

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?

1.3

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

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

1.5

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

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

1.7

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

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

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.

1.2

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

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

1.4

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

Address your texts to **them**.

1.6

Think like a **learner**.

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

1.8

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

Keep to **time**.



- Write as **clearly** and **understandably** as possible.
- Mix **short** and **long** sentences. Mostly, keep it short.
- 2.3 **5** instead of 10 words. **Cut** filler words and overcomplicated phrases.
- Use **verbs** rather than nouns.

Use **active** instead of passive sentences.

Use **everyday** words whenever possible.

- Use **concrete** examples, not abstract concepts.
- Use **words**, not acronyms.

2.9 Write like you **speak**.

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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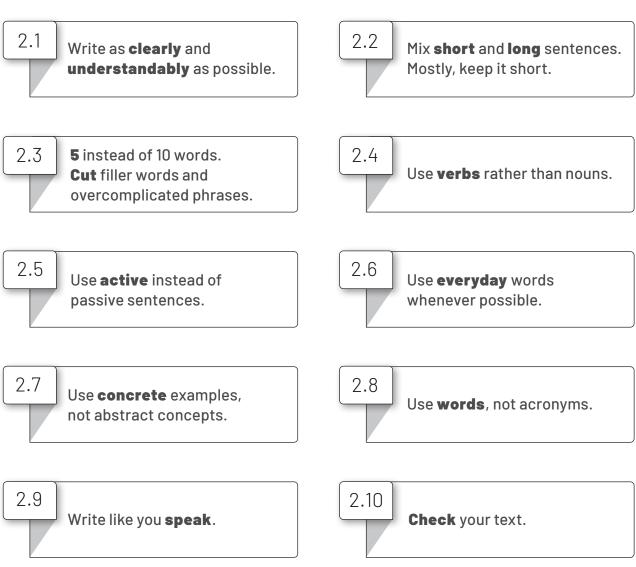
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