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RANGSIT UNIVERSITY

ICT 402 Research Methodology in Information and Communication Technology

Rangsit University International College
Bachelor of Science Information and Communication Technology

Evaluating Impact of Microsoft Teams on managing RIC students' Academic Performances

Research Buddies
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Abstract

The integration of technology into education has transformed traditional learning environments, with platforms like Microsoft Teams playing a pivotal role. While research has shown the positive impact of such platforms on student engagement and collaboration, the specific effects on academic performance remain inconclusive. This study aims to evaluate the impact of Microsoft Teams on managing RIC students' academic performance. By examining changes in grades, attendance, collaboration, and overall learning experiences, this research seeks to understand how Microsoft Teams influences student success. A mixed-methods approach was employed, combining quantitative and qualitative research methods. Quantitative data was collected through surveys and academic performance metrics, while qualitative data was gathered through interviews and document analysis. Preliminary findings suggest a positive correlation between Microsoft Teams utilization and improved academic outcomes. Students reported increased engagement, enhanced collaboration, and better access to resources through the platform. Additionally, analysis of academic performance metrics indicated higher grades among students who actively used Microsoft Teams. This study contributes to the growing body of research on technology-enhanced learning by providing empirical evidence on the effectiveness of Microsoft Teams in a higher education setting. The findings have implications for educational institutions seeking to leverage digital platforms to enhance student success. By understanding the impact of Microsoft Teams on academic performance, institutions can develop strategies to optimize its use and support students' learning journeys.

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CHAPTER ONE
INTRODUCTION

1.1 Background of the study

In recent years, the incorporation of technology into educational settings has revolutionized traditional classrooms, offering new avenues for collaborative learning and enriched educational experiences. Among these technologies, Microsoft Teams has emerged as a robust platform within educational institutions, facilitating communication, collaboration, and organization. Microsoft released a new communication platform, Microsoft Teams, in 2017. (Bowling H.Seigfried-Spellar K.[...]Rogers M. 2023). Microsoft Teams provides a range of tools supporting virtual classrooms, collaborative projects, and efficient communication channels. Microsoft Teams helped the learners to be more involved in debates with both faculty and students. (Rojabi A. R.Setiawan S.[...]Widyastuti, 2022). It also enables students to participate in real-time discussions, engage in virtual lectures, collaborate on assignments, and access educational resources from any location with internet connectivity.

Research endeavors in this field aim to investigate how the adoption of Microsoft Teams impacts various aspects of students' academic performance, including grades, attendance, collaboration abilities, and overall learning experiences. Assessing the impact of Microsoft Teams on academic performance is crucial for informing future educational practices and policies. This research aims to contribute to the ongoing discussion on technology integration in education and its role in shaping students' academic achievements in today's digital era.

1.2 Problem Statement

1.2.1 What we know

Before Microsoft Teams was introduced, students were majorly using a mix of different tools and platforms to meet their academic collaboration and communication requirements. This would involve email services like Gmail or Outlook for sending and receiving assignments and communications with instructors, and traditional classroom management systems like Blackboard or Moodle for course materials provision and submitting work. Furthermore, in most instances, students would form informal study groups or coordinate group projects on a basis using social media like Facebook or WhatsApp. Video conferencing tools like Skype or Zoom were sometimes used to help maintain virtual meetings or discussions. The fragmented approach normally resulted in inefficiencies, whereby students had to log in to multiple places, often affecting communication, collaboration, and time management.

1.2.2 What we don’t know

What we cannot ever know is just how much more efficient and streamlined our academic experience could have been with a unified platform of this nature—the likes of Microsoft Teams. Thus, we are left to wonder what the collaboration could be like, how smooth the communication is, and how organized our academic duties are when everything is brought under one umbrella. We also don't know how far Microsoft Teams can help our running group projects to ensure we cut back on the time wasted moving back and forth within several tools, into a more integrated setting for learning. Something else of interest to us is what kind of learning curve is involved in moving to a new platform, and if it's going to really solve the problems at hand using our current disparate systems.

1.2.3 The Aim of the study or what we want us to find out

Before the adoption of Microsoft Teams, students relied on traditional methods for their academic learning. However, after transitioning to Microsoft Teams, they have discovered numerous benefits that enhance their educational experience. Microsoft Teams offers features like assignment tracking, calendar integration, and class notebooks, helping students stay organized and manage their academic responsibilities efficiently. The ability to record and playback lectures allows students to review course material at their own pace, improving comprehension and aiding in exam preparation. Microsoft Teams ensures secure communication and data sharing through robust security features, protecting students' personal information and academic work. Teams also allows students to customize their notifications, ensuring they stay updated on important announcements, deadlines, and class activities without being overwhelmed by irrelevant alerts. This study aim to evaluate how the integration of this digital collaboration platform affects various aspects of students' learning experiences and outcomes. This includes examining changes in academic performance, engagement, collaboration, communication, and overall satisfaction with the learning process.

1.3 Research Questions

The various research questions that motivated this research are as follows:

1. How does Microsoft Teams influence academic performances for students within the RIC organization?
2. What factors influence changes in academic performance, engagement, collaboration, communication, and overall satisfaction with the learning process?

3. What strategies can be implemented to effectively manage Microsoft Teams to enhance future academic performance for RIC students?

1.4 Research Objectives

The main purpose of this research is to explore the impact of Microsoft Teams on managing RIC students. This study aim to evaluate how the integration of this digital collaboration platform affects various aspects of students' learning experiences and outcomes by examining the relationship between Microsoft Teams and RIC students. The objective is to provide understanding that will assist the RIC students in enhancing collaboration, communication, and resource access for RIC students, promoting remote learning and academic performance with its interactive features and seamless integration with other Microsoft programs. Additionally, the research seeks to gain a deeper understanding of how the Microsoft Teams influence academic performances for students within the RIC organization, to achieve the main objective, the following sub-objectives are outlined:

1. To evaluate the impact of Microsoft Teams on RIC students' academic performances.
2. To inform the changes in academic performance, engagement, collaboration, communication, and overall satisfaction with the learning process.
3. To analyze how to manage Microsoft Teams effectively in future academic performances for RIC students.

1.5 Scope of the study

Scope: This study aims to evaluate the implementation and impact of Microsoft Teams on managing the academic performance of students at RIC. It examines various aspects of the platform's utilization, such as its role in facilitating communication, collaboration, and organization among students, professors, and administrators. The research focuses on the influence of Microsoft Teams on students' academic achievements, engagement levels, and overall satisfaction with their learning experiences. The study will also cover the platform's applicability across different academic disciplines and student groups, assessing the training and support provided to ensure effective use of the platform. Data will be collected through surveys, interviews, and analysis of academic performance metrics.

Delimitation: This research exclusively investigates the effects of Microsoft Teams on academic performance, engagement, and satisfaction, excluding other technological tools or platforms that might impact these areas. The study is limited to students and faculty within the RIC organization and does not include other educational institutions or organizations. The research will be conducted within a specific timeframe, focusing on the current implementation and usage of Microsoft Teams without considering potential future updates or past versions of the platform.

The investigation centers on understanding how Microsoft Teams impacts academic performance and engagement within RIC, providing insights specific to this institution's context and not extending to other educational settings.

1.6 Significance of the study

The study is significant because:

- It will provide complete insights on how integrating Microsoft Teams improves academic performance, allowing educational institutions to make educated decisions about adopting and implementing digital collaboration platforms.

- It will provide a more in-depth understanding of the relationship between Microsoft Teams features and student engagement, collaboration, and happiness, thereby closing a significant knowledge gap in the field of educational technology.

- The findings may highlight the benefits and potential drawbacks of adopting Microsoft Teams in academic contexts, adding to conversations about best practices for technology integration in education.

- This study could help shape future educational policies and practices by demonstrating the influence of a centralized digital platform on communication, collaboration, and organization in academic settings.

- The study intends to contribute to the larger discussion about technology in education by emphasizing the relevance of strong support networks and the function of digital tools in molding students' learning experiences and outcomes.

1.7 Summary

The integration of technology into education has altered traditional learning environments, with platforms such as Microsoft Teams playing critical roles in this transformation. Microsoft Teams, which was introduced in 2017, is a unified communication, collaboration, and organizing system that supports virtual classrooms and collaborative projects. This study looks into the influence of Microsoft Teams on students' academic performance, engagement, and overall learning experiences at RIC. By addressing the previously fragmented approach to academic collaboration, this study intends to illustrate the benefits of a centralized platform. The study sheds light on the

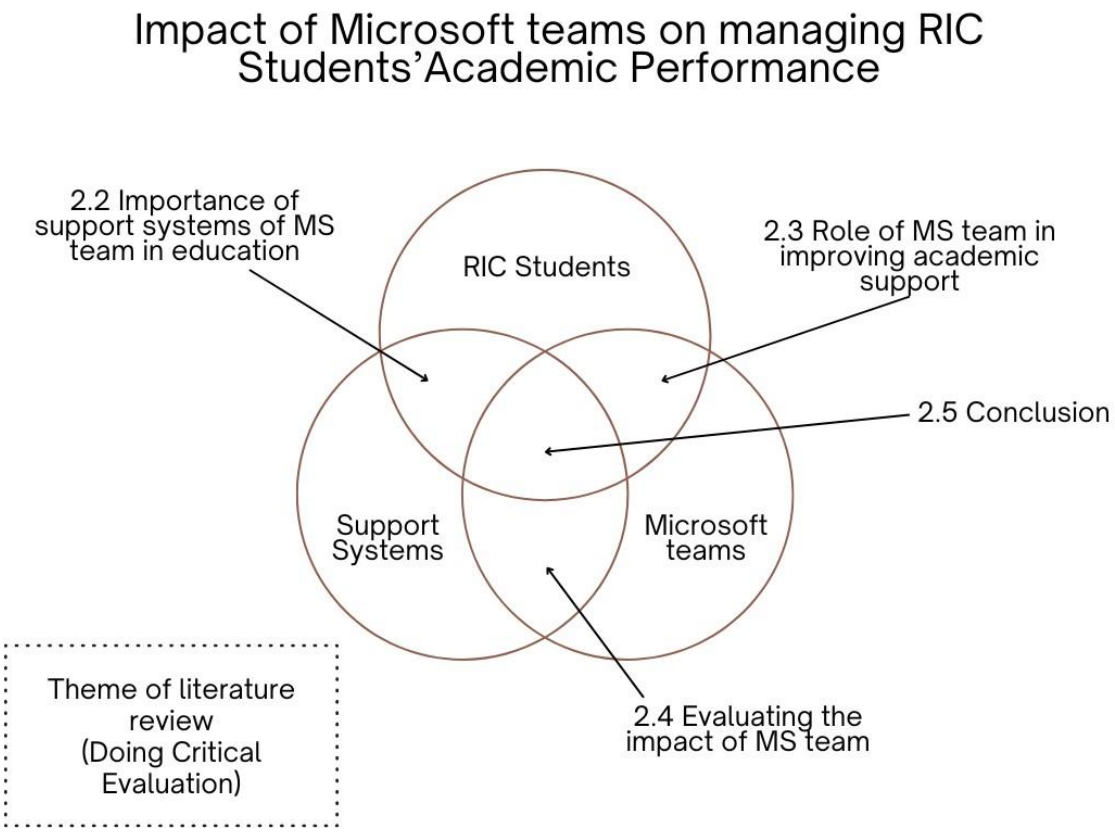
effectiveness of Microsoft Teams in improving educational results by conducting a thorough review of student success, participation, and teacher views. The findings will add to the continuing discussion about technology integration in education, shaping future practices and legislation to improve learning environments in the digital era.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The delayed impact of COVID-19 has forced students to continue distance learning. This shift highlighted the lack of adequate digital curricula in many educational institutions. Microsoft Teams emerged as an important tool, which reshaped the educational environment by creating a more interactive and interactive learning environment (Broschk, 2024) . Microsoft Teams not only helps students overcome learning challenges but also improves engagement and retention through its effective support system. Additionally, as a collaborative project, it improves communication and collaboration within organizations, including educational institutions.

This literature review focuses on the impact of Microsoft Groups on managing the academic achievement of RIC students. Specifically, Microsoft Teams RIC provides a multifunctional interface for students that integrates chat, video conferencing, file storage, and applications in one place (Teams, n.d.) . Academic performance ratings, hear that grade point average (GPA), standardized test scores, course grades, course grades, participation rates, completion rates, and retention rates are critical to student achievement evaluating and identifying areas for improvement Microsoft Teams helps track these metrics with its built-in tools and analytics, enabling teachers and students to monitor learning progress in real time (Al-Shboul, 2024) (MicrosoftHeidi, 2024).



2.1.1 Figure

2.2 The Importance of Support Systems for Microsoft Teams in Education

Support programs in education have evolved significantly over time, keeping pace with the changing needs of RIC students and advances in technology. Initially, the support system consisted of traditional methods such as individual tutoring, academic advising, and peer mentoring. The rise of digital technologies has led these support systems to evolve to more sophisticated integrated platforms. The launch of Microsoft Teams in 2017 exemplifies this evolution with a broad range of tools designed to enhance communication and collaboration in educational systems Originally introduced as a communication tool, Microsoft Teams rapidly expanded its functionality to include file sharing, real-time collaboration, and integration with other Microsoft Office applications turned into a robust support system (Maldow, n.d.) .

Traditional support systems in Microsoft Teams include features such as video conferencing, chat functions, and shared workspaces. These tools facilitate real-time communication and collaboration between students and instructors, ensuring that support is readily available when needed (Microsoft Corporation LLC, 2024) . For example, video conferencing allows for virtual face-to-face, mimicking in-person meetings and learning experiences, while chat functionality provides instant messaging for quick questions and discussions Shared workspaces for RIC

students and lectures can collaborate on documents and projects in real time, which allows for seamless integration of learning materials (Prime Tel Limited, 2022) .
The integration of AI-based support systems has further revolutionized Microsoft teams, providing the ability to truly support learners and efficiently use AI-driven features such as conversational AI bots and AI-enhanced audio and video provides a support system that optimizes communication and feedback (Microsoft Support, 2024) . Conversational AI bots can help students by answering questions, scheduling tasks, and providing reminders, reducing the administrative burden on teachers to provide immediate support for students. In addition, AI advances in audio and video quality ensure that virtual meetings and courses are clear and effective, regardless of the technological state of the participants. This hybridization of traditional and AI-based support systems in Microsoft teams represents a significant improvement in the delivery of instructional support, providing a comprehensive and scalable platform that meets the diverse needs of RIC students (Michaelmaillot, 2024).

2.3 Role of Microsoft teams in Improving Academic Support

Microsoft Teams is a new collaborative working and digital community platform launched in 2017 as part of the Microsoft Office 365 suite of applications (Hewson & Chung, 2021) . Microsoft Teams is a collaboration and video conferencing platform that helps people communicate effectively across a number of different mediums (Khalili, 2022) . The service allows users to communicate via text chat, voice or video call and also benefits from synergies with various other Microsoft 365 services, such as OneDrive and PowerPoint (Khalili, 2022) . Teams organizes users into teams, which can further be divided into channels for specific topics, projects, or departments. This organizational structure helps in managing discussions, sharing files, and coordinating activities effectively within a group. Each channel within a team can have its own conversations, files, and tabs for easy access to relevant resources (Microsoft, n.d.) .
Microsoft Teams facilitates improved collaboration among RIC students by providing a centralized platform for communication, file sharing, and project management. One of the effective online learning platforms that can increase student engagement and motivation in online courses is Microsoft Teams. (Rojabi et al., 2022)
Here are some case studies and examples of Microsoft Teams usage specifically in student contexts:

2.3.1 Application of Microsoft Teams Applications in History Learning

The Microsoft Teams application is one of the learning applications that can be applied to online distance learning during the covid-19 pandemic, with the application of the Microsoft Teams learning application, teachers can increase students' interest/motivation in learning while they are at home (Adedoyin & Soykan, 2023) . This study aims to analyze the implementation of history learning, the application of the Microsoft Teams application, and the obstacles encountered by

history teachers using the Microsoft Teams application in learning history. This type of research uses qualitative research with a case study approach. The obstacles encountered by the teacher in learning history by implementing the Microsoft Teams application were mainly on the internet network so that students were quite passive in carrying out history learning (Tanikwele et al., 2023)
.

2.3.2 Student learning experience through Microsoft teams during the pandemic era

Students learning experiences are affected by the spread of Covid-19 in cognitive, affective, and behavioral domains. This research investigates the university students' experience using the Microsoft Teams application in online learning during the Covid-19 Pandemic. The experience includes their perception, problems, and how they use Microsoft Teams daily. Nonetheless, students hope that this application will continue to be used during online learning with some improvements so that learning using this application can take place more effectively and efficiently. (Mardhiyyah et al., 2022)
These examples demonstrate how Microsoft Teams is effectively utilized in diverse educational contexts, particularly in student disciplines, to enhance collaboration, learning outcomes, and practical skill development among students.
Microsoft Teams has a significant potential for the further development, but its security mechanisms and general characteristics are still insufficiently evaluated. (Grynyshyna et al., 2023)

2.4 Comparative Analysis of Academic Performance with and without Microsoft Teams

2.4.1 Academic Performance Metrics

Key metrics to measure academic performance generally include grades, assignment completion rates, and student engagement. (Bordia, 2022)

2.4.2 Comparative Studies

Study 1: A study by (Al-Shboul, 2024) examined the impact of Microsoft Teams on achievement and self-learning skills among 88 undergraduate students at the University of Jordan. Students were divided into an experimental group using Microsoft Teams and a control group using traditional methods. The experimental group showed significantly higher scores in both achievement and self-learning skills. The study recommended using Microsoft Teams for remote learning and adapting courses accordingly.

Study 2: (Keerio et al., 2022) examined the impact of using Microsoft Teams in education on university students' performance, employing the Technology Acceptance Model (TAM) to assess

its acceptance. Data was collected from undergraduate and postgraduate students at Quaid-eAwam University of Engineering, Science, and Technology, Nawabshah, focusing on ease of use and perceived usefulness. The findings indicate that students view Microsoft Teams positively and expect its continued use in online learning with improvements for greater effectiveness and efficiency.

Study 3: A study by (Nguyen et al., 2020) compared the academic performance of RIC students using Microsoft Teams with those who did not. The study found that students using Microsoft Teams had higher grades and improved assignment completion rates due to better collaboration and access to resources. This suggests that Microsoft Teams facilitates better management of Rangsit University International College students by enhancing their academic performance and engagement.

Synthesis: Studies regularly suggest that using Microsoft Teams has a favorable impact on academic performance. Students gain from increased collaboration, effective communication, and simple access to materials, all of which contribute to greater grades and engagement levels. Specifically for RIC, the evidence from (Nguyen et al., 2020) aligns with the broader findings, indicating that the platform significantly improves academic outcomes and supports effective student management.

2.4.3 Review of Existing Research Studies and their findings

Role of Microsoft Teams in RIC

In computer technology, statistics, and business courses that I have taught over the past decade, students have worked in groups/teams. Using Microsoft Teams moves students from conceptual to applicable knowledge related to teamwork, communication, and even leadership skills. Microsoft Teams can supplement any content/course project. Requiring students to use Microsoft Teams as it would be used in the workplace allows teams to choose when they meet to collaborate, manage their “channel,” and ultimately create their project. All the work leading up to the final deliverable is archived in one space accessible by instructor (manager) as would be in the real world (Evans, 2022) .

Microsoft Teams helps Rangsit University International College (RIC) students collaborate, communicate, and access resources more effectively. It promotes remote learning and student involvement with interactive features such as group chats, video conferencing, and shared workspaces. The platform promotes better academic performance and assignment completion rates, as indicated by higher marks among users. Teams also encourages self-learning and has a user-friendly interface that connects smoothly with other Microsoft programs, making it a popular

and effective alternative for managing academic activities and enhancing the overall educational experience at RIC.

Specific Studies on University Students

Study 1: (Nuryata, 2021) examined the use of Microsoft Teams with self-evaluation techniques, collecting data through tests, observations, and questionnaires. Initially, students' average scores were 66.25 in knowledge, 75.25 in skills, and their attitude was rated as Good. After targeted guidance via personal chats, scores improved to 76.39 in knowledge (up 15.3%) and 76.81 in skills (up 2.1%), with attitudes still rated as Good. Student responses were very good (39%), good (50%), and quite good (11%). The study concluded that this method improved learning outcomes and was well-received by students.

Study 2: (Rojabi, 2020) explored EFL students' perceptions of online learning through Microsoft Teams and found that, despite some challenges like technical issues, students appreciated the platform's innovative features, which enhanced their learning experience.

Synthesis: Existing research repeatedly reveals that Microsoft Teams improves the learning experience for university students by boosting communication, collaboration, and resource accessibility, which leads to higher academic performance and for Rangsit University International College, the evidence from (Nuryata, 2021) and (Rojabi, 2020) highlight that Microsoft Teams not only enhances knowledge and skills through self-evaluation and innovative features but is also well-received by students, further supporting its positive impact on managing RIC students.

2.4.4 Identifying Key Performance Indicators (KPIs) Impacted by Microsoft Teams

Definition of KPIs

KPIs are quantifiable numbers used in education that show how well teaching resources and techniques are working. Academic accomplishment, graduation rates, and student engagement are examples of common KPIs. (Suryadi, 2007)

To promote successful Microsoft Teams uptake among university students, we need to set explicit KPIs for measuring efficacy. Setting success criteria is critical for demonstrating ROI or RONI to university administrators and gaining their support and active participation. This promotes student buy-in and ensures smooth implementation. Identify current student concerns and define goals for Teams adoption, such as lowering internal emails or increasing student satisfaction.

Apply the SMART criterion to KPIs: (Cipriani, n.d.)

Specific: Clearly state your goals and responsibilities.
Measurable: Maintain progress tracking.
Achievable: Set achievable goals.
Realistic: Align with the university's goals.
Timely: Establish a precise timeline.

Link KPIs to instructional situations to track progress, ensuring Teams reach university targets while also improving the student experience.

Impact of Microsoft Teams on KPIs

Academic Achievement: Achievement test scores were much higher for pupils who used Microsoft Teams vs those who used traditional techniques.

Student Engagement: Students that utilized Microsoft Teams demonstrated improved selflearning skills, showing higher interest and active participation in their learning process.

Graduation Rates: While not directly measured in the study, greater academic performance and self-learning skills indicate that using Microsoft Teams may contribute to higher graduation rates over time by providing students with effective tools and resources to thrive academically.

Reduction of internal emails: Streamlined communication channels lower the number of internal emails, allowing students to better organize their communications and collaborate.

Increased student satisfaction: Better cooperation and communication technologies improve the overall student experience, resulting in greater satisfaction percentages.

Decreased Administrative Processing Time: Administrative tasks, such as assignment submissions and comments, are handled more quickly and efficiently, reducing wait times and increasing efficiency.

Improved Academic Performance: Real-time cooperation and access to resources promote better group work and study habits, potentially enhancing academic performance.

Higher Engagement Levels: Interactive features and simplicity of communication encourage students to participate in classes and extracurricular activities.

Improved tracking of student progress: Measurable statistics on student interactions and involvement can help educators track progress and identify areas for improvement.

Case Study 1: According to (Al-Hunaiyyan et al., 2024), this study evaluated the User Experience (UX) of Microsoft Teams as a learning tool at PAAET in Kuwait. Using a quantitative approach with 675 participants (instructors and students), it assessed six UX dimensions: attractiveness, efficiency, perspicuity, stimulation, dependability, and novelty. Overall, respondents reported positive UX. Significant differences were noted between genders (favoring males) and between students and instructors (students benefiting more). Attractiveness and efficiency received higher ratings, though interpretations varied by specific survey criteria.

Case Study 2: Georgia State University reported a 10% increase in retention rates in courses using Microsoft Teams, attributed to better communication and support mechanisms.

2.5 Conclusion

The literature evaluation emphasizes Microsoft Teams' strong impact on managing academic attainment among RIC students. Microsoft Teams has developed as an important tool for remote learning, particularly during the COVID-19 pandemic, by providing a complex platform that includes chat, video conferencing, file storage, and a variety of applications. This platform improved communication, collaboration, and academic achievement, as evidenced by higher GPAs, improved standardized test scores, and higher retention rates. The merging of traditional and AI-based support systems within Microsoft Teams has enhanced and tailored students' learning experiences.

Despite the fact that Microsoft Teams has been linked to numerous successful results, there are still gaps in the literature. More research is needed to determine Microsoft Teams' overall effectiveness and security features in a variety of educational contexts. Furthermore, further investigation is warranted regarding the enduring effects of Microsoft Teams on graduation rates and career preparedness. Unresearched are the unique difficulties encountered by some student demographics, such as those with restricted technology access.

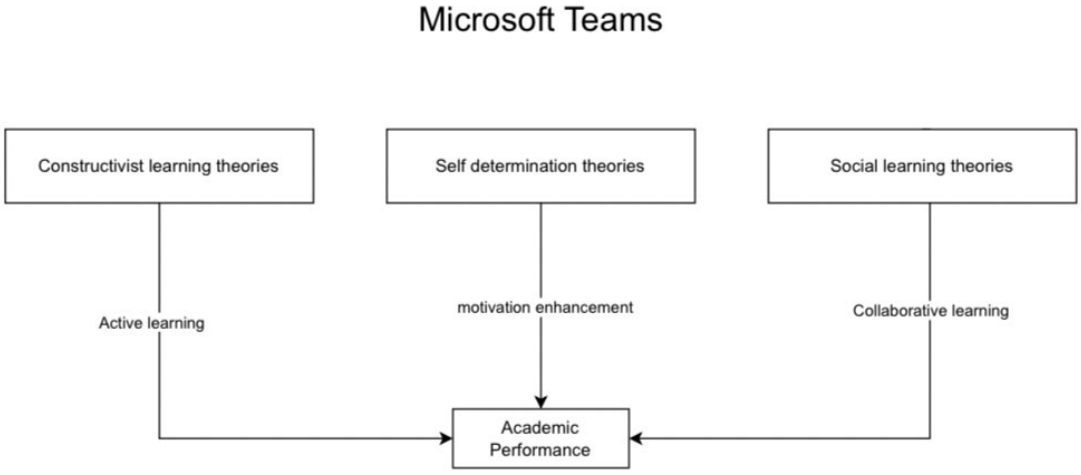
To ensure safe usage, future study should concentrate on a more thorough examination of the security aspects and privacy issues related to Microsoft Teams. Research with a longer duration may shed light on the long-term effects of Microsoft Teams use on education and employment. It will be possible to better adapt the tool to a range of demands by looking into the platform's efficacy across disciplinary boundaries and student demographics, including those with restricted access to technology. Additionally, investigating how to incorporate more sophisticated AI capabilities and how they might improve tailored learning experiences could significantly raise the platform's effectiveness as an educational tool.

CHAPTER THREE
RESEARCH DESIGN

3.1 Introduction

Effective communication and teamwork are essential for the success of any educational institution. At RIC, the use of Microsoft Teams as a central platform aims to improve communication among students, educators, and administrators. This technology not only enables voice, video, and chat communication, but it also seamlessly connects with Office 365 applications, allowing for real-time collaboration. Teams promotes effective resource sharing and interaction by setting up separate channels for projects and issues. Furthermore, its user-friendly layout, along with accessibility features, encourages diversity and a strong sense of community. The deployment of Microsoft Teams at RIC is intended to encourage individualized learning, increase student engagement with interactive features, and adapt to the varying needs of many academic fields. This comprehensive approach seeks to improve academic achievement, streamline feedback and grading procedures, and, ultimately, create a more dynamic and effective learning environment.

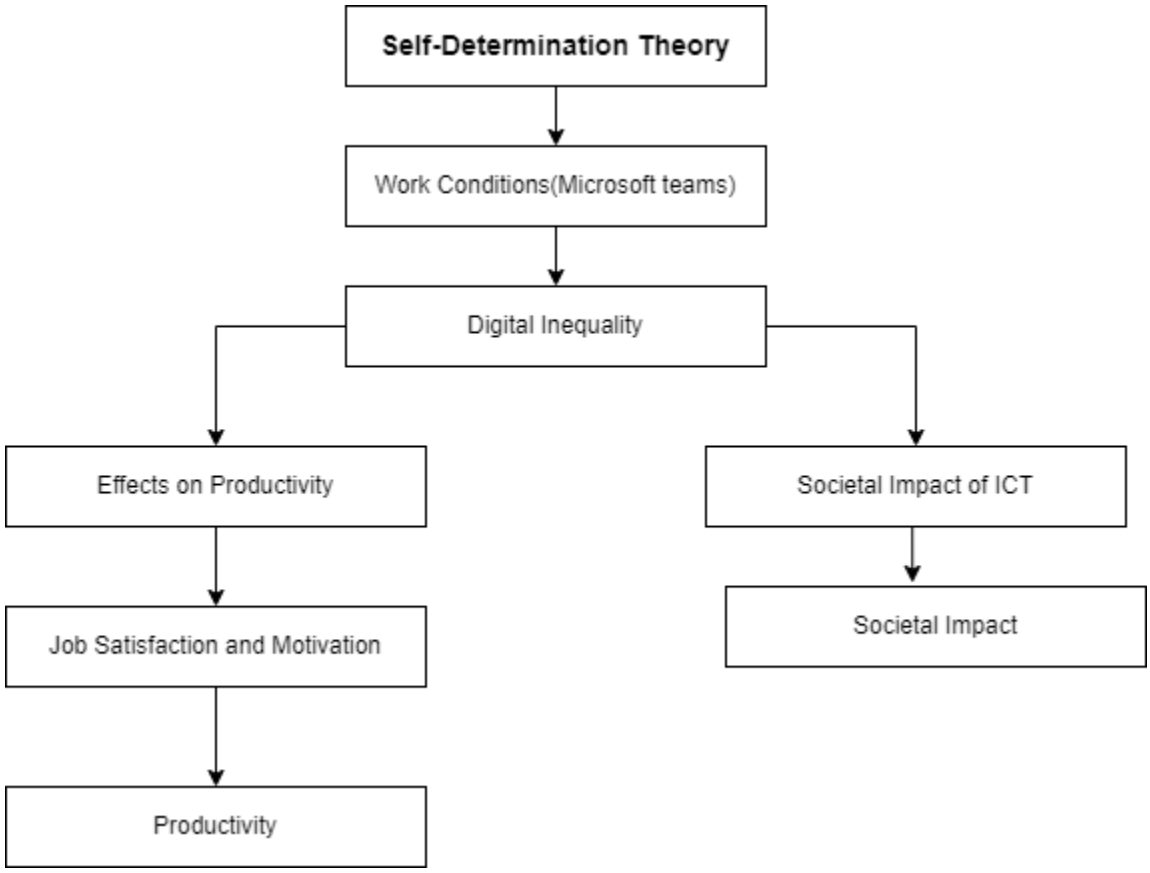
3.2 Theoretical framework



3.2.1 Theories Framework Figure

The theoretical framework could be based on theories related to constructivist learning and social learning. A relevant theory could be the “Self-Determination Theory,” which suggests that people

are motivated to grow and change by three innate and universal psychological needs: competence, autonomy, and relatedness. This theory can provide insight into how work conditions (such as the use of collaborative platforms like Microsoft Teams) impact job satisfaction and motivation, which in turn impacts productivity. Additionally, considering this research touches on academic performance in a digital environment, it would be relevant to include theories on the societal impact of information and communication technology, as well as theories on digital inequality and its effects on productivity.



3.2.2 Self-Determination Theory Framework Figure

3.3 Design and Development

3.3.1 Facilitate Effective Collaboration and Communication

Students, instructors, and administrators at RIC can communicate and collaborate much better when Microsoft Teams is used as a central center. Everyone may communicate with one other via voice, video, and chat calls. It also works nicely with Office 365 applications like Word and Excel to facilitate real-time assignment collaboration. Classifying Teams into groups and classes with

dedicated channels for projects and subjects makes resource sharing and conversation more effective. With a notification system to help with deadline and update reminders, the platform ought to be simple to use. Accessibility elements, like as captioning and screen readers, guarantee full participation from all individuals, thereby cultivating a strong sense of community and teamwork that is crucial for academic success.

3.3.2 Provide Personalized Learning Resources and Support

Microsoft Teams can provide customized learning opportunities based on the requirements of every learner. Teachers have the ability to design personalized learning programs and make materials such as lecture notes, videos, and e-books available at all times. Teams can use AI to suggest study schedules and drills depending on student performance. While adaptive learning modules change the difficulty of the information in real-time, learning analytics can monitor progress and identify areas that require attention. By including counseling and tutoring services within Teams, you can make sure that kids receive the support they require quickly, which lowers stress and improves academic performance.

3.3.3 Enhance Engagement and Motivation Through Interactive Features

Microsoft Teams' interactive features help increase student motivation and engagement. Learning is enjoyable when gamification features like leaderboards and badges are included. Instant feedback is provided by interactive polls and quizzes, which keep students engaged. Virtual labs and classrooms provide practical learning opportunities and simulations. Teachers can use resources like breakout rooms and whiteboards to construct dynamic lessons, as well as produce and share interactive content like movies and animations. Monitoring student engagement levels enables teachers to maintain students' motivation and involvement. These interactive learning opportunities increase student enjoyment and effectiveness while promoting ongoing inquiry and development.

3.4 Demonstration

3.4.1 Describing the tutorial and guides provided to help students learn how to use MS Teams

To assist students in using Microsoft Teams, the university provided a range of tutorials and guides. These included step-by-step written instructions, video tutorials, and interactive workshops. Written guides covered basic tasks such as setting up accounts and participating in classes. Video tutorials offered visual demonstrations of key features, including assignment submission and video calls.

Interactive workshops were held to give students hands-on experience and answer any questions. Additionally, a support team was available to help with any technical issues. These resources were designed to ensure that all students could easily adapt to Microsoft Teams and use it effectively for their academic needs.

3.4.2 Demonstrating how professors provided feedback and graded assignments using Microsoft Teams

In this section, we explore how Microsoft Teams facilitated the feedback and grading process for professors. The platform's integrated assignment tools enabled instructors to create, distribute, and manage assignments seamlessly. Once students submitted their work through Teams, professors could review and annotate directly on the submissions. This direct integration streamlined the feedback process, allowing for timely and clear communication between instructors and students. Professors utilized the comments and feedback features to provide detailed responses and suggestions, visible immediately to students. Grading was also simplified through the use of digital rubrics and automated grading options, which helped in delivering grades efficiently. This system not only reduced the time required for grading but also enhanced the clarity of feedback, contributing to a more transparent and interactive academic experience. Overall, Microsoft Teams demonstrated its effectiveness in improving the feedback and grading workflow within the academic environment.

3.4.3 Demonstrating how Microsoft Teams was adapted to meet the diverse needs of different academic disciplines and student populations

To address the diverse requirements of various academic disciplines and student groups, Microsoft Teams was systematically adapted and customized. Initially, the platform was deployed with fundamental functionalities, including file sharing, messaging, and video conferencing. Subsequently, specific adaptations were made to cater to the needs of distinct academic areas. For instance, in engineering and technical fields, Microsoft Teams was enhanced to support collaborative coding, project management, and real-time technical discussions. Conversely, in the humanities and social sciences, the platform was configured to facilitate document sharing, online discussions, and seminar-style interactions.

Additionally, to accommodate students with varying levels of technological proficiency, targeted training sessions were organized. Comprehensive instructional materials, including step-by-step guides and video tutorials, were developed to ensure accessibility and effective use of the platform. These tailored adaptations enabled Microsoft Teams to meet the specific needs of different disciplines and student populations, thereby enhancing academic performance and engagement across the university.

3.5 Evaluation

3.5.1 Examining Student Achievement

Our main goal is to look at how well students perform. We'll study past data on student grades how many students finish their work, and if they turn in assignments on time before and after we started using Teams. This helps us spot any patterns. Did Teams help improve average grades? Did more students finish their work on time? Did students show they understood the course material better? We'll also check how Teams helps students learn. Did things like online talks and group projects create a more lively learning space? Did students find it easier to get their course materials and stay organized? By looking at these things, we can learn a lot about whether Teams helps students remember more and do better in school.

3.5.2 Gauging Student Engagement

A good learning platform gets students involved. To check how well Teams works, we'll use surveys. These surveys will ask students about their experiences with stuff like online talks, group work done in Teams, and getting course materials. Looking at the results will show if Teams helps students stay focused and organized. Do students find it easier to talk to teachers and classmates? Does Teams make students want to join in class activities besides just listening to lectures? Understanding these things will tell us if Teams creates a more interactive learning environment, which can have a big impact on student motivation and how well they do in school.

3.5.3 Faculty and Administrator Perspectives

The evaluation won't be complete without looking at what teachers and staff think, since they're key to student success. We'll chat with them and give out surveys to get their thoughts on using Teams to run courses, talk to students, and keep tabs on how students are doing. We'll focus on what they say about how easy Teams is to use how much it speeds things up, and how well it works for tracking student progress. This will help us spot where we need to make things better, like maybe more training or smoother ways of doing things in Teams for teachers and staff. By listening to what they have to say, we can make sure Teams isn't just good for students, but also a tool that's easy for teachers and staff to use helping them to manage learning better.
This thorough review will give us useful info on how Microsoft Teams affects RIC students' grades, involvement, and overall school experience. By looking at these different viewpoints, we can figure out if Teams is a good tool to boost student success. This will help us make smart choices about keeping it around and maybe improving it for RIC's learning setup. The data we get will

show Teams' influence on how well students do in class how much they participate, and their general experience with education. Checking out these various angles lets us see if Teams helps students do better, and helps us decide if we should keep using it or make it better for RIC's learning environment.

3.6 Conclusion

The implementation of Microsoft Teams at RIC has proven to be a big step forward in promoting effective communication, collaboration, and personalized learning. Teams has helped to make the academic environment more engaging and supportive by providing a centralized platform that allows for real-time interaction, resource sharing, and customized learning experiences. Gamification and virtual labs, two of the platform's interactive features, have increased student motivation and engagement. Furthermore, specialized adjustments to satisfy the needs of different academic areas and student demographics have increased its usefulness. The full examination of Microsoft Teams' influence on student accomplishment, engagement, and teacher perspectives demonstrates its efficacy in improving the educational experience at RIC. This successful implementation gives useful information for future enhancements and reinforces Microsoft Teams' potential as a powerful tool for academic success.

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