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| Linnea’s Learning Ladder VYOND Video Production |  |

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# Learning Ladder VyOnd Video Creation Plan Summary

This document will outline the process I utilized to create my Vyond video about the Learning ladder using the example of a teenager learning to drive as a way to explain this concept in 3 minutes or less in an engaging and interesting way utilizing AI.

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| Original Article Drew, C. (December 8, 2019). **5 Stages of Learning (Levels of Learning Ladder)**. Helpful Professor.  https://helpfulprofessor.com/stages-of-learning/  June 1, 2024   * Video Lesson: Introduction to The Stages of Competence * Study Card * Introduction * Infographic   The 5 Stages of Learning  Stage 1: Unconscious Incompetence  Unconscious incompetence is the stage of learning where the learner knows nothing.  They are both incompetent and do not know that they are incompetent at the topic. This is because the learner “doesn’t know what they don’t know”. We might also call this stage a state of ignorance.  Examples:  A student just starting school who doesn’t realize the importance of schooling. They say “why do I have to learn this useless stuff?”  Consumers who are currently unaware that they need a product. Marketing departments have to find a way to educate consumers about why they need something before they will purchase it.  Emotions at this Stage  At this stage, the learner may feel:  Frustrated that they need to learn the topic.  Confused about the relevance of the topic to them.  Role of the Educator  In stage 1, the role of the educator is to help the student learn why the topic is worth studying. It is a good idea to spark interest and motivation to learn at this stage.  Stage 2: Conscious Incompetence  At the conscious incompetence stage, the learner becomes aware of their own inabilities. This can be a motivating stage because the learner knows that there’s something they need to learn and they want to go about learning it.  However, the learner may also go through some frustration at this stage because they are trying to achieve a skill or level of knowledge that they cannot yet reach. The learner is aware of their own inadequacy.  Examples:A student who seeks out a coach or trainer because they know that they have a lot to learn, and cannot learn it alone.  Emotions at this Stage  Frustration at their incompetence at a task they’d like to learn.  Motivation to learn.  Unsure about how to go about learning the topic.  Role of the Educator  In stage 2, the educator works hard to help the learner develop their skills. They will provide a great deal of support and modelling to help the student until they can achieve a point where they can do the task on their own.  Teaching strategies like guided practice, direct instruction and modelling can help learners progress.  Sage 3: Conscious Competence  When a student achieves conscious competence, they are able to do a task on their own and without teacher support.  However, they still need to focus very hard on the task to minimize mistakes. The abilities are not yet habitual or built-into their reflexive memory.  Examples: A learner driver, who knows the theory behind driving and has a few hours under their belt. They still have some trouble changing gears and need to repeat under their breath the steps they need to follow when starting or turning off a car.  Emotions at this Stage  Hopefulness as the student starts seeing results.  Determination to get over the last few hurdles.  Awkwardness (at times) when needing to pause and think before progressing.  Role of the Educator  Ample practice and experience is necessary for reaching the upper stages of learning. As Malcolm Gladwell argues in Outliers, expertise requires 10,000 hours of practice!  Stage 4: Unconscious Competence  By the time someone reaches unconscious competence, they are able to carry out a task without much effort. They have enough experience with it that it becomes second nature. We might say that they have reached mastery.  When people are unconsciously competent, we often refer to them as entering a flow state. The state of flow, as explained by Mihály Csíkszentmihályi in 1975, involves the hyperfocus of someone who is ‘in the zone’ and going about their tasks without pausing to think.  The ‘unconsciousness’ of the learner’s skill at this level is often also called tacit knowledge. People with tacit knowledge often can’t explain how they do things: they can just do it!  Examples: Master musicians, playing elegant and flowing music.  An expert video game player who is expertly navigating around their gaming microworld.  A person who has been a practitioner for 20 years and can do tasks, but perhaps cannot explain how they can do them.  Role of the Educator  At this stage, the educator is completely removed from the situation because the student has reached mastery.  Stage 5: Conscious Unconscious Competence  The fifth stage has been added in recent years by educational psychologists. It is a stage that involves the ability to reflect upon the task and start dissecting how to educate others on how to complete the task. This is the educator’s stage.  This stage requires a return to consciousness of how they do a task. However, it is not consciousness based on uncertainty or lack of habituality (such as in Stage 3).  Instead, it is a stage in which the practitioner can critically reflect on how they do things so well, and unpick their strategies to teach them to others.  Examples: A practitioner who takes up a professorship at a university to begin teaching their skill to others.  A retired sportsperson who becomes a coach to future generations.  Role of the Educator  At this stage, the student becomes the teacher. Their job is to break down their skill into explainable chunks to educate others.  Origins of the Stages  The original 4 stages of the model of learning were created by Martin Broadwell in 1969. It has also been termed the four stages of competence and four levels of teaching. It was subsequently popularized by Noel Burch of Gordon Training International. The 4-stage model was also used extensively by Curtiss & Warren.  FAQ: Are there 4 or 5 Stages?  The first four stages of learning are the original stages in the model proposed by Martin Broadwell in 1969. Brodawell named it the four levels of teaching. It has subsequently been called the ‘levels of learning’ or ‘stages of learning’.  The fifth level of knowledge emerged much more recently. It is a stage that represents an ability to teach the content to new apprentices who are moving through the stages themselves.  Final Thoughts  The stages of learning are very useful for educators, coaches and even marketers. They can reflect on a learner’s or consumer’s stage and make adjustments to their teaching (or marketing) accordingly.  There are other learning stages models that you may like. Kort’s emotional learning spiral, for example, outlines four emotional stages that learners go through when they learn a task.  Chris  Chris Drew (PhD)  Website | + posts  Dr. Chris Drew is the founder of the Helpful Professor. He holds a PhD in education and has published over 20 articles in scholarly journals. He is the former editor of the Journal of Learning Development in Higher Education. [Image Descriptor: Photo of Chris] |

# Copilot Prompts Used:

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| 1. You are an expert at taking complex concepts and explaining them quickly using Vyond. How do you suggest I use Vyond to create a 3 minute or less video of explaining how this concept in this document here which I will copy below. Please use the example of an American teenager learning to drive and how they will move through the learning ladder in their understanding of how to drive from when they first learn as teenagers through teaching their own children. Please provide a script on screen text in a easy to copy and paste storyboard script to aid in the development of this eLearning. Here is the content the video is to be based off of: [Insert Original Article]    * Clarifying Questions 1: Please rewrite a downloadable storyboard table with specific Vyond character scene suggestions and include: Use expressive characters and relatable settings (car, home, driving school). Show emotions with facial expressions and body language. Use text callouts for key terms and feelings. 2. Task management: integrated dashboards for tracking tasks, deadlines, and milestones. 3. Cloud integration: compatible with major cloud storage platforms and CRM systems. 4. Customizable API: allows businesses to integrate Consolidated Messenger within their own ecosystem. |
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| CoPilot Outputs**1: First AI Output** ## Vyond Storyboard Script: The 5 Stages of Learning – Learning to Drive  ### Scene 1: Title & Introduction  \*\*On-Screen Text:\*\*  \*\*The 5 Stages of Learning: The Learning Ladder\*\*  \*How Teens Learn to Drive – and Teach the Next Generation\*  \*\*Visual:\*\*  Animated title card with a car, a road, and a teen looking at a driver’s manual.  \*\*Narration:\*\*  “Let’s explore how we move from knowing nothing to becoming a master – and even a teacher – using the example of learning to drive.”  ### Scene 2: Stage 1 – Unconscious Incompetence  \*\*On-Screen Text:\*\*  \*\*Stage 1: Unconscious Incompetence\*\*  \*“I don’t know what I don’t know.”\*  \*\*Visual:\*\*  Teenager watching parents drive, uninterested, maybe playing on their phone.  \*\*Narration:\*\*  “At first, our teen isn’t even thinking about driving. They don’t realize how much there is to learn – or why it matters.”  ### Scene 3: Stage 1 – Emotions & Educator Role  \*\*On-Screen Text:\*\*  \*Feelings: Confused, Uninterested\*  \*Educator’s Role: Spark curiosity!\*  \*\*Visual:\*\*  Parent says, “One day you’ll need to drive yourself to school!” Teen looks surprised.  ### Scene 4: Stage 2 – Conscious Incompetence  \*\*On-Screen Text:\*\*  \*\*Stage 2: Conscious Incompetence\*\*  \*“I know that I don’t know how to drive.”\*  \*\*Visual:\*\*  Teen sits in the driver’s seat for the first time, looking nervous and overwhelmed.  \*\*Narration:\*\*  “Now, our teen realizes driving is hard! They know they can’t do it yet, but they want to learn.”  ### Scene 5: Stage 2 – Emotions & Educator Role  \*\*On-Screen Text:\*\*  \*Feelings: Frustrated, Motivated\*  \*Educator’s Role: Support and guide.\*  \*\*Visual:\*\*  Driving instructor or parent calmly explains the pedals and mirrors, offering encouragement.  ### Scene 6: Stage 3 – Conscious Competence  \*\*On-Screen Text:\*\*  \*\*Stage 3: Conscious Competence\*\*  \*“I can drive, but I have to think about every step.”\*  \*\*Visual:\*\*  Teen driving slowly, repeating steps out loud: “Check mirrors, signal, shift gear…”  \*\*Narration:\*\*  “With practice, the teen can drive, but they have to focus hard and remember each step.”  ### Scene 7: Stage 3 – Emotions & Educator Role  \*\*On-Screen Text:\*\*  \*Feelings: Hopeful, Determined, Sometimes Awkward\*  \*Educator’s Role: Encourage practice.\*  \*\*Visual:\*\*  Parent gives a thumbs up as the teen successfully parks the car.  ### Scene 8: Stage 4 – Unconscious Competence  \*\*On-Screen Text:\*\*  \*\*Stage 4: Unconscious Competence\*\*  \*“I drive without thinking about it.”\*  \*\*Visual:\*\*  Now a young adult, the driver commutes confidently, singing along to music, driving smoothly.  \*\*Narration:\*\*  “After lots of experience, driving becomes second nature. They’re ‘in the zone’ and don’t have to think about every move.”  ### Scene 9: Stage 4 – Emotions & Educator Role  \*\*On-Screen Text:\*\*  \*Feelings: Confident, Relaxed\*  \*Educator’s Role: Step back – mastery achieved!\*  \*\*Visual:\*\*  Parent waves goodbye as the young adult drives off independently.  ### Scene 10: Stage 5 – Conscious Unconscious Competence  \*\*On-Screen Text:\*\*  \*\*Stage 5: Conscious Unconscious Competence\*\*  \*“I can teach others how to drive.”\*  \*\*Visual:\*\*  Years later, the now-adult teaches their own teenager to drive, breaking down the steps.  \*\*Narration:\*\*  “Finally, they reflect on their skills and teach the next generation, explaining what once felt automatic.”  ### Scene 11: Stage 5 – Emotions & Educator Role  \*\*On-Screen Text:\*\*  \*Feelings: Reflective, Helpful\*  \*Educator’s Role: Break down skills, mentor others.\*  \*\*Visual:\*\*  Adult and teen laugh together as they practice driving, showing patience and encouragement.  ### Scene 12: Conclusion & Call to Action  \*\*On-Screen Text:\*\*  \*\*Everyone climbs the Learning Ladder!\*\*  \*From beginner to master – and teacher.\*  \*\*Visual:\*\*  Montage of the teen’s journey from beginner to confident driver to teacher.  \*\*Narration:\*\*  “Whatever the skill, we all move through these stages. With support and practice, anyone can reach the top of the learning ladder!”  \*\*End of Script\*\*  \*\*Tips for Vyond Animation:\*\*  - Use expressive characters and relatable settings (car, home, driving school).  - Show emotions with facial expressions and body language.  - Use text callouts for key terms and feelings.  - Keep each scene short (10–15 seconds) for pacing. 2. CoPilot Output **Vyond Storyboard Table: The 5 Stages of Learning – Learning to Drive**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Scene** | **On-Screen Text** | **Narration** | **Vyond Character Suggestions** | **Setting** | **Emotions/Body Language** | **Text Callouts** | | 1 | **The 5 Stages of Learning: The Learning Ladder** *How Teens Learn to Drive – and Teach the Next Generation* | “Let’s explore how we move from knowing nothing to becoming a master – and even a teacher – using the example of learning to drive.” | Teen (main character), Parent | Title card, road, car | Excited, curious | Title, subtitle | | 2 | **Stage 1: Unconscious Incompetence** *“I don’t know what I don’t know.”* | “At first, our teen isn’t even thinking about driving. They don’t realize how much there is to learn – or why it matters.” | Teen (distracted), Parent (driving) | Home, living room, car | Teen: bored, uninterested (slouched, looking at phone) | “Unaware”, “Not Interested” | | 3 | *Feelings: Confused, Uninterested* *Educator’s Role: Spark curiosity!* | “The educator’s job is to spark curiosity and show why learning matters.” | Parent (engaging), Teen | Home | Parent: encouraging (smile, open arms); Teen: surprised | “Confused”, “Why learn?” | | 4 | **Stage 2: Conscious Incompetence** *“I know that I don’t know how to drive.”* | “Now, our teen realizes driving is hard! They know they can’t do it yet, but they want to learn.” | Teen (nervous), Parent/Instructor | Car (teen in driver’s seat) | Teen: anxious, wide eyes, gripping wheel | “Nervous”, “Ready to Learn” | | 5 | *Feelings: Frustrated, Motivated* *Educator’s Role: Support and guide.* | “Support and guidance help the learner through frustration and motivate them to keep going.” | Instructor (calm), Teen | Driving school parking lot | Instructor: patient (gentle gestures); Teen: frustrated, determined | “Frustrated”, “Motivated” | | 6 | **Stage 3: Conscious Competence** *“I can drive, but I have to think about every step.”* | “With practice, the teen can drive, but they have to focus hard and remember each step.” | Teen (focused), Parent | Car (teen driving) | Teen: concentrating, talking to self, checking mirrors | “Step by Step”, “Practice” | | 7 | *Feelings: Hopeful, Determined, Sometimes Awkward* *Educator’s Role: Encourage practice.* | “Encouragement and practice help the learner gain confidence.” | Parent (supportive), Teen | Parking lot | Parent: thumbs up; Teen: hopeful, slight smile | “Hopeful”, “Keep Going” | | 8 | **Stage 4: Unconscious Competence** *“I drive without thinking about it.”* | “After lots of experience, driving becomes second nature. They’re ‘in the zone’ and don’t have to think about every move.” | Young Adult (confident), Friends | Car (commuting, music playing) | Young Adult: relaxed, singing, smiling | “Confident”, “Flow State” | | 9 | *Feelings: Confident, Relaxed* *Educator’s Role: Step back – mastery achieved!* | “At this stage, the educator steps back. Mastery is achieved.” | Parent (proud), Young Adult | Home driveway | Parent: waving goodbye; Young Adult: relaxed, waving | “Mastery”, “Independent” | | 10 | **Stage 5: Conscious Unconscious Competence** *“I can teach others how to drive.”* | “Finally, they reflect on their skills and teach the next generation, explaining what once felt automatic.” | Adult (main character, now parent), Teen (new learner) | Car, home | Adult: thoughtful, explaining; Teen: attentive | “Teaching”, “Reflecting” | | 11 | *Feelings: Reflective, Helpful* *Educator’s Role: Break down skills, mentor others.* | “Now, the learner becomes the teacher, breaking down skills for others.” | Adult (mentor), Teen | Driving school | Adult: patient, smiling; Teen: learning, nodding | “Mentor”, “Guide” | | 12 | **Everyone climbs the Learning Ladder!** *From beginner to master – and teacher.* | “Whatever the skill, we all move through these stages. With support and practice, anyone can reach the top of the learning ladder!” | Montage: Teen, Young Adult, Adult, Teen | Road, home, driving school | All: happy, proud, supportive | “Learning Ladder”, “You Can Do It!” |   **How to Use This Table in Vyond:**   * Each row is a scene. * Use Vyond’s character library for teens, parents, instructors, and diverse backgrounds. * Adjust facial expressions and body language for emotional cues. * Add text callouts for key terms and feelings as overlays or speech bubbles. * Keep scenes short and transitions smooth for a 3-minute video.  Enterprise plan: $25 per user/month (advanced analytics, integrations,  and AI-powered automation). Custom corporate plan Tailored pricing based on company  size and specific needs. |

# Time Tracking in Hours

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| Date | Research | Development | Documentation | AI Prompting |  |
| 10/14/25 | .5 |  | 1 | .25 |  |
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| Q2 20XX: |  | Q3 20XX: |  | Q4 20XX: |  | Q1 20XX: |
| Roll out Consolidated Messenger to pilot teams within Wide World Importers. |  | Full integration across all departments with training and onboarding support. |  | AI-powered analytics and productivity tracking implementation. |  | System performance review and optimization based on user feedback. |

# Next steps

We invite Wide World Importers to adopt Consolidated Messenger as their enterprise communication solution. Our team is prepared to offer a seamless onboarding experience, along with ongoing support and customization options. To schedule a demo and discuss implementation, please contact:

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