**COMPLEX CORE LEARNING VIDEO SCRIPT TEMPLATE**

The purpose of this template is to help you plan and script a complex core learning video explaining key concepts and/or topics through a ‘Journey of Discovery’ approach.

It is recommended that you keep a copy of the template, and create your own version where you replace the suggestions and options with what you are actually going to do in your video.

**Target audience:** Knowing the target audience helps to pitch the subject video more accurately to the needs of the audience.

Does the audience have prior knowledge of the subject matter? If not, ensure you explain acronyms and subject-specific terms.

Are there cultural awareness issues to consider? Ensure colloquial ideas or analogies are explained to ensure equal understanding for diverse learners.

**Why create this video?:** Why should the viewer want to watch this video? What intriguing question, curiosity factor, ethical issue, subject, or point of interest will attract the viewer and hold their attention?

**Resource list:** Include the links to any resources (e.g. websites, articles, images, videos) you have used or referenced. Ensure that anything you make use of is copyright-compliant – meaning you either own a resource, have direct permission to use it, or is covered by a Creative Commons license that permits its use.

**Script length in time:** A guide for converting text to time depending on the speed of the reader is approximately every 130 words adds 1 minute in time.

The maximum length for a core learning video is 6-9 minutes and a maximum of 1100 words.

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| **CORE LEARNING TEMPLATE 2: Journey of Discovery Approach** **toward** **New Concept** | |
| **Video title** |  |
| **Welcoming statement & introduction** | Include a welcome message, introduce the subject, and inform learners about what they can expect to learn from the video. |
| **Step 1:  Key Question** | Begin your Journey of Discovery approach with a key question that reveals a key problem or point of interest. |
| **Step 2: Supporting Questions or Scenario** | Provide a scenario or additional supporting questions to define the situation or context of the problem contained in the key question. |
| **Step 3: Self-Guided Activity** | If feasible, include a self-guided activity to give viewers an opportunity to attempt to solve the key question and problem outlined in Steps 1 & 2. |
| **Step 4: Analysis of Proposition** | Provide a short analysis or breakdownof the solution along with any ‘pain points’ or challenging aspects of the recommended approach to solving the problem. Analyse the results and highlight any short-comings or weaknesses. |
| **Step 5:  Introduce** **New** **Concept/Skill** | Introduce the new concept (or new skill) and its function, purpose and or parameters. It’s important here to identify and explain and/or demonstrate the advantages of the new concept by comparing it to the previous (more time-consuming/challenging/inefficient) approach. Contrasting the two methods justifies the need to learn the new concept or skill. |
| **Step 5.5: (optional) New Concept Problem** | If there is a new problem or dilemma, then address this now. Informing viewers where the solution will be found or approached in the course. If it will not be explored further within the course, note this or omit this section. |
| **Step 6: Call To Action** | Provide a conclusive statement and a call to action. Invite the viewer to follow up with a task or activity related to the new concept in order to direct the student with the new found core knowledge or skill. |

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