



CEILS presents Confidence to In-Person Teaching - Chat

Tuesday, Jan. 25, 2022

12:35:28 From *PwintPhyu Nandar (she/her) to Everyone:

[History – Gabrielino-Tongva Indian Tribe Native-Land.ca](#)

12:42:17 From Kim DeBacco to Everyone:

That is a really good point! We have a lot of students who have not had live classes.

12:50:16 From Kate Wassum (She/her) to Everyone:

How do students feel about in-person discussion sections being recorded? Do students in the class feel this invades their privacy or makes them less likely to engage?

12:50:55 From Dan Cohn to Everyone:

Even online, students feel less free to speak if the sections are being recorded.

12:52:02 From *Shanna Shaked (she/her) to Everyone:

^ Good point: This actually seems like a great survey question for your students to see how they feel! :)

12:53:44 From MAYANK MEHTA to Everyone:

A solution that has worked quite well for my classes is that I hold prolonged office hours where we chat very informally about everything, including the class, their health, general events, covid etc. A lot of students show up in this situation. Many enjoy just listening in the background. This provided a nice experience of coming together without the pressure of getting sick or making someone sick.

12:54:26 From Kate Wassum (She/her) to Everyone:

one solution to avoid recording office hours, but make sure everyone has access to the same information is for the professor to type out answers to the common questions asked in office hours on the course discussion board.

12:54:59 From Rachel Sauvageot to Everyone:

I was considering recording office hours this week but only use it to get a transcript of the session, so I can pull out the questions, but remove the student names before sharing.

12:55:42 From Stephanie White to Everyone:

If professors wish to make their lectures available as a video, should they try using Zoom and recording their in person lecture and thus give a 'hybrid' course or is Bruincast going to be available to post lecture recordings?



12:56:29 From Andrea Gambino (she/her/hers) to Everyone:

@Shanna, I love your recommendation about a survey. Are there any recommended surveys to use internally (e.g. in respective classes) to ask students anonymous about what supports/resources would best benefit them given the decision to return to in-person learning?

12:56:33 From *Jess Gregg (she/her) to Everyone:

@Stephanie we are going to dig into this a bit more in a moment. Bruincast availability depends on your specific classroom, but is a good option if available

12:57:02 From *Katie Dixie (she/her) to Everyone:

@Andrea- we will definitely be sharing that later, we do have an example one that can be edited

12:57:28 From *Kaylie Bair (she/her) to Everyone:

I agree with Eva, grouping by in-person vs online really helps facilitate learning!

12:58:11 From Kate Wassum (She/her) to Everyone:

I like the idea of giving an option to Zoom into discussion section, but we've been told that we can't ask TAs to hold hybrid discussion sections, e.g., we can't ask them to hold the section in person and enable some students to join via Zoom because this puts more work on them. has this recommendation changed? i am sympathetic to both not overburdening the TAs and also ensuring equitable access to course content for those unable or uncomfortable with in person

12:58:40 From Rana Khankan to Everyone:

@Kate that's also what I've been told

12:59:24 From *PwintPhyu Nandar (she/her) to Everyone:

[VISIT YOUR classroom](#)

12:59:48 From Eric J. Deeds to Everyone:

@Kate we have also been told the same thing, but a lot of our instructors really want to do this, so I have no idea how this will shake out

13:00:01 From *PwintPhyu Nandar (she/her) to Everyone:

[Audio Visual Services – UCLA Center for the Advancement of Teaching](#)

13:01:05 From *PwintPhyu Nandar (she/her) to Everyone:

[Please share this RSVP form with your TAs](#)

(If TAs have questions, they can also email kdixie@ceils.ucla.edu)

13:01:27 From *Shanna Shaked (she/her) to Everyone:



@Kate and Rana (via Katie D.)- That's good to point out and recognize. I think what the students were suggesting is that students can face time/Zoom in their group mates during group work if they chose to.

13:02:44 From *PwintPhyu Nandar (she/her) to Everyone:

[UCLA Covid-19 website](#)

[Plan and Pivot Matrix](#)

[Latest Message from COVID task force](#)

13:03:26 From *PwintPhyu Nandar (she/her) to Everyone:

[Action Plan for absent students](#)

File → Make a copy

13:03:52 From *SARA BAGGIA to Everyone:

As a TA I was comfortable allowing students to join on zoom to do work with their group mates. It was not extra work on my part because they were able to work it out with their group mates. I was just trying to be as accommodating and understanding as possible 😊

13:05:39 From *PwintPhyu Nandar (she/her) to Everyone:

[DIY Guide for Recording In-Person Lectures](#)

13:06:26 From Caroline Kong to Everyone:

[Audio Visual Services](#)

13:06:42 From Caroline Kong to Everyone:

[Classroom Search](#)

13:08:20 From *PwintPhyu Nandar (she/her) to Everyone:

Doc with virtual lab resources: [Planning for Remote and Virtual Labs at UCLA - Resource List](#)

13:10:57 From MAYANK MEHTA to Everyone:

Anyway to use blackboard and screen at the same time?

13:11:16 From Margot Quinlan (she/her) to Everyone:

Can we zoom from a classroom computer? If so, pros or cons compared to using your own computer?

13:11:21 From Paula Tavrow to Everyone:

School of Public health classrooms don't seem to be on the list. Am I missing something?

13:12:55 From Tina Austin to Everyone:

I agree with Eric also, you can also mirror the iPad and share iPad screen



- 13:13:04 From Kate Wassum (She/her) to Everyone:
Does using Zoom from the classroom computer allow the Zoom to access the classroom camera (ie the one used for bruincast)?
- 13:13:05 From Rana Khankan to Everyone:
Changing the slide show settings can also help
- 13:13:41 From Caroline Kong to Everyone:
@Mayank Mehta having another device (like a tablet) pointed at the blackboard helps and you can broadcast that device in Zoom
- 13:14:02 From Caroline Kong to Everyone:
Another tip I heard is take a picture of the blackboard before you erase it and uploading the pictures to your course web site
- 13:14:04 From *Katie Dixie (she/her) to Everyone:
^if you have TAs they may be able to help with that recording (if they are willing and able)
- 13:14:39 From Eric J. Deeds to Everyone:
@Tina the iPad sharing worked very well for us
- 13:15:37 From SCOTT CHANDLER to Everyone:
can we use our IPADs to record zoom and simultaneously show the slides
- 13:15:56 From Caroline Kong to Everyone:
@Margot Quinlan, yes! Some classroom computers come with Zoom already installed. I believe the instructions in the classroom computers will ask you to record to Zoom Cloud and not a local recording.
- 13:16:56 From Caroline Kong to Everyone:
@Paula Tavrow, echoing that Rachel said, you may need to reach out to the Public Health department to ask if the classrooms are maintained by the department. The classrooms in the Classroom Search page are general assignment classrooms.
- 13:18:12 From Caroline Kong to Everyone:
@Kate Wassum, I want to say that some classrooms already come with a point-to-zoom (PTZ) camera: [CLASSROOM LIVE-STREAMING & WEB-CONFERENCING](#)
- 13:18:29 From Caroline Kong to Everyone:
So it's different from the BruinCast cameras
- 13:18:44 From Victoria Sork to Everyone:



how do you do polling on zoom?

13:18:47 From Eric J. Deeds to Everyone:

@Scott, the way I did it, was to have Zoom running on my laptop, and then log in to my zoom session from my iPad. I could then share the screen on my iPad. It was a bit tricky, because instead of showing my slides on the projector, I was showing the Zoom screen, so in-person students would see what was being shared. The transition from slides to that took a bit of time and was, honestly, janky, but it worked. Not sure if that answers your question but it worked well for us so we could show slides and then transition to the iPad for drawing, but record it all

13:19:51 From *Shanna Shaked (she/her) to Everyone:

@Victoria: [Polling for meetings – Zoom Support](#)

13:19:53 From Caroline Kong to Everyone:

@Scott Chandler, you can use your iPad to record and share the slides, but I would recommend using a laptop if possible because it sounds like it might be resource intensive on your iPad

13:19:54 From Rana Khankan to Everyone:

iClicker

13:20:22 From *Shanna Shaked (she/her) to Everyone:

@Victoria: Or maybe you had Margot's question - how to do both? If so, Rachel is responding now! :)

13:21:01 From *Katie Dixie (she/her) to Everyone:

[In-class polling guide \(created by the wonderful Caroline Kong\)](#)

13:21:13 From *Jess Gregg (she/her) to Everyone:

iclicker rep: jennie.ribera@macmillan.com

13:21:53 From Caroline Kong to Everyone:

It looks like [both iClicker Classic \(the one with the base\) and iClicker Cloud are available to be integrated with Bruin Learn](#)

13:24:12 From Rana Khankan to Everyone:

One more thing I learned is you can link your blue instructor remote to your profile on iClicker Cloud and that lets you control the slides and run polls

13:25:29 From Rana Khankan to Everyone:

Regarding interference the remote users should use the chat and this enables the students in the room to keep their audio muted



13:25:59 From Rana Khankan to Everyone:

*Speaker audio muted
Microphone unmuted

13:26:48 From *JoAnn Roberts (she/her) to Everyone:

^Or everyone needs to have headphones on if using their own devices... which has its own challenges

13:27:04 From Andrea Gambino (she/her/hers) to Everyone:

@Rana, that's a great idea. In a hy-flex class one of my professors had last quarter, he had his zoom contain audio only, while no other students used their audio (we did not enable computer audio). This helped us prevent mic feedback, and we were able to engage w/ folks in-person and at home.

13:27:52 From *PwintPhyu Nandar (she/her) to Everyone:

[Planning for Remote and Virtual Labs at UCLA - Resource List \(online labs\)](#)

13:28:39 From Kim DeBacco (OTL; she/her) to Everyone:

Start discussions face-to-face and then continue them online in a discussion forum; or vice-versa.

13:28:53 From *Jess Gregg (she/her) to Everyone:

The above was created following a CEILS event at the very beginning of the pandemic about [Delivering STEM Labs Remotely](#)

13:28:54 From MAYANK MEHTA to Everyone:

Many students felt that they would rather do the labs in person as that requires doing the actual experiment. They are not that keen on backboard instruction in person. Is there a reason to do the opposite?

13:29:52 From Rana Khankan to Everyone:

@Andrea that's what I do for my lecture too they can only use the chat and we can see their comment on the screen in real time. I read it out loud for everyone to hear it and to get it on the recording

13:31:05 From Rachel Sauvageot to Everyone:

Gaston runs a large lab course, LS23L.

13:31:20 From Andrea Gambino (she/her/hers) to Everyone:

@Rana, that is wonderful. I love how you also read out their comments and help everyone be included.

13:35:29 From *Shanna Shaked (she/her) to Everyone:

@Gaston: I love that you surveyed students! @Mayank: Are all the students in your course coming to office hours? (Your office hours sound wonderful!) If not, a survey may help hear the voices of others, and especially those struggling to be able to attend in person, if such students exist in your course.



(What I've heard from my physics students is that they are also very excited to get back into physics labs!)

13:37:07 From *K. Supriya (she/her) DM for tech support to Everyone:
[Forming Collaborations/Thought Partners](#)

13:37:46 From MAYANK MEHTA to Everyone:
I am quite concerned about a whole lot of students who will not know how to actually do an experiment. That would be a major problem for STEM going forward.

13:38:14 From Dan Cohn to Everyone:
It would be nice to touch on in person exams, especially finals. For some classes, and for a variety of reasons, that can be a problem

13:38:46 From MAYANK MEHTA to Everyone:
It maybe better to ensure lab courses are in person as muc as possible, while allow students to attend classroom instructions remotely to minimize the overall risk of contact and infections.

13:39:23 From *PwintPhyu Nandar (she/her) to Everyone:
[Live Training Events: Bruin Learn Resources](#)

13:41:16 From *Shanna Shaked (she/her) to Everyone:
@Mayank: That is definitely a very important point, and perhaps departments and majors can discuss among themselves perhaps how to embed lab skills in other courses when back in person. But also, that's an important point for majors/classes that need it to figure out how to safely offer an in-person lab option! (Of course, that's why the university has been offering exceptions for lab courses.)

13:41:23 From Rachel Sauvageot to Everyone:
@Mayank - physically carry out an experiment, or understand experimental design? We've been able to develop interactive online labs that help students understand experimental design. I think it also depends on what level/year the students are in, with learning goals varying.

13:42:06 From Kim DeBacco (OTL; she/her) to Everyone:
@Eric: can you give an example of an assessment with options or alternatives?

13:42:10 From *Shanna Shaked (she/her) to Everyone:
@Rachel - great point about experimental design and learning goals!

13:45:11 From Margot Quinlan (she/her) to Everyone:
can (or will) we talk more specifically about how to arrange discussion sections?



13:46:18 From *K. Supriya (she/her) DM for tech support to Everyone:
@Margot, would you mind elaborating on your question in chat?

13:46:34 From *Shanna Shaked (she/her) to Everyone:
We've still got more in store, but I know folks may have to leave soon, [so here is a feedback survey - we LOVE feedback!](#)

13:47:17 From *Jess Gregg (she/her) to Everyone:
I appreciate all of the examples of the alternate activities - it seems like a lot of work to support students that don't join in person, but as Rana just illustrated there can be some simple strategies to have them share evidence that they are learning what you want them to and get credit for their effort.

13:47:17 From Kerry Nason (OTL/LMS) to Everyone:
I'm on the LMS team, and I'll also offer up that if you'd like an individual consultation, we'd love to help. Email bruinlearn-support@it.ucla.edu and in the body of the message request a consultation with an instructional designer.

13:47:25 From Margot Quinlan (she/her) to Everyone:
My students usually work in groups. When everyone is online, breakout rooms work. If everyone were in person, no problem. The mix seems really tricky for the TAs and not great for the remote people.

13:48:04 From *Shanna Shaked (she/her) to Everyone:
@Margot: If you have assigned groups, the solution of Zooming in missing members might be most promising, based on the students sharing their experiences. (That's also what my LAs are asking to do.)

13:48:27 From *Shanna Shaked (she/her) to Everyone:
[UCLA Alternative Assessment Approaches](#)

13:49:16 From Eric J. Deeds to Everyone:
@Margot, the idea that is crystalizing in our math classes is that we will have group work for students "in person," and everyone who is zooming in will work in their own, online group (or multiple in case there are a ton of zoomers)

13:49:21 From Margot Quinlan (she/her) to Everyone:
If we have 25 students and a mix of attending and not attending...it seems like assigned groups is more problematic

13:49:48 From Eric J. Deeds to Everyone:
The problem with this is that we are breaking up the "assigned groups" AND is this too much burden for the TAs



13:49:50 From Victoria Sork to Everyone:

how easy is it to have online exams where students can't help each other? Is it necessary to have on-line exams as open books. That is what I am doing for my first midterm.

13:49:52 From *Katie Dixie (she/her) to Everyone:

@Margot- it's also perhaps possible (talking with your TAs) to offer some discussion sessions online and some in-person and be flexible in who can go to which one

13:50:07 From Caroline Kong to Everyone:

@Margot Quinlan, do you have your students record their group work anywhere? Solutions, observations, questions? It might be worth capturing them in a share document.

13:50:25 From Margot Quinlan (she/her) to Everyone:

@Eric, that's basically what I'm thinking. I think the TAs are anxious about it. we'll see.

13:50:55 From Rana Khankan to Everyone:

Alternate exam option: have groups of students write an exam question on a specific topic and include their answers. Then you have a bunch of questions. Edit them and give that as an online exam

13:51:02 From Eric J. Deeds to Everyone:

@Margot yeah it is super tricky. We have TA anxiety too. And I am not even sure if this is okay with official policy...

13:51:25 From Rana Khankan to Everyone:

Give them a blueprint of what the question must include

13:51:28 From Kim DeBacco (OTL; she/her) to Everyone:

I would start the discussion in the face-to-face class, and have the face-to-face students post a summary and some questions that enable that discussion to continue in an online discussion forum. At a certain point face-to-face student could come back in and join that conversations. Works best for open-ended topics, not closed questions.

13:52:51 From *Shanna Shaked (she/her) to Everyone:

@Victoria: That's definitely challenging - to design exams where students don't help each other as much. (And of course, it's an odd system where that is our standard assessment. :))

[This UCLA Alternative Assessment doc](#) has some ideas to get at your question.

Some ideas from that:

* Don't ask questions whose answers can easily be Googled.

* Focus on higher order skills (e.g. interpret and make conclusions from data; draw, predict and explain graphs/results from a given set of experiments; here are some examples of real world problems)



* Include questions asking students to provide answers in their own words, such as explanations, interpretations, and justifications.

* Ask questions that require students to make connections to their own experiences or to current events.

13:52:53 From Eric J. Deeds to Everyone:

@Kim that is a great idea! The problem, for us, is that students work in groups to work on computational problems in their sections. So we have a significant group work component and it can be a bit tricky to just post a summary or recording, because remote students miss out on working with their peers on the problems

13:53:38 From Caroline Kong to Everyone:

Sometimes reminding students of what is academic integrity helps, especially to get everyone on the same page of what “cheating” looks like. Dean of Students [create a letter to students with definitions of different types of cheating](#)

13:53:44 From Caroline Kong to Everyone:

[More Dean of Student resources here](#)

13:55:18 From Caroline Kong to Everyone:

I was also shocked to hear that some students didn't know what was considered plagiarism! So sharing something like this was helpful too: [The Plagiarism Spectrum](#)

13:56:00 From *PwintPhyu Nandar (she/her) to Everyone:

[CEILS Template for Surveying Students](#)

13:56:07 From Dan Cohn to Everyone:

I should say that the exams are open book, open note and completely conceptual. We tried to do this online and the grading was time consuming. Took a week instead of a day. So it can be done online but it is challenging. Thanks for the suggestions.

13:58:06 From Rana Khankan to Everyone:

@Dan have you tried multiple select questions ? They're can be used for conceptual questions and reduce grading significantly

13:58:34 From Dan Cohn to Everyone:

What do you mean by multiple select? Don't know what that is

13:58:44 From *PwintPhyu Nandar (she/her) to Everyone:

[Additional resources from this session will be on this website](#)



Resources on our CEILS Forum Event Page include: recording of last week's session, slides, chat from the session, question and answer document, mental health & technology resources

13:59:07 From Kerry Nason (OTL/LMS) to Everyone:

@Dan - if you liked the questions in your last exam but found the grading too time consuming, you could consider using the rubrics function of Bruin Learn.

13:59:29 From Rana Khankan to Everyone:

It's a multiple choice question that has more than one correct answer. Carefully worded it can help you distinguish between who has an idea of what's going on and who really understands it

14:00:47 From Rana Khankan to Everyone:

We use them for some design and experiment questions and they're very challenging because students aren't used to the possibility of more than one correct answer they are used to narrowing it down to 2 options or using the MC exam taking skills

14:04:10 From Kim DeBacco (OTL; she/her) to Everyone:

I'm having a lateral thought: how can the students help in each section?

14:04:44 From *Shanna Shaked (she/her) to Everyone:

In terms of keeping things online, we are *required* to have sections in person starting Wk7 right?

14:04:53 From Kim DeBacco (OTL; she/her) to Everyone:

My message got redacted: Can the student teach each other? How can the students help each other?

14:05:15 From *Katie Dixie (she/her) to Everyone:

I think the policy is what at least 1 hour in-person offered, right?

14:06:14 From *K. Supriya (she/her) DM for tech support to Everyone:

To Ira's point: this is indeed in the [notes section of this policy](#)

14:08:42 From *K. Supriya (she/her) DM for tech support to Everyone:

@Kim, that's a great point, we could all think about partnering with students some more

14:09:36 From *Katie Dixie (she/her) to Everyone:

Also- TAs might not be able to teach in person and prefer online sections, so you can also try to work with them and see what their thoughts are in a partnership/collaborative plan.