Design for Learning 5 - Content Creation
Drafting Multimedia Content for Online Learning
(Week 2 Lesson)
Welcome to Week 2!

This lesson includes:

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Advance Organizer for Week 2

Video Transcript:
“D4L Content Creation Week 2: Advance Organizer”
https://youtu.be/DhMa0BtGYgk

Hi, Helen here. Welcome to Week 2 of the Content Creation Module. This week, we’ll be talking about the importance of, and strategies for, drafting your multimedia content before you record. First, we’ll match up your own creative process with tools that will help you work through a topic so you can uncover everything you’d like to say about it. Then, we’ll take those notes and turn them into a storyboard to plan out all of the video, audio, graphic, and text elements before you ever hit the record button, including tips and tricks for right-sizing your content and writing to be understood. Finally, we’ll take you through some of the most pressing considerations around producing real content so you don’t have to struggle to make good choices. This includes talking about copyright and accessibility and usability again, as in week one, but this time through the lens of making real choices about actual content.

By the time you finish this week, you’ll be comfortable organizing your content so that you’re ready to record without hesitation. Let’s get started!
Selected Vocabulary

<table>
<thead>
<tr>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flow Chart</strong></td>
</tr>
<tr>
<td><strong>Mind Map</strong></td>
</tr>
<tr>
<td><strong>Outline</strong></td>
</tr>
<tr>
<td><strong>Script</strong></td>
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<tr>
<td><strong>Storyboard</strong></td>
</tr>
<tr>
<td><strong>Chunking</strong></td>
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<tr>
<td><strong>Style Guide</strong></td>
</tr>
<tr>
<td><strong>Template</strong></td>
</tr>
</tbody>
</table>

Organizing Content

**Video Transcript:**
“D4L Content Creation Week 2: Organizing”
[https://youtu.be/4nrZ766hR50](https://youtu.be/4nrZ766hR50)

Hello! This is Helen Linda again with our first presentation of week 2 of the D4L Content Creation Module on the importance of organizing content before recording.

Slide 1
What are the benefits of organizing your content? As with any instructional session, you'll first decide on goals and objectives or outcomes for your content as part of the planning process. Developing measurable outcomes was discussed in the Foundation Module. Ask yourself "What do you want your learners to know or be able to do as a result of watching your content?" Identifying your desired outcomes will help you map out what you'll cover.
Think of the script and storyboard as a static textual and visual outline for the dynamic content you will create. Both are important, but depending on your natural level of comfort with writing or visuals, it can be easy to end up with a final product that is unbalanced in favor of one medium or the other. By taking the time to consider both equally in planning, you end up with more even content.

This process will help you see the content unfold before you invest a lot of time in creating and recording. It will be much easier to move components around to ensure a logical progression and, if needed, chunk the content into more focuses pieces. Remember to start with the most important information first so they see it up front, even if they are unable to complete the tutorial.

Why should you script it out? Try winging it one time and you will understand why it's important! You want content that is concise and not rambling and scripting will help. Keep in mind that entertainment is not the primary goal of any tutorial. The content should be simple, nicely designed, and straightforward.

Finally, some projects may require you to demonstrate your planning process, especially when reviewers are involved in development. Storyboards are a highly-visual, low-risk way to demonstrate your process and your content for stakeholders and decision makers before you invest a lot of time in creating a product.

Slide 2
Whether you start with the script or storyboard, and what tools or other methods you use, largely depends on your personal creative process. Just remember, this process is meant to organize your mind and your content your way, so there is no wrong way to do it. If you are a more visual thinker, you may find that coloring or drawing elements of your topic is a good place to start. If you’re more textual, sticking to lists and outlines might work better. Or, and this is the most likely, you will find a mix of methods works for you depending on the topic, and there are lots of tools and apps out there to help you if don’t typically work freehand. As long as the activity helps you meet your learning objectives and prepares you to create content, then how you get the gears cranking is up to you.

Slide 3
For people who like to organize their thoughts visually, flow charts and mind-maps can be a great way to get all of your ideas in one place using your personal creative process. Flow charts are typically used to show the individual steps of a process and the decision points you might make in that process. It can be a great tool for organizing your thoughts around teaching something step-by-step. Mind maps are a little more free form, designed to help you take a topic and explore all possible subtopics, or a process and any possible sub-processes. These are great for a non-linear idea, to help you be sure you’ve thought of everything, or to narrow a topic into a more manageable chunk. As you can see from these examples, the results can be
simple or complex, analytical or freeform. This can be a great way to start organizing your thoughts if you tend to think in pictures.

Slide 4
For people who like to organize their thoughts textually, you may find it easier to start with a text outline or list to collect your thoughts. An outline highlights or summarizes content at a high level. These are very flexible and used a lot of circumstances. For instance, you are probably familiar with meeting agendas, which are outlines of the meeting content. Even more simply, you can list all of the elements you can think of and begin looking for structure and patterns in the listed items. These structured textual thoughts and lists can form the basis of a more narrative description and script when you combine your visuals with text.

If you’re collaborating, type up your notes in a collaborative tool like Google Drive. All content creators can access it from anywhere. Once you have the narration, you can wordsmith it to make it just right.

Once you have worked through your topic as completely as you need to, you’re ready to turn that topic into a cohesive plan through storyboarding.

Reflection
What is your creative process? How and when do you use your process to create educational content?

Go to your workbook for this module and take a few notes about which of the mentioned methods you may prefer for organizing your content.

At the end of this lesson you’ll have an assignment to put your process to use and draft an outline, mind map, etc. of content for your own community.

Storyboarding

Video Transcript:
“D4L Content Creation Week 2: Storyboarding”
https://youtu.be/6EHUi-_c5BE

Title Slide
Hi again! This is Helen Linda with the second presentation of week 2 of the D4L Content Creation Module. Let’s talk about storyboarding and scripting content.
Slide 1
Once you’ve fully explored your topic and have textual, and possible visual notes, it’s time to generate a complete script and storyboard. One of the most common tools to use is PowerPoint or other presentation software. You can use the notes panel to hold the narrative script you generate from your textual notes, and create the visual interest in the slide frame. In fact, that’s exactly how I created the script and storyboard for this content about scripting and storyboarding!

In this picture, you see actual slides from the D4L Community Module in the PowerPoint Slide Sorter view. This allows you to easily move your storyboard elements around until they make a logical progression, which will be important when you start to chunk your content into right-sized portions.

In truth, your storyboard will likely form the basis of the recording draft, especially if you are going as far as generating scripts and choosing visual components in the same tool as you’re planning the content in. When I use PowerPoint to storyboard for D4L content, I often develop script and sculpt visual elements within it, which means that much of the storyboard eventually becomes the recorded content. As you can see in this screenshot that there are challenge questions and vocabulary included in the storyboard. But, when we record this, those slides will form the basis of content in Moodle, so they will be trimmed out of the recording draft until we’re left only with the slides we want to record into video content. Having it all in one place to start makes it easy to make those choices at the end.

Slide 2
If you need a more structured way to get started, there are lots of templates and tools online, like this one, that you can adapt to suit the content you’re planning to make. A template can also be a low-tech way to organize your content if you’re not ready to dig into technology yet.

Storyboarding is especially helpful for large, multi-step projects or when you need to get reviewers to sign-off or provide feedback on the design and development of the content. Some storyboards also indicate where there are interaction points or places where the learner is expected to respond. You might write a description of what each part will show in addition to the script, so that you know the reviewers are imagining the right visuals. Those notes will also help you select visual elements when you’re ready.

The complete storyboard will help you know how many slides of content you are going to be creating, or where you’re planning to use dynamic elements like webcam recordings, screencasts, or animations. The complete script will allow you to read aloud for flow and timing. If you find the content is too long, seeing it laid out this way will help you chunk it in to smaller bites. And, if freehand is not your style, there are lots of apps and
tools you can use to create flow charts, mind-maps, outlines, lists, and full storyboards online or on your device of choice. Check out the resource list for this lesson for some free options to try.

**Slide 3**
Pulling together your storyboard and script can seem daunting. Here are some tips to help you organize and visualize the content.

Right now, you’re working from all the notes. But, taking your audience and objectives into consideration now will help you decide how detailed to get. Is what you’re drafted too deep a dive? Not deep enough? If there’s too much information, remove it. If not enough, add it.

Establishing a timeline or a progression once you’ve adjusted the level of detail helps you know that, now that you have exactly the right content, you’re going to present it in the right order.

Identify the key scenes or ideas and then try to front load your content so the more important information comes first, don’t bury the lead.

Fine tuning the content of your storyboard not only makes a more professional display piece, it also gets you one step closer to polished content that you will actually present. At the end of the storyboarding process, be sure it’s presentation-ready.

Finalize the storyboard by getting buy-in and agreement from stakeholders and decision makers. You will feel a lot less pressure about the outcome if there are no surprises.

**Challenge Yourself**

1. True or false: Storyboarding requires that you feel comfortable drawing, and that you use special storyboarding software.

**Reflection**

Even if you do not formally use a storyboard, what parts of storyboarding do you recognize in your planning process?

If you do storyboarding, or think you’d like to, what parts of your process do you think it will help?

Go to your workbook for this module and take a few notes with your thoughts on storyboarding.
At the end of this lesson you’ll have an assignment to try storyboarding out for your own project.

**Chunking and Scripting**

**Video Transcript:**
“D4L Content Creation Week 2: Chunking and Scripting”
https://youtu.be/SXflI4Thqfk

**Slide 1**
Let’s take a moment to talk about chunking content, because it’s such an important instructional design strategy in producing effective content, especially if a topic or procedure is complex. Chunking just means grouping content into right-sized bites. In many cases, it means breaking content down into singular topics or a couple of items that go together.

Research has shown that learners can only maintain focus for a short time when it comes to online content. So be wary of creating 20-30 minute tutorials when it may be more effective to break the content into several shorter units that address one or two aspects of content at a time. This can really help with information overload and motivation by allowing students to effectively absorb as many small amounts of content as they feel they can. It builds their confidence to know that they learned something and learned it well. It also makes it easier for learners to go back and review a specific part.

For instructional designers, chunking is a great exercise in organizing knowledge, which can help with deciding your level of detail, establishing key points, and building a timeline. And, frankly, if you need to change content at any time, it makes it much easier if you are changing one small unit instead of a big piece of content.

**Slide 2**
Right-sizing is about more than just the content. This screen shows two ends of a spectrum of choices you will have to make. For example, eLearning units, vocational training, and tutorials commonly follow a linear timeline. They are often assigned for a limited time and the audience must consume the content in that time, possible all in one sitting. The academic style, however, is often less linear and may be chunked into units that learners can do in the order that makes the most sense for them, spread out over a week or a longer period of time. When you think about what the right size of content is, you need to consider your organization, the audience, and the delivery method. These are all choices you have been making all along as part of your instructional design plan or the instructional inventory you completed at the beginning of this module.

**Slide 3**

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Turning your ideas and written notes into a script for multimedia content varies in difficulty based on the complexity of the content and your own comfort with writing. The best way to start is to just to start. Get all of your words and thoughts outs, then worry about sculpting.

Next comes cutting. Remember, the goal here is not to be entertaining, but to be succinct and clear. Look at every sentence and ask yourself what it’s adding to your goals and objectives, and if the answer is nothing, then you don’t need it.

Then, simplify the words you use. Your learners may have varying education levels, comfort with reading or understanding the language you’re writing in, or any number of circumstances that call for using language that is as simple as possible. I find this task very difficult and luckily there are tools that can help. Pictured here is the Hemingway App, which allows you to copy your script into a text box and it tells you the readability of your words. Further, there are tools like the Mirriam-Webster’s Learner’s Dictionary that can help you choose more simple words. Both of these tools are linked in the resources for this week.

Finally, you want to avoid idioms and inside jokes for the same reason that you want to simplify your words. Again, the goal is not to be clever or entertaining, but to be understood above all else.

Once you have worked through your storyboard content, including chunking content into right-sized portions and writing a script that focuses on being understood, you’re ready to start selecting the visual elements that will illustrate your points.

**Challenge Yourself**

2. Match each scenario with an appropriate method of chunking.

   A. Staff are required to log in at the same time to participate in a full afternoon of training.  
      1. smaller independent learning objects, learners can choose order

   B. Learners are pursuing informal learning for a personal interest, and will log in asynchronously when it's convenient for them.  
      2. small-medium length learning objects, each building on the last
Visual Elements

Video Transcript:
“D4L Content Creation Week 2: Visual Elements”
https://youtu.be/F3m_I3o4WkY

Title Slide
Hi! Helen Linda again with our final presentation of week 2 of the D4L Content Creation Module. Now we get to the really fun part! Selecting visuals to make your content pop.

Slide 1
Dynamic visual content is equally as important as concise and accurate textual content. But, it’s also the most challenging and sometimes time consuming part of the process. Setting the right tone in a clean way comes down to consistency in color palettes and easy to read fonts. Picking images that illustrate and even elevate your topic is hard enough, but ensuring that you’re using images that are ethically sourced and attributed adds to the challenge.

In week one you learned about the importance of contrast, but consistency is equally important. It can be really distracting to some learners to see a mix of fonts and sizes, or too many competing color choices. Once you’ve drafted your content visuals, it’s always a good idea to look at them for consistent sizing and placement, and for images that don’t distract from your point but elevate it. This is definitely the fun part for a lot of people, but going back through with a critical eye is key to a clean message.

Since the internet is full of visual content, it’s easier than ever to find what seems like just the right image. But, just because you’re using an image for educational purposes doesn’t necessarily make that fair use every time. Avoid the pitfalls of fair use of visual materials by going directly to sources that make rights easy to determine and even if the material doesn’t require it, always use attribution. Attribution isn’t just the right thing to do, it’s part of being a good internet citizen.

Slide 2
When thinking about consistency in fonts and colors, the first thing you should ask yourself is whether your organization has an existing style guide or templates that you can use. A style guide sets the standard for any document created by an organization and typically proscribes fonts, colors and palettes, use of logos, and other decisions that have to do with the organization’s branding and image. Shown here are snippets of the Syracuse University style guide. Templates provide a preset format for a document, used so that the format does not have to be recreated each time. We created a style guide for D4L, and the content you see in these modules uses a template for the PowerPoint slides that form the basis of the videos.
If style guides and templates exist, then someone did the hard work for you! If they don’t exist, consider making one yourself as you go. At a minimum, keeping track of the fonts, templates, and colors you use will keep you from scratching your head every time you have to make a change or a new piece of content trying to figure out what color you used the last time.

A final word on style guides is that they are usually developed for print content first. Many organizations may have updated their style guides for best practices in web usability, but if yours hasn’t, start a conversation with your marketing team about the importance of having web friendly branding and maybe even offer to help them update, if you can.

Slide 3
As librarians, we hear a lot about fair use but that concept gets pretty murky when you go beyond text-based paper materials. Instead of guessing whether the image you found qualifies as fair use, we recommend looking in places that have easy to determine rights management right out of the gate. Creative Commons uses the pictured licenses to let creators choose whether material is public domain right up to all rights reserved. There are a lot of image collections that use Creative Commons licensing, or provide other easy to determine rights and usage options. So, give yourself a break and go straight for the images you know you can use.

Also, it’s generally a good practice to have attribution for any images you use that are not your own, even if they’re in the public domain. It comes down to being a good education citizen. Not only are you giving credit where it’s due, but you are providing a way for others to find images you used if they think they might also be able to use them. As long as you minimally provide the name of the creator, the site you retrieved it from, and the link, there is no wrong way to cite an image in your multimedia content.

As you can see in our own attribution of this Creative Commons license illustration, we did not need to credit the author because it’s public domain. But, if you want to use this image in your own work, won’t it be great to just click through the link instead of having to search for it?

Slide 4
In this week’s resources, we’ve shared some of our favorite go-to resources for free and open image collections, and those that have easy to determine rights management. The example here is one of the most popular sources of images, Google Images. But, instead of doing a search and grabbing whatever image you like, protect creators and yourself by narrowing the options with their Usage Rights limiter, which allows you to select from a few reuse options. Then you only see the images that suit your needs and are ethical to use.

Slide 5
In Week 1 of this module, you were introduced to many elements of usability and accessibility that you should put into practice if you aren’t already, like using captioning, providing text transcripts, using alt tags on images, using large fonts without serifs, and having high contrast
when using text and color together. We mention it again here because so many of the choices you make around visual elements will impact the usability and accessibility of your content, so while you’re in the planning stages, you will want to plan for this also. There is a checklist in your workbook for this module that includes the most common usability and accessibility elements you want to include in your plan. But, for extra good measure, it helps to use independent web-based tools that will evaluate your content for you and let you know where you can make improvements. We have included a few of those in your resources for this week.

Once you have chosen ethical images and built accessibility and usability into your recording draft, you’re ready to move on to selecting the tools that you’ll use to turn this static project into a dynamic recording.

**Challenge Yourself**

3. Which of these is NOT a best practice for incorporating visual elements into your online instruction?

   A. under Fair Use, I can re-use any images I find online for all different kinds of online instruction without providing attribution
   B. use a style guide to keep colors and fonts consistent
   C. use a search tool to help you find visual elements that are in the Public Domain or have a Creative Commons license.

**Summing up Week 2**

**Video Transcript:**
“D4L Content Creation Week 2: Summing Up”
https://youtu.be/S9DbDzES8JI

That’s it for drafting your content! You should feel comfortable using your own creative process to effectively and completely outline a topic. Then, taking the notes from your organizing process, understand how and why to storyboard content before you record, including chunking your topic in a way that suits the content and your institution, and coming up with an understandable script. This, of course, includes the ethical sourcing and attribution of visual elements, and building in consistency, accessibility, and usability into your draft.
Now it’s your turn to try it.

**Assignment**

Your assignment for week 2 is to draft your own content for up to 5 minutes of multimedia content using a tool you've chosen. This is your chance to try scripting, storyboarding, chunking, finding visuals, and planning for accessibility and usability in real content you will create. In week 3, you’ll pick tools, and in week 4, you’ll record this content using a tool you chose.

If you intend to include multimedia content in your Capstone project, try planning content for that end goal.

Or, if you aren’t including multimedia content in your Capstone, not ready to begin scripting, or not completing a Capstone project, try planning this content as a demonstration of a tool, website, or database you teach people how to use already. It could be a task, like how to attach something to an email.

That’s it, see you in week 3!

**End Credits 1**

This program has been a collaboration between the South Central Regional Library Council, The Empire State Library Network, and the School of Information Studies at Syracuse University.

**End Credits 2**

It was made possible thanks to a grant from the Institute of Museum and Library Services.

**Additional Resources**

For this week's instruction, you may find the following resources helpful.

**Tools**

Mind-mapping, Flow Chart, Outline and List Tools
- Wunderlist: [https://www.wunderlist.com/](https://www.wunderlist.com/) (free)
- Draw.io: [https://www.draw.io/](https://www.draw.io/) (free)

Storyboard Tools
• Storyboard Paper PDF
  Generator: http://www.incompetech.com/graphpaper/storyboard/ (free)
• Storyboard templates: http://theelearningcoach.com/resources/storyboard-depot/ (free)
• Google Slides: https://www.google.com/slides/about/ (free)
• Microsoft Powerpoint: https://products.office.com/en-us/what-is-powerpoint (paid)

Scripting Tools
• Hemingway Editor: http://hemingwayapp.com (free)
• Merriam Webster’s Learners Dictionary: http://learnersdictionary.com (free)

Image Creation Tools
• Canva: https://www.canva.com/ (free)
• Google Drawings: https://support.google.com/docs/answer/179740 (free)
• Adobe Photoshop: https://www.adobe.com/products/photoshop.html (paid)
  o https://helpx.adobe.com/photoshop/tutorials.html
• Adobe Illustrator: https://www.adobe.com/products/illustrator.html (paid)
  o https://helpx.adobe.com/illustrator/tutorials.html

Usability & Accessibility Tools
• WAVE Web Accessibility Tool: http://wave.webaim.org/ (free)
• Microsoft’s “Accessibility Checker” for materials created with Office (free)
• WAVE Toolbar (for Firefox web browser) (free)

Color Palette Tools
• https://color.adobe.com
• https://coolors.co
• Color Tools - a few different color tools - but unfortunate ads
  o Text on Background tool - http://www.colortools.net/color_text_on_background.html

Reading

Images

Fair Use Guidelines

Free and/or Open Image Sources With Easy to Determine Rights Management
• CC Search Tool - https://search.creativecommons.org/
  o A convenient tool to start your search, pointing you to several sites with many CC licensed items (though you should always double check each individual item for its license - sometimes the search tool is inaccurate)
• Pixabay - https://pixabay.com/
• Wikimedia Commons - https://commons.wikimedia.org/wiki/Main_Page
• Google Image Search - https://images.google.com
  o Make sure to use the "Usage rights" filter as shown in this week's videos: click on Tools, then Usage Rights, then the appropriate license
• Helen's Pinterest board with more resources, also including music - https://www.pinterest.com/helenrlinda/media-sources-with-easy-to-determine-rights/

Style Guides

• Syracuse University - https://brand.syracuse.edu/
• Design for Learning - view in Google Docs

Videos

• All of this module's videos are available on a playlist at YouTube: https://www.youtube.com/playlist?list=PLw6HBD7UyT3mThGNgQ2s1r5a1tUHujmun
**Answer Key:**

1. False - Right - this is false! You can create storyboards without drawing a thing - you can cut and paste images from other sources, or just indicate with text where you or someone else will put in images or video later. It definitely doesn't require special software - you can even do it by hand on paper if you like.

2. A-2 - Staff are required to log in at the same time to participate in a full afternoon of training - small-medium length learning objects, each building on the last  
   B-1 - Learners are pursuing informal learning for a personal interest, and will log in asynchronously when it's convenient for them - smaller independent learning objects, learners can choose order

3. A - You're right, that is NOT a best practice. Always seek out openly licensed visuals, or review the guidelines for Fair Use for each different object and type of online learning environment. Even if it's in the Public Domain, get in the habit of providing attribution for any visuals you use.