

# Zoom “breakout room” for first-year students — For the first year of university education —

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## Abstract

These years, due to the infectious disease, we had to do the first year education differently from previous years. In order for students to get used to the new environment, the guidance and other information sessions held by the university in April and May are very important. This was also the time for students to adjust to their new environment. In this paper, we would like to discuss how remote learning can help new students in this important period.

## 1 Introduction

From the 2020 academic year, new university students had to lead a different campus life than usual. Yokosuka city and Utsunomiya city, which are a bit away from the metropolitan area, Tokyo, were no exception, as the cities were severely affected by the infection and could not hold an entrance ceremony. As a result, classes started remotely without face-to-face contact with students in the same department. Faculty members should

not only ensure learning opportunities for students, but also look for things that can be done only at a distance.

### 1.1 Lecture Courses and Seminar Courses

For the first year students, the remote class was provided as shown in Table 1. The data used in this table is from my previous school — Sendai Seiyo Gakuin College.

In the past, basic career education would have been a non-credit subject, but in recent years, universities have begun to offer career education as part of their credits, including career support for students aiming for professional careers. The purpose of this subject is to enable students to proactively grasp the meaning of forming their own careers and to think about how to enrich their future social lives. It also aims to deepen their understanding of recent trends in society and occupations, to think about the meaning of work, and to cultivate an awareness of occupations so that they can imagine their own future. In addition, the course aims to enable students to make the

necessary plans to reach their own image of the future.

<前期>

	科目名	1回	2回	3回	4回	5回	6回	7回	8回	9回	10回	11回	12回	13回	14回	15回	
必修科目	英語Ⅰ	オンデマンド															
	観光概論	オンデマンド															
	数理リテラシー	オンデマンド															
	情報処理	対面(7月・8月)															
	経営学入門	オンデマンド												対面(8月)			
	日本語表現法	オンデマンド															
	国内観光地理Ⅰ	オンデマンド															
	基礎キャリア形成ゼミ	オンデマンド				Zoom											
	ビジネスマナー	オンデマンド				Zoom											
	基礎ゼミ	対面(7月)	オンデマンド							対面(8月) (第14回はZoom講演を教室で視聴)				オンデマンド			
	観光ビジネス論(後期科目)	オンデマンド															
	マーケティング(後期科目)	オンデマンド															
	選択科目	旅行業法	オンデマンド				Zoom				対面(7月・8月)						
宿泊ビジネス実務		オンデマンド															
旅行業約款		オンデマンド				Zoom				対面(7月・8月)							
国内運賃・旅費計算Ⅰ		オンデマンド				Zoom				対面(7月・8月)							
観光英語		オンデマンド															
エアラインビジネス実務		オンデマンド															
旅行業務演習Ⅰ(集中)		対面(8月)															
旅行業務演習Ⅱ(集中)	対面(8月)																

※20科目中17科目(85%)を遠隔(オンデマンドまたはZoom、途中から対面にしたものも含む)で実施

Sendai Seiyō Gakuin College

## 1.2 Three on-demand sessions

At the beginning of the distance learning, we were asked to use a combination of PowerPoint and video as the university's policy, due to security concerns about the two-sided format and the fact that the students were not accustomed to using it. However, since the basic career formation seminar is a seminar course and not a textbook course, we thought that we could not achieve our goal with on-demand. The good thing about on-demand is that if there is a part that is difficult to understand, you can rewind and watch it again and again. However, I thought that on-demand would not work for a seminar-type class in which students discuss how to enrich their future social life and how to shape their careers for the future.

## 2. Basic career education

The breakout room is a useful feature that allows groups of students to be assigned to a set number of people by the teacher, and to have a discussion in a set amount of time.



## 2.1 Using the breakout room

From the perspective of privacy, the Zoom class did not activate the camera function in the main room, and the class proceeded with the setting so that individuals could not be seen.

## 2.2 Ice breaking activity for First-Time Students

After explaining the class, each of the students were assigned to a breakout room so that the lecturer could look in on the group doing their activities. When the lecturer randomly entered the room, there were variations in the sessions, including some where the topic was active and others where it was silent. The number of students in break out activity at this time was five or six students, and the instructions were "Try to introduce yourself," and also, "You can introduce where you are from, your hobbies, etc. The reason for this was thought to be the characteristics of the students, as some students were proactive while others were not.

## 3. Pronunciation Training

The English Pronunciation Training class is an elective required course, with about 35 students, mostly first-year students. It is one of the most important courses for students who wish to become English teachers. The purpose of this course is for students to learn basic English pronunciation so that they can teach pronunciation to their students when they become English teachers in the future. In this class, we used Zoom for distance learning so that the whole class and pairs could practice pronunciation a lot.

## 3.1 Explanation and practice for the whole class

First, the teacher explains the phonetic symbols and pronunciations to be learned in the unit, and the students practice. At that time, the students turned on the Zoom camera and microphone. The students agreed to this in advance, so there were no privacy issues. With the camera and microphone on, the teacher was able to check the students' mouth shape and pronunciation to make sure it was correct.

## 3.2 Using the breakout room

After all the students had confirmed the pronunciation to be studied in the unit, they were divided into breakout rooms to practice conversation in pairs. As an ice breaker, we decided to talk about simple questions such as "Please introduce yourself." The conversation practice was done after the students got to know each other. This made it possible for the students to interact with each other in English even though they were distant learners. In the first half of the semester, the breakout room was conducted in groups of two, because it is easier to have a conversation in English in a small group, and when the students got used to it, it was sometimes conducted in groups of three. Since the teacher cannot give instructions during the breakout session, it is important to give clear instructions for group work before dividing the group.

## 4. Summary

- (1) Appropriate number of participants (3 or 4 is best)
- (2) Clarification of the question

There is a possibility that these above two things can lead to an active session. By repeating this process, we believe that we will be able to get to know each other better and manage the department better after we meet face-to-face.

#### reference

Stanford University IT room HP,

<https://uit.stanford.edu/news/zoom-effectively-discoverways-lead-inclusive-meetings-and-participate-productively> (accessed 2021.2.15)