

Breakout Room



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Report

Breakout Room 1

SAI - Developing a Resource Kit for Student Orientation in the Context of Covid-19

- Study buddy – academic mentors, others staff depending on programme. Does not need to be complicated, but safety mechanism to catch people not engaging
- Peer Mentoring – opportunity to meet others in similar circumstances, calming, normalising challenges of transition
- Gamefying the orientation, icebreakers
- Timeframe – initial days and follow on
- Digital Networking nights
- Access to technology for those who do not have availability to same. Students encouraged/invited to seek support that is not shameful, easy process. Consider accessibility issues, having very structured outlines, avoiding
- Data analytics required to
- Specific 'getting started guides' for all students in pdf form
- Blend of virtual and physical presence on campus
- List of key objectives including socialisation

Breakout Room 2

SAI - Developing a Resource Kit for Student Orientation in the Context of Covid-19

- Pre orientation information made available as well as when students are registered
- Welcome call/postcard to each student
- What platform to use (e.g. blackboard) but if students haven't registered no college email address
- Drip feeding information on a need to know basis – timing essential
- Q and A help point for first years for first 12 weeks with all Support
- Zoom room with a support person to ask questions from 10 a.m.– 5 p.m.
- Integrated schedule of communication from all stakeholders
- Signposting of relevant information at orientation with a quiz to check in on main points very easily accessed
- Online questionnaire at the end of their o

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- Move what we have already in terms of workshops online
- Virtual Scavenger Hunt
- Videos of no more than 2 to 3 mins to introduce services
- Virtual tours of campus labs
- Adapt SPHE Curriculum e.g. healthy eating/consent
- Getting started guides for first years & continuing students.
- Real Optimism that we will have some Face-2-Face sessions
- Professional Zoom accounts for students so they can meet without lecturer in virtual café
- Organic connections may need help through 'forced connections'
- Eg google study groups

Breakout Room 4

SAI - Developing a Resource Kit for Student Orientation in the Context of Covid-19

- Clear and Simple Communication
- Consistent communication to avoid confusion
- Ambassadors know who is on campus and correct information for each cohort
- Arranging activities that doesn't disadvantage those who can't be on campus
- Need to upskill staff, peer mentors on online
- WIT – 2 hours online, 2 hours onsite (tour, ID Card) socially distanced
- Budgeting, Finances, Financial Aid – key this year
- Accommodation – benefits of socialisation and difficulties of anti-social behaviour or not engaging
- Working with students to identify online social opportunities outside formal college - virtual team room
- Mental health – mindfulness, holistic grouping to help cope with all they have been through with Leaving Cert.

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- Get to know the students a bit better and figure out what they want. Time this engagement well and have a joint plan between all departments for that. Once line of communication. Not several emails 'saturating'. In same vein- one online landing point for info 'one stop shop'
- Use applicant Data to streamline requirements. Different cohorts have different needs.
- Online Cafes.
- Create an online 'student hub' i.e. Join smaller cohorts together and facilitate extended contact. Can meet in person if bonded learning evolves.
- Longer orientation very important. Online orientation modules. Study skills. Academic supports. Award their engagement.
- Encourage students to contact all supports i.e. Access
- Host different events online 'festival' and incentivise engagement.
- LIT- considering bringing new students on campus for 2 weeks.
- Worry of screen burn out. Drip-feeding in -person events based on evolving lifting of restrictions. Healthier.

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- Student Leaders – graduates to support current students
- Avoid Information Overload – manage communication in a structured manner
- Have a co-ordinated message academic/support
- Utilising ‘moodle’ ‘loop’ platform with a tile for Student Services
- UNI-Buddy (further info)
- On –campus ? Virtual Tour of all campuses... HOW do we manage it?
- Re-orientation for continuing students to be managed and supported.
- Timeline for 1st years on campus remains unclear.
- Themed Orientation Weeks ie STARTWIT/ ENGAGE/ TRINITYin12/
- Student Mentors meeting 1st years – Platform TBC (Do we garda vet ‘virtual’ mentors?)
- Blended Approach – some attendance/ virtual/ separate induction for International students /
- Social distancing ?
- Pre-recorded material
- On-campus material in accessible location
- Virtual Coffee Mornings
- Supporting students; addressing isolation, loneliness

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- One Stop Platform/Portal for all Information
- Video presentation of services / supports
- Virtual campus tours
- Some face to face connection hopefully - vital
- Huge challenge to replicate on-campus orientation
- “Gamefied” orientation – what does this mean
- Use of games and interactive tools good way to engage
- Mindful of mature student or those not so technically able
- More one-to-one support
- Involvement of academic staff
- Peer to peer involvement

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- Peer engagement online
- 2 week plan of activities for academic and extra and co-curricular activities, health & wellbeing
- Video bank of content for supports and services
- Bring people “onsite” where possible – e.g. interactive tour, outdoor events if allowed
- VLE module for academic orientation content
- Mobile app – more up-to-date/accurate information, live updates based on traditional welcome booklet content
- Focus groups
- Cafés (regional etc.)
- Timetabled slots in orientation for clubs and socs to pitch
- Institutional working group
- Countdown to arrival emails (10 weeks in advance)
- Sharing experience/ideas on technology – not reinventing wheels (e.g. reviews, clarification, tender process etc.)
- Support for technology and learning it in brief windows

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- Engaging on e-mail and making personal connections
- Must be individual work- no meetings
- Gamification
- Short sharp bursts and using different tools
- Communicate visually
 - Draw something or write a word
- Replicate Francis presentation!
- Digital cafes- space for student to interact with each other
- Access students- may be difficulties with no laptops/ credit on phones
- Pre course training- on tech- especially ret for access students
- Break out rooms- down for students- simple and no ask
- Staff training and know how
- Make platforms accessible to the right level for the students to complete their course
- Simple icebreakers from the presenters
- Managing expectations- be kind to staff as well

Breakout Room 10

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- Optimism that we may be delivering a blended orientation in some campuses.
- Keep it simple, not info overload.
- Short recordings on finance, academics supports, societies/clubs then live support officer presentation.
- Key SSO points: how to contact us, why to contact us, what we offer.
- Provide reassurance and clarity of messages.
- Concern about supporting certain groups e.g. Students with disabilities and the considerable transition from 2nd level.
- Student ambassadors developing online activities, quizzes, games etc. Great to get an existing students point of view.
- Discussed technologies being used.
- Use of live chat was recommended to encourage engagement - Chatify
- Having open Zoom rooms for drop-in queries.
- Suggestion of using Zoom polls during events for interaction
- Use of Kahoot for sharing notes during orientation
- Student ambassadors developing online activities, quizzes, games etc. Great to get an existing students point of view.

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- Too much focus on online – try to get as many students on campus as possible. Country opening up
- Planning for online and blended – what will the structure look like and how will it be communicated
- No positive messages given to students now
- Include Clubs & Socs now
- Interconnections with students – how?
- Early arrivals / late arrival / ongoing students – how will we support these

Breakout Room 12

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- Life skills sessions
- Education focused events e.g. mock interviews
- Social skills...programme 'finding the real me'
- Financial management
- Health and wellbeing while studying remotely
- UCD – festival, intro point...peer mentors bring on tours...'farmers market'
- Have free space / time so can get together between sessions
- Imp learning support eg how to access VLE...how to learn at third level. Trial event on how to use the technology
- 'Discover DCU' – modules after get offer of place...pre registration
- 5 / 6 weeks, one devoted to mental health...themed WEEKS
- Expectations / what might happen...clarify
- Connection and belonging – all first yrs will get on campus (physical connection)
- WIT – on web site eg virtual tourism...how to ask questions
- Peer support groups really imp...work with SU
- Weekly connect cafes (online)
- Don't overload students – lot of online time
- Sexual health – consent, peer to peer
- Unresolved grief / loss eg LC...angry? Need to help deal with this...videos (see on Sai WEB SITE)

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- Physical interacts. How are we going to do this online?
- How to make it fun?
- Lack of clarity. Trying to encourage students and keep them motivated. What is this going to look like?
- Represent student voice as well. Use students. Use Student Union.
- Set up small pods/buddy system.
- Senior students can develop skills. Graduate attributes. Credits for engagement award.
- Some element of in person teaching. Campus will be quieter. Challenge in adapting.
- As much peer to peer and student involvement as we can.
- Orientation guides
- Support Clubs and Societies
- Concerned for the quieter student. Your question is important to us.
- Chatify – instant responses to questions
- Use of chatrooms
- Engagement massive problem
- Technology weary
- How to create social dimension?
- Do we abandon the aspects of the social dimension for at the minute?

Breakout Room 14

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- Connecting with students
- Sense of Belonging
- Engagement
- Confidence with technology
- Class Spirit/identity
- Don't leave it to Orientation (tech)
- Peer Support
- Parties
- Your Space –communicating virtually