# Elevating Student Engagement in Breakout Rooms

## Before

<table>
<thead>
<tr>
<th>Establish a Climate for Successful Discussions</th>
<th>Provide Pre-Discussion Directions</th>
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</thead>
<tbody>
<tr>
<td>- Set the stage on the <strong>first day of class</strong>.</td>
<td>- Discuss the <strong>instructions</strong> for using selected shared Google tool.</td>
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<td>- Eliminate the <strong>illusion</strong> of engagement; promote student-student <strong>discussions</strong>.</td>
<td>- Explain requisite <strong>creative phase</strong> and cognitive thought process.</td>
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<tr>
<td>- Align discussion with student learning outcomes; answer the <strong>“Why” question</strong>.</td>
<td>- Encourage <strong>student-generated questions</strong> on the topic under discussion.</td>
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<td>- Indicate the number of small-group discussions in the syllabus.</td>
<td>- Communicate clear <strong>instructions for assignment and collaboration</strong> in breakout rooms.</td>
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<td>- Establish the weight of discussions (percentage or points) in overall course grade.</td>
<td>- Have students name their groups to build a supportive structure.</td>
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<tr>
<td>- Select the <strong>shared Google tool</strong> for the discussion.</td>
<td>- <strong>Assign roles</strong> to members within groups.</td>
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## During

- Scaffold discussion.
- Assign students to breakout rooms.
- Present discussion task **example here**.
- Provide each group with a shared **Google doc**, a “**note catcher**” to record their work.
- Monitor groups through the shared Google document, note-catching tool.
- “Enter” breakout rooms to provide support as needed.
- Encourage students to generate a product that combines text and images.
- Have one group member (reporter) report out.
- Provide closure; briefly reiterate key learning points.

## After

- Debrief discussion.
- Save 5 – 10 minutes for students to complete **feedback survey**.
- Have students share their feedback in the shared Google document or in Zoom chat.
- Use students’ feedback to make ongoing improvements to discussions.

## ADVICE

Please consider the following recommendations:

- Build a **sense of community** in your remote class; promote **interaction**.
- Encourage equal participation; **slow down the dominant talkers**.
- Intervene to reinforce **given group roles** throughout the discussion session.