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PUTTING THE TEAM IN MICROSOFT TEAMS: VIRTUAL TEACHING OF PRACTICAL SKILLS

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Who are we?

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Associate Professor of Accounting Education
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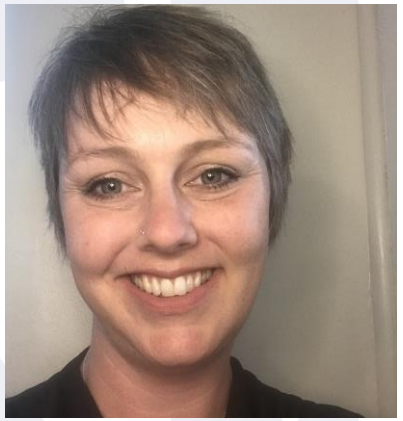
Module leader



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Teaching Fellow in Employability

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Session overview

- Context for the case study
- Module design
- Employability
- Microsoft Teams
- Conclusion

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Context for the case study

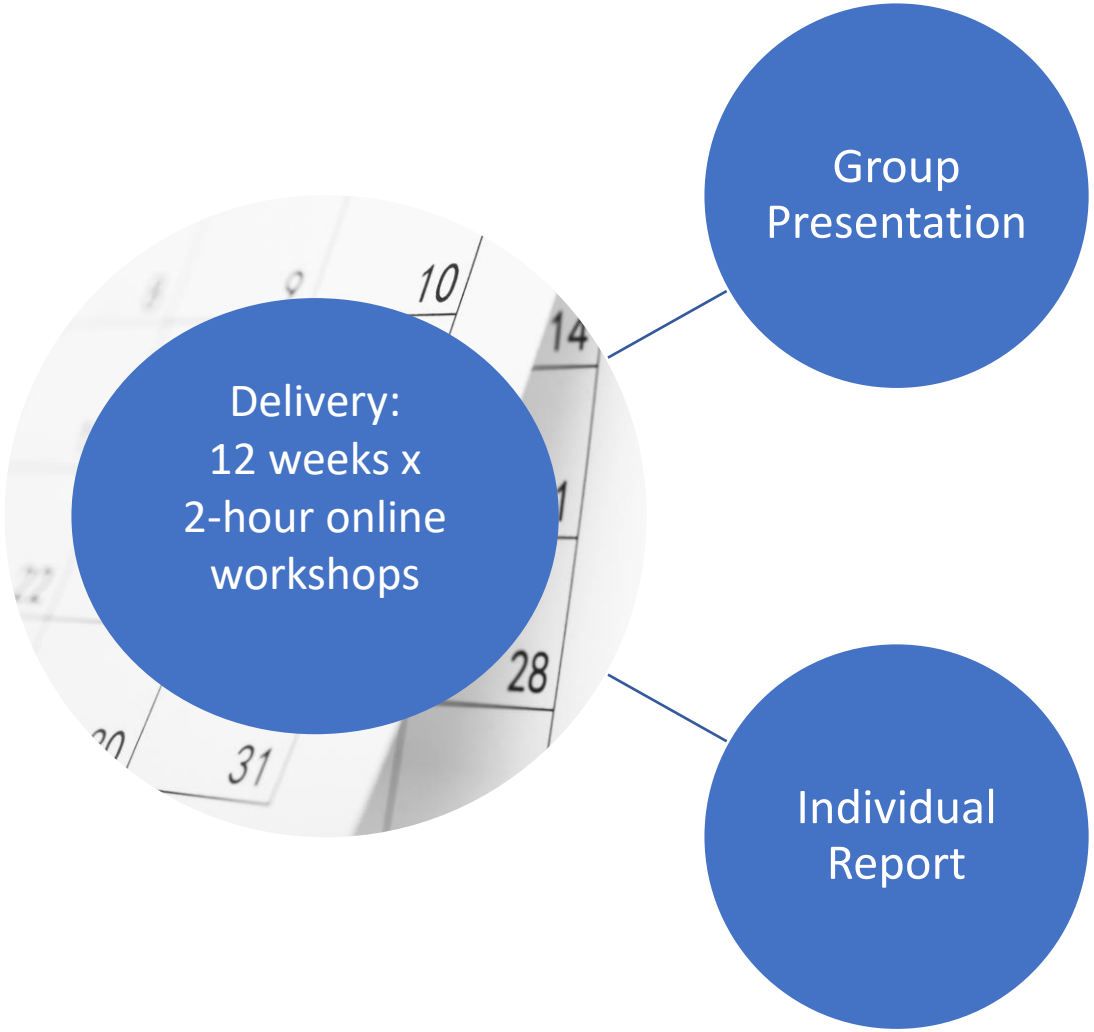
Year 2 students studying an accounting degree with an Information Systems (IS) focus (class also includes students on Extended programmes)

A core *Financial Analysis and Professional Practice* module:

Financial analysis – includes researching corporate information using online sources

Professional practice - includes teamwork and presentation skills, moved to online delivery in 2020-21

Module design



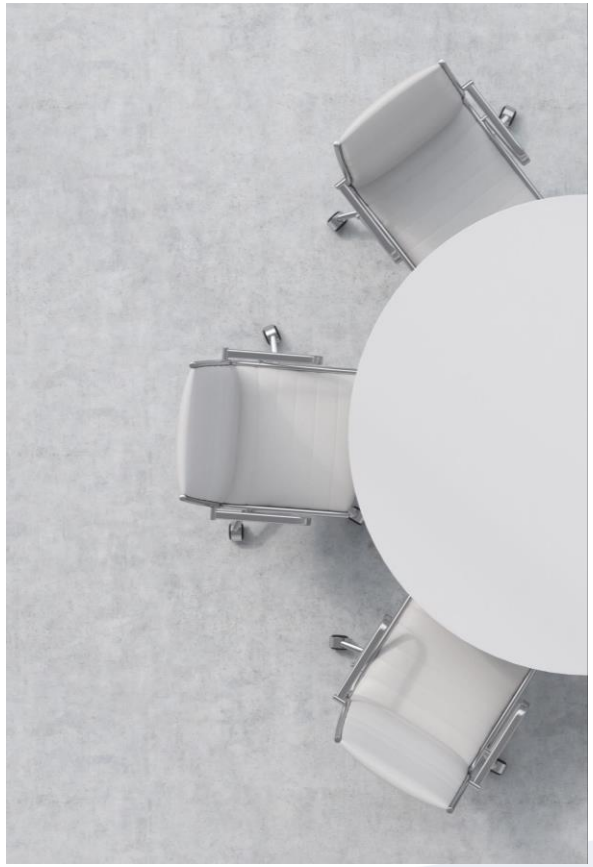
- Teamwork online
- Presentation Online

- Supported by online classes

Employability

- Employability of our students is important
- Business School Employability Office; employability-related events and workshops
- Can be lack of engagement with what students see as extra-curricular (Tymon, 2013)
- Ability to come across well in a virtual assessment centres is essential, but often daunting, to students

Future workforce skills



- Teamwork regularly identified as a key skill needed in the workplace (Jones, 2014)
- Changes to workplaces necessitated by pandemic are likely to be long lasting - remote meetings (Lund *et al*., 2021)
- Important to embed future workforce skills in the curriculum and to make this embedding explicit to students (Wood, 2020)

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How we embedded employability in the module

- Employability specialist brought onto the module team
- Employability skills in the module made explicit
  - Future workforce
  - Virtual assessment centres

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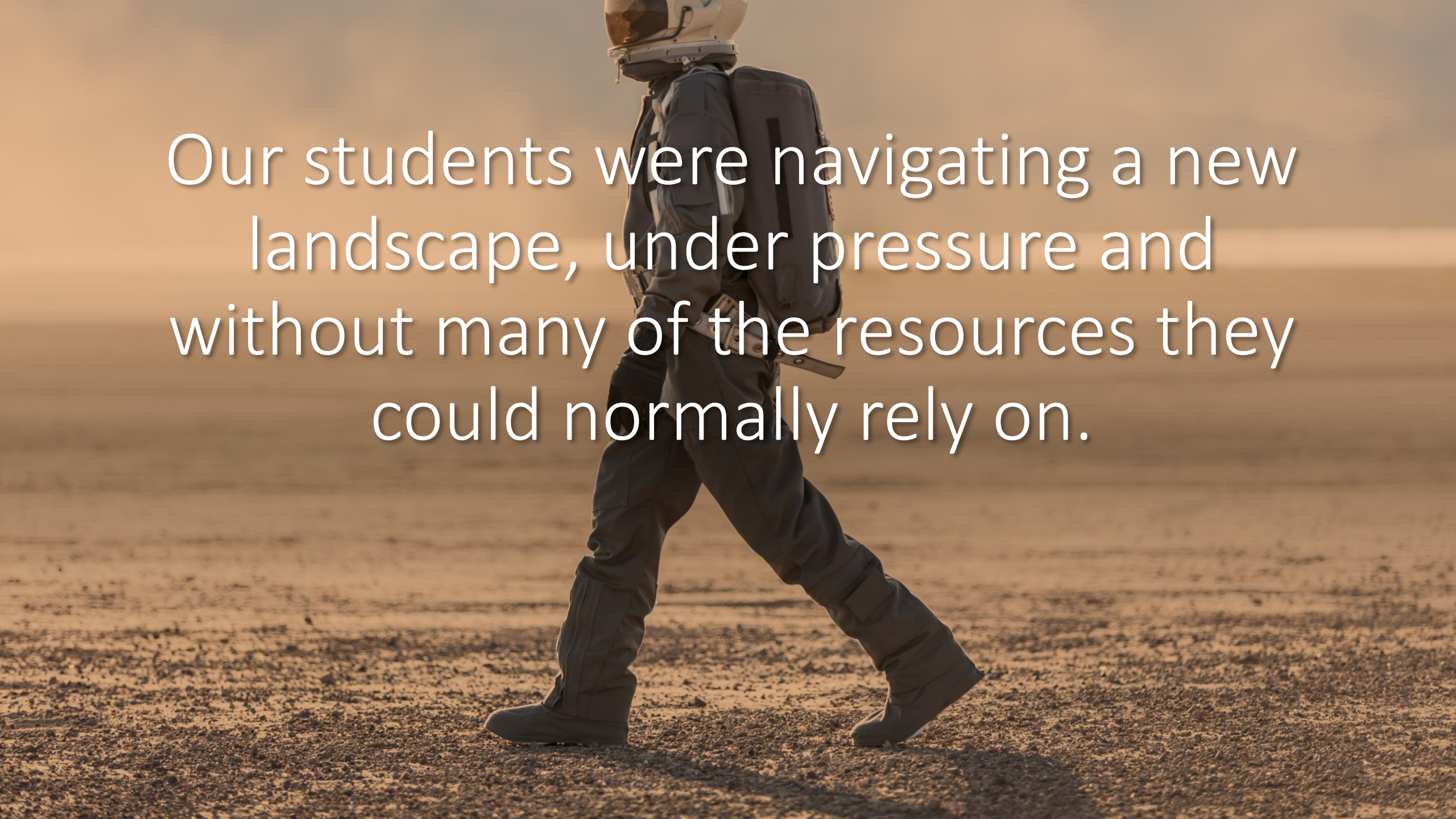
Our students were navigating a new landscape, under pressure and without many of the resources they could normally rely on.

What we think student group work can be like…

What it’s often like for students…

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What makes a good team?

1. Working as a virtual team

- virtual teams in breakout groups to discuss a problem based on an assessment centre exercise
- feedback to the whole class by one team member who talked through a shared, co-created document
- introduced technical key skills
  - screen sharing
  - working in online collaborative spaces

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The Scenario:

You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four-man rubber life craft and a box of matches.

The Task:

Rank these 15 items in order of importance:

Item
A sextant
A shaving mirror
A quantity of mosquito netting
A 25 litre container of water
A case of army rations
Maps of the Atlantic Ocean
A floating seat cushion
A 10 litre can of oil/petrol mixture
A small transistor radio
20 square feet of opaque plastic sheeting
A can of shark repellent
One bottle of 160 proof rum
15 feet of nylon rope
2 boxes of chocolate bars
An ocean fishing kit & pole

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2. Delivering a good online presentation

- created group presentations based on pictures to be presented using Teams
- all team members spoke so all students experienced the benefits and limitations of using Teams as presenters rather than audience
- reinforced the teamwork messages as students worked together to navigate any technical problems and support each other

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Future Workforce Skills developed

COLLABORATIVE DESIGN

DEALING WITH AMBIGUITY

THINKING ON THEIR FEET

WORKING WITH TIGHT DEADLINES

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Conclusion

- Employability can be made explicit in a technical module
- We need to give students opportunities to:
  - collaborate in digital spaces
  - deliver virtual presentations
- Students default to familiar platforms eg WhatsApp for group communication. As we extend their digital capabilities, we enhance their employability.

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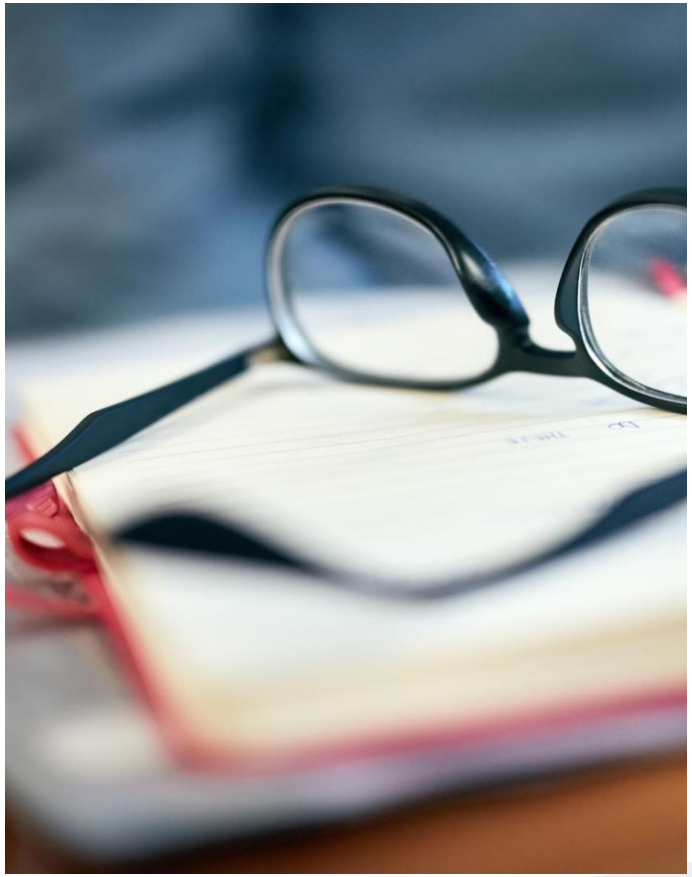
References



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