

Live-Streaming an In-Person Class, Including with Student Participation

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Overview

Please note this is a living document and will be updated as changes arise. For any and all questions, we invite you to contact the Teaching & Learning Center (TLC) at consult@teaching.ucla.edu.

You plan on teaching in person, in a classroom, but find that some of your students cannot be present for some class sessions. This scenario has become commonplace of late. There are many ways to enable students to succeed in your course even if they need to miss some classes, by providing instructional materials, recording lectures, providing flexibility with graded participation and assignments, using Zoom to host in-person office hours, etc. As an instructor, you can decide how best to achieve your course goals, taking into account flexibility for students, your workload, etc.

One option for addressing this scenario is to lecture synchronously to in-person and remote students, which we refer to here as “live-streaming.” This is not the best choice for every course, but you may choose to live stream if you want to retain the character of a class in which everyone is learning together simultaneously. In a class format that has significant student participation, you may choose to live stream in order to enable synchronous participation of all students. Do keep in mind, however, that it can be challenging to have a three-way conversation between the instructor, in-person students, and remote students.

This document contains brief guidance on:

- How to live-stream classes, depending on the equipment in your classroom.
- Options for having discussions in live-streamed classes. **Note:** This section is also relevant for recorded lectures that are *not* live-streamed.

This document is *not* a complete discussion of pedagogical considerations for teaching in different modalities. It focuses on how technology can facilitate live-streaming with student participation. See the [Additional strategies and resources](#) section for guides on pedagogical considerations.

Please note that there are instructions for how to record lectures from [UCLA AVS](#) and in the [DIY Guide for Recording In-Person Lectures](#). The UCLA teaching support community and the Academic Senate encourage you to record your lectures when appropriate. Keep in mind that if students are ill, they may not even be able to attend a live-streamed class remotely; recording your lecture for later viewing provides added flexibility. Recording is easily done while live-streaming an in-person class using Zoom. It is always a good idea to be sensitive to how students feel about being recorded, especially if they are contributing to a discussion. One strategy is to [set community agreements](#) to normalize academic discourse in the classroom. You can also remind students that the recording will only be shared with their classmates and that it is a violation of the [Student Conduct Code](#) (102.23) to distribute any recording made during a course presentation (without proper permissions).

If you are teaching an [approved remote or online course](#), you have additional options to consider beyond delivering asynchronous recorded lectures or synchronous lectures using Zoom. This can include designing student interactions, assessments, and communications to support this mode of learning. The Teaching & Learning Center's instructional design team provides instructors with support to incorporate educational technologies into courses in all modalities. Email consult@teaching.ucla.edu to request a consultation.

How to Live-Stream Classes

It is a good idea to start by finding out [what equipment is installed in your classroom](#), for example if the room is equipped for Zoom Streaming, if a classroom computer is available, or if you need to bring your own laptop. (Please note that BruinCast is a service for recording lectures, but it cannot be used for live-streaming.) Now that you have been able to assess your classroom capability, see the appropriate sections below.

When using technology:

- ★ Make time to arrive at the classroom early to test the technology.
- ★ Stay close to the computer.
- ★ Explain to your students what you are trying to do and get their feedback.

Classrooms with Zoom Streaming

If the classroom is equipped for "Zoom Streaming," that means there is a camera mounted in the ceiling and connected to the installed classroom computer. In that case, follow the [Zoom Streaming Instructions In General Assignment Classrooms](#).

Classrooms without Zoom Streaming, but have a Classroom Computer

If the classroom is not equipped with a camera for Zoom Streaming, but has a classroom computer, you can still sign into Zoom on the classroom computer to live stream and record. You will need to bring your own USB microphone and plug it into the classroom computer. Please note, this option sends your audio to the Zoom meeting, but it will not amplify your voice within the classroom.

Classrooms without a Classroom Computer

Create a Zoom meeting room and share the Zoom meeting link with your students. On the day of class, bring your own device, preferably a laptop, to the classroom. Similar to recording, consult with the [“Projecting the Zoom Session” section](#) in the DIY Guide for Recording In-Person Lectures on how you can use your own device to live-stream lectures.

Create a Zoom meeting in your Bruin Learn site

When you [create a Zoom meeting in your Bruin Learn site](#), you can share the Zoom meeting link and embed your cloud recording from Kaltura in a site that is restricted to students enrolled in your course. For your Zoom cloud recordings to appear in Kaltura, you just need to [upload one piece of media into your Bruin Learn site](#) once-- this will trigger an automatic process to send your Zoom cloud recordings to Kaltura. For added security, if you wish to apply a passcode to [your Zoom meeting](#), be sure to check that your Zoom setting for “Embed passcode in invite link for one-click join” is enabled.

When you start your Zoom meeting, consider [making closed captions and live transcription available](#). Students can always choose to show or hide the closed caption and live transcription within your Zoom meeting.

Zoom Lecture Assistants

Student Affairs is now making a service to have someone help mediate remote participation. More information on the Zoom lecture assistants can be found in their [Requesting Zoom Lecture Assistants](#) page.

How to Facilitate Discussions

The main challenge with holding discussions in a live-streamed class (or when recording a class) is that most classrooms are not set up for audio to be shared between the instructor, in-person students, and remote students. It is also challenging for the instructor to be cognizant of questions and comments coming from multiple directions. The suggestions below are intended to mitigate these challenges. The [flow chart](#) at the end of this document can also help you to think through your options for discussions.

Note: The suggestions here are relevant even if you are *not* live-streaming your class, but *are* recording it for later viewing.

Collect questions & facilitate large group discussion

1. If students are participating verbally, repeat the question or comment so it can be picked up for the remote participants.
2. Ask remote students to enter questions into the Zoom chat and announce when you plan to pause the lecture to review the questions. Consider projecting the Zoom session with the Chat box open for the in-person students to view.
3. Create a Google doc to collect questions and share the link to the class ahead of or during lecture. (TIP: If you cannot answer questions during class, you can always answer them afterwards and let the students know when the answers are available.) If you plan to answer the questions during the lecture, be sure to read the question out loud before providing an answer.
4. Create an open, text response poll (using tools such as PollEverywhere, [Mentimeter](#) or [Google Forms](#)) and share the link to the class. Announce when you plan to pause the lecture to review

the questions (some polling tools allow students to up-vote questions). If you plan to answer the questions during the lecture, be sure to read the question out loud before providing an answer.

5. Set up a [Slack workspace for the class and create channels for each lecture session](#). Encourage your students to join the channel during lecture and enter their questions into Slack. Announce when you plan to pause the lecture to review the questions.
6. Set up a buddy system by pairing in-person students with someone who is participating remotely. Buddies can help catch what was missed in class and create accountability.

TIP: Talk to your TA in advance or ask students to volunteer and discuss with them how they can help collect questions and let you know when a question has come up during lecture.

Facilitate small group discussion

1. Have the in-person students break up into small groups in the classroom, while the remote students are grouped with each other using breakout rooms in Zoom.
2. Or, mix up the in-person and remote students. Ask in-person students to bring a device and a headset with a microphone that they can use to connect to Zoom. Pair up an in-person student with a remote student, or create groups of 3 or so students and send the students into breakout rooms. This might work better in a classroom with a lot of space so students can sit apart from each other and not be distracted by each other's discussions, but expect some conversations might be picked up by another person's device.
3. However they are grouped, the students can record discussions and observations in a collaborative Google document.

Additional strategies and resources from our colleagues:

- [UCLA Multiple Modality Teaching Resources + Recommendations](#)
- [Technology Access Guide and Resources](#), courtesy of the Center for Education Innovation & Learning in the Sciences (CEILS)
- [Steps for shifting to remote teaching in equitable ways](#), courtesy of the Center for Education Innovation & Learning in the Sciences (CEILS)
- [Teaching Local & Remote Students Simultaneously: Instructional Strategies](#), courtesy of Online Teaching and Learning (OTL)
- [Faculty FAQs for Managing your classroom](#) from UCLA's COVID-19 Response and Recovery Task Force

CSU published more information about [flexible course design](#), which includes definitions and testimonials from students and teachers.

Are you looking for student engagement across modalities? Check out [Louisiana State University's Active Learning while Social Distancing](#).

Do you need help determining how to manage questions?

