

eLearning Storyboard Template & Standard

For David M. Moore, M.Ed. · 08/25/2026 · the bridge between your instructional design and the authoring tool

What a storyboard does. It is where you design the whole lesson in a cheap medium (this table) before you build a single screen in Storyline or Rise. Changes are free here and expensive in the tool, so this is where content is finalized and where a stakeholder signs off. One row per screen. Fill it, review it, then build straight from it, the authoring becomes assembly, not design.

The standard (how to use this well)

- **Work backward from the objective.** Every screen earns its place by serving one. Put the objective in the Screen column.
- **One idea per screen.** If a screen carries two ideas, split it.
- **Capture all five layers per screen:** what they *see* (Visual), what they *read* (On-Screen Text), what they *hear* (Narration), what they *do* (Interaction), and how it is *wired* (Developer Notes).
- **Do not duplicate narration on screen.** On-screen text and the voiceover should complement, not repeat, each other (word-for-word repetition hurts learning).
- **Write narration as spoken word.** Short sentences, contractions, the way you would say it out loud.
- **Make branching explicit.** In Developer Notes name the exact target: `on click Choice A → go to Screen 7`.
- **List assets and accessibility in Developer Notes:** images/audio/video to source, plus alt text and caption needs.
- **Get sign-off on the storyboard before you build.** That is the entire point, and it is what senior IDs do that juniors skip.

Column definitions

	Visual / Layout	On-Screen Text	Narration (VO)	Interaction & Navigation	Developer Notes
ID + the objective this screen serves.	Layout, images, media, and where things sit. A rough sketch in words.	The exact text the learner reads on screen.	The exact voiceover script, spoken-word style. "None" if silent.	What the learner does: click, drag, type, choose, next. And where it goes.	The wiring: triggers, states, variables, branching targets, timing/animation, plus assets to source and alt text / captions.

Blank template (copy these rows)

	Visual / Layout	On-Screen Text	Narration (VO)	Interaction & Navigation	Developer Notes
1.0					
1.1					
1.2					

Numbering tip: number by lesson.screen (2.0, 2.1, 2.2...). For a branch, letter the paths (7A, 7B) and name the target in Developer Notes so the map is unambiguous.

Filled example — "3 Myths," Lesson 2 (Myth 1)

This is the same content from your Rise build sheet, storyboarded the way you would hand it to a developer (or to yourself, six weeks later).

	Visual / Layout	On-Screen Text	Narration (VO)	Interaction & Navigation	Developer Notes
2.0	Section title screen. Bold heading, muted background image (a service member at a laptop). Objective note for the designer, not shown.	Myth 1: "My experience doesn't translate."	None (title screen).	Auto-advance or Next.	<i>Objective:</i> learner can reframe a military duty in civilian terms. Fade-in heading (0.5s). Alt text on bg image. Rise: Statement block / SL: title slide.
2.1	Short paragraph, left-aligned. Small icon of a resume/document.	Your resume is full of ranks, rates, and acronyms a civilian screener has never seen. It is easy to conclude the experience does not count.	Here's why this myth feels true. Your resume is full of language a civilian screener has never seen, so it's easy to think the experience itself doesn't count. It's not the experience. It's the words.	Next.	On-screen text and VO complement (not identical). Rise: Text block / SL: basic slide, VO on timeline.
2.2	Callout / emphasis band, contrasting color.	It's a translation gap, not a value gap.	So hear this clearly. It is a translation gap, not a value gap. Leading people, training to standard, owning the result, those are paid civilian skills.	Next.	Key line, give it weight. Rise: Statement block / SL: emphasized text with entrance animation.
2.3	Interactive: 4 flip cards in a grid. Front = military term, back = civilian translation.	Front/back pairs: Master Training Specialist → Certified instructor and curriculum developer; Watch supervisor → Team lead accountable for people and results; Standing the watch → Owning operations under pressure; PQS/qualification → Documented, assessed competency.	Tap each card to see the translation.	Learner clicks each card to flip it; must flip all 4 before Next enables.	SL: 4 objects, Normal/Flipped states, click trigger to change state; true/false var per card; Next disabled until all four = true. Rise: Flashcard Grid block. Alt text on each.
2.4	Numbered 3-step process graphic (Duty → Skill → Outcome).	Translate any duty in 3 steps: 1) Duty, what you were responsible for. 2) Skill, the transferable ability. 3) Outcome, the result, in numbers where you can.	Here's the move you can use on any line of your resume. Name the duty, name the skill it took, then name the outcome, with a number if you have one.	Next.	Rise: Process block / SL: step reveal on timeline or clicks.
2.5	Knowledge-check screen. Question + 3 options.	A civilian screener skips your resume. The most likely reason is: (a) your experience genuinely does not apply; (b) they can't see your value through the military language; (c) you're overqualified.	None (let them think).	Learner selects one; feedback appears; then Next.	Correct = b. Feedback (b): "Right, the fix is translation, not more experience." Ungraded knowledge check. SL: freeform pick-one with feedback layers / Rise: Knowledge Check block.