Icebreakers are activities at the start of a course to involve students and develop personal connections between students. Developing connections between online learners is particularly important as face-to-face interaction and serendipitous meetings are less likely to occur.

Icebreakers can also be a low risk opportunity to introduce and test technologies and identify and support students who struggle with course technology.

Icebreakers are generally short social activities, like:
- Playing a game
- Solving a puzzle
- Responding to questions. Questions can be silly, fun, serious, reflective, and/or experiential.
- Sharing experiences
- Creating and sharing visuals, stories, videos, maps, etc.
- Personal Introductions (Getting to Know You)

Good icebreakers suit the class; most are simple, fun and creative.

Plan your icebreakers: think about your audience, the technologies required, how students will use the technologies and the time required to complete the activities.

Examples
- Create a story – 3 words at a time.
- Share 3 websites you visit everyday
- Strangest thing everyone has in common

Evaluate: what evidence can I use to explore how well it worked?
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- Participation: Who was involved, when and how often?
- Feedback: What did students tell you about the activity? Did you ask?
- Time: How much time did the activity take, for each participant? Was it appropriate?
- Responses: What did students share, write and say as part of the activity?
- Class communication: Did you see a change in class communication after the activity?
- Interactions: Who interacted with whom? What does the class social network look like?