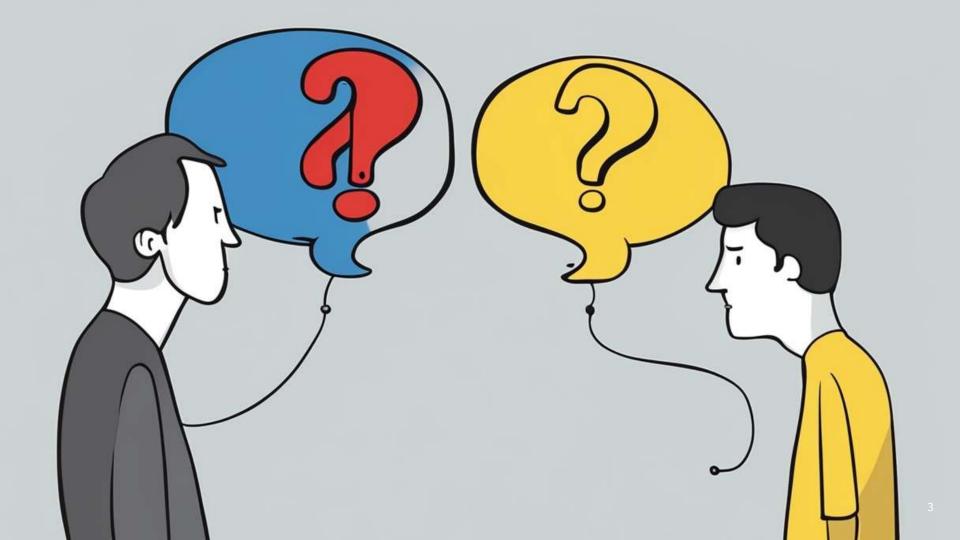
What do you want me to say?!

Jesse van de Hulsbeek edumedia@wur.nl



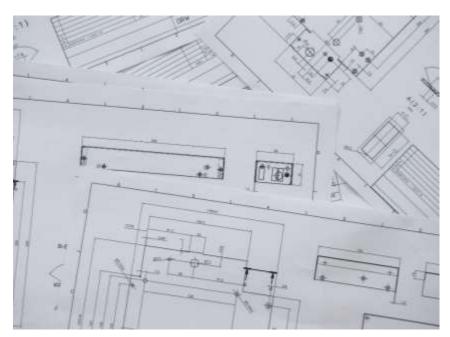






Learning context

Educational goals



Listener experience





Production goals for educational podcasts

Define:

- audience & goals
- your start & finish
- roles & responsibilities
- what to say, if not exactly how
- roadmap & highlights



Podcast workflow





Podcasts: pre-producing layers of depth







TOPICS



STEPPING STONES



Podcasts @ WUR: 3-layer scripting

Intro (1.2 mins)

Intro (1-2 mins)	[Intro jingle: add link or audio-file name here]		
	[Write fully written intro here]		
Segment	Questions	Roadmap / notes	Audio
Divide your podcast	What are your main questions per segment?	What route will the conversation follow?	Jingles? Sound
into ~3-5 thematic		Note down key messages, follow-up questions,	effects?
parts		topics, anecdotes, examples, etc.	
[Name] Segment #1	1.	•	
(mins)	2.	•	
	3.	•	
		•	
[Name] Segment #2	1.	•	
(mins)	2.	•	
	3.	•	
		•	
[Name] Segment #3	1.	•	
(mins)	2.	•	
	3.	•	
		•	
Outro (1-2 mins)	[Write fully written outro here]		
	[Outro jingle: add link or audio-file name here]		

[Intro jingle: add link or gudio file name hara]

Podcasts @ WUR: 3-layer scripting

Segment	Topic	Roadmap / notes	Audio
Divide your	What are you discussing	What points will your conversation touch	Jingles? Sound
podcast into ~3-	within this segment?	on?	effects?
5 thematic		Write down discussion points,	
parts		arguments, anecdotes, examples etc.	
Creating an	1. Engagement & learning	- Point: more engaging ≠ more	Introduce
experience (30-	effect	effective learning	with 5-second
40 mins)	2. Scripted vs. free-form	 Case study: most engaging 	transition
	presentation	product you ever made	stinger
		 Example: recording same 	
		segment scripted/unprepared,	
		easy to hear scripted segment is	
		more focused	

