

VIA AFRIKA DIGITAL EDUCATION ACADEMY

# Teaching synchronously with Microsoft Teams



**SACE**

South African Council for Educators

Towards Excellence in Education

5 points per 2 hour session

SESSION 5

Teaching online

CLASS NOTES



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**



Via Afrika

In partnership with the Department of Basic Education.

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# Course content

## Teaching online

Session 1: Foundations of online teaching

Session 2: Teaching synchronously

Session 3: Teaching asynchronously

Session 4: Using Microsoft Teams to communicate your message

Session 5: Teaching synchronously with Microsoft Teams

# Teaching online

## Session 5: Teaching synchronously with Microsoft Teams

### Class Notes



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# Outcomes and content

## Outcomes of the session

By the end of the session, the participant will be able to:

- use Microsoft Teams to teach
- create teams and channels for classes
- set up class teaching times
- create class lists
- use file sharing
- make online teaching interactive with Microsoft Teams
- understand the pitfalls of screensharing
- use Breakout Rooms for effective teaching
- create and manage online rooms
- appreciate the pedagogical considerations of Breakout Rooms
- use Forms effectively
- create Forms
- understand the possibilities of collaboration in Microsoft Teams
- use Word, Excel and OneNote to collaborate in Microsoft Teams
- use the Whiteboard in Microsoft Teams
- use the Chat Function effectively
- understand the positive uses of the Chat Function
- appreciate how the Chat Function can be abused
- record a lesson and find it in Microsoft Teams
- use recorded lessons from Microsoft Teams
- understand the effects on learners of using Microsoft Teams
- set the ground rules for teaching and learning in Microsoft Teams
- appreciate the tasks required before, during and after a Microsoft Teams session

# Content of the Session

This session will focus on:

- using Microsoft Teams to teach
- teams and channels
- setting up class teaching times in Microsoft Teams
- creating class lists in Microsoft Teams
- file sharing in Microsoft Teams
- making online teaching interactive with Microsoft Teams
- the pitfalls of screensharing
- using, creating and managing Breakout Rooms
- using, creating and managing Forms
- using, creating and managing collaboration in Microsoft Teams
- the Whiteboard in Microsoft Teams
- effective use of the Chat Function in Microsoft Teams
- recording and using lessons in Microsoft Teams
- learners and Microsoft Teams
- ground rules when teaching with Microsoft Teams
- the Microsoft Teams teaching process (before, during and after teaching)

## Overview

Welcome to Session 5: **Teaching synchronously with Microsoft Teams**. Anyone can use Microsoft Teams to teach, but it takes effort and skill to teach well using Microsoft Teams. This session has been designed to help you develop the skills to use Microsoft Teams to teach online in pedagogically sound ways.

This session extends the learning of Session 4 – **Using Microsoft Teams to communicate your message** – by focussing on real-life teaching and learning using Microsoft Teams. It does this by exploring classroom teaching opportunities provided by the app.

Please note that Session 1 of this course, **Foundations of online teaching**, gives you a solid grounding in the theory of teaching online and looks at the pros and cons of synchronous and asynchronous teaching. Sessions 2 (**Teaching synchronously**) and 3 (**Teaching asynchronously**) of this course give you excellent information and help you to develop the skills you need to present yourself professionally in online teaching. Session 4 gives you the skills to manage the Microsoft Teams App efficiently. If you have not done these sessions, please consider enrolling for them. In this session, we will focus only on the **how** and **why** of teaching with Microsoft Teams, but those sessions look more closely at what we think of as the **how to** of teaching online.

# Introduction

## Why use Microsoft Teams to teach?

There are a few apps that you can use for teaching online, for example, Zoom, Google Hangouts and WhatsApp. However, they do not have as many features as Microsoft Teams has to assist you in teaching online.

### Benefits of teaching online with Microsoft Teams

There are four key benefits to teaching online with Microsoft Teams.

1. The look and feel of the app is familiar because it is from Microsoft. This makes the move to teaching with it easier for you as the teacher as well as for your learners.
2. It is easily accessible because Microsoft products are so extensively used.
3. Microsoft Teams has a number of features to make online teaching interactive. Here is a list of examples.
  - Breakout Rooms.
  - Forms for formative and summative assessment.
  - File sharing and effective collaboration in apps like Word, PowerPoint and Excel.
4. Recordings of the live sessions can be used in asynchronous settings to provide resources for catch-up purposes, for learners who missed a lesson, and also for revision.

### Reflection

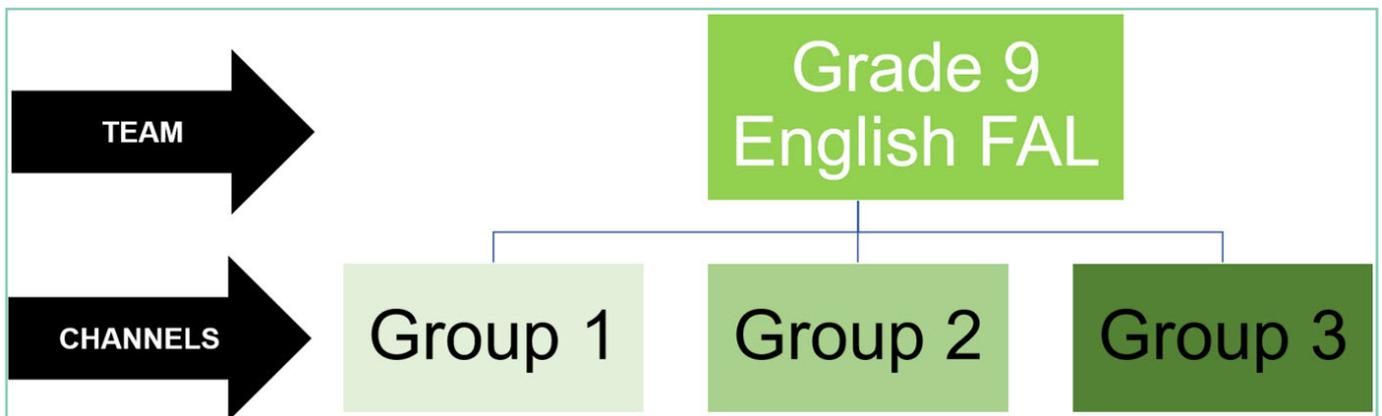
- What excites you about using Microsoft Teams for online teaching?
- Is there anything that you are worried about?
- What is the one thing you think you need to learn to make your experience with Microsoft Teams more positive?

# Starting to teach with Teams

## Teams and channels

A team is any group of people who work together, for example, you and your class. Channels can be created within a team.

In a channel you can focus attention on specific areas of interest with a smaller group of people who belong to a larger team. For example, you may break your class down into smaller groups to complete different projects. Each of these project groups would have its own channel.

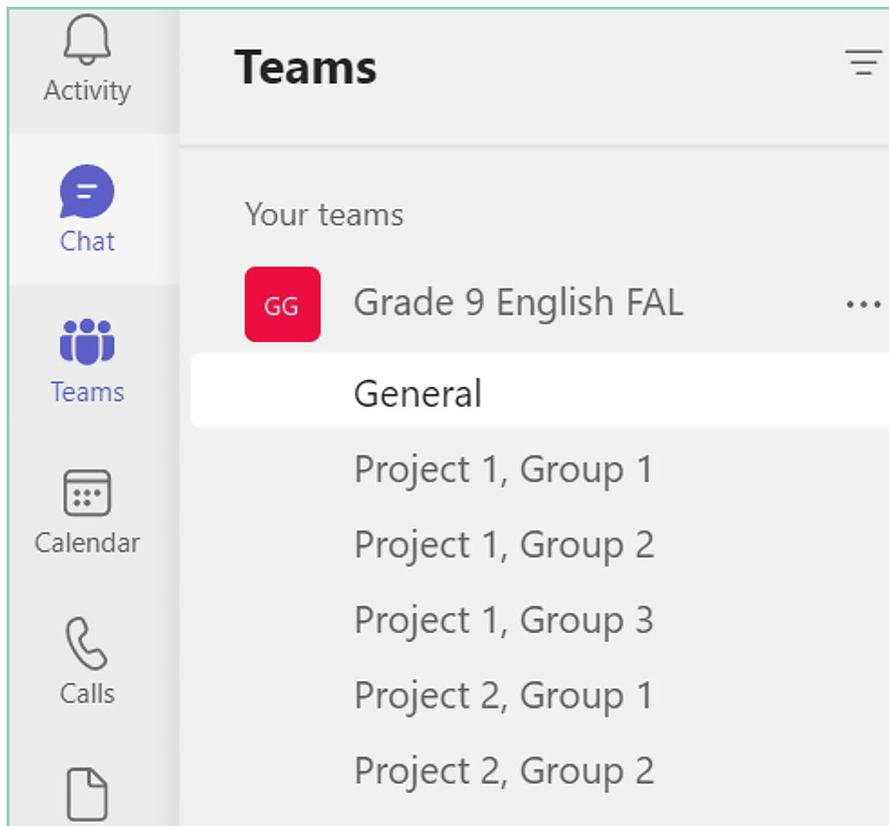


### Suggestions for creating teams and channels

Please review Session 4 of this course for details on how to create teams and channels.

When you create teams and channels, remember to do the following.

- Create one team for each class that you want to teach online.
- Create separate channels in a team only when you need to.
- Give each of your channels a specific name.
- Keep the naming of channels for projects the same. In the example on the next page, we have a Grade 9 English FAL Team. Within the team, we have two Projects. For Project 1, we have three channels: Project 1, Group 1; Project 1, Group 2 and Project 1, Group 3. For Project 2, we only have two channels/groups: Project 2, Group 1 and Project 2, Group 2.



An example of a Grade 9 English FAL team with different channels for different projects.

## Adding members to a team

If your school or college already has all the learners set up in a Microsoft environment, setting up the teams will be easy. You can just add each learner by typing their name into the Add Members Dialogue Box in Microsoft Teams. The system will search and autocomplete their details. If the learners are not set up in a Microsoft environment, you will have to do this manually.

### Class lists

You will need a class list with each learner's correct email address so that you can add them to the relevant team.

Simply copy each email address from your class list and paste the email address into the Add Member to ... Dialogue Box, and add them to your team.

### Task

Update your class list and ensure you have the correct email address for each of your learners.

# Setting up class teaching times

Remember that Microsoft Teams was developed for business, so what we call class teaching time is called a meeting in Microsoft Teams.

Revise Session 4 if you need to refresh your memory about how to set up a meeting/class teaching time.

## Hints for class scheduling

Here are some important guidelines on how to do your scheduling.

1. Be consistent in your use of a clear name for the meeting (class) when you create the teaching time.
2. Space classes with at least 10 minutes between them.
3. Make sure that you have invited everyone to the class.
4. Use Custom Recurrence when you are setting up the meeting to schedule classes in the future.

## Task

Create a set of teams for all your classes.

# Making online teaching interactive with Teams

## The pitfalls of screensharing

We should avoid falling into the hole of creating online lessons that do not engage our learners and end up being a waste of time and data. The quickest way to fall into that hole is to start a lesson and then go automatically to the Screenshare Option, particularly a screenshare of a PowerPoint Presentation.

### Transmission mode teaching

PowerPoint is a very effective way of conveying information. However, it can quickly trap you into a transmission mode of teaching.

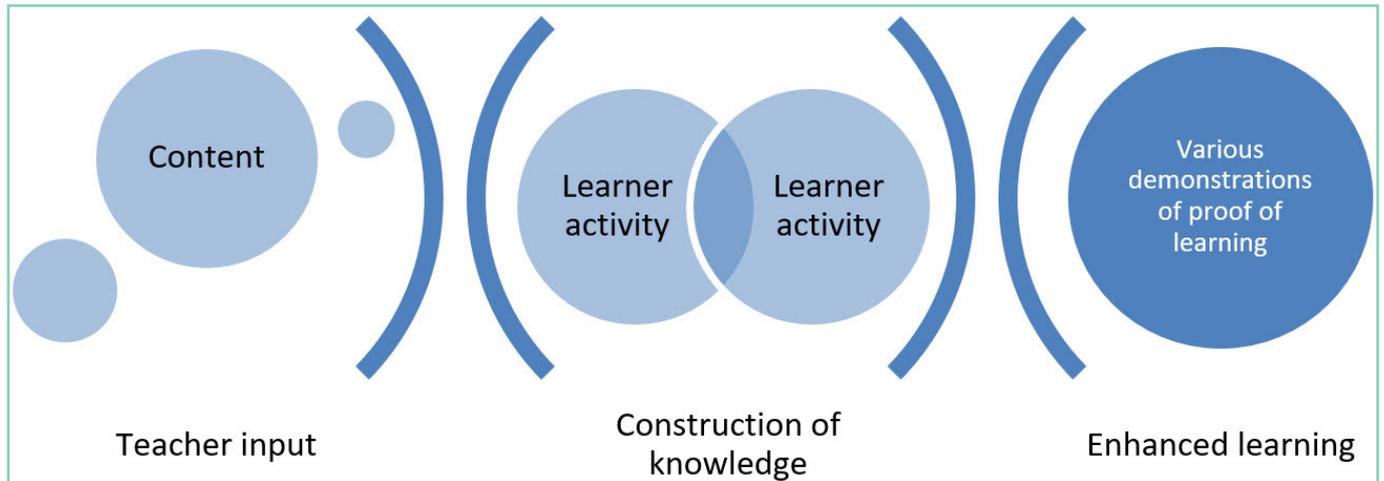


Knowledge becomes fixed on the PowerPoint Presentation because it is offered as the only information available. This is then transmitted in class. The passive learner is expected to absorb the knowledge and to feed it back unchanged during an assessment.

The consequences of this form of teaching are poor educational outcomes because of rote learning and bored learners. It can also lead to troublesome learners who chat in the Chat Function about other things, play on their mobile phones rather than pay attention, or simply drop out. As a result of this, the next consequence is – of course – an unhappy teacher!

## Interactive teaching

Making the learning more meaningful and more interactive prevents these problems. Look at the model below.



In this model, teacher input creates a starting point for the learning. Next comes learner activity. The learners interact with each other and with the content to construct knowledge. This is followed up by learners demonstrating their learning in a variety of ways.

The consequences of this are engaged learners, enhanced learning and a happier teacher!

Microsoft Teams has tools that can be used to achieve interactive learning.

### Reflection

- Consider your own teaching. How much of it is in transmission mode and how much of it is interactive? Is there anything you would like to change?
- Session 1 of this course develops the ideas behind transmission mode and interactive teaching (also called Constructivist Teaching) if you want to learn more.

# Breakout Rooms

A Breakout Room is a virtual meeting space that is separate from the main meeting or teaching space. You can set up Breakout Rooms to allow for small group discussions away from the main group.

## Preparing to use Breakout Rooms

You must do some preparatory work before using the Breakout Rooms Function.

The following questions will guide you.

- When in the lesson do you plan to use Breakout Rooms?
- What will the learners do in the Breakout Rooms?
- How you will structure the Breakout Rooms? How many learners in a room? How many rooms will you create?
- What information will you make available to learners while they are in the Breakout Rooms? Will the information be in their notes? Will you share the information on the screen?
- How long will the Breakout Room session last?
- How will you deal with feedback from the Breakout Room session?

## Setting up Breakout Rooms with automatic assigning of learners

You can set up your Breakout Rooms by automatically assigning learners to rooms.

1. In the meeting session, click on the Breakout Rooms Icon in the Top Toolbar.
2. Do the following in the Dialogue Box.
  - Choose how many rooms (groups) you want.
  - Click Automatically Assign Participants.
  - Click on Create Rooms.

## Setting up Breakout Rooms with manual assigning of learners

You can set up your Breakout Rooms by manually assigning learners to rooms.

1. In the meeting session, click on the Breakout Rooms Icon in the Top Toolbar.

2. Do the following in the Dialogue Box.
  - Choose how many rooms (groups) you want.
  - Click Manually Assign Participants.
  - Click on Create Rooms.
  - Assign your learners by name to the different rooms.
  - Click Assign.

## **Further Breakout Rooms settings**

You can make adjustments to the rooms.

1. Do the following in the Breakout Rooms Pane.
  - Click Assign Participants to assign more participants.
  - Click the Plus Sign Icon to add more rooms.
  - Click the Cog Button to adjust the settings.
2. Do the following in the Settings Pane.
  - Decide on the presenter or group leader for each of the rooms.
  - Say how long the group work session will be.
  - Choose if you want the learners to go to their Breakout Rooms by themselves or if the system must move them.
  - Decide if the learners can come back to the main meeting before the Breakout Room group work session is over, or if they cannot do so.

## **Joining and leaving a Breakout Room**

Using the Breakout Rooms Pane in the main meeting will allow you to move between rooms to monitor the group work.

You can join any Breakout Room.

1. In the Breakout Rooms Pane, click on the room name.
2. Wait a moment and you will be taken to the room.
3. Note that all the usual Microsoft Teams features like Forms, Reactions, Screenshare, Recordings, etc. are available to the group.

You can leave a Breakout Room.

1. Click Leave at the top of the screen once.
2. You will be taken back to the main session where you will see the Breakout Rooms Pane.

## Pedagogical considerations of Breakout Rooms

When you have decided to use Breakout Rooms to prevent your lesson following a one-way transmission model, there are some important pedagogical considerations of which you need to take note.

### Learner preparation

Learner preparation is vital before you send them off into virtual spaces. Prepare the learners for what to expect, and how to work. The following questions will guide you.

- Are the learners ready to act responsibly without being monitored?
- How must the learners manage turn-taking?
- Who will open and work in a collaborative document?
- Do the learners know how to share control?
- How will the learners give feedback after the group work in the Breakout Room?

### Task preparation

The quality of the task that you set will determine the usefulness of the time spent. Be sure to consider carefully what can be achieved in a virtual room compared to what can happen in a face-to-face group work session.

All the issues you would usually consider when it comes to creating a task in a face-to-face situation, like cognitive load management, effective use of Bloom's Revised Taxonomy, and good teaching come into play.

You can learn more about this in Session 1 of this course.

### Reflection

- Breakout Rooms may seem to need a lot of preparation and may seem difficult to manage.
- Will you use Breakout Rooms?
- Why or why not?

# Forms

The Forms App is built into Microsoft Teams and provides you with a useful way to do quick surveys and formative assessment during a teaching session. Based on feedback, you can make decisions about the path your lesson will take going forward. The Forms App uses simple survey type multiple choice questions that you can send out to your learners during a lesson. You will ask one question at a time, and the app creates them in real time.

## Before you create a Form

Good lesson preparation will include making sure you know when you will do any formative assessment. You will then need to prepare the questions.

The questions in Forms have two or more optional answers (multiple choice, in other words). It is useful to type these out in a Word Document, so that you can copy and paste them into the Form at the right moment. Unfortunately, Teams does not allow you to prepare the questions beforehand.

You can use the standard Forms App online and then share a link if you want to prepare beforehand, or if you want to ask more than one question.

## How to create Forms

First, you must install the Forms App in Microsoft Teams. You will find the Forms App in the Microsoft Teams Apps Store. Review Session 4 of this course if you need to be reminded of how to install a new app.

You can create a Form while you are in a group teaching session.

1. In the meeting screen, click on the Microsoft Teams Icon on the Toolbar at the bottom of your screen. You will notice that there are two Teams Windows from which you can choose. The one window is the meeting session you are in, and the other window is main Teams App Window. Go to the Main App Window.
2. Click on Chat.
3. Click on the session you are in. The session's chat screen will open.
4. Click on the Forms Icon. You will find it at the bottom of the screen, under the Type a New Message Box.

5. The Forms Multiple Choice Poll will open.
6. Type or copy and paste your question and answer options into the Form.
7. Untick the Keep the Responses Anonymous Option.
8. Keep the Share Results Automatically After Voting Option ticked, so you can see how the learners respond.
9. Click Preview.
10. Edit any errors.
11. Click Send.
12. Each learner will get the question card in their Chat. They just need to choose the right answer and click on Submit Vote.

You can review responses.

1. Check your Chat. Once your learners have all answered, you will see the results.
2. Based on the results, you can decide what to do next.

### Task

Install the Forms App on Microsoft Teams and experiment with uploading a Form for one of your teams.

## Collaboration

Collaboration is one of the Six Cs of the 21st Century (along with communication, critical thinking, creativity, character and citizenship). Microsoft Teams provides you with the opportunity to teach learners how to collaborate in both a whole class lesson and in Breakout Rooms.

When we talk about collaboration, we are talking about learners working together to produce something. Often when we think about collaboration we focus on the first part: **working together**, and forget the second part: **producing something**.

Any lesson or task that you create in which you want to teach the important skill of collaboration must have both elements built into it.

When you are planning, start with the **produce something** part of the definition. A useful question to ask is: What can my learner produce or make to show that she has acquired the skill or developed the knowledge of my curriculum aim?

Once you have that answer – it could be a written piece of work, a model, a dialogue with another person, a play, a chart or even a set of good marks in a test – you can then ask: Could working with someone else help the learner acquire the skill or develop the knowledge more effectively? If the answer is 'yes', you can create a collaborative activity where learners work together to produce something.

An online environment limits the products that could prove that learning took place. The learners only have their voices (and perhaps a video of themselves) to participate in a discussion. In addition, they have various apps in which to write or draw.

## **Collaboration possibilities in Microsoft Teams**

Microsoft Teams provides a number of different ways in which the learners can collaborate.

### **Sharing files**

You will remember from Session 4 how to share a file. This could be a Word, Excel, PowerPoint or any other type of file.

The learners will be able to work in a Breakout Room or in the main lesson on any document that is shared.

### **Whiteboard**

Microsoft Teams has a Whiteboard that provides many different ways to collaborate.

You can open the Whiteboard while you are in a group teaching session.

1. In the meeting screen, click on the Microsoft Teams Icon on the Toolbar at the bottom of your screen. You will notice that there are two Teams Windows from which you can choose. The one window is the meeting session you are in, and the other window is main Teams App Window. Go to the Main App Window.
2. Click on Chat.
3. Click on the session you are in. The session's chat screen will open.
4. If the Whiteboard is not available in the tabs along the Top Toolbar, click on More.
5. Select Whiteboard.

In Session 12 of our **Using your laptop to make a real difference in your teaching** Course, you will be able to learn about using a digital Whiteboard online in productive and pedagogically sound ways.

## Task

Create a collaboration plan for teaching with the Teams App. How can you use this app to collaborate with your learners and colleagues?

## Chat

The Chat Function provides you and your learners with a quick and easy way to communicate in what is known as a 'back channel'. In other words, what is going on in the main lesson is the main channel while the chat functions as a separate channel.

More information about how to use the Chat Function can be found in Session 4.

### Is the Chat Function useful?

Depending on the size of your class, you will have noticed that you most probably cannot see all your learners at one time during an online lesson. Added to this problem is that you may be saving data and your learners could have their video cameras off.

Chat can be a useful way to get a quick answer from learners. Ask a question and ask them to put their answer in the Chat. You can then quickly scan the replies to check them.

Many learners are too shy to raise their hands in class. The Chat Function is a lot less scary for these learners and they can easily ask a question without feeling shy. You can then decide to reply to them directly in the Chat. If your reply will benefit the whole class, you can reply in the main channel. This does mean, though, that you have to keep scanning the Chat Function for questions.

A quick look at what is happening in the Chat will also give you a good idea as to how much attention is being paid to the lesson in the main channel. Chats among learners that are off topic will tell you that they are not engaged. However, any Chat that is related to the lesson might give you an interesting avenue to explore in the main channel. Look out for these opportunities.

Because the Chat of every lesson you have is saved by Microsoft Teams, it means you will be able to go back at any time to revisit it.

During the lesson you may have scanned answers to see if the whole class understood something, but now you can check on individual learners to schedule some follow-up with them. You can also make a note of any formative assessments that may be required.

After the meeting/class, you can also find the Attendance Register and any recordings in the Chat Function.

## **A Chat Policy for learners**

Clearly the Chat is a useful function. It could, however, also be a distraction to the learners or to you. Some teachers choose to ban the Chat Function during their lessons. Although the function is handy, it must be managed effectively for it to be meaningful.

It's a good idea to develop a Chat Policy with your learners. Here is a list of points you may want to include.

- Learners may only use the Chat Function when you ask them a question.
- They are not allowed to use Chat to talk about anything other than the topic of the lesson.
- Individual chats between learners are not allowed.

### **Task**

Draw up a Chat Policy for your learners.

## **Recording lessons**

The ability to record lessons, including being able to record Breakout Room proceedings, is very convenient. Revisit Session 4 for detail on how to make a recording of your lesson, and how to access it after the lesson is done.

### **How to use recorded lessons**

Clearly the most useful way to use the recording is to give learners who did not attend the lesson access to it. You can save the recording in a shared folder, or the learners can access it in the lesson's Chat.

Similarly, the learners can access the recording to do revision when they need to.

If you edit the recordings of the lessons, you will be able to develop a library of explanations that you can make available to learners to watch asynchronously in their own time. These could be stored in a shared folder, or even sent via WhatsApp to specific learners. Session 3 of this course provides a great deal of information about creating such resources.

If you have the learners record the Breakout Room proceedings, the recording will be available to you in the Chat with the other recordings. The recording will give you a view into what happened in the Breakout Room. It is a valuable way to assess how well a group works together. You will have insight into each group member's developing collaboration skills.

The recording will also give you the opportunity to assess how each learner works in the group. You can then give learners individualised feedback on how they are progressing in their development of collaboration skills as well as their grasp of the content.

After group work, we have feedback sessions that summarise the group's discussion to the whole group. Watching the Breakout Room recordings will be helpful for learners who want to see **how** each group came to the decisions they summarised for the whole group.

### Task

Record a Breakout Room session.

# Your learners and Teams

## Online learning guidelines

We discussed the development of a Chat Policy earlier. In addition to this, it is useful to develop a general set of online learning guidelines with your learners. A well thought-out set of guidelines that have been negotiated with your learners will make the teaching and learning experience more pleasurable for everyone. Take the time to develop their flair for effective distance learning and online work. With the world of work changing so much it is possible that they may end up working from home as adults!

Consider the following issues.

### **Videos on or off?**

As teachers we are used to being able to see all our learners all the time in class. Not only is this difficult in an online environment because of the screen layout, it is also possible for learners to have their videos off. What do you want? Videos on or off? Remember, video uses a great deal more data during an online session, and unless your learners have access to unlimited data, this could be a problem.

### **Microphones muted or not?**

Must the learners mute their microphones or not? Time is wasted as learners fumble to unmute themselves to answer a question, but background noise can be a problem.

### **Formal dress or not?**

The learners may be at home. Should they wear school uniform or dress in a particular way? Setting up this guideline at the start makes a difference to your relationship with your learners later.

### **Sitting at a desk or not?**

Does it bother you where they are sitting? May they attend class from their beds? Before you make these decisions, remember that many of our learners live in difficult circumstances and demands about sitting at a desk with adequate lighting and no noise in the background may be simply impossible to meet.

## How will you use Chat and Reactions?

Consider your Chat Policy, and give a few other issues some thought too. The Reactions Button is often a useful way to get quick feedback. A thumbs up or down, or a virtual applause can move the lesson along. Will you use them? Can the learner use them at any other time? What about raising their hand using the Reactions Button? Are you going to monitor that and respond, or must they wait for when you ask for questions?

### Task

Create your own set of Teams Guidelines and share it with your learners.

## Before the lesson

Just as you need to prepare for the online lesson, you need to make careful arrangements for before and after the lesson.

You may already expect learners to prepare for class by reading something, doing an investigative activity or something else. When it comes to online learning, you may still wish to have learners prepare. Here are some things to consider.

### How you will tell them to prepare?

You may wish to make this the last thing you talk about during a session, or you could send them an email or have a class preparation sheet posted in a shared drive. Putting the homework into the Chat is another option, and one that they will be able to access later.

### How will you monitor that the preparation was done?

It is quick and easy in a classroom to walk around and check everyone's books, but they can't hold their books up to the camera. Will you assume it has been done? Or perhaps you would like to set up a couple of quick Forms questions to check knowledge?

# After the lesson

Will you give your learners homework to do after the session? How are they going to get it to you? It is not possible for them to hand in their books for marking, so you must come up with other solutions. Here are some things you may wish to try.

## Online portfolios

Create a folder for each learner in OneDrive and let learners save their work in any document format in the folder. Remember to set some guidelines on naming the files. This will become a portfolio of all the work they have done.

## Audio recordings

If the learner has access to online learning, they have access to audio and video recordings. These can be emailed to you, sent by WhatsApp or saved into a OneDrive folder.

## Lower-tech options

A photograph of work done in an exercise book may be a quick and easy solution, especially in subjects like maths where typing an answer could be very difficult and time consuming. The photo can then be sent to you by email or WhatsApp, or placed in the OneDrive folder.

## Task

Draw up a draft of your Online Learning Guideline document for discussion with your learners.

# Practical Project

Now that you have learned about the practical use of Microsoft Teams in Session 4 of this course, and about how to teach synchronously during this session, it is time to pull it all together. You must prepare and conduct an online learning session in Microsoft Teams, using the following instructions. Some of the tasks you did earlier in this session will already have produced baseline documents for the requirements below.

## Before the lesson

### Lesson structure

Prepare a lesson plan for a specific class, for example a Grade 12 History Class. The lesson duration must be one hour. Here is an example of a lesson structure:

Welcome and greetings	5 minutes
PowerPoint presentation	10 minutes
Quick run-through of Breakout Room Guidelines	5 minutes
Breakout Room Sessions	10 minutes
Formative Assessment using Forms	10 minutes
Explain homework assignment	5 minutes
Questions and clarification	10 minutes
Wrap-up and end of class	5 minutes

### Practical work in Teams before the lesson

You have to prepare several elements of your teaching session in Microsoft Teams.

- Use the class list you created earlier in this session and make sure you have the correct email address for each learner inserted on the class list.
- Set up a team for one of your classes. Name it according to grade and subject, for example 'Grade 12 History'.
- Add every member of the class to your team.
- Set up four channels for the class. Name them Project 1, Project 2, Project 3 and Project 4. Allocate learners to each channel.

- Schedule the class in Microsoft Team's Calendar. The class must be at least one hour long. Be sure to schedule the lesson at least a week before the lesson date and to alert learners about advance preparation and reading.
- Set up four Breakout Rooms for group work. Select manual assignment and assign learners according to your division for the Project Teams.

## Online learning guidelines

Draw up an online learning guideline for all learners. Consider the following.

- Videos on or off?
- Microphones muted or not?
- Formal dress or not?
- Sitting at a desk or not?
- How will you use Chat and Reactions?
- Explain what will be required of them during the breakout room sessions (not the **what**, but the **how**, for example taking turns, etc.).
- List who will belong to which Project Group, and who the Project Leader for each group will be.

Save this document in the General Channel of your Team. Alert learners to read it **before** the lesson.

## PowerPoint presentation & task preparation

Prepare a 10 minute long PowerPoint presentation for your lesson. Be sure to make this an interactive presentation and to avoid a transmission mode of teaching. Your presentation should create a starting point for the learning.

Prepare a task for the learners to do in their breakout rooms. Learners must interact with each other and demonstrate their learning. Use the four Project Teams as a guideline for your Breakout Rooms. Each group must work on a collaborative project together for 10 minutes in a Breakout Room session. Consider the following.

- What will the learners do in the Breakout Rooms?
- What information will you make available to learners while they are in the Breakout Rooms? Will the information be in their notes? Will you share the information on the screen?
- How will you deal with feedback from the Breakout Room session? In this instance – because of time constraints – it will have to be done as homework, in the channel for each project group.

## Learner task preparation

Prepare a detailed task preparation document for each Project Group.

- Decide what the collaborative group work exercise will be. Remember, they have a time limit of 10 minutes.
- Take note of everything you have learned during this session to ensure your task is pedagogically sound.
- Explain the task for each group.
- Decide on how they will provide feedback on their session. Make this a homework assignment.
- Save the specific task preparation document for each group in the respective channels for each of your four Project Groups. Alert learners to read it **before** the lesson.

## Summative assessment preparation

Prepare a few multiple choice questions to use in Forms towards the end of the lesson. Do this in a Word Document, where you can copy and paste your prepared questions and answer options into Forms during the lesson. Take note of everything you learned during this session when you prepare your questions.

# During the lesson

- Record the lesson.
- Join and leave each Breakout Room for a minute or two.
- Do summative assessment using your priorly prepared questions and answers using Microsoft Teams Forms.
- Explain their homework assignment and remind them it is also already saved in their Project Channels.
- Remind learners that they will be able to access the lesson's recording in the Chat Pane.

# After the lesson

- Evaluate homework as per your assignment guidelines.
- If any other relevant information will help learners, post it either in their channels, or in the general chat.
- Download the Attendance Register.

# About the Final Assessment



At the end of this training session, you will be asked to complete the Final Assessment.

If you complete the Final Assessment successfully, you will qualify for your virtual badge and certificate. You can see a sample here.



You can look at the Final Assessment on the next few pages. However, please do not complete it in the Class Notes.

#### Participants doing online training

If you are doing this session online, you must complete the Final Assessment online. You'll find it after the last video.

#### Participants attending live training

If you are doing this session with other participants in a live presentation, your presenter will give you a Final Assessment Answer Sheet. Use this Answer Sheet to indicate your answers.

# Final Assessment

Indicate the ONE correct response for each question.

1	Teams is made by _____.
a	Zoom
b	Microsoft
c	Google
2	Teams has an app you can use to do quick formative assessments. It is called _____.
a	Forms
b	MultiChoice
c	Assessment
3	In Microsoft Teams, a team is _____.
a	a small group of people working on a specific project
b	a communication channel among participants
c	a group of people who work together, for example, a class
4	In Microsoft Teams, a channel is _____.
a	a small group of people working on a specific project
b	a communication channel among participants
c	a group of people who work together, for example, a class
5	In Microsoft Teams, to schedule an online lesson in the future, _____.
a	create a meeting in Calendar
b	create a meeting in Forms
c	create a lesson in Calendar

## Final Assessment (continued)

**Indicate the ONE correct response for each question.**

6	Select the option that best completes these sentences. A _____ is a virtual meeting space that is _____ from the main meeting or teaching space. You can set Breakout Rooms up to allow for small group discussions away from the _____ group.
a	channel, separate, main
b	Breakout Room, separate, main
c	Breakout Room, within, main
7	In a Breakout Room, you will _____.
a	not have any of the usual meeting features available
b	have most of the usual meeting features available
c	be able to create Breakout Rooms
8	The Breakout Room Button is found on the _____.
a	Left Toolbar
b	Breakout Room Pane
c	Top Toolbar
9	Select the option that best completes these sentences. The _____ App is built into Microsoft Teams and provides you with a useful way to do _____ and formative assessment during a teaching session. The app uses _____ that you can send out to your learners during a lesson.
a	Forms, quick surveys, multiple choice questions
b	Calendar, class attendance, multiple choice question
c	Forms, class attendance, multiple choice question
10	The Forms App is found in the _____.
a	Breakout Rooms Pane
b	Main meeting Chat
c	Calendar App

## Final Assessment (continued)

**Indicate the ONE correct response for each question.**

11	The Six Cs of the 21st Century are _____.
a	community, collaboration, critical thinking, creativity, character and citizenship
b	collaboration, communication, critical thinking, counselling, character and citizenship
c	collaboration, communication, critical thinking, creativity, character and citizenship
12	You can find the Whiteboard App _____.
a	in the Calendar App
b	in the Main meeting Chat
c	in the Chat Pane in the meeting
13	Select the option that best completes these sentences. The _____ Function provides you and your learners with a quick and easy way to communicate in what is known as a _____. In other words, what is going on in the main lesson is the _____.
a	Forms, back channel, main channel
b	Chat, back channel, main channel
c	Chat, main channel, back channel
14	Read these sentences and then select the option that best describes them as true or false. <ul style="list-style-type: none"> <li>• You can record what is happening in a Breakout Room.</li> <li>• You can record in the main meeting room.</li> <li>• You cannot record what is happening in a Breakout Room.</li> </ul>
a	True, True, False
b	True, False, True
c	False, True, True
15	A lower-tech way to check homework for an online session is _____.
a	an online portfolio
b	a WhatsApp photograph of an exercise book
c	an email of a Word Document

# Acknowledgements

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# VADEA AT A GLANCE



## MINDSET CHANGE FOR EFFECTIVE DIGITAL EDUCATION

- Session 1: Education is changing - so what?
- Session 2: The mindset change model for digital education implementation
- Session 3: Making myself adapt-able to change
- Session 4: The role of the change facilitation team
- Session 5: Working with the stakeholders
  - dealing with change
- Session 6: Working with the stakeholders
  - skills assessment and planning
- Session 7: Developing the implementation plan
- Session 8: Implementing the implementation plan
- Session 9: Making change stick



## TEACHING FOR THE FOURTH INDUSTRIAL REVOLUTION

- Session 1: Getting to the Fourth Industrial Revolution
- Session 2: Augmented Reality (AR)
- Session 3: Virtual Reality (VR)
- Session 4: Big Data
- Session 5: Artificial Intelligence (AI)
- Session 6: Coding
- Session 7: Robotics
- Session 8: Genready for the 4IR
- Session 9: Other 4IR Technologies and Applications



## ANDROID COURSES

### KNOW AND USE YOUR ANDROID TABLET DEVICE

- Session 1: All about Android tablet devices
- Session 2: Making contact with the world
- Session 3: My Android tablet device is mine!
- Session 4: There's an Android app for that
- Session 5: Finding it on the internet
- Session 6: Making the Android tablet device work for you - files
- Session 7: Making the Android tablet device work for you – calendars and data management
- Session 8: Making the Android tablet device work for you – eBooks and eReaders
- Session 9: Taking the Android tablet to school

### SOCIAL MEDIA ON ANDROID TABLET DEVICES

- Session 1: Introducing social media
- Session 2: Creating your social media accounts
- Session 3: Social media in the classroom
  - Useful or just fun?
- Session 4: Don't forget the other social media
- Session 5: Facebook in the classroom
- Session 6: Twitter in the classroom
- Session 7: A look at YouTube
- Session 8: YouTube in the classroom
- Session 9: Blogging in the classroom

### GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES

- Session 1: The Google Apps package and Google Drive
- Session 2: Google Docs
- Session 3: Google Calendar and Google Slides
- Session 4: Google Hangouts
- Session 5: Creating my own teaching and learning content
- Session 6: Google Apps that will open a new world to your learners
- Session 7: Streamline your class with Google Forms
- Session 8: Google Sheets
- Session 9: New course coming!

### DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS

- Session 1: Why eLearning?
- Session 2: Getting technical
- Session 3: Management and usage of ICTs in schools
- Session 4: Content for tablet devices
- Session 5: Apps for teachers for demonstrations and content creation
- Session 6: Online assessment tools
- Session 7: Learning management systems
- Session 8: Games teach too
- Session 9: The gamification of education





## WINDOWS COURSES

### KNOW AND USE YOUR WINDOWS TABLET DEVICE

- Session 1: All about Windows tablet devices
- Session 2: Making contact with the world with my Windows tablet device
- Session 3: My Windows tablet device is mine!
- Session 4: There's a Windows app for that
- Session 5: Finding it on the internet
- Session 6: Making the Windows tablet device work for you - files
- Session 7: Making the Windows tablet device work for you – calendars and data management
- Session 8: Making the Windows tablet device work for you – eBooks and eReaders
- Session 9: Taking the Windows tablet device to school

### SOCIAL MEDIA ON WINDOWS TABLET DEVICES

- Session 1: Introducing social media
- Session 2: Creating your social media accounts
- Session 3: Social media in the classroom – Useful or just fun?
- Session 4: Don't forget the other social media
- Session 5: Facebook in the classroom
- Session 6: Twitter in the classroom
- Session 7: A look at YouTube
- Session 8: YouTube in the classroom
- Session 9: Blogging in the classroom

### MICROSOFT FOR WINDOWS TABLET DEVICES

- Session 1: Introducing Microsoft Office 365 education and OneDrive
- Session 2: Microsoft Word and Microsoft Outlook
- Session 3: Microsoft Powerpoint
- Session 4: Microsoft OneNote
- Session 5: Skype and Yammer
- Session 6: Microsoft Forms and online assessment apps
- Session 7: Office mix and blended learning
- Session 8: Microsoft Excel
- Session 9: Office sway and the Microsoft educator community

### DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS

- Session 1: Why eLearning?
- Session 2: Getting technical
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- Session 4: Content for Windows tablet devices
- Session 5: Apps for teachers for demonstrations and content creation
- Session 6: Online assessment tools
- Session 7: Learning management systems
- Session 8: Games teach too
- Session 9: The gamification of education



## USING YOUR LAPTOP TO MAKE A REAL DIFFERENCE IN YOUR TEACHING

- Session 1: Your first laptop
- Session 2: Producing written documents (using Microsoft Word) Part 1
- Session 3: Producing written documents (using Microsoft Word) Part 2
- Session 4: Producing written documents (using Microsoft Word) Part 3
- Session 5: Processing numerical data (using Microsoft Excel) Part 1
- Session 6: Processing numerical data (using Microsoft Excel) Part 2
- Session 7: Preparing presentations (using Microsoft PowerPoint)
- Session 8: Keeping things together (using Microsoft OneNote)
- Session 9: Managing files
- Session 10: Connecting with the world
- Session 11: Using a display device with your laptop
- Session 12: Making it work with JUST ONE LAPTOP



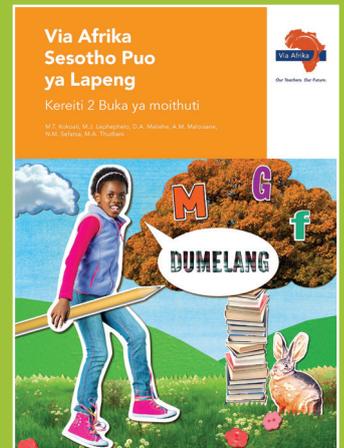
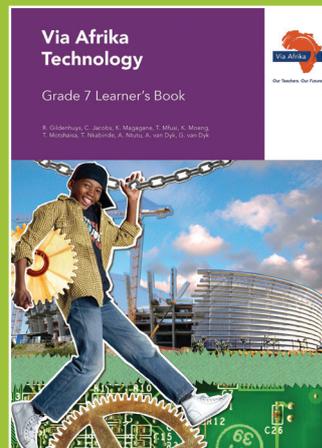
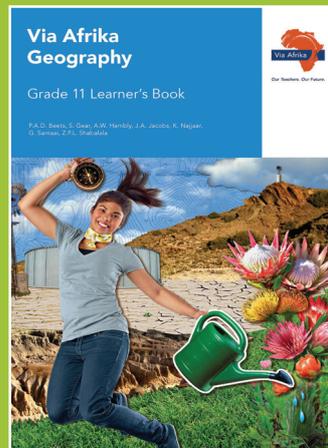
## TEACHING ONLINE

- Session 1: Foundations of online teaching
- Session 2: Teaching synchronously
- Session 3: Teaching asynchronously
- Session 4: Using Microsoft Teams to communicate your message
- Session 5: Teaching synchronously with Microsoft Teams



# WHAT ELSE WE DO

## CAPS approved printed books Grades 1 - 12



Also available in digital formats with exciting enhancements like videos and interactive assets for PC and tablet devices.



Online social emotional learning courses for teenagers at [www.VAstudent.online](http://www.VAstudent.online)

- A mindset for success
- Stress and me
- Stress, me and others

