

Using Video to Assess Student Attention in Virtual Class Meetings

Don't Do This

- ✗ Connect students' video use and eye contact time to participation points, grading, or school attendance.
- ✗ Remove students from the meeting if their videos are not on.
- ✗ Trick students into turning on their videos (e.g., class dance party w/ no opt-out).
- ✗ Give extra credit to students who have their video on.

Do This!

- ✓ **CHOICE.** Let students decide whether to turn on, or keep on, their video. Allow them to use virtual or blurred backgrounds and fun filters (e.g., be a banana or potato!). <https://bit.ly/virtualmtgfilters>
- ✓ **REAL-TIME CHECK-IN.** Ask questions often to assess student understanding. Allow students to respond via audio or virtual meeting tools (e.g., chat box, polls, nonverbal reactions - "thumbs up").
- ✓ **USE DIGITAL ASSESSMENT TOOLS.** Collect different types of data to evaluate ongoing learning - Answer Garden, Gimkit, Kahoot, Google Forms, Poll Everywhere, Socrative, Crowdsignal, Formative, Classkick, Ted-Ed, Playposit, Ed Puzzle, Nearpod, etc.. <https://bit.ly/formassesstech>

Why Does It Matter?

PRIVACY. Students might be uncomfortable displaying their living space to their peers.

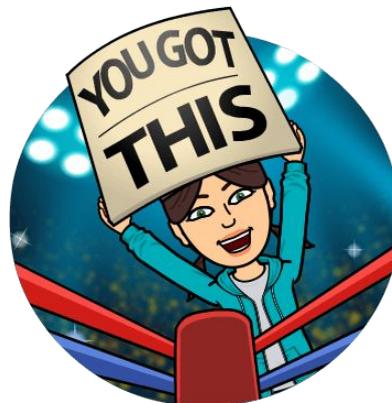
SAFETY. Students (and their family members) may not want their image captured, recorded, or shared. Students could be cyberbullied if a classmate takes a screenshot of their video.

EQUITY. Students might have unreliable Internet access, low bandwidth, devices without video capabilities, limited data, or limited access to a device.

PERSONAL. Students might feel shy or anxious to be on camera. <https://bit.ly/zoomcams>

"But I Don't Like Teaching to Blank Screens"

Teach students to setup their Google Meet or Zoom profile picture as a bitmoji, school photo, or a favorite selfie. When the camera is off, the students' profile picture will show up, giving you a virtual audience to talk to.



Ask Before Assume

This is a challenging time for everyone. If students are struggling to show attentiveness, ask questions rather than make assumptions about their actions or punish them for lack of engagement.