



Schola Europaea

Office of the Secretary-General
Pedagogical Development Unit

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Pedagogical use of online video, audio and chat meetings: guidelines for the European Schools

Last updated: 27 March 2020.

Introduction

The following recommendations are proposed to the management and the teaching staff of the European Schools in order to ensure pedagogical continuity in the event of a suspension of obligatory regular attendance of pupils at school (instructed by the Office of the Secretary-General).

Each school could, of course, adapt these recommendations to its specific context and needs. This repertoire of recommendations is intended to help schools and teachers develop their own strategies.

This is a dynamic document, to be updated whenever necessary. The latest updates can be found on the Pedagogical Development SharePoint:

<https://eursc.sharepoint.com/sites/PedagogicalDevelopment> > Distance Learning.

General considerations

Pedagogical added value of online meetings

Online meetings by video, audio and written chat, although **their organisation by teachers is by no means compulsory**, are a useful possibility for all school cycles as a key element for productive and enriched distance education.

Online, live sessions provide effective synchronous learning opportunities and create a space to engage with your students while remote. Live events are optimal for¹:

- Mastering content that requires students' active participation in collaborative problem solving.
- Fostering peer-to-peer interaction.
- Offering step-by-step guidance, while responding to students' questions in real-time.
- Providing personalized scaffolding in smaller group settings.
- Assessing students' knowledge and comprehension in an easy way.

Legal aspect

Teachers may post video of themselves for their students or need to organise video, audio or chat meetings where students may or may not appear on the screen. In the event students appear on the screen, only live sessions are allowed².

No video recordings or screenshots of students are allowed, by both teachers and students.

¹ Adapted from Coursera, "[Moving online: What you can implement now](#)" (16.03.2020). This article also provides some useful academic references. See also, e.g., Connie Malamed, "[Best Resources For Creating Live Virtual Training Right Now](#)".

² With respect to oral preparation for the Baccalaureate exams, specific guidelines will be given.

Student participation


At the **secondary** level, student participation in online meetings as part of a regular and scheduled course period is recommended if the teacher requires it (at least by written chat). Of course, if the student is technically unable to participate, he or she must inform the teacher.

At the **nursery** and **primary P1-P3** level, the teacher may organise online meeting in consultation with the parents. As children are not autonomous enough or don't have an individual 0365 account, parents should accompany their children to video meetings. In **primary P4-P5**, teachers can organise online meetings where students can connect more autonomously.

Teachers are encouraged to communicate with parents in advance to ensure their availability. Teachers need to consider that parents can be very busy with their own professional tasks when teleworking at home, and therefore need to agree with them on the desirable level of their involvement.

Tools for online meetings

Microsoft Teams online meeting

Teachers, students and parents must only use the digital tools provided by the school.  Microsoft Teams ([Teams online meeting](#)) is the only official tool of the European Schools for online meetings and educational conversations for teachers and students.

No other online video meeting and conversation tool is currently approved by the European Schools, for reasons of data privacy concerns (e.g. Zoom.us, etc.). Exceptionally, if a teacher needs to use another resource, he or she must send a prior request for authorization to the School's DPO.

Teams online meeting is simple, powerful and entirely integrated with 0365. It requires a school account. It can be used through the web app on a browser, the desktop app or a mobile app. For advice on some technical requirements, please see Annex.

More generally, Teams stands as a good digital home base for students and teachers during remote learning, in conjunction with SMS. It offers a rich digital place where the teacher can quickly engage in class, group and individual instruction. When students lack the human connection that is nurtured in the classroom and school, such an online digital platform helps create structures for personalised interaction points with students.

Please consult the complete and updated [help on Meetings and calls with Microsoft Teams](#), with video tutorials.

How to organise distance learning in a multiple children family when access to digital appliances is limited?

If there is one or too few computers for the whole family, teachers can recommend parents the following solutions.

- Have the parent create different personal accounts for the different users (e.g. on [MacOS](#) or [Windows](#))³.
- Have the students using smartphones and tablets, if possible. Notably, the [Teams mobile app](#) can be used to participate in meetings.

For advanced users, it is also possible to broadcast the smartphone screen onto a TV monitor, so the meeting can be seen on a larger screen (screen mirroring)⁴.

Use Teams for schoolwork when bandwidth is low

Please consult the updated Microsoft page for teachers and students in a low bandwidth and remote learning situation, for guidance and best practices: [Use Teams for schoolwork when bandwidth is low](#).

Use of Teams online meeting according to year levels

Secondary	<ul style="list-style-type: none">• In every school, all students have an account and can be invited by the teacher in video meetings.• The teacher can organise video meetings with one or several students.
Primary and Nursery	<ul style="list-style-type: none">• Each school decides whether or not to distribute accounts to students.• The teacher can organise video meetings with one or several students, with the possible assistance of the parents.• As young children are not autonomous enough to use an individual account, parents can also be invited by the teacher to accompany their children to video meetings.<ul style="list-style-type: none">○ The parents can support the participation of their child in this process.○ The teacher can also invite the parents to join a Teams online meeting without a Teams account (help).○ Teachers can invite the parents to join the class Teams as temporary guests (help). Note that any guest in Teams can see all communications and files in the concerned team.

³ When using the same session and browser, it is recommended to create different user profiles on the browser (e.g. [Chrome](#), [Firefox](#), [Edge](#); Safari doesn't appear to support multiple profiles and is not recommended to use with O365, due to observed bugs).

⁴ See, for example, this recent technical article: "[How to mirror your smartphone or tablet on your TV](#)".

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|--|--|
| | <ul style="list-style-type: none">• Teachers are encouraged to communicate with parents in advance to ensure their availability (teachers need to consider that parents can be very busy with their own professional tasks when teleworking at home, and therefore need to agree with them on the desirable level of their involvement). |
|--|--|

N.B.: **User presence in Teams.** Presence is part of a user's profile in Microsoft Teams (and throughout Office 365) that indicates the user's current availability and status to other users. By default, anyone in the European Schools using Teams can see (in nearly real time) if other users are available online (see "[Understanding presence and member status and instant messaging](#)"). It is possible for any user to change his or her status in Teams ([see how](#)).

Difficulties related to the use of Teams online meeting: inappropriate student behaviour

In the current state of Microsoft's product, Teams online meetings present difficulties related to the behaviour of some students. As a matter of fact, during a Teams online meeting, **any student can voluntarily:**

- **mute (deactivate any microphone) any student, including the teacher's microphone.**
> Even if the teacher can manually mute any student or all students at the same time (button "Mute all"), any student can still unmute his or her own microphone at any time.
- **remove any student from the meeting (except the teacher).**

How to prevent or reduce the risk that students disrupt a Teams online meeting? There are two ways to tackle this problem: an educational and a technical solution.

Educational solution

Because there is actually no fully satisfying technical solution to this problem, the best solution is to follow an educational, ethical and behavioural approach. Teachers are therefore encouraged to talk with the students about online ethical behaviour, emphasizing that the key to success for distance learning is being autonomous and responsible.

For pedagogical resources on this subject, see for example the [Internet literacy handbook](#) (Council of Europe, English and French), as well as the guidance provided in the Annex 1.

General principles for technical solutions: understanding the roles

When organising a Teams online meeting with students, a teacher may want to assign roles to each participant to determine who can do what in the meeting. There are two roles to choose from: *presenter* and *attendee*.

- **Organiser:** the teacher who sets up a meeting. He or she has all available capabilities.
- **Presenters:** invited students. They can do just about anything that needs to be done in a meeting.
- **Attendees:** invited students with restricted capabilities.

Capability	Organizer	Presenter	Attendee
Speak and share video	✓	✓	✓
Participate in meeting chat	✓	✓	✓
Share content	✓	✓	
Privately view a PowerPoint file shared by someone else	✓	✓	✓
Take control of someone else's PowerPoint presentation	✓	✓	
Mute other participants	✓	✓	
Remove participants	✓	✓	
Admit people from the lobby	✓	✓	
Change the roles of other participants	✓	✓	
Start or stop recording	✓	✓	

Please visit the Microsoft's manual to learn how to change the [roles in a Teams meeting](#), before or during a meeting⁵. The tutorial [under this link](#) is also handy.

Technical solutions

For **quick and informative know-how tutorials**, please consult the following resources:

- a short [video tutorial](#) (in English) demonstrating the technical solution n°1 and n°2;
- the updated Microsoft "Quick Start" guide (pdf), especially p. 4 (the link redirects to the proper translated language): <https://aka.ms/TeamsEDUQuickGuide>

The screenshot displays the Microsoft Teams for Education interface. At the top, it says "Microsoft Teams for Education" with a "Learn more about Teams" link. Below this, the heading "Schedule a meeting with your team or class" is followed by the subtext "Hold classes, staff collaboration meetings, or trainings over online meetings".

The main content area is split into two parts. On the left, there's a message box showing "5 replies from Enrico, Pradeep, Megan, and Adèle" and a "Meeting ended: 19m 29s" notification. Below this is a "Start a new conversation" prompt. On the right, there's a "Meet now" button and a "Schedule a meeting" button. A "Meet now" dialog box is open, showing a "Meet now" button and a "Schedule a meeting" button.

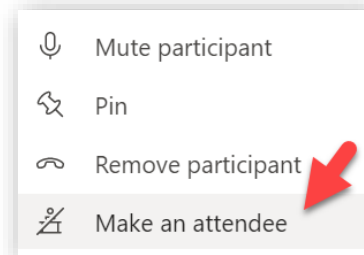
At the bottom, there's a note: "Select **Meet now** to start the meeting right away or **Schedule a meeting** to schedule the meeting for the future. Members of the channel will see an invitation for the meeting in their calendar if you decide to schedule it for later."

⁵ Microsoft has announced a "raise hand" features in Teams. At present it is not possible to know when it will be available.

1/ Immediate technical solution: manage roles during a meeting

When starting the meeting, the default role for students is presenters. Therefore, the teacher may want to flip the students to **attendees**.

- Click **Show participants** in the meeting controls to see a list of the people in the meeting.
- Hover over the name of the person whose role you want to change and click **More options** "...". From there, select **Make a presenter** or **Make an attendee**.



Consequently, students with attendee role can neither expel a participant nor mute the teacher or another student.

Notes:

- If the meeting is recurring, role assignments made in this way will only apply to the ongoing occurrence of the meeting. For future occurrences, participants will keep the role assigned to them on the Meeting options page.
- If someone exits the meeting and then joins it later, they'll join with the last role they were assigned.

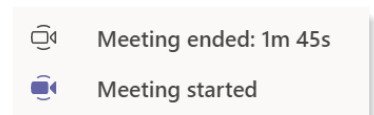
Downsides:

- Each student can still unmute his or her own microphone.
- In large classes, this requires the teacher to set up a setting that may take a few minutes before the meeting can begin.

2/ Alternative partial technical solution: manage meeting roles before a meeting, by scheduling a meeting with the calendar

Teachers can organise Teams online meeting from a calendar and set in advance the students' role as attendees.

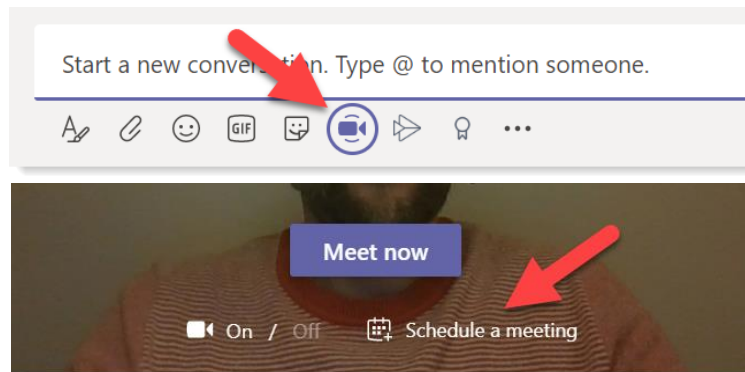
- **Benefit:** all invited students will get a notification and will be directly registered as **attendees** (they cannot mute or unmute nor remove another student).
- **Downsides**
 - This procedure must be done each time for every meeting the teacher schedules with students.
 - Each student can still unmute his or her own microphone, in spite of the teacher's settings.
 - Students can still join independently the meeting without the teacher being present. However, in that case, a discrete notification is automatically posted on the course feed.
 - It has been observed that students, especially younger ones, find their way to a conference more easily if it is started within the team, compared to the calendar.




- Also, any invited student can invite any other student (or any user with a Microsoft account) to join, without the teacher’s approval.
- In the same perspective, at the end of a Teams online meeting, the teacher should give message to the students to hang up, and the teacher should be the last to hang up (otherwise, students may stay active in the online meeting without the teacher’s supervision).

To organise a meeting, the teacher has several options: A/ directly from a Teams channel or B/ from the calendar.

A/ From the Teams publication feed in a channel, the teacher clicks on “Meet now”, then on “Schedule a meeting”.

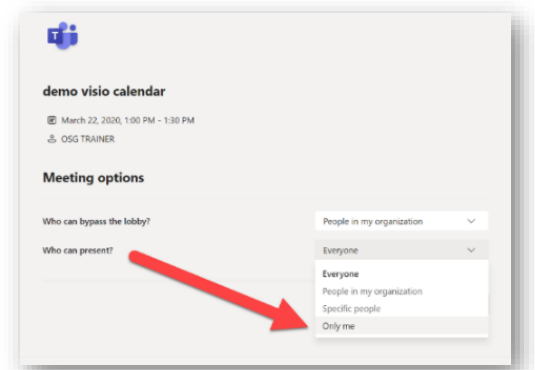


B/ From the calendar. Two **calendars** apps are available: calendar imbedded in Teams  and [0365 “Outlook” Calendar application](#).

Note on the distribution lists. Distribution lists (e.g. LIST-UCC-STU-S4ECOENA) are only available in the 0365 Outlook calendar. Without distribution list, participants must be added one by one by the teacher (but the teacher can create a recurring event).

Steps to organise a meeting and manage the roles:

1. The teacher must first create a meeting, and send out the meeting invite before he or she can assign roles.
2. Once the meeting is created and sent, the teacher must go back on the meeting he or she has just created and select **Meeting options**. This will bring you to a web page, where the teacher will see a few choices under **Who can present?**
3. The teacher must choose “Only me” and all students (participants) will automatically receive the role “attendees”.



Who can present?	What happens
Everyone	Anyone who has access to the meeting link will join the meeting as a presenter.
People in my organization	Only people in your org will be presenters. External participants will join as attendees.
Specific people	Only people you choose from the list of invitees will be presenters. Everyone else will join as attendees.
Only me	Only the organizer will be a presenter. All other participants will join as attendees.

> More info: [Schedule a meeting in Teams](#).


In some cases, students who can join a class meeting anonymously may use inappropriate display names that distract from the content of the class. To avoid this problem, teachers can use the “virtual lobby” feature to refuse to admit students who are attempting to join with an inappropriate name.

> [More information](#).

Test meetings with lobby

📅 March 17, 2020, 2:00 PM - 2:30 PM
👤 Megan Bowen

Meeting options

Who can bypass the lobby?  People in my organization ▾

Who can present? Only me ▾

[Save](#)

3/ Alternative technical solution for advanced users only: organise live events

[Teams live events](#) are only recommended to digitally savvy teachers. With Teams live events, teachers can broadcast video and meeting content to their students. These are meant for one-to-many communications where the host of the event is leading the interactions and audience participation is primarily to view the content shared by host. The attendees can watch the live or recorded event in Yammer, Teams, and/or Stream, and can interact with the presenters using moderated Q & A or a Yammer conversation.

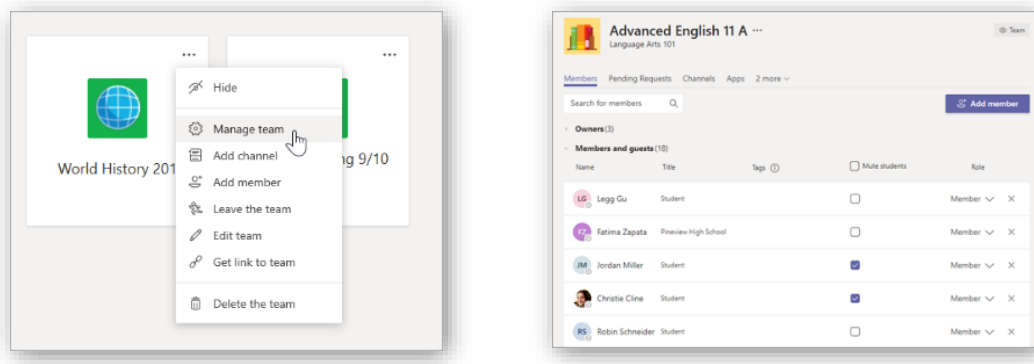
Blocking the written chat: mute student(s) in a class team

The teacher can also mute students from commenting in class conversations. This means students will no longer be able to see an inappropriate comment and that the muted students can no longer post or reply in class conversations. The teacher can un-mute students at any time.

At any time, click on the ‘...’ next to the team’s name and select "Manage Team". The teacher can then check “Mute Students” to mute all the students of the course Teams. Alternatively, the teacher may tick the box of only one or several specific students. Muted students cannot chat (written messages) until the teacher unchecks the “mute” button.

Downsides: The teacher should not forget to unmute the students if he or she wants to allow them to participate in future conversations.

Please visit the Microsoft's manual to learn how to [mute student comments in a class team](#).



Student's behaviour in online private conversations

Behavioural issues

In the actual policy for Microsoft Teams in the European Schools, any student with an account can create teams and private chat conversations, outside of a course team. In such communication spaces, any student can invite any other student, from any other school. This allows a rich collaboration for school work, but also opens up the possibility for inappropriate behaviour (disrespectful messages, harassment, bullying...).

Downsides of blocking private conversations by students

It would be technically possible to disable the ability for students to create Teams and private chat conversations: students would not have the capacity to have private conversations outside of a course team owned by a teacher. However, this would take away a lot of the value provided by such tools and present major drawbacks.

- Negative impact on students' productivity. It would prevent independent learning collaboration among students, who would only be able to discuss under teachers' supervision. Teams and private chat conversations are used constructively by students for connected learning (study groups or special interest groups). As a result, students would then probably use other online means: perhaps e-mail, but more likely external social networks (without any possible governance).
- Negative impact on teachers' productivity. It would block teachers from organising online conversations with one or many students, via private chat conversations, for remediation and

tutoring sessions. At the current time there is no technical scenario where a teacher could set up a private space for teacher-student without having to enable Chat for all students.

A blocking measure would therefore be counter-productive, in particular during a situation of distance learning, as private chat is a feature with an important downstream impact.

Recommendations to promote digital positive behaviour

It is recommended to the schools to reinforce the information to students, parents and teachers, notably regarding ICT Charters and netiquette rules in place.

Students must be reminded that they have signed an ICT charter and that respect and good conduct are their responsibility. Their O365 account is a school account, not a private one. For this school account, school rules are in effect and must be respected. Management will be able to act if misuse or misconduct occurs in Office 365 work tools.

The internal disciplinary system, whose provisions are listed in the General Rules of the European Schools, is applicable and may be enforced in case of misconduct. Misconducts, depending on their nature, may give rise to disciplinary measures as serious as definitive exclusion. Schools are encouraged to remind their students thereof.

Students are reminded that they have signed an ICT charter and that respect and good conduct are their responsibility.

The O365 account is a school account, not a private account (as with WhatsApp, Instagram, Snapchat or others). For this school account, school rules are in effect and must be respected.

Some useful links to teach digital citizenship

- Council of Europe, [Internet literacy handbook](#) (English and French).
- European Commission, [Safer Internet Day](#) (multilingual resources: search for “netiquette”).
- European Commission, [Better Internet for Kids](#).
- [Digital Citizenship+ Resource Platform \(DCPR\)](#): an evolving collection of learning experiences, visualizations, and other educational resources designed and maintained by the [Youth and Media](#) (for ages 11-18).
- Common Sense, [Everything You Need to Teach Digital Citizenship](#), and [Essential Digital Citizenship Lessons for the Coronavirus Pandemic](#).
- Edutopia, [Digital Citizenship](#), and [Resources to Fight Bullying and Harassment at School](#).

Tips for synchronous teaching (virtual classroom)

Mainly adapted from Nicolas Roland, « [Guide de survie pour enseigner à distance dans un cas de force majeure : la classe virtuelle](#) » (16.03.2020), with the author's permission.

Synchronous teaching and asynchronous teaching

Distance education makes it possible to envisage two types of temporalities: **synchronous** teaching and **asynchronous** teaching.

- In **synchronous** mode, teachers and students meet online at the same time and interact in real time, through a written discussion system or by online meeting (videoconference) - or virtual classroom. The latter is often preferred for bringing learners and teacher together at a distance for an online classroom session. It retains the codes of the classroom while using the advantages of digital technology to boost training.
- In **asynchronous** mode, the teacher proposes teaching resources, exercises or activities to his students who can access them whenever they wish. This work can be individual and autonomous, allowing each student to grasp the material at his or her own pace. But this modality also offers possibilities for interaction (through forums or message exchange systems), collaborative content production (through a shared document), etc.

The virtual classroom format offers the advantage of **engaging students** directly through interaction with their teacher. The virtual classroom, by seeing others through their webcams and chatting with them, also creates a greater **sense of community**, which reduces feelings of isolation. When the teacher exposes the material, the students can **ask a question** directly in order to quickly overcome their difficulties - something that is not possible with text or video.

However, the virtual classroom requires both teacher and students to be connected at the same time. It also requires some technical specifications - detailed below - as well as animation skills on the part of the teacher.

When to offer a virtual classroom?

The virtual class is not a simple online transposition of a lecture during one or two periods. In other words, teaching at a distance is not doing the same thing as before in front of a webcam.

In the virtual classroom, the role of animation is crucial, as students are more likely to lose track alone in front of their screen. Some educational activities are therefore better suited to the use of a virtual classroom:

- Subject teaching session where students may have questions.
- Question and answer session following an asynchronous sequence - for example, material seen through readings and/or videos.
- Discussion session with students on aspects of the material.

- A work session where students work in sub-groups to solve exercises or cases.
- Follow-up session of group work, etc.

What equipment to use?

The list of materials below applies to both you and your students.

- **A computer (desktop or laptop) or a tablet.** Note that students may attend the online session with a smartphone if no extended reading is expected.
For the teacher, the ideal option is to opt for a computer that will offer more facilities in terms of presentation, screen sharing, etc.
A portable computer with a touchscreen and a **stylus** is very convenient for live instruction by the teacher, through **screensharing**.
- **Microphone.** Sound is one of the crucial dimensions of a virtual classroom. With poor sound quality, your session will be difficult to follow. For this reason, it is not recommended to use your computer's microphone. It tends to pick up ambient noise, especially the sound of your machine's fans. To improve the quality of your broadcast, opt for headphones - or earphones - with a microphone (they are generally provided with the purchase of smartphones), or even an external microphone if possible.
- **Headphones or earphones.** These will be essential to avoid an echo produced by your speakers.
- **Camera.** Most laptops and tablets already have a camera that will do the trick. If necessary, a third-party webcam can be used to improve the quality of your image.
- **Internet.** Your virtual classroom requires a reliable Internet network; cable is better than Wi-Fi. If the connection proves to be difficult, it is advisable to disable the video and keep only the audio, or at worst the written chat⁶.

Which applications to use?

Please refer to the tools presented previously.

What can I offer my students in a virtual classroom session?

Schematically, three animation techniques can be used during a virtual classroom session:

- **The presentation (or demonstration):** this is a structured presentation by the teacher, similar to an ex cathedra presentation in class. During this presentation, you can speak face to face with the camera, share your screen to show a slideshow, demonstrate software or write on a whiteboard.
- **Interaction:** this technique aims to encourage exchange and maintain the students' attention while stimulating their reflection. You can envisage individual interaction - by questioning one of

⁶ For official statements regarding the increased traffic load due to the Covid-19 pandemic, visit the [BEREC](#) (Body of European Regulators for Electronic Communications).

the students directly - or collective interaction - through an online voting tool, or even a simple round table if you don't have too many students.

Collaborative activity: this leads students to exchange or collaborate with each other during the virtual classroom session. To do this, your virtual classroom tool must offer the possibility to put participants in sub-groups or ask them to conduct a sub-group discussion on their own before returning to the main room. With this, you can ask them to solve a problem, do an exercise, confront their ideas, etc.

Teaching at a distance does not mean transferring the same practices from class to home.

Because videoconferencing lacks many of the parameters of face-to-face interaction in the classroom, it is not always advisable to reproduce a real continuous dialogue course in a video meeting. The teacher should not try to replicate all in-class activities.

Tip. Favour a short live video or audio contact of 5 minutes at the beginning of the activity to engage the learners and then let each one carry out the proposed activities, individually or collectively. Keep a permanent contact by written chat to answer questions and encourage students.

How to prepare the session?

- **Define a time frame for your session:** it is more difficult to manage a remote session than a face-to-face session - if only because of potential technical difficulties, the time it takes for discussions, etc. It is therefore advisable to develop a timed scenario that details your session step by step. Besides helping you keep the timing during the session, it allows you to prepare different moments composed of different activities to set the rhythm of your virtual classroom.
- **Define a "netiquette",** or charter of rules of conduct and practices during the virtual classroom (see more below).
- **Draw up a virtual class user guide:** this guide will specify the connection methods, the configuration required to follow the session, the plugins to install, the netiquette, etc. Invite students to log in ten minutes before the session starts. You will be able to send it by email or drop it on your Teams class space.
- **Get your students to test their material:** a successful virtual class is all about optimal participation - i.e. without technical problems - for the learners. Open a room where they can test their microphone and webcam before your session.
- **Send a reminder to the students:** taking a virtual classroom course from home is not a common practice for students. Therefore, a reminder of the date and time of the virtual classroom session is necessary. Alternatively, the virtual classroom can correspond to the students' normal timetable.

How to animate the session?

- **Be present ten minutes before the start of the session:** this will allow you to check that everything is working technically and to greet students as they arrive.
- **Introduce the virtual class program:** start by introducing the theme of the session, its duration, objectives and the different moments of the program.
If necessary, after a few minutes, you can recall the rules of the virtual class as well as the good practices to live an optimal session: turn off the microphone when not in use, turn off your smartphone (or put it in airplane mode), turn off any other windows, etc.
- **Moderate the discussion:** if possible, ask a student, an assistant or a colleague (Microsoft Teams allows to register several teachers in the same course) to moderate the discussions, i.e. to ensure that important questions and comments are addressed. This person can also help students who have technical problems during the virtual classroom.
- **Have your students take notes:** either individually or in groups - by asking students to write and comment together on a shared Word online document - have the students take notes to behave in a way similar to what they do in the lecture theatre.
- **Use the written chat system:** ask your students to ask questions or make comments through the software's chat - while respecting netiquette. This will allow you to go back and answer these questions.
- **Do 10-minute sequences:** During the session, especially in lecture mode, create interaction with the students after 10 minutes: solicit their feedback on some aspect of the material, ask them questions or read the chat comments and questions⁷.
Remember, the real benefit of a virtual classroom compared to a pre-recorded video is the ability to create direct interaction, both between you and the students and among the students themselves.
- **Propose a conclusion with the next steps:** remind the students of the main points discussed during the session, thank the students and announce the next activities to be carried out in your course.

How can interactions be regulated?

A netiquette is a good guide to the use of electronic tools. Its primary objective is to present a set of behaviours to be respected for good uses of the Internet. In other words, it is a charter of politeness and good manners on the Internet with an ethical or deontological purpose.

During a virtual class, here are some rules - to be adapted - that can be important to disseminate to your students:

- **Avoid all disruptions during the virtual classroom,** i.e. switch your phone to airplane mode, close the tabs of your Internet browser, shut down software not required for the virtual classroom, etc.

⁷ Reasons for keeping online lectures short are given by the scientific research on attention span and cognitive overload (see, e.g., University of British Columbia's [Design Principles for Multimedia](#)).

- **Adopt an appropriate posture and environment.** If the virtual class can be followed from anywhere - even from bed - it is important that the student is in a frame and posture that is conducive to following the session.

N.B: In a Teams online video meeting any participant can [blur his or her video background](#).

- **Use appropriate language.** During the exchanges, suggest to the students to avoid "SMS/ texting" language, spelling mistakes, typos and draft sentences.
- **Use codes to frame messages.** As a teacher, it can be difficult to facilitate the session and monitor the chat exchanges. To help you, you can ask your students to use certain codes to specify the types of messages. For example, you can ask your students to use certain codes to specify the types of messages: [?] for a question, [!] for a misunderstanding, etc. Another idea would be to use coloured cards (e.g. red to signal a question) or with pictograms (e.g. to ask to mute the microphones: see this handy example [in paper](#) or [online](#)).

Use the chat system only for exchanges that are specific to the course, both to avoid distracting others with jokes and to allow you to follow the exchanges.

Tip. There are always students who are great at participation and extra-responsible. Designate them as "Discussion Leaders" and give them a chance to exercise leadership in the classroom. Assign this role on a rotational basis.

Examples of flyers for students (tips and virtual learning agreements)

Student tips for successful **VIDEO CALLS**



- 1 Check in with your teacher. Gather your materials.
- 2 Be on time. Check in thru the chat when you arrive.
- 3 Stay engaged (nod or thumbs up) if others are talking.
- 4 Mute your mic if you're not speaking.
- 5 Use the chat or raise hand to share ?s/ideas.
- 6 Wait for teacher to call on you or unmute your mic.
- 7 Take notes in a doc or on paper for reference.
- 8 If using video, look at the camera, not the screen.

Text by Karly Moura @KarlyMoura. Infographic by Matt Miller @jmatmiller. Icons by The Noun Project.

Source: [Matt Miller](#).

Ideas para videollamadas **EXITOSAS**



- 1 Regístrese con su profesor. Prepare los materiales.
- 2 Llegue a tiempo. Salude en el chat cuando llegue.
- 3 Preste atención cuando otros están hablando.
- 4 Apague el micrófono cuando no hable.
- 5 Use el chat o levante la mano para contestar.
- 6 Espere el toque de su profesor para encender el mic.
- 7 Tome apuntes en un doc papel para referencia.
- 8 Si use video, mire la cámara, no la pantalla.

Texto por Karly Moura @KarlyMoura. Infografía y traducción mediocre :-) por Matt Miller @jmatmiller. Iconos por The Noun Project.

Spanish adaption by [Matt Miller](#).

Conseils pour bien réussir une **Rencontre vidéo**




- 1 Contacte ton enseignant(e). Prépare ton matériel.
- 2 Sois à l'heure. Vérifie le clavardage en arrivant.
- 3 Reste engagé (hoche la tête ou lève le pouce) quand les autres parlent.
- 4 Coupe le micro si tu ne parles pas.
- 5 Utilise le clavardage ou lève la main pour partager tes idées.
- 6 Attends que l'enseignant t'appelle pour réactiver ton micro.
- 7 Prends des notes dans un document en ligne ou sur papier pour y revenir au besoin.
- 8 Si tu utilises la vidéo, regarde la caméra, pas l'écran.

Texte par Karly Moura @KarlyMoura. Infographie par Matt Miller @jmatmiller. Icones par The Noun Project. Traduit (avec permission) par Alexandra Coutlée @acoutlees


French adaptation by [Alexandra Coutlée](#).

Examples of flyers for primary students (Teams charter)




Teams charter

SOUND USE IN 10 STEPS
FOR THE PRIMARY SCHOOL



<p style="text-align: center;">1</p> <p style="text-align: center;">#Respect</p> <p>I am kind and polite in Teams, just as in real life (I do not insult, I am not mean...).</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">#Video-coconference</p> <p>In video-conferences, I must respect the rules of communication (I don't cut off the microphone of others, I don't delete anyone, I don't speak at the same time as another pupil...).</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">#Spelling</p> <p>I write correctly: Word choice, spelling, punctuation, no abbreviations...</p>	<p style="text-align: center;">7</p> <p style="text-align: center;">#Publication</p> <p>I will only publish what I have permission for (photos, sounds, texts...)</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">#Precaution</p> <p>I do not post sensitive information (address, phone number...).</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">#Ownership</p> <p>When I share something, I indicate its origin (author, link...).</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">#Value others</p> <p>I am positive, I encourage, I congratulate other pupils' interventions if I like them. I avoid criticizing others.</p>	<p style="text-align: center;">9</p> <p style="text-align: center;">#Safety</p> <p>If I have a problem with someone on Teams, I tell my parents or my teacher.</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">#Cooperation</p> <p>I look for ways to work with others, sharing what I do if I need to. I like to help.</p>	<p style="text-align: center;">10</p> <p style="text-align: center;">#Parents</p> <p>I use Teams under the supervision of my parents to make sure the rules are followed.</p>



#Commitment: I'm looking forward to doing awesome school work with Teams. I share my ideas and what I can do. I help others and I try to amaze everyone.



Charte Teams

POUR L'ECOLE PRIMAIRE
LE BON USAGE EN 10 BALISES



<p style="text-align: center;">1</p> <p style="text-align: center;">#Respect</p> <p>Je respecte les personnes sur Teams comme dans la vie réelle (je n'insulte pas, je ne dis pas de méchancetés...)</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">#Visioconférence</p> <p>Dans une visioconférence, je respecte les règles de communication (je ne coupe pas le micro des autres, je ne supprime personne, je ne parle pas en même temps qu'un autre élève...)</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">#Langage:</p> <p>J'écris correctement : choix des mots, orthographe, ponctuation, pas d'abréviations, etc.</p>	<p style="text-align: center;">7</p> <p style="text-align: center;">#Publication</p> <p>Je ne publie que ce pour quoi j'ai l'autorisation (photos, sons, textes...)</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">#Prudence</p> <p>Je ne publie pas d'informations sensibles (adresse, téléphone...)</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">#Propriété</p> <p>Quand je partage quelque chose, j'indique son origine (auteur, lien...)</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">#Bienveillance</p> <p>Je suis positif, j'encourage, je félicite les interventions des autres élèves si elles me plaisent. J'évite de critiquer les autres.</p>	<p style="text-align: center;">9</p> <p style="text-align: center;">#Sécurité</p> <p>Si j'ai un problème avec des personnes sur Teams, j'en parle à mes parents ou à mon professeur.</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">#Coopération</p> <p>Je cherche à travailler avec les autres, en partageant si besoin ce que je fais. J'aime aider.</p>	<p style="text-align: center;">10</p> <p style="text-align: center;">#Parents</p> <p>J'utilise Teams sous la supervision de mes parents pour être certain de que les règles sont respectées.</p>



#Engagement Je cherche à faire de chouettes activités scolaires avec Teams. Je partage mes idées et ce que je sais faire. J'aide les autres et je cherche à étonner tout le monde.

Additional support

- Please consult the ICT coordinator in your school, the O365 and the SMS Super Key User (SKU) or the ICT technicians.
- Additional Support is available on the [Pedagogical Development Unit SharePoint](#).