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Robotic Telepresence to Support Remote Classroom Attendance and Interactions

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GOAL Study the use of Robotic Telepresence (RT) in the classroom
>> Benefits, drawbacks, engagement, values

METHODS Observation, survey, interview

RT potential in classrooms:

- It offers the social experience a student needs and gains while interacting with peers.
- It can alleviate the problem of isolation for students with disabilities and attenuate the limitation of inaccessibility
- *The operator's agency over a remote body,* may allow for a richer interaction than other technologies such as zoom
- *The Embodiment* feature would help immerse the student in the learning space and empower them to participate in classroom activities and discussions

Yet
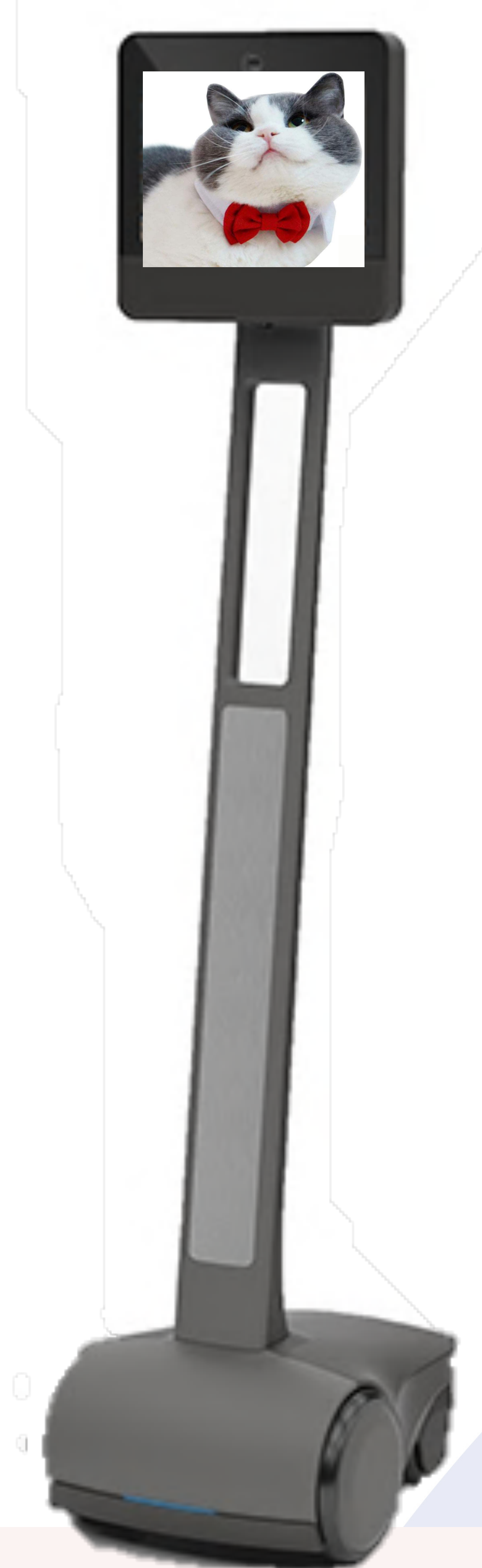
Findings:

RT operator challenges:

- Identity Representation
- Tradeoff between local and remote students
- Perception of tiny details of the remote scene
- Camera view and perception of space
- ....

>> Challenges in keeping remote students engaged unlike local students

Expected contribution:

- Draw inferences about the factors shaping the use of RT in supporting engagement and interaction in the classroom
- Problematize design aspects of MRPs and yield new insight both into their design and classroom interaction and engagement.

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