

# Welcome Videos

## Course Leaders

### Purpose

#### 1. Humanizes the Learning Experience

- **Builds connection:** Seeing and hearing course leaders help students feel more connected to their courses and put a face to the name.
- **Reduces anxiety:** A friendly introduction can ease students' nerves and make the course feel more approachable.

#### 2. Enhances Engagement and Motivation

- **Creates a positive first impression:** A well-crafted video can spark interest and enthusiasm.
- **Encourages participation:** Students are more likely to engage when they feel welcomed and informed.

#### 3. Supports Diverse Learners

- **Accessible format:** Videos can include captions, transcripts, and visual aids to support different learning needs.
- **Flexible viewing:** Students can watch (and rewatch) at their own pace.

#### 4. Saves Time in the Long Run

- **Reduces repetitive questions:** A comprehensive welcome video can anticipate and answer common queries upfront.
- **Standardizes onboarding:** Ensures all students receive the same essential information.

### What is expected of you

Prepare a welcome video of up to 6 minutes duration.

You can use existing presentations or information from course handbooks.

You can record the video using a range of tools; [record straight onto Panopto](#) with or without a presentation, recording on Teams and then download, use another screen recording software, [add cameo recordings into your power point or turn the PowerPoint into a video](#).

The most important content is you. You should be on camera or a picture in a presentation. We want the students to put a face to your name.

## What the Digital Learning Team will do

We will support you with the recording process, edit the video, correct any captions and upload to Panopto and then onto the course Moodle sites.

## Suggested Structure and Talking Points

### 1. Warm Welcome & Introduction (0:00–0:45)

- Greet students warmly.
- Introduce yourself (name, role, background, enthusiasm for the subject).
- Briefly mention the UAL and UAL Principles

### 2. Course Overview (0:45–2:00)

- Explain what the course is about and why it matters.
- Highlight key themes or questions the course will explore.
- Mention any unique features (e.g., guest speakers, fieldwork, projects).

### 3. Learning Outcomes & Skills (2:00–3:00)

- Describe what students will gain by the end of the course.
- Emphasize both academic and transferable skills (e.g., critical thinking, collaboration, research).

### 4. Teaching Approach & Expectations (3:00–4:00)

- Outline the teaching methods (lectures, seminars, labs, online components).
- Set expectations for participation, engagement, and workload.
- Mention how students can succeed in the course.

### 5. Support & Resources (4:00–5:00)

- Introduce key contacts (e.g., tutors, course support administrator).
- Mention available resources (library, online platforms, The Digital Space, office hours).
- Encourage students to seek help when needed.

### 6. Final Encouragement & Call to Action (5:00–6:00)

- Share a personal message of encouragement.
- Invite students to explore the course materials and introduce themselves on Moodle.
- End with a positive note and excitement for the term ahead.

