

Check-in: Are you feeling like your glass is half empty or half full right now?

Share in chat or annotate on this slide.



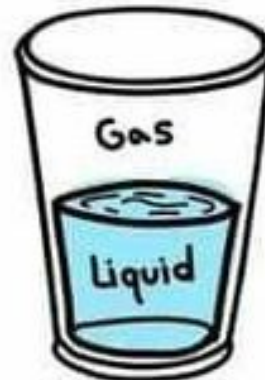
Optimist



Pessimist



Realist



Physicist



Surrealist



Relativist



Utopist



Skepticist



Artist



WELCOME!

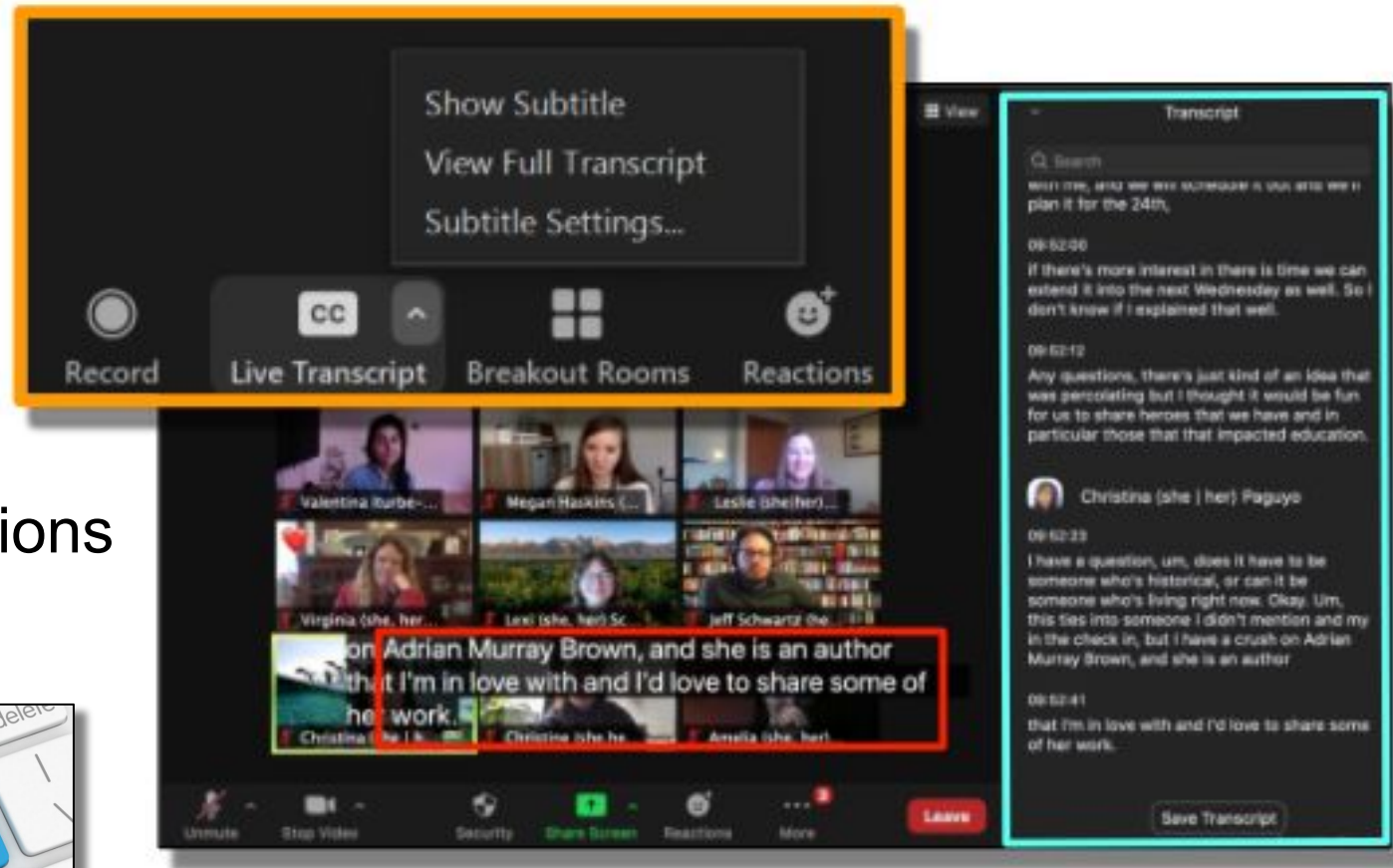
CEILS presents
**Pivoting with Confidence to
In-Person Teaching**

**Tuesday, January 25, 2022
12:30 - 2:00 pm**

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Access Notes



Transcripts/captions



If you can't find the captions,
let us know in the chat

Land Acknowledgement

The CEILS team at UCLA acknowledges our presence on the traditional, ancestral and unceded territory of the Gabrielino/Tongva peoples.

Visit <https://gabrielinotribe.org/history/> to learn more about the history of this territory.

Visit <https://native-land.ca/> to learn more about the history of those lands that are inhabited by non-indigenous peoples

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Center for Education Innovation & Learning in the Sciences



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Thank you to our campus partners!

- Center for the Advancement of Teaching
- Information Technology Services
- LMS transformation team
- Online Teaching and Learning

UCLA Center for the
Advancement
of Teaching



Welcome to Bruin Learn

Bruin Learn is UCLA's new Learning Management System built on Canvas. Select a link below to get started.

[Sign up for the LMS Transformation Town Hall on January 27](#)



UCLA Online

Don't forget to breathe



Goals for Today

- Provide a space for you to express concerns, ask questions, and brainstorm and share information and ideas.
 - Hear from UCLA students and your fellow peers
- Discuss options for instructors and students related to returning to in-person teaching and learning
- Support you in developing a clear plan and communication strategy to move forward with your course and support students for the remainder of the quarter.
- Discuss your plan with colleagues in a breakout room at the end of the session

Different perspectives on returning to in-person:

Yay In-person!

- student (and instructor) mental health - we need interaction
- UCLA vaccination and booster rates are very high, chance of infection quite low
- students missing out on their college experience; paying full price
- quality of education impacted in remote format
- need to have community in person
- ...

WHY are we going back to in-person?!

- not supportive of students or instructors with health issues, immunocompromised, kids under five years old
- it is about to be midterms, disruptive to the flow of the quarter
- Omicron is still present and bringing students together could add to the spread
- Classrooms not equipped for hybrid instruction
-

Welcome Student Panelists!

Sara Baggia (she/her)

Public Health Graduate Student
TA/TAC for LS Core

Kaylie Bair (she/her)

Undergraduate student & Learning Assistant
Materials Science and Engineering

Marisa Chu

Undergraduate student &
Learning Assistant
Integrative Biology & Physiology

Eva Danesh (she/her)

Undergraduate Student &
Learning Assistant
Psychobiology

Would you share a bit about how you're feeling right now about returning to in-person learning? What concerns you have and that your peers may have?

Review current UCLA Policies and Recommendations



UCLA Will Support Both In-Person And Remote Learning By Slicing Students In Half

FAKE NEWS

"Everyone complains no matter what we do. Slicing people in half will reduce complaints by 100%"

meme by anonymous ucla student

Time-Sensitive (URGENT) To-Dos

- Decide **WHEN** and **IF** your class will return to in-person:
 - **Option 1:** Return to in-person format on Monday, Jan 31
 - **Option 2:** Remain in remote format for the next two weeks up until Monday, Feb 14
 - **Option 3:** Make a request to stay online for the remainder of the quarter
 - COMMUNICATE THIS TO YOUR STUDENTS ASAP!
- Visit [your classroom](#) and experiment/practice using the in-classroom and/or streaming (Zoom) set-ups; identify and confirm BruinCast options if available.
- Microphones- some classrooms have microphones in the room. Go and check, if there is not one there you can borrow one from AVS, at B-152 Campbell Hall (pick up weekdays)
 - <https://teaching.ucla.edu/avs/>

Check in with your TAs

How will your TA(s) be impacted if your course changes format?

Take time to hear their concerns about returning to in-person. Since they'll have to teach in person- make sure they are prepared, especially if they are new to teaching or have only ever taught online.

Resources are available for TAs and graduate students!

- Tomorrow we will be hosting sessions for TAs through our CIRTL@UCLA program from 10-11am and 5-6pm.

Please share this RSVP form with your TAs:

<https://forms.gle/SoJyc5qtVHEX2J947>

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

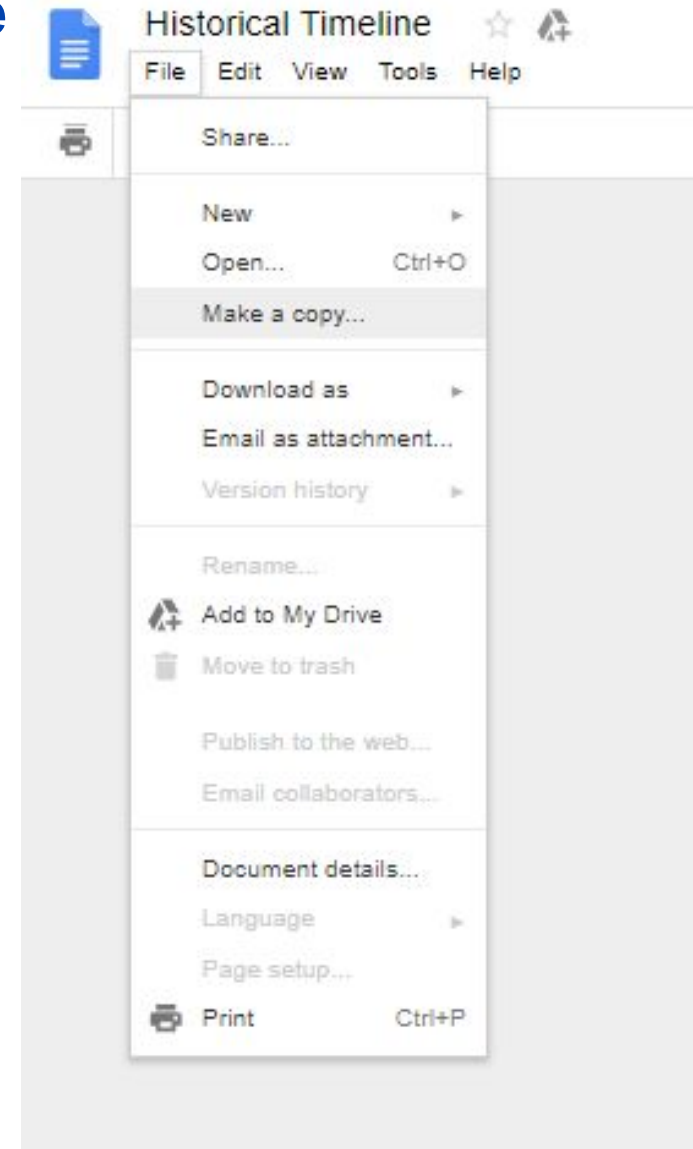
“Instructors should make every effort to accommodate students' reasonable health-related absences without undue penalty”

- Up to the individual faculty member to decide how to handle absences
 - faculty members can decide to allow absences with or without official documentation
 - if a request for accommodation comes through CAE, they are obliged to provide accommodations

Creating a Plan for your Course to Pivot to In-Person Teaching

For this section, we'll be sharing a google document with you to add your plan for your course

- Please make a copy of the document: [Action Plan for absent students](#)
 - click “**File**” in the upper left corner
 - click “**Make a copy**”
- Fill in your notes and share ideas in the chat as we go along
- [Forming Collaborations/Thought Partners](#) (please use this spreadsheet to find collaborators)



Having a plan in advance for student absence

- Lectures, labs and discussion sections
- Low stakes assessments
- High stakes assessments

We will pause after each section for you to take your notes on your action plan

Classroom Technology & Recording Logistics

CAT's DIY Guide for Recording In-Person Lectures

Some ideas:

- Have you visited your classroom and tested out the hardware? (with a colleague or TA logged in as the remote student). Is your room equipped with Zoom streaming (linked to the microphone for better audio)?
- Same for lab space - have you tested out how you might record what is happening in the lab? Do you need to borrow additional equipment from AVS? Can you make recordings outside of the live lab time? Are there existing videos of a similar lab (on YouTube, etc.) that could serve as a substitute?
 - [Planning for Remote and Virtual Labs at UCLA - Resource List](#)
- Have you enabled captioning via Zoom or Powerpoint/google slides (if not recording over Zoom)?

What questions do you have about classroom set-up and or providing resources for students who can not attend live class?

Tips for teaching in-person and remote students at the same time i.e. HyFlex

Not recommending! If done right, can be an equitable option, but it is difficult to execute.

TIPS:

- Have a TA (or LA) manage the chat and listen in for students on Zoom
- Group students on Zoom together for any group activities
- Don't have everyone in-person on their own devices (one Zoom room open for the room as a whole)
- Make sure people at home can hear everything. Repeat things students say so they can hear.
- Use Zoom captioning
- Use activities such as polling that work well for both in-person and remote students (ex. mentimeter)

Ideas for student absences from lectures/labs/discussion sections

- How would students access materials from the lecture/lab/discussion section?
 - lecture recordings and transcripts
 - collaborative notes taken by their peers (e.g. shared google doc with volunteer note-takers rotating every class meeting)
 - [online labs](#)
- How would students receive any participation points that they could have received during the lecture?
 - sending their responses to questions on slides
 - changes to attendance policy, e.g. allowing students to drop 10% of attendance- no questions asked

Other ideas?

**Take a minute to write some ideas on your Action Plan
for students that might miss one or many
lectures/labs/discussion sections**

Plan for students missing low-stakes quizzes/assignments

- What is your policy for extensions on homework assignments due to illness that is easy for both you and your students?
 - allowing students to drop 10-20% of lowest assignment grades
- If you have in-class quizzes, how can students make that up?
 - allowing students to drop 10-20% of such quizzes to save time in dealing with all of the make-ups
 - using Bruin Learn quizzes instead of in-class quizzes

Other ideas?

Upcoming Bruin Learn Training, Thursday 1-2pm

Description: In this workshop, we will demo key teaching tools in Bruin Learn (Assignments, Quizzes, and Discussions) and how to grade them. We will also explore the Gradebook and how to provide extensions and [UCLA Center for Accessible Education \(CAE\)](#) accommodations for students. The guide [Teaching in Bruin Learn](#) is a companion to this training session. The workshop is designed to be a re/introduction to these tools and how you can use them in your own course, and as we head into midterms, give you some ideas about how to set your midterms up in Bruin Learn as well.

Link to training registration:

<https://bruinlearn.ucla.edu/courses/288/pages/live-training-events>

**Take a minute to write some ideas on your Action Plan
for students that might miss a low-stakes
quiz/assignment**

Plan for students missing high-stakes exams

Multiple reasons why students can't take an in-class exam:

- Can't come to class for COVID safety reasons
- Are unwell and can't take an exam at all
- If you have in-class high-stakes exams, how can students make that up if they miss it because they need to quarantine?
 - continuing with online exams this quarter
- What is your policy for make-up exams due to illness?
 - not having exams! Using projects instead
 - picking a back-up exam date in advance

Other ideas?

**Take a minute to write some ideas on your
Action Plan for students that might miss a
high-stakes exam**

Involving students and TA's/LA's in making/implementing the plan

- Surveying students (CEILS has a survey template you could use!)
- Discussing plans during a meeting of the teaching team
- Asking for student volunteers for some parts of the plan, e.g. collaborative note-taking

Other ideas?

Revising your syllabus to communicate this plan effectively and equitably

- Address the pandemic as a collective trauma that we are still coping with.
- Communicate care, support, respect, and inclusion.
- Provide students with information they need in clear, plain language with limited to no academic jargon.
 - e.g., what counts as an excused absence, unexcused absence, and how a student can make up assignments, vs exams, vs missed lecture. Be specific.
- Be flexible.

An example

As we transition back to the in-person classroom this quarter please refer to the information below regarding my plans as the instructor to best support you and your learning:

1. As a reminder here is the absences policy if you are unable to attend class for the rest of the quarter...
2. If your absence from class is excused, here is how you can make up the absence (assignment, exam, or other material)
 - a. Find the slides and recordings in the Google Drive Folder. By the following class, send me (your instructor) a message with the following:
 - i. Your responses to the following questions...
 - b. Make the message subject very clear, e.g. "[Class_Name] Makeup for Missed Week ____ Class"

Resources

We will be putting additional resources from [this session on our website!](#)

Upcoming Events

Thursday, January 27, 1-2pm:

Bruin Learn Training - In this workshop, we will demo key teaching tools in Bruin Learn (Assignments, Quizzes, and Discussions) and how to grade them.

<https://bruinlearn.ucla.edu/courses/288/pages/live-training-events>

Friday, January 28, 11AM-noon:

EPIC's Ready, Set, Teach! Winter 2022 Virtual Undergraduate Student Panel will discuss the impact of toggling between in-person and remote instruction on student learning, health, and wellness.

<https://ucla.zoom.us/meeting/register/tJcvceGgpzsrHtbcxmi2tAshNhwVFk0LQOBs>

Materials from Last Week's Session

Materials from last week's session can be found on our [CEILS Forum Event Page](#):

- [Recording of last week's session](#)
- [Slides](#)
- [Chat from the Session](#)
- [Question & Answer Document](#)
- [Mental Health & Technology Resources](#)

Other Opportunities for You to Engage in Professional Development Supporting Teaching

CEILS Summer Institute



CEILS Equitable Teaching Workshops



Bringing Theory to Practice Workshops

Bringing Theory to Practice
CEILS BTtoP Workshops

CEILS Anti-Racism Workshops



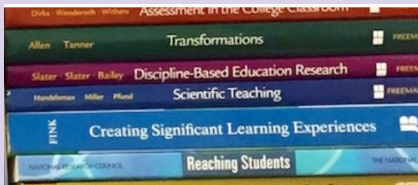
CEILS Journal Club



Bruin Learn



CEILS Equitable Teaching Guides



CEILS Newsletter



CEILS Faculty Learning Program



Please give us your feedback!

Feedback form for [Pivoting with Confidence to In-Person Teaching](#)

Thank you!

