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# STUDENT MIC AND CAMERA USE

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## ONLINE LEARNING AT ANOTHER HEI

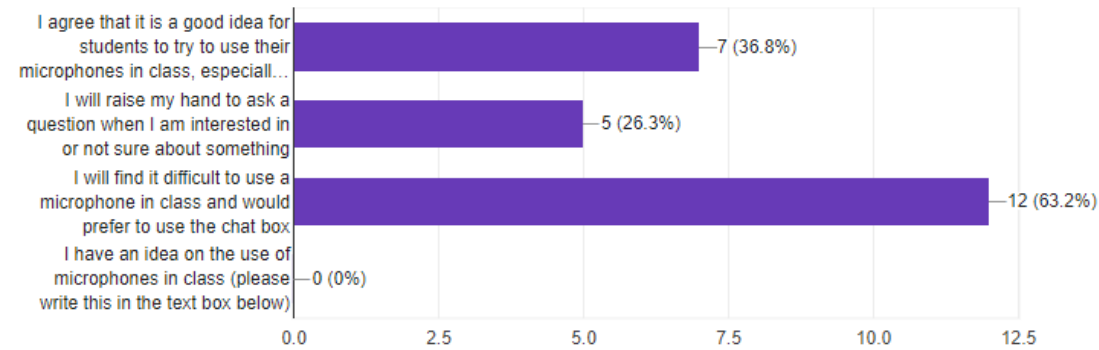
- Use of online learning spaces since 2013 (OU Live, later Adobe Connect)
- Students don't have facility to use cameras
- Initial staff frustration at lack of mic use, later tacit acceptance
- Chat box seen as 'inferior' channel of communication

# ONLINE LEARNING AT UOG - SOME OBSERVATIONS

- Students default to the chat box and lecturers are frustrated by this
  - My own Covid-era new respect for the chat box
  - Sweetman (2020) had similar reflections
- Students more likely to use their mics in smaller groups with students they already know
- Students in small cohesive group would use cameras when addressing external speaker
- Reflecting on staff use of mics and cameras in online meetings and events
  - Practicalities and group size and familiarity can restrict camera and mic use

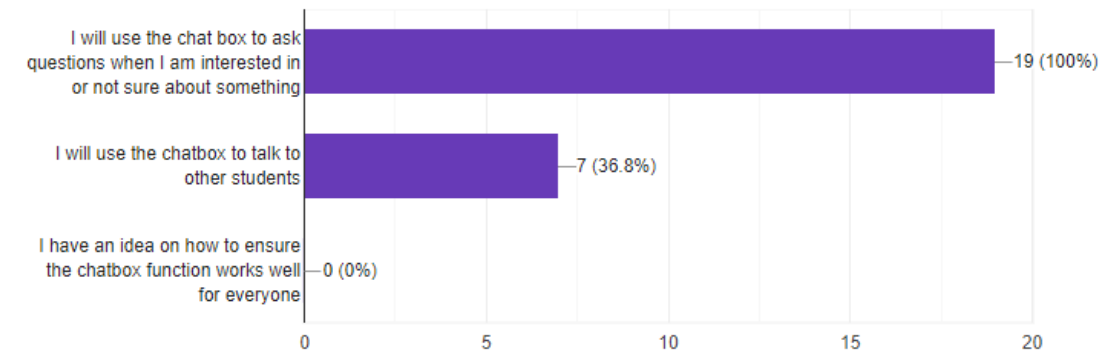
### Use of microphones in class

19 responses



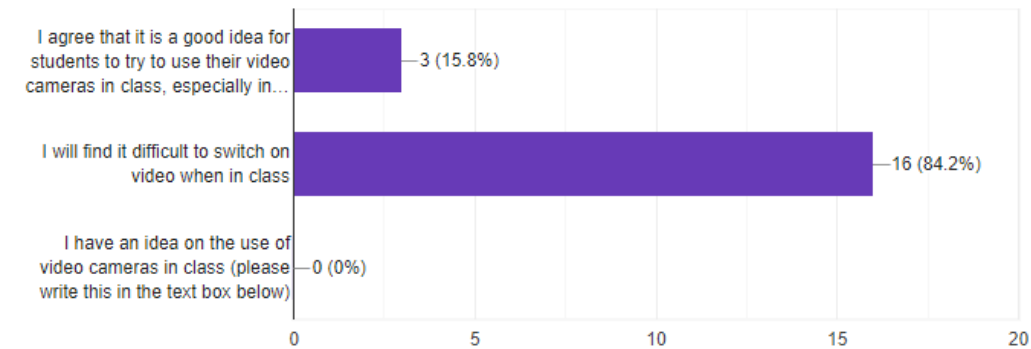
### Use of chat box in class

19 responses



### Use of video cameras in class

19 responses



Please use this space to write any ideas or feedback around establishing expectations to help everyone be successful on this module. You could also let me know of any useful information that would help me in the teaching of this module.

5 responses

In my lectures so far, the best way of getting students to talk to each other and about the subject has been break out rooms

n/a

I think, people find it difficult to break the barrier and to speak through the mic. but it would be great idea that everyone do it in the break rooms. I am not very outgoing but if someone would start using the mic. first than it would be easier for me to do so.

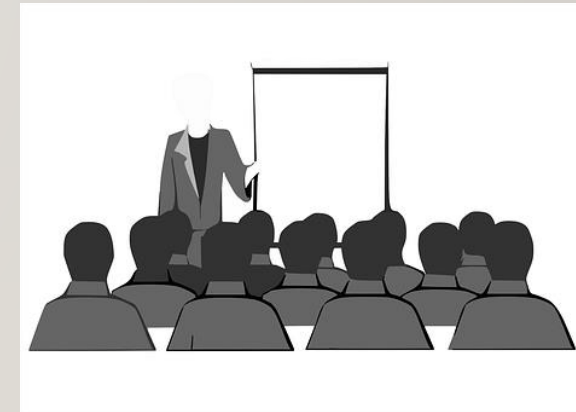
I am very keen to use my microphone and even turn my camera on when speaking and in breakout rooms but it's hard to do if others aren't doing the same. I completely understand and empathise with those not wanting to do the same but it's not very comfortable being the only one to do so.

I find breakout rooms a bit awkward but it's OK

# ISSUES OF CULTURE AND EQUITY- THE ON/OFF DEBATE

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- Reasons to use microphones and cameras:
  - Social presence linked to student motivation, participation, learning, retention and satisfaction (Richardson et al., 2017)
  - Spontaneity and quality of discussion, facilitates collaboration and sense of community
  - Moving beyond lecturer as session leader towards active learning in partnership
  - Practice online presentation skills in preparation for employment or further study
- Reasons not to:
  - Lack of microphone and/or camera or inadequate bandwidth (Sweetman, 2020; Castelli and Sarvary, 2021)
  - Lack of confidence, or concern about physical appearance (Castelli & Sarvary, 2021)
  - Background not tidy or quiet (Sweetman, 2020; Castelli & Sarvary, 2021)



# POTENTIAL WAYS FORWARD

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- *Establishing early expectations and encouraging students to reflect on their own practice and habits*
- Encouraging students to use mics and cameras early on (Sweetman, 2020) perhaps in *low risk activities* (e.g. icebreaker activities, breakout rooms)
- *Ensuring that activities are inclusive* for non-mic and camera using students (e.g. chat box always available as an alternative) (Castelli & Sarvary, 2021)
  - Cavinato et al (2021) polled students on their preferences and allocated into groups accordingly
- *Reflecting on our own practice* from a student participation perspective –encourage active learning (Castelli & Sarvary, 2021)
  - Understand student challenges through surveys (Castelli & Sarvary, 2021)

Colleagues- examples and reflections

How can we positively shape cultures and addresses issues of equality and diversity in or own practice?

Collaborations sought!

# REFERENCES

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Castelli, F. and Sarvary, M. (2021) 'Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so' *ACADEMIC PRACTICE IN ECOLOGY AND EVOLUTION*, <https://doi.org/10.1002/ece3.7123> (accessed 9 June 2021)

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Richardson, J., Maeda, Y., Lv, J., Caskurlu, S., (2017) 'Social presence in relation to students' satisfaction and learning in the online environment: A meta-analysis', *Computers in Human Behavior*, 71, pp. 402-417

Sweetman, D. (2020) 'Making virtual learning engaging and interactive', *FASEB Bioadvances*, 3 (1) pp.11-19, <https://doi.org/10.1096/fba.2020-00084> (accessed 9 June 2021)