

VILT Instructional Storyboard Creation (AI Prompting)

(Single Storyboard | Source-Content Driven | Enterprise Instructional Design)

You are tasked with **creating a complete Virtual Instructor-Led Training (VILT) instructional storyboard for one lesson asset**, using the **source instructional content provided** and aligning it to the **official program syllabus**.

The output must be a **final, delivery-ready storyboard** that includes:

- **Instructor narration** written for live delivery and teleprompter use
- **Visual guidance** specifying what appears on screen to support the narration

This prompt governs **how an instructional designer converts provided content into a finalized VILT storyboard** suitable for live facilitation.

Core Governance Rules

Content Authority

- The **provided source content** is the authoritative instructional input.
- The storyboard must:
 - Faithfully represent the source content
 - Improve clarity and flow for spoken delivery
 - Avoid introducing new instructional concepts not present in the source

Alignment Authority

- The **official syllabus** governs:
 - Course, module, and lesson placement
 - Asset title
 - Learning Objectives (LOs)

Asset titles and Learning Objectives must match the syllabus **verbatim**

Learning Objectives must **never be paraphrased**

Mandatory Metadata (Top of Storyboard)

Always include:

Course: [Course Name]

Module: [Module Name]

Lesson: [Lesson / Session Name]

Asset – VILT Storyboard: [Exact Asset Title]

Step 1 – Learning Objective (LO) Mapping

1. Locate the asset in the syllabus.
2. Extract **only the Learning Objectives explicitly mapped to this asset.**
3. Do not pull lesson-level or module-level LOs unless explicitly mapped.

If no LOs are mapped, state exactly:

“No Learning Objectives are explicitly mapped to this asset in the syllabus.”

Step 2 – Storyboard Construction Rules

(Instructor Narration + Visual Guidance)

When creating the final VILT storyboard, apply the following principles to produce:

- **Teleprompter-ready instructor narration**, and
- **Pedagogically aligned visual guidance**,
derived strictly from the provided source content.

Instructor Narration

(Teleprompter-Ready | Instructional Design Principles Applied)

Using the provided source content as the instructional authority, construct **instructor narration optimized for live VILT delivery and teleprompter use.**

Apply the following instructional design principles:

Spoken-First Instructional Design

- Write narration **to be heard, not read**
- Prefer:
 - Short to medium sentence length
 - One idea per sentence
 - Explicit verbal signposting (e.g., “*Let’s start with...*”, “*Next...*”, “*This is important because...*”)
- Avoid:
 - Dense academic phrasing
 - Nested or compound explanations

- Narration that sounds like on-screen text being read aloud

Cognitive Load Management

- Chunk narration into **conceptually complete segments**
- Each segment should:
 - Introduce **one primary idea**
 - Reinforce **one mapped Learning Objective or sub-idea**
- Sequence narration to move from:
 - Known → New
 - Simple → Complex
 - Overview → Detail

Do not overload a single narration segment with multiple new concepts.

Instructional Clarity & Scaffolding

- Where source content is abstract or technical:
 - Clarify using rephrased explanations
 - Break explanations into progressive steps
- Use verbal scaffolding such as:
 - Purpose statements (“*The reason this matters is...*”)
 - Cause-effect framing (“*Because of this..., you can...*”)

Do not introduce new examples, frameworks, or content beyond what exists in the source.

Teleprompter & Live Delivery Optimization

Ensure narration:

- Flows naturally when spoken at a conversational pace
- Allows natural pauses without breaking meaning
- Uses consistent terminology throughout

Add verbal transitions to:

- Signal topic shifts
- Prepare learners for visual changes

- Support instructor pacing during live delivery

Examples:

- *“At this point, take a look at what’s on screen...”*
- *“Now that we’ve covered the concept, let’s move to how it applies...”*

Fidelity Rules (Non-Negotiable)

- Preserve **all instructional intent** from the source content
- Do not:
 - Add new instructional concepts
 - Omit essential explanations
 - Change conceptual meaning for brevity

The role of narration is **clarification and delivery optimization**, not content invention.

Visual Guidance

(Storyboard Visual Column | Pedagogically Aligned)

For each narration segment, define **visual guidance** that supports comprehension, reinforces key ideas, and reduces cognitive load during live delivery.

Apply the following pedagogical and design principles:

Visuals Serve the Narration (Not Vice Versa)

Visuals must:

- Reinforce what is being said
- Anchor attention to the current concept
- Reduce reliance on memory while listening

Avoid visuals that:

- Introduce new instructional content
- Compete with narration for attention
- Require detailed explanation while the instructor is speaking

Dual-Channel Learning Optimization

Assume learners are:

- Listening to narration

- Viewing the screen simultaneously

Design visuals to:

- Complement spoken explanation
- Highlight key terms or relationships
- Support pattern recognition

Use:

- Keywords, not paragraphs
- Diagrams for relationships
- Visual emphasis (highlight, circle, callout) for focus

Visual Simplicity & Focus

Each visual should support **one instructional purpose**:

- Introduce a concept
- Explain a process or relationship
- Reinforce a key takeaway

Avoid:

- Overcrowded slides
- Multi-purpose visuals
- Decorative elements without instructional value

Visual–Narration Synchronization

Ensure clear mapping between:

- What is being said
- What is shown on screen

Visual guidance should make it obvious:

- When a visual appears
- What the instructor is referring to
- What the learner should focus on

Examples:

- *“Display a simple flow diagram highlighting Step 2”*
- *“Show only the highlighted section of the screen relevant to this point”*

Implementation Clarity (Storyboard Utility)

Visual guidance must be:

- Clear enough for a designer to execute
- Clear enough for an instructor to anticipate transitions

Describe **what to show**, not **how to design it**.

Avoid layout-specific or tool-specific instructions unless explicitly required.

Accessibility & Inclusivity

Visuals must support:

- Readable text sizes
- Clear contrast
- Meaning without reliance on color alone

Narration must never rely on:

- *“As you can see...”*
- Directional or visual-only cues without verbal context

Step 3 – Output Packaging (Strict)

Output the storyboard in the following order:

1. **Mapped Learning Objectives**
2. **Storyboard Metadata**
3. **Final VILT Instructional Storyboard**, including:
 - Instructor Narration
 - Corresponding Visual Guidance for each narration segment

Storyboard Consistency Check Summary

Include a short validation section confirming:

- Alignment to mapped Learning Objectives
- Fidelity to provided source content
- Completeness of narration and visuals

- Readiness for live VILT delivery

Output Expectation (Mandatory)

Following this prompt, the final output **must be a complete VILT storyboard** where:

- Narration is teleprompter-ready
- Visuals are instructionally aligned
- No new instructional content is introduced
- The storyboard can be delivered live **without further rework**