

# Cold Call with Cameras Off

We've designed a series of short professional development activities to support you in adapting the technique you studied with the modules for the world of remote or hybrid learning. To provide the strongest possible examples, we've leveraged resources from our [blog](#) and designed each PD to accompany a series of modules. In this case, the reflection and practice below should be completed after you've completed the Cold Call [modules](#).

U4L02\_AP Chemistry\_Kinetics\_Rate Laws\_Class Meeting\_PPT - PowerPoint

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$$\text{Mg(OH)}_2 + 2 \text{HCl} \rightarrow \text{MgCl}_2 + 2 \text{H}_2\text{O}$$

Scientists are interested in testing the rate at which an antacid pill containing the active ingredient, Mg (OH)<sub>2</sub> reacts with stomach acid, HCl. They conduct 4 trials of the reaction between HCl and Mg(OH)<sub>2</sub> at various concentrations, and measure the reaction rate for each one. Answer the questions using the data below.

Trial	[HCl]	[Mg(OH) <sub>2</sub> ]	Reaction Rate (M/min)
1	3 M	2 M	0.5
2	6 M	2 M	2
3	1 M	6 M	0.04
4	3 M	1 M	0.25

As [HCl] doubles and [Mg(OH)<sub>2</sub>] remains constant, the rate \_\_\_\_\_

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Notes Comments

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## Cold Call with Cameras Off

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### Step Into a Classroom

Watch this scene from [Sadie McCleary's high school Chemistry class](#). As you watch, consider the following: Why can students having cameras off make Cold Call more challenging? How does Sadie respond to this challenge?

### Study the Technique

Cold Call in a class with cameras off is certainly more difficult; there's always the understandable fear that the student who has been invited to participate will take advantage of their off camera to ignore the teacher's invitation to speak. However Cold Call remains a critical tool in keeping students engaged and the pace of the class moving. So we think it's brilliant how Sadie asks students to enter answers in the chat so she can see who is there and paying attention. This way when she Cold Calls, she can be sure the student she's called on is ready to respond. In fact, Sadie has used the chat to gather this "presence data" for three questions in a row, so when she says "Cendahl, can you unmute and tell us why..." she can be fairly confident that Cendahl will willingly do exactly as Sadie has asked – and so she does.

### Plan to Practice

Choose a question from an upcoming lesson and plan out the exemplar answer you will look for in the chat. Then script out how you will ask the student who submitted the answer to share their thoughts. Like Sadie does at the end of her video, show your appreciation for the student's ideas by smiling and praising their answer.

### Practice

Use your phone or an online app to record yourself asking the student with the exemplary answer to hop off mute and share their answer. Check to make sure your voice is warm and positive and that you say the student's name before you give the direction to come off mute.

### Review & Share

Watch your practice video

- Does your Cold Call extend from questions that students have answered in the chat?
- Does your prompt follow the pattern of: student name, direction to come off mute, question?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insights.