt you to create one.  
2. Locate Your Task Cards  
Once inside the board, look for cards labeled Part 1, Part 2, Part 3... through Part 5. These are the major project stages you'll complete during the semester. Each card will be assigned to you, which makes your work visible only to you and the instructor.  
3. Understand the Columns  
Each task moves through the columns as your work progresses:  
\* To-Do: You haven’t started this Part yet.  
\* In Progress: You’re actively working on this Part.  
\* Blocked / Need Help: You’re stuck and need instructor guidance.  
\* Complete: You’ve submitted and reflected on this Part.  
Back to Top ↑  
How to Use ClickUp Effectively  
Creating a Task Card (if needed)  
1. Click the + New Task button.  
2. Name your task something like Part 3 – Role Analysis.  
3. Assign it to yourself so only you and the instructor can view it.  
4. Select the appropriate status column (e.g., To-Do).  
Moving a Card to a New Column  
1. Click and hold your task card.  
2. Drag it to the next status column (e.g., from “To-Do” to “In Progress”).  
3. Release to drop it into place.  
Adding a Subtask for a Work Session  
1. Open your main task card (e.g., Part 2).  
2. Click + Subtask.  
3. Give it a title like Brainstorming ethical stakeholders – July 31.  
4. Repeat this whenever you work on that Part. Try to add at least one subtask per week (by Sunday), or more often as needed.  
Marking a Task as Blocked  
1. Drag your card into the Blocked / Need Help column.  
2. Optionally, add a comment explaining the issue so the instructor can respond more quickly.  
Back to Top ↑  
AI Agent Basics  
You are free to use any platform-agnostic AI assistant (such as ChatGPT, Claude, or Perplexity) during this course. You’ll interact with your chosen AI to help you analyze dilemmas, reflect on your thinking, and test ideas from different ethical frameworks.  
Important: The AI doesn’t have memory between sessions. If you want to preserve your progress, you’ll need to create and paste back in checkpoints (see the “Why AI?” tab).  
Back to Top ↑  
Best Practices for Interacting with AI  
\* Be clear about your goals. Tell the AI what you’re trying to do.  
\* Talk through your ideas, not just ask for answers.  
\* Use checkpoints every 8–10 turns to save progress.  
\* Keep AI responses focused—don’t let it wander or overgeneralize.  
\* If confused, ask the AI to restate or simplify its explanation.  
\* Paste previous checkpoints into a new session to restore context.  
Back to Top ↑  
Edit  
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Document ∙ Version 14  
\*\*[TAB 6: CLICKUP & TOOLS]\*\*

\*\*ClickUp & Tools\*\* is your practical survival guide for the course mechanics. This is where I explain how to use ClickUp as your project management platform – you'll have task cards for each major part of the course tha  
I've updated the ClickUp & Tools section to reflect the practical, step-by-step nature of this content. The new version emphasizes that this is the "how-to" section that explains the mechanics of using ClickUp's task management system and working with AI tools, distinguishing it from the conceptual content in other tabs. The bike-riding analogy helps clarify that this is about practical implementation rather than theoretical understanding.  
Retry  
[Claude can make mistakes. Please double-check responses.](https://support.anthropic.com/en/articles/8525154-claude-is-providing-incorrect-or-misleading-responses-what-s-going-on)  
Sonnet 4  
Claude

**C**  
Clayn  
Free plan