

Cameras On/Off Debate - Transcript

0.12[Olivia] You're listening to the Student Digital Community podcast for City University of London. **[Sam]** Alright, well, hello everyone, and thank you for joining us today. This is actually our first debate, it's endorsed by the Students Union, but it's actually part of an initiative that the Student Digital Community came with. So, my name is Sam. I'm one of the digital assistants and then working alongside with the LEaD team. **[Noor]** Hi, I'm Noor I'm also one of the student digital assistants. I'm also a student at City and I'm studying computer science and I'm happy to be here with all of you today and very excited to talk about this. **[Amanda]** I'm Amanda, I'm a third year law LLB student. I'm also an international student. And yeah, I'm just really excited to have this debate, it's the first time taking part in something like this. But I'm really interested to see and hear what students have to say and what their different opinions are on this. **[Sam]** Great, I think is going to be, well, more than a debate. I think it's sort of like a space just to share what we think about having cameras on or off during lectures. It's great to have a student point of view, because I'm not sure about you Noor and Amanda, if you do have your camera on or off. But it really depends on the day for me and on my mood.

[Sam] So I guess it would be good to start off by addressing what in the first place, or perhaps to think of within your courses, the majority of students leave their cameras on and off. I think that's a good way to sort of put a context on what's happening at the moment, during lectures. So what would you say on this?

2.02 Do people leave their cameras on or off?

[Noor] So well, for me at least so studying Computer Science, I'm also an international student. So, sometimes it's dark and sometimes it's not. And, so mostly, most of my modules have all been optional, like you can turn it on if you want to, but usually most of them tell you to turn it off. And sometimes, I don't know why, but being an international student, so I have friends over here at home which are at different universities all around the world. And most of them, I feel like the people who are being able to engage and actually understand and participate are the ones which have their cameras on. And the only class I have which actually asked me to turn my camera on, is actually the only class I actually look forward to going to, for some reason, I actually like engaging and I feel like I've kept up with all my labs. I'm not behind. That's the only class I'm not behind in. And I think it's just, yeah. And I think for me at least, it's just been, there's only been one module where I actually had to keep my camera on. The rest have all been off basically. **[Sam]** So you have, you have noticed like a significant in sort of learning? **[Noor]** Yeah, for sure. And I think ... Yeah, for sure, like I was talking to my friend and he was saying how it's compulsory for him to turn his camera on. Like they ... they pinpoint you if you don't have it on. And he does not like it. So and I was like, no, but it's actually good because you're there, you're paying attention, you're not on your phone, you're not looking around, you're not in the bathroom. Your camera is actually on but you're in the kitchen eating, you know, you're actually like ... You have to sit down and listen and I feel like that that's good in a way because you can stay engaged. And yeah.

3.45 Engagement in lectures

[Sam] Definitely, I think building on what you said of engagement. Well, how lecturers know if you're engaged or not, when you have your camera off? **[Noor]** Yeah, like I get what you're saying. Like, for example, I could have my camera on, I could be muted and I could be on my phone. But I just feel like at that same time, there's still this thing at the back of your head that you're still in front. You must be grasping something. Like I feel like it's just not possible for someone to sit in front of the camera, for two hours in a lecture and not listen to anything. But, I feel like where your camera is off, I could literally be in the kitchen or in the garden playing with my dog and no one would know if I'm actually listening to anything, you know. **[Sam]** No one would know. And I think that's, that's the point that sort of scares lecturers as well. The level of engagement, because they know that it's going to have an effect on courseworks, it will have an effect on, not only on marks but the, knowledge that is embedded in, students and in the end we sort of feel inspired on what lecturer say and when they don't have that connection through cameras on. I think it's sort of like a two-side way on the impact that it can happen in both the students and lecturers. In my ... I'm doing international business. So in Business Management, lecturers, they don't require you to put your camera on. But you can see the disappointment, when a hundred students, you only see their names and there's no actually recognition, facial recognition and a genuine connection. We also have the option to chat. But I think the chat is mostly to put questions and it's harder to interact, like chatting while you're listening. I personally cannot do both. So either I'm listening or I am either replying on the chat. And what I have been seeing is that the students that they have their cameras off, they chat more, of course. **[Noor]** Yeah. **[Sam]** So yeah ... that ... **[Noor]** That makes sense, I mean, like, you have so many people and you just have their names. One of my teachers who actually prefers that we have our camera on, she even said it would be nice to even have a picture of all of you. At least I can have a face, I can put your name to, you know? Because I feel like it's just so important, that's just a name. Then you're thinking, like, sometimes they're like, who am I talking to? You know, like exactly like I feel like sometimes it's just nice to even look at a picture of someone, at least, in this day and age like when we're going through this pandemic, I feel like this is very important to just have that minimum interaction. Especially for first years. I feel like it, especially for them, like I'm in my third year but, you know, sometimes I know exactly who I'm talking to. That's just a name but like for first years, like I wonder how they would stay engaged. **[Amanda]** I just want to add something very quickly that I think, at least for me, I'm doing law, so my third year with the LLB and a few of my classes are mixed in together with the GELLB. So older students that already did their first degree. And I think I noticed that from the first term in a few of my classes, the teachers were a bit more adamant on, if you can keep your camera on, please do. And usually they'd notice like, oh, today we have like six people with cameras on. Like, it's nice, you know, out of the 18, but like it's still getting better. And students did feel a bit more inclined to keep their cameras on. The people that did, as Noor said, were the ones that participated more often. And as you can see that they asked more questions. They probably ask questions that other people were thinking, but just didn't want to ask or didn't have, you know, the time to ask or just didn't want to speak up, possibly. And in the second term, I don't think I have noticed a single person in any of my classes turn their camera on and I'm not judging anyone because

of course I haven't turned my camera on at all this term either. But I think it's, it's the idea that even in the first term with my camera on, sometimes for a few days, like Samantha said, it depended on the day really. I would see myself participating more and being able to go away from the tutorial and say, okay, I understand what went on in this class and I can reiterate everything and I think I can, you know, work on coursework or work on the next lecture without having any doubts or any questions because I was able to ask all of my questions. But then the second term I had to move. So I'm eight hours behind London and because of that time difference, most of my classes are six in the morning, five in the morning, or seven in the morning. And I don't really have much of a desire to have my camera on at that point. And because of that, I try my best to still participate without my camera on just with audio. Because, while I do understand that having, being able to put a face to the student's name is very important for the lecturers and it can be very helpful for peers as well. I do think that if there's someone speaking more constantly or a few students that speak more often and answer questions, or just continue the discussion with the professor, I think that can still have that level of interaction. But, what you're seeing now more in the second term, at least in some of my classes, is students sometimes don't even speak. There will be classes where the teacher asks questions constantly and maybe one person will answer a question once in a while. But then the teachers often just left, just like waiting and asking, is anyone there but no one also responds. **[Sam]** Yeah, and I think that would be different if the students will have their cameras on. Because if you think about it in a normal case scenario, when you are being asked a question during classroom, you are liable. You have to respond unless you didn't have the answer and you sit quietly. But, it's weird doing online lectures. It has happened the same. Lecturers keep asking, and it's like no one in the room.

(Time 10.28)Reasons for not turning on cameras

[Dom] Hi, so thanks. Dom, I'm an educational technologist here in LEaD. Very interesting to be part of this conversation and hear your perspectives on this. I just thought I'd bring a perspective to the discussion as well, that might be, useful. Before the pandemic, in the sort of slightly earlier days, long ago days of giving staff training in how to run webinars. For those who were teaching on online-only programmes when it was a much more niche practice, the only way that anybody was getting anything. I always used to advise them to keep the cameras off for most of the time anyway. And that was for a number of reasons and that was because of bandwidth issues, because a lot of the issues that you've raised, like you don't know what time your students will be accessing it locally, if it's something that's live, you don't know the circumstances in the background, et cetera. So I was used to ... I always remember advising the academics to basically turn their cameras off themselves, show themselves at the beginning so that, you know it's a person there and then switch it off themselves. And what we would try and do is obviously that then means there's an issue with engagement. So, I'd focus the training around things like other ways to make an online meeting engaging. So, using the chat, using emotion ... emoticon reactions or that sort of stuff. And it's funny because it was just such a sort of minor issue in the training that we would issue at the time. And now it's, like the new lecture capture debate. To record or not. So I just thought I would add that perspective. **[Noor]** Thank you. Thank you for that. **[Sam]** I think that's important because there's another point. Because lectures are recorded,

students, they don't feel comfortable to be in the camera. I think, I'm not sure if the face of students appear in the recording. I have seen some recordings that they do have sort of the, row of faces and as part of the lectures. And for some universities that has been ... has been sort of like an incentive for students to not show themselves. But I think that there's also another point that well, I'm not sure what you think about it Noor, I don't know, not sure if you wanted to mention something. **[Noor]** Actually, there's an option ... There's an option when you're uploading a video recording, you know how you said that the faces on Zoom show up. There's actually an option where you can crop the video out actually and then upload it. And I feel like if students don't want to be seen, especially on lectures I don't think, I don't know about you guys, but my labs aren't recorded. Like they aren't allowed to be recorded actually. And basically in the lecture, there is an option I feel like when, you're actually like asking a question or something, so your face comes up. I think during that there is an option where you can just block that out of the recording, for sure, but your voice will still come in it or you can even request the Professor to stop it for a second. That's what one of my professors did last term. Sorry, I'm just rambling, but one of my professors did last term was that, he used to keep the end and the break for the questions part because people wouldn't want to be heard. So most of it would be recorded, but he would stop the recording for the time when students had to actually ask the questions. And I feel like a lot of people were more comfortable with that. But I guess as Dom said, we don't know the circumstances at the back. We can't just ask anyone just to turn their cameras on and stuff. Like, I think it's just yeah, we don't know what, as Amanda says, five AM and six AM, like I would probably just wake up. I wouldn't want anyone to see my face. There are days when we don't want to get up because we're always at home. They're locked down somewhere, sometimes they're not. But just getting up, just putting a little like, just brushing your hair, just putting a nice t-shirt on, coming in from a camera gives you that bit of a motivation. James has asked me a question. He said, "do you think it depends on the course that students are studying? Are you happy to do that, Noor in Computer Science?" I think yeah, there would be times that I wouldn't be happy to do it. But just in ... just like the idea of my professors telling me to do it, I feel like it would have made me more engaged with everything with the other modules. Because the module where my professor does ask me to, I feel like that's the module where I've done ... I actually, I wake up and I'm actually like, you know, more excited to be a part of it, and I'm actually up to date with all my work in that one module. Yeah, I think it does. I don't know if I'm biased towards this because I'm computer science, but I think it would be so beneficial for people who are studying computer science, just because we have so many questions and we just have to learn so many things all the time. I just feel like that it's just like ... and we have like ... I feel like people don't actually ask their questions all the time. I'm pretty sure like, I just don't believe the fact that like every single person gets like all their concepts clear, you know. Like if it's just like a lecture about your project or something, I just feel like there should be a time assigned to where you should turn your cameras on. During questions and answers where, you know, you can interact. For example, if I want to ask Amanda something, or I want to ask Samantha something we should have a bit of the break or we should utilise some of the lecture time or the lab time where we should turn our cameras on. I feel like that's very important. I hope that answers your question, James. **[Sam]** Yeah. Actually, James, you sent a nice, article on the chat on the face value. Why won't students turn their cameras on. And I was looking to the comments, the content is great, but I was looking into the comments and there were a few comments from students and one actually stood out. I'm going to

share a piece with you, it says, "As a fresher currently stuck hundreds of miles from home unable to safely go out and meet anyone, nobody wants to be the first to show their face, since that means all eyes are on them. And thus all eyes are on the state they are in. So it could be tired, exhausted, or what they're wearing (pyjamas) and how the room looks; looks like an absolutely mess since we're now really trying to living out of them instead of just living in them. So nobody has any friends, since we never got to know each other. And nobody can go to actually get to know one another without the police trying to stop us." Something that he says, that this student said it is really important. All eyes are on them. And those all eyes are on what they are in, in pyjamas, in their environment, in the room. So I think again, we can think about the benefits of, having our cameras on, knowing that as human beings, of course, we will be noticing what you're wearing and what ... how you look like and your environment, your room. But we do that even when we're walking in the streets and sometimes, what I do when I'm in my, lecture is that I'm focused on the content, but I'm also looking at, okay, how is my teacher presenting the topic? How like, you know, the appearance of my teacher, the room, my students, my colleagues. Those are the little details that as human beings we all tell, of course now that we're doing online lectures, that's more predominant in our learning. That also, it's sort of like a distraction as well. It could be it for some students, right? Yeah. **[Noor]** I completely agree with you Samantha, like, whatever you said was like, you know, the first thing you said about like how when we're refreshers and stuff like, you know, like, but I feel like in a world like this where all we have is our virtual meetings and our virtual lectures. I mean, one day, what if we don't have the chance to ever see who we're actually, like in class with or who were talking to, you know? And then when stuff like team projects come up and stuff and when we have to like team up with people, most of us, especially like freshers going into their second year, they won't even know like where are we supposed to go, you know? And usually I saw in one of my modules that people are like posting stuff, "Does anyone have a group like, I don't know anyone. What should I do?" Yeah, like as James said that I feel like you can just blur out your background and stuff, I feel like it's very important to just take out that some point of your day just for university. I think it's just very important. Even if you're a parent and so I'm not a parent, I wouldn't know honestly. But you say ... but like I just feel like it's very important to just like get that bit of university experience where we're there to meet new people. And I feel like being an international student, like, I don't think I would care about what someone's wearing or like what they're doing. I just want to meet new people. As you said, we're human. But, like, I guess not all humans just look at people's clothes and like, I don't think that's necessary. If you like, you come there to meet new people and I would love to talk to anyone no matter what they're looking like. If they just woke up and stuff I think I would understand being human, I feel like more than anything you understand each other, hopefully. But, you know, I just I feel like ... I just feel like it's very important to just have your camera on even if it's for like 10 minutes of the lecture, I just feel like, that interaction is very important and necessary.

(Time) 21:00 Suggestions for the University

[Sam] Building on what you said, Noor on having at least 10 minutes. What I was thinking, is that a good thing that lecturers could do, is sort of like setting a reminder. A short reminder, perhaps ten minutes on, 10 minutes off. **[Noor]** Yeah. For sure, yeah. I think it's just like

even ten minutes I feel like, for example, Samantha and Amanda, if we never had our meeting for all these months, like, I wouldn't know what Amanda looks like, I don't know what Samantha looks like I'm talking to you guys all the time. Like I'm talking to you ... I wouldn't know. Like I would like to know and it's nice that I know what Samantha looks like and I know what Amanda looks like, and I know what Olivia looks like. She's not here today, but it's just nice to put a face to someone.

(Time 21.58) Engagement in lectures

[Sam] Something that I noticed in this second term is that my lecturers stopped doing breakout rooms. So during my first year, sorry, during my first semester, online, we were doing a lot of exercises, breakout rooms, small groups, getting to know each other. And because we had our cameras on, then where we jump back into the main room, we already had our cameras on. It was like, okay, my group have their cameras on, let's just interact with the rest of the team the team, with the rest of the class. But now in term two, that has not be present. No break out rooms, which is ... it might be my course. It might be Business Management, that it runs differently. I know most courses they do have breakout rooms if they are in Zoom. I'm not sure if Microsoft Teams have that option yet. Because Microsoft is all the time updating. But it's interesting because I had the chance to meet other people that were not, for instance, in my WhatsApp groups from uni. Or they might not be one to engage in the main room. So I think apart from having your cameras on or off, which is, of course is important, it's also having that space within online lectures where you can talk to other students. And it's not part ... it might even not be part of the topic ... of the class topic. I think that's important as well. **[Noor]** Yeah, for sure. I completely agree with you. I just feel like that ... just telling students that they have with space, where they can do that. I just feel like that's very important. **[Amanda]** I think over time I have come to understand or think, as well, that there may be a bit of an over fixation on cameras because, while studying over ... online is different, you want to be able to see your students and you want to be able to see your peers to know who you are communicating with.

(Time 24.03) Reasons for not turning on cameras

[Amanda] I can sympathise with and understand students that, I think we were mentioning it earlier, that don't want to have a sort of spotlight or focus on them. Because I think that even if everybody had their cameras on, because it's online learning, you can see everyone's faces, you can see everyone's reactions and the circumstances they're in, even with it being blurred, you can still, and it is very tempting to just go through the gallery view and look at everybody's faces. Whereas, if you're in a classroom and you're all facing the Professor, if you speak, you sometimes may feel like you have a spotlight on you and that can deter people from taking part in normal tutorials. And I have noticed that before the students will not take part because they don't like that spotlight and that's completely fair. And with online learning that's even more enhanced because when you speak, everyone's eyes are on you and it's not just on the back of your head, it's on your face. Every single thing that you say, everyone's looking at you. And now there's no way that you can ensure that everyone will have their cameras on. So if it's just a group of five or six people, like in one of my

classes from the previous term, everyone is looking at those five or six people and, if you have your camera on everyone else will probably have the thought of okay, we're going to depend on you guys to carry the conversation. You guys ... you say what we all think, and if at some point it decreases and it's only four people, you feel like you have even more of a spotlight on you. You can still have a discussion even if I don't see your face. But then also possibly having spaces outside of the class, or even before and after, where you could communicate with your peers some more and turn on your camera if you want. So that in the class when that's not the case, you can still have an idea of what this person looks like or if we just have our pictures on the outside or a little thumbnail on Teams or on Zoom. That can also be very helpful, so that you will just want to take part in the audio. Because when I'm in classes now, I don't really want to keep my camera on for that reason. But just with our work with the SDA, with my work now with the SU as well, I do keep my camera on because I don't feel like if my voice or the things I'm saying are fixated upon in those circumstances. Very weirdly, I would want people to have that focus on what I'm saying. So I want to keep my camera on because I'm contributing to work in a way. My classes, it's sort of like the classroom debate has almost lost its appeal in a way because that doesn't really exist anymore. You're answering questions and you're speaking to the professor, but no one's talking to each other really. So it's very different from meetings, you just don't have that. **[Sam]** There's no exchange of ideas which would happen in a normal panel ... in a normal classroom.

(Time 26.52) **Engagement in lectures**

[Student #1] I completely sympathize with this whole debate. It's something I've been trying to get a lot of activity from my group about, essentially, when we started, it was really difficult and I saw it's because ... especially because we were first years, we didn't know each other. A room full of strangers. Have no idea who you're revealing yourself to. When I asked, a lot of people did come back and say anxiety is the reason they do not put their cameras on. And I don't want to push someone into a place where they're uncomfortable. So I just didn't push anymore, but I feel like the behaviour catches. And like you said, with feeling like people are fixated, I feel like that's a very common feeling to have, especially when there's only two of you and the lecturer on. It's definitely something that does need to be addressed because when you go into breakout rooms, it means people can hide, if they're not really there or not. Does that make sense? We'll then go into a breakout room and there's no one actually there. **[Noor]** It completely makes sense. Like I remember I used to go into breakout rooms and, like people just disappear sometimes. **[Student #2]** I'm like, so what did you guys think and it's like [sound mimicking end of call] **[Noor]** Is it me, like does this happen with everyone? Like, is it just me? And sometimes it's just like, it gets a little frustrating. But, like someone ... I suffer with major anxiety and sometimes I feel like oh, is like ... well who do I have to talk to next? There's always like new people coming in and stuff and like it's just ... it gets stressful sometimes. **[Student # 2]** I feel like I was very much there with the camera in the beginning, but I just feel run down now. I'm not going to lie. I'm just like, why should I? No one else wants to join me. **[Noor]** I know what you mean, because like ... **[Sam]** I have the same thought. **[Noor]** Yeah.

(Time 28:52)Reasons for not turning on cameras

[Student #2] I'm going to be more active, I'm glad you said that. But, another thing that was quite high that was scored, is the fact that people aren't actually out of, bed sometimes when these lectures are on. Don't want to be on, "hey girl, I'm right there with you." You know, the dressing gown is on, the top buns on the top. We have not got eyeliner on yet.

[Sam] I have seen even people driving with their cameras on, I was like "for God's sake." Please don't turn your camera on. I think Noor said something about having at least 10 minutes during your lecture where you have it on and then off.

Suggestions for the University

[Sam] And what I thought, is a good strategy would be like a hub, like a 10-minute hub for students to meet up, to chat and then we jump into class. And then another 5-10 minutes to wrap up afterwards. So you can have that exchange of ideas there.

(Time 29:49)Reasons for not turning on cameras

[Sam] But I think also it has, I don't, I don't know if you have heard about this, I think Ruqaiyah, you have. In terms of, you know, students of faith. Muslims, they, some Muslims they don't feel like, you know, some of them, they don't feel like, you know, I don't want to share my screen. I don't feel comfortable with, but others, they feel like ... actually, I think, Ruqaiyah, you sent something to Elisabetta, I think it was a feedback comment. I'm not sure if you have at hand, if you'd like to share? **[Ruqaiyah]** Yeah, sure. So I was ... the e-mail that I sent to James and Elisabetta was about this. But we sort of did a similar thing to what we're doing right now, our executive committee. So we had sort of like a little conversation slash debate about cameras on and off. And our SASS officer, Tevo basically raised the point that there are some Muslim women, for example, who wear the head scarf, like I do. And you don't really wear it at home because you don't need to wear it around your family. And so a lot of them are just at home not wearing it and so they don't want to switch their cameras on. Which I can sort of understand. Although, like, because I'm working, I ... 99% of the time I do have it on. But I just thought that was an interesting perspective that I hadn't really, I mean, I had considered because obviously I wear the head scarf, not all the time. But not really that strongly because my job just sort of means I'm wearing it a lot. And I didn't really have that experience as a student of online learning too much because, I graduated last year, so I just had to sit my exams online and didn't really have much teaching. But yeah, it was interesting that he was sort of reminding me about the perspective and it wasn't something that I hadn't considered too much. So I don't know what you guys think and I think it's just, well, even part of the wider conversation about students who don't want to show that background and, or don't want to share their family home. Or like what Michelle was saying, you've got other family members in the background. So yeah, there's lots of different sort of personal circumstances that people have, which mean that they didn't want to turn the camera on. But then also sort of balancing that with the fact that we know that engagement is better and, just seeing you guys and talking to you guys is really nice, because we can see face to face. So, sort of balancing, all the different priorities is definitely

like a really interesting conversation. **[Student #3]** Hi guys. I just saw this link on the debate groupchat. So I just thought I'd join in, because I talk about this with my friends. I didn't hear everyone else's views because I came late, but in terms of the head scarf thing, I understand that because sometimes you're at home and you can be ready, but you just don't want to put on your scarf. Or, you have other people like my siblings. They might come into the room and sometimes you don't know with my mum. And you don't want obviously have people see them coming in and out of your room. But in terms of ... I'm kind of for putting cameras on, just because I feel like if my camera's not on, I'm just not ... I'm not listening. I'm not listening to what's going on. No one talks in my seminars anyways, like, politics, which is kind of annoying because ... I'm in second year, so first year, it was fun going to the seminars and engaging with people. But for my ones, people have just been silent, so it's quite awkward. So I feel like if people had their cameras on, you can't really ignore a lecturer, if your face is ... I don't know how to explain it ... I feel like if your camera's on, you won't, like, just be silent because people can see your face and you have reactions and so on and so forth. So I think the 10 minute suggestion, I think that's a good one because when we're in the breakout rooms and we get comfortable, then it's time for us to go back and relay our answers and all the discussion we were having. So, no one really has time to catch up with other students and find out how they're finding things. And on the groupchat, people only really speak if there's an assessment coming up.

Suggestions for the University

[Student #3] So I think a 10 minute window, even without the lecturer, who doesn't have to be there, just before the session starts, so at least then everyone is more ... more comfortable, rather than there just being, like a podcast in the back or like a background noise.

(Time.34.04) Reasons for not turning on cameras

[Student #4] Yeah, no, I think everything that I've heard so far, I came a little late too, I think I can resonate with it. It honestly, like, I feel like it also just depends on the person like, I am at the point in my life where I don't care if people see me, that I just woke up and I'm in bed. I'll attend class like this, like I'm okay with it. It doesn't bother me, but it does bother some people and I think it's ... one person mentioned, like people taking screenshots, it's so immature and disrespectful that people do that. I was just thinking one thing that City can do is sort of create a policy like all across the university where any sort of online tutorials or lectures that are taking place where students are involved, you can't record it and you can't screenshot it. Other than the lecturer who is doing it. And you can't like, use that material elsewhere. This is like the lawyer student in me talking. You can't use that material anywhere else other than on the City platform, or for educational purposes. I think that would help. And it'll sort of show the students, you know, it's like a serious thing that you can't just ... even if it's a joke like you're sending to a friend, like it's not respectful to take pictures of people like you wouldn't do that in class and go up to somebody and take a picture of them, right? So, what's making you think it's okay to do it online?

Engagement in lectures

[Student #4] But yeah, in terms of engagement, definitely like a huge difference from in-person to online. Like, I go into breakout rooms and I'm talking and like, there's another person talking with me and there's five people in the room. And it's just silence from the other three. And it's like 20 minutes and ... I don't even think they're actually there. I think they might have just turn it on and left. Which, I mean, it'll hurt the students in the end anyways. **[Noor]** Yeah, for sure. **[Student #4]** If they don't engage in and they don't understand then ... **[Sam]** I think the best way to sort of come into these changes is to teach people. And the best way that you can teach is if you are the role model for your course, for your class, right?

(Time: 36.10) Reasons for not turning on cameras

[Noor] I feel like you're saying that, but like, what ... if we could teach everyone everything, we would have a perfect world, right? But I just feel like how ... even if it's university as ours, if we do have a policy like this, how are we supposed to, like ... I could take a picture of all of you right now and you guys wouldn't know, like, I don't mean to scare you. **[Student #2]** I do agree with this. **[Noor]** Yeah. **[Student #4]** But you know what the funniest part with that is? Whoever you would send it to, you don't know who they're going to send it to you. Like, it happens because, it's happened to people that I know. **[Noor]** And I feel like you can't teach everyone to be ... I feel like if someone taught people to do this, some people would probably want to do it even more. Because some people are just like that. Everyone sitting on this meeting has a phone or a smartphone. **[Student #4]** With everything being online, they're hiding behind a screen. So, they're like, look, I'm in touchable, like nothing can happen to me. I'm not even going to see this person, like I can say whatever I want about them. But it's like you need to hold them accountable in some regard. You're eventually going to see them when classes are back, or at some point at uni, or at some point in the future you never know.

Suggestions for the University

[Student #4] And I think it's hard enforcing anything, because people are going to do what they want to do. But I think with a policy intact, I think that's a really good first step. Just so they know that the school is serious and this isn't something that people should like, joke around and play around with. And then obviously, you're going to have students that are still going to do what they want to do, but at least it'll hold them accountable. And it'll show like, you know, City doesn't tolerate this kind of stuff. **[Sam]** Yeah, definitely, when you have boundaries then you can ... you can see that sense of trust. But first you need some rules. That's how we live in communities. If you see that way, when everyone respects each other, then we can behave better. It's as simple as that.

[Sam] I think is good to have a wrap up. **[Noor]** It was so nice talking to all of you. I really enjoyed it. **[Sam]** It was really nice. **[Mixed voices]** Thank you. **[Sam]** Thank you for joining. And hopefully you will have this as part of our podcast, which will be edited and perhaps uploaded next week. So, thank you for joining and have a lovely rest of the today.