

## Group 1 - Assignment 2 - Camera On Camera Off - **Day 1** - block details

00:00  
4m

### Introduction

Quick intro - facilitators

Learning Objective & Take Aways

Set tone and climate for the session

#### ADDITIONAL INFORMATION

Social presence and facilitation place

Facilitator: Sam

Technology: Zoom and Canva

#### GOALS

Learning Objective: For learners to consider various points of view about the advantages and disadvantages of cameras in virtual classrooms, then to propose ways that they can adapt their plans to using and not using cameras.

00:04  
4m

### Ice Breaker & Energizer

What is your experience with camera in virtual setting?

#### ADDITIONAL INFORMATION

Facilitator: Stephanie

Technology: Zoom and Mentimeter

#### MATERIALS

- Mentimeter word cloud

#### INSTRUCTIONS

Stephanie to produce and lead a word cloud of learners' thoughts on experiences with cameras in virtual settings.

00:08  
10m

### Asynchronous learning activity overview

Review of asynchronous learning activity results

- Pre-poll results
- Debrief and prompt based on asynchronous posts
- Segue to stinky fish

#### MATERIALS

- Pre-done poll (see asynchronous)

#### ADDITIONAL INFORMATION

Facilitator: Jolee

Technology: Zoom and Canva

00:18  
5m

### Activity - Stinky Fish

A short activity to run early in a program focused on sharing fears, anxieties and uncertainties related to the program theme. The purpose is to create openness within a group. The stinky fish is a metaphor for "that thing that you carry around but don't like to talk about; but the longer you hide it, the stinkier it gets." By putting stinky fish (fears and anxieties) on the table, participants begin to relate to each other, become more comfortable sharing, and identify a clear area for development and learning.

#### MATERIALS

- Zoom template with fish

#### ADDITIONAL INFORMATION

Facilitator: Sam

Technology: Zoom

#### GOALS

Create openness within a group

## INSTRUCTIONS

### Step 1:

Introduce the purpose of the exercise in your own words. Explain that the purpose is to explore and share our individual worries/concerns about the future as a way to start a conversation and begin to confront or overcome them.

Show the Stinky Fish template to each participant. Explain the metaphor of the Stinky Fish: "The Stinky Fish that thing that you carry around but don't like to talk about; but the longer you hide it, the stinkier it gets. It's a metaphor for a fear or anxiety; something that will only get worse if you don't acknowledge and deal with it."

### Step 2:

Give participants around 5 minutes to write down their personal stinky fish for the context of the program.

*[For example, if the context is a Digital Master Class, the stinky fish could be about fears and anxieties related to digital change. If the context is an organisational change workshop, the stinky fish would be about fears and anxieties related to change in our organisation. They should write only a few words or a phrase inside the body of the fish.]*

### Step 3:

Once all participants have written their stinky fish, invite the group back, and have each participant share their fish with the rest of the group.

Ask participants to share one at a time, for 30 to 60 seconds each. Continue until all participants have shared.

#### Facilitator notes

*Optionally, put all the stinky fish up on the wall as a kind of gallery. It can be useful to come back to them later in a program to refer back to some of the fears and anxieties that were brought up at the beginning.*

### Step 4:

Wrap-up the exercise by thanking participants and reminding them that in the rapidly-changing world, uncertainty and worry about the future are totally normal.

Explain that "putting fish on the table" is an important first step to confronting and dealing with worries and fears. If relevant, explain that elements of the program to follow will offer the chance to further explore some of these stinky fish.

### Tips for running this activity online

- Using Zoom whiteboard
- Users can draw on the whiteboard digitally
- In the reflection step, invite users to navigate to the image of the person speaking in the whiteboard.
- If you don't have an online whiteboard tool, you can use Slack or Google docs to share and comment on the created images.
- If using video conferencing software alone, invite the participants to share their screen and show their digital image, or hold up their physical drawing for the group to see.

## BACKGROUND

Credit: Åsa Silfverberg

Source: [Hyper Island toolbox](#)

Hyper Island designs learning experiences that challenge companies and individuals to grow and stay competitive in an increasingly digitized world. With clients such as Google, adidas and IKEA, Hyper Island has been listed by CNN as one of the most innovative schools in the world

00:23  
10m

## Content Presentation & Context Setting

Why students want to keep it off vs why students should keep cameras on?

Activity to construct main points from the pre-work article

## ADDITIONAL INFORMATION

Facilitator: Corie

<https://oen.pressbooks.pub/resilientpedagogy/chapter/thinking-outside-the-pr-prompt-post-reply-box/>

Technology: Zoom and Canva

## INSTRUCTIONS

- Prompts:

00:33  
10m

## Small Group Discussion & Exploration

Assign group to break out room with an assigned question and to present back to larger group findings.

Debrief from facilitator

### ADDITIONAL INFORMATION

Facilitators: Jolee, Corie, Sam

Production /time keeper: Stephanie

Technology: Zoom break out rooms

### INSTRUCTIONS

Prompts/questions for each team:

1. XXXX
2. XXXX
3. XXXX
4. XXXX

00:43  
1m

## Group Check In

Ask group how they are feeling so far with the use of emoticons.

### ADDITIONAL INFORMATION

Facilitator: Stephanie

Technology: Zoom/emoticons

00:44  
8m

## Whiteboard Discussion on Best Practices

Facilitate brainstorm session with group on their best practices of the use of camera.

Facilitator gives one example to get the discussion started.

Prompts group to share.

### MATERIALS

- Zoom
- Zoom whiteboard

### ADDITIONAL INFORMATION

Facilitator: Stephanie

Technology: Zoom Whiteboard

00:52  
5m

## Content Presentation

Additional best practices.

Transition to next step.

### ADDITIONAL INFORMATION

Facilitator: Stephanie

Technology: Zoom and Canva

00:57  
2m

## Energizer

Fun video to end the session.

### ADDITIONAL INFORMATION

Facilitator: Sam

Production: Stephanie

Technology: Zoom and Canva with embedded TikTok video

## BACKGROUND

Funny Video Options: [https://www.tiktok.com/@ellefury/video/6890129733783276805?is\\_copy\\_url=1&is\\_from\\_webapp=v1](https://www.tiktok.com/@ellefury/video/6890129733783276805?is_copy_url=1&is_from_webapp=v1)  
(there's multiple parts)

[https://www.tiktok.com/@juliustheprofessor/video/6962970649568627974?r=1&t=8VXy2omtN4&is\\_from\\_webapp=v1&item\\_id=6962970649568627974](https://www.tiktok.com/@juliustheprofessor/video/6962970649568627974?r=1&t=8VXy2omtN4&is_from_webapp=v1&item_id=6962970649568627974)

[https://www.tiktok.com/@muggles\\_and\\_collin/video/6959689845082033413?r=1&t=8VXxyhXW9qP&is\\_from\\_webapp=v1&item\\_id=6959689845082033413](https://www.tiktok.com/@muggles_and_collin/video/6959689845082033413?r=1&t=8VXxyhXW9qP&is_from_webapp=v1&item_id=6959689845082033413)

(a lot of the videos focused on power differences and "body mullets")

---

00:59  
4m

## Questions and Conclusion

Discussion wrap - Sam

Introduce post-poll available until Sunday - Jolee

- Key takeaways/what did you learn this week?
- How has your perspective changed/new practices you want to try?

## ADDITIONAL INFORMATION

Facilitator: Sam & Jolee

Technology: Zoom and Canva

---

## Group 1 - Assignment 2 - Camera On Camera Off - **Day 2** - block details

00:00  
0

**Mon Sep 19**

Add classmates to Mattermost discussion channel  
Open pre-poll  
Provide reading/resource

### MATERIALS

- Class reading - Case Study
- Poll
- Mattermost channel

### ADDITIONAL INFORMATION

**A case study for students to keep cameras off**

[\(PDF\) A Case Study On Students' Reasons For Not Switching On Their Cameras During Online Class Sessions \(researchgate.net\)](#)

Top reasons why students prefer not to turn their cameras on:

- lack of internet data
- poor internet connection
- social norms
- not being physically presentable
- not being comfortable to be looked at by peers

### GOALS

To introduce us as a team and our own experiences with cameras on/off

00:00  
0

**Tues Sep 20 - Fri Sep 23**

Post discussion prompt  
Team members to check and facilitate throughout week

### MATERIALS

- Mattermost access
- Case study reading

### GOALS

To solicit thoughts from learners on the reading and their opinions of cameras in virtual classrooms

### INSTRUCTIONS

Discussion prompts:

- Playground (Purdue reading) - TBD in more detail, but for now, the prompts will be around discussing the (surface) reasons of not using cameras versus the underlying reasons why students may be reluctant to use cameras.

00:00  
0

**Fri Sep 23**

Team to review asynchronous discussion and highlight content for review during synchronous session  
Close pre-poll and aggregate results for synchronous session review

### MATERIALS

- Mattermost channel

### INSTRUCTIONS

Team Cameras to show cognitive presence by actively interacting with the discussions that are generated on Mattermost.

00:00  
1h 00m

**Sat Sep 24**

Synchronous session (9-10am PST)  
Open post-poll after session

### MATERIALS

- Zoom

### ADDITIONAL INFORMATION

Zoom

### GOALS

To run a successful Zoom session where learners participate!

## BACKGROUND

Scheduled Zoom meeting:  
Topic: LRNT 528 Cameras  
Time: Sep 24, 2022 10:00 AM Edmonton

Join Zoom Meeting  
<https://us02web.zoom.us/j/86052407768?pwd=ekxNcjFZSGRxbllcZWJQOWhxVTZBQT09>

Meeting ID: 860 5240 7768  
Passcode: 142484

---

01:00  
0

**Sun Sep 25**

---

Close post-poll

Wrap up via asynchronous post

MATERIALS

- Mentimeter poll

## GOALS

To solicit feedback on our week from learners/peers.

---