



BUILDING AN EQUATION OF A CIRCLE - BREAKOUT ROOM ANALYSIS

OSUN Connected Learning Contest Winner

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Course: Algebra & Geometry

The idea I want to emphasize is not so much the particular activity itself, but rather the idea of breakout room which I will reflect on below. This particular activity was done toward the end of the semester and helped students to discover the equation of a circle and how it comes out of calculations of distance.

Algebra & Geometry

A mathematics course required of ALL of our 9th grade students regardless of what mathematics they may have previously taken.

Practical and pedagogical value

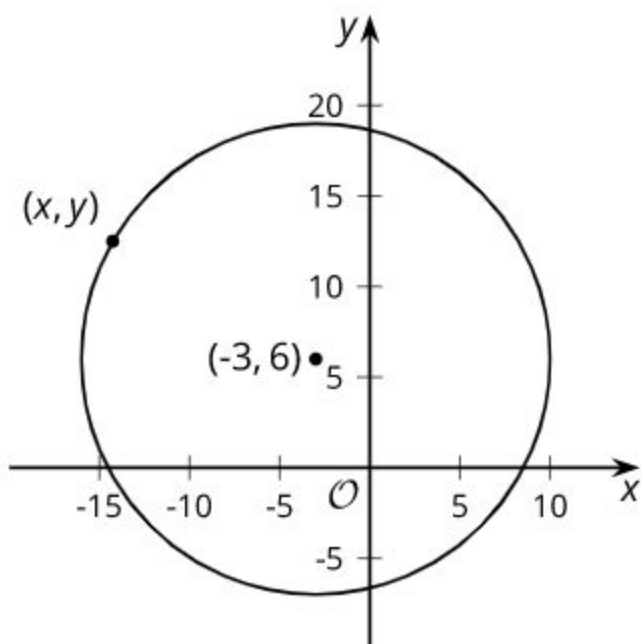
Discourse is critical to learning mathematics. Much has been written on this and it's emphasized in the NCTM's Principles to Action. The best and easiest way to accomplish that in remote learning is through the use of small breakout rooms. Included in the activity is not only how I accomplished that in a way that I could monitor the discussions in each room, but also what students said about the experience. They didn't all like it, but generally their complaints were about how sometimes nobody in the group would get involved. That's an issue to address, but the fundamental idea of providing a space and a task for students to productively struggle with mathematics is critical.

The assignment

Building an Equation of a Circle -- This is an adaptation of an activity from the Illustrate Mathematics curriculum (which I helped to write). It has been adapted to be worked on by students in breakout rooms during remote learning.

ROOM 1

Adapted From G6.4.3 - Building an Equation of a Circle from Illustrated Mathematics
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The image shows a circle with center $(-3, 6)$ and radius 13 units.

EACH PERSON ANSWERS A DIFFERENT ROW ONE AT A TIME...DON'T MOVE FORWARD TO NEXT QUESTION UNTIL ALL AGREE.

YOUR INITIALS	QUESTION	RESPONSE	OTHERS INITIAL AGREEMENT
	Test whether $(8, -1)$ is on the circle. (If it's not on the circle say whether it is inside or outside the circle)		
	Test whether $(9, 1)$ is on the circle. (If it's not on the circle		

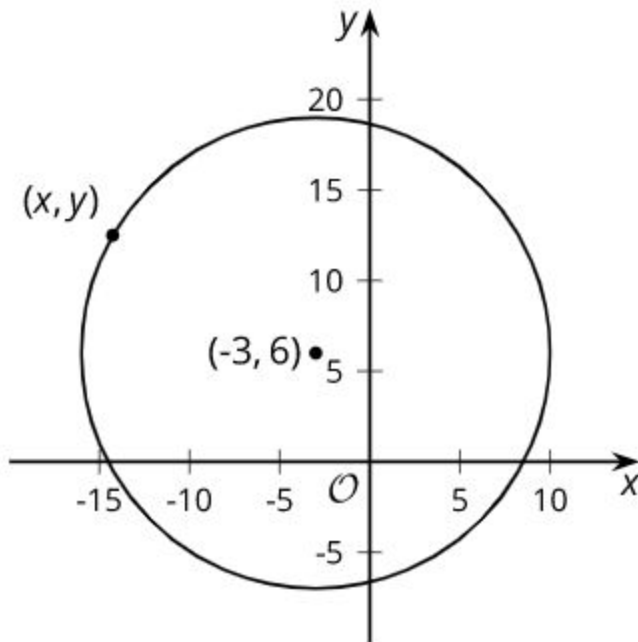
	say whether it is inside or outside the circle)		
	Test whether $(-13,-2)$ is on the circle. (If it's not on the circle say whether it is inside or outside the circle)		
	Test whether $(-15,11)$ is on the circle. (If it's not on the circle say whether it is inside or outside the circle)		
	Write an equation that would allow you to test whether any particular point (x,y) is on the circle.		

Are you ready for more? If time permits, try to write an inequality that would describe whether a particular point (x,y) is inside the circle (mathematicians call the shape inside the circle a disk):

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ROOM 2

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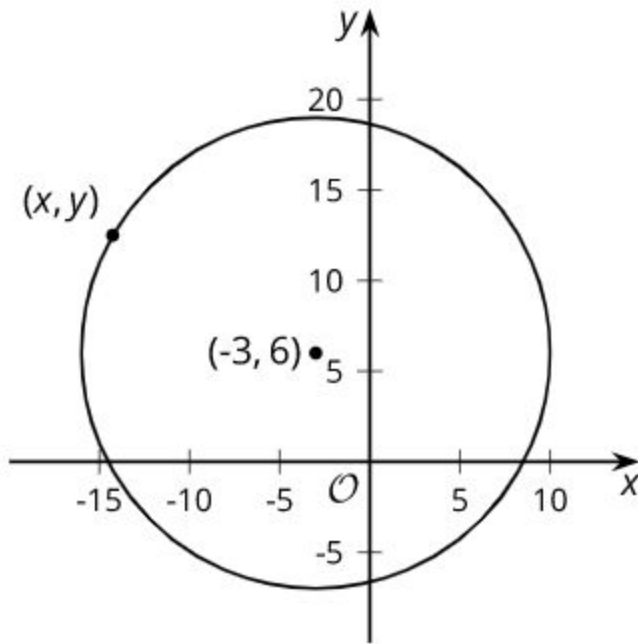
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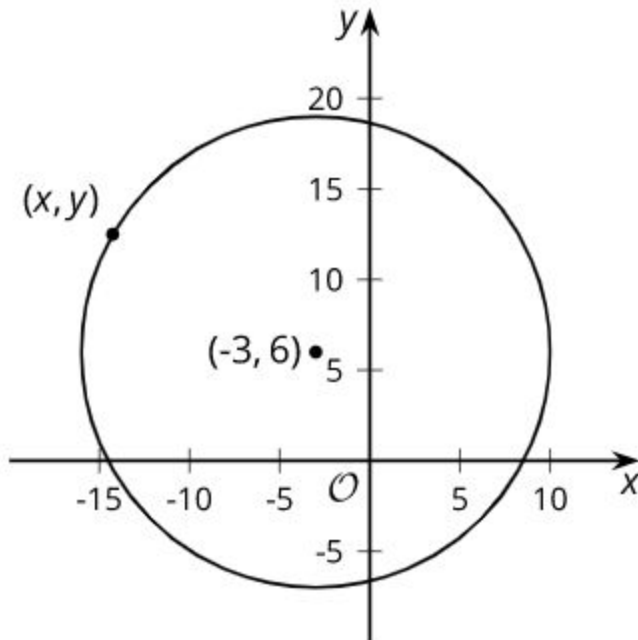
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HOW I RUN MY BREAKOUT ROOMS IN GOOGLE MEET

-Gabriel Rosenberg

1) I have 6 breakout room meetings set up as recurrent events so that I'm always using the same link for Room 1 every time and I can find it easily either from my calendar or directly from meets. Before class I join each of the meetings with no video and my microphone muted. I also mute each of the tabs (there's a [chrome extension that allows individual tab muting](#)).

2) I have 6 assignments (one for each room) in [Google Classroom](#) that I constantly reuse with new attachments. One attachment is a link to the breakout room meeting (so this doesn't change). The other is the shared google document for the room. Part of that document doesn't change. The beginning is yet another link to the breakout room (doesn't hurt to have it more than one place). The middle is the task for that day's lesson that they work on as a group. At the end is a link back to the main classroom (which is also always the same for all of my classes every day, so it never changes).

3) When it's time to breakout I assign each assignment to the particular students for that group. Most of this is done ahead of time so I just need to make any quick adjustments if I need to balance based on absences. The students get the assignment, leave the main meeting, and join the breakout room meeting.

4) I am in all of the meetings muted with microphone off and closed captioning on. I have a window for each room open on (I use a [chrome extension to create and size those windows automatically](#)). I can now see the captions of all rooms at once. I can also see the full chat history from for those that don't use microphones. I can also unmute any tabs of rooms I want to listen to. Having a second monitor is helpful for those and I'm considering a 3rd monitor for the Fall.

5) If I want to communicate with students in a room, I have a couple of options. I can comment on their shared document. I can type into their room chat window (and usually a student shares that with the rest of the room for those that aren't monitoring their chat window closely), or I can

unmute myself and speak. (If doing the latter I try to make sure I have the tabs for all other rooms muted).

6) Once I see how things are going I give a set time of when to return by copying and pasting a chat into each window or making an announcement by unmuting my microphone. Students then leave the breakout room meeting and click back on the link for the main room meeting.

7) When co-teaching, my co-teacher generally stays in the main classroom with me and focuses on monitoring the shared documents while I monitor the rooms and we communicate with each other about what we're seeing. When solo it's a bit more of a juggling act.

WHAT CAN GO WRONG

1) A few students will leave the main room and then not bother to go to the breakout room.

2) I once neglected to have my microphones and tabs muted and students from one room were being overheard by other rooms without their knowledge. I will not make that mistake again.

3) Several open meetings can sometimes make my computer run slow which can be problematic when we come back together at the end for a lesson synthesis. So when I don't have back-to-back classes I close breakout rooms when students have returned.

4) Some students can't or don't like to speak even in the small group settings. This can be because of the usual classroom dynamics that hinder students from participating in group math tasks, but there are additional issues specific to remote learning such as audio connection issues, microphones unavailable or not working, or family or other loud backgrounds they don't want to share. I try to encourage students to chat if unable to speak.

OTHER TOOLS I USE WITH GOOGLE MEET

-Gabriel Rosenberg

1) [Google Jamboard](#). (The free software version, not the physical smartboards). These are shared google document whiteboards. I have one set up for each class section I teach and keep it running with the most recent days. A board can hold up to 20 frames, so when I near that point I save a copy as a pdf and post it for the class, then delete a few of the older frames to give more space to work. My co-teacher has editing access and students have view access. In theory I could give them editing access, but there currently is no revision history like most other google documents that would allow me to see who made an edit or revert back after an edit was made. I am worried what would happen if a student sought to anonymously make inappropriate comments. I also created a “personal whiteboard” for each student for when I meet individually with them which they can write on. A few (but not many) use these boards outside of our meetings.

2) Tablet with Pencil. I log onto the boards from a tablet with a pencil that allows me to write much more easily.

3) [Google Meet Grid View extension](#) This allows me to see my whole class at once (in my 9th grade classes most now have cameras off so it's their avatars, but in my Stats class with mostly graduating students a little over 50% keep cameras on). It also allows me to continue to view the class even when sharing my screen.

4) 2nd Monitor. I generally have whatever I'm sharing (or intending to share) on a 2nd monitor and keep the main class on the main monitor. When in breakout rooms I have the rooms on the 2nd monitor and shared room documents on the 1st.

5) The chat window. Unlike Zoom, Google Meet doesn't have a hand raise feature or thumbs up (there are extensions but students would need them as well, so I don't use). Instead I use chat window a great deal. Students can write “hand” or “+” in the window. I also often ask for everybody to respond (especially with something like a notice or wonder where there is no “correct” answer or at least multiple possible answers) in chat, but not hit enter. I give some think time and then ask them all to hit enter together. (There are clearly some who wait to see what another writes and then type and enter, but that's okay). Google Meet does not have a private chat window which I miss. My co-teacher and I will on rare occasions text when necessary, but I also miss having students be able to ask questions without others in class seeing who asked. Some students are certainly more hesitant about asking in front of others.

6) Google Classroom and Weekly Journals. These were tools we were already using with our classes before remote learning, but they have become even more valuable since. In particular students receive a copy of a journal each week that has all the useful links they may need for class. (It's also a place where they record key ideas and questions they have from each class).

7) Google Calendar. Again this is something that was always there but has become more important. Many students have found following their schedule more difficult in remote learning and having calendar invites with the Meeting link included in the calendar (and therefore also from meet.google.com) very helpful.

WHAT MY STUDENTS HAVE SAID ABOUT REMOTE LEARNING

- 1) After the first 3 weeks of remote learning I asked students to discuss in small groups what things we've been doing they found helpful. Here are some of the responses from the section "everyone in the room agrees these were helpful."

-Still having breakout rooms/communicating and working in smaller groups.

-Breakout rooms are helpful/similar to table groups in school

Breakout rooms are working for us. We feel it gives us time to work with our peers and get help from others if we don't understand a topic.

- Break out rooms
- Teachers involved in the break out room

Group Work in breakout rooms.

Break out groups are helpful.

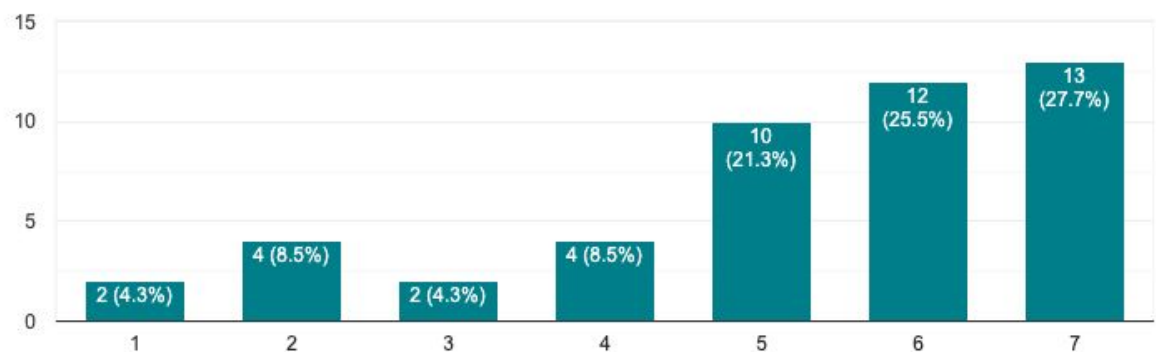
Having breakout rooms: Because you get to work with peers like you couldn't in a large class.

- Organization, specifically with breakout rooms and labs

- 2) At the end of the semester I asked my 9th grade students some questions about remote learning:

How much easier or more difficult was it to learn using remote learning?

47 responses



(1-remote learning was much easier, 4-the same, 7-remote learning was much more difficult)

They were then asked to elaborate on that response:

1	Remote learning was easier the first two lessons we had it because it involved in groupwork so we can ask each other questions. But something that made this different is how we
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1	I think remote learning was easier because if I was confused on something I could just google it in seconds and clarify my understanding.
2	I felt like I got points off for not socializing in class, a category and whose justifications confused me. But without that social aspect, the class boiled down to an understanding of math, which I liked and I felt like I was good at.
2	During remote learning I had a much easier time understanding the lesson because of the clarity of what was being said, and the accessibility to the prior lessons. Also, during classes I was wasn't bond to my chair so it made it much more comfortable and relaxing to focus.
2	I did find it difficult in the beginning if the remote learning process at first, but slowly I got used to the work so I didn't stress as much about the work instead I asked questions if I had any and tried to discuss with the professors if I had any trouble with it. But that rarely happened because I try my best to be on time and pay attention to the class. But I do have to say that the switching from zoom to google meets to zoom again was very confusing because different professors have different ways of teaching and sending work so it does get confusing at times. But besides that, everything else is fine.
2	easy: completing my work and doing fairly good on them hard: doing the work everyday. most of the Time I wwould wait till last minute to do the journals.
3	I think the lessons were much easier to do, but the independence of it was somewhat challenging. It was sometimes hard to come get help or get the same amount of help out of remote learning.
3	It was more difficult to stay on track and to not get distracted. I dont feel as engaged as I am in class
4	Remote learning is easier but some teachers put more work than they'd give in school. It's difficult to try and hand in all of the work on time. It was stressful but on some factors easier. Learning in school was better though since we would have face to face, in person interaction.
4	There were more meeting in the beginning but they were ineffective. I get distracted more easily during remote learning.
4	It is in-between because I did have more time to catch up on work but being physically in class is more engaging because in remote learning I just wake up and go to my laptop for the lesson.
4	There were times when it was a lot easier because I definitely felt as though I got to participate a lot more during remote learning. However, there were also times when it was more difficult, especially during breakout rooms. This is because it was a lot harder for everyone in the group to actually join in when we aren't actually together in person.
5	It was easy to attend class and learn after a few weeks but in the beginning I was confused and a little bit lost.
5	It was a bit more difficult since I feel like I got a bit more work since most classes aren't meeting as often and I feel like it is more difficult to understand topics when you can't see the teacher in person.
5	it was more difficult do to the fact I found my self looking elsewhere sometimes. IN a

	class I have no where else to look so it's easier
5	It's just not as connected as it was before. Going to school doesn't feel like learning anymore.
5	It was more difficult to pay attention to class because since I am at home, I get distracted.
5	it was much more difficult because it is harder to be engaged and there is less support from classmates and teachers.
5	Remote learning for me was a bit more difficult since many people did not speak during entire lessons including me. I'm guilty of not participating more than i should have but it truly feels isolating when you're in a class with over 20 people but you feel so alone. Besides that, i think there were slight challenges that came with remote learning but the whiteboards helped me tremendously.
5	Remote learning made everything so difficult to me, mainly because i am at home so i am ore focused on whats going on around me to what is happening in class. Also, it becomes more of a strain on me because i have so many more assignment that are given to me that I cant focus on math.
5	It was more difficult because I felt like I would zone out more while if i was in class I would be able to stay focused and it was easier to ask questions when I was confused.
5	I believe that remote learning was a struggle for me because I felt less motivated having to meet on a computer there than physically being there and being assigned a card
6	I could stick around after class in order to recieve extra help with what I didn't understand about a lesson.
6	The class became less engaging since you could not talk to peers nor teachers as much about the subject or anything else.
6	Easier is that it's more faster, difficult was to be engaged with the problems
6	It was a little more difficult on distance learning because the teachers can really "see" our work. It's also more difficult because of the change in the environment. When at home. my brain thinks it's the weekend and I i'm not really productive. It's kinda hard to dish out time for everything on top of what you want to do.
6	Technology is not always reliable for everyone and I can't learn remotley the way I learn in actual school. This is because when I am in school I could talk to my teachers if I need help and show them the question I need help with. It is just a better experience for education.
6	I don't really feel I could focus at home so that's one thing that made it difficult and I feel that work is just being piled on top of us.
6	I find myself zoning out a lot, and it's much harder to concentrate.
6	Not being in the class physically automatically makes me less focused on the class. The homework for other classes seems absurd compared to what we got before. The domino effect made all homework seem like a lot.

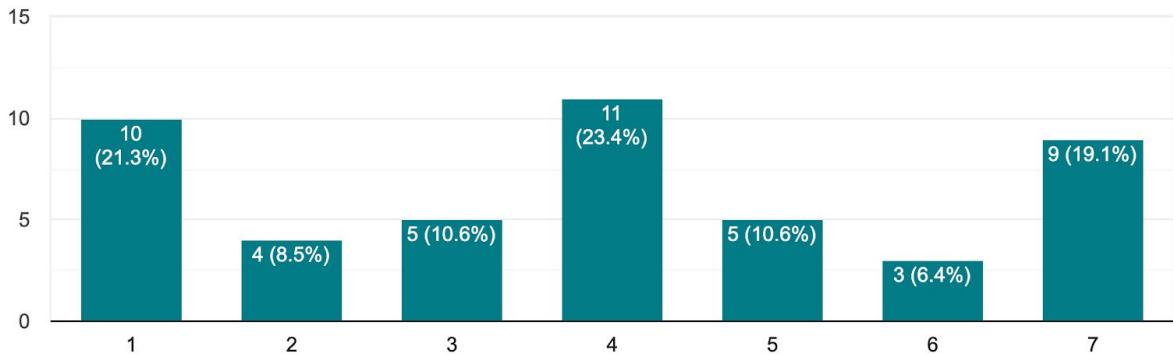
6	I felt like it was even harder to be engaged in class, and I also felt like the new quizzes were more difficult for me. I'm someone who works better through a trial and error process when doing quizzes, so it was much more difficult to have to explain what I was doing and how I was doing it if I wasn't completely sure. I also felt like I was always much more nervous because it's somewhat easier to mess up when you are on the spot. Overall though I felt like I at least understood the material after I messed up because you would explain it to me.
6	i'm depressed all the time man i don't wanna do schoolwork i wanna like crass existence for a week
6	it was difficult to focus and actually do my work.
6	I don't connect with people in the same way online. Also I don't learn well over a camera. Being in person helps a lot.
7	i felt like a completely different student. The lack of motivation made it increasingly difficult to do work at all.
7	I have a bunch of work from every single class. I've been getting more work compared to normal school.
7	I dont know how to word it just that online learning is failing me
7	This is because we can really have that face to face classroom learning and we are instead stuck at home so the eagerness and the determination is not the same as before.
7	Much more distractions at home. Feels like you have alot more time when in reality, your overwhelmed with assignments, and your forced to do them last minute which is really hard because of distractions.
7	Just going to the meetings and when we went to school we would have little reminders when we were messing up and the teaching style is different.
7	I had stated before I faced a lot of personal challenges during quarantine that made me unable to do all my work. Also I really dislike zoom/google meets classes it doesn't come close to the energy our class regularly has.
7	The fact that im just a click away from being distracted while the teacher has no control over it is way to much and id made my experience much more harder. Also it felt like we were doing more work then when we were in class .
7	I think it was more difficult because we weren't able to have the same class discussions about the classwork. Working in break out rooms made it easier though.
7	Remote learning has changed the way I learned and not in a good way. It has made me tired and not focused in class. I learn better in a classroom, not at home. When I am at school, I know to be focused but when I am at home doing online learning I am not focused because I am at home. I think that not getting one on one attention is hard, I know that at school you can give much more attention then you can online.
7	Being in the comfort of my own home made me more relaxed and unable to complete some assignments on time. I think this is because in school, there's a time and place for everything however, at home it's not really like that. Focusing is very much difficult and the pressure of completing assignments is more applied at school.

7	Remote learning made it harder for me to focus with other responsibilities.
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3) I also asked in the same survey which they liked better Zoom or Google Meet. For the first 3 weeks we were on Zoom. Then we were required to stop using it and switched to meet. Then a few weeks later we were allowed back to Zoom provided we went through the NYCDOE system which required another sign on for students. Most teachers at our school went back to Zoom whereas I remained with Google Meet.

Which was better for your learning (and how much better)...Zoom or Google Meet?

47 responses



(1-Zoom was much better, 4-the same, 7-Google Meet was much better)

Elaborate:

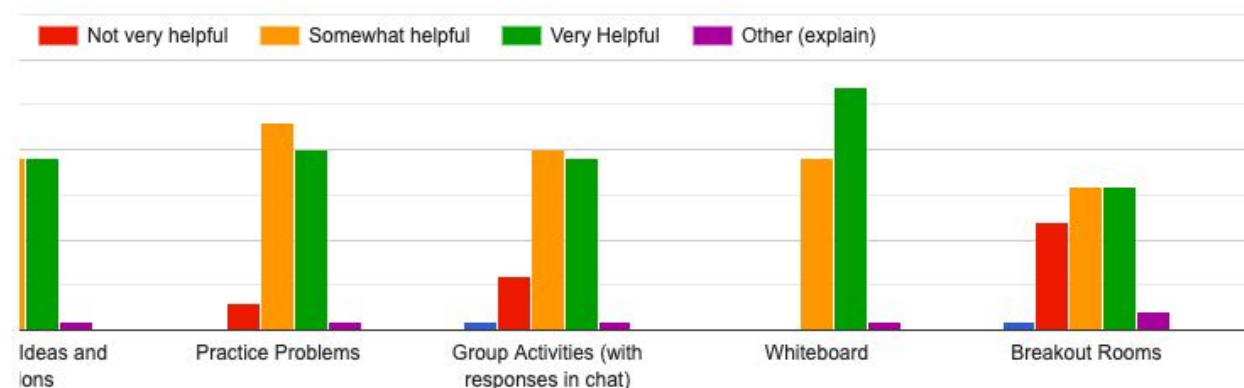
1	I feel like google meet wasn't meant to hold a big group like a class so the video and audio always was lagging and choppy even with a stable internet connection.
1	Google meet was awful for me. I got glitched out of meetings quite often because of connection, and the breakout rooms were much harder to do.
1	Zoom was easier to sign on and felt less annoying to use.
1	I liked the grid mode better, towards the end the grid view for google meets was off a little. Also I felt it was easier to annotate in zoom

1	I preferred zoom over google classroom because of the breakout rooms feature. It was a much more smoother process than having to wait to get a link on google classroom/gmail with the room link.
1	Breakout Rooms is more effective on Zoom because it does it for you and it is a more faster method.
1	Its what we first learned.
1	Zoom was better because we didn't have to change classes for breakout rooms but with google meet we would have to change and some days I wouldn't go to the meeting.
1	I HATE google meets. Zoom had more options and was much better. Google meets would glitch and I would would miss important things. I missed not having a private message function. I also missed the break out rooms, it was always a hassle to have to go onto google classroom and log onto a separate meeting. I think that Zoom was amazing for classes, I mean you could show reactions! Totally amazing.
2	With zoom, my microphone worked. On google meets it did not work even after I tried searching for a solution.
2	Zoom was better because with zoom we didn't have to do all that extra exiting the meets like we do on google meet. I like that on zoom they already had breakout rooms.
2	zoom has breakout rooms so it was fine
2	With zoom, we dont have to do a lot of moving and opening tabs just to get into a breakout room. Plus privacy concerns with targeted adds, etc. Lastley, connection wise its the best because I lagged a lot when we used google meets.
3	I use my iPad to call and google hangouts does not provide a grid function for class. Overall, I don't think there is much of a difference but I just prefer the grid function but google meets lets you join a meeting immediately and I think that was really helpful.
3	They were both fine to me but i like zoom better because of the breakout rooms and how it was more accesible to me. However I didnt like when they changed it to school accounts because everyt ime i tried to get on my class, it takes 10 mins to even access my account making me late for class. I liked our regular accounts better than the new ones we have now for school.
3	Google meets has its fair share of glitches and bugs, also the inability to create breakout rooms. Some students don't even attend the breakout rooms.
3	Zoom had better functions such as a sharing screen function, that people (who werent the ones sharing the screen) could write/draw on not just the person who was sharing.
3	I liked zoom because the breakout rooms were easier, but after all the DOE stuff they added google meets was just easier to get onto in the first place.
4	I didn't really care. They served the same purpose.
4	I feel like they both worked properly and neither of them were better than the other.
4	I don't care which one we used it's all the same thing.

4	it didnt really matter to me.
4	There really was not much difference.
4	They are about the same.
4	I think it was easier to get on to google classroom, and it would crash less. But overall I don't think I mind either platform.
4	they were basically the same except zoom had breakout rooms.
4	with the DOE zoom they are equal but normal zoom is better because we can chat pivetly to do spilt screen we don't need 2 chrome tabs
4	I didn't really see much of a difference because I just got used to it.
4	I got used to google classroom for our class, but I think for other classes zoom is easier in interacting with the class.
5	Both the platforms were equal but I would prefer Google Meets because it seems more user friendly and easier to use.
5	I didn't have to go to Nycdoe.com in order to access my account to get in the meeting.
5	I found the platforms about the same.
5	Google meet was easier to use. For some of my other classes it's really difficult to join the zoom meet so using google meets was much easier.
5	It is easier to just click the google link. I find it easier.
6	I liked google meets better because it felt more comfortable for me and it had a better connection unlike zoom where in between sentences it would cut off then continue.
6	google meets as very easy to access whereas zoom was more work to go to the class.
6	Google meet was easier in terms of signing in. All you had to do was click the link and you were in. Zoom made it much more complicated with the password and ID numbers and once the new version came out, It was even worse. It took me like 15 minutes to sign in to every class.
7	Google meet breakout rooms were better.
7	Zoom is fine but I think that Google meets is easier for me because many teachers put in their class for google classroom. And for Zoom you have to find the link in your email which sometimes does get lost as we get so many emails. It's just that Google Meets is better to use because of its organization.
7	Google Meet is easier and more modern. Zoom was slow and there was a lot of work to get into meetings since we had to login each time using our new DOE accounts.
7	It is easier to use than zoom because for zoom it takes me a few minutes to put my id and password in as well for the meetings. The old zoom for sure was so much better with many options.
7	When we did ZOOM I don't think we were able to save the screen, while in Google Meets we had the Jam board which was really helpful when going over the material again outside of class. When I had to do practice problems I would just go to the Jam

	board and look over at how and why it was done the way that was which made it easier for me to understand.
7	Google Meet was a lot more user friendly and easier to access meetings.
7	Google Meets, you didn't have to install Zoom, it was much more better to see the screen, you didn't have to go through the pain of logging on
7	in the beginning zoom was better then it got wayyy to complicated when they did an update.
7	All you have to do is click a link, zoom changed a lot

4) I asked some other questions more generally about what was helpful in class and what wasn't so helpful and what they'd like to see more or less of. Here are just some of the comments focusing on breakout rooms and the overall for that and a few other structures I mentioned earlier.



(blue was a negative impact--for breakout rooms that's 1,12,16,16,2)

With the Breakout Rooms, I feel like it was hard to get the conversation about Math going. It also really depended on who I was working with. Some people wanted to do the work, and others just sat in silence.
When we did breakout rooms, some people did not do any work so the people who did the work now had more to do. This was very annoying and made me feel like I should just give up, therefore no one learns anything.
...And I feel like breakout rooms were helpful at times but they were more effective at school
Doing breakout rooms in this class was a horrible experience. No one talks and it creates a vibe that doesnt usually happen when collaborating with other classmates.
...when we were doing "group work" sometimes there isn't really a lot of discussion, but I won't deny that I am a part of that problem too.
I felt like responding in the chat was a little redundant if you would explain the material anyways, and that

I'd rather learn from the teacher than in a breakout room.

I found that working with classmates is much more helpful. Because we all are new to the concept so we can help.

I dont think breakout rooms worked very well because it is harder for students to be engaged in remote learning.

For me going in breakout rooms wasn't as effective just because a lot of the times no one would really speak. Not all the time because sometimes I would be in a group where my group members communicate with me.

Group Activities were not every helpful because everybody was tired and conversations were slow and dreadful.

I feel like the breakout rooms didn't work as much because not everybody wanted to participate and you couldn't see some people so you couldn't tell if they were actually engaged in what we were doing in the breakout rooms.

Group activities weren't as helpful as the rest because we wouldn't really communicate and help each other.

What could be more helpful is if students should turn their camera on only in breakout rooms. Some of my peers never did any engagement with my other peers which makes us do more of the work.

Almost everything was very helpful, but I feel like the only reason that the group activities and breakout rooms weren't as helpful was because not everyone was participating. If a lot more people did, it would have been more helpful for me.

i think the breakout rooms were crucial because, we could work through the new content as a group

ABOUT MY SCHOOL

General Information

School website: bhsec.bard.edu/manhattan/
Principal: Michael Lerner
Grades served: 09,10,11,12,SE
Enrollment: 615
Average SAT: 1339/1600
Shared space: No
Admissions methods: Screened

Student Demographics

Asian: 29%
Black: 11%
Hispanic or Latinx: 17%
White: 40%
English language learners: 0%
Students with special needs: 8%

Staff Experience

Years of principal experience at this school: 8.9
Teachers with 3 or more years of experience: 87%

Attendance

Student attendance: 95% (City: 89%)
Students chronically absent: 11% (City: 31%)
Teacher attendance: 97%

School Overview

Bard High School Early College Manhattan (BHSEC Manhattan) was founded on the belief that many students are ready to do serious college work at age 16. Bard College partnered with the NYC Department of Education to create an innovative program that enables high school students to move in four years from 9th grade through the first two years of college, earning a high school diploma, up to sixty college credits, and an Associate of Arts (AA) degree upon graduation.

Location



[525 East Houston Street](https://www.google.com/maps/place/525+East+Houston+Street,+Manhattan,+NY+10002)
[Manhattan, NY 10002](https://www.google.com/maps/place/525+East+Houston+Street,+Manhattan,+NY+10002)
Phone: 212-995-8479

Activities, Sports, and Arts

88% of students say that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school
City: 77%

Extracurricular Activities

Anime Club, Art Magazine, Asian Culture Club, Bardvark Student Newspaper, BHSEC Student Activist Network, Black Students Association, Chinese Language and Culture, Current Events, Debate Team, Diversity Initiative, Eco Club, GSA, Karaoke, Literary Magazine, Model UN, Muslim Students Association, Philosophy Club, Quiz Bowl, Step Team, Student Union, Table Tennis, Theater Production, Winter and Spring Concerts, Yearbook

PSAL Sports

Boys: Basketball, Soccer, Tennis

Girls: Basketball, Cross Country, Outdoor Track, Soccer, Tennis, Volleyball

Co-Ed: N/A

Arts Classes

Dance Survey / Introduction to Dance, Theater Survey / Introduction to Theater, Core Music, Mixed Media, Digital Photography, Painting, Dance Improvisation, Guitar, Drawing, Piano Keyboard, and more

For further details of our “Quality Snapshot”

<https://tools.nycenet.edu/snapshot/2019/01M696/HS/#INFO>