

# I'm a student: break me out of here!

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# ENHANCING FOR IMPACT

RGU'S ANNUAL LEARNING AND TEACHING CONFERENCE

## I'm A Student Break Me Out Of Here

*Dr Shonagh Douglas*





I'M A CELEBRITY  
STUDENT  
Break Me Out Of Here!

# Aims and Objectives

## *Aim*

To investigate the effectiveness of breakout rooms to achieve peer to peer dialogic learning.

## *Objectives*

1. To evaluate, from the perspective of students and tutors, the effectiveness of breakout rooms in achieving learning through peer-to-peer dialogue.
2. To disseminate the knowledge gained on factors which can facilitate effective use of breakout rooms for learning.



# Literature Overview

A number of studies identify the success of breakout rooms in scaffolding effective dialogue.....BUT these tended to be for small scale teaching.

Two (Tsihourdis et al., 2021 and Sharmin and Zhang, 2022) research projects gathered student opinion on larger scale teaching and identified a more mixed response.

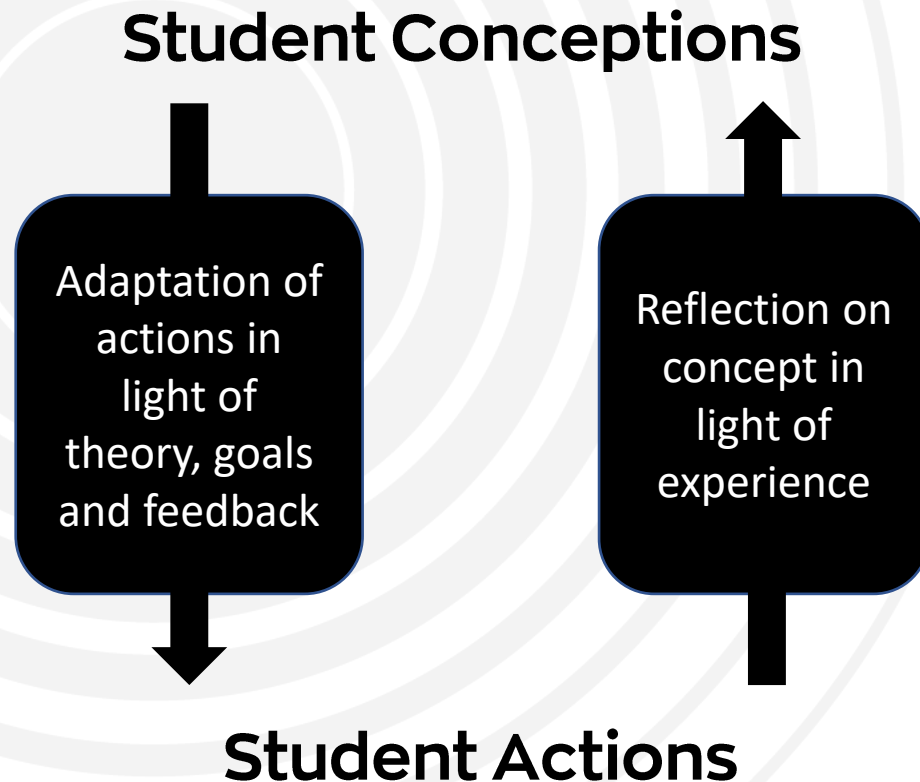
Smaller scale studies identified a number of factors contributing to success but these are not all scalable.

Identification of a lack of theoretical framework for analysis.

# Theoretical Framing

*Laurillard's (2012) Conversational Framework*

Peer to Peer Learning Cycle



# Results and Findings

## *Participants*

Year 2 Undergraduate Students at Aberdeen Business School  
(n=115/208, 55% Response Rate)

Module Coordinators for these Year 2 Modules (n=9/10, 90%  
Response Rate)

## *Data Collected and Analysis Overview*

Data collected through anonymous OnlineSurvey questionnaire

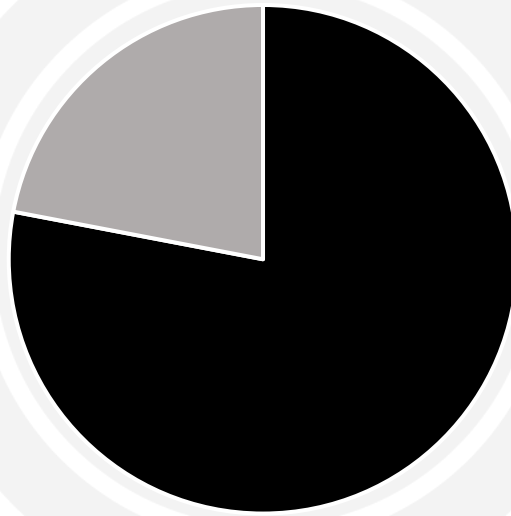
Numeric data analysed using SPSS

Narrative data coded for themes

# Results and Findings

## *Tutor Perspective*

How effective, based on your experience, are breakout rooms in achieving Dialogue Between Students



■ Somewhat Effective ■ Somewhat Ineffective

I think they were  
excellent

They all ran pretty  
smoothly (which was  
not expected!)

Good in theory,  
lacklustre in  
practice



# Results and Findings

## *Student Perspective*

	Always	Often	Sometimes	Seldom	Never
<b>Students take a position (conception) and defend this through discussion (action) with other students</b>					
I shared my ideas and explanations in breakout room discussions.	20%	47%	26%	4%	2%
<b>Students receive feedback from peers</b>					
I received useful feedback from other students on my ideas or explanations during breakout rooms.	4%	27%	30%	25%	12%
My ideas or explanations were challenged by other students in breakout rooms.	0%	26%	37%	24%	12%
I responded to or challenged other students' ideas or explanations in breakout rooms.	5%	24%	36%	21%	12%
<b>Students reflect (action) in light of discussion and adapt or change (action) position (conceptions) in light of discussion</b>					
I adapted or changed my understanding as a result of breakout room discussions.	7%	37%	41%	11%	3%
I got confirmation that my ideas or explanations were correct as a result of breakout room discussions.	12%	37%	36%	12%	1%
Even when I wasn't speaking, listening to other students' discussion in breakout rooms helped me construct and validate knowledge.	16%	43%	27%	9%	4%

Significant link between evidence of participation in Peer to Peer Learning Cycle and Evidence of Learning (Spearman's rho)

....but requires participation which was variable



Shonagh's

Teaching

# Key Teaching Take Aways

*Effective Facilitation and Encouraging Participation*

Clear and  
Specific Task

Plan Tutor  
Visits

Cameras and  
Microphones

**Any Questions?**