A conversation about anti-racist approaches to student webcam requirements in online courses

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Roundtable discussion for The 38th Annual Winter Roundtable: A Pandemic of Racism
Thursday, February 25th, 2021 @ 10:00-11:00 am ET
#WRT2021

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Abstract: This roundtable discussion will be a conversation about anti-racist, inclusive approaches to student webcam requirements in online courses. The presenters are experienced online instructors, and will ask discussion questions around the four subthemes, as well as share experiences and tips as part of the conversation. By the end of the interactive conversation, participants should have had the opportunity to share their thoughts, ask questions, consider different perspectives, and learn from each other.

Learning objectives:
By the end of this session, participants should be able to:
- Discuss barriers to inclusive online courses, including racism, classism, and other -isms
- Identify examples of how policing of student behavior that occurs in in-person classrooms also occurs online
- Discuss anti-oppressive uses of student webcams during synchronous online classes
- Explain possibilities for inclusive uses of video proctoring software during online exams

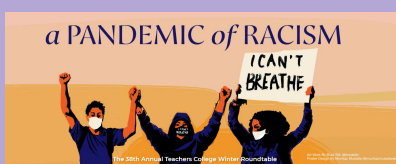| **Subthemes & discussion questions:**	
Barriers to inclusive online courses, including racism, ableism, and internalized oppression • How might on-camera presence disproportionately impact the experience of internalized oppression for students? • What policies surrounding our online spaces support accountability when we encounter on-camera visible racism/ableism and other oppressive behaviors?	**How policing of student behavior that occurs in physical classrooms also occurs online** • What is the difference between a) wielding power to try to control students' appearances & actions, vs. b) actually helping students learn or preparing them for the workplace? • How does white supremacy inform interpretation of student behavior and what learning looks like?
Anti-oppressive uses of student webcams during synchronous online classes • What does a trauma informed approach to camera use during synchronous sessions look like in your classrooms? • How does systemic oppression and the COVID 19 pandemic show up on camera visually?	**Possibilities for inclusive uses of video proctoring software during online exams** • When are high-stakes, identical multiple choice exams that must be proctored valuable for student learning? • Which video proctoring settings can be adjusted to increase inclusivity and decrease student stress?

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