

## Best Practices for Teaching and Learning with Zoom

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### Why Use Zoom?

There are a number of reasons to incorporate Zoom into your teaching. Some reasons include:

1. **Flexibility:** Zoom supports online interactions with students and co-instructors. It is easy to schedule a Zoom session for office hours, meetings, and classes online.
2. **Interaction:** Increase active learning and connection in your class with built-in tools. Zoom tools such as whiteboard, chat, and polls provide multiple ways for students and instructors to engage with each other socially and cognitively.
3. **Feedback:** Zoom can provide more feedback on your teaching with emojis and icons (e.g., faster, slower, and yes). Pause and ask for students to share how they are feeling, or encourage usage of these cues throughout class for students to connect effectively.
4. **Proximity:** With Zoom, all students are sitting at the front of the classroom, with equal opportunity to engage with the instructor. Further, those joining Zoom at home are able to learn about each other's pets, families, roommates, and home surroundings.
5. **Accessibility:** Easily record or livestream a meeting, with real-time transcriptions, which can benefit students engaging with Zoom live or at a later time.

### Starting Out with Zoom

Log into UCLA's Zoom instance at <https://ucla.zoom.us> with your UCLA login and password. Here, you can create meetings, adjust your Zoom settings, and find information about recorded meetings. You can also download the Zoom app for your computer.

Learn more about getting started with Zoom: [UCLA Zoom Access](#). You should also familiarize yourself with policies for protecting your students' privacy and data in Zoom: [UCLA Guidance on Remote Teaching Using Zoom - Protecting Privacy and Data](#).

### Using Zoom in Bruin Learn

Setting up Zoom meetings in your Bruin Learn site allows you and your students to access them easily. Meetings will appear on the Bruin Learn calendar, as well as in the Coming Up section on the Bruin Learn dashboard and in the course site.

If you're using Zoom in Bruin Learn for the first time, ensure that your default email in Bruin Learn and the email you use for Zoom match. The first time you use Zoom in Bruin Learn, you will need to [authorize Zoom integration with Bruin Learn](#).

Please note that instructors in UCLA Health and Health Sciences schools will not have access to the mednet Zoom integration in Bruin Learn. Instructors using their mednet Zoom accounts can create meetings and share the links with students separately through Bruin Learn Announcements.

## **Set Up Zoom Meetings in Your Course Site**

Follow this guide to [Set Up Zoom Meetings in Bruin Learn](#).

When you set up a Zoom meeting in Bruin Learn, that meeting is tied to your Zoom account. Any co-instructors or TAs should set up their own Zoom meetings for discussion sections or office hours. If you want your TAs to be able to start your course's Zoom meetings, you can add their email addresses under Alternative Hosts. You can also add the emails of any guest instructors under Alternative Hosts.

## **Preparation and Organization**

Take the following steps to ensure that you are properly prepared to host a Zoom session.

### **Download and Install Software**

Ensure that your computer has the most updated version of Zoom by downloading and installing the Zoom application at [UCLA Zoom Access](#). It is recommended that you also regularly install updates to the software as they are released from Zoom.

[Authorize Zoom Integration](#) if this is your first time using Zoom in Bruin Learn.

### **Familiarize Yourself with Zoom Controls**

Zoom has provided a [tutorial](#) to understand the on-screen controls for yourself and your co-host. If you need further training, sign up for a [training course](#) offered by Zoom.

### **Test Audio Visual Devices**

Ensure your camera is plugged into your USB port. If you are using an integrated desktop camera, ensure Zoom has access to your camera.

Before you enter your first meeting, ensure that your audio visual devices are working by visiting the [Zoom Meeting Test](#) page.

### **Adjust Your Lighting**

Ensure that your participants can see you by adjusting your light so that you are lit from the front whether it be from a natural or artificial light source. Reduce or eliminate lighting from behind.

## Zoom Accessibility Features and Strategies

When using Zoom in your teaching, you can utilize the tool's accessibility features, as well as other strategies, to create an accessible experience for your students.

### Captioning

Enable automated captions in your Zoom meetings by following this guide on [Enabling automated captions](#) (see the User section). This will allow your students to turn on captions in your class meetings, which they can do using this guide on [Viewing captions in a meeting or webinar](#).

### Sound Quality

Ensure good sound quality in your meetings by reducing background noise when speaking, speaking facing the camera, using a mic, and enunciating. Additionally, mute any participants who are not speaking.

### Screen Sharing

When sharing your screen during a class meeting, verbalize what is on-screen and what you are demonstrating in order to make the visual content accessible to those who may not be able to see the screen. Additionally, share materials you plan to screen share ahead of time, so that everyone can follow along, zoom in, and click on links as needed.

### Recording Zoom Meetings

Recording Zoom class meetings and sharing them with your students is an accessibility best practice. This guide shows you how to record Zoom meetings to the cloud or to your computer and share them in Bruin Learn: [How to record and share a Zoom Lecture/Meeting \(w/ captions and transcripts\)](#).

## Zoom Etiquette

When conducting class on Zoom, it's a good idea to create a community agreement for Zoom and online etiquette. Here is an example to share with your students:

- Be mindful of one another's privacy, and do not invite outsiders into our online classroom
- Be in a quiet place and use headphones
- Mute your microphone unless talking
- Keep your video on when speaking or engaging in group activities
- Quit all other screens (email, text, social media) to create a classroom "presence" (this also helps with internet stability)
- Actively participate in class
- Raise your hand if you have a question to ask verbally
- Use the chat feature if you prefer to type your question

## Zoom Features for Classroom Engagement

### Zoom Chat

The in-meeting Zoom chat feature allows you and your students to add text comments to the discussion. In addition, in the chat, you can post links to web resources. You can read more about chat functionalities at [Chatting in a Zoom meeting](#).

Here are some suggestions for using the chat feature in your class:

- Ask students to post in the chat first and then discuss verbally. You can have them post as they come up with answers, or ask everyone to wait and press “enter” on their comments at once so that all have an equitable opportunity to think and be heard. Consider calling on students who have provided comments in the chat. This can help shy or quieter students break into the verbal discussion.
- Ask students to go hunting across the web for links that are related to your conversation and ask them to drop them into the chat as resources for their peers.
- Assign designated students or a teaching assistant to moderate the chat and make sure that important questions and comments are addressed. The students or TAs could then keep a running list of these in-class questions, in your Bruin Learn site or in a Google Doc.
- If you are teaching in a mixed enrollment modality, with some students in person and some joining remotely, assign designated students in the classroom to monitor the Zoom chat, in order to elevate remote students’ questions or comments to the rest of the class.
- Use the individual chat (chat to a specific person rather than the whole class) to troubleshoot technical problems (for example, if a student is having trouble connecting via audio or video). This may be an opportunity to assign a student or teaching assistant to a special role, especially if you have students eager to help on the technical aspect of things.

Note that when you record your Zoom class, the chat box is also recorded, including private chats that you have with individual students (but not private chats among the students).

### Screen Share

The screen sharing function in Zoom allows users to share their screen with others in the meeting. Users can share their desktop or a particular window that they have open in their desktop. Meeting hosts can also share an external device’s screen via Zoom (e.g. a tablet screen, which can be useful for handwritten demonstrations). You can read more about the screen sharing functionalities here: [Sharing your screen or desktop on Zoom](#).

Here are some suggestions for screen sharing in your teaching:

- Share an image that you want students to examine closely during the meeting.
- Share music or audio that you want students to engage with during class. See: [Sharing background music or computer audio on Zoom](#). Don’t forget to give students specific instructions on what to be thinking about or listening for during the audio clip.

- Share a PowerPoint or Google Slide show. If you plan to do this, it may be useful to have a secondary monitor on which the slideshow appears, so that your main screen can still be filled with your students' pictures.
- Note that in "side-by-side mode" your students will be able to control how much of their screen is taken up by the screen share and how much is taken up by their classmates' video feeds: [Side-by-side mode for screen sharing](#).

Keep in mind the accessibility best practices above when screen sharing in your class.

## Annotation and Whiteboard

Zoom offers virtual whiteboard and annotation tools for use during synchronous sessions. The annotation tools allow students to write, stamp, type, and draw on top of a screen share (e.g. PowerPoint, webpage, image file, pdf, etc.) or the whiteboard. The whiteboard has new features and templates that make it more useful for collaboration. Learn more about these tools and their functionalities here:

- [Getting started with Zoom Whiteboard](#)
- [Using annotation tools for collaboration](#)

Here are some suggestions of ways to use the annotation feature and/or whiteboard in your teaching:

- Brainstorm and record the class's ideas. Ask a single student to do the typing or ask all students to share one or more ideas. Note that the host of the whiteboard or screen share is the only one that can move annotations around on the screen once they've been posted.
- Use the whiteboard and stamp for anonymous polling. For example, you might copy and paste a bullet pointed list into a whiteboard, ask students to place a stamp or mark next to what they'd like to discuss first.
- Draw a diagram for students with a stylus and tablet using the whiteboard function.
- Draw on an image to highlight particular parts. This could be a JPEG or an image embedded into a PowerPoint or a webpage.

## Limitations of Zoom Whiteboard and Annotation

- Certain devices, such as Chromebooks, are not able to use the annotation tools.
- Annotation doesn't move with a multi-page document/webpage etc. When you annotate, the screen is "locked" in place (no scrolling).
- Whiteboard activities are not currently accessible to those with screen readers. Be prepared to read aloud all contributions from students or describe the activity if you have students who use screen reading devices.
- Whiteboard draw tool works best/most precisely with touch screen and stylus.
- Whiteboard functionality is a little more limited on a tablet or a phone. There is no "stamp" option on the tablet, but you can draw, add text, highlight, or spotlight.
- You can leave a whiteboard (screen share) and come back to it, even if screen sharing other images/pages in between). However, if you go to breakout rooms, you will lose

what is on the whiteboard. You can choose “save” and then bring the whiteboard back up as a PDF later, if need be.

## Breakout Rooms

Zoom offers the option to split up participants into smaller groups in breakout rooms. Breakout rooms can be arranged: manually, by student choice, or at random. Using breakout rooms can increase student engagement and sense of belonging in class, as often small groups reduce anxiety over participation in a large conversation. Breakout rooms can allow students to get feedback from their peers and work collaboratively to solve problems or discuss course topics. Learn more about breakout rooms’ functionality: [Managing meeting breakout rooms](#).

Here are some ways to use breakout rooms in your teaching:

- Think-Pair-Share: as students to consider a question on their own, go into breakout rooms to discuss with a partner or two, and then report out to the large group upon return to the main session.
- Problem solving: Allow students to work together to solve a problem or respond to a scenario. When students return to the main session, they could share out ideas or ask questions that came up in the small group setting.
- Gallery Walk: Have each small group work on answering a question and put their answer(s) into a Google Slide that’s part of a shared Google Slide Presentation. Have the groups “walk around the gallery” by reviewing other groups’ slides. Students can annotate, ask further questions, or make notes on the new slides.
- Jigsaw: Have each group start out by considering a reading, image, or video about a topic. Then, once they’ve become “experts,” re-form the groups so that one student from each original breakout room is now in a room together. In the new groups, students take turns sharing information that they gathered in their initial breakout room with their new group members.

## Best Practices for Facilitating Zoom Breakout Rooms

- Help students understand why you are utilizing breakout rooms and the benefits they will receive for engaging in the activities.
- Provide clear, specific directions for what you want students to do in the breakout room. Ask for a specific deliverable (something that they have to produce as a result of their discussion together) so that they stay on track. Make sure directions are sent in the chat or on any external materials students are looking at so that they have them when in the breakout room.
- Aim for rooms that are large enough for discussion/for responding to the problem, but not so large that the task can be done without some of the students. Often if you are doing small group work, it’s good to aim for groups of 3-5.
- If you provide a file or link, make sure students have clicked on it before heading to the breakout room. The chat will not move with the students.
- Circulate between breakout rooms to keep groups on track and monitor progress. Let students know you’ll do this ahead of time and try to be as unobtrusive as possible so

that your appearance doesn't shut down discussion. Consider moving about with your mic on mute intentionally.

- Use the broadcast tool to signal when students should start to wrap up and give them a 2 minute warning before pulling them back to the main session.
- Remind students about the "Ask for Help" button that will flag you down if they need help while they are working.

### Limitations of Zoom Breakout Rooms

There isn't a way to see what is happening in all breakout rooms at once. You'll need to duck into rooms to check on students, which takes a little extra time online than it does if you are moving around a physical classroom. If you have teaching assistants, you and your TAs can split up between breakout rooms.

It is possible to pre-assign breakout rooms, but this function only works if participants log in using their UCLA Zoom account. Also note that students must be in the meeting at the time that you set up the breakout rooms for them to be populated into the correct pre-assigned breakout room.

## Zoom Teaching Scenarios

### Host Office Hours or Small Group Discussions

- Code review: You can use screen sharing to meet with an individual or group of students to review code. Authorizing remote screen control enables one to take control of the other's shared application and allows for navigation, text entry, etc on the remote computer. Note that when remote screen control is enabled, your Breakout Room setting will be disabled.
- Collaborative problem solving and brainstorming: Use the shared whiteboard feature to digitally annotate a whiteboard. Allow others in the session to annotate on the same board to share ideas and problem solving methods. A tablet is useful for handwriting.
- Consultation: You can use Zoom's high-quality audio and video to simply have a discussion with an individual or group of students. Easily share documents or anything else on your computer via screen sharing.
- Control who joins your session: The waiting room allows you to provide a single Zoom session ID and the ability to invite only selected individuals into the discussion. You can also set a custom message in your waiting room that lets students know you will be with them shortly.

### Pre-record Video

You can present slides to further explain a topic that was only touched upon in class or if several students ask the same question. Sessions can be recorded and shared for later viewing. See the Zoom accessibility features section above for information on how to record and share your Zoom meetings.

## Support

To get help or to discuss your questions on teaching with Zoom, please contact the Teaching and Learning Center at [help@teaching.ucla.edu](mailto:help@teaching.ucla.edu).

See [Remote Teaching with Bruin Learn and Zoom](#) for more technical guides and support links.

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