

Cameras Optional

CREATIVE WAYS TO ENGAGE STUDENTS

RESOURCES FROM SESSION BY
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FOSTERING ENGAGEMENT WHILE RESPECTING PRIVACY

Engaging students is central to facilitating courses but assessing engagement has become more challenging in our virtual learning environments. Students' anxiety over the use of cameras has left faculty questioning how they can assess student engagement while respecting student privacy.

Requiring Camera Use Can Affect

EQUITABLE CONDITIONS FOR LEARNING



- Student Privacy
- Bandwidth (digital & mental)
- Available Technology



STUDENT LEARNING

- So many things to focus on
- Feelings of isolation or resentment



THE WAY YOU THINK ABOUT ASSESSMENT

- Cameras on does not equal engagement



YOUR FOCUS ON TEACHING

- Looking at students, looking at the chat, looking at yourself
- Facilitating class

Extending Grace



Demonstrate Concern

Check in with students



Offer Flexibility

Ask students to turn cameras on when needed



Provide Choice

Allow students to complete activities using a variety of tools (e.g., Panopto or forums)



Consider Engagement

How will you engage students whether their cameras are on or off

Faculty Members' Recommendations: Participation and Engagement Without Cameras

Assess learning through polling

- 'quick quizzes' using the polling function periodically throughout lecture.
 - [Polleverywhere.com](https://www.poll Everywhere.com)
 - [Polling feature in Zoom](#)

Elicit ideas from multiple people simultaneously

- Respond to a question or prompt and view and react to each other's responses using [Padlet](#)

Students collaborate or solve problems using forms, slides, spreadsheets, or documents)

- forms ([Google forms](#) or [Office 365 forms](#))
 - individual students or breakout groups can submit answers to forms during activities
 - survey in advance to elicit topics that can be recapped later
- slides ([Google slides](#) or [PPT in Office 365](#))
 - Students in break out rooms each fill out a designated slide and then present to class as a whole
- spreadsheets ([Google sheets](#))
 - answer exercises (like flipped classroom approach of helping students do homework in class)
- Documents ([Google docs](#))
 - Students in break out rooms each fill out a designated portion of the document and then present to class as a whole

Engage in discussion

- Respond using audio, video or both and comment on other's responses using [VoiceThread](#)
- Post articles and brief perspectives and respond to three other student posts using [Sakai](#) forums

Work together and report out

- Use [break-out rooms](#) in Zoom for small group work

Session Recording & Resource Links

[Cameras Optional: Creative Ways to Engage Students Recording](#)

[A Day in the Life of a Remote Undergraduate Student: Fall 2020](#)

[Dear Professors: Don't Let Student Webcams Trick You](#)

[Engaging Students in Virtual Instruction With the Camera Off](#)

[Multiple Digital Learning Modes to Optimize Class](#)

[Some Initial Thoughts On Class for Zoom](#)

[How Do You Make Zoom Breakout Rooms Less Boring?](#)

[Session Padlet: Cameras in the Online Classroom](#)