

## One-on-one Meetings in Breakout Rooms

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One thing Michael missed when he made the switch to remote teaching was the ability to walk around the classroom and look at what students were writing in their notebooks. This was one way Michael was able to formatively assess how students were thinking about problems and allowed him to address issues right away. On Zoom, he was able to visit breakout rooms but couldn't actually look at student work, at least not seamlessly without disrupting the group workflow. So Michael figured out how to review student work and use that as a starting point to meet with students in one-on-one meetings throughout the week.

**"And also I noticed that when students are in their group, their breakout room, and if you ask them, 'Do you have any questions?' Some of them are more reserved than when I'm talking to them one-on-one."**

### ► How did Michael address the loss of community through one-on-one meetings?

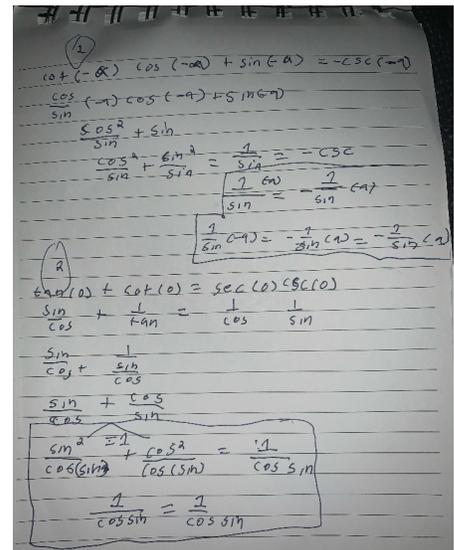
During each lesson, Michael would make sure that there was work time where he would split students into breakout rooms, and then pull individuals to discuss recent work in one-on-one meetings in his own breakout room. During the week, he was usually able to see every student once within the time of synchronous instruction. These check-ins allowed him to see how his students were doing, and for each of them to feel like they were being heard, even if they weren't sharing out in the large group sessions.

**"I'll just pull them from the breakout room and bring it into my breakout room. And then we'll just talk about it. What I like, what you've done, and here's something that I see, but it could be done better this way. This way I can catch misconceptions."**

### ► To start using one-on-one meetings to build community try following these two pieces of advice:

1. Make sure that there is enough engaging work in breakout groups for the rest of the class while you facilitate the one-on-one meetings. The assignments should consist of work students can complete on their own and with their peers. This way, students can turn to each other first instead of calling on you for help during your meetings.
2. Try not to focus on the students you think are struggling. All students want and need feedback! By periodically giving all students individual attention, you build the trust necessary for a strong community.

**"I had him the year before too. And I didn't have a good interaction. He was difficult and he talked a lot during class. And maybe that's part of the reason why I had this negative impression. So definitely looking at his work, interacting with him more ... but I'm so glad that I got to see this is a good kid and I want to help him out ... and there may be some circumstances - I didn't ask. So it changed the way I see him."**



Student work like this spurred Michael to realize that one-on-one meetings were better than written feedback.