Scripting Phase: Cue Sheet

A. Get the Big Picture

1. What does the target audience relate with, the most? Words; illustrations; blue-prints; games; simulations; gadgets?

    - Your primary explanation/presentation strategy should be derived from this.

2. What do you think will really put-off the target audience? Words; illustrations; blue-prints; games; simulations; gadgets?

    - You should minimize the use of this medium.

3. What is the overall goal? What is that one thing the learner will be able to do (practically) after going through this training?

    - Keep this task in mind when explaining every topic.

    - Check whether the topic is in some way contributes to that task.

4. What is the delivery medium? ILT; E-Learning; Blended?

    - **ILT:** Intersperse explanations with a lot of discussions and hands-on

        o Ratio = 50:50

    - **E-Learning:** Remember that mouse click does not mean an interaction.

        o Do not include meaningless interactions (recalling peripheral information)

        o Include interactions that challenge the learner – makes them think; puts them in a dilemma

    - **Blended:**

        o Address pre-requisite, objective and simple content through E-Learning

        o Address complex and subjective content through Instructor-led sessions

        o Present information to be recalled through Job-Aids/Hand-outs

B. Devil in the Details

When scripting a topic, keep the following details in mind – **O**SPEC

#	Elements of good instruction	Guidelines
1.	**O**rganize	• The topic should not have more than 3 sub-topics. • If the content is complex, chunk and label further.
2.	**S**implify	• All sentences must be understood in a single reading. • Any sentence that requires you to re-read is complex. Break it down or reword.
3.	**P**icture	• Visuals must not be merely cosmetic. • You must have a mix of visuals in the following ratio: ○ Learning visuals: cosmetic visuals → 80:20
4.	**E**xemplify	• Every explanation must be supported with examples, non-examples, demonstrations and so on. • Every explanation must be elaborated using real-world examples.

5.	**C**hallenge	• Include questions within the topic that challenge the learner. Test the learner on *comprehending* information and not merely *recalling* information. For example:
		   ○ Reword options in MCQs – do not use the same verbiage as you may have used to teach.
		   ○ Convert text to a visual, and test.
		   ○ Teach/correct misconceptions through feedback to these questions.