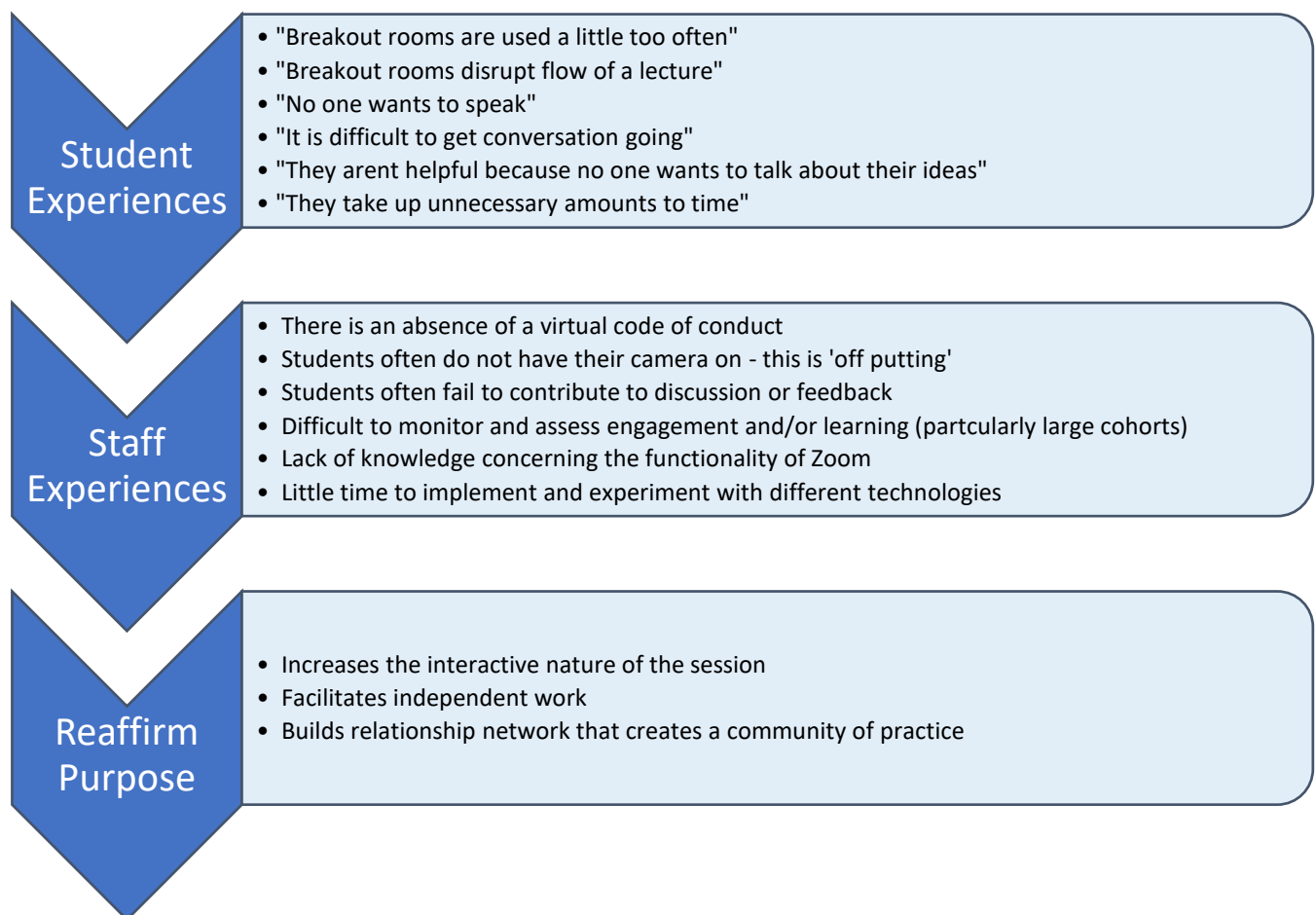


Appendix One: Breakout Rooms

Context

Consultation with students and staff about breakout rooms indicates that a 'one-size-fits-all' approach to their use is not appropriate. This document is a brief summary of the **Issues Raised** by staff and students and then offers a **3-Stage Model** for use of breakout rooms (Figure 2) based on the context (i.e. staff/student experience; point in the module or year; purpose of breakout room use; subject area; group size).

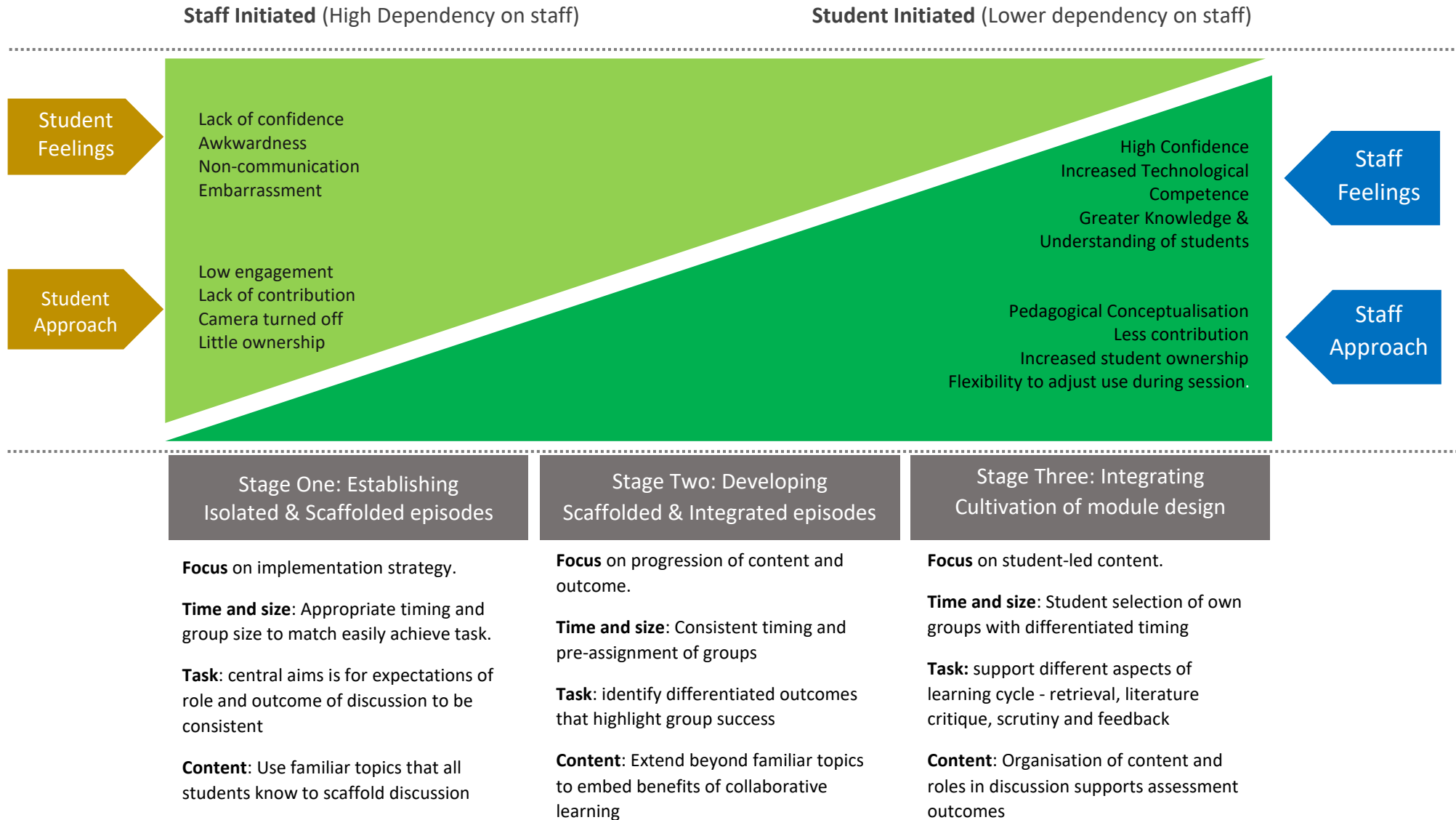
Issues Raised



3-Stage Model

The use of breakout rooms with students can be conceptualised as a staged process that may evolve based on a range of contextual issues. Specifically, staff and student confidence and competence is likely to play a key role in developing their use in online teaching. The following model intends to support staff in their thinking about the use of breakout rooms, from basic set-up (Stage 1) to full integration into the design of a module (Stage 3).

3-stage model for the use of breakout rooms



Stage One: Establishing – Getting to grips with using breakout rooms

Within this stage, the focus of breakout room delivery is 'Staff led' with activities being scaffolded to develop student's competence and confidence.

Strategies	Considerations
<p>Setting up a breakout room whilst in a Zoom session Enable Breakout Rooms</p>	<p>Group sizes: maximum of 50 breakout rooms per 200 students (ideally a ratio of 1:4)</p> <p>Plan and cosier the purpose of the breakout room before using it (i.e. is it appropriate in a lecture or large cohort – could these be better facilitated in a smaller seminar?)</p> <p>The frequency of the breakout rooms – are they needed and when?</p> <p>If you randomly assign groups at the start, they will remain in those groups each time you activate a breakout room for the duration of the Zoom session.</p>
<p>Reaffirm the purpose of breakout rooms Emphasise the professional skills and socio-academic relationships being developed</p>	<p>Encourage students to use their camera and audio</p>
<p>Function of the Breakout Rooms – Activities Implement strategies suggested by the teaching and Learning academy</p>	<p>Assign a clear task for students to complete (e.g. mind mapping, coming to a position on a set of questions, generate ideas on a topic that they are familiar etc.)</p> <p>Keep activities short to maintain engagement and motivation.</p> <p>Match the amount of time and number of students to the task. Depending on the activity, create groups (2, 3 or 4 people). The time for a breakout depends on the activity. Try different lengths and get feedback from students to find the optimal length of time.</p> <p>Be clear what you want and ensure students know what they are required to do. Share instructions for the breakout activity where students can see them. Copy instructions into the Zoom chat or n a shared document (students will not see the main room shared scree whilst in a breakout room)</p>
<p>Monitor Engagement</p>	<p>Use the TSO to support engagement and monitor groups. As host/co-host, you can move between breakout rooms (only one room at a time). Circulate the rooms checking in with the students or you may prefer to turn off your microphone and video and observe.</p>

Stage Two: Developing - Progressing the use of breakout Rooms

Within this stage, staff should incorporate all of the strategies identified in stage one in addition to those detailed below. The focus of Breakroom delivery is a combination of 'staff and student led' approaches to facilitate engagement, confidence and learning.

Strategies	Considerations
<p>Engage students by pre-assigning groups A guide to Pre-assigning groups</p>	<p>You can only pre-assign participants that have a Zoom account (internal or external Zoom users). To pre-assign participants that are external Zoom users, import a CSV file.</p> <p>Up to 200 participants can be pre-assigned to breakout rooms. If you scheduled recurring meetings, the pre-assigned breakout rooms will only work if it is applied to all reoccurring meetings. You cannot edit a single meeting in the recurrence and apply an individual pre-assignment.</p> <p>You cannot pre-assign Zoom Rooms. You can only assign Zoom Rooms to breakout rooms during the meeting.</p>
<p>Create Help and exit strategies for students</p>	<p>Encourage students to ask for help. Inform students about the "Ask for Help" function (bottom of their breakout room windows). This will notify the Zoom host that someone is requesting help and the host can join or send a TSO to the breakout room. If this is not possible, invite a student to send a representative back to the main room. Select "Allow participants to return to the main session at any time" when creating the rooms.</p> <p>Enable an EXIT strategy: Encourage students to end a private chat message: remove 'Move all participants into breakout rooms automatically' when creating the rooms and allow students to return to the main room if they feel there is a lack of productivity in their assigned breakout room.</p>
<p>Breakout Room Activities Generate curiosity and collaboration</p>	<p>Have students take notes collaboratively: Students can take notes and share resources using a Google doc.</p> <p>Randomly assign roles: this is a good icebreaker (e.g. assigning or selecting the person: whose first name is closest to the end of the alphabet, is wearing the shortest sleeves, whose birthday is coming up the soonest, whose hometown is closest to campus etc.</p>

Stage Three: Integrating - Using breakout rooms to inform module design

Within this stage, staff should incorporate all of the strategies identified in stage one and two in addition to those detailed below. The focus of Breakroom delivery is wholly student led with an emphasis on conceptualising pedagogy. Breakout rooms catalyse the module design to deepen student' knowledge and understanding.

Strategies	Considerations
<p>Setting up a breakout room whilst in a Zoom session Enable Breakout Rooms</p>	<p>Group sizes: maximum of 50 breakout rooms per 200 students (ideally a ratio of 1:4).</p> <p>Plan and cosier the purpose of the breakout room before using it (i.e. is it appropriate in a lecture or large cohort – could these be better facilitated in a smaller seminar?)</p> <p>The frequency of the breakout rooms – are they needed and when?</p> <p>If you randomly assign groups at the start, they will remain in those groups each time you activate a breakout room for the duration of the Zoom session.</p>
<p>Create student-determined groups set up specific groups in advance</p>	<p><i>Students select their own groups.</i> You can engage students by enabling them to select the groups they want to work in each week for the duration of the module. This encourages teamwork, instigates peer review and reflection.</p> <p><i>Assign student roles:</i> These enable students to instigate conversation and take ownership, they are mutually supportive. Roles include; first-to-speak, note-taker, reporter, timekeeper, summariser, equity monitor, or questioner/devil's advocate.</p>
<p>Use Breakout rooms to inform module design</p>	<p><i>Breakout rooms may be used as a basis to integrate student-centred, module long pedagogies</i> (e.g. retrieving information, reviewing literature, scrutinising and feeding back on work and assessing contribution). They are at the heart of developing greater knowledge and understanding of a topic or assessment.</p>
<p>Additional Material</p>	<p>For additional support and ideas on embedding breakout rooms with your module, refer to the guide on small group activities.</p>