

# Lunch & Learn: Debate



It has now been almost a year, that teachings have been affected by the Corona virus, and taking the courses online has given us many challenges when it comes to navigating in new technology and adapting learning to this new setting. Going online pose several challenges, especially when it comes to student interaction and well-being.

This short discussion paper will give you a taste of how to use Microsoft Teams to structure, plan and execute lectures, facilitate group work, socializing between students, and creating a more active learning room as well as gathering all student correspondence in once place, making your guidance of project work quickly accessible. Creating a platform where it is easy for students to learn – and hopefully also to teach.

## Online teaching in Microsoft Teams

Teams has three advantages in comparison to Zoom, when it comes to online teachings. First, it is possible to create rooms for each lecture, where materials and information can be added, video can be initiated, video recordings be shared, and students can ask questions and interact before, during and after the online lecture, thus expanding the class room and making everything available in one place. Second, Teams also gives the possibility of giving online lectures structure and creating a sense of physical space, where the students can move from one room to another, independently of the

### 1: General information

A place to put general information, setting the scene, and guidelines for how to operate in this online space. For example, it could be a good idea to clarify that they do not need to do anything other than join the correct lecture room to participate,

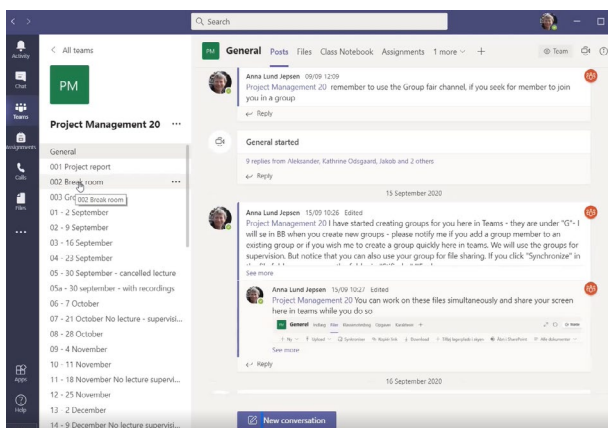
so students do not start video conversations or initiate video recordings out of misunderstanding or unneeded attempts to help. This space could also be used to mention the course description, repeating the skills, competences, and knowledge that the students will gain from taking this specific course, supporting the matching of expectations.

### 2: Project Report

Depending on the type of exam, this room conveys information about the what, how and when, preparing students for examination. Here it is also possible to share knowledge with the students, other than the cold facts, for example how to go to the exam online or where to find help when searching for project input.

### 3: Break Room

The break room is setting up a space during lectures to have a talk with the lecturer similar to



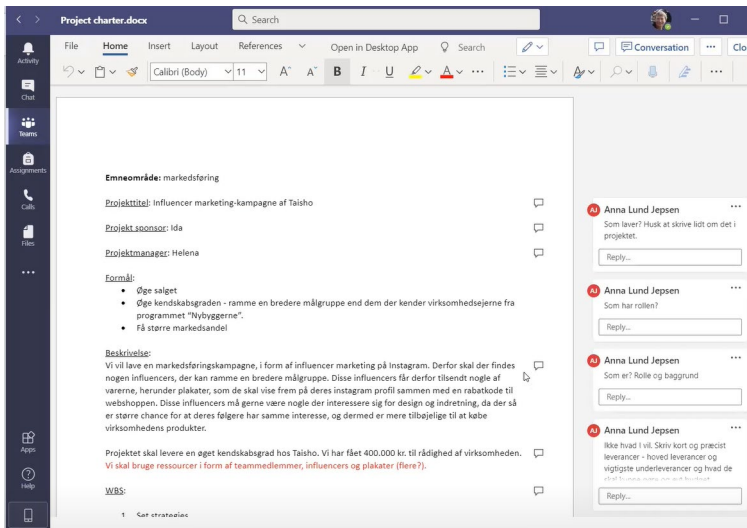
when students come to the desk to talk during small breaks when being taught physically. It gives them the possibility to ask questions in a more private manner.

### 4: Group Fair

Finding other students to work on projects with is more difficult when operating in an online setting. Creating a room where searching for group members is incited. Posting questions like “do you wish to meet physically or online?”, “what is your level of ambition?”, and “which area are you interested in writing about?” helps set the scene for constructive interactions.

### 5: Dates of Lectures

Setting up the rooms for each lecture and perhaps adding materials in advance makes it quicker to prepare lectures throughout the semester and gives students an overview of the different rooms and where to go from the start. Lecture rooms can be used for posting information about the specific lecture, starting video conversations with screen sharing, and recording and sharing videos.



are added. This makes it possible to create a common, online space for students to interact, work together on their projects, sharing materials, project reports, and asking for help.

A good advice is to ask the students to remember using @ in front of your name to make sure, Teams sends a notification. Teams makes it possible to share and edit online simultaneously in the same document, making it ideal for group work.

### Find more information on Teams for you and your students

Introduction and guides on BlackBoard:

[https://e-learn.sdu.dk/webapps/blackboard/content/listContent.jsp?course\\_id=417397\\_1&content\\_id=5863690\\_1&mode=reset](https://e-learn.sdu.dk/webapps/blackboard/content/listContent.jsp?course_id=417397_1&content_id=5863690_1&mode=reset)

Didde Elnif, der underviser på Center for Journalistik, har lavet dette fine blogindlæg til inspiration:

<https://scriptum.dk/blog/f-hvordan-bruger-jeg-teams-som-underviser/>



Recordings will be saved in Microsoft Stream, a secure video streaming program, where you can arrange your video recordings in channels and groups, which you can save in each lecture room for later viewing and/or you can also link to them in Blackboard/Its Learning.

### 6: Open Group Rooms

Open group rooms give the opportunity of facilitating group discussions during lectures by having premade lists of which students who are going into

which group room. When they are discussing in their group rooms, it is possible to make rounds talking to each smaller group of students. Group Rooms gives students the option of participating actively and socializing, especially if they are turning on their cameras, while it also sets up a constructive space for working on questions during lectures.

### 7: Project Groups

It is possible to create private rooms where only selected students



### About

Anna Lund Jepsen, associate professor at IMM, has shared her knowledge of MS Teams making it possible to write this article.

Anna has been teaching at different university levels and at many different types of courses.

Her research interests are primarily within project management.

# Challenges and Pointers when using Teams

When using a platform that is new to students, there will always be an adaption period, where they are getting used to how the platform work, where to find information, and how to interact in the online classroom. It might be a good idea to be very clear on the rules from the beginning, finding online introduction videos for the students and best practice videos for yourself to further your understanding and be inspired on how to use the platform.

There is no doubt that if you wish to use Teams like described here, it will be quite time consuming. It takes time setting up the classroom, making sure materials and videos are available both in Teams and on Blackboard/Its Learning, and helping students use the platform the best possible way to utilize the technological possibilities of networking and socializing.

### Questions to debate

- How do you teach online?
- Could you see yourself use any of this in your own lectures? Could you perhaps add more ideas to this to inspire others?
- What could you take with you forward when going back to teaching physically?