

Video Script Introduction – 5 Minutes Max

Notes before beginning

- **Keep it short & sweet & to the point.**
[Research shows that people have an attention span](#) for watching videos between 5-7 minutes long.
- **What should you be careful not to say?**
 - Students do not need to know everything about you.
 - In particular, it is not helpful to say you've never taught the course before, or that it is your least favorite course to teach
 - Do not disclose any irrelevant personal information that can undermine you in the eyes of your students.

Faculty Script – 5 Minute Script

Topic	Subtopic	Recommended
<p>Introduce yourself effectively Your introduction should be succinct, but make sure to cover certain key areas.</p> <p>2 Minutes</p>	<p>What characteristics do you want to convey about yourself?</p>	<input type="checkbox"/> Qualifications for teaching the course <input type="checkbox"/> Set-up the tone: formal/informal? <input type="checkbox"/> How available you will be to the students?
	<p>What will you need to say to convey those characteristics?</p>	<input type="checkbox"/> Talk about your (research) interests as they relate to the course (establish authority & make course relevant) <input type="checkbox"/> Talk about best ways to reach you (e.g., phone, email) and your office hour preference (e.g., set hours, open door, and make an appointment).
	<p>What do you think students are trying to figure out about you?</p>	<input type="checkbox"/> Students are likely trying to determine whether you are a harsh or easy grader, and how flexible you will be with deadlines. <input type="checkbox"/> You don't need to cater to their agenda, but you might want to say something about your policies (more on this in the next objective).
<p>Clarify learning objectives and your expectations Clearly laying out expectations starts to orient students toward the kind of effort, learning, performance and</p>	<p>Describe the prerequisites</p>	<input type="checkbox"/> So that students will know if they are ready to take your course.
	<p>Highlight main aspects of the syllabus.</p>	<input type="checkbox"/> If you followed the <u>course design process</u> , you should have an effective structure for the course. <input type="checkbox"/> Communicate that structure to the students so they will understand the decisions you made for the course

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<p>classroom behaviors you expect from them, and it helps them use their time productively. It will also help those students who are shopping around in deciding whether to take your course or not.</p> <p>3 Minutes</p>		<p>and the reasons why you made them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make sure to highlight the learning objectives, the alignment with the assessments – including the grading criteria – and the instructional strategies, the course policies, and the rationale for the structure and the policies, and the reasons for choosing the textbook or other reading materials. <input type="checkbox"/> Consider a quiz on the syllabus. To reinforce the point that understanding expectations is crucial for success in the course some professors require students to take a quiz on the syllabus and get all answers right before they go on with the course content. Canvas can be used for that purpose.
	<p>Explain your expectations for student behavior</p>	<p>Include expectations for:</p> <ul style="list-style-type: none"> • Punctuality (if synchronous) • seeking help when needed • offering feedback when appropriate • preferences for student participation (e.g., raising hands and waiting to be called on vs. jumping in the discussion)
	<p>Communicate your commitment to the students' learning experience.</p>	<ul style="list-style-type: none"> • Share some advice for success in your course (e.g., attendance, participation, keeping up with the readings) • Let them know you are confident in their success as long as they put in the required effort.
<p>Thank You!</p>		<ul style="list-style-type: none"> • Thank the students for their interest in the class. • Communicate you are looking forward to working with them soon.