## **Technology-Enabled Activity Planning Document**

This document may help you plan your creation, as well as encouraging you to estimate how much time you will need to invest.

|  |  |
| --- | --- |
| Title: | Using Microsoft Teams to improve students' communication skills in group lab activities |
| Tool using: | Microsoft Teams |
| Idea: | In my laboratory classes, I typically assembled groups students and encouraged them to collaborate during lab activities. It was designed to develop their teamwork abilities. Many of them found this quite challenging, as they had previously only teamed up with their friends. Utilizing Microsoft Teams facilitates student cooperation in group lab activity, enhances students' communication skills, both within their assigned groups and across different teams. Additionally, the platform facilitates the sharing of documents and data among group members. |
| Curriculum integration: | Improvement in: * presentation Skills
* Collaborative efforts
* Group working
 |

Now**,** identify what tasks are involved in your creation and estimate how much time it will take to complete them. It’s not a commitment to a particular approach, rather a guide for you to anticipate what will be required.

Enter an ‘X’ in any column next to a task your creation will entail, and then predict how long it will take you to do (in hours).

|  |  |  |
| --- | --- | --- |
| **[ X ]** | **Task** | **Est. time (in hrs)** |
|   | Generate ideas |  0.5 |
|   | Conduct research |  0.8 |
|   | [Storyboard](https://en.wikipedia.org/wiki/Storyboard) |   |
|   | Write script |   |
|   | Find graphics (don’t forget to attribute!) |   |
|   | Create graphics |   |
|   | Record & edit audio |   |
|   | Record & edit video |   |
|   | Write copy (text) |   |
|   | Design website (or style web authoring tool, like Scalar or Prezi) |   |
|   | Write code |   |
|   | Identify and remedy any accessibility barriers (e.g. captioning) |   |
|   | Review for errors |  0.2 |
|   | Other: |   |
|   | Other: |   |
|   | Other: |   |
|   | Other: |   |