Why Students Have Them Off

TECHNOLOGY Students may lack webcams, sufficient WiFi access, or the computer processing capability to handle all Zoom features.

FATIGUE Students may be in Zoom classes or meetings for many hours a day and may need a break from constantly being "on."

ANXIETY Students may have anxiety, image concerns, or a history of trauma that makes sharing their videos difficult.

PRIVACY Students may not want to share their surroundings with others. They may not want their image recorded.

ILLNESS Students may feel well enough to attend a virtual class, but may not want to share video due to their symptoms.

CARE NEEDS Students may have parental or elder care obligations that are competing for their attention and availability.

Why Instructors Like Them On

SIMULATES FACE-TO-FACE LEARNING Instead of beginning class with announcements or lecture, you can use a feature in Zoom called "gallery view." Students can be prompted through direct chat messages in the chat. Ask students to answer questions in the chat. Students can reply all or directly to you with their answers. Chat responses can be a better indicator of engagement and community-building than physical appearance.

DRAINING TO TEACH "EMPTY BOXES" Many students lack webcams, sufficient WiFi access, or the computer processing capacity to handle all Zoom features.

ASISTS WITH COMMUNITY-BUILDING Instead of beginning class with announcements or lecture, you can use a feature in Zoom called "gallery view." Students can be prompted through direct chat messages in the chat. Ask students to answer questions in the chat. Students can reply all or directly to you with their answers. Chat responses can be a better indicator of engagement and community-building than physical appearance.

TO CONFIRM STUDENT ENGAGEMENT Many students are naturallyturning cameras off for these interactions and may be more inclined to keep them on through the period, as a result.

FROM LINDSEY MEYLAND CENTER FOR ACADEMIC EXCELLENCE

Ask Yourself: Is There a Learning- or Student-Centered Reason to Have Cameras on in Your Class?

CENTERED REASON TO HAVE CAMERAS ON

I am teaching observable skills such as public speaking, dance, or sign language. I need to be able to see my students to give them effective feedback.

OBSERVABLE SKILLS

I believe we need cameras on to achieve learning goals that pertain to:

1. Learning goals pertained to:
   - **Teach** small-group activities in a Google Doc, Slides, or other collaborative space. While students are contributing to the collaborative product, you can incorporate sharing, support, and feedback. Ziggeo is an activity that invites students to work in small groups on an engaging task, and you can drop in to work with them or to answer their questions.

2. Before class, place the prompts for your small-group activities in a Google Doc, Slides, or other collaborative space. While students are completing the prompts, the teacher can contribute to the collaborative product, and the class can remain focused on the highly engaging experience.

3. Use the Breakout Rooms feature of Zoom for small group activities. Invite students to work in small groups on an engaging task, and you can drop in to work with them or to answer their questions.

4. Class polls through Zoom, AddLearn, or Google Forms can be used to assess learning and to collect information about student preferences, experiences, and identities.

5. Community is important to me, and that feels easier to build when cameras are on.

6. Students may be in a virtual classroom that don’t rely on sight or cameras.

ENGAGEMENT

I want to make sure that students are engaged in the class, since engagement predicts learning.

Try

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