

# STUDENT VOICES

## *I'm A Student... Break Me Out Of Here!*

**Shonagh Douglas**

Comparisons can easily be drawn between landing in a jungle and the move to online teaching during the COVID-19 pandemic. Lecturers had to adapt to new surroundings and fight to survive. Whilst Ant and Dec replaced the Dingo Dollar Challenge with the Castle Coin Challenge, lecturers had to quickly find replacements for tried and tested pedagogical tools.

One challenge for lecturers was maintaining student to student dialogue, an essential component of learning (Alexander, 2020; Laurillard, 2013), traditionally achieved through in-class small group discussions (Postholm, 2008; Skidmore and Murakami, 2016). Going virtual, breakout rooms often provided a replacement. However, informal feedback from students indicated breakout rooms were problematic and they were indeed thinking 'Get me out of here!'

This presentation will share the results of data collected from a questionnaire to Year 2 Aberdeen Business School undergraduate students (n=115) to evaluate the effectiveness of breakout rooms in achieving student to student dialogue using Laurillard's (2013) Conversational Framework as a framework for analysis. Lessons learnt in running effective online breakout rooms will also be disseminated.

ALEXANDER, R., 2020. A dialogic teaching companion. Oxon: Routledge. LAURILLARD, D., 2013. Teaching as a design science: Building pedagogical patterns for learning and technology. Oxon: Routledge.

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SKIDMORE, D. and MURAKAMI, K., 2016. Dialogic pedagogy: The importance of dialogue in teaching and learning. UK: Channel View Publishing and Multilingual Matters.



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