

# 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., for a class dance party).
- ✗ 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, or limited access to a device.

**PERSONAL.** Students might feel shy or anxious to be on camera.

## "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.