Webinars via Microsoft Teams

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University of Nottingham

UK | CHINA | MALAYSIA

Overview/Disclaimer

- Not a (very) technical talk!
- Equipment
- Set-up
- Student feedback
- Key principles
- Lessons learnt

Context

- Support sessions for year 1 core mathematics modules
  - Usually run as face-to-face drop-in sessions (1 hour)
- Approx. 300 registered students
  - Typically around 10-20 turn up to drop-ins
- Typical attendance at webinars: 30-50



My equipment

Hardware

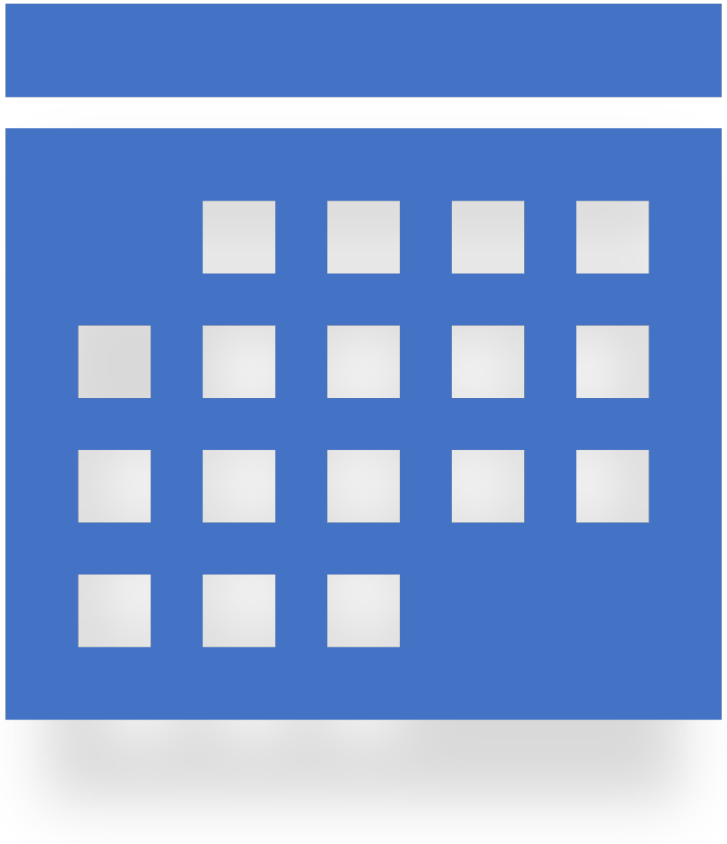
- Laptop (Macbook Pro)
  - Webcam & Microphone
- Microsoft Surface Pro
  - Stylus

Software

- Microsoft Teams
- Microsoft Stream
  - Share recordings
- Drawboard PDF
  - Write/annotate notes
- MATLAB/Editor for computing webinars

Before webinar

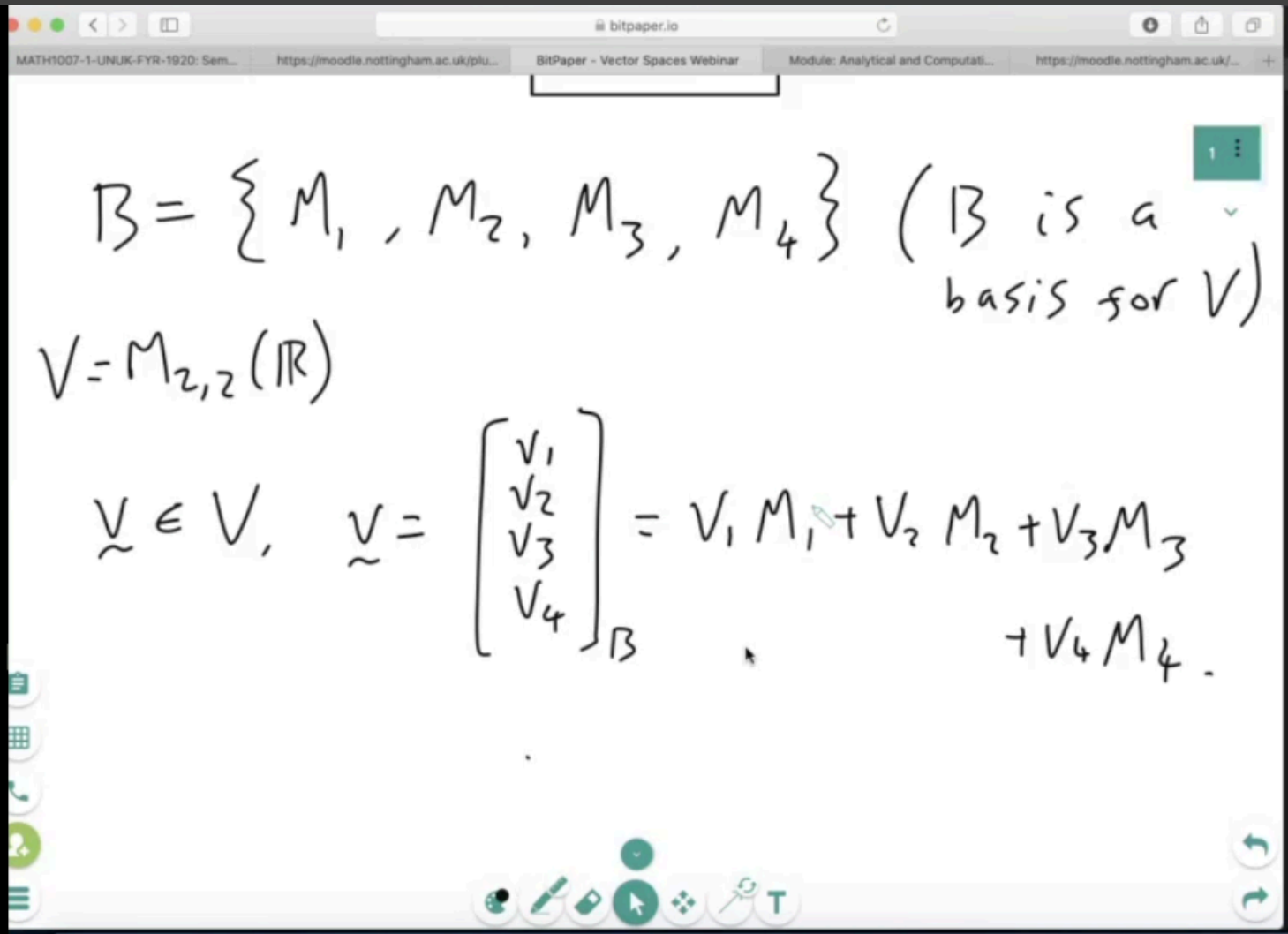
- (Optional) Set up a Team for the module/class
- Set up a Teams meeting (via Outlook, Outlook Web or Teams)
- Invite Students to the meeting by email
  - **TIP!** Include meeting details in message in case students don't use outlook calendar
  - Include schedule of webinars in other student comms
- (Optional) Update meeting settings to limit participant privileges (e.g. ability to present, automatically join meeting, etc.)

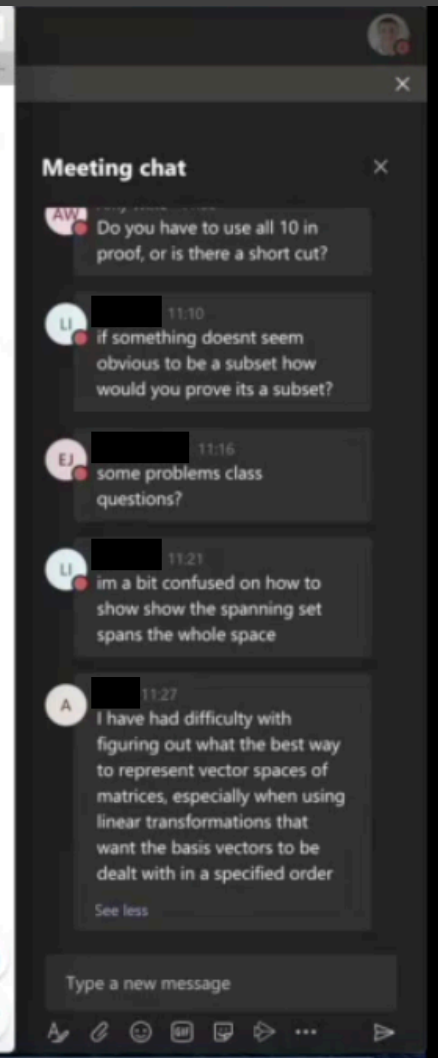


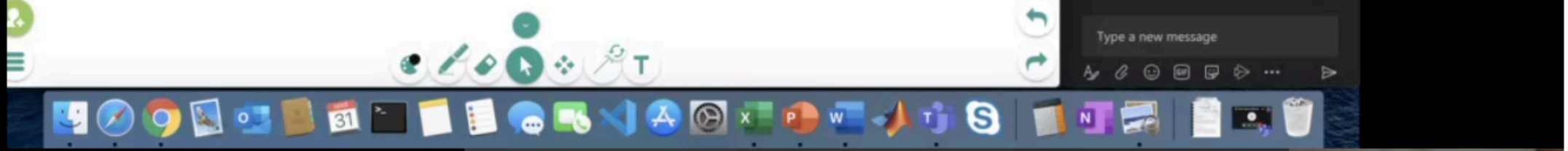
During webinar

- Join meeting on multiple devices
  - Laptop for webcam/microphone and to manage chat
  - Surface pro for writing notes (e.g. using Drawboard PDF)
- Advise students to ask questions/interact using Teams chat
- “Raise Hand” to speak (nobody does!)
- Generally, sessions are recorded using Teams
  - **TIP!** Record desktop, rather than window so that chat appears in recording.
  - WARNING! Close email client and any other sensitive content.

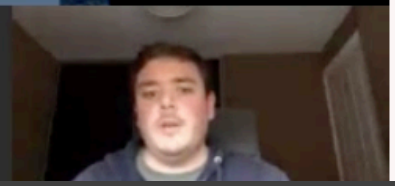



bitpaper.io
MATH1007-1-UNUK-FYR-1920: Sem...
https://moodle.nottingham.ac.uk/plu...
BitPaper - Vector Spaces Webinar
Module: Analytical and Computati...
https://moodle.nottingham.ac.uk/...
$B = \{M_1, M_2, M_3, M_4\}$ (B is a basis for V)
$V = M_{2,2}(\mathbb{R})$
$\underset{\sim}{v} \in V, \quad \underset{\sim}{v} = \begin{bmatrix} v_1 \\ v_2 \\ v_3 \\ v_4 \end{bmatrix}_B = v_1 M_1 + v_2 M_2 + v_3 M_3 + v_4 M_4.$


Meeting chat
Do you have to use all 10 in proof, or is there a short cut?
11:10
if something doesnt seem obvious to be a subset how would you prove its a subset?
11:16
some problems class questions?
11:21
im a bit confused on how to show show the spanning set spans the whole space
11:27
I have had difficulty with figuring out what the best way to represent vector spaces of matrices, especially when using linear transformations that want the basis vectors to be dealt with in a specified order
See less
Type a new message







After webinar

- Chat still accessible after meeting
  - **TIP!** Set expectations of students regarding whether this will be monitored
- Share recording via (e.g.) Microsoft Stream
  - (Optional) Set up a channel for each module/class



Core Webinars

Basically an online version of Core Drop-ins.

Follow

7 4

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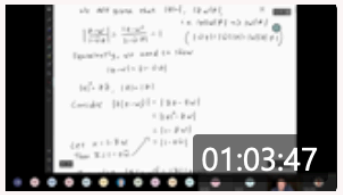

Linear Mathematics Webinar

17 0 0 12/05/2020

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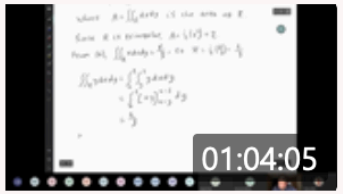

Calculus Revision Webinar

35 0 1 07/05/2020

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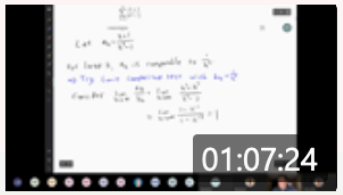

ACF Revision Webinar

21 1 0 05/05/2020

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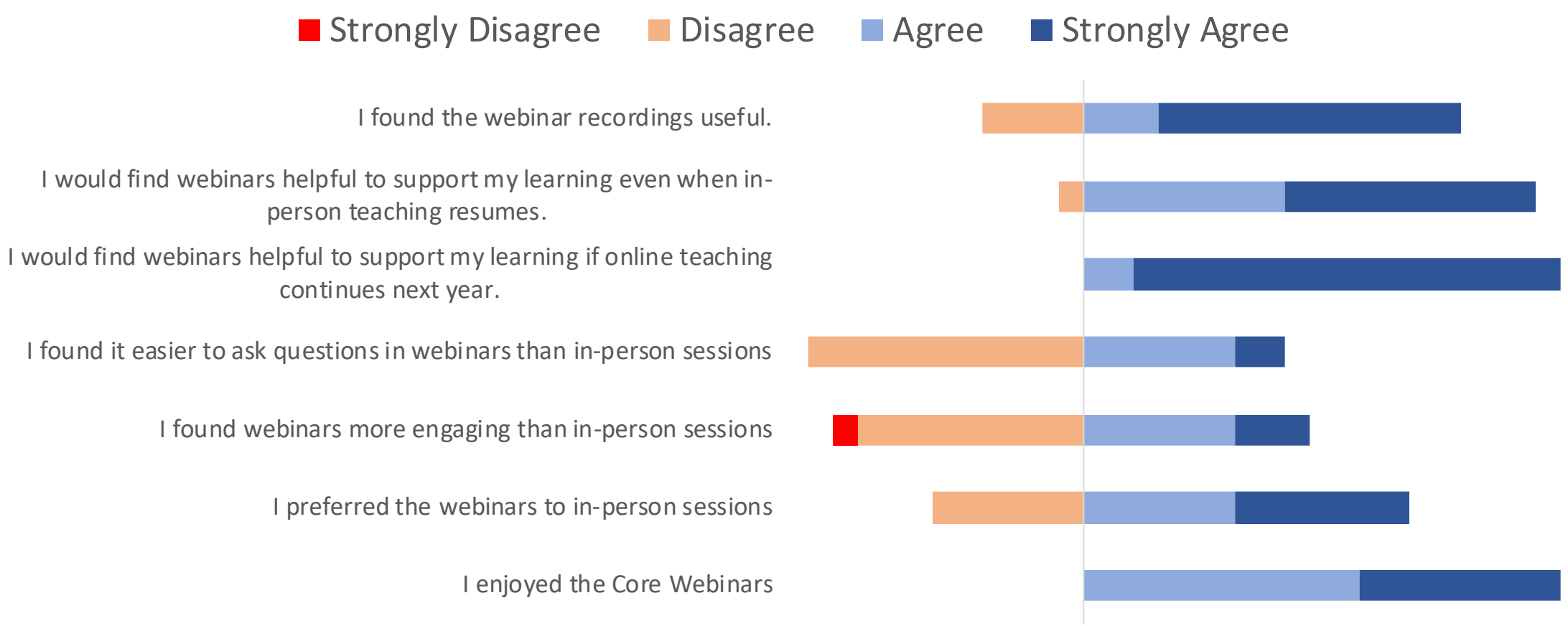
Student feedback (19 responses)



Student comments

"[Tom] could share his screen with us so we could see exactly what he was doing along side his explanations."

"Webinars are much easier to attend than in person sessions for people with anxiety such as myself and I would love to see them continuing next year."

Student comments

“Nothing will ever quite compare to in person drop-ins with Tom, but as a second option they're great.”

“Tom left a short amount of time for the typing of questions, as it takes noticeably longer for you to type your question into the comment feed than to simply put your hand up and ask in person.”

Key Principles



Show your face!



Chalk and talk



Be interactive

Allow long pauses for questions



Don’t plan too much content

Lessons learnt



Be adaptable

Find the right combination for you and your students



Set expectations



Students are more patient than you



Thank you for listening

Questions?