Skeleton for online program intro

The purpose of the intro session is that the students:

1. Gain an **overview** of what to expect and how the courses will work in practice
2. Experience that the program/the first course/the course leaders are **well organized**
3. Have **talked to several other** **students** (*The arrangement creates direct contact with about 10 other students!*)
4. Have a **clear picture of their immediate next work tasks** (for the first few days)

The following template plan describes an intro session in Zoom that takes about 2 hours 20 minutes. It can of course be modified to suit different target groups, contexts and duration. The example deals with both the education program and its first course. It is intentionally done so as not to be locked to a certain group size and is suitable for relatively large student groups.

The text below first shows an overview table with the chronology (minutes from start, minutes dureation), the division in parts (6 parts make up the whole session, bold style), the steps in each part in notice form and the type of material used. After the table, each step in each part is commented on in more detail.­­­­­­­­­

## The plan as an overview table

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| **Time from start** | **Duration (mins.)** | **What** | **Material** |
| 0-10 | **10** | **1. The session outline** |  |
|  |  | The program/course (Slide: name and objective(s) (maximum 10 words)) | Slide |
|  |  | Today's program (Max 4-5 points (no intermediate times. Only explicit time given is when the whole session will end)) | Slide |
| 10-30 | **20** | **2. Who are you, the students?** |  |
|  |  | Pairs: Introduce yourself | Instruction |
|  |  | The whole class: The students answer some questions about who they are (Mentimeter/Zoom poll function)  The whole class: The leader comments enthusiastically on the answers. | Instruction |
| *30-35* | ***5*** | ***BREAK*** |  |
| 35-45 | 5-10 | **3. Who are we, the teachers?** |  |
|  |  | Program-/course leader/teacher introduces themselves | Slide |
| 45-70 | **25** | **4. Why are we here?** |  |
|  | 5 | Present program/course structure | Slide |
|  | 10 10 | Groups of three: What is interesting/mysterious/difficult? Large group: Ask "Tell us about something you discussed!" | Instruction |
| *70-85* | ***15*** | ***BREAK*** |  |
| 85-110 | **25(-30)** | **5. How does the study/course work?** |  |
|  | 10 | Show kau.se (My page, library, etc.), Canvas, Zoom | Show webpages  Link to Instructions |
|  | 15 | Groups of four: What seems clear/difficult? Questions? The whole class: Answer questions! | Instruction |
| *110-115* | ***5*** | ***BREAK*** |  |
| 115-140 | 20-25 | **6. The first course**  Show the Canvas page. Structure (Work flow, course materials, examination). | Show webpages |
|  |  | Groups of 4-6: First impression? Any questions? The whole class: Answer questions. | Instruction |
|  |  | **END: How do I get help if I need it?** |  |

**Comments on each part of the session**

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| 0-10 | **10** | **1. Frames for the day** |  |
|  |  | The program/course (Slide: name and objective(s) (maximum 10 words)) | Image |
|  |  | Today's program (Max 4-5 points (no intermediate times. Only explicit time given is when the whole session will end)) | Image |

***Purpose****: Give an overview of what the session will offer, its time structure, how you (students) are expected to act and who leads the session:*

* Introductory leader: Welcome to the X program! My name is X and I am the program leader. (Save the presentation for a little later)
* Present the study program /the course using a sk´lide. Maximum 3-4 minutes.  
  - Slide: The program's name and the essence of its objectives in a maximum of about 10 words
* Present today's session: The session program in a maximum of 4-6 points (no times!), when it will all end (the time) and that there will be short breaks (but not when!) (2-3 min.)
* Encourage the students to have their video on. Questions can be asked via the chat or by showing the "hand in the air" symbol (if the group is large) or by simply waving until you get acknowledged.

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| 10-30 | **20** | **2. Who are you, the students?** |  |
|  |  | Couples: Introduce yourself | Instruction |
|  |  | The whole class: The students answer some questions about who they are (Mentimeter/Zoom poll function)  The whole class: The leader comments enthusiastically on the answers. | Instruction |

***PURPOSE****: Have all participants talk to other participants and start interacting. It "teaches" the participants to be active and dare to speak out. Start gently, with small groups (forcing everyone to be active and have the video on) and small demands on what to share. Indicates that the participants are important.*

1. (ca. 10 min.)

Divide (automatically) into pairs.

Instruction (Paste into chat while you say it out loud): *"My name is…, what is your name? Write down the names!  
Then one minute each one. My name, background (job, degree), where I grew up, why did I choose the study program/the course?  
You get 4 minutes, and then it will count down 60 seconds before you automatically return here.”*

2. (ca. 10 min.)

Mentimeter (or Zoom Poll feature, Kahoot.com or similar): The participants answer questions about who they are. One question at a time, the leader present and comments on the result after each question, can ask follow-up questions straight out about particularly interesting answers ("Who are you two who come from Luleå?").

For example (Depends on the study program/course):

* Where did you grow up? (Answer on a map?)
* How long is your work experience? Your degree/education?
* Why Karlstad? Where are you right now? (For such free text questions, you can use the Mentimeter function that appears as "bubbles" on a results website that the leader shares while the students write)

The key purpose here is to keep the participants in focus, give them an overview of each other as a group, get them used to giving input in "the whole class" and underline that the course/program leaders show genuine interest in the answers.

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| *30-35* | ***5*** | ***BREAK*** |  |

Cliffhanger (Something about what awaits after the break) = "*After the break we the teachers will also introduce ourselves!*"

Always state both **how long** the break is and **when it ends**. Few participants check the clock before they get up and do something else!

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| 35-45 | 5-10 | **3. Who are we, the teachers?** |  |
|  |  | Program-/course leader/teacher introduces themselves | Image |

***PURPOSE****: To make the course leaders/teachers stand out as human individuals! It creates trust.*

Of course, the time required depends on how many teachers/leaders there are, but in total it should not take more than about 10 minutes.

Show names in text and photo.

Adapt the presentation to the target group (What is meaningful/important to this particular student group? Academic title? Professional background? Research focus? Family? Hobbies? (Think: “How do I become an interesting individual for these particular students?”)) Max 2-3 minutes/teacher.

*”Do you want to know something more? Write in the chat!”*  
Answer the questions briefly, but take care not to give long answers. Point out that it will be time for more during the actual courses.

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| 45-70 | **25** | **4. Why are we here?** |  |
|  | 5 | Present program/course structure | Image |
|  | 10 10 | Groups of three: What is interesting/mysterious/difficult? The whole class: Ask "Tell us about something you discussed!" | Instruction |

***PURPOSE****: Provide an overview of the program/course. Also to create more direct student-to-student contacts.*

1. (ca. 5 min.)

Slide: The course structure (name of the courses or (if this adds up to too many details!) what you are doing in the respective year/semester). Present for a maximum of 5 minutes, incl. encourage to ask questions a couple of times during the talk (= hint that it is not dangerous to express oneself.). Can instruct students to use the chat (If the group is large).

2. (ca. 10 min.)

Small groups again: New automatic groups of 3.  
*“Discuss the program/structure/courses! What is interesting? What seems mysterious? What seems difficult?  
Remember to start the discussion by introducing yourself (Note down everyone's name!!!)  
7 minutes, countdown when 60 sec. remain!”*

3. (5 - 10 depending on activity level)

Back in the whole class: Turn directly to someone with the camera on in the video screen. Ask "Tell us something you discussed!" (NOTE Do not ask to give *a full presentation*, but tell us about *something*. This lowers the threshold to speak up.) Then comment in clarifying words. Ask someone else for the same thing. Continue for about 5 minutes.

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| *70-85* | ***15*** | ***BREAK*** |  |

Cliffhanger = *”After the break, we will devote ourselves to the actual job. How will the teaching proceed?”*

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| 85-110 | **25(-30)** | **5. How does the study/course work?** |  |
|  | 10 | Show kau.se (My page, library, etc.), Canvas, Zoom | Show webpages  Link to Instruction |
|  | 15 | Groups of four: What seems clear/difficult? Questions? The whole class: Answer questions! | Instruction |

***PURPOSE****: Overview again, but now we go from the "big" overview to the more practical one. Continued activity to create more student-to-student contact at the individual level.*

The details depend on the target group (New at university? Programs at advanced level? Distance students from different universities/countries with different systems and traditions?) Adapt to the situation and try to focus on the concrete and practical. At the beginning of a course, students first and foremost need to know *how to do* things (not what previous students have thought of previous courses, not much about why course changes have been made, etc.). Give instructions, not reflections!

1. (ca. 10 min.)

* Show kau website (Where do you get general help with e. g. login, registrations, study results, etc.?),
* Show Canvas website (Where to find course *materials*? How to find *what to do* in the course? How to find *someone to ask*?),
* Show Zoom (Where to find how to create an account, download a client, etc.. You cannot expect that all participants already have a client just because they participate in the Zoom meeting, but it is likely that several only follow the meeting via a web browser link).

Show this and point out several times that all this info is also available in the course's Canvas website (Make sure it does!). Use the chat to provide links to important documents (You can link to BOX, because the info can be about how to find Canvas and then it cannot be assumed that you have access to Canvas yet…).

2. (ca. 15 min.)

New automatic groups of 4.  
*”Start with your names again (Write them down!)   
What seems to be clear and what seems to be difficult? Do you have questions?”  
Write questions in the chat! 5 minutes, countdown when 60 sec. remains.*

*After returning to the large group: “Copy what you wrote in the group chat and paste it again in the whole group chat, so that everyone can see!”*

Back in the large group: Encourage students to ask questions (Check the Chat). Answer questions that affect more than one student, but defer individual issues until after the session (Say that you will do this!). (Be sure to really carry out this after the session, so that the positive first impression of you remains intact. Then the tolerance for future mistakes will be larger.)

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| 110-115 | **5** | **BREAK** |  |

Cliffhanger = *”After the break we’ll tackle the first course!”*

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| 115-140 | 20-25 | **6. The first course**  Show the Canvas page. Structure (Course work flow, course materials, examination)? | Show webpages |
|  |  | Groups of 4-6: First impression? Any questions? The whole class: Answer questions. | Instruction |

***PURPOSE****: Provide an overview of how the course is structured, i. e. how it is arranged over the run of the course, what kind of activities it entails, how many and when there are compulsory elements and how to get help if you need it.*

1. (ca. 5-10 min.)

Show the course Canvas page:

* What is the course about?
* Where can you find the syllabus, bibliography?
* How is the work in the course structured (Just roughly. Over time and thematically)?
* How is the examination done in this course?

2. (ca. 7-10 min.)

New automatic groups, groups of 4-6.

*”* *Your first impression of the course? What are your first thoughts about it? Discuss (Note down everyone's name!)! Back in X minutes.”*   
(Write in the chat or vary by using Padlet.)

3. (ca. 5-10 min.)

Back in the large group: Ask for reflections and questions! (Read on Padlet, or ask students to copy to the large group chat).

Save the chat before closing and go through it to answer any outstanding questions (Write in Canvas) for which there was not time.

**Establish the study groups for the first course directly on site?**

You can take the chance and let the last group activity also be the study groups for the first course!

In that case, the groups should aim at 5 students per group + -1.

Do not mention before the activity that the division for the conversation task will also be the course's study groups. But make sure to say it afterwards. It is important to keep the focus on the current task and not already have to think about the next one.

End the session by giving concrete instructions for the groups' first common tasks (e. g. exchange contact details, booking a first Zoom meeting, getting acquainted with the instructions in "Working in groups" before the groups’ first meeting, and where they find any further instructions, etc.). Make sure that this information is available in more de­­­­tail on the first course Canvas website.

Here you can also take the chance to form study groups according to "characteristics" that should affect group division, e. g. desire to study during the day/evening. Use e. g. the ability to add an indicator in front of the own name (e. g. 1 for daytime and 3 for evening and 2 for "does not matter"). This can be done earlier in the session when you ask for different entrance data for the students ("Do you prefer to study during the day or in the evening? Add the number 1 for daytime, 3 for evening and 2 for "does not matter, first in your username."). This works for groups up to 40-50 students. For larger student groups, it takes quite a long time to manually sort into groups, even if the digits make the student list to sort according to their daytime/evening preferences.

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|  |  | **END: How do I get help if I need it?** |  |

End the session by repeating where and how to turn if you need help with something specific.