

Microsoft Teams for Online Staff Workshops

Collaborative Team Project

Intended Audience:

Office of Human Resources at Syracuse University - Talent Management Team focused on Learning and Development and Staff who Facilitate On-line Instruction

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Table of Contents

Summary 4

Brief introduction of project and project Team..... 6

 Project title..... 6

 Purpose/Goal of project..... 6

 Summary of overall project 6

 Project Objectives: 6

 Project Team 7

 Background 7

 Target audience 8

Needs Assessment 9

 Gap..... 9

 The process 9

 Functionality 9

 Awareness..... 10

Technology..... 13

 MS Teams provide access to following key features 14

 Team 14

 Messaging 14

 Calling..... 14

 Meeting..... 14

 Education 14

Technology Resources Already Available 16

Instructional design..... 17

 Generalizability 19

 Instructional Goal..... 19

 Learning Objectives..... 19

 Summary of Relationship Among Goals, Objectives, and Assessments 20

Instructional Aid..... 21

 Presentation..... 21

 Handout 22

Challenges 22

Results..... 24

 Project Objectives 25

 The results of our project..... 25

Expected Outcomes Following Instruction 27

Team Reflection on the Experience 28

 What we learned and Future Impact..... 28

 Approach to collaboration and project implementation..... 30

Appendices..... 32

 Appendix A: Needs Assessment Summary of Results - “Video Conferencing Technology Platforms for Staff Presentations & Workshops Survey” 32

 Appendix B: PowerPoint Presentation - “Microsoft Teams for Online Staff Workshops” 33

 Appendix C: Workshop Assessment - “MS Teams for Online Workshops - Information Session Evaluation” 35

 Appendix D: Microsoft Teams for Online Staff Workshops Handout. Additional Learning Resources and Self Assessment 36

 Appendix E: Project Plan and Timetable” 40

 Appendix F: Self-Assessment Developed Instruction - “MS Teams for Experts” 43

References 46

Summary

This project describes an online-learning technology need faced by individuals (staff professionals) within the Syracuse University Talent Management team, and campus partners (also staff professionals). These are individuals who are focused on learning and development of staff and supervisors at Syracuse University. With the more immediate need to offer online workshops and information sessions to staff and supervisors, as a result of the COVID-19 pandemic and ensuing remote work, Zoom was identified and used as the online platform during 2020 and 2021. While Zoom met the more immediate needs, it was found to be limited in its capabilities and it did not offer all of the integrated resources that Microsoft Teams (MS Teams) as an online video conferencing platform offers.

This project report includes background information, goals and objectives, and an instructional solution through the use of the identified technology, Microsoft Teams (MS Teams), to close the gap and aid in increasing the knowledge, skills and abilities of the staff members in utilizing Microsoft Teams technology for online learning.

The project team initially explored and compared various technology platforms for online meetings, workshops and presentations. Microsoft Teams was identified as the selected technology due to its extended functionality compared to the opponent platforms. Once Microsoft Teams was selected as the preferred/recommended platform, team members conducted individual reviews of MS Teams to gain knowledge and experience with the platform. In addition, a discussion with a Syracuse University Microsoft Teams subject-matter expert also took place to gain additional knowledge.

The project team then conducted a needs assessment of the target audience (sample size) to assess the need and the level of existing knowledge, awareness and familiarity with MS Teams (Appendix A). As an outcome, the project team identified an opportunity for instruction as a way to facilitate increased knowledge, skill and development of the Microsoft Teams platform. The instructional strategy that was identified includes a structured online “Microsoft Teams for Online Staff Workshops” information session utilizing Microsoft Teams as the platform (Appendix B). Recognizing that the target audience members have general familiarity with using MS Teams (for chatting and discussions) the focus of the instruction is on advanced features that may be utilized for the purpose of online staff workshops and presentations. In addition, recognizing that there are already many MS Teams tutorials and information links available, the Project Team decided to provide a high level informational session and incorporate some of the additional resources into a list of available resources for continued self-directed learning of knowledge, skill and ability development and support.

Overall, the goal is to support the Office of Human Resources at Syracuse University, Talent Management Team focused on learning and development and other Syracuse University staff who facilitate online instruction, with developing the necessary knowledge, skills, and abilities to facilitate online learning and development workshops/presentations utilizing Microsoft Teams as the online platform.

Brief introduction of project and project Team

Project title

Microsoft Teams for Online Staff Workshop

Purpose/Goal of project

Introduce MS Teams as a platform for offering online workshops to staff and supervisors at Syracuse University.

Summary of overall project

Explore MS Teams functionality for online learning and education purposes and identify existing resources and tools currently available. This includes participating in a discussion with a subject matter expert, conducting a needs assessment, and identifying existing materials and resources.

Create an instructional learning opportunity for staff presenters of workshops, utilizing MS Teams, the existing resources and materials, and the target audience's existing knowledge with the platform. The learning opportunities will include design and development of instruction that facilitates increased knowledge, skill and ability for using MS Teams for online workshops delivered to staff and supervisors at Syracuse University.

Project Objectives:

1. To understand the needs of the target audience relative to online workshops and technology.
2. To explore technology related to online platforms for workshops and identify a recommended technology platform.
3. To become familiar with the selected technology for online workshops.

4. To develop and design instruction to aid in facilitation of learning for the target audience.

Project Team

- Hafiz Awais Afzal, Masters student and Software Engineer
- Pam Gavenda, Masters student and Associate Director of Organizational Development and Training, and member of the Human Resources Talent Management team
- Violetta Soboleva, Masters student and English Classes Methodologist

Background

With the more immediate need to offer online workshops and information sessions to staff and supervisors, as a result of the COVID-19 pandemic and ensuing remote work, Zoom was identified and used as the online platform during 2020 and 2021. Since March 2020 Professional Development workshops have been offered to staff and supervisors via Zoom as the online platform. In the 2020 - 2021 Fiscal year, approximately 160 workshops were offered through the Office of Human Resources, all via Zoom. These workshops are hosted and led by the Associate Director of Organizational Development and Training (ODT), as well as other Syracuse University staff who are the subject matter experts for their content. The number of staff and supervisors who participate in the learning, ranges from approximately 10 - 200, depending on the session topic. Topics of the workshops range from the compliance and professional skill development to personal development and includes Family Educational Rights and Privacy Act (FERPA): What You Need to Know, Clery Disclosure Act, Introduction to Emotional Intelligence, Performance Management, Managing Remote Teams, Trademarks & Licensing at Syracuse University, and Building Resilience, for example.

Use of Zoom as the online platform offered screen sharing, chat functionality, closed captioning transcription, breakout rooms, etc. are all that are important features in helping to support an engaged online learning environment. While Zoom met the more immediate need, it has been found to be limited in its capabilities and it does not offer the integrated resources that other video conferencing platforms offer, like MS Teams. Awareness of MS Teams as another online platform for use for the individual workshops came to the Associate Director of Organizational Development and Training's attention Fall 2021.

Target audience

Office of Human Resources at Syracuse University - Talent Management Team focused on Learning and Development and Staff who Facilitate On-line Instruction.

- Associate Director of Organizational Development and Training. This individual sets up and facilitates workshops and presentations for staff and supervisors within Syracuse University. This person has some familiarity with MS Teams through scheduling meetings (1 - 10 individuals), using screen sharing during meetings, and the chat function. This individual has not scheduled videoconference workshops using MS Teams. This individual is familiar with setting up video conference workshops using Zoom, waiting rooms, screen sharing, breakout rooms, polling, the chat function and closed captioning transcription during Zoom workshops. This individual also sets up video conference workshops for other staff members.
- Staff presenters within Syracuse University - These individuals host and lead workshops via an online virtual platform. Some participate in leading sessions that are set up through the Associate Director of Organizational Development and Training and others may set up their own presentations for delivery to staff and supervisors.

Needs Assessment

Gap

The current technology used by the Target Audience members in delivering online workshops/information sessions to staff and supervisors lacks functionality for effective delivery of instruction. Introduction of any new technology would require an instructional solution to facilitate learners in developing the knowledge and skills to use the technology.

Based on the background information listed above, some of the challenges/problems identified related to the online workshops with Zoom include the process (inviting participants and assessments), limited functionality and features, and limited awareness of and skill in using other online platforms. These problems/challenges can be identified in the following areas:

The process

The process for inviting individuals to workshop within Zoom involves multiple steps and it can be cumbersome. This includes having individuals/staff learners register for a workshop through a separate application - Qualtrics, a survey tool. A Qualtrics report for a workshop is then downloaded and then an Outlook email meeting request is sent to those who registered with a link to the videoconferencing meeting/presentation.

In addition, any pre-or post-assessment given, which may be used to assess learner knowledge and experience prior to the workshop or to evaluate the effectiveness of a workshop and/or increased knowledge or skill of participants is done through a separate software application.

Functionality

Zoom does not provide any means for on-line team collaboration, other than hosting a Zoom meeting. Discussions and communication with workshop participants are limited to the actual

session. Other resources such as email, or other survey applications, must be accessed to further communicate with participants.

Awareness

When the more immediate need for offering Online workshops occurred, many options were not presented. Individuals gravitated towards using Zoom as the platform, based on information and resources available at the time. Gradually MS Teams was introduced, as a tool for chatting among team members. Using MS Teams as a platform for workshops was not a consideration and because of this, the level of skill in using the technology and application of the technology was low.

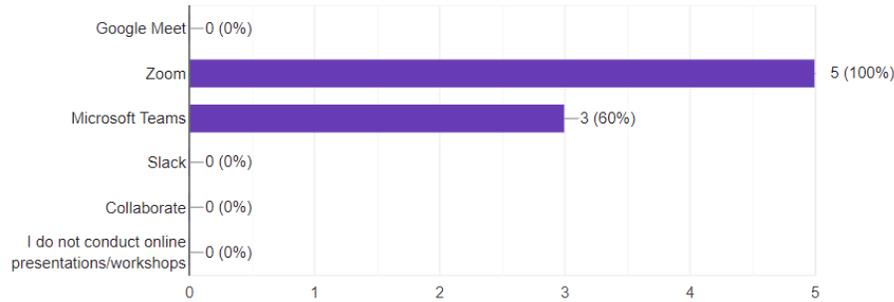
To better understand the existing level of knowledge, skill and application, along with the desired/preferred state, a needs assessment (Appendix A) was conducted with a small sampling (5 individuals) of the target audience (members of the Office of Human Resources and staff members who facilitate workshops at Syracuse University). In general, the Needs Assessment showed that most are familiar with MS Teams for meetings and chats; some are using it for presentations; and some have interest in some of MS Teams advanced features, based on their response to features that are important to them.

The Needs Assessment results supported the fact the target audience members are conducting online workshops, and some are using MS Teams for the workshops. This is evidenced by the following chart Infographic 1. All participants (100%) have conducted online presentations/workshops in the past year. All use Zoom as the platform for their online presentations/workshops and 60% also use MS Teams for their presentations/workshops.

If you have conducted online presentations/workshops, what tool/platform(s) are you using for your online presentations/workshops? (check all that apply)



5 responses

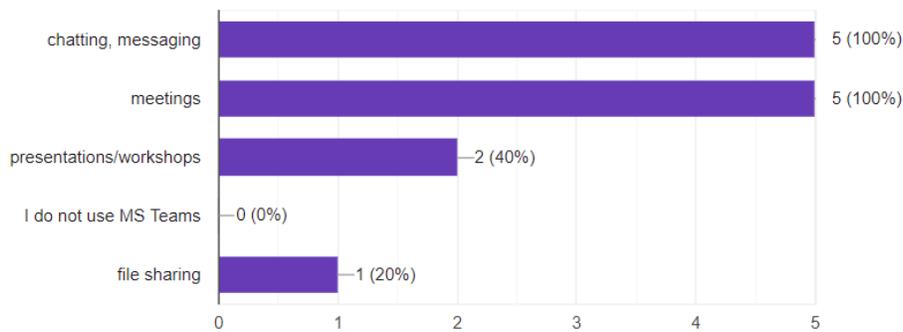


Infographic 1: Platform familiarity

In addition, all (100%) are aware of MS Teams and all use it for chatting, messaging, and meetings and (20%) file sharing. However only 40% are currently using MS Teams for presentations, as can be seen on the following Infographic 2.

If you are currently using MS Teams, for what purposes?

5 responses



Infographic 2: Familiarity with MS Team

While most are satisfied with the features available within their current platform, the following chart identifies features that would be helpful, that MS Teams offers and that are missing from the participant’s current platform (Zoom), varied – Infographic 3 . They included:

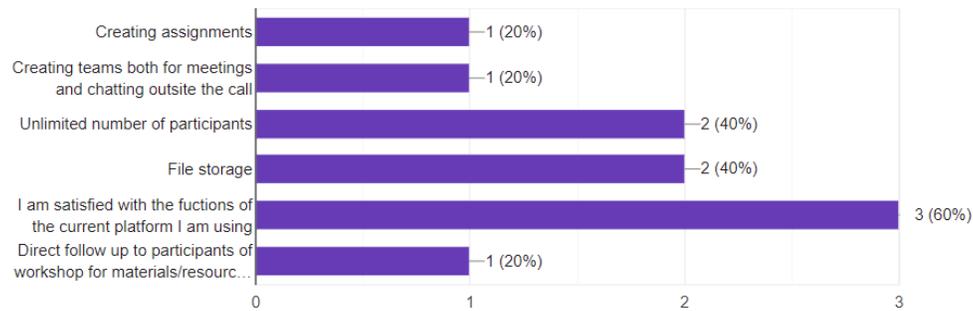
- 40% - Unlimited number of participants

- 40% - File Storage
- 20% - Creating Assignments
- 20% - Creating teams both for meetings and chatting outside the call (presentation)
- 20% - Direct follow up to participants of workshop for materials/resources, etc.

Based on the current videoconferencing platform you are using, what features are missing that would be helpful for your use with presentations/workshops?



5 responses



Infographic 3: Features gap analysis

Features that were rated “Extremely Important” and “Important” for use in the presentations/workshops included:

- Inviting people to workshops
- Sharing screen
- Recording a meeting
- Making Posts and Announcements in Meetings

While the Needs Assessment does not clearly identify a need for another platform for online presentations/workshops, (60% are satisfied with the current functions of the platform they are using), it is possible that the survey participants are not familiar with all of the tools, resources, capabilities of MS Teams for presentations, and/or if they are aware of them, they do not know how to use and/or incorporate them into the workshop. In addition, the survey sample was small

(5 participants). Without a further assessment, it is not known if the knowledge and skill with using MS Teams for workshops is prevalent across the full organization. In addition, it is also possible individuals are very comfortable with their current platform and that they may not be interested and/or motivated to explore other options.

For these reasons, it was determined this project and related instruction would focus on increasing awareness/knowledge and skill in using MS Teams as an online platform, while highlighting some of the more “advanced” features available within MS Teams, that add additional effectiveness in its use as an online platform for workshops and presentations.

In Summary, the need for this project is the opportunity to showcase the benefits of using MS Teams as the online platform for online workshops for staff; and to provide instruction related to increasing understanding and application of knowledge and skill related to MS Teams.

Technology

MS Teams is a business communication platform Launched by Microsoft on March 14, 2017, during an event in New York (Microsoft Teams, 2019). After a detailed analysis of the gap and our audience needs, we decided to move forward with Microsoft Teams to fill this gap. MS Teams provides a one window solution to manage small/large teams, make communication through messaging or calls, exchange or create shareable files within a team, and create or evaluate surveys/quizzes/assignments even after a meeting closed.

MS Teams provide access to following key features

Team

MS team allows users to create a team of any size. Admin can add new members to the team by sending them invitations or users can just click on the link shared by admin. If a user subscribed to Teams for Education, they could create class specific teams for classes or training.

Messaging

Messaging allows users to share files, text, images, videos, gifs, or links in chats. Users can exchange messages individually, in team groups or in channels. Admin can control the chat access of different groups/channels for different users.

Calling

Calling allows users to make phone calls, Voice over IP (VoIP) or video conferencing inside the teams.

Meeting

Users are allowed to schedule meetings or start a meeting immediately. Admin can invite meeting participants through a link, meeting id, or email invitation.

Education

MS Teams for Education allows teachers and trainers to create quizzes, assignments, and surveys. They can provide feedback and grades using the assignment tab in the tool.

MS Teams was launched as a competitor to project management services like Slack (Microsoft Teams, 2019). Due to Covid-19 suddenly the mode of meetings and classes shifted to a virtual environment. It emerged as a video conferencing tool like Zoom or Google Meet for the public. The majority of the people are not familiar with the diversity and accessibility of advanced features available in MS Teams as a complete project management tool. We chose this platform because

of the functionality and easy access to features as shown in the table 1. The elements shaded in light blue are a comparison among the free features and the elements shaded in dark blue are a comparison among the fee-based features.

Features	Microsoft Teams (Microsoft, 2021)	Google Meet (Google, 2021)	Zoom (Zoom, 2021)
Teams	500,000 per org	No	No
Channels	Yes	No	No
Posts and Announcements	Yes	Yes	Yes
Video Calls	Yes	Yes	Yes
Meetings	Unlimited	100 participants Max / 60 Minutes	100 participants max / 45 Minutes
File Storage	10 GB per workspace	No	No
Screen sharing	Yes	Yes	Yes
Breakout Rooms	Yes	Yes	Yes
Whiteboards	Yes	Yes	Yes
Creating Assignments	Yes	Google Classrooms	No
Connecting to other Microsoft 365 products	Yes	Limited	No
Downloading a participant report	Yes	Yes	Yes

Table 1: Cross Platform Comparison

Based on the information provided in the table, we can see that the functions of Google Meet and Zoom as platforms for online meetings and workshops, are limited in comparison to MS Teams. This led us to explore the available resources and to learn its functionality.

Technology Resources Already Available

Microsoft is always ready to serve their customers in an efficient way. When MS introduced MS Teams, they thought about the awareness of usability for their clients thoroughly. MS Teams designed a complete knowledge base for their clients that contains step-by-step instructions in text, videos, and graphical formats. You can access this content at Microsoft Teams video training (Microsoft, 2021).

In addition to Microsoft as the official knowledge base for MS Teams, other organizations and individuals created additional learning material for their targeted audiences. These materials are now available for the public to use on different platforms. Some examples of the resources include:

- [Microsoft Teams Tutorial](#) (Learnit Training, 2019)
- [Make Teams More Productive For Your Organization](#) Free eBook by Ave Point (Ave Point, 2020)
- [Free Microsoft Teams Training Resources](#) (Groux, 2020)
- [Microsoft Teams Training](#) (LinkedIn Learning, 2021)
- [Office 365 at Syracuse University](#) (Wright & Rotblat, 2021)

While many resources and tools are available through Microsoft.com, Syracuse University's Information Technology department (through "Answers.syr.edu" and through LinkedIn Learning), has tutorials that can be helpful for people to gain skills on how to use MS Teams. However, their

main problem with information in these resources is that the information presented there is divided into blocks with different functions together. This creates some confusion in trying to locate the function one may be interested in learning about, without spending a great deal of time on that. An example of this is highlighted in the image below. For example, if you wanted to learn more about Whiteboards, which image/link would you select? It is not always intuitive.

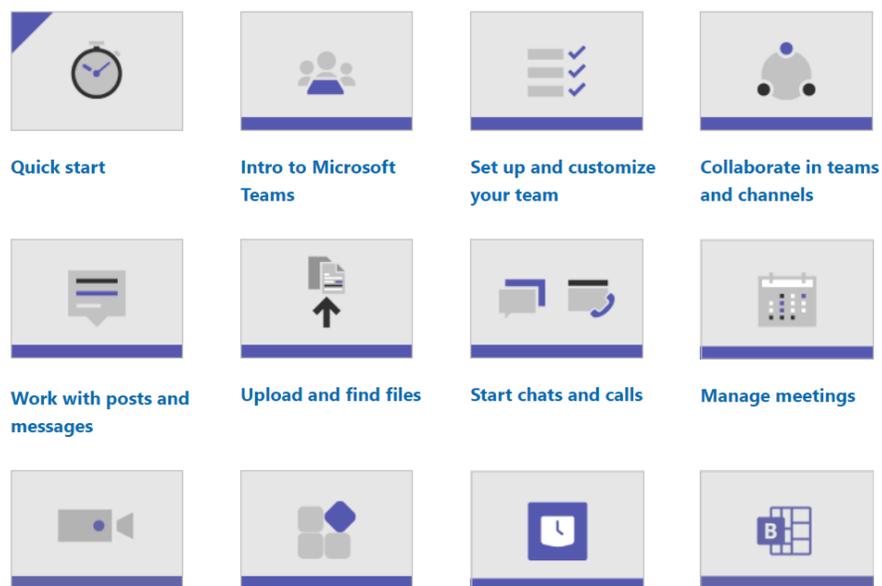


Figure 1: Screenshot from Microsoft Teams video training page (Microsoft, 2021)

Instructional design

The Microsoft Teams tutorials can be extremely useful. However, as mentioned, the actual tutorial to select may not be intuitive and it can be overwhelming for the user. With this in mind, the main aim of the instruction is a structured learning, focused on a targeted high-level introduction of different features. This is followed by extended materials for self-assessment and additional self-directed learning through use of the existing resources and platforms described above.

When considering the content for learning, in collaboration with stakeholders and existing resources available, it was initially identified that the instruction should focus on two primary areas:

1. General introduction to MS Teams (“MS Teams for beginners”) for those who have never utilized MS Teams before or they have minimal skills.
2. Advanced features for holding meetings and workshops/information sessions in MS Teams (“MS Teams for experts”) who already have a basic understanding of basic functions.

The image below identifies the features and how they have been separated into these two categories.



Figure 2: Plan of the materials to be organized (2021) by Violetta Soboleva

The features were separated into the beginners or Expert category based on the level of difficulty in understanding the features, what is available in existing tutorials, and the features identified as “important” (based on the Needs Assessment) for conducting online workshops. Recognizing that the target audience has general familiarity with MS Teams, the project team decided to focus the initial instruction and related instructional aids on some of the more expert (advanced) category elements.

Generalizability

Additional, future learning opportunities, and related instructional aids could be designed/developed to aid in increased knowledge and skill development of the features identified within the Basic category.

Instructional Goal

To facilitate learners (presentation leaders/facilitators/trainers) in developing knowledge and skills of advanced MS Teams features in order to host presentations and workshops using MS Teams.

Learning Objectives

- Participants will learn and be able to identify advanced features within MS Teams. This includes using whiteboards, creating assignments, making posts and announcements during a meeting, connecting to other Microsoft 365 products, and downloading a participant report.
- Participants will be able demonstrate their knowledge and skills in facilitating workshops using MS teams as a primary platform.

Summary of Relationship Among Goals, Objectives, and Assessments:

Instructional Goal	Learning Objectives	Learning Assessment
<p>To facilitate learners (presentation leaders/facilitators/trainers) in developing knowledge and skills of advanced MS Teams features in order to host presentations and workshops using MS Teams.</p>	<p>Participants will be able to identify advanced features within MS Teams. This includes using whiteboards, creating assignments, making posts and announcements during a meeting, connecting to other Microsoft 365 products, and downloading a participant report.</p>	<p>Formative Assessment:</p> <p>Given a variety of choices, learners will demonstrate understanding of where MS Teams features are located and how to access them.</p> <p>This self-assessment will be accomplished with the help of Rise Articulate where students use Labeled platform and click the right place to access the right feature.</p> <p>Summative assessment:</p> <p>Through the use of Google Forms, learners will complete a survey evaluation of the workshop/information session. This session evaluation provides information on the level of increased knowledge of the MS Teams platform and features, feedback on the content of the information included in the session, and plans for participants to continue learning using the additional learning materials themselves. (Appendix C)</p>
	<p>Participants will be able to demonstrate their knowledge and skills in facilitating workshops using MS teams as a primary platform</p>	<p>Formative assessment:</p> <p>Reflection quiz - it will take place a month after when they would have some time to explore the additional resources developed by our team to give some feedback whether the materials were helpful enough to understand new MS teams features</p>

		<p>and if they implemented them to their workshop practice.</p> <p>Summative Assessment:</p> <p>The final checklist of readiness for real MS Teams challenges will be available after students review the additional resource sheet and “test” their knowledge. Given a variety of features within MS Teams, learners will set up and host a MS Teams workshop/information session.</p>
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Table 2: Learning Assessment

In order to meet these learning objectives we developed a PowerPoint presentation and the instructional aids (Appendix B).

Instructional Aid

Presentation

The PowerPoint presentation should be made in order to achieve the objective of the instruction to present information about MS Teams and its functionality in comparison with the other platforms for workshops and introduce the advanced features of the platform. The presentation “Microsoft Teams for Online Staff Workshop” (Appendix B) should include introducing the following features to the audience:

- Using Whiteboards
- Using Breakout Rooms
- Creating Assignments
- Making Posts and Announcements
- Connecting to other Microsoft products

- Downloading Participant Reports

Handout

The handout should be organized in a self-paced course structure where people could watch videos and then do some practical tasks based on the information they learned. As peer-to-peer assessment might be challenging to organize, the Rise Articulate platform can help in students' evaluation as it has the functionality to upload an image and choose it as a labelled graphic.

The structure of the handout will include the following information:

1. Name of the function
2. Function description so people can think if this function is necessary for them at the moment
3. Links to the direct tutorials to explore the function
4. Rise articulate activities for additional practice

The full version of the first prototype of the handout is available in the (Appendix D).

Challenges

Upon reflection of the work and assignment process, we believe we actually started in the middle with identifying the technology, and then backtracking to justify its use.

In addition, while we had information on the problem from a target audience member (and project team member), we did not conduct a structured Needs Assessment, until midway through the semester. The additional data points supported a focus on MS Teams advanced features knowledge and skill development (rather than both beginner level and advanced). As a result, we

modified the project and learning objectives and instructional aids to streamline the scope of our project. We also modified our Project Plan and Timetable to reflect this, (Appendix E)

These deeper actual needs assessment (Appendix A) showed that the majority of the staff were familiar with MS Teams. They also responded identifying satisfaction with the current platform they are using (this could be Zoom and/or MS Teams).

While this may be a challenge - introducing a new platform to those who are possibly using and comfortable with another platform, we also saw this as an opportunity to share insights on the value of using MS Teams. Ultimately, it will be up to the Target Audience members to decide which platform they want to use and as such this is why our goal is to introduce MS Teams as a platform for online learning. Based on this information, the project team changed our focus from introducing MS Teams functions (beginner and advanced) to focusing on just the advanced features within MS Teams.

The needs assessment also included only a small sampling of the target audience. A sampling that reaches a broader audience may yield a different response. At the same time, it is possible that those who responded were not aware of the advanced features identified and that is why some of the features were rated lower for importance. For example, if someone is not familiar with the feature, they are not currently using it and therefore may not see or understand the value of the feature.

Some within the target audience may already be familiar with some of the advanced features. So while the instruction will cover all of the features identified, introduction of some of features may be more of a review than an introduction. This also helps to support the self-directed learning options that follow the initial Workshop/Information session.

Conducting the Needs Assessment earlier in the process, gaining greater participation in the needs assessment, and also asking a few more targeted questions related to knowledge of some MS Teams features would have added greater value and afforded a different perspective leading into the identification of learning objectives. We were however also limited on time for this project so we needed to narrow the scope of the work.

Another challenge was in recognizing that many tutorials and resources already exist and this can be overwhelming for any individual. We used this knowledge and experience and incorporated the concern into our instructional plans of offering a high-level workshop/information session. Some of the additional resources have been added as “additional resources” available following the presentation, rather than duplicating them.

An additional challenge that can be faced is that people do not support changes, where they need to study something new, therefore, the explanation of functionality of MS Teams in comparison with other platforms may be required in order to explain the necessity of its usage.

Challenges that may impact successful implementation of our team project include understanding the full level of motivation or knowledge of those who are instructors and participants. Why they are or are not using MS Teams for presentations and their level of knowledge with MS Teams. In addition, without leading an actual training/instruction session, we are unable to obtain feedback through formative assessment from learners that would support any possible revisions to instructional materials.

Results

As stated above in our project summary, the objective of this project was to explore technology for online learning and education purposes, identify existing resources and tools currently

available, and develop and design instruction that would aid in the facilitation of learning for the target audience. Specifically, we identified the following project objectives:

Project Objectives

1. To understand the needs of the target audience relative to online workshops and technology.
2. To explore technology related to online platforms for workshops and identify a recommended technology platform.
3. To become familiar with the selected technology for online workshops.
4. To develop and design instruction to aid in facilitation of learning for the target audience.

The results of our project

1. To understand the needs of the target audience relative to online workshops and technology, a needs assessment (Attachment A) was conducted. This was done via an online form and it was sent to a sampling of individuals both within the HR Department and outside of the department. Additionally, firsthand knowledge from a team member (also within the target audience) was incorporated. Results and interpretations may be found above in the Needs Assessment section. This led us to defining the gap: The current technology used by the Target Audience members in delivering online workshops/information sessions to staff and supervisors lacks functionality for effective delivery of instruction.
2. The team explored and compared a few online platforms to include Zoom (the current platform used by Target Audience Members), Google Meet, and Microsoft Teams. A comparison of the platforms is listed above within the Technology section. Microsoft

Teams was identified as the selected technology due to its extended functionality compared to the other platforms. In addition, a meeting with a Syracuse University Microsoft Teams subject matter expert also took place to better understand the platform, its functionality, and to reinforce the decision. Following this, the decision to recommend Microsoft Teams as the online platform was solidified.

3. Project team members have varying levels of experience in using MS Teams. To become familiar with the selected technology for online workshops, individuals worked through self-directed learning with many of the resources available online and referenced within the Technology section of this report.
4. Recognizing that individuals within the Target Audience also have varying levels of experience with MS Teams, with most being familiar with the basic features (chatting, file sharing, screen sharing, and setting up a meeting, for example) the project team decided to focus the instructional element on some of the advanced features within MS Teams. As a result, the project team developed and designed instruction to aid in facilitation of learning for the target audience with the instructional goal was defined as: To facilitate learners (presentation leaders/facilitators/trainers) in developing knowledge and skills of advanced MS Teams features in order to host presentations and workshops using MS Teams.

Two instructional elements were designed and developed to support the instructional goal:

- a. Workshop/Information session presentation titled "Microsoft Teams for Online Staff Workshop" (Appendix B) - This session is intended to provide an overview of six advanced functions that will facilitate developing knowledge of the MS Teams platform. These advanced functions include:
 - i. Using Whiteboards

- ii. Using Breakout Rooms
- iii. Creating Assignments
- iv. Making Posts and Announcements
- v. Connecting to other Microsoft products
- vi. Downloading Participant Reports

Participants in the session would then receive a supplemental resource including a workshop handout (Appendix D)

- b. Workshop Handout, titled “Microsoft Teams for Online Staff Workshops Handout Additional Learning Resources and Self-Assessment” (Appendix D). This supplemental resource is an online self-directed learning tool that includes links to tutorials and additional information on the six advanced functions, highlighted in the workshop/information session. It also includes a self-assessment to test your knowledge on the functions, with links for additional self-directed learning on the various functions (Appendix F).

Expected Outcomes Following Instruction

Following participation in the Microsoft Teams for Online Staff Workshops instruction, participants (the Target Audience) will have increased knowledge of and skill in using MS Teams as a platform for online staff workshops.

Participants will have increased knowledge of advanced features (Whiteboards, Breakout rooms, Creating assignments, Making posts and announcements, Connecting with other Microsoft products, and Downloading participant reports) within Microsoft Teams, through participation in

the workshop/information session. Note: This may be assessed through the Microsoft Teams for Online workshops - Information Session Evaluation (Appendix C).

Participants will be able to show increased knowledge and skill by identifying where the advanced features are located within MS Teams - through use of the supplemental workshop Microsoft Teams for Online Staff Workshops Handout Additional Learning Resources and Self-Assessment (Appendix D),

Ultimately, individuals will be able to apply and demonstrate their knowledge and skills in facilitating workshops using MS Teams using the advanced features within their workshops, to engage learners and create efficiencies within the session.

In addition, as a result of using MS Teams for workshops, there will be increased collaboration and communication between and among workshop participants.

Team Reflection on the Experience

Working on this collaborative team project within our IDE 611 class was a great opportunity to apply knowledge and skill to a real educational-related situation where technology is central to learning and instruction.

What we learned and Future Impact

Communication, collaboration, respect, knowledge, trust, time management, and follow-through are all important competencies for a successful team collaborative project.

While there may have been a few little bumps here and there, as a team, we learned from each other, and we utilized each other's strengths and experience as we applied the concepts learned in the class on our Collaborative Team Technology Project. Our team members have very different

backgrounds, cultures, and experiences and this added to the strength of our team. We worked together, supported one another and learned from each other throughout this process. We were able to work collaboratively, highlighting and utilizing knowledge, strengths, and existing experiences to work on this project.

Pam Gavenda, has a background in human resource management and is currently focused on learning and development within the Human Resources department at Syracuse University. She was able to reflect on and bring knowledge of the existing context and concerns relative to the need for our identified technology. In addition, she had professional relationships with other staff members (target audience) and a subject matter expert, so that helped to facilitate participation in team learning as well as participation in the needs assessment, given the short timeframe for this project.

Hafiz Awais Afzal's background is as a Software Engineer. His knowledge of and experience with MS Teams helped team members learn more about the technology and he was instrumental in being able to compare different technology and explain features within MS Teams.

With Violetta Soboleva's background as an English Classes Methodologist and her experience with various technological applications, she was able to share her knowledge and experience with developing an instruction aid that helps to support our learning/instructional objectives.

As a team we were able to apply our newly acquired technology-related knowledge to a real world educational situation, where instruction would help to close the gap caused by a deficiency in knowledge, skill, ability or attitude. We learned and applied previous knowledge to build upon concepts and experiences from other IDE courses at Syracuse University and we will continue to do so in the future. The knowledge learned through this class, and the experience working on this

collaborative project is something that will continue to be utilized and developed. This connection will allow us to develop meaningful learning on future related initiatives and projects.

Knowledge and awareness of the technology learned throughout the course will also be something we take with us for future Instructional, Design, Development, and Evaluation work.

Approach to collaboration and project implementation

While we did not actually introduce the instruction (as per discussion with professor), we believe that our approach to developing instructional goals and objectives will assist the target audience members with learning about MS Teams and applying their knowledge and skill to a future online workshop/information session. The structured learning opportunity, that includes a workshop/information session provides a high level overview of the technology and the advanced features. The additional resource handout provides an opportunity for self-directed learning and assessment, with links to additional resources for continued learning and skill development, as determined by the learner. This enables the learner to identify and select the features they are interested in learning more about. This supports their engagement with the materials through self-directed learning.

In hindsight, if we could have done one thing differently, it would have been to conduct the Needs Assessment sooner. As referenced above in the "Challenges" section, we did not conduct a more structured Needs Assessment until a month or so into the project work. The impact of this and the result of the data from the Needs Assessment pointed us down a slightly different road. We needed to modify the instructional objectives and related resources, of which we had already started to develop. We also needed to adjust our timeline for project completion. This was a learning opportunity for us. Recognizing that we were not just focusing on technology, but as a model for

any instructional project management/implementation we need to start with more detailed analysis, before moving to design and development. This was a “teachable moment” for our team.

In addition, the collaboration for this project assignment was a great example that can also be applied to future work experiences. Overall, it was a great experience working with and learning from other classmates, while applying our existing knowledge and developing new knowledge and skills.

Appendices

Appendix A: Needs Assessment Summary of Results - “Video Conferencing Technology Platforms for Staff Presentations & Workshops Survey”

Questions Responses 0 Settings

Section 1 of 2

Video Conferencing Technology Platforms for Staff Presentations & Workshops Survey

IDE 611 Project Survey

Have you conducted online presentations/workshops in the past year?

yes
 no

If you have conducted online presentations/workshops, what tool/platform(s) are you using for your online presentations/workshops? (check all that apply)

Google Meet
 Zoom
 Microsoft Teams
 Slack
 Collaborate
 I do not conduct online presentations/workshops
 Other...

If you are currently using MS Teams, for what purposes?

chatting, messaging
 meetings
 presentations/workshops
 I do not use MS Teams
 Other...

After section 1 Continue to next section

Section 2 of 2

Rating the platforms and their capabilities

Description (optional)

Please rate your level of importance for having this feature available in the platform you use the most for presentations/workshops?

	Not important at all	Useful, but not imp...	Important	Extremely important
Creating a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inviting people to w...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up/schedule...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing screen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recording a meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing files while L...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whiteboard functio...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breakout rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Captioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making posts & an...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating assignme...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participant reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on the current videoconferencing platform you are using, what features are missing that would be helpful for your use with presentations/workshops?

Creating assignments
 Creating teams both for meetings and chatting outside the call
 Unlimited number of participants
 File storage
 I am satisfied with the functions of the current platform I am using
 Other...



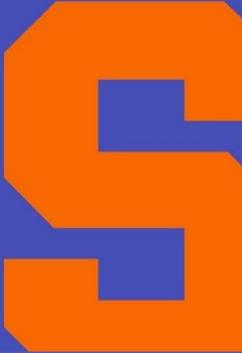
Appendix B: PowerPoint Presentation - “Microsoft Teams for Online Staff Workshops”



Microsoft Teams for Online Staff Workshops

IDE 611: Tech for Instructional Settings

Project Team:
Hafiz Awais Afzal
Pam Gavenda
Violetta Soboleva



What We Will Learn



Video Conferencing
Platforms and Comparison



Pre-Requisites /
Audience Expectations



Learning Objectives



MS Teams
Advanced Features



Summary



Video Conferencing Platforms and Comparison

 Microsoft Teams

 ZOOM

 Google Meet

Features	Microsoft Teams	Google Meet	Zoom
Teams	\$60,000 per org	No	No
Channels	Yes	No	No
Posts and Announcements	Yes	Yes	Yes
Video Calls	Yes	Yes	Yes
Meetings	Unlimited	100 participants Max / 60 Minutes	100 participants max / 45 Minutes
File Storage	10 GB per workspace	No	No
Screen sharing	Yes	Yes	Yes
Breakout Room	Yes	Yes	Yes
Whiteboards	Yes	Yes	Yes
Creating Assignments	Yes	Google Classroom	No
Connecting to other Microsoft 365 products	Yes	Limited	NO
Downloading a participant report	Yes	Yes	Yes



Pre-Requisites / Audience Expectations



Participants should be familiar with MS Team Features



Meetings and Chats



Setting up Meetings



Screen Sharing



File Sharing



Learning Objectives

Participants will be able to use the advanced features within MS Teams for staff workshops






MS Team Advanced Features Overview and Demonstration



Breakout Rooms

Learners will be able to manage audience in break out rooms.





Whiteboards

Learners will be able create and manage multiple boards. They can share ideas and designs in real time.





Creating Assignments

Learners will be able create new assignments, surveys, and quizzes. They will be able to manage responses as well.

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Participant Reports

Learners will be able to view and download participant report for each session.

Syracuse University

Connecting to Other Microsoft 365 Products

Learners will be able connect office 365 products with MS Team. They will be able to install, remove, or manage a product within MS Team.

Syracuse University

Making Posts and Announcements

Learners will be able create new posts and announcement. They will be able to schedule and mention the team members .

Syracuse University

Summary

- We learned about what are video conferencing tools and their comparison
- Learners must be familiar with basic concepts of MS Team.
- We discussed about objectives of this workshop and why this important.
- We learned about 6 advanced features of MS Team

Syracuse University

Additional Resources

- [Microsoft Teams video training](#)
- [Microsoft Teams Tutorial](#)
- [Make Teams More Productive For Your Organization Free eBook by Ave Point](#)
- [Free Microsoft Teams Training Resources](#)
- [Microsoft Teams Training](#)
- [Office 365 at Syracuse University](#)

Syracuse University

Thank You 😊

Syracuse University

Appendix C: Workshop Assessment - “MS Teams for Online Workshops - Information Session Evaluation”

MS Teams for Online Workshops - Information Session Evaluation

Thank you for your participation in the Microsoft Teams for Online Workshops information session. Please take a few moments to answer the questions below regarding this session.

What is your overall assessment of the session?

- Excellent
- Very good
- Good
- Fair
- Poor

As a result of my participation in this session, I have increased awareness/knowledge of MS Teams as a platform for online workshops.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

As a result of your participation, how would you rate your level of knowledge about the MS Teams Advanced Skills presented during this session?

	More knowledgeable	Slightly more knowledgeable	Not more knowledgeable
Breakout Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whiteboards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making Posts and Annou...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting to other Micr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downloading Participant...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The information presented in this session will assist me with utilizing MS Teams as a platform for online workshops.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I plan to further explore the advanced features within MS Teams through the resources and additional links provided.

- Yes
- Maybe
- No - I'm not interested
- No - I'm already familiar with them
- Other...

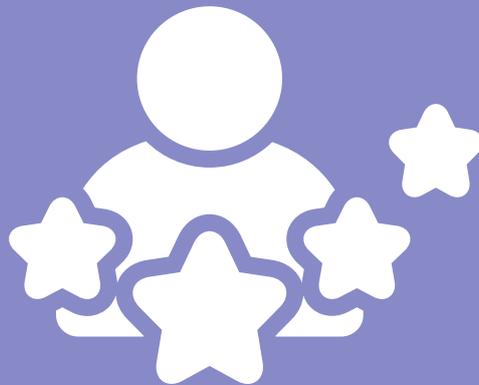
As a result of participation in this session, I am planning to use MS Teams for future workshops.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments - What recommendations do you have for future workshops/sessions on using MS Teams for Online learning?

Long answer text

Microsoft Teams for Online Staff Workshops Handout Additional Learning Resources and Self Assessment



How to use this handout?

This handout consists of 6 topics. The order you will watch the courses and do the assignments does not matter.

First click the picture in front of the topic on the left, go to the video by the hyperlink, watch it, then click the checkmark on the right of the topic and check yourself.

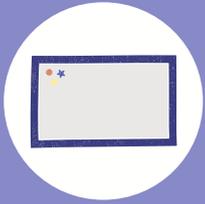
When you complete the tutorials and assessment, you can check out additional materials for more detailed understanding of MS Teams.

This course is designed for fast digging into MS teams, so students are ready to use it right away but if you want to be an over-the-top user, we advice you to check the materials we attach after the handout as well.

Enjoy!

Microsoft Teams Functionality Handout (for experts)

Click the pictures to access the links to tutorials



Whiteboard in a meeting

Whiteboard integration lets participants draw, sketch, and write together on a shared digital canvas.

Check yourself after the tutorial by clicking the checkmark



Breakout rooms

During large group meetings, you may need to separate the attendees into smaller discussion groups.

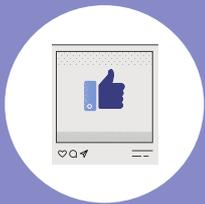
Check yourself after the tutorial by clicking the checkmark



Creating assignments

As you need to feedback, and you will learn how to create, distribute and grade assignments.

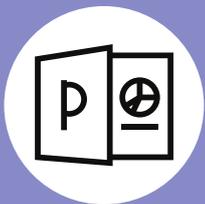
Check yourself after the tutorial by clicking the checkmark



Making posts and announcements

You will learn to organize channels for different conversation topics.

Check yourself after the tutorial by clicking the checkmark



Connecting to other Microsoft products

Apps are additional pieces of software that can add more functionality inside of Teams.

Check yourself after the tutorial by clicking the checkmark



Downloading participant report

This report is useful to track student attendance in online classes. For example, the teacher can download the attendance report at the start of class as a simple way to do a roll call.

Check yourself after the tutorial by clicking the checkmark



Additional resources



Microsoft Teams video training



Microsoft Teams Tutorial



**Make Teams More Productive For
Your Organization Free eBook by
Ave Point**



**Free Microsoft Teams Training
Resources**



Microsoft Teams Training



Office 365 at Syracuse University

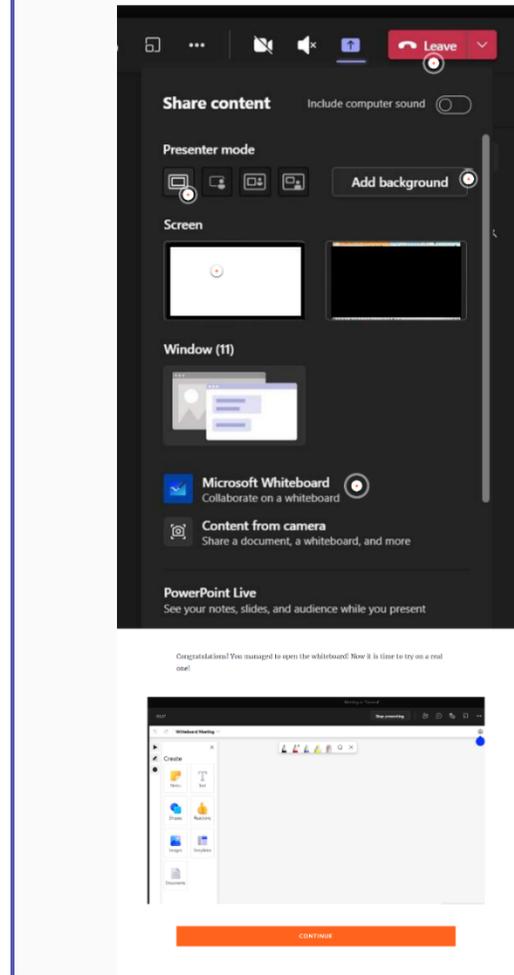
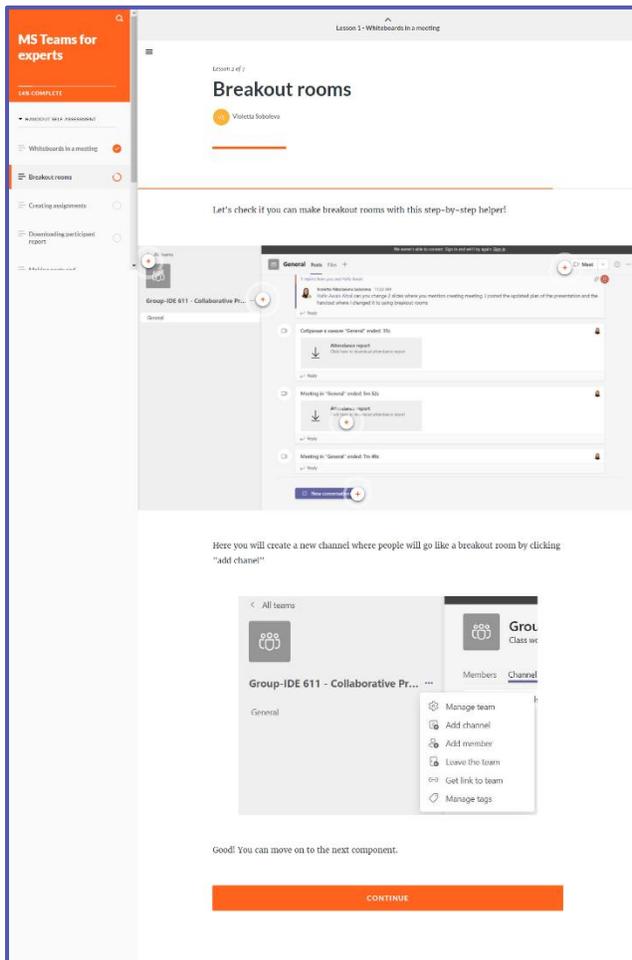
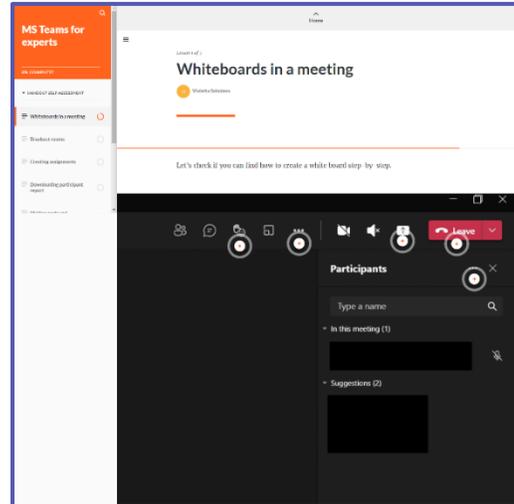
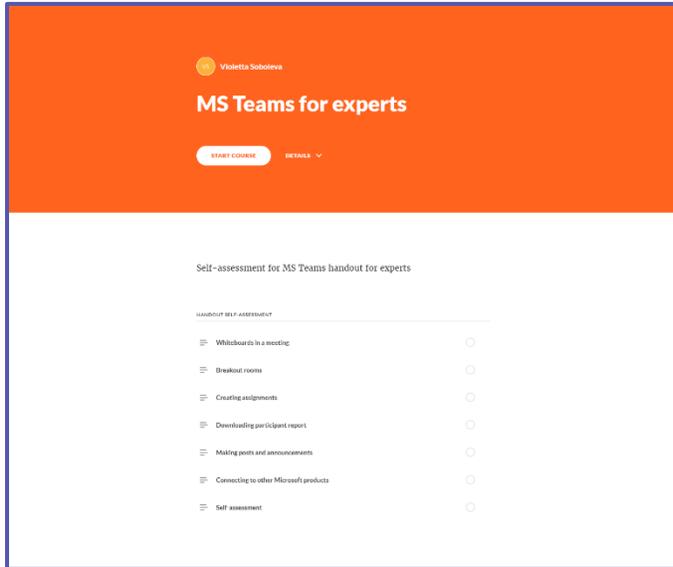
Appendix E: Project Plan and Timetable

Week	Major Tasks to be completed	Specific activities	Responsible Team Member
Week of 10/4	Independent research	<ul style="list-style-type: none"> Learn and explore functionality MS Teams and understand what tutorials are out there. 	All
		<ul style="list-style-type: none"> Develop questions for SME 	All
		<ul style="list-style-type: none"> Schedule mtg with SME 	Pam
		<ul style="list-style-type: none"> Review existing tutorials (LinkedIn, Answers.com, Online - YouTube, etc); 	All
		<ul style="list-style-type: none"> Schedule meeting with Dr. Cho to get clarity on assignment 	Pam
Week of 10/11	Meet with Dr. Cho to get clarity on assignment	10/12/21 - Meeting with Dr. Cho	Pam and Hafiz
	Meet with SME - Stuart Roblat, MS Teams SME	10/13/21 - Meet with SME - Stuart Rotblat, to learn more about MS Teams capabilities with virtual training	Pam
Week of 10/18	Team Meeting to finalize assignments	10/19/21 - Team meeting from 2:30 - 3:30 p.m. to finalize team member assignments	All
		10/21/21 - Team Meeting	All
	Initial Report Due	10/22/21 - Draft report to include all elements and learning materials	All
		10/24/21 - Initial Report Due - Assignment Dropbox and one to post on Discussion Board	All
Week of 10/25/21	Start making the instructional hangout for beginners	10/26/21 - Team meeting from 2:00 - 3:00 p.m.	All
Week of 11/1/21	Test the instructional hangout for beginners, collect feedback	11/02/21 - Team meeting from 2:00 - 3:00 p.m.	Pam
	Start making the		Vi - making

	instructional hangout for experts		All - meeting
Week of 11/8/21	<p>Test the instructional hangout for experts, collect feedback</p> <p>Meet with Dr. Cho to confirm the ideas and the prototype of the hangout</p> <p>Improve the instructional hangout for beginners</p> <p>Write the progress report:</p> <ol style="list-style-type: none"> 1. collect the accomplishments 2. mention the issues, insights and problems 3. finalize and upload the report 	11/09/21 - Team meeting from 2:00 - 3:00 p.m.	<p>Pam - testing</p> <p>All - meeting with the professor/individually</p> <p>Hafiz - improving</p> <p>All - progress report</p> <ol style="list-style-type: none"> 1. Pam 2. Hafiz 3. Vi
Week of 11/15/21	Progress report due	11/16/21 - Progress Report Due	
11/22/21	<p>Finalize the beginner's hangout</p> <p>Improve the expert's hangout according to the feedback</p> <p>Finalize the whole hangout</p> <p>Write the reflection on the experience</p>	11/23/21 - Team meeting from 2:00 - 3:00 p.m.	<p>All</p> <p>Vi / Hafiz</p> <p>Pam</p> <p>All</p>
11/29/21	<p>Write down the results:</p> <ul style="list-style-type: none"> -Outcomes -What went well -What you would have done differently 	11/30/21 - Team meeting from 2:00 - 3:00 p.m.	<p>All</p> <p>Outcomes: Pam</p> <p>What went well: Hafiz</p> <p>What you would have done differently: Vi</p>
12/6/21	Finalize Report	12/07/21 - Team meeting from 2:00 - 3:00 p.m.	All
12/12/21	Final Report Due	12/12/21 - Final Report Due	

Updated Plan			
Week	Major Tasks to be Completed	Specific Activities	Responsible Team Member
11/29/21	-Finalize updated project objective		All
	-Update the report		All
	-Design & Develop Presentation		Hafiz
	-Design & Develop handouts/resources that support instruction	11/30/21 - Team meeting from 2:00 - 3:00 p.m.	Vi / Hafiz
	Finalize the presentation and the handout		All
	Write the reflection on the experience		All
12/06/21	Write down the results: -Expected Outcomes -What went well -What you would have done differently	11/30/21 - Team meeting from 2:00 - 3:00 p.m.	All
	Finalize Report: add Implementation plan and Evaluation		Outcomes: Pam What went well: Hafiz What you would have done differently: Vi
			All
12/12/21	Final Report Due	12/12/21 - Final Report Due	All

Appendix F: Self-Assessment Developed Instruction - “MS Teams For Experts”



This slide, titled 'Lesson 2 - Breakout rooms' and 'Lesson 3 - Creating assignments', is part of the 'MS Teams for experts' course. It features a progress bar at the top left showing '3/75 COMPLETE'. The main content includes a heading 'Creating assignments' and a sub-heading 'Victoria Solis'. The text asks, 'Now it is time to try to create assignments, where can you access it in MS Teams?'. Below this, a screenshot of the MS Teams interface shows the 'Assignments' tab with two items: 'Group IDE 611 - Collaborative Project' and 'Group Invite'. A note states, 'But make sure that you can create assignments only for those teams that you create as "Class"'. At the bottom, there is a 'CONTINUE' button.

This slide, titled 'Lesson 4 - Downloading participant report' and 'Lesson 5 of 7', is part of the 'MS Teams for experts' course. It features a progress bar at the top left showing '3/75 COMPLETE'. The main content includes a heading 'Making posts and announcements' and a sub-heading 'Victoria Solis'. The text states, 'Posts and announcements are important parts of conducting classes or workshops, so let's check if you can do it in MS Teams!'. Below this, a screenshot of the MS Teams interface shows a meeting chat with several 'Attendance report' links. A note asks, 'Super! But how do we create the announcements and not just average conversations?'. Another screenshot shows a meeting chat with a 'Post' button highlighted. A text box contains the question, 'I will test you again! Where are the announcements?'. At the bottom, there is a text input field with a sample post: 'Great job! Let's move on to the last task!' and a 'CONTINUE' button.

This slide, titled 'Lesson 3 - Creating assignments' and 'Lesson 4 of 7', is part of the 'MS Teams for experts' course. It features a progress bar at the top left showing '3/75 COMPLETE'. The main content includes a heading 'Downloading participant report' and a sub-heading 'Victoria Solis'. The text asks, 'Let's review how you can download attendance list during and after the meeting. Where is it during the meeting?'. Below this, a screenshot of the MS Teams interface shows a meeting chat with a 'Participants' list. A note states, 'When you click the right button you can access the participants list by downloading it'. Another screenshot shows the 'Participants' list with a 'Download attendance list' button. A text box contains the question, 'But how do we do it after the meeting? Actually, easier...'. At the bottom, there is a 'CONTINUE' button.

MS Teams for experts

Lesson 5 of 7
Lesson 5: Making posts and announcements

Connecting to other Microsoft products

Violetta Solovova

There are a lot of additional MS Products that you can use while giving lectures or workshops. Let's check if you can find them in MS Teams!

The beauty of external apps is that you can add a lot of them and make your teaching more interesting!

Congratulations! How it's time to assess yourself if you are ready to start using these features in your workshops.

Lesson 7 - Self-assessment

MS Teams for experts

Lesson 6 of 7
Lesson 6: Connecting to other Microsoft products

Self-assessment

Violetta Solovova

Check here if you are ready to the challenges of MS Teams advanced features!

- I can use whiteboards while facilitating a workshop.
- I can use breakout rooms while facilitating a workshop.
- I can create assignments for a workshop.
- I can make posts and announcements for a workshop.
- I can connect MS Teams to other Microsoft products for a workshop.
- I can download participant report of the workshop.

Congratulations! You are ready to real challenges with MS Teams! Hope that these self-assessment blocks were a helpful foundation for an easy start!

If you still disagree with some of the functions you checked out the additional resources that are posted in the handbook and practice them more.

Also you will be sent the form to complete in a month after the workshop to give us some feedback on the material and its materials we developed to make them better and check if they have been helpful for you, so, please, don't ignore this message!

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