The Bright and Dark Side of Videoconferencing: Attention and Engagement

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Abstract

During and after the covid-19 pandemic videoconferencing saw a newfound relevancy and a lot of updates. All non-essential workers were urged to work from home and the number of videoconferences increased for most knowledge workers. The aim of this qualitative study is to investigate the bright and dark sides of attention, engagement, and videoconferencing in the workplace. Six knowledge workers participated in semi-structured interviews to investigate which factors influence engagement and attention in online videoconference meetings. Thematic analysis found four factors that influenced attention. These were: social cues, strategies of engagement, deliberate disengagement, and distractions. Two types of meetings were distinguished: dynamic and one-way meetings. Dynamic meetings were preferred to be held physically and were influenced negatively by lack of social cues. One-way meetings were preferred to be held virtually due to flexibility although in that case it is recommended to prevent distractions and use strategies of engagement. Based on these subjective experiences on attention and engagement in videoconferences, feasible strategies for employees to pay attention to their meeting could be implemented.

Keywords: videoconferencing, workplace, engagement, attention

Videoconferencing: perceived attention and engagement

Since 2020 the need for remote communication has drastically increased as a result of the covid-19 pandemic forcing huge numbers of employees to suddenly switch to remote work. During this period, the use of video conferencing in the workplace increased and was even named the preferred method of communication over other remote communication technologies by some employees (Satpathy et al. 2021). Video conferencing is defined as telecommunication in the form of conferences in which participants attend digitally and communicate in sound and vision. It is not a new concept but has become more relevant in recent years, especially with the increase in users. This has caused most platforms used for videoconferencing (e.g. Zoom, Google Meet and Microsoft Teams) to keep updating and developing, making the use of videoconferencing more efficient than when it was first introduced (Evans 2020; Peters 2020). In this study, the aim is to investigate participants' subjective experiences regarding videoconferencing and engagement. The research question is: what factors influence employees' perceived attention and engagement in videoconference meetings?

Functions of attention

Kuzminykh and Rintel (2020a) devised a classification of visual attention for video meetings. They found that *Attention as Action,* which they defined as attention processes that have a recognized specific purpose, contributes significantly to meeting participants' overall sense of engagement. In one of their studies, they conducted interviews and explored which aspects of attention influenced employees' perceived meeting engagement. Kuzminykh and Rintel categorized three aspects of attention, namely: *Gathering Social Information, Communicative Signaling* and *Following Dynamic Processes.* Regarding Gathering Social Information, participants' concerns about the accessibility of social information during video meetings consisted of not being able to gather information on the emotional reactions of

others and limitations in the ability to use social and non-verbal cues in the environment to initiate their action. The second function of attention is *Communicative Signalling*. Employees' reactions and intentions are part of the communication, so when one is visibly paying attention this sends a social message to others in the meeting. When this function is constrained, it results in difficulties when trying to directly address others and difficulties in appropriately managing meeting dynamics and social interactions. Lastly, *Following Dynamic Processes* refers to the employees' ability to direct their attention dynamically to the meeting. Concerns consisted of being at a disadvantage in a hybrid setting when some are online and others are attending in person.

The three functions of visual attention contributed to the overall sense of engagement of videoconferencing meeting participants in Kuzminykh and Rintel's study and might help explain how visual attention has social functions and how these functions influence perceived attention. Attention as action was mentioned as a concept to be taken into account for technological feature development since it was found to have an effect on participants' engagement. Gathering more data on visual attention as a function should help in designing a solution to attention asymmetries in videoconferences and expanding the literature existing on this concept (Kuzminykh & Rintel, 2020a).

Multitasking

Cao et al. (2021) conducted a large-scale dataset analysis and a diary study to investigate the effect of multitasking during remote meetings on employees' productivity and attention. They found that multitasking may help boost productivity but also lead to loss of engagement or attention. The loss of engagement was mentioned most frequently by participants as a negative consequence of multitasking. Participants lost track of the content of the video meeting due to multitasking; mentioning that it is easy to get distracted, they need to have their concentration on one primary task or that it is hard to get back to meeting windows

when they have left it to open a file or send a chat message. In this study, the aim is to confirm and expand the findings regarding multitasking, attention and videoconferencing.

The deliberate act of engaging

Kuzminykh and Rintel (2020b) explored the act of using videoconferencing technology to deliberately engage less during remote meetings. They argue that although low engagement is considered a problem by video meeting researchers, meeting participants do not always have to be fully engaged at all times in all meetings. Employees use technology to communicate the social choice of engaging or disengaging. Based on qualitative research, semi-structured interviews, they found that there were two specific ways participants used engagement as an active and social choice.

Firstly, the use of a camera signalled engagement obligations to other participants (e.g., turning video on meaning that someone is or wants to be highly engaged). Secondly, the act of joining a meeting remotely in itself could be a purposeful signal of low attention or engagement. Participants mentioned that they would attend a meeting in-person when they felt like they had a good contribution to make or when they felt like the meeting would be interesting. Others mentioned that they had full attention in an in-person meeting because of social cues or mentioned wanting to be invisible and blend into the crowd, not participating in the group discussion and joining remotely because of this. These findings suggest that remote participation is socially associated with low engagement, low motivation to participate and low meeting importance, and that low engagement is not just an effect of remote participation but a methodical communication practice. The findings were suggestions based on preliminary data from a small qualitative study with participants from one company and no other reports about the social choice of engagement and deliberately disengaging in videoconferencing have been found. It was acknowledged that the sample being from one company was a limitation, as company culture could have had an effect on meeting practices.

It is important to examine whether these findings can be confirmed in other organizations, work locations and job positions.

In this current research, the aim is to investigate which factors influence employees' perceived attention and engagement in videoconferences by conducting interviews with employees who regularly participate in video meetings. These interviews should yield themes and factors which could be considered in further quantitative research regarding attention, engagement and videoconferencing.

Methods

Research Paradigm

Since we are interested in the subjective experiences of different office workers with regard to videoconferencing and engagement, the reality we are looking for is not fully objective. We assume that this reality consists of multiple subjective human experiences interacting with varying factors on various levels; there can be multiple truths as opposed to one empirically supported 'true answer' (Denicolo et al., 2016). Our research was qualitative in nature as we used interaction with the participants, interviews, to better understand their full subjective experiences regarding videoconferencing and engagement. Human experiences are subjective in nature due to the factor of interpretation of the situation and cues. Our research fits the constructivism paradigm best. The aim is to construct coexisting themes which are agreed upon by various (competent) interpreters, aiming toward consensus but still subject to change and open to new interpretations.

Interview Protocol

We conducted semi-structured interviews to maintain a certain level of control over the content of the interview whilst still allowing the participants to freely express their experiences by using open ended questions and allowing the participants to give direction to the conversation. The research team consisted of five members using three different interview

protocols (Appendix A) based on the topics engagement, age differences and power dynamics to direct their interviews. Part of these interview protocols overlapped in hopes of increasing the chance of finding data on all topics and for all members of the research team.

Procedure

Participants were recruited from the research team's personal networks. They received an invitation letter briefly explaining the purpose of the study, inclusion criteria and general information. After making an appointment they also received an information form and a consent form by email. The interviews were conducted through Google Meet. Participants did not need to turn their camera on but could if they wanted to and only audio was recorded. Once the interview process was completed all interviews were transcribed verbatim by the research team and returned to the participant for member checking.

Participants

Participants (N= 6) consisted of office workers (mean age = 36, 4 males, 2 females) reached through the personal networks of the research team. They had to have used online video conferencing for work over the past two years, have participated in both one-way and dynamic video conferences, have been working for the same company for at least the past three years and should have a moderate proficiency in English. If the participant met all the inclusion criteria they were invited to participate. Participants completed education at university and German A levels. Their workplaces were in The Netherlands, Australia and Germany.

Data analysis

Thematic analysis (Braun & Clarke, 2006) was used to analyze the data. It is a method used to analyze qualitative data with the aim to generate, identify and define repeated themes or patterns. Themes are patterned responses or meanings that inform the research question. Six steps were performed in the thematic analysis. The first step was become familiar with the

data, secondly the data needed to be coded. After the coding was done, themes were generated. The generated themes were reviewed before they were defined and named. Lastly, the findings needed to be written up. We used an inductive approach, allowing the data to determine our themes with video conferencing and engagement as starting points.

Quality assurance

In this research, quality was ensured in various ways. We made use of method triangulation, combining interviews held by five different members of the research team using three varying interview protocols (Campbell et al. 2020). Transcribed interviews were sent back to participants to obtain participant validation, having the participant check the quality of their own interview. Findings were also somewhat theoretically triangulated, matching findings, theories and the scientific consensus in previous research (Campbell et al. 2020). Lastly, we aimed to ensure quality by doing research in complete transparency, documenting every step of the procedure and every possible shortcoming or critique on our methodology.

Findings

General findings

The findings show that most of the participants' concerns and experiences regarding attention and engagement in videoconferencing meetings can be categorized into four main themes. These are social cues, strategies of engagement, deliberate disengagement, and distractions. In the following section, each theme will be defined and supported by either quotes or sentiments from the data of six participants.

Social cues

Almost a third (26,1%) of the coded data regarding attention and engagement consisted of participants' experiences with social cues in online meetings. Social cues are manners of communication without words, e.g., body language and facial expressions, but also tone of voice or physical proximity (Jones, 2021). In the data, four types of social cues

were identified. These four categories of social cues related to engagement consist of interrupting, reading people, observing others' attention, and body language.

Interrupting others nicely is quite an important social cue in meetings. Interruptions are used as an indication that someone wants to start speaking, share their input or ask questions, but also to cut off a speaker when their story is too long or when they take up too much speaking time. The data resounded that interrupting was essential to being heard and getting speaking time, and that interrupting is significantly harder and less natural in online meetings as opposed to physical meetings.

> It can also be more difficult for some people to make their voices heard during these meetings; you have to really speak up. Teams does have this raise your hand emoji [tool] and some people try to use that. But then there has to be somebody in there who says like, oh, this person raised their hands, can you speak up. Sometimes you just have to unmute yourself, and just try to get through. (Participant 4, male, 26)

Participant 5 (female, 22) compared interrupting as a social cue in online meetings with interrupting in physical meetings. "With in person meetings, you see when a person really wants to say something, because like they're trying to speak and take breath, and then they're like, cut off." Participant 2 (female, 43) added "With virtual meetings, it's hard for people to interrupt because you can't really like give the notion that you want to say something. So, you can raise your hand virtually, or you can speak up, but it's harder."

Participants mentioned how they were not able or less able to discern whether people were paying attention or how people would react because they could not "feel" or "read" people in an online meeting compared to physical meetings. Across all participants, it was felt that it was more difficult to read the room and people's opinion or engagement to the topic or

the part of the meeting due to the lack of social cues in an online meeting as opposed to being able to ‘read people’ when they are with you in a physical meeting.

> And if I would have a meeting in person, I can nonverbally check if you're listening, do you get my message? Are you tuned in? Are you getting angry? Although you do not say it, those things I would find out if I am meeting in person, but I would never find them out if I am calling you or even if [we are] videoconferencing (Participant 1, male, 46).

Participant 2 (female, 43) added that reading people was difficult “because you cannot look across the room” and “If you're presenting and you see these little people there [on your screen], you have no clue if they understand you, if they agree with you or not”.

Attention is often signaled to others as a communicative signal, as mentioned in previous research by Kuzminykh and Rintel (2020a). Sharing eye contact, for example, can be a message that you are listening and paying attention. Participants said problems occurred in observing whether others were paying attention or engaged due to lack of social cues in online meetings. The sentiment was that you only see as much of the others as the camera shows, if it is even turned on, and that it was almost impossible to visually check whether people were paying attention to the meeting or to their other tab, screen or other things that are off camera. This was also compared to physical meetings in which employees also tuned out or were doing other things. The consensus was that when this happened in physical meetings it was much easier to deal with, as it was seen by others in the meeting and if it was problematic the behaviour would be addressed. Participant 3 (male, 40) mentioned “The only thing you can see, you can see the people themselves, you don't see what they do, just be on the screen. If somebody is not really paying attention and just playing on the phone, you cannot see.”

> I think in the end, in physical meetings the attention is always higher. You cannot escape the meeting and all eyes are and can be on you. There are 10 people in the room. 18 eyes can look at you because those eyes can look at the powerpoint presentation, at the person he's speaking to, but at the same time, he can see what you're doing. So if you're tuning out, you're closing your eyes because you're tired and you want to sleep, everybody sees that, even the one who is presenting (Participant 1, male, 46).

Body language was often mentioned by participants as a concern regarding nonverbal communication and was often mentioned in combination with other factors, such as interrupting, reading people, or observing others' attention. The literal term body language was often used by participants as a general term, at times interchangeable with the terms social cues and nonverbal communication. The lack of body language was even mentioned often without any concrete explanations as to what specific part of body language was missing or why this was a concern. For example, a quote by participant 1 (male, 46) on the disadvantages of virtual meetings and attention: "So the biggest thing is that you miss the nonverbal communication, even though I see you, I don't see your whole body, I don't read your complete body language". Participants not feeling the need to explain what they mean by reading body language suggests that both people get a lot of information out of body language and that this phenomenon is so universal that an explanation is not needed. "The advantage of offline or face to face meetings is that you can read somebody's body language much better. There's less distraction, you can kind of feel the presence of that other person, which you cannot do virtually." (Participant 2, female, 43).

Strategies of engagement

In the semi-structured interviews, participants were asked whether they used any strategies to be engaged and pay attention to their online meetings. As shown in Figure 1, the

strategies that were mentioned can be divided into four categories: time management, questioning, software and actively paying attention.

Time management was mentioned in multiple ways. Multiple participants agreed that using agenda points and starting a meeting with some rules and clear expectations was most effective regarding attention and engagement. Dividing and giving colleagues speaking time was mentioned as an advantage by three participants. Participant 3 (male, 40) said "Everybody can say whatever they want, in the proper time. And everybody should have a say because not everybody is not used to this kind of communication or doesn't even like this kind of communication through the screen.". Other time management strategies that were used were checking email at fixed times to prevent or remove distractions from email during meetings and the use of agenda points. Agenda points were found to be important in making sure the meeting went smoothly, meeting participants knew how to prepare for their speaking time and in ensuring everybody could give their input.

Questioning the audience as well as proving the opportunity to ask questions and answering them were also mentioned as strategies of engagement. Asking the audience questions can keep them engaged and can be a tool for the presenter to gauge engagement and attention. "If you really have a [physical] meeting people do pay attention and if they will not you directly observe it, you can say something about it. Give them a question, like in a classroom or something." (Participant 1, male, 46). As presenter, answering questions in real time also provided clarity in meetings which was also felt to be an influence on engagement and attention by some participants. When a meeting was unclear due to content or software, this could result in distraction or disengagement.

Software was also used as a tool for engagement. All videoconferencing software that was used by the participants had the function to digitally raise your hand. A pop-up would appear or the participant that raised their hand would be highlighted to let the presenter and

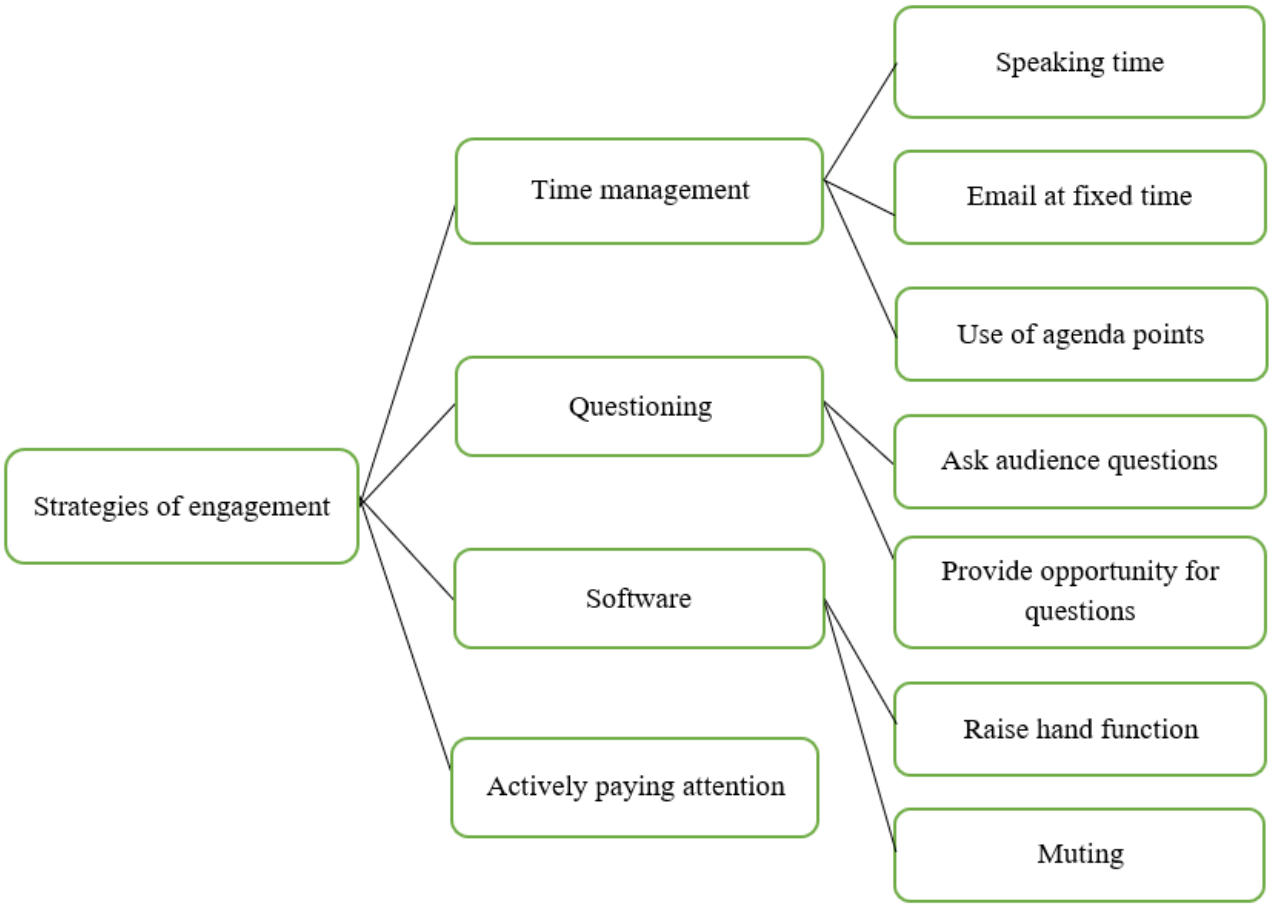
rest of the meeting participants know they want to ask a question or give their input. This tool was widely used among our participants and their workplaces, although it was mentioned that even though the raise hand function is very effective, it felt more effortful and less natural than asking a question or giving input in a physical meeting. All participants also muted their microphones when they were not talking in a meeting to reduce unwanted interference, interruptions, and distractions such as background noises. Other strategies consisted of turning off phones or using the do not disturb tool in Microsoft Teams.

> I think one thing that I would like to establish is, maybe you can use even have that as a feature within the software, to maybe discuss some rules for the meeting. So everyone is kind of on the same page. Like this meeting we have our cameras on, when we want to say something we use the raise your hand tool, and everyone who doesn't want to say anything, mutes their microphone. (Participant 5, female, 22)

Lastly, participants mentioned actively paying attention as a strategy. These participants felt like these meetings were important for their job which motivated them to use engagement strategies and pay attention. Participant 3 (male, 40) mentioned employees' own responsibilities to actively pay attention to the parts of the meetings that concern them and that company culture included that "we are all here to work". Actively paying attention was an effective strategy according to the participants that mentioned the strategy.

Figure 1.

Strategies of engagement divided into four categories



Deliberate disengagement

Deliberate disengagement is the practice of deliberately not paying attention to the meeting. This concept first emerged for me from research by Kuzminykh and Rintel (2020b) and was naturally mentioned by the participants or mentioned after questions about camera use. Participants mentioned both reasons why they chose not to pay attention to the meeting and actions they took to disengage themselves, as shown in Figure 2.

The most straightforward method of deliberate disengagement was camera use. When meeting participants did not use their camera they were often doing other things and not keeping their attention on the meeting. Not using a camera also sends a message to others about your level of engagement. Another method was multitasking. Although multitasking was expected to be an unwanted distraction, this was more often on purpose. Participants

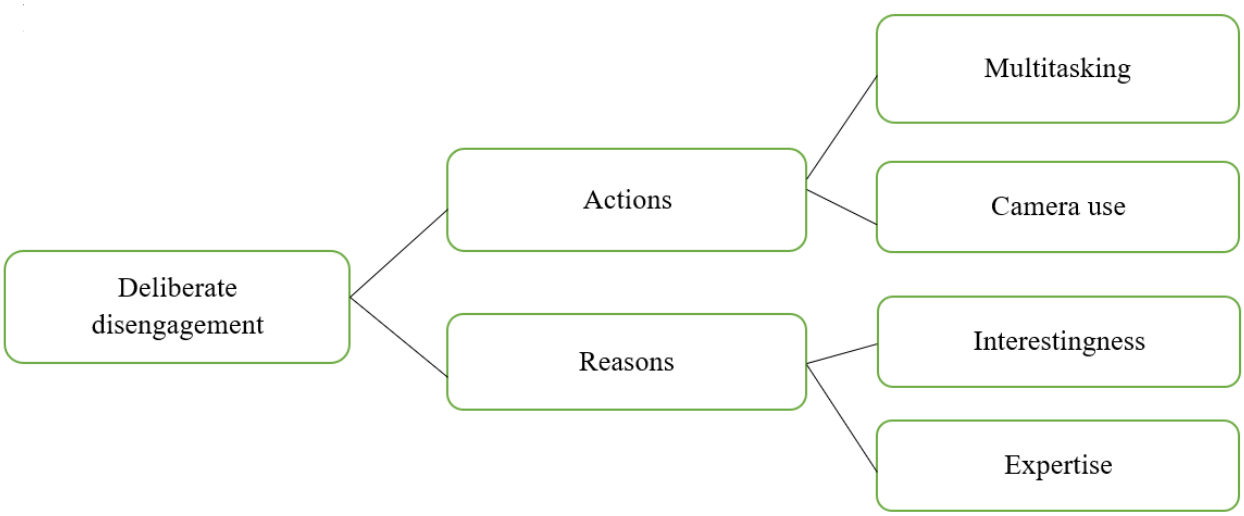
often checked their emails or phones or worked on something else during a meeting when they wanted to disengage.

Reasons for these methods of disengaging were also straightforward. Participants mentioned how they had a specific expertise and knowledge that did not necessarily concern every bit of the meeting. These participants would only pay close attention to the parts of the meeting that did concern their expertise or were important to their job and multitask during other parts of the meetings. Participants also mentioned that it mattered how interesting the meeting was to them. If the meeting was not interesting, they would tune out and multitask.

> I will check my emails during meetings, I will work on something during meetings, I will literally tune it out completely if I think it's not worthy of listening to in that moment, because not every meeting is relevant to me, but I'm invited to a lot. So, whereas in person, you can't ignore it as you have to pay attention. (Participant 6, male, 37)

Figure 2.

Actions and reasons behind deliberate disengagement



Distractions

Regarding distractions and their influence on attention, distractions in general and multitasking as a distraction were found. Firstly, there were physical distractions such as

children or pets that made background noise or needed attention. These distractions were mentioned to be worse when participants or their colleagues did not have a private office workspace to work in but had to work in a kitchen or living room with other family members or roommates present. There were also distractions because of software, participants kept wanting to look at themselves on their screen, checking their appearance. This was not only mentioned to be distracting but also exhausting, which may also influence level of engagement and attention. Statements regarding distractions without any concrete examples were also often found, with five out of six participants saying that there are more distractions in online videoconferences than there are distractions in physical meetings.

Multitasking was also a distraction for some. Participants got distracted by incoming emails, work, or phone calls. Even in instances where the email or phone call was not answered, the pop-up and message were enough of a distraction to lose attention on the meeting.

> I think distractions are too many [in online meetings]. That makes it harder. Small things like stuff you have on your desk or looking at your iPhone, or I mean, I can even have my email up here. You know, and it looks like I'm here, but I won't be here. So I think that's a huge, huge distractor. (Participant 2, female, 43)

Discussion

Looking back at the literature review, findings by Kuzminykh and Rintel (2020a) in their classification of attention were similar to some of the themes in this study. One aspect of attention, gathering social information, was reflected in the theme social cues. Concerns in both studies were about nonverbal speaking cues and the lack of social information available. The theme of social cues is a bit broader than the theme of gathering social information and takes into account the factor of observing others' attention. The data in this study also added

that gathering social information is not only important to gauge emotional reactions but also to gauge attention and engagement in the meeting. Additionally, the theme of social cues had parts that relate to the theme of communicative signaling by Kuzminykh and Rintel (2020a). Communicative signaling was reflected in statements regarding the ability to read people, look across the room or directly address people with eye contact.

Cao et al. (2021) found that multitasking may boost productivity and lead to loss of attention, both sentiments were also found in this study. Multitasking was mentioned to stay productive during parts of meetings that did not concern or interest one and was also mentioned as a deliberate practice of disengagement, both seemingly resulting into a loss of attention. Interestingly, two participants mentioned multitasking as a way to remove the attention from the meeting for a bit to refocus later and improve their attention as they felt themselves getting disengaged. Two other participants talked about being allowed to multitask and direct attention away from a meeting as long as they did pay attention to the parts of the meeting that concerned them and their responsibilities. Using multitasking as a redirection of attention to eventually improve attention on the meeting is an addition to the findings by Cao et al. (2021).

Perhaps most interestingly, findings by Kuzminykh and Rintel (2020b) about the practice of deliberate disengagement were confirmed. Participants in this study similarly used their camera to disengage or send a social message of disengagement. The understanding of deliberate disengagement was enriched, as we found another action other than camera use, namely multitasking, and investigated the reasons behind deliberate disengagement other than it being a social choice and signal.

Lastly, no prior research was done regarding strategies of engagement or distractions, these were themes that purely emerged from the data. Strategies of engagement were very

common and widely used. This theme also suggests that employees either have an intrinsic motivation to actively pay attention or are motivated by their job and responsibilities to make sure they are paying attention. It also shows that companies are using the tools software provides them with and employees are satisfied with some of these results, such as how it has become standard practice to mute yourself when you are not speaking and to use the raise hand function to ask questions or get a turn to speak. Distractions were often mentioned and seemed to be worse when a private office environment was missing, which was the key issue with distractions. Participants tried to prevent distractions by finding a quiets office workspace and by making sure their desk is empty, although strategies to prevent or deal with distractions were more personal and varied than any of the other strategies regarding engagement.

Implications

The strategies of engagement that participants named were effective and quite simple or feasible for companies. These suggestions based on anecdotal evidence can quickly be implemented at companies in daily practice. Developing video conferencing policy (e.g., use agenda points, mute, raise hand function, check email at fixed times) can be assisted by this literature as well as previous literature or an internal company investigation into factors influencing employee engagement. Distractions that were identified can now be addressed or prevented. Knowledge about the practice of deliberate disengagement could help reduce or prevent these behaviours. Dynamic meetings might be preferred to be held physically due to the influence of social cues on engagement in meetings that need strategizing or brainstorming. One-way meetings might be preferred to be held online due to the flexibility if distractors are addressed and strategies of engagement are used. Lastly, the shared concerns and perceptions regarding videoconferencing software can help software developers identify key issues and tools that they can work on.

Limitations and strengths

The most obvious limitation of this study was the rather small convenience sample of six participants recruited from the research team's personal networks. Additionally, none of the participants were native English speakers. The interviews were conducted in English due to lack of time and resources to properly translate our interview protocols as well as the transcriptions. Lastly, whilst coding I have noticed that there were some instances during the interviews in which clarification, elaboration or explanation was needed but not asked of the participant. This, along with the fact that one researcher coded and analyzed the data, shows that the researcher might have had influence on the findings in this study.

Although a convenience sample was used, there was variation in organizations as well as in age. Data saturation was also reached despite having a rather small sample, which are both strengths. Using semi-structured interviews allowed for a rich and deep understanding of the subjective experiences of participants regarding videoconferencing and engagement. Another strength is that findings of previous research were confirmed and additions to these frameworks were found. Since literature on videoconferencing in the workplace post COVID-19 pandemic is still scarce, this study should be a good addition. Lastly, as mentioned before, participants mentioned helpful, effective and feasible strategies of engagement that can be implemented into daily practice quickly.

Future research

Workplace culture and videoconferencing policy seemed to have influence on the level of engagement and were not controlled for. The data suggested that participants that worked for a company in which there is a culture of hard work and responsibility and companies or teams that have rules and regulations around videoconferencing were less influenced by unwanted or wanted decreases in attention and engagement. These factors might be

interesting for future research. Based on this study and other recent literature regarding videoconferencing, attention and working from home post-pandemic research can be done into the balance between working from home and working from the office, a question that most organizations now face. Lastly, based on this and other recent literature a quantitative research design could be set up to investigate whether the themes and frameworks can be confirmed across larger populations that vary in workplace location and culture.

Conclusion

Four main factors were found to be influencing engagement and attention in videoconferences. These factors were social cues, strategies of engagement, deliberate disengagement, and distractions. Dynamic meetings, in which every participant shares input, seemed most affected by social cues. One-way meetings, in which one person shares information and the rest listens, seemed most affected by distractions and deliberate disengagement. Future research can focus on the workplace culture, type of meeting or on confirming the framework in quantitative studies across larger populations.

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Appendix A

Appendix A: Interview Questions

Demographics

- **Age**
- **Gender**
- **Education**
- **Job position**
- **Location workplace**

General Questions

1. How have you experienced video conferencing over the last few years?
    a. How would you compare it to offline meetings?
    b. Can you identify some pros and cons?
    c. Does the way you prepare for meetings differ?
    C.Do you have a preference for online meetings or in person meetings?

2. What kind of work-meetings have you experienced in the last few years, regarding whether they're more dynamic/ democratic/ sharing-information type or more one-way/ hierarchical?

3. Please share your experiences (positive and negative) of online meetings for the purpose of one-way (low engagement) meetings?
    a. How would you compare them to offline meetings?
    b. Can you identify some pros and cons?

4. Please share your experiences (positive and negative)of online meetings for the purpose of dynamic (high engagement) meetings?
    a. How would you compare them to offline meetings?
    b. Can you identify some pros and cons?
5. What would you change about video conferencing? What would you keep the same?

Engagement/ Attention

1. Do you use any strategies to keep attention/be engaged in a videoconference?
2. What is your experience with interruptions or distractions during remote meetings? How do these compare to in person meetings?
3. How often do you use your camera in online meetings?
    1. Are there any reasons not to use video?
4. How does your attention during online meetings compare to your attention during physical meetings?
5. How close/ connected do you feel to your co-workers during online meetings as compared to physical meetings?

One-way (low engagement) meetings - class-type meeting, mostly used for listening to given information: a sender and a receiver, with receiver having little influence/ giving little input
Dynamic (high engagement) meetings - more of a discussion-type meeting, with information bouncing off one another: feedback loop between the sender(s) and the receiver(s).