

Tips for improving transmission/reception during video lessons

This document aims at facilitating the participation of students in distance learning, given the uncomfortable situations that can arise due to the simultaneous connection to the same lesson. The goal is to make one's presence during the lesson smoother and less "heavy": to improve one's participation, of course, but above all to favor those who have a less stable connection.

Backgrounds

Though they can hide the environment in which the meeting is taking place, backgrounds force greater "efforts" to connections and computers. The suggestion, if you want to hide or blur the room or area where the lesson is attended, is to use the soft background blur (shown in *Figure 1*).

If you want to enable it during the meeting (or if you need to remove an already inserted background), just open the **Options** (the three vertical dots) and choose **Change background** (as shown in *Figure 2*).

The function is only available on Google Chrome.

Quality of received and transmitted video

To improve video reception and transmission (therefore the "weight" of the incoming and outgoing video), it is possible to reduce the definition of the transmitted video in order to make the lesson more "agile" for all participants.

You can do this through the meeting settings by following the instructions presented below.

On the video lesson entry screen (*Figure 3*), select **Verifica audio e video**.

When the window opens, choose **Video**.

Select **Risoluzione di invio** and set it to **Definizione standard (360 p)** (*Figure 4*).

Select **Risoluzione di ricezione** and set it to **Definizione standard (360 p)** (*Figure 5*).

Unfortunately, it is not possible to change the resolution on the phone or tablet apps, but if all the videos of the participants will be transmitted in standard quality, the reception on tablets or phones should also improve.

I hope these small precautions can be useful for everyone, and especially help those who face technical difficulties during the distance learning.

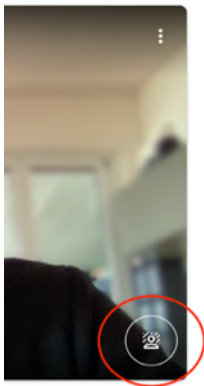


Figura 4

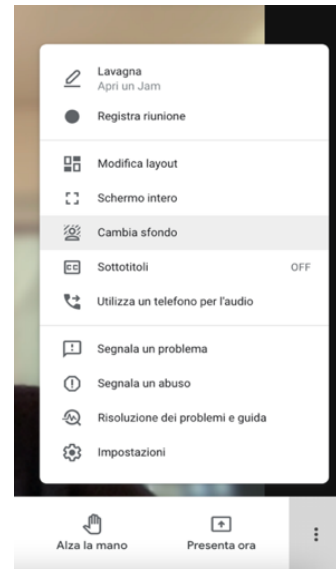


Figura 3

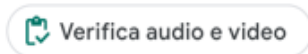


Figura 2

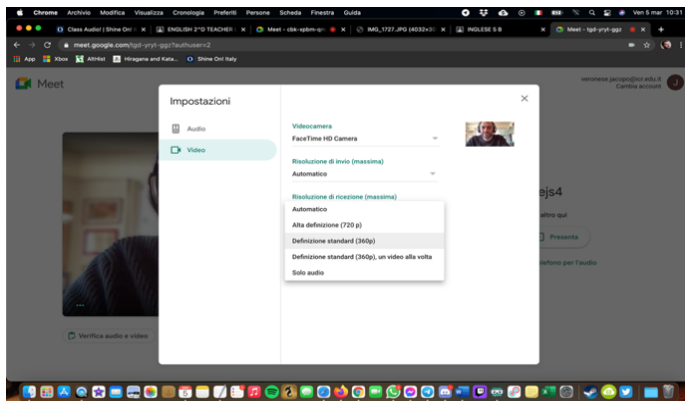


Figura 1

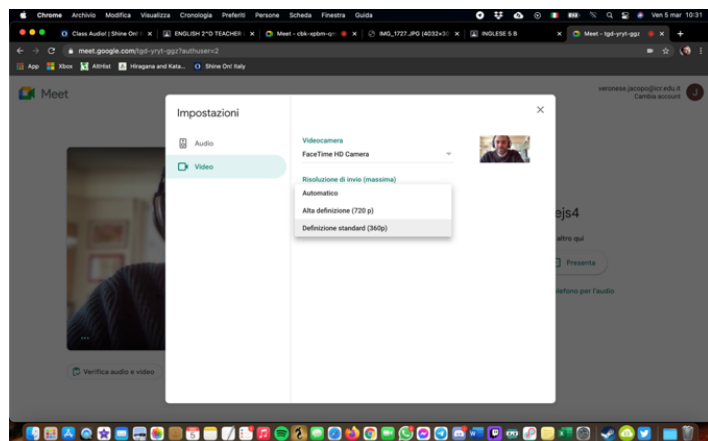


Figura 5