

Writing for Multimedia Cheat Sheet 1

1.1

Addressing your **audience**.

Before writing a script, think about **who** your learners are and **what** they need. How are you going to get your message across as **simply** and **effectively** as possible?

1.2

A **script** is not the same thing as an **academic paper**.

Think about **register**,
i.e. formal vs. informal language.

1.3

Your audience is everyone **across the globe** (not just academics).

Be as **clear** as possible in your writing.

1.4

When writing, think of **friends and family** (not peers).

Address your texts to **them**.

1.5

Avoid using too much jargon and **«academese»**.

Don't assume that learners have **the same** knowledge that you do.

1.6

Think like a **learner**.

Guide learners through the topic **step by logical step**.

1.7

Avoid using the word **«learn»** in your texts.

Use more concrete words like **«assess», «explore», «classify», «collect», «evaluate»** etc.

1.8

You have **5 minutes** to get your message across, not 45 minutes like in a lecture.

Keep to **time**.

1.9

You can't be **spontaneous** in a video or podcast and make it up as you go along.

Before the recording, read your text **out loud** and practise it multiple times.

Writing for Multimedia Cheat Sheet 2

2.1 Write as **clearly** and **understandably** as possible.

2.2 Mix **short** and **long** sentences. Mostly, keep it short.

2.3 **5** instead of 10 words. **Cut** filler words and overcomplicated phrases.

2.4 Use **verbs** rather than nouns.

2.5 Use **active** instead of passive sentences.

2.6 Use **everyday** words whenever possible.

2.7 Use **concrete** examples, not abstract concepts.

2.8 Use **words**, not acronyms.

2.9 Write like you **speak**.

2.10 **Check** your text.

READ YOUR TEXT OUT LOUD.

- **Are you running out of breath?**
Then the sentences are too long.
- **Are you stumbling over words?**
Then there's too much jargon.

Rewrite the text so that you can read it out loud easily and fluently.

AT THE END OF EACH SCRIPT,
ASK YOURSELF: «SO WHAT?»

- **Is this interesting?**
- **Is my message coming across?**
- **How can I make this more concise?**
- **Will learners understand what I'm saying?**
- **What insights have learners gained?**

Again: put yourself in the learners' shoes and think like a learner.

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