

Study Leader Orientation

As of May 4, 2026

Today's Topics



1. Introductions (name, course leading)
2. Your questions today?
3. Profile of Osher adult learners
4. Teaching support and resources
5. Classroom management
6. First Day/Last Day
7. Obtaining participant feedback

Introductions



1. Name
2. Brief description of course
3. How did you find and get connected with Osher?

Who Are Our Participants?

Osher adult learners ...

- ❑ Primarily from Upper Valley, also US wide, some international
- ❑ Have extensive, varied backgrounds
- ❑ Prefer to learn through interaction with others: sharing, discussing, collaborating, socializing



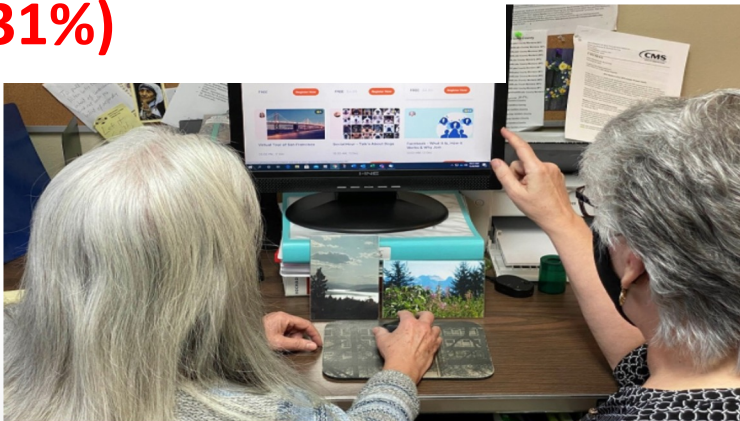
Three Options for Teaching

Now you can teach
in a classroom
and/or virtually.

1. Face to Face (53%)



2. Virtual Learning (31%)



3. HyFlex: Face to Face and Virtual Learning (16%)

Study Leader Support



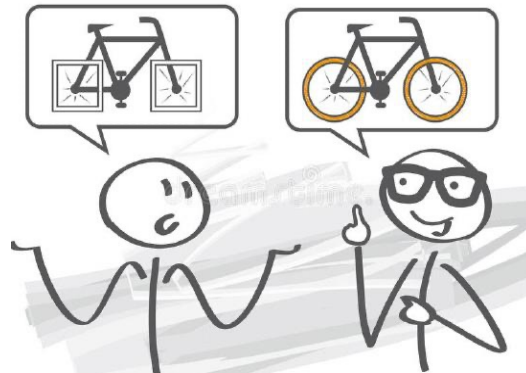
Helps Study Leaders prepare and present courses; available for any questions related to planning and giving a course

- Help develop an idea into a formal proposal
- Advise on design of a course outline or syllabus
- Be a sounding board in organizing content and slides for class sessions, and in addressing pedagogical use of technology
- Share best teaching practices, esp. when teaching via Zoom and HyFlex
- Brainstorm strategies for encouraging discussion among participants

Mentors for Study Leaders

Study Leaders helping Study Leaders.

Experienced Study Leaders volunteer to mentor new and returning Study Leaders who are working on course ideas, ways of teaching, and course design. They are also available throughout the course for teaching and technical advice.



Course Outline/Syllabus

Be ready. Plan ahead.

The course outline is your master plan for the course overall and for individual sessions.

- ❑ Goals for the course and sessions
- ❑ Topics and questions by session
- ❑ Learning outcomes sought
- ❑ Course materials and assignments (readings, videos, online resources ...)
- ❑ Teaching techniques (lecture, small group discussion, case study, simulation, ...)

Review with mentor. Share outline with participants 3-4 weeks before first class.

Google Drive: Your Course's Online Folder

A cloud storage service that allows users to share course information and materials with the class.

- Allows you to see the course roster, add course materials, find the Zoom link, share files
- Allows course participants to find the Zoom link, view course materials, and download files
- Requires a Study Leader to have a Google account to add files to the folder. Create an account if you don't have one.

Osher staff will add your email address as an editor to your course's Google Drive folder; the folder will instantly give you full edit rights, email you a link (by default), and appear in your "Shared with me" section.

Confidentiality

- ❑ Study Leaders will have access to a course roster with participants' names, emails, and phone numbers.
- ❑ Class participants will have access to a course roster with just the list of participants' names.
- ❑ When emailing course participants, please use the BCC function so that email addresses are not shown.

Class Representative

A volunteer among in person participants who provides help during a class session

- Tracks attendance for first 2 course sessions. For first session, notifies staff of missing participants for follow up.
- Sends reminder to participants before 1st course session
- Liaison to Study Leader
- Liaison to Office for information, concerns, complaints

Class Monitor (Zoom, HyFlex)

A volunteer liaison among Zoom participants who works with Study Leader on class management and communication

Before a session

- Send Zoom link to class before each class session.
- Plan with Study Leader management of questions and discussion, and cancellation policy

During and after a session

- Mute participants, as needed
- Monitor chat and hand raising, inform Study Leader, as needed
- Help with technical aspects of class along with Osher staff
- Provide feedback to Study Leader on success in engaging Zoom participants (use of questions, visuals, discussion)

Teaching with Technology

Technology available in the office: PCs, Macs, laser pointers, document cameras, hearing assistance devices



All courses:

- Inform office staff of needs for specific equipment or for use of special Zoom functions
- Plan for guest speakers' tech requirements
- Share tech needs with office staff at least 2 weeks before course begins

HyFlex course:

- May use office or personal laptop
- Load course materials on Google Drive or bring a flash drive.

In-person course:

- May use office or personal laptop

Classroom Management

Questions to Ask Yourself



- Do you need to show slides, images or videos? How will you do this so everyone see them?
- Have you thought about how to manage: materials, discussions, time, pacing, breaks?
- Have you talked with your Class Representative and Class Monitor about managing questions and discussion?
- Have you planned to do a practice run at least two weeks before? Schedule with staff.
- Have you uploaded relevant course material to Google Drive
- For virtual classes: do you need training or refresher in Zoom or in HyFlex?
- Have a class cancellation policy and process (for weather, illness, etc)?

What to Do on Day One

- Arrive/Open Zoom 20 minutes ahead of time (Office staff will join for the first session to assist, answer questions)
- For Zoom courses, claim host using claim host key 603646
- Once session begins, introduce yourself and the Class Representative/Monitor
- Go over class management
- Discuss cancellations, if necessary (e.g., email, phone chain); Advise and plan a make-up session with Osher Office)
- Consider introductions by participants (name, why they took this class, background)
- Give a class break around halftime (leave Zoom open for chats)
- Copy the Office on emails sent to the class, so the Office can help students, if needed osher@dartmouth.edu

How Are We Doing?



Participant feedback provides information for changes in the course – it's design, whether discussion was effectively managed, the value of supporting materials, even suggestions for other courses.

- ❑ Don't wait until the last class to ask. Ask participants for feedback anytime before, during, or after class
- ❑ Ask participants to fill out the Osher anonymous online feedback form at the end of the course

Osher Office Runs Day-to-Day Support



One stop shopping

- Assigns an office staff person to each course
- Schedules classes, manages classrooms
- Connects Study Leaders with appropriate resources as needed/requested
- Schedules virtual learning classes and meetings (Osher Zoom account), provides Zoom links
- Creates and manages Google Drive course folders
- Provides training on Google Drive, Zoom, and HyFlex
- Provides class rosters
- Assists Study Leaders with equipment, as needed, upon request
- Compiles and sends feedback survey results
- Provides specific course information to participants through the registration system confirmation letter.

Call the Osher office for any support needs: 603-646-0154

Explore the Digital Handbook

Quick lookup online resource

1. How it all works
2. Propose a course
3. Design the course
4. Lead the course
5. Meet our Study Leaders
6. Osher help

Study Leader web pages on

osher.dartmouth.edu

Do You Know?

Some benefits of teaching an Osher course:



1. Teach One / Take One (a free class for each one you teach!)
2. Register before official registration opens through the office
3. Reimbursement for expenses (<\$60)
4. End of term debrief with Study Leaders

**Have we answered
your questions?**



Thank you!

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