

# Insights

## In Microsoft Teams for Education

The complete guide for educators



# Welcome to Insights in Teams!



**Each learner has unique experiences, skills, and voice.**  
**Insights helps you understand and respond to their needs.**

- **Identify** how and when students are engaging with you, course materials, and their peers, as well as how they are performing on assignments.
- **Reflect** on how the inputs are supporting achievement for students, determine areas for growth and where assistance is required.
- **Discuss** findings with students and school community to strengthen relationships, help in goal setting, self-review, spark collaboration, and improve outcomes.
- **Take Action** to develop interventions, provide feedback on growth areas, modify teaching strategies and identify additional support required.

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# Add Insights

How to receive actionable insights

Great. You want to receive actionable insights about your students and how they engage with the learning material and each other.

We provide Insights in two forms:

- **Tabs** - insights for each class are available in a tab added from the top navigation menu.
- **Personal app** - an overview of all your classes is available from the left app bar menu.

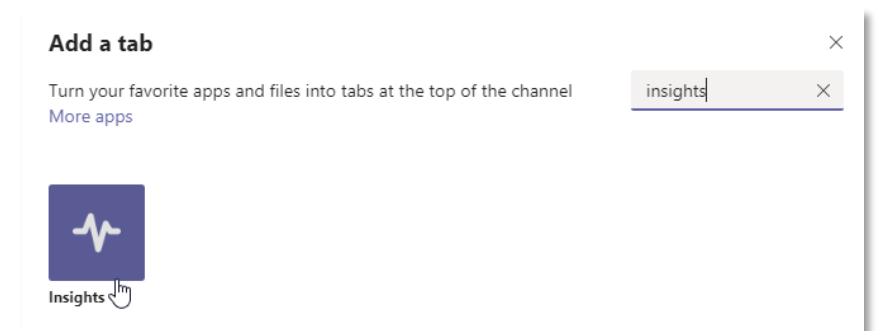
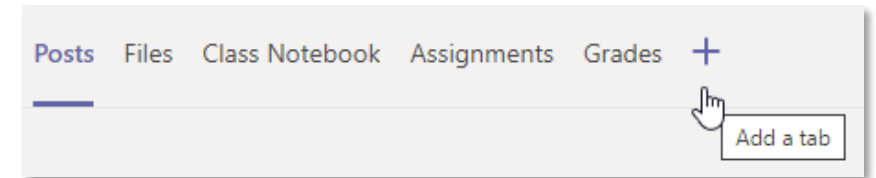
The next two pages tell you how to add Insights in Teams.



# Add the Insights tab

You can add the Insights tab to every channel in the team, except for private channels. Having said that, no matter where you add Insights, the actual content reflects the data for all the channels, including private channels.

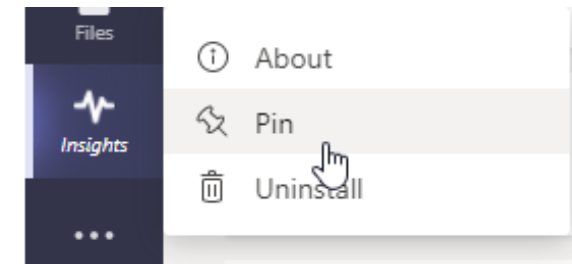
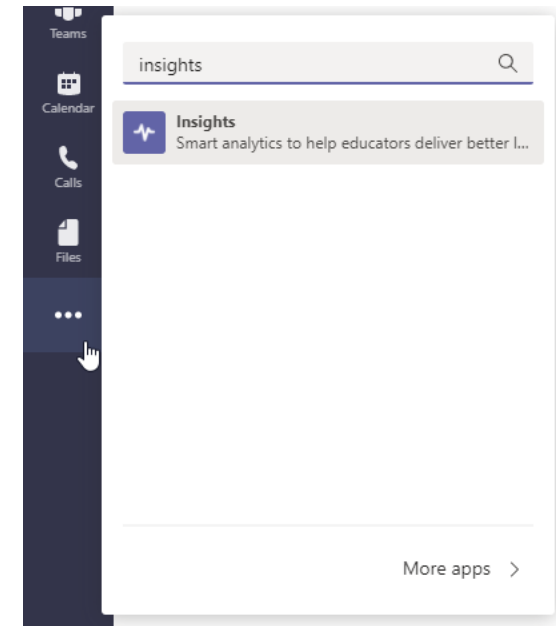
1. Open the class team you want to add the Insights tab to, and in the Teams toolbar click the plus sign +.
2. The tabs you can add to Teams are displayed. Select the **Insights** tab. If you don't see it, search for it (enter "Insights" in the search box at the top right).
3. Save the addition. Only educators see the Insights tab and its content, so we recommend that you **clear** the option to **Post to the channel about the tab**, then click Save.
4. The Insights tab appears on the top menu.
5. Open the tab and receive fresh insights about your class.



# Add the Insights personal app

The personal app shows an overview of **Your classes**.

1. Click "..."/> on the left navigation pane.
2. Search for Insights and select it.
3. A description screen will open. Click **Add**.
4. Right click on the Insights icon and select **Pin**.
5. Insights is now available in the left app bar.
6. Click Insights to open Insights on Your classes.



# Checklist



- Add Insights tab to one of your classes
- Add Your classes to Teams left navigation pane
- Open Your classes view and drill down to see the details

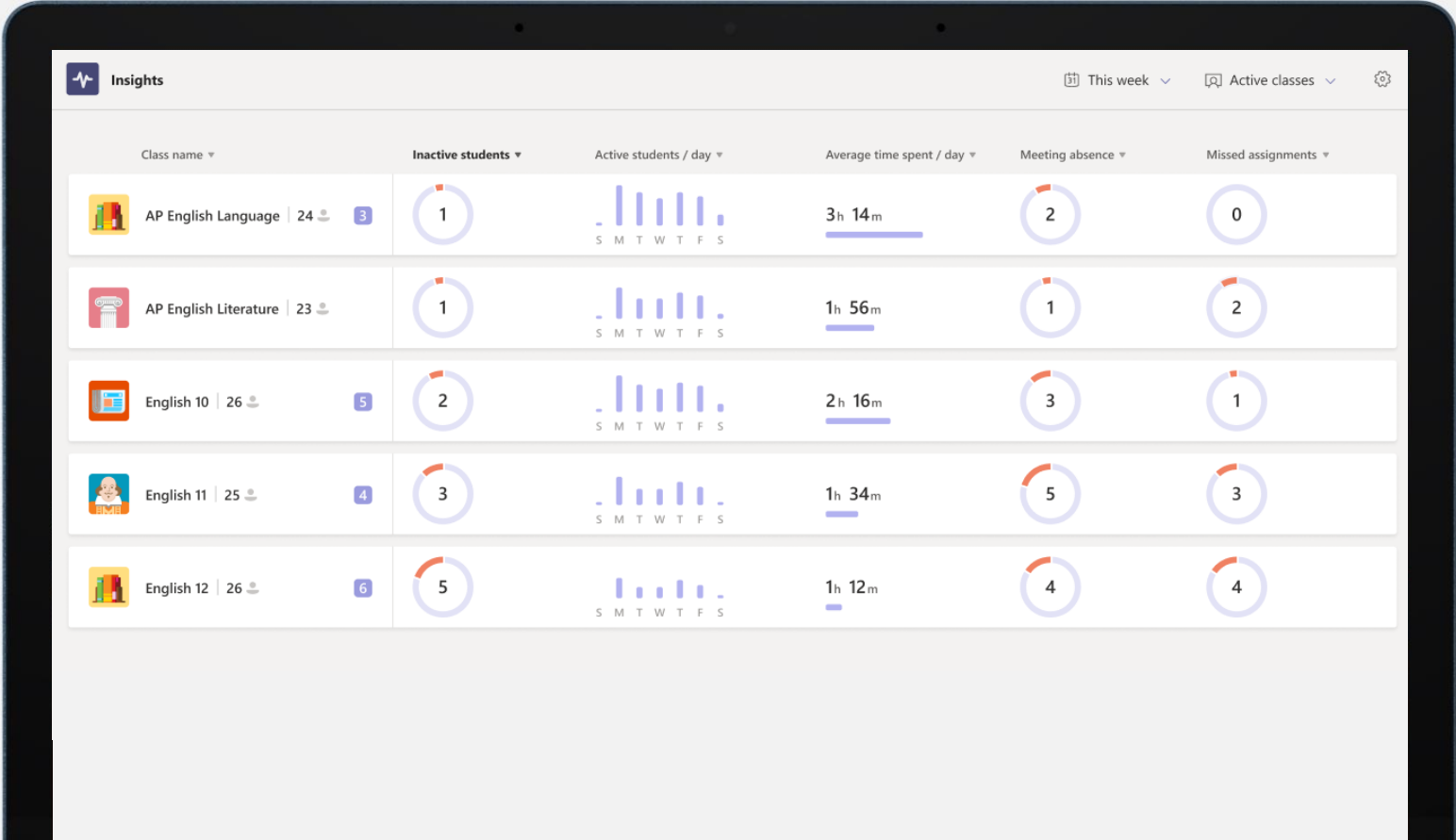


# Your classes

Understand what's happening and which class needs your attention

Welcome to **Your classes** – an overview of the classes you own available from the left app bar menu. It helps you to understand what's happening and which class needs your attention.

Each class is represented by one card showing the various stats.

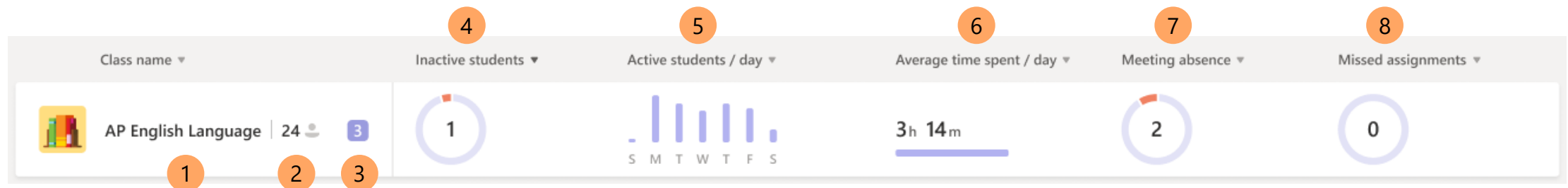


The default view is **this week**, but you can change this at the top right of the page.

All your **active classes** are shown, but again this can be changed to either inactive or all classes (both active and inactive). We define an active class as one that's shown some digital activity in Teams within the last 14 days.

Let's take a closer look at one class.

1. The **class name**. Click to open the class overview. By default, the cards are sorted by class name, but they can be sorted by any statistic.
2. The **number of students** *currently* registered for this class.
3. The number of **new spotlights** for this class. A spotlight is where we shine light on class or individual student activity. When you open the class overview, you'll see the spotlights.

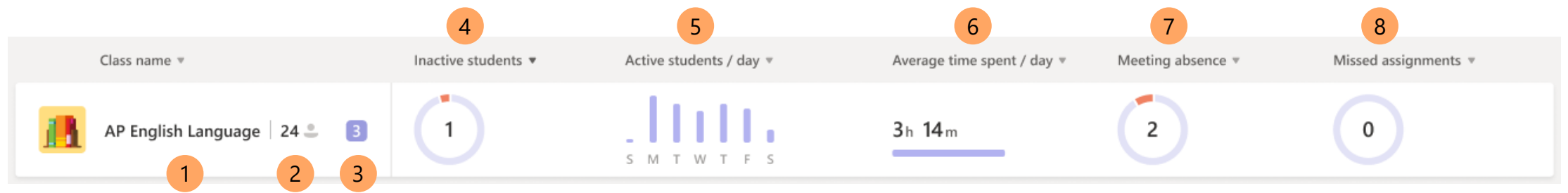


4. The number of **inactive students**. These are students with zero digital activity for this class. A class with a high level of inactive students may need your attention.

- Hover over the pie to see who was inactive and for how many days during the timeframe.
- Click to open the digital activity report.

5. The number of **active students per day**. Depending on how often you expect your students to open this class channel, you might understand that they are more or less active than expected. Maybe they work on weekends because they are overloaded.

- Hover over the graph to see how many students were active each day.
- Click to open the digital activity report.

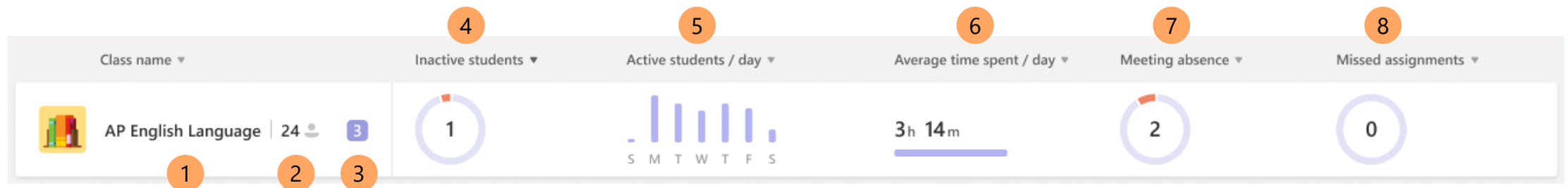


6. The **average time spent per day**. This is the estimated total time spent on digital activity for this class during the time frame (including weekends) divided by the total number of days. This enables you to check the workload of the students.

- Hover over the number to see how the students spent their time, assignments, files, meetings, and communicating with others in the class.
- Click to open the digital activity report.

7. **Meeting absence**. This shows how many students missed at least one meeting during the timeframe.

- A student is considered to have missed a meeting if they didn't attend or only attended for a short time. A short time is either less than 50% of the meeting or less than 30 minutes, whichever comes first.
- Hover over the pie to see a list of students and how many meetings they missed during the timeframe.
- If you see that a student is missing a lot of meetings, maybe you can follow up with them to understand why and help them if there's a problem.
- Click to open the digital activity report.



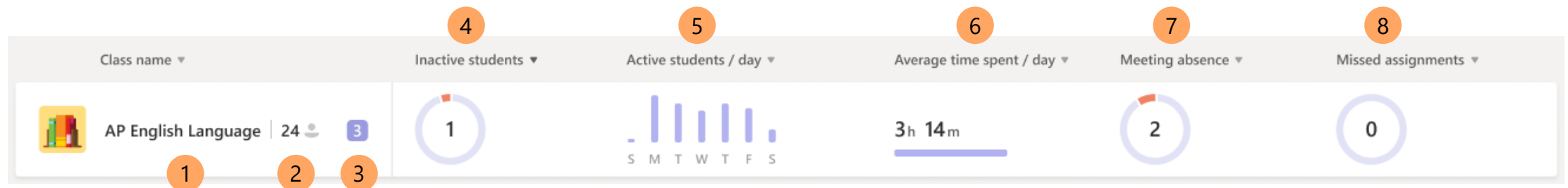
**8. Missed assignments.** This highlights how many students did not turn in at least one assignment due during this timeframe.

- Hover over the pie to see a list of students and how many assignments they didn't turn in during the timeframe.
- If you see that a student is not turning in assignments, maybe you can follow up with them to understand why and help them if there's a problem.
- Click to open the assignment report.

## Summary

These metrics help you understand the pulse of each class and what needs your attention.

For each report, drill down to see the details.



# **Class overview**

Understand class engagement and shine a spotlight on student learning

So let's look closer at the class overview page.

First, a word about the timeframe. Insights adapts to how your class works, so if you have a very active class, the timeframe is shorter. When you drill down, you can change the timeframe selected by Insights.

**Digital engagement this week**

<b>12</b> inactive students ▼ 2 fewer than last week <a href="#">Track student activity →</a>	<b>47</b> new communications ▲ 10 more than last week <a href="#">Discover communication activity →</a>
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**Activity** NEW ...

Alex Wilber wasn't active last week.  
[Message student](#) ▾

**Habits** UPDATED ...

40% of students work on assignments late at night.  
[Take a look](#)

**Communication** ...

29 students participated in a *Shakespeare plays* discussion.  
[See discussion](#)

**Assignments this month**

<b>7</b> missed submissions ▼ 3 fewer than last month <a href="#">Check assignments status →</a>	<b>89</b> average grade ▲ 10 points higher than last month <a href="#">View grade distribution &amp; trends →</a>
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**Time management** NEW ...

**Grades trend** ...

**Workload** ...



# Digital engagement

Digital engagement measures how active the students are in the class team context – have they opened a file, submitted an assignment, and interacted with other students. This data helps you understand not only who's inactive but how students engage with each other.

- **Inactive students.** Quickly understand how many students have not been seen on Teams in the timeframe. Drill down to track student activity and see who was inactive so you can reach out to them, and to see the type of activity of the other students.
- **New communications.** See the level of student interaction with others. This is the total number of posts, replies, and reactions for the timeframe. Drill down to discover communication activity and see the details of who was active, and which channels generated more interaction.

# Assignments

This highlights if assignments were submitted and what grades students received for those assignments. Understand student grades and if someone might be struggling.

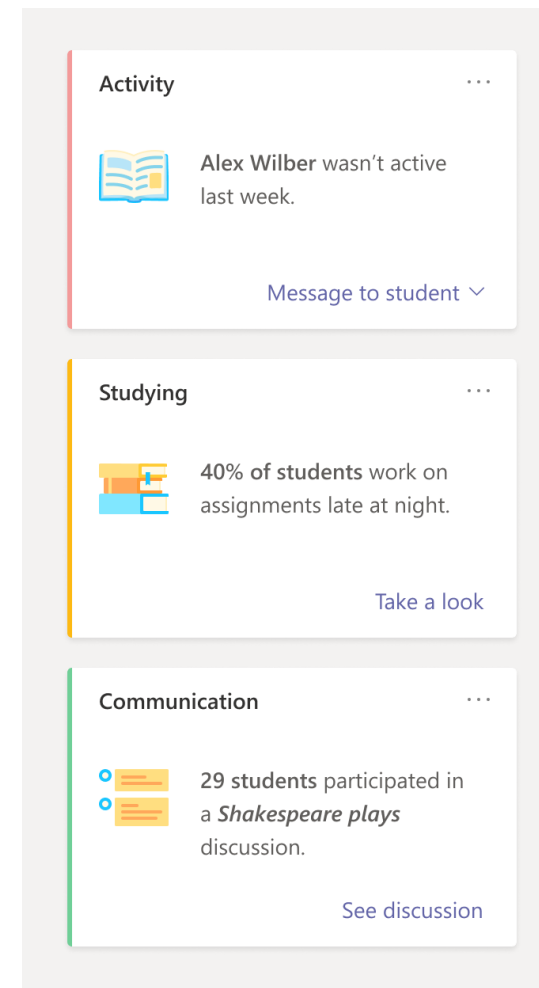
- **Missed submissions.** See how many students did not submit an assignment due during the timeframe. Drill down to check assignment details.
- **Average grade.** This is the average grade for all graded assignments with a due date and returned to the students during the timeframe. Drill down to view the grade distribution, each student's progress, and to focus on specific assignments or see the trend in grades over time.

# Spotlights

When teaching online, you don't see the students. Are they engaged in the meeting, is their learning environment supportive, and so on? You need another pair of eyes. Spotlights shine light on your class and the individual students. They enable you to support every student quickly and easily, depending on that student's needs.

The spotlights are color-coded.

- **Red** indicates a potential issue that may need attention or extra support.
- **Yellow** is food for thought – interesting facts to help you understand your class better.
- **Green** brings you the good news, and who doesn't want that?

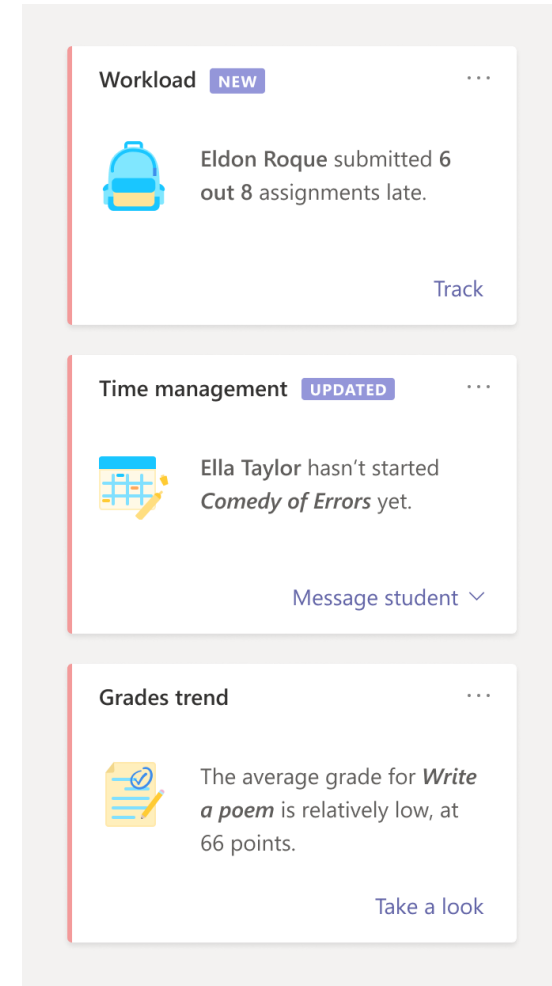


The spotlights appear below the digital activity section of the class overview. They are quick to read and provide actionable insights.

Whenever you open the Class overview, the platform checks for new spotlights.

- A spotlight you haven't read yet is labeled **new**.
- A spotlight with updated data is labelled **updated**.
- Viewed cards are moved to the end.
- Cards no longer valid are removed.

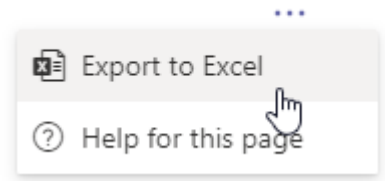
Each educator has their own priorities, and you can help us to show you only what you think is important by voting on if it was helpful or not.



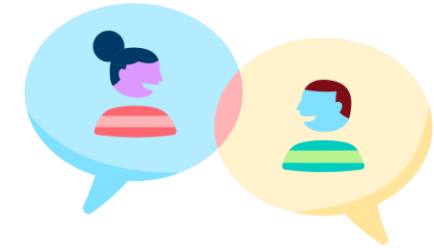
# Export to Excel

You can download the report data. When you export to Excel, all the four reports are downloaded, with a separate sheet for each report.

To export report data for the selected time frame, click “...” at the top right corner of the report, and select **Export to Excel**.



# Reflection



Now that you understand what insights Your classes and the Class overview provide, it's time to reflect. Think about one of your classes.

How will this data support your goals for student **engagement**? How will this data support your expectations for your students to communicate with each other? How will this data identify students that may need additional support?

Now let's look at **assignments**. How will assignments assist you in identifying work submitted by all students? How will this help you support students with missed assignments? If you use points to score assignments, how will tracking this data help support your instructional practice?

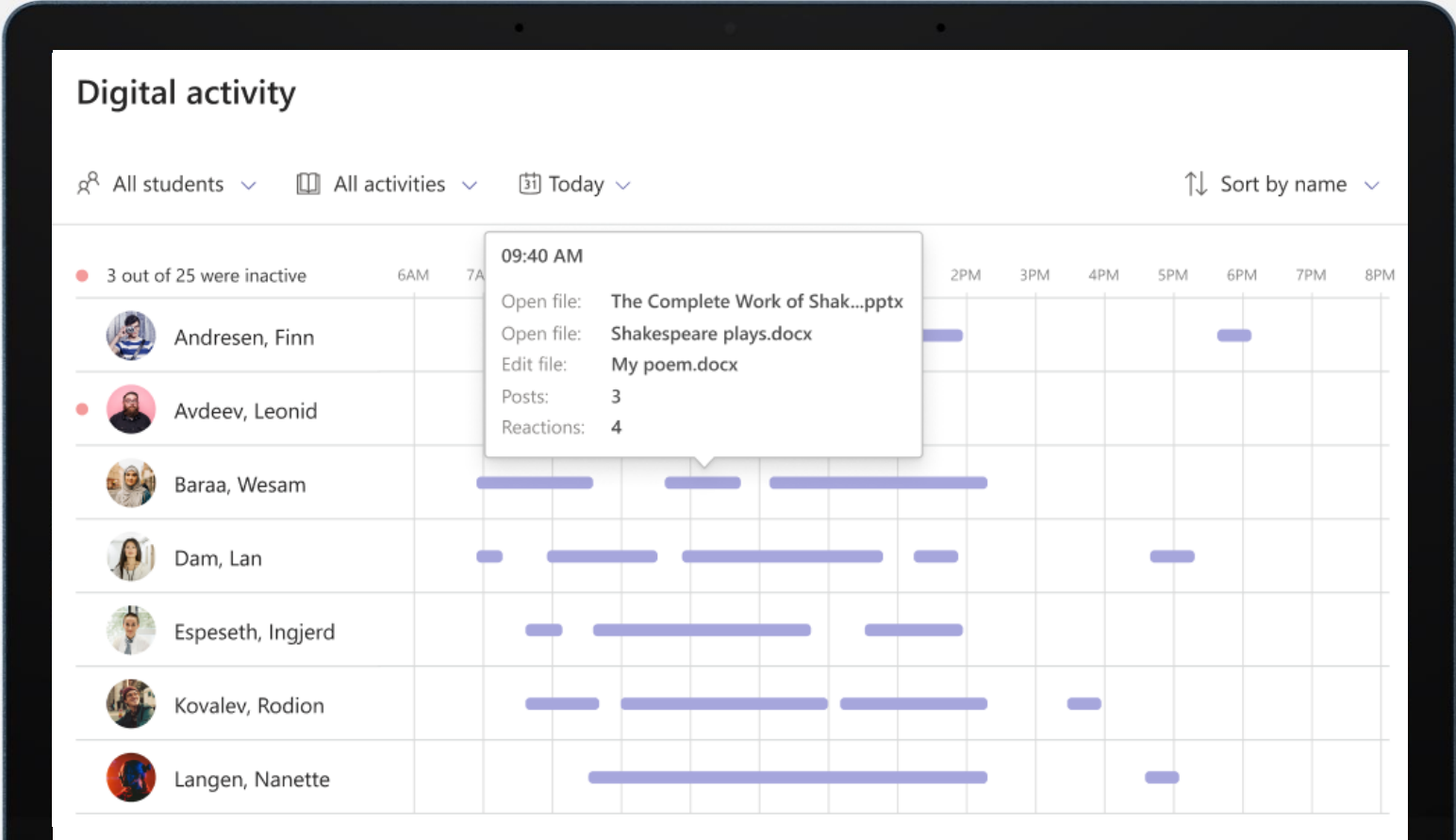
Think about the **spotlights**. What requires your attention, feedback, or personal care? For example, does this class include students with special needs who need extra support? Have you set goals for individual students? Is there additional instruction students need to meet expectations?

Now that you've defined your instructional goals, use Insights to see if student engagement meets your expectations and if not to provide relevant feedback or support.

# Digital activity

Understand how your students engaged with the class material during the day

This is where you can understand how your students engaged with the class material and each other. You can check what they did within Teams throughout the day. For example, just before an online meeting, check who read the article you sent them as prep work.





## Inactive students

Students who were inactive during the timeframe are marked with a red spot so you can easily scan for them. In the following example, you see that 3 of the students didn't engage on Teams. Also, Finn was active, but Leonid wasn't.

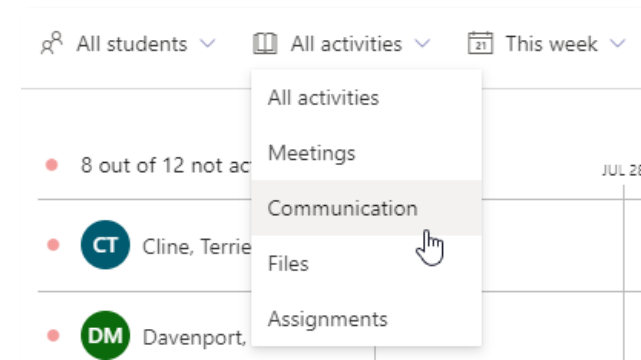
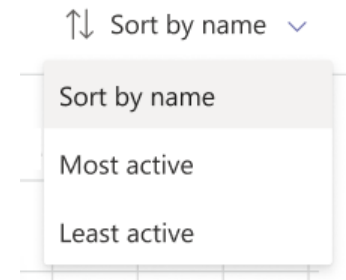
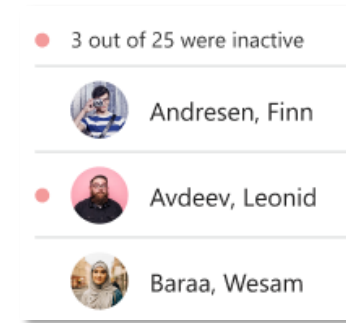
## Sort the report

You can sort the list to see either the Most active or Least active students first.

## Filter the report

By default, the report is for all students, all activities, and for the timeframe used in the class overview. You can filter by student, type of activity, and date.

- When you filter for one or two days, the timeline is measured in hours.
- For anything longer, the timeline is by date. To drill down to a specific date, click anywhere within that date's column.



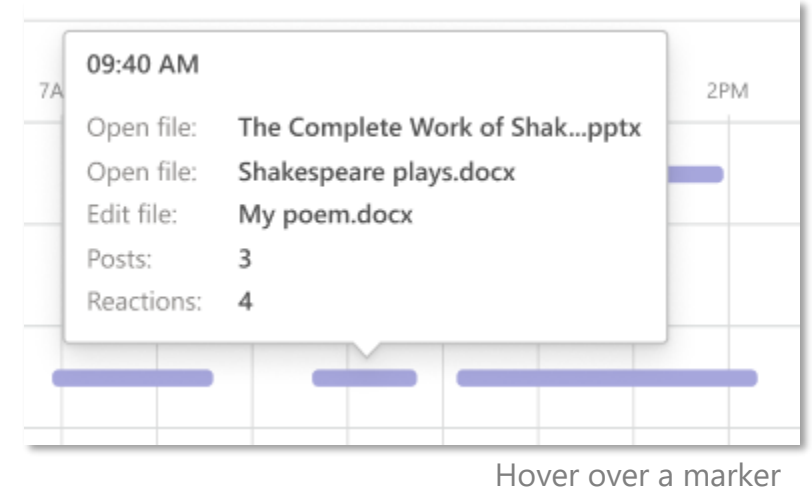
Activities type filter

## See their activity

Insights only collects data in the context of the class team. No private data (such as a private chat between students) is collected.

The purple markers show when a student was engaged. The length of the marker reflects the estimated time spent on various activities. Hover over a marker to see what each student was engaged in. You can see (depending on the selected activity filter):

- Which online meetings they attended, and for how long. Hover over the red **Missed meeting** bar in the row next to a student's name to see which meeting they missed.
- Which channels they visited
- What tabs were viewed
- If they viewed or turned in an assignment
- If they opened or edited a file
- If they posted a message, replied to one, or reacted with an emoji.



**Note:** Most of the collected data shows up in this report within a few minutes. Attendance in class meetings (meetings associated with one of the class channels) appears a few hours after the end of the meeting, up to a maximum of 24 hours later.

# Tips



If you want to track student attendance, why not send a message out to the class at the beginning of the day asking them how they feel? You'll know from their reactions, who's active and if someone is feeling down.

Let's say that you want to ask your students to read an article online. Because they are linking to an external source, it isn't tracked within Teams. We recommend that when sharing the link in a channel, add a follow-up question to this post to check for student understanding, or ask them to react with a like or an emoji about this content. In this way, you have feedback within Teams, and you can track the learning over the day in the digital activity report.

At the end of each day, send your students a message asking them what they learned that day, or if there was something they had a problem with. This will provide you additional information to better understand their wellbeing and workload, as well as help monitor the end of their learning day in the digital activity report.

# Checklist



- Are there students not participating in meetings?
- Are there students active in unusual hours, such as late at night?
- Are there students active less or more time than other students?

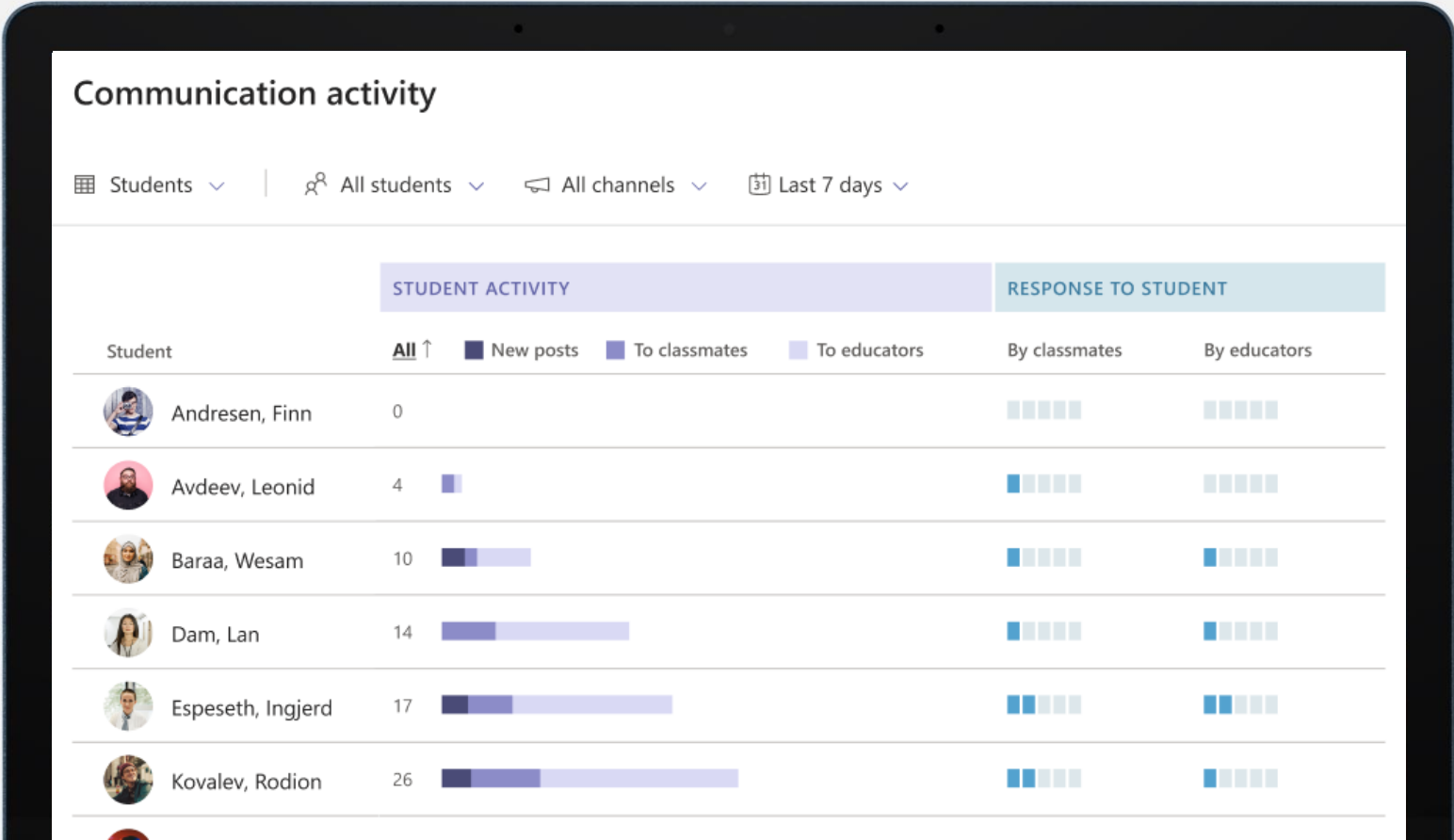
WINTER 2020

# Communication activity

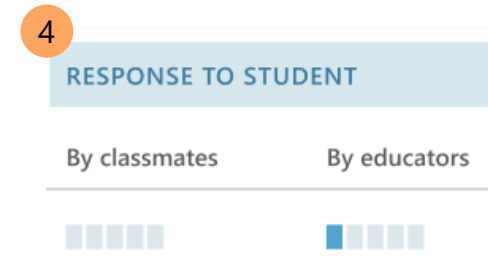
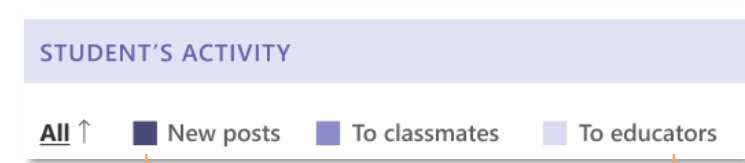
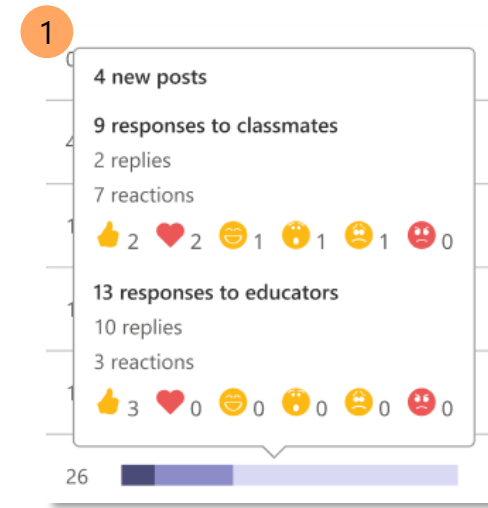
Discover how students engage with you and with each other

When you first go to the communication activity report, you have a list of all students in the class on all channels, and for the timeframe used in the class overview. You can select specific channels or different timeframes.

For each student, the number of new messages they posted and how often they reacted to classmates or educators is shown.



1. Hover over the bar to display more details, including how many responses were replies or reactions.
2. Click one of the filters (new posts, to classmates, or educators) to see the selected activity only.
3. You can order the list by the student name or level of student activity. The default is to show the less active students first. Click **All**, to change the order and show the most active students first.
4. Further to the right, you get an idea of how others interacted with a student's posts split by classmates or educators. Hover over either to display how many responses were replies or reactions. This is a good way to check if other students are responding enough to this student and if the student is receiving enough support from educators.

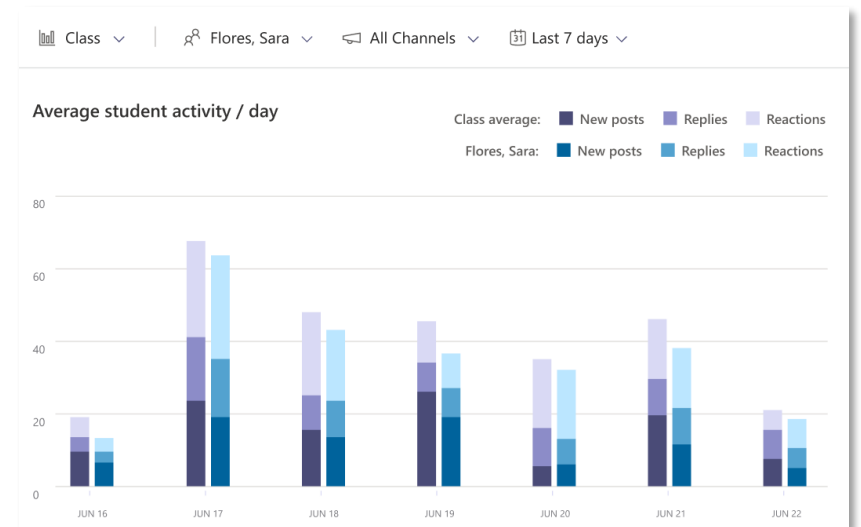


**Note on the “Response to student” display**

We do not expect anyone to respond to 100% of the posts, so the bars reflect if the response rate is reasonable.

# Class

- After selecting the Class view, you get the average communication activity for the class each day (or period if the timeframe is long ). You can compare the class average to a specific student. Select the student to display their activity next to the class average.
- In this screenshot, you see Sara's activity (in teal) across all the channels this week compared to the class total (in purple). If you selected a specific channel, all bars show the activity for that channel.
- Hover over a bar to display more details, including how many responses were replies or reactions.
- Click one of the filters (new posts, replies, or reactions) to see the selected activity only.





# Tips



Use the class view to pick up on students who interacting less than average with their classmates or educators. This is a good way to monitor how students are responding to each other and with the teacher to adjust instruction or provide additional support as needed.

Filter for one channel to see who was active in that channel. You can then check the posts to see who offered help, who needed help, or who didn't participate.

If you create a channel for each topic or week, you can use this report to check if the students participated in the topic.

# Tips



To encourage students to help each other and share their knowledge with the class, create a daily or weekly challenge in a channel, asking students to share a lesson summary, help other students with their homework, or reply to questions that you've asked in a channel message. Then track which students were most engaged.

# Checklist



- Are there students who are inactive in certain channels?
- Are there students who engage less than others?
- Do your students receive the appropriate feedback from you?

# Assignment status

Check how your students are progressing with each assignment

Check the status of each assignment. By default, your report reflects all students, upcoming assignments in the current month, and assignments from the past two months. You can select Load more assignments to see more past assignments in your report. You can filter for a specific student to check how they're progressing with each assignment.

### Assignments status

🔍 All students ▾

Due date	Title	STUDENT PROGRESS				TURNED-INS STATS		
		Assigned	Viewed	Turned in	Returned	On time	Late	Multiple
Tomorrow	Othello	12	24	3	0	3	0	0
Today	Macbeth	0	11	25	0	36	0	0
Yesterday	Comedy of Errors	0	2	32	0	32	2	0
May 24	Romeo and Juliet	0	0	0	34	30	4	0
May 17	Troilus and Cressida	1	0	0	33	32	1	1
May 10	Twelfth night	0	0	0	34	32	2	0

[📄 Load more assignments](#)

Click a number to see which students have progressed thus far. The students in gray at the bottom of the list have progressed further.

The first four columns show how each assignment progresses.

1. You create an assignment, so all the students appear in the 'Assigned' column.
2. When a student views the assignment, they progress from the 'Assigned' column to the 'Viewed' column.
3. When a student turns in the assignment they move from 'Viewed' to 'Turned in'.
4. When you mark and return the assignment to the students, the student's assignment progresses to Returned.

The last three columns on the right provide statistics. If a student turned in an assignment late, they can appear in both the Turned in and Late columns. Similarly, if they turned in an assignment more than once they can appear in both the Turned in and Multiple columns.

The purple markers highlight where there is data.

Macbeth

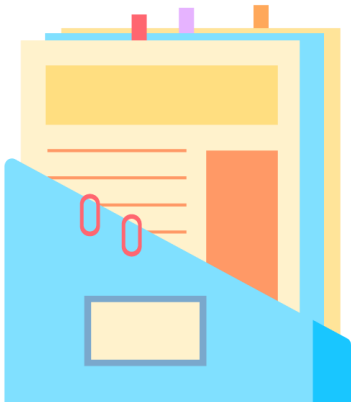
Assigned (0) Viewed (11) **Turned in (5)** Returned (20) On time (22) Late (3) Multiple (0)

Name	Turned in date
Dam, Lan	Today, 10:24 AM
Bowman, Ana	Today 09:56 AM
Cooper, Jacob   No work attached	Yesterday, 09:56 AM
Andresen, Finn	Yesterday 12:45 AM
Dinh, Lieu	May 26 19:25 AM
Campbell, Quinn	May 25 17:40 AM
Glazkov, Ilya	May 25 16:27 AM

Close

Popup window when you click a number on the table

# Tips



Filter for a specific student and see if they turned in an assignment on time, when they turned it in, or where they haven't even started. This may provide insights into where a student is struggling.

If the due date for an assignment is soon, check who hasn't viewed the assignment yet and write a message reminding them.

If you see that many students regularly turn in the assignments late, think about their workload. Maybe they need more time, or maybe you need to discuss with them time management – how not to procrastinate and review strategies to help them start assignments on time and develop timelines to help them finish by the due date.

# Checklist



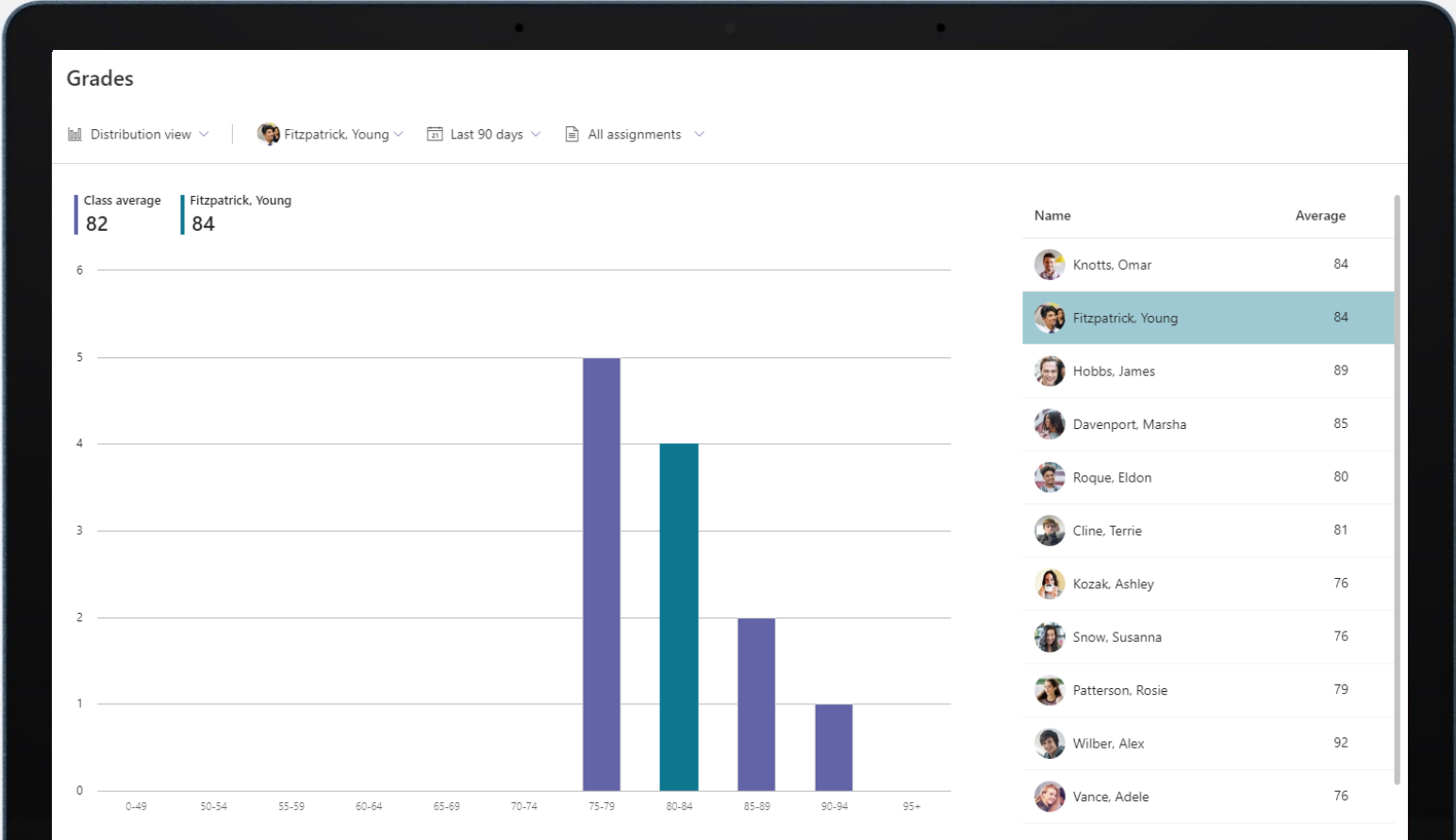
- Are there students who didn't turn in their assignments?
- Did all your students view the assignment before its due date?
- Are there too many students turning in assignments late?



# Grades

View the distribution of grades and check a student's progress

You can see how the grades are distributed across the class, how a student compares to the class, and compare one or more assignments for the timeframe. On the right, you see the list of students and their average grades for the assignments and timeframe selected.



There are two ways to view the data, as a distribution or a trendline.

- The distribution of grades is represented by bars. When you select a student, the grade range they belong to is highlighted in teal (greenish-blue).
- Hover over the bar to see how many students are in the grade range, what the student's average grade is, and how many graded assignments are included.
- Click on a bar to filter the student list on the right to only show the students in that grade range.
- The trendline is a useful view when looking at a specific student's performance for all assignments. The purple line is the class average and the teal line is the student's average. Here you quickly see how they compare.

**Note:** Only graded assignments are included. To easily compare the data for these assignments, the grades are normalized. This means that for each assignment, the grades are shown as if they were graded out of 100 points. For example, if there are 5 points available for a quiz, someone who earned a 4 is shown as receiving 80 points.

We don't normalize the grades when calculating the average grade for each student. See **How the average grade is calculated** for details.

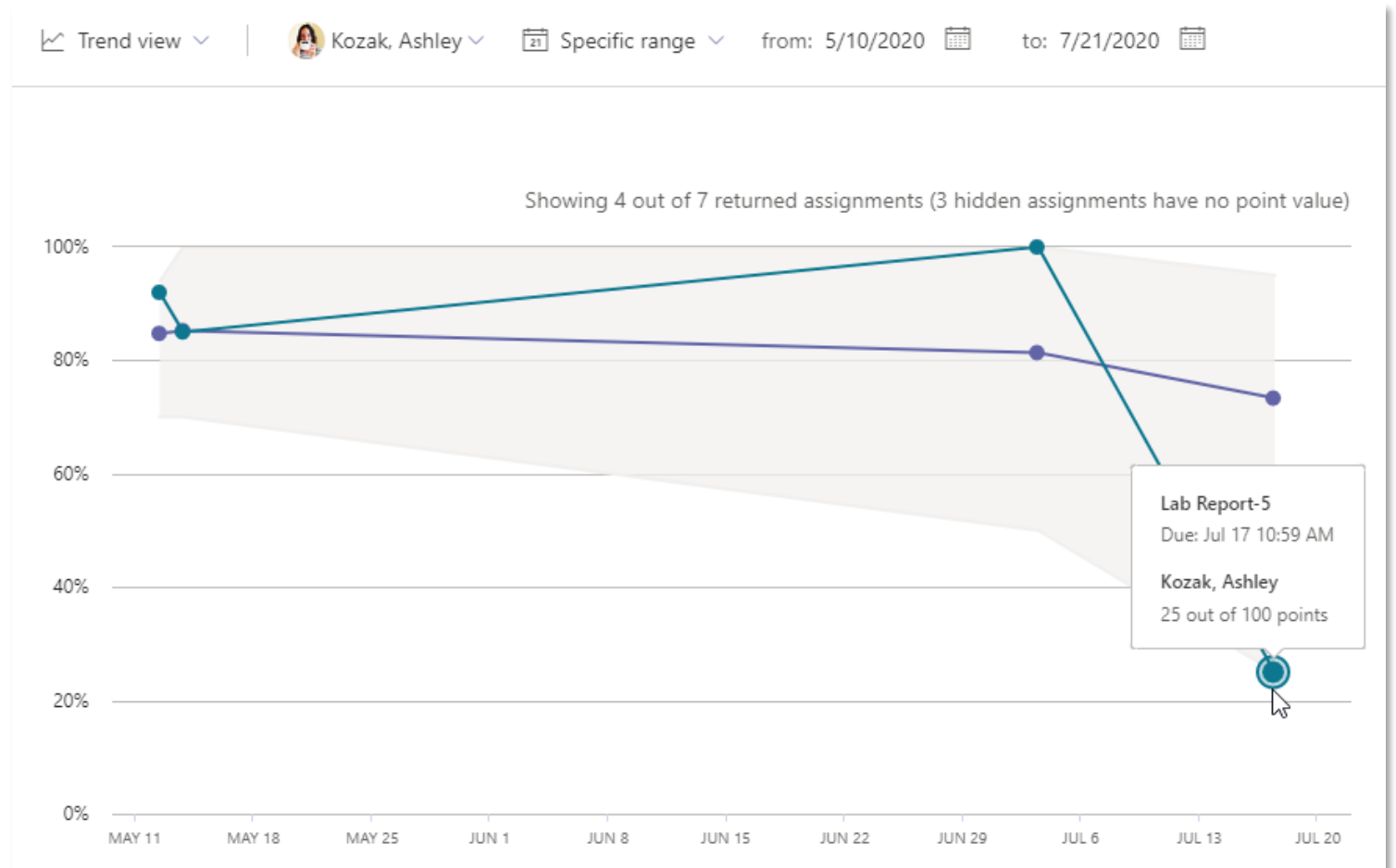
# Tips



In the distribution view, check out the distribution of grades for a specific assignment. Use the data to support differentiation practices. Identify students at different levels and assign different assignments based on their level of instruction or understanding according to their progress.

# Tips

If you think a student is struggling, check their progress over time. In the trendline illustration, Ashley was above average for most of the period and then her grade dropped. Maybe you can check in with her to isolate the problem.



## How the average grade is calculated?

When you create an assignment, you are asked how many points you give it. This enables you to weight assignments as needed to reflect student progress based on the rigor (difficulty) of the assignments.

Let's say you give a comprehension test 5 points, a quiz 10 points, and a report 100 points.

- Omar received 4 points in the comprehension test, 10 points in the quiz, and 80 points for the report.
- We add up the points that Omar received ( $4+10+80$ ) and divide them by the available points ( $5+10+100$ ).
- $94/115 = 82$  (rounded to the nearest digit). So Omar's average grade is 82.

We repeat the process for all the students, add up their average grades, and divide by the number of students to get the class average. Voilà.



# Checklist



Have you defined what you want the grade distribution to be?

Is the grade distribution skewed, with too many high or low grades?

Do you see an improvement in student grades over time?

# Tips for hybrid learning

We're here to support you



# The challenge of teaching online

Remote and hybrid learning presents challenges and opportunities for educators. On the one hand, you are isolated from your students; but on the other hand, you can explore other approaches to designing learning and teaching untethered by physical space and time.

Let's look at some of the challenges:

- What works well in an instructor-led teaching environment does not always translate to good remote teaching. For example, it's hard for a student to concentrate during a full lesson online. Hold short meetings and employ other forms of teaching. Use Insights to track how students engage with the new material and if they attend the shorter meetings.
- Students need to actively learn to succeed in remote or hybrid learning. That's why you should provide an environment for working in groups online, helping each other, and researching online. The great thing is that the digital environment helps students be more independent and not just passively listen. Use Insights to see how your students engage with each other and the material.
- Some students might be left behind. In the classroom, you can keep an eye on your students and adjust your pace to accommodate them. With remote learning, this is much harder. Use Insights to check student engagement with the material and how they are progressing with their assignments. This enables you to take action and support a student where needed.

- Some students might not have access to a device at all, or only when their parents don't need it. Use Insights to identify unusual study hours, such as working at night. This might need your attention.
- We all use eye contact, body language, and voice intonation to understand what a person means. You don't see their eyes so it's hard to tell if they understood the material you were covering. Also, students are mostly on mute so you may not pick up if their home environment is noisy or they keep being interrupted by family members. Ask questions during the meeting and ask the students to reply in the chat. In this way, you have a digital record in Insights of how they're coping with the material.

- When you are not in constant contact with your students, it's harder to know if students leave everything to the last minute. Insights identifies this and lets you know so that you can intervene and coax them into establishing a routine. Students need to understand that they must complete a specified task on time.

We gather data on your students' performance and how they are engaging with the material, and we present you with actionable insights. We provide an extra pair of eyes to help you make sure that all your students thrive.

## 9 Tips to keep your students engaged

Hybrid learning is more than just presenting lessons online. Educators need to find new ways to connect and engage with students when they cannot interact in person - especially tough in hybrid learning mode.

Here are some tips for keeping your students engaged:

1. Send your students material to read before the class meeting. Let them find out for themselves - read the material and search for more information online. In this way, you are giving them the skills to study and learn. Use Insights to check that they viewed the material before the meeting.
2. Use the meetings as a time to discuss what everyone learned, and to share insights. Use Insights to check if everyone attended the meeting and how active they were.
3. Assign a project to a group of students so they learn to cooperate on it. Teams make collaboration on file content easy. Use Insights to see who worked on the file and for how long. This provides a good picture if they all collaborated.
4. Create quiz assignments to check student engagement and understanding. For example, create a daily or weekly quiz with two summary questions about the material just learned. Use Insights to see if the students understood the material and who needs help.

5. Send links to video clips and ask students to react with an emoji. Use Insights to see how many students reacted to the video (and thus viewed it).
6. Some students may have problems with the material. Use Insights to check the progress of assignments. If you see that some students are falling behind, you can mentor them privately, send them more material, or set them a project that fits their level.
7. With remote learning, it's more important to provide individual feedback to your students about their assignments. You are touching base with them and they feel noticed. Use Insights to check your level of feedback to each student.
8. Why not let your students know that you have an open hour where, either individually or in a group, students can talk about whatever they decide is important? Use Insights to check who attended these open hours.
9. Each student has their preferred way to study. Use Insights to understand this and maybe tailor assignments so they can shine.



**More resources**

# We care about privacy

We have designed and developed Insights so that the data is secure, and your data protected. Each report is only available to class owners, and only includes student activities, not personal data.

The information collected and shown in Insights meets more than 90 regulatory and industry standards, including GDPR and the Family Education Rights and Privacy Act (FERPA) for the security of students and children, and other, similar, privacy-oriented regulations.

The information collected for each student is intended to be used in the class context only, and its purpose is to help educators understand class behavior. The information is collected for meaningful learning activities, such as class meeting attendance, message posting, responding to classmates' posts, working on assignments, editing files, and more. We do not, for example, show information about private chats or a Team member's log-in.

# More support, no judgement

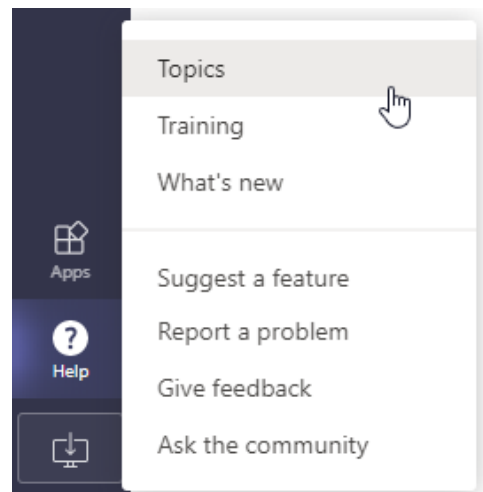
Insights shine a spotlight on student learning and engagement. While you can drill down to the individual level for class activities, there is no positive or negative value assigned to these actions, and there is no judgment of individual students based on the data collected.

You know and understand your students best. The information presented in Insights is there to aid you so that you can provide support to a student. For example, a student has not been active during a certain period or didn't complete all their assignments last week on-time. It remains the responsibility of the educator to interact with the student, and maybe that student's family or guardians, to determine the underlying reason for any activity or inactivity detected.

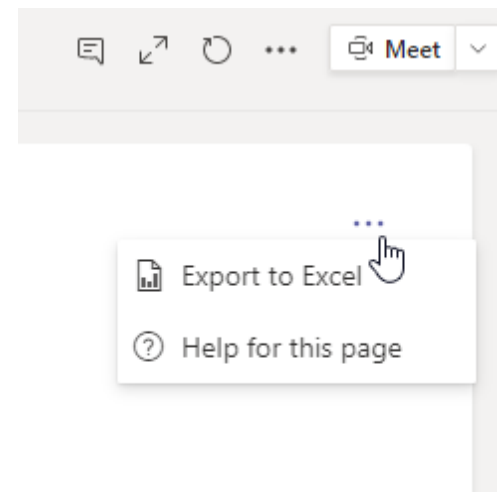
# Learn more

We provide help for Insights in this booklet, in the help guide, and within each Insights page.

1. To access the help guide, click **Help** and then **Topics**.
2. To access help for the page you're on in Insights, click "..." in the top right corner, then select **Help for this page**.



Help in teams left navigation



Help in Insights pages



# Troubleshooting

If you have a problem using Insights, you've read this booklet, tried again and failed, you're invited to open a support ticket.

On the left navigation menu, click **Help** and then **Report a problem**.

You can also file a ticket through this page: <http://aka.ms/EDUSupport>. Follow the instructions to open a ticket.

If you added the Insights tab but instead of the tab you see a message that your account has opted out of Insights, it means that your IT admin has turned it off. Ask your IT admin to enable Insights.

If you have another technical issue, ask your IT admin to take a look at our dedicated support page: <http://aka.ms/InsightsITSupport>

