

Camera or No Camera

That is the question

What do you think?

Should Faculty Senate create their own recommendation and guidance for

- Video use during synchronous classes?
- Recording synchronous class sessions?
- Use of video for assessment purposes?

OR

Should Faculty Senate officially endorse the guidance provided by Administration? (July 9, 2020 Email from Exec. Dean LaManque)

Let's Look at the Issues



Issue #1 – Requiring Video On

Should students be REQUIRED to turn on their cameras?



Photo by [Aaron Weiss](#) on [Unsplash](#)

Benefits

Helps build community

More engaging for faculty and students
to see one another

Feels more like a 'normal' classroom



Photo by [JESHOOOTS.COM](https://www.jeshoots.com) on [Unsplash](https://www.unsplash.com)

Considerations?



PRIVACY - Uncomfortable sharing living space with others

SAFETY - May not want image captured, recorded, or shared. Cyberbullying is real.

EQUITY - Unreliable internet access, low bandwidth, devices without video or limited access to a device

PERSONAL – access to clean clothes; only safe place is bedroom; people in the background

July 9, 2020 Guidance – Use of Video Images

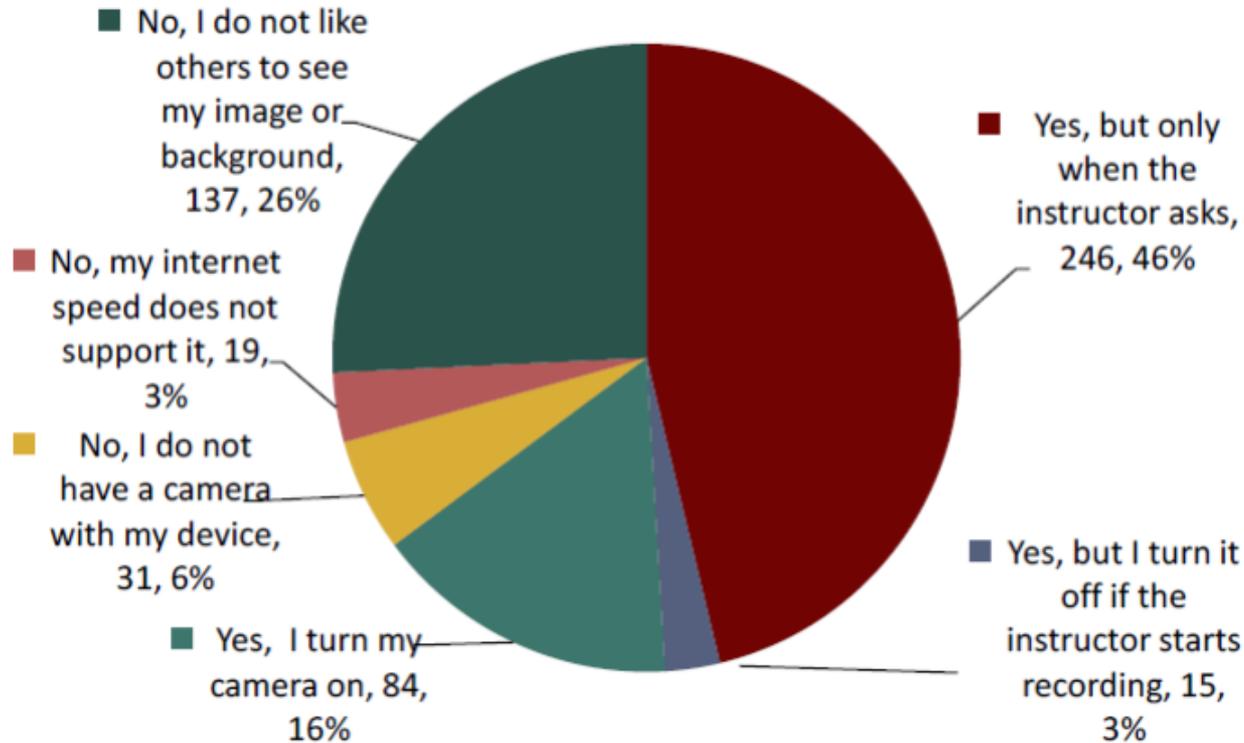
“However, we do suggest that having students show their images online be voluntary for the following equity and privacy reasons:

1. Not all students have a video camera.
2. Not all students have the network bandwidth.
3. Not all students feel comfortable sharing their background and not all students have the capacity to share a virtual background.
4. Not all students feel comfortable sharing private images of themselves in an environment where the images can be captured and used without their permission.

Given these reasons, while it is OK to ask students to turn their cameras on you should provide alternative ways students can participate if they cannot or choose not to turn their camera on.”

Source: [LaManque email sent July 9, 2020](#)

On zoom calls do you usually turn your video on?



Key Points

- **Invite** your students to engage with video to help build the community.
- In a recent survey, more than half of the students said they *would* turn on their cameras if asked.
- Encourage them to engage with one another visually and verbally, allowing time for that social interaction



Issue #2 – Recording Synchronous Sessions

What is the “official” recommendation be for recording synchronous sessions?



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FERPA and Recording Lectures

“While there is no requirement that class sessions must be recorded, please consider video recording of class lectures to help students (by, for example, making recordings available inside Canvas for students to review the material at their own pace), **but only the instructor’s image should be captured.** Video images of students are part of a student’s educational record and therefore protected under FERPA and may be shared only under limited circumstances, including with release from the student.”

Source: [LaManque Email July 9, 2020](#)

Suggestions on Video Recording Class Lectures

- “In addition to posting on the syllabus, instructors should announce at the onset of a recorded session (each time) that the material is being recorded.
- The instructor should control what is being recorded, and only record portions of the class that do not include student images or voices. If this cannot be done, it should not be shared with the class for later viewing.
- If recorded sessions are shared with students for later use, the transcript should be edited for accuracy.
- Faculty should advise students that they are not permitted to record classes in any manner without prior written approval.”

[Source: LaManque Email July 9, 2020](#)

Considerations



Photo by [Chris Montgomery](#) on [Unsplash](#)

→ Privacy concerns

- ◆ Recording should include only the instructor
- ◆ Record only the parts of the session that show the instructor.
- ◆ Hold specific Q&A periods when you can **pause** the recording
- ◆ Don't refer to students by name

→ Transcript accessibility

- ◆ Edit transcript prior to posting to correct punctuation, spelling, capitalization, etc.

Related - Video Assessment

For academic integrity

- Are there other ways to demonstrate knowledge?

For assessment of student learning outcomes (eg. performance-based courses)

- Information included in syllabus
- Students alerted prior to the start of the class
- Weigh the potential impact to students who cannot or wish not to share their image

Use of Video Assessment

“Assessment in the online environment (whether synchronous or asynchronous) is not necessarily the same as in-person. It is important to reconsider how students might demonstrate what they know in ways in which they apply the knowledge rather than recite facts. For additional ideas, [this article](#) from a math professor is about what and how we should be teaching and assessing a course. Included on [this page](#) are approaches to increasing academic integrity online from Mira Costa College.

If there is a course where video is necessary for assessment of student learning outcomes the instructor should include this information in the course syllabus and alert students to the requirement before the start of the class. The need for video to assess should be weighed against the potential impact to students who cannot or wish not to share their image.”

[Source: LaManque Email July 9, 2020](#)

Summary of Current Recommendations

“Summary of Ohlone College Recommendations for Use of Video in Zoom Classroom Setting

1. It should be voluntary for students to show their images online.
2. Video recording of class lectures are suggested to help students, but only the instructor’s image should be captured and the transcript edited for accuracy.
3. Use of video for assessment of learning outcomes should be limited to courses where the instructor determines there is no other way to meet the learning outcomes. Students should be alerted to the requirement before the start of the class via email or the class schedule and the information should be included in the course syllabus.”

Source: LaManque Email July 9, 2020

Next Steps

- What do we need to do to make sure that we remain **student – centric** and focus on what is important:
 - Policy
 - Pedagogy
 - Practice



