

# How to Create Active and Engaging Learning Experiences with Zoom Breakout Rooms

We will begin shortly. Please answer the brief poll question. If you have any breakout room activities you'd like to share, please post them in Q&A.

**Ron Owston, PhD**

Research Associate, Contact North

Professor Emeritus, York University, Toronto, Canada

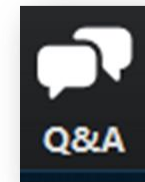
# Agenda



1. Why use breakout rooms?



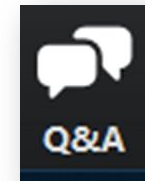
2. How to set up breakout rooms



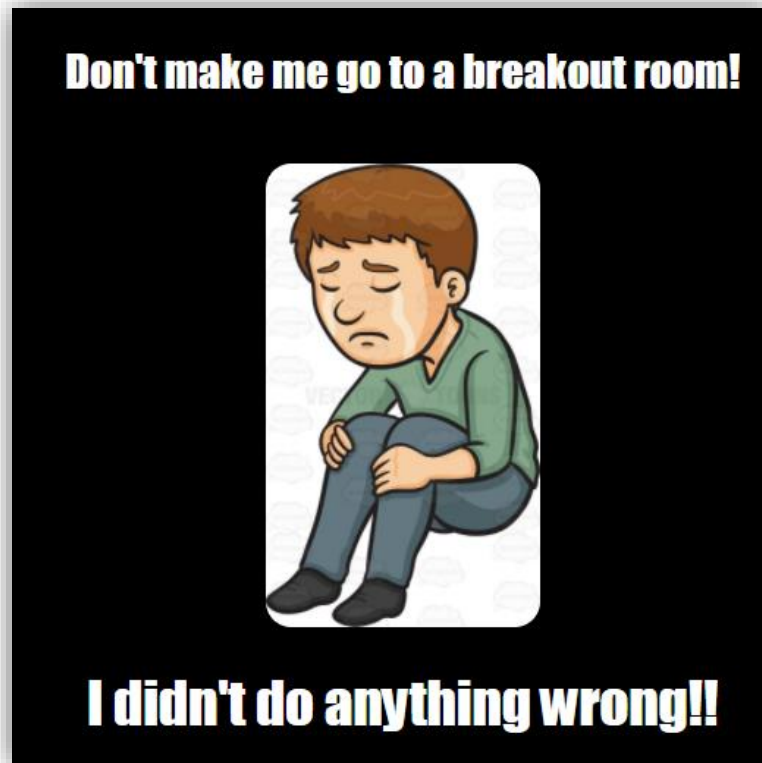
3. Breakout room activities



4. Return to whole class and sharing



# 1. Why use breakout rooms?



# Breakout rooms...



Support active learning



Maintain engagement



Foster community building

# Guiding principles...

Equitable  
distribution of  
labour

Sustained  
work may be  
better

Grade  
competition  
within group?

Assign  
prework

Define activity  
boundaries

## 2. Setting up breakout rooms



Create Breakout Rooms

Create  breakout rooms

0 participants

Recreate

Breakout Rooms - Not Started

- Breakout Room 1 [Assign](#)
- Breakout Room 2 [Assign](#)
- Breakout Room 3 [Assign](#)
- Breakout Room 4

- Allow participants to choose room
- Allow participants to return to the main session at any time
- Automatically move all assigned participants into breakout rooms

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- Breakout rooms close automatically after:  minutes
- Notify me when the time is up
- Countdown after closing breakout room

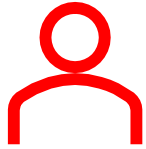
Set countdown timer:  seconds

Share Screen   Chat   Record   Closed Caption   Breakout Rooms   Reactions

# Breakout room roles



**Co-host**



**Alternative host**




- Both can now assign students to meeting
- Co-host can only be assigned in meeting
- Alternative host assigned in advance and can start meetings



# Pre-assigned breakout rooms

Meeting Options

- Enable join before host
- Mute participants upon entry 
- Only authenticated users can join
- Breakout Room pre-assign
  - + Create Rooms
  - [Import from CSV](#)

	A	B	C
Pre-assign Rooms	Pre-assign Rooms	Email Address	
1	room1	test1@xxx.com	
2	room1	test2@xxx.com	
3	room2	test3@xxx.com	
4	room2	test4@xxx.com	
5	room3	test5@xxx.com	
6	room3	test6@xxx.com	

# Self-selecting breakout room – student view

Choose Breakout Room  
Ask for Help

Share Screen   Record   Breakout Rooms   Leave Room

Breakout Rooms - In Progress

▼ Breakout Room 1	Join
○ Student A (not joined)	
▼ Breakout Room 2	Join

Join Breakout Room 2 ?

Yes No



# Enable desired tools before moving to rooms

Lock Meeting  
Enable Waiting Room




**Allow participants to:**


- ✓ Share Screen
- ✓ Chat
- ✓ Rename Themselves
- ✓ Unmute Themselves

Remove Participant...  
Report...


 Security  2 Participants

Participants (2)

 Ron Owston (Host, me)  

 Student A (Guest)

- Chat
- Ask to Start Video
- Make Host
- Make Co-Host
- Allow to Record
- Assign to type Closed Caption
- Rename
- Put in Waiting Room
- Remove
- Report...



# Communicating with rooms

The image displays a sequence of three overlapping screenshots from a Microsoft Teams interface, illustrating the process of communicating with breakout rooms.

**Top Screenshot:** A window titled "Breakout Rooms - In Progress" shows two breakout rooms. "Breakout Room 1" contains "Student A". "Breakout Room 2" is currently empty. A text input field is active with the text "Make sure to record your breakout session!".

**Middle Screenshot:** An "Ask for Help" notification window is shown. It contains a green highlighted message: "The host has been invited." Below this, it states: "You can invite the host to this Breakout Room for assistance."

**Bottom Screenshot:** Another "Ask for Help" notification window is shown. It features a blue video camera icon and the text: "Student A in Breakout Room 1 asked for help." At the bottom of this window are two buttons: "Join Breakout Room" (highlighted in blue) and "Later".

# Admit student while you're in a room



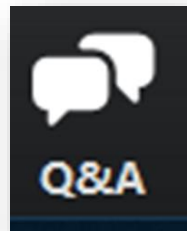
Student A entered the waiting room **Admit** View X

Breakout Rooms - In Progress X

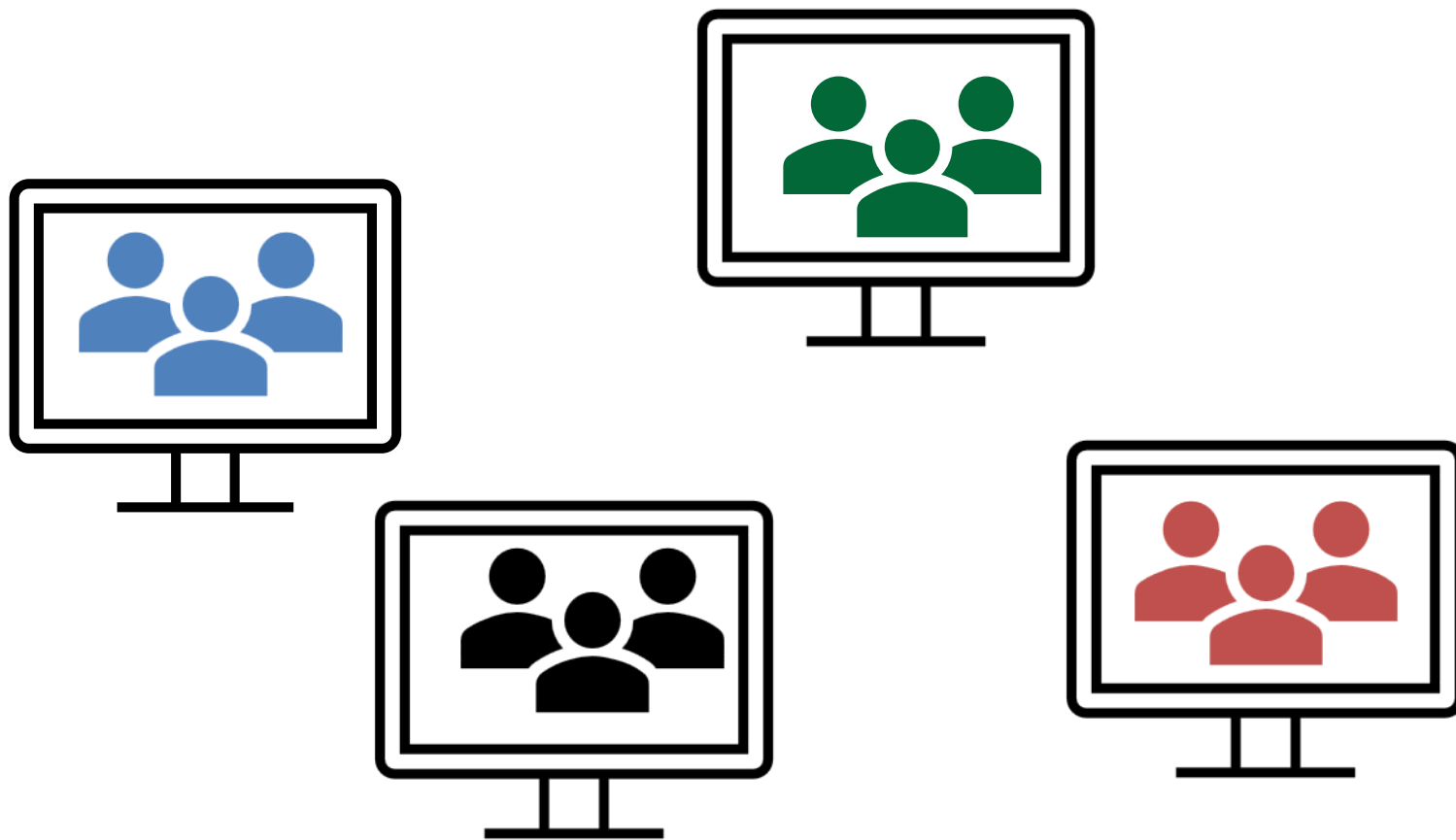
- ▼ Unassigned 1
  - Student A (not joined) → Assign To
- ▼ Room 1 [Join](#)
- ▼ Room 2 [Join](#)

Broadcast Message to All **Close All Rooms**

# Questions and poll



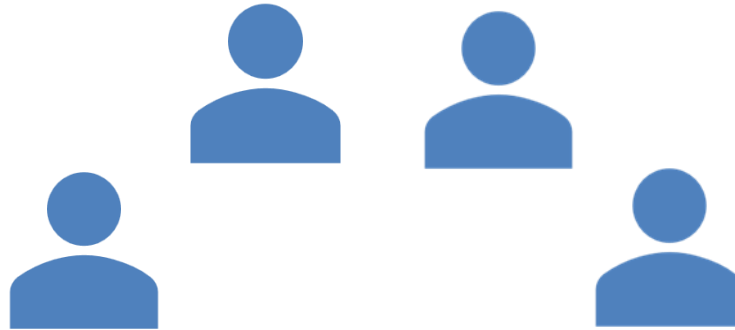
## 3. Engaging breakout room activities



# Discussion groups



**Make sure to structure  
task**



**Assign student responsibilities  
eg facilitator, recorder,  
researchers, reporter**



# Other discussion ideas...

Think – pair – share  
or Round Robin  
or Jigsaw



3 – 2 – 1

- **3 things learned**
- **2 interesting points**
- **1 question to discuss in groups**

# Pre-assigned discussion example

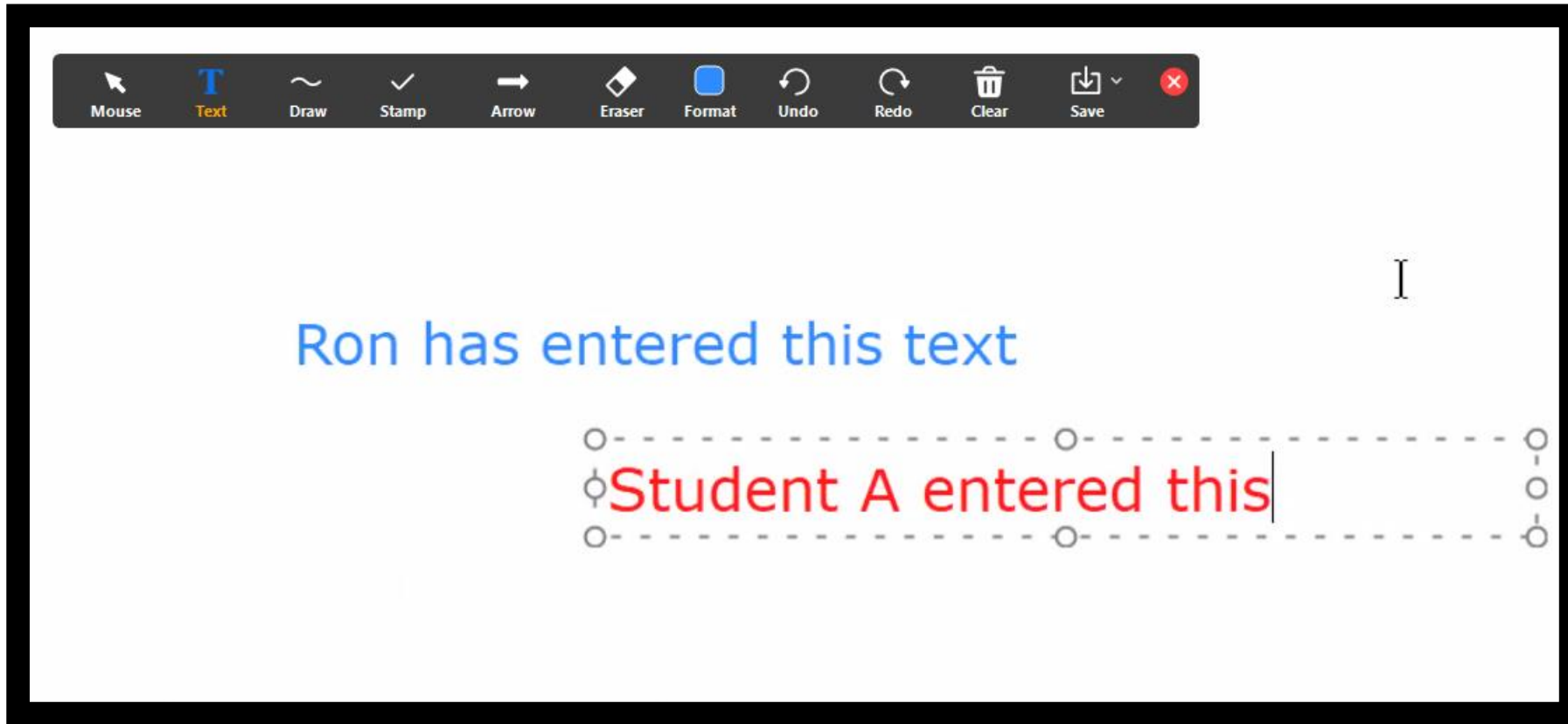
## Group 1 Mission

Click to add text

Mission:  not-for-profit organization dedicated to developing lifelong sailors in Ontario by way of our programming through our Clubs & Schools.

Read our mission statement. Discuss if you think anything should be added, changed or omitted. Write your revised mission on the slide above.

# Zoom whiteboard collaboration



# Instructor-prepared whiteboard activity

Name: \_\_\_\_\_

Mouse Select Text Draw Stamp Spotlight Eraser Format Undo Redo Clear Save

## Linear Equations Worksheet

Solve the equations.

1 a. $2 = v - 11$	1 b. $11 =$
2 a. $11 = s + 4$	2 b. $n + 6$

Chat

To: Everyone ▾ File ...

Click on icon to send file

# Whiteboard-like collaboration

You are screen sharing Stop Share

Mouse Select **Text** Draw Stamp Spotlight Eraser Format Undo Redo Clear Save

## The Heart

The diagram illustrates the internal structure of the heart, showing the flow of blood. The heart is divided into four chambers: the Right Atrium and Right Ventricle on the left side of the image, and the Left Atrium and Left Ventricle on the right side. The Right Atrium receives deoxygenated blood from the body, which then flows into the Right Ventricle. The Right Ventricle pumps this blood into the Pulmonary Artery, which carries it to the lungs. In the lungs, the blood is oxygenated and returns to the Left Atrium via the Pulmonary Veins. The Left Atrium pumps the oxygenated blood into the Left Ventricle, which then pumps it out to the rest of the body through the Aorta. The diagram also shows the Mitral valve between the Left Atrium and Left Ventricle, and the Aortic valve between the Left Ventricle and the Aorta. Arrows indicate the direction of blood flow throughout the system.

Labels in the diagram include: Aorta, Pulmonary Artery, Pulmonary Veins, Left Atrium, Mitral valve, Aortic valve, Left Ventricle, Right Ventricle, and Right Atrium.

DrTummy.com

# Collaboration with multi-user external tools



Everyone reduces Zoom screen

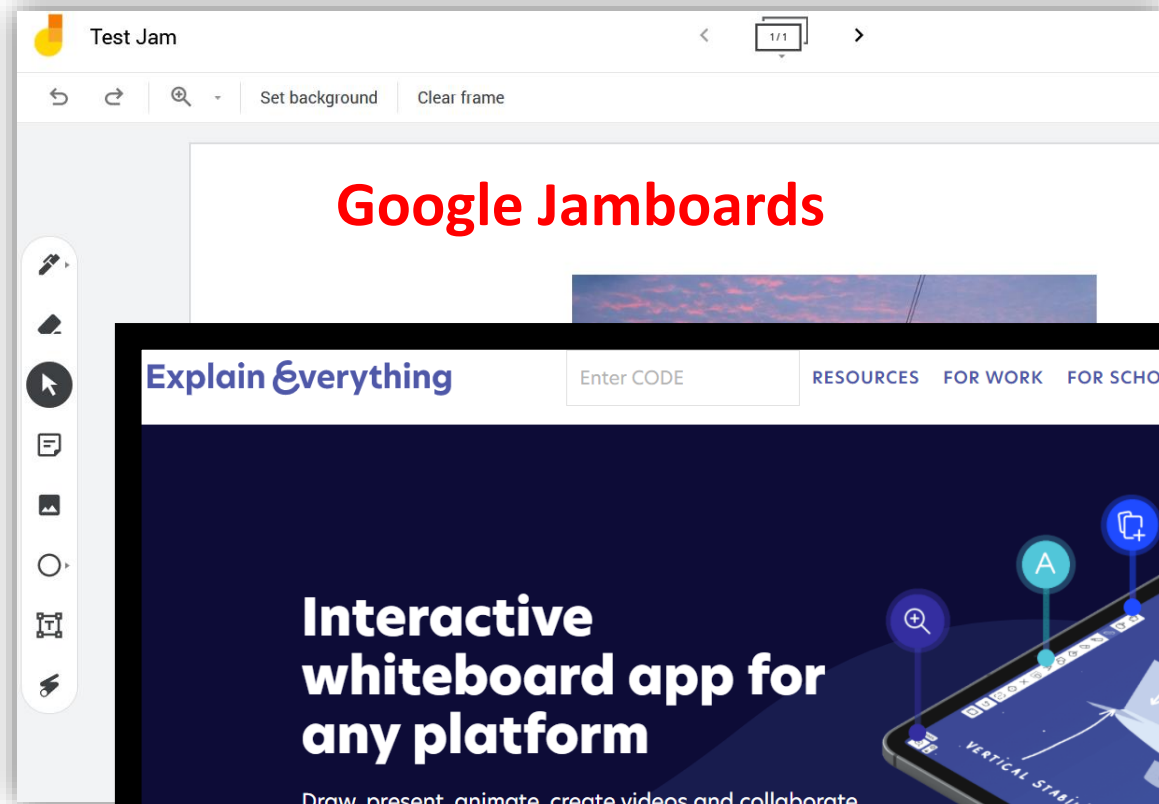


Everyone logs into document and can edit



Zoom used for discussion

# External whiteboards



[Explaineverything.com](https://www.explaineverything.com)

**Explain Everything** Enter CODE RESOURCES FOR WORK FOR SCHOOL PRICING SIGN IN TRY IT NOW

## Interactive whiteboard app for any platform

Draw, present, animate, create videos and collaborate. Explain Everything is a feature-rich powerhouse that works on virtually any device and is so easy a child could use it.

TRY IT NOW

The advertisement features a central image of a tablet displaying a diagram of an airplane with labels: "VERTICAL STABILIZER", "TURBINE ENGINE", "RUDDER", "WING", and "COCKPIT". Various interactive icons like a magnifying glass, a question mark, a paperclip, and a target are overlaid on the diagram.

# Wiki activities

The screenshot displays a user's profile page on PBworks. At the top, the user is identified as 'rowston@edu.yorku.ca' with a 'Log out' link. The page title is 'My PBworks' and the PBWORKS logo is visible. Navigation tabs for 'Home', 'Profile', and 'Email' are present. The main section is titled 'My Workspaces' and contains a list of workspace entries. A sidebar on the left features the Wikibooks logo and a navigation menu with items like 'Main Page', 'Help', 'Browse', 'Cookbook', 'Wikijunior', 'Featured books', 'Recent changes', 'Donations', 'Random book', and 'Using Wikibooks'. The main content area shows a page titled 'Issues in Digital Technology in Education/Accessibility and Usability' with a 'Discussion' tab selected. The page content includes a heading 'What is Web Accessibility?' and a paragraph defining web accessibility as an extension of the inclusion movement.

rowston@edu.yorku.ca · Log out

## My PBworks

Home Profile Email

### My Workspaces

A list of all the workspaces that you have created or can access. You can't leave workspaces that you have created, but you can delete workspaces you no longer need from the workspace's Settings page.

Workspace	Last Changed	Enable
de		
• - a s		

Rowston 5 1 My discussion Sandbox Preferences Beta Watchlist Contributions Log out

Book Discussion Read Edit View history More Search Wikibooks

## Issues in Digital Technology in Education/Accessibility and Usability

< Issues in Digital Technology in Education

### What is Web Accessibility?

Web accessibility in an extension of the inclusion movement whereby all components within society and the environment in which we live are available and readily accessible to everyone, including people with a disability. "It is essential that the Web be accessible in order to provide equal access and equal opportunity to people with disabilities." (WAI, p.2)

"The potential of the Internet is access for anyone to anything from anywhere at anytime." (Wall & Sarver, 2003, p. 1) In the age of technology, the internet has opened up the world to everyone, in

Main Page Help Browse Cookbook Wikijunior Featured books Recent changes Donations Random book Using Wikibooks



# Google Docs – collaborative writing

One-to One Laptop/iPad Programs ☆ 📁 ☁

File Edit View Insert Format Tools Add-ons Help Last edit was made yesterday at 10:45 PM by anonymous

100% Heading 1 Arial - 20 + B I U A 🔗 📎 📷 ☰ ☰ ☰ ☰ ⌵ ⌵

1 2 3 4 5 6 7

## One-to One Laptop/Tablet/BYOD Programs Annotated Bibliography



**Question:** What can school boards expect when they initiate one-to-one laptop/Tablet/BYOD programs? Research an aspect of one of these types of programs such as learning outcomes, teacher preparation, cost, equity, and logistics (eg home use, classroom charging, storage). Post two research citations (reports or articles) that discuss an aspect of this type of program. For each entry, write a sentence or two that summarizes a key point(s) of the research item. Also, please enter your name after the summary in parentheses so I know who wrote the entry.

# Google Slides – each group adds slide to instructor-prepared deck

The screenshot shows the Google Slides interface for a presentation titled "Group project". The top menu bar includes "File", "Edit", "View", "Insert", "Format", "Slide", "Arrange", "Tools", "Add-ons", and "Help". The status bar indicates "Last edit was second...". The toolbar contains various editing tools, including a text tool (T) which is currently active. The slide navigation pane on the left shows five slides, each with the text "Group X List your ideas here". The fifth slide is highlighted with a yellow border. The main slide area displays the content of the selected slide: "Group 5 List your ideas here". The slide number "5" is also visible in the bottom left corner of the main area.

# Collaboration with single-user external tools/documents



One student opens app and shares screen

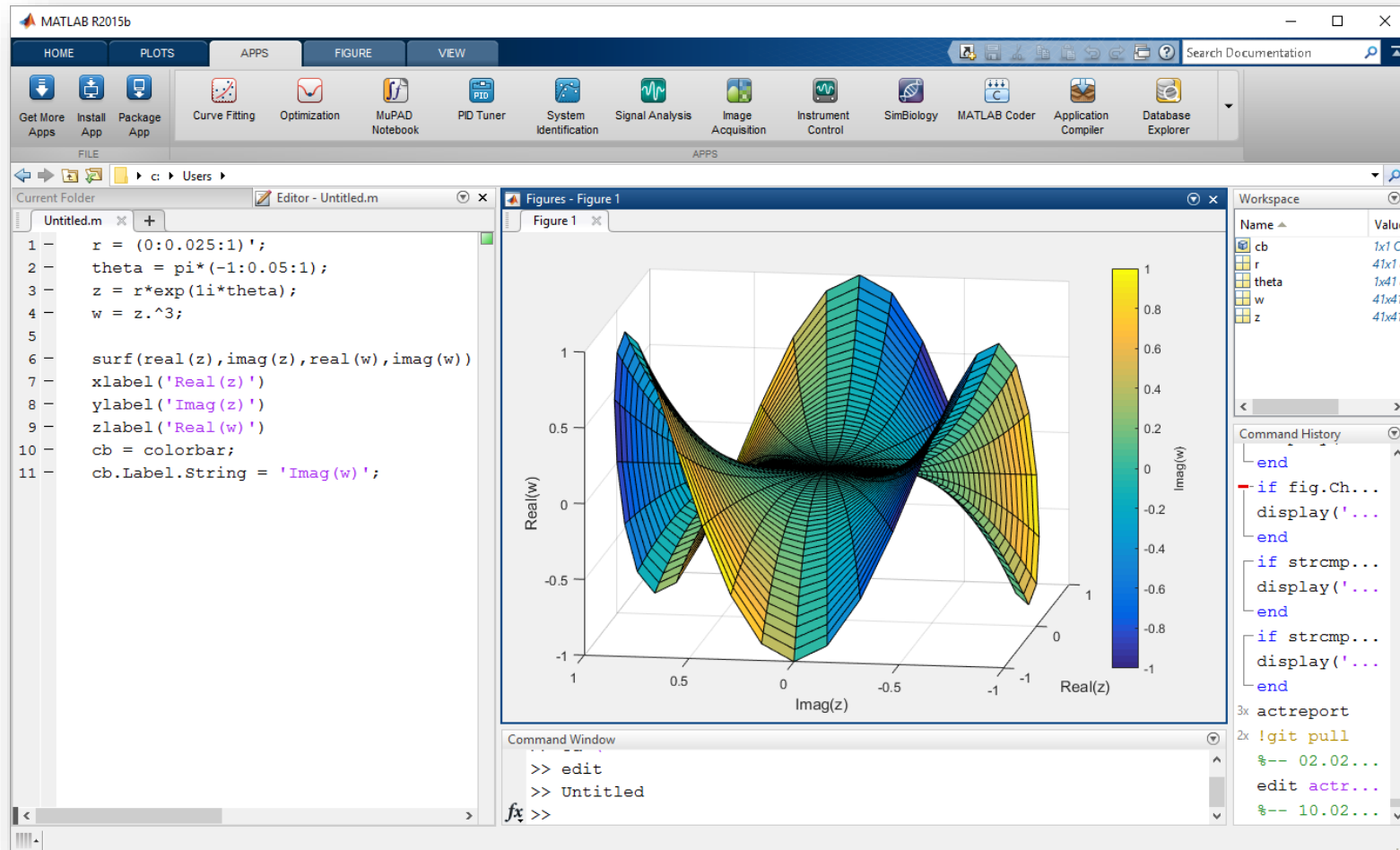


Student edits doc while another leads discussion

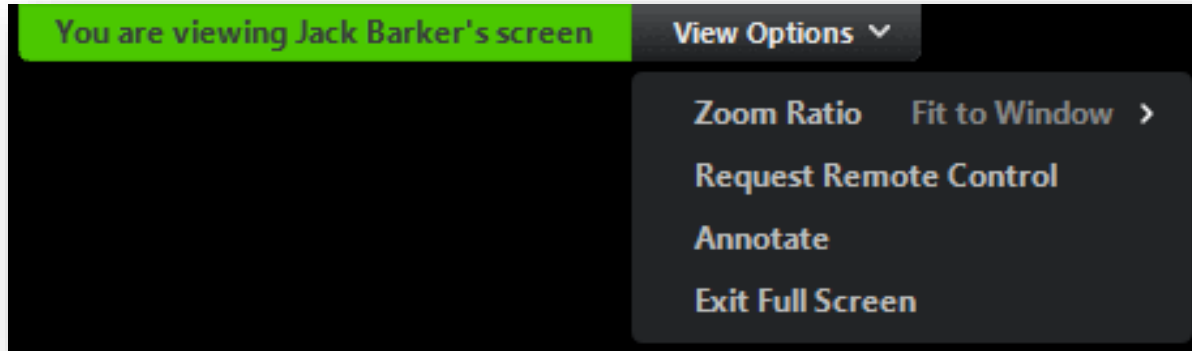


When another student wants to edit, control is requested

# Collaboration on specialized tools

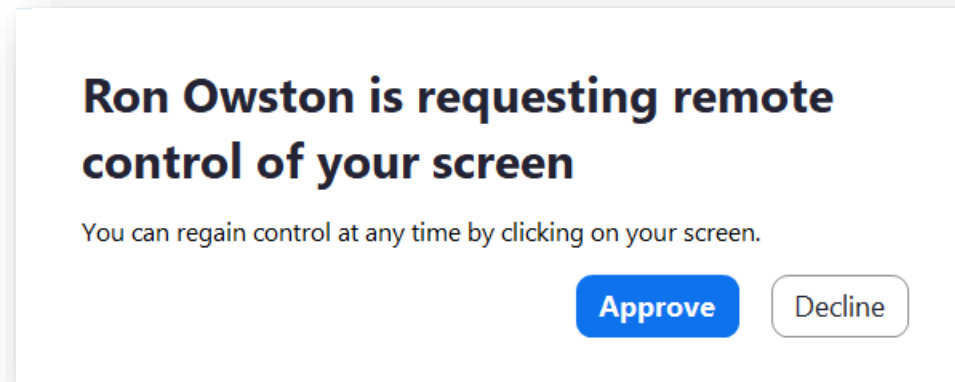


# Request to control a shared screen



Ron sees this

Jack sees this



# Sharing videos video file



Select a window or an application that you want to share

Basic Advanced

Open

Look in: Presentation1

Name	Date modified	Type
scripts	2018-04-09 3:47 PM	File folder
skins	2018-04-09 3:47 PM	File folder
Presentation1.mp4	2018-04-09 3:47 PM	MP4 File

File name: Presentation1.mp4

Files of type: Video File (\*.mp4;\*.mov)

Open Cancel

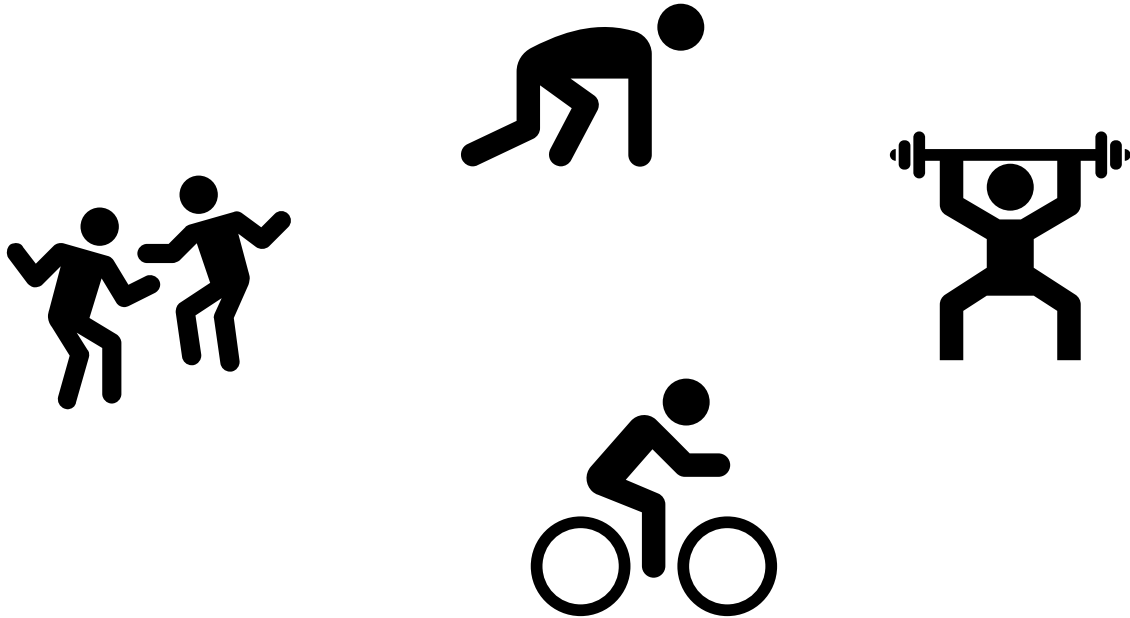
A blue square icon with a white play button symbol in the center, representing a video file.

Video

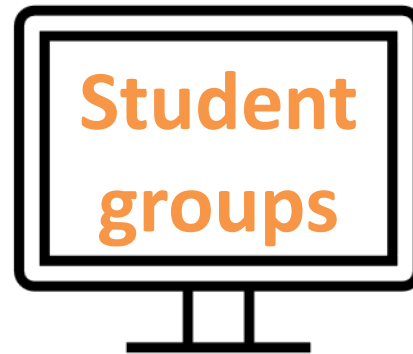
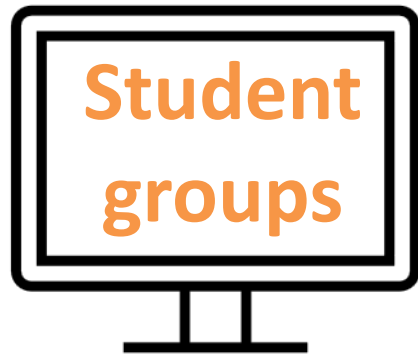
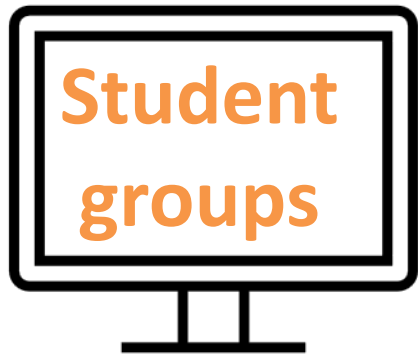
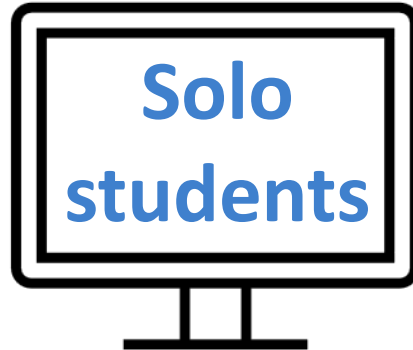
Share sound  Optimize for video clip

Share

## Other breakout room activity ideas



# Differentiated task rooms





# Create memes

Canva.com

The image shows a screenshot of the Canva website interface. On the left is a dark sidebar with navigation options: Home, Templates, Uploads, Photos, Elements, Text, Videos, and Bkground. The main content area displays the Canva logo and navigation links (Tools, Collections, Pricing, Resources, Sign In). Below this, the text 'Meme Generator' is partially visible, along with the description 'Kapwing is a free online image editor' and a blue 'Get started' button. A section titled 'Or, start with a background' is also visible. In the foreground, a completed meme is shown with a black background, a cartoon illustration of a sad man sitting on the floor, and the text 'Don't make me go to a breakout room!' at the top and 'I didn't do anything wrong!!' at the bottom. A 'Meme Generator' watermark is visible in the background of the meme image.

# Escape rooms examples – first to solve and return to class and wins!

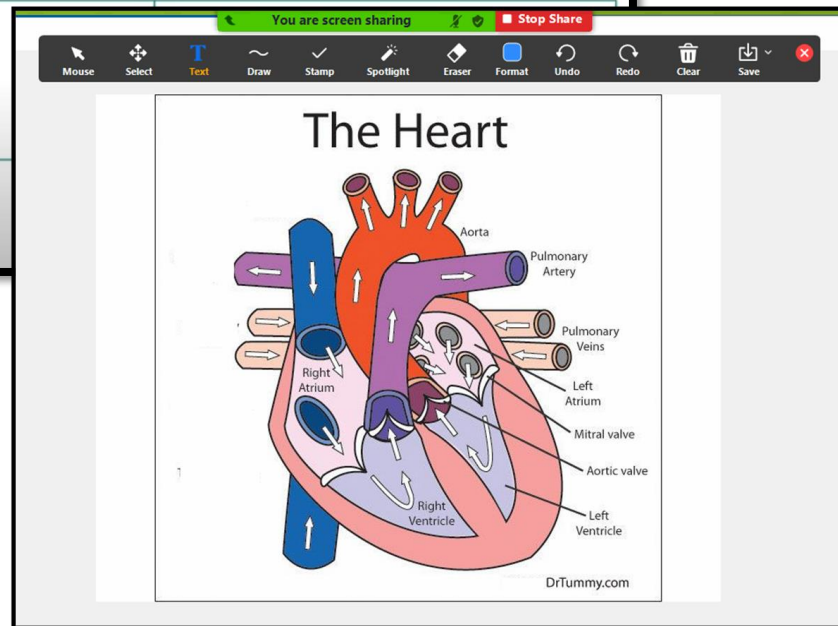
Name: \_\_\_\_\_

## Linear Equations Worksheet

Solve the equations.

1 a.  $2 = v - 11$

2 a.  $11 = s + 4$



## 4. Reporting back to full class

Oral presentations

Random oral presentation by a several  
+ written report for all

Instructor prepared template

Teach mini-lesson

Video played and/or posted



# Summary of breakout room activities



DISCUSSIONS –  
STRUCTURES, THINK-  
PAIR-SHARE, 3-1-1



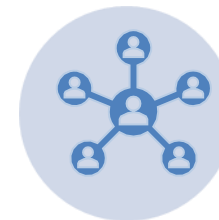
WHITEBOARD – ZOOM  
AND EXTERNAL CLOUD



SPECIALIZED TOOLS



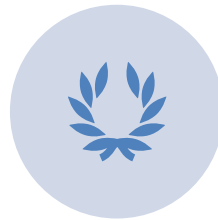
WIKIS



DIFFERENTIATED  
ROOMS



GOOGLE – DOCS,  
SLIDES, JAMBOARDS

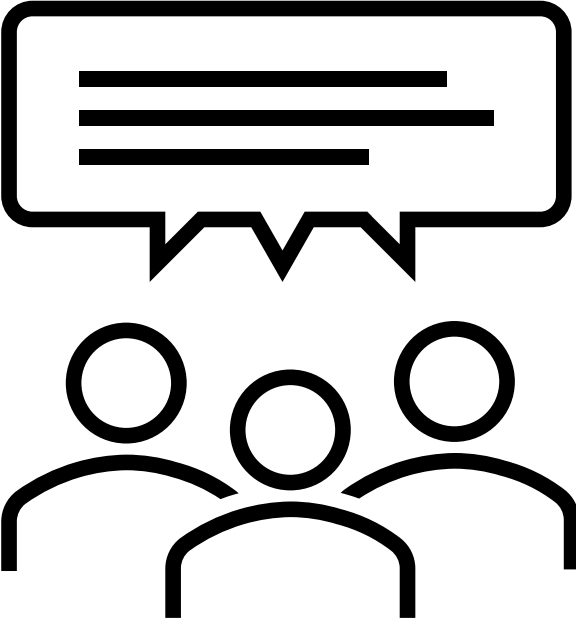


MEMES



ESCAPE ROOMS

# What are your ideas?



# Challenge – in your next class try a new breakout room idea!

**March 16** Making classes  
more interactive and engaging

**April 9** OBS Studio

## Thank you!

<http://ronowston.ca>