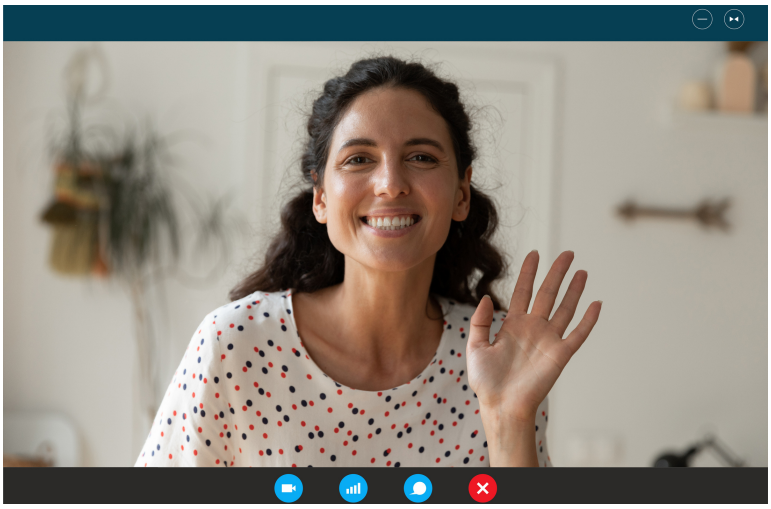
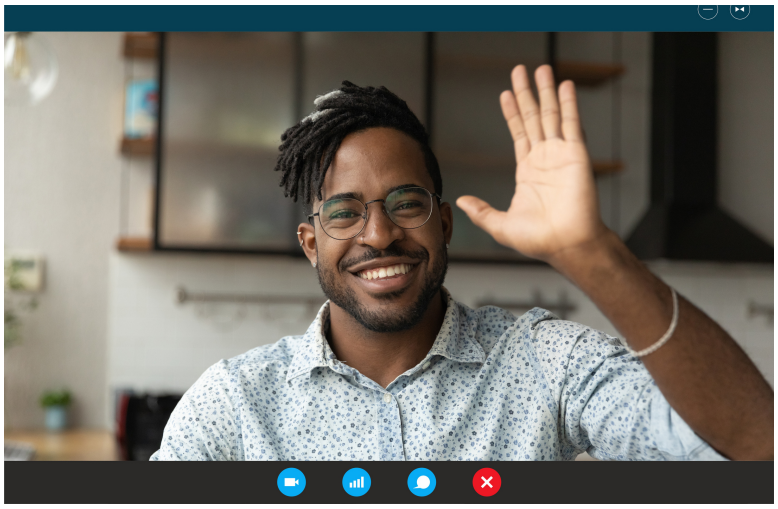
CUNY School of Medicine

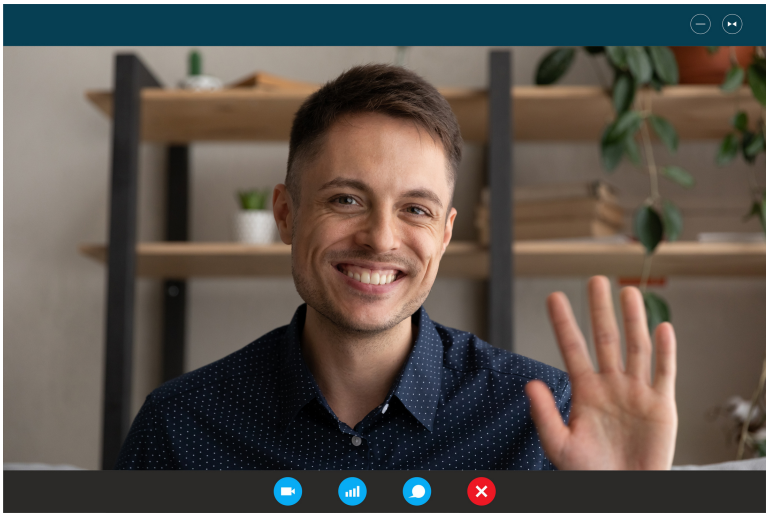
The City College of New York

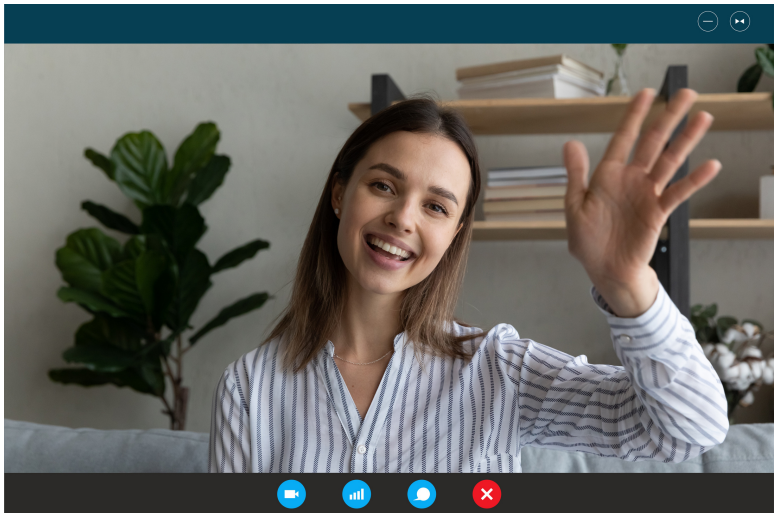
TIPS AND TRICKS FOR THE TEACHER'S TOOLBOX

- ***Encouraging students to use their cameras in small group setting***
- ***Reducing cognitive overload while teaching***









Encouraging Camera Use in Small Group Zoom Sessions

- Explain the rationale for camera use. Expound on the **benefits to students.**
- **Admit students into group one by one.**
  - As students arrive, admit and greet them individually, and check in with them about camera use.
  - Those who arrive early and have their cameras on will gain comfort from being in a small group to start.
  - As the other students enter, they will register that some cameras are already on.

Encouraging Camera Use in Small Group Zoom Sessions

- **Use the *'Ask to Start Video'* option.**
  - Click the participant's black screen; then click the horizontal '…' and select 'Ask to Start Video.'
- **Send a private message in the chat.**
  - Use the chat feature to welcome the student, check in with them, and encourage them to turn on their camera.
- **Encourage virtual backgrounds.**
  - It could be that a student is resistant to using their camera because of their home environment.
- **Ask students why they are hesitant to use cameras in small groups**. Identify the barriers to camera use and collaborate with students to find solutions for the same.

Encouraging Camera Use in Small Group Zoom Sessions

Sources

- The Peeper Times, Dec 24, 2020
- Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so, Jan 20, 2021. Wiley Online Library https://onlinelibrary.wiley.com/doi/10.1002/ece3.7123

Harvard Business Publishing Education

MANAGING YOURSELF

Reducing Cognitive Overload While Teaching

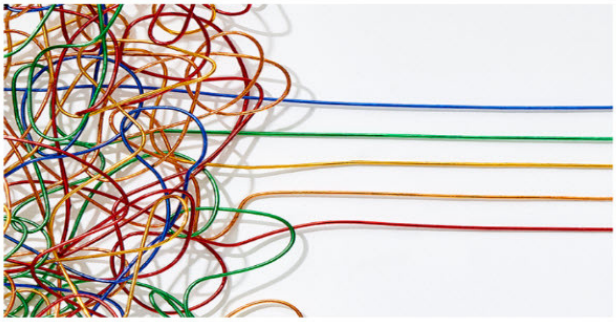
Simple Practices to Help Educators Stay Focused in the Classroom

Bill Schiano

https://hbsp.harvard.edu/inspiring-minds/reducing-cognitive-overload-while-teaching

Before Class - A Prep Routine

1. Does my teaching plan have an adequate level of detail?
2. Have I developed and sorted call lists ahead of time?
3. Is my workspace clear of distractions?
4. Is my technology ready?
5. Do I have 15-30 minutes blocked before class?



During Class

- Use technologies to reduce your extraneous load
- Remind students to use each other's names.
- Ask clear, concise questions.
- Encourage follow-up questions.
- Avoid old hands.
- Accept cognitive gifts.
- Acknowledge and narrate when you're feeling overloade

Beyond the Classroom: Long-Term Attitudes

- Learn to let go of perfectionism.
- Practice self-care.
- Allow yourself and your students to enjoy the journey.
- Focus on what will have the greatest impact.

More information

FACULTY DEVELOPMENT TEAM

Jude-Marie A. Smalec, DrPH, OLC
Professor of Faculty Development, Medical Education
CUNY School of Medicine/Sophie Davis Biomedical Education Program
New York, NY 10031
212-650-7699
845-625-4785
jsmalec@med.cuny.edu
Pronouns: She/Her/Hers

Nicole K. Roberts, PhD
Associate Dean, Medical Education and Faculty Development
Associate Professor, Medical Education
CUNY School of Medicine/Sophie Davis Biomedical Education Program
New York, NY 10031
212-650-6831
nroberts@med.cuny.edu
Pronouns: She/Her/Hers