Pivot to Zoom Teaching

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Overview

This resource is designed to support instructors and TAs as they quickly transition from teaching classes in person to teaching remotely on Zoom because of disruptions. Emergency pivots to remote instruction allow instructors to continue engaging students in an online modality but differ from courses that are designed and deliberately planned for engaging students remotely using a variety of tools, including Zoom. Given the quick transition to emergency online instruction, we first provide steps and guidance that are important for all instructors to get started on Zoom. We also provide ideas for engaging students in different types of courses. For a more comprehensive guide on teaching with Zoom, see the TLC's Best Practices for Teaching and Learning with Zoom.

Zoom Quick Start Guide

1. Log in to UCLA Zoom with your UCLA logon and password.
2. 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.
3. Prepare to host a Zoom session by downloading the Zoom application at UCLA Zoom Access and Authorize Zoom Integration if this is your first time using Zoom in Bruin Learn.
4. Test and adjust your audio-visual devices and lighting using the Zoom Meeting Test page. Check your sound quality.
5. Update your settings to enable 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.
6. Familiarize yourself with Zoom Controls using the Zoom tutorial or training course. Learn and practice with the Zoom tools you plan to use.
7. If recording, learn how to record and share a Zoom Lecture/Meeting (with captions and transcripts) and review policies for protecting your students' privacy and data in Zoom: UCLA Guidance on Remote Teaching Using Zoom - Protecting Privacy and Data.

Zoom Accessibility and Equity Considerations

Use Zoom's built-in accessibility features, especially automated captions and recording in Zoom to ensure all students can engage with the lesson. Students may be joining Zoom sessions from public or shared spaces with background noise or distractions, where they cannot hear audio

clearly. Additionally, 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. Share materials you plan to screen share ahead of time, so that everyone can follow along, zoom in, and click on links as needed.

Expect some students to use mobile devices, which may not allow them to use all of Zoom's desktop features, such as the whiteboard. Provide alternative methods of engagement, such as the chat feature, which is easiest to use across devices. Additionally, use the individual chat (sending messages to a specific person rather than the whole class) to troubleshoot technical problems (e.g., 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 with the technical aspect of things. Some students' bandwidth may not allow them to turn on video during the class, so consider other Zoom tools and engagement ideas below that students may use to engage with the course.

Instructors can control who joins your session by enabling the waiting room, which allows you to provide a single Zoom session ID to multiple students while giving you the flexibility to choose which individuals enter the room. This feature also lets you send a custom message to your waiting room to let students know you will be with them shortly. Make sure to provide information to students on how to find devices and internet access to join Zoom meetings. See resources listed on the Digital & Technology Solutions (DTS) page on technology for students.

Strategies for fostering community

Consider how you will use Zoom (office hours, lectures, etc.), and how you want students to engage in this online space. Tools such as whiteboard, chat, and polls provide multiple ways for students and instructors to engage with each other socially and cognitively. Additionally, share your expectations for Zoom engagement and consider creating community agreements with your students. This clarifies how students should engage with you and each other on Zoom. Here are two examples you can adapt and share with your students:

Example 1, framed as Zoom etiquette

- 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.

Example 2, framed as Zoom tips

- If your circumstances allow, try to be in a quiet place with headphones.
- To help TAs and instructors better see where you're at, and to better engage with peers, turn video on if possible.
- If you have a question, raise your virtual hand or click "Ask for Help" in breakout rooms. You can also use chat.
- To be more present and help with bandwidth, please close other screens.

Encouraging participation

When you first use a Zoom tool, provide demonstrations and/or detailed instructions with multiple options to hear, view, and read them. Plan for troubleshooting time and provide multiple ways to participate to reduce frustration and students disengaging from the lesson.

Divide Zoom sessions into chunks with check-ins and breaks spread throughout.

Consider participation points for completing iClicker or Zoom polls, submitting a response, completing a group task, or contributing to the discussion as you may do in an in-person class.

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.

Encourage students to turn on their video and engage in the class by utilizing active learning strategies like icebreakers. For example, you might say: "For our first breakout room session, start by sharing a virtual background or profile photo and then explain what you chose and why." You may also use an icebreaker to introduce Zoom tools like asking students to sketch their favorite animal for others to guess using the whiteboard feature. You may also simply ask students to turn on their cameras to connect with their classmates, as well as to help you and your instructional team observe how they are engaging with the lesson or participating in discussions.

Zoom Tools for Different Types of Engagement

Below is an overview of Zoom tools and teaching strategies for engaging your students. We recommended that you only use a few tools that align with your course goals and reuse them throughout the quarter so that you and your students get comfortable using them.

For any tool you choose, help students understand why you are utilizing it and the benefits they will receive for engaging in the activities.

Common Tools for Small and Large Classes

Chat

Send instant messages to raise questions, share links, or discuss ideas. Learn how to chat in a Zoom meeting.

- 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.

Reactions

Use emojis to communicate more non-verbal feedback or actions, which appear in the top left corner of individual Zoom windows. Learn how to use reactions in a Zoom meeting.

- Ask students to Raise Hand / Lower Hand ✋ to help keep track of questions and students getting in line to join the discussion. Zoom will pin the students who raised their hand in the order they raised them.
- Prompt students to use specific emojis for voting by using Yes ✅ and No ❌ which also show up in the Participants list.
- Encourage use of celebratory emojis after student presentations or sharing, such as Thumbs Up 👍, Clapping Hands 👏, and Heart ❤️.

Screen Share

Share a desktop or a particular window. Learn how to share your screen or desktop on Zoom and consider these suggestions for screen sharing in your teaching:

- Share an image that you want students to examine closely during the class.
- Share music or audio that you want students to engage with during class. See how to share background music or computer audio on Zoom. Remember to give students specific instructions on what to be thinking about or listening to during the audio clip.
- Share a PowerPoint or Google Slides.

Supporting Small Group Work

Breakout Rooms

Split up participants into smaller groups in breakout rooms: manually, by student choice, or at random. Learn more about how to manage meeting breakout rooms.

Breakout rooms can facilitate the following activities:

- Think-Pair-Share: Ask 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 when returning 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 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:

- 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.
- Provide directions in the chat or on any external materials students are looking at so that they have them when in the breakout room. 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.
- Aim for rooms that are large enough for discussion or 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 three to five, ideally with the same groups students have been working with in person if possible.
- 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 (e.g., moving about with your mic on mute). If you have teaching assistants, you and your TAs can split up visiting rooms.
- Use the broadcast tool to signal when students should start to wrap up and give them a two-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.
- Have students create collaborative documents (such as Google Docs) for breakout sessions.

Collaborate on a Shared Screen

Annotation and Whiteboard

Allow students to write, stamp, type, and draw on top of a screen share (e.g. PowerPoint, webpage, image file, PDF, etc.) or a Zoom whiteboard with blank space and templates that

make it more useful for collaboration. See these guides for how to use the annotation feature for collaboration and/or Zoom whiteboard.

Shared screens can facilitate the following activities:

- Brainstorming: Ask a student to do the typing or ask all students to type one or more ideas. Note that the host of the whiteboard or screen share is the only one who can move annotations around on the screen once they've been posted.
- Anonymous polling: Use the stamp feature to vote on items on a whiteboard, a list on a screen share, or images in a slide.
- Drawing: Draw a diagram for students with a stylus and tablet using the whiteboard function or draw on a shared image/slide/webpage to highlight particular parts.
- Collaborative problem solving/code review: Use the shared whiteboard feature to digitally annotate your own or a student's work on the whiteboard or screen. Allow others in the session to annotate on the same board to share ideas and problem-solving methods.

Limitations of Zoom Whiteboard and Annotation

- Certain devices, such as Chromebooks, are not able to use the annotation tools.
- 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.
- 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 using a screen reader. Be prepared to read aloud all contributions from students or describe the activity if you have students who use screen-reading devices.
- The whiteboard draw tool works best/most precisely with a touch screen and a stylus.
- In your toolbar, you can "save" annotations/whiteboards and then bring the whiteboard back up as a PDF later, if need be.

Instructor Consultations

The UCLA Teaching and Learning Center (TLC) and other campus teaching support units are available for confidential, non-evaluative individual consultations. We encourage you to reach out to the TLC to discuss ways to enhance your teaching, create or revise course content, and determine actionable next steps from student feedback. Request a TLC Consultation or email the TLC instructional design team directly at idmp@teaching.ucla.edu.

To stay connected to the TLC for professional development programs, resources, and workshops, sign up for the TLC's newsletter and check the UCLA Community Calendar for programs.

The Center for Educational Innovation and Learning in the Sciences (CEILS) supports teaching and learning in the Life and Physical Sciences at UCLA. Contact CEILS to consult with a STEM pedagogy consultant at media@ceils.ucla.edu.

UCLA Humanities Technology (HumTech) provides live, drop-in online instructional support for the humanities.

The Bruin Learn Learning Technology Experience (LTE) team holds Office Hours for technical support on using Bruin Learn tools, including Zoom.

Resources

See Remote Teaching with Bruin Learn and Zoom for more technical guides and support links.

Preparing to Teach: TLC resources, including additional teaching bulletins designed to support instructors as they prepare their classes.