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## Increased Engagement and Collaboration using Microsoft Teams in an Accounting Module

The FFL toolkit has been instrumental in increasing collaboration and engagement with technology in the discipline of Accounting and Finance. In particular the tools have been employed in a module at level 5 called Financial Accounting as part of the BA (Hons) Accounting and Finance course. This is a 20 credit semester-long module with a two hour lecture and two hour seminar every week.

In the first half of the course we discuss the topic of Corporate Social Responsibility. I present the main theories and approaches in the lecture and then the seminar is used to discuss and apply the theory.

### Approach

Previously the task has not taken place in an IT lab and the students have been separated into groups and told to leave the room for an hour to develop a 5 minute presentation on a particular company's approach to CSR. On returning the students generally did a short verbal presentation regarding their findings.

With the introduction of the FFL Toolkit, particularly Microsoft Teams has helped to facilitate the group work, collection of data and relaying arguments concerning a company's CSR reports. Students were invited to join a team which was populated with the PowerPoint files/templates.

The seminar was split into four groups and each group was assigned a company. The PowerPoint file I uploaded had a few slides dedicated to each group/company. And each slide contained a prompt at the top and was otherwise blank.

### Enhancement due to the Toolkit

There were several advantages of using Microsoft Teams for group activity and sharing files.

As a tutor, I was able to;

- Provide students a PowerPoint format/template, and a framework of requirements to populate with their findings
- Include links to the relevant CSR reports so they could easily view the relevant data on their PCs in the IT lab
- Monitor students progress in-real time

As for students, they were able to;

- Work independently from their own PC and contribute to the group work, while communicating with their group/peers
- View updates in real-time as individual students completed the PowerPoint slides for the rest of the class to see

I knew this approach would work, as I had completed a similar exercise as part of the FFL Digital Development Programme.

## Outcome

The students initially had to work out how to navigate Microsoft Teams app and how to work on the shared PowerPoint file. This was part of the intended learning, to provide students with new ways to communicate and collaborate.

Students were actively engaged in discussions and had fun while doing their research and creating their slides. The fact that students could all work on the document in real time meant that more work was done by more students, rather than by the most proactive in each group.

They realised that they could see each of the groups' work and it became competitive to see which group would create the best work. As students were all using computers, they could access the relevant online reports as well as learning materials, other sources, images and charts which they then used to improve their presentations. Each group presented their findings using the main screen at the end of the session.

Compared to the previous iteration of the same activity, with the introduction of Microsoft Teams, students could access relevant resources more readily to enable them to complete the tasks. Every student had equal access and opportunity to engage with the production of the presentation in real-time and thrived in the competitive atmosphere that was created.

They also learnt a valuable digital skill and enjoyed the technological/interactive nature of the task.



## Key Messages

- Teams enables real-time interactive collaboration between students.
- Sharing of student-generated content between their peers enhances learning and encourages improvements in outputs.
- Students enjoyed learning new skills in the use of Teams as a collaborative platforms.

This approach could be adopted in any group work activity in any discipline.

**Teesside University Business School**

**CHALLENGE YOUR THINKING**

### Group 3 – Coca cola – Improvements

New figures show **Coke produces over 110 billion single-use plastic bottles a year**. As one of the world's biggest brands, Coke has the power to change how its industry operates.

**Coca-Cola produces over 100 billion plastic bottles every year.** Don't let coke choke our oceans.

1 in 3 turtles has ingested plastic. **DON'T LET COKE CHOKe OUR OCEANS**

Coca-Cola is actually getting **further away from its own 2020 goal to recover and recycle 75% of its drinks containers**, with numbers of containers recovered and recycled **dropping ever since the company set the goal in 2013**.

Coca-Cola tells its customers it's their responsibility to recycle, but the soft drinks giant got **less than halfway towards its 2015 target to get a mere quarter 25% of plastic bottles from "recycled or renewable sources"**. In fact, Coca-Cola currently uses a **miserable 7% recycled content on average across its global plastic bottle sales**. After missing its 2015 target, **Coke now has no further global targets to use more recycled content across its plastic bottles**.

Single-use plastic bottles make up nearly **60% of all the drinks packaging Coke sells around the world**. Given that Coke sell **1.9 billion drinks servings every single day** – that's a lot of plastic!

**GREENPEACE STAGED A PROTEST CALLING ON COCA-COLA TO REDUCE THEIR PLASTIC FOOTPRINT**

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Screen shot of a slide from the the group task