



Teams for Teaching

A Three-Part Lesson:

1. Schedule and share recurring class meetings
2. Use in-meeting controls for participant and class management
3. Record, store, and share sessions and transcripts securely

Step 1: Create a Recurring Class Meeting

1. Start in Teams

Open the Teams Calendar and select **New > Class** so the class is created inside Microsoft 365. Use a clear course title and section name students will recognize. Don't add attendees yet; create first and share the link later. Consistent naming makes attendance, communication, and recordings easier to manage.

Step 1

2. Set recurrence

Choose the first class date, start time, and end time, then apply the weekly or course-specific recurrence pattern. A recurring series is more reliable than creating each class separately because it gives students one consistent meeting to follow, reduces setup errors, saves time, and keeps Teams and Outlook organized. Holidays or exceptions can be edited later.

Step 2

3. Review options

Before saving, open meeting options and decide how the class should run. Review lobby settings, presenter permissions, unmuting, and screen sharing controls. Setting these choices early reduces confusion once class begins and helps the meeting setup match your classroom management style for hybrid or online teaching.

Step 3

4. Save and reuse

Save the meeting and confirm the recurring series appears correctly on the calendar. Verify the title, timing, and repeat pattern before sharing the link so mistakes do not carry across every session. Then keep using the same series each week to give students one dependable entry point and a cleaner workflow for chat, recordings, and follow-up communication.

Steps 4-5

Share the Class Link and Help Students Add It to Outlook

Instructor step 1

Open the saved recurring meeting in Teams Calendar and copy the join information. Reusing the same recurring link gives students one consistent entry point for every class, reduces confusion about which meeting to join, and helps limit avoidable support questions.

Step 1

Instructor steps 2-3

Send the link through the channel students already check and clearly note the course, cadence, and attendance expectations. Add simple instructions to open the invitation or link, save the event, and confirm it appears on the Outlook calendar, especially during the move from Zoom to Teams.

Steps 2-3

Student step 1

Open the invitation or class message that contains the official Teams link from the instructor. Using the original class communication helps students save the correct recurring meeting, stay tied to the right course schedule, and avoid duplicate entries when links appear in multiple places.

Step 1

Student steps 2-3

Add or save the meeting so it appears in Outlook with reminders and easy access across devices. Then verify the recurring series shows the correct day, time, and pattern. If anything looks wrong, students should contact the instructor before the first class to prevent attendance issues.

Steps 2-3

Participant management

These in-meeting controls help instructors manage audio, participation, group work, sharing, and classroom conduct. Used well, they keep live sessions organized, reduce disruption, and support a more effective teaching experience.

Control	What The Instructor Can Do	When To Use It In Class	Teaching Benefit
Mute / unmute	Mute individual participants, mute all when needed, and allow students to unmute when discussion is appropriate.	Use at the beginning of class, during lectures, or whenever background noise interrupts instruction.	Keeps audio clear and helps the instructor control transitions between lecture, discussion, and student presentations.
Participant list	View who has joined, monitor attendance, and manage participant permissions during the meeting.	Use during opening attendance checks, late arrivals, or when a student needs presenter access.	Gives the instructor a live view of the room and supports orderly class management.
Breakout rooms	Create smaller groups, assign participants, open and close rooms, and bring everyone back to the main session.	Use for small-group discussion, peer review, case work, and collaborative activities.	Re-creates the small-group experience common in active learning and hybrid teaching.
Screen sharing permissions	Control who can share content and switch presenters when students need to present.	Use during lectures, demonstrations, and student presentations.	Prevents confusion, protects pacing, and keeps the class focused on the intended material.
Remove or manage disruptive participants	Respond to behavior issues by limiting participation or removing a participant if necessary.	Use only when classroom norms or instructional flow are being disrupted.	Protects the learning environment and supports a safe, structured session for the full class.

Collaboration Controls During Class



Screen sharing

Screen sharing anchors slides, demos, documents, and live examples. Instructors should decide whether only presenters can share or students may share when invited. In hybrid classes, this keeps everyone aligned on the same content and makes transitions smoother.

Primary use: presenting

Control: who shares



Polling and quizzes

Polling and quizzes check understanding, gather opinions, and provide fast formative assessments; instructors get quick feedback and students stay active; checkpoints aid longer sessions.

Primary use: engagement

Control: checkpoint timing



Chat

Chat enables questions, links, clarifications, and quick responses without interrupting; supports students who avoid speaking aloud; clear chat purpose improves inclusion and reveals confusion.

Primary use: questions

Control: chat norms



Breakout collaboration

Breakout rooms support discussion, problem solving, peer feedback, and team tasks in smaller groups. Instructors can circulate, reconvene the class, and debrief afterward. This works best when students enter with a clear task, time limit, and expected report-out.

Primary use: teamwork

Control: task structure

Audio, Video, Transcripts

Use a simple four-step workflow: start recording intentionally, capture both the session and spoken content, verify where the file is stored, and use the transcript as a practical post-class learning resource.

Step	What to do	Why it matters	Key detail
1. Start intentionally	Begin the Teams recording when class content is ready to be captured.	Creates a clear record of the session from the right starting point.	Tell students when recording or transcription is in progress.
2. Enable transcript	Turn on transcription if spoken content needs to become searchable text.	Adds a text layer that supports review, navigation, and accessibility.	Students can find key moments without replaying the entire class.
3. Capture both modes	Use recording for audio and video, and transcript for spoken content.	Supports review, makeup access, hybrid teaching, and varied learning needs.	Together they extend learning beyond the live meeting.
4. Verify storage	Confirm whether the file is saved to OneDrive or SharePoint.	Storage location determines sharing permissions and follow-up access.	Location depends on how the meeting was organized and who started it.
5. Use after class	Treat the transcript as a companion resource for review and note-taking.	Helps instructors confirm coverage and support post-class communication.	Makes the transcript a practical teaching tool, not just an added file.

Store and share class recordings securely

Confirm storage location

After class, locate the recording in your OneDrive > Recordings folder, and confirm the correct file was created. Check the source before sharing because permissions and links are managed there, and early verification helps prevent confusing or overly broad access.

Step 1

Review current access

Before sending the recording, inspect the file's default permissions and confirm they match class needs. Do not assume the default setting is correct. This matters especially for instructors moving from Zoom, because Teams sharing follows Microsoft 365 permission settings and reviewing access first reduces the risk of oversharing.

Step 2

Share with the right group

Use sharing controls to limit access to specific people or a defined group, not anyone with the link. This keeps recordings available only to enrolled students, approved staff, or another intended audience. Restricting access supports privacy, academic integrity, and better control over who can open the recording and transcript.

Step 3

Send clearly and update later

When sharing the link, note what it contains, who should use it, and whether a transcript is included. Remind recipients it is for class review, not public forwarding. Revisit permissions if class membership changes, guests should lose access, or recurring recordings need a narrower audience over time.

Step 4