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Assessing the impact of Microsoft TEAMS on Lebanese University students and learning approaches in Education

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Abstract:
The main purpose of this research is to detect if online learning using TEAMS impacts students' satisfaction positively. Instructional technology is spreading more and more following the social distancing measures that keep students at home. Instructional technology includes using different internet affordances such as chats and discussion fora for efficient interaction between learners and instructors. In 2020, with the outbreak of Covid 19, almost all Lebanese universities were compelled to incorporate technology in their pedagogical strategies to complete their interrupted academic year. Using TEAMS was one way to connect students with their instructors who have initiated appropriate activities and documented course content to deliver courses. Currently, and with the uncertain characteristics of Covid-19, academics are undecided ++--about the permanency of online teaching and if TEAMS users were satisfied with their new experience. For many ethical and accountable educators, it is vital to know students' preferences regarding the teaching and learning methods, so collecting the learners' opinions through a questionnaire distributed via TEAMS became inevitable. This article highlights the impact of using TEAMS as an online platform at the Lebanese University for Letters and Sciences at Branch II during the pandemic. The null hypothesis (H0) is that TEAMS does not affect students' satisfaction, while the alternative (H1) is that it affects them positively.

Keywords: Online teaching-ethics in education-educational management- students' satisfaction.

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1. Introduction:

The main purpose of this research is to detect if online learning using TEAMS impacts students' satisfaction positively. The result of the survey analysis will lead to accepting or rejecting the null hypothesis (H0) or the alternative one (H1). Effective educators who highlight the social role of the teaching process, reform through utilizing scientific management and organizational frames, and ethics in education need to know if TEAMS helps improve performance through its various functions, including those that promote collaboration with the course instructor and colleagues. The research questions focus on the positive effect of managing course material and interacting with stakeholders using TEAMS.

2. Literature Review

The COVID-19 pandemic caused much damage in many aspects; including the human economic, commercial, industrial, and educational. Education faced many challenges, mainly with the online teaching platforms though many programs like Google Classroom, Google Meet, Skype, and Zoom were implemented. Earlier, the internet was commercialized in the nineties; touching the computer was a dream until four decades ago when schools and universities relied on it for various instructional technology. To support online learning, Moodle and blackboard became an essential university infrastructure that gradually disposed of the traditional textbook for most disciplines. However, the challenge of online teaching was gigantic, particularly in designing the appropriate learning activities that facilitate cognitive attention span, memory capacity, language skills, and reasoning, to name a few. For online teaching and learning, using platforms like TEAMS facilitates the use of information by learners who need to receive, save, transform, retrieve, and transmit data. Also, TEAMS tends to support instructors in assessing information and providing feedback. In addition, TEAMS is becoming essential to collaborate with colleagues at the workplace and is used for one hundred percent online courses or blended learning.

2.1 Online teaching

Nowadays, it is immutably known that technology holds the attention of the new generation that develops the necessary expertise when socially connected through motivating practices. This is feasible by exploiting a repertoire that learners, who are sometimes computer savvy, enjoy because of the immense internet resources and multimedia. TEAMS can facilitate interaction with the instructor and team members through its various functions, such as meeting, sharing desktop screens, uploading course readings, managing, and typing or editing, to name a few.

The COVID-19 burst affected the situation badly worldwide, and its consequences were reflected in medical education with the suspension of conferences, clinical training, and key examinations. Thus, a prompt switch to online teaching was operated. Using online teaching and platforms to facilitate distance learning during Covid-19 was also a concern of Dost, Hossain, Shehab, Addelwahad, and Al Nasair (2020) Their study relies on an online survey comprising a 20-item questionnaire that deals with online teaching methods and the impact of COVID-19 on medical education in the UK. The survey results distributed to 2721 medical students across 39 medical schools regarding their perception of online teaching revealed apparent benefits such as flexibility in time and attendance. The questions are divided into many categories, such as 5-point Likert-type questions for answers varying from strongly disagree to strongly agree, and various questions, such as

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asking about the pros and cons of online teaching. Participation was optional, and the data was gathered specifically for research purposes. In the preCOVID-19 period, students used teaching platforms such as video tutorials, online question banks, pre-recorded tutorials, online flashcards, live tutorials, Anatomy TV, etc. Using a Likert scale ranging from one strongly disagree to five strongly agree, it was shown that online teaching was unappealing, unexciting, less interactive, and less effective than face-to-face teaching. In addition, it carries many disadvantages, including family distractions, internet connection, the timing of tutorials, anxiety, lack of space, lack of motivation, difficulty concentrating, and lack of contact with colleagues. With the sudden switch to online teaching, the underdeveloped curricula were noted, and teachers were not well trained, which made the sessions mediocre, especially when resources were not applied adequately. Another disadvantage was the lack of student interaction with the pre-recorded sessions and the lockdown of learners suffering from anxiety.

However, online teaching seems to carry many advantages, among which are the time it saves for running distances, the flexibility offered in all its aspects, the fact that it is more comfortable and that it involves a cheaper process, time efficiency, less anxiety, and the opportunity to attend from any country. Eventually, most of the participants described online clinical teaching as unsuccessful as face-to-face teaching because the clinical skills still stood as an obstacle. In the end, online teaching requires more interactive teaching sessions via polls and quizzes and questions and answers (Q&A) sessions following the synchronous learning model to promote student engagement in a more active learning environment marked by TEAMS activities. The digitalization of medical teaching could be very important in the future. But currently, students are struggling with an overload of random resources that could hinder their progression. Therefore, blended teaching (online and in-person teaching) is proposed, along with Problem-based learning (PBL) or Team-based learning (TBL) that promotes immediate tutor feedback.

2.2. Online platforms as social tools

Dewey (1997) promoted the idea that students should function as a social group since he recognized children's interpersonal needs and the importance of collaborative activities for experiential learning. The teacher and school are responsible for encouraging the development of the community by designing communal activities to which all contribute. As Dewey envisioned, teachers and students share membership in this community, and learning occurs through collaboration. Dewey critiqued schooling in which adults avoided infringing on children's freedom:

I have heard of cases in which children are surrounded by objects and materials and are then left entirely to themselves, the teacher being loath to suggest even what might be done with the materials lest freedom is infringed upon. (p.71)

Dewey sees education as a social rather than an individualistic process. Experience and education referred to the 'collateral learning' of attitudes that occur in schools, which is more important than the explicit school curriculum. Curriculum as a context must enable students to develop socially valued knowledge and skills. He continually argues that education and learning are social and interactive processes; thus, the school is a social institution through which social reform can and should take place. In addition, he believed that students thrive in an environment where they are allowed to experience and interact and take part in their learning.

The ideas of democracy and social reform are continually discussed in Dewey's writings on education. Dewey (1897) makes a strong case for the importance of education not only as a place to gain content knowledge but also as a place to learn how to survive. In his views, the purpose of education should not revolve around acquiring a pre-determined set of skills but rather the realization of one's full potential and the ability to use those skills for the greater good. In addition to helping students realize their full potential, Dewey acknowledges that education and schooling are instrumental in creating social change and reform. He states in article five: The School and Social Progress that "Education is a regulation of the process of coming to share in the social consciousness; and that the adjustment of individual activity based on this social consciousness is the only sure method of social reconstruction" (p. 16).

At the same time, Dewey was alarmed by the "child-centered" excesses of educational-school pedagogies.

He argued that too much reliance on the child could be equally detrimental to the learning process. To Dewy (1897), "We must take our stand with the child and our departure from him. It is he and not the subject matter which determines both quality and quantity of learning" (p.13). The potential flaw in this line of thinking is that it minimizes the importance of the content as well as the role of the teacher.

To rectify this dilemma, Dewey (1902) in the Child and the Curiculum advocated for an educational structure that strikes a balance between delivering knowledge and considering the interests and experiences of the student. He notes that "The child and the curriculum are simply two limits which define a single process. Just as two points define a straight line, so the present standpoint of the child and the facts and truths of studies define instruction" (p. 16). Through this reasoning, Dewey became one of the most famous influencers with experiential education. Many researchers even credit him with the influence of project-based learning (PBL), which places students in the active role of researchers.

Dewey re-imagined the way the learning process should take place and the role that the teacher should play within that process. The teacher should not be the one to stand at the front of the room, delivering bits of information to

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be absorbed by passive students. Instead, the teacher's role should be that of facilitator and guide. As Dewey (1897) explains it: "The teacher is not in the school to impose specific ideas or to form certain habits in the child but is there as a member of the community to select the influences which shall affect the child and to assist him in appropriately responding to these influences" (p. 9).

Thus, the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area. This philosophy has become an increasingly popular idea within present-day teacher preparatory programs. Dewey (1997) in Experience and Education, stated that "problems are the stimulus to thinking…The problem arouses an active quest for information and the production of new ideas in the learner. The latest ideas thus obtained become the ground for other experiences in which new problems are presented. Problem-based learning focuses on a student's experience and underscores the significance of active learning that Dewey described. Another common PBL principle is a change in the instructor's role from lecturer to facilitator/mentor/coach.

2.3. Ethics in education

Equity and the lack of internet connection were challenges that many Lebanese university learners faced and overcame during COVID-19. According to Rebore (2011), an ethical leader in education has the responsibility to seek "the greatest possible proportion of good" for their community, and he/she must put reflection behind actions to maintain a stable and equitable milieu. Similarly, Wegner (as cited in Kane, 2009) believes that learning uses meaning, practice, identity, and community because knowledge is built through social constructivism. In other words, learners bring their own understanding and build upon previous experiences to share them with other learners. Wegner (in Kane, 2009) emphasizes collaboration among teachers through "Joint enterprise, mutual engagement, and shared repertoire" to modify old knowledge (p.16).

Balach and Szymanski (as cited in Kane, 2009) demand a shift from the "me" concept to the "we" mentality for better achievement. Likewise, Joyce, Shower, and Barth (in Kane) agree that learning in study groups can involve teachers and students because groups help improve practices and performances. Study groups also reflect a democratic environment through choices of topics, freedom of reflection, and modification of practices. Further, data is driven to promote continuous enhancement in practices and engage educators who collaboratively transform perceptions and beliefs (Arbaugh in Kane, 2009). Eventually, sharing multiple ideas and comparing data by all stakeholders strengthen collegiality, leading to school reform (Morrissey, 2000). Astin (in Summers et al., 2005), insists on the role of the student-student and student-faculty as an indicator of the learners' involvement in their college education. To Cooper, Robinson, & Mckinney (in Summers et. al.), there are great benefits from the characteristics of the method itself since:

The collaborative learning process requires that all members of the group agree on the team goals and each member must attribute his or her own successes to the success of the group to maximize the learning … This is where individual accountability becomes key: When students themselves are motivated and are invested in the success of the group, they will be more likely to encourage success and motivation among other members of the group (p.169).

2.4. Education Reform

Governments are constantly trying "To shape their education systems to provide those skills needed in the growing global economy" (Tatto, 2007, p. 231). Reform in education means the creation of a new concept of the ideal teacher; however, designing and implementing new methods and curricula is not easy. Still, this might be possible through accountability mechanisms that "secure compliance with globally determined standards of quality in teacher learning and practice" (p. 232). To Tatto (2007), administrators decided to face global intimidation by increasing education quality through monitoring, accountability measures, and performance standards. In some countries, resistance by teacher unions and local controls took place when an integrated curriculum was suggested for reform. In this regard, he emphasizes the need to work nationally through ministries of education, as well as through lending experiences and research. She states:

Within the context of global teacher reform, accountability is a term used to identify a number of actions (accreditation, standards development, curricular change, high-stakes testing, credentials, career ladders, etc.) directed at identifying and enforcing best practices'' in teacher education, development and teaching (p. 235).

The complex demands in the global age require thorough preparation of teachers not only academically but also pedagogically, such as class management. Effective teaching results from a "set of technical/practical skills provided via short training programs" to build professional autonomy (Tatto, 2007, p. 238). There is a need for steady progress towards implementing new policies that modify the traditional understandings of teachers' careers (Tatto 2007).

Similarly, Leitgeb (2009) has pointed out that governments are confronted with pressing demands for a better quality of higher education. Learners must construct belief, determine truth, share power, and become authentic. To Carnoy (2000), "Globalization enters the education sector on an ideological horse, and its effects in education are largely a product of that financially driven, free-market ideology, not a clear conception for improving education" (p. 50). To enhance the global competence of citizens in the increasingly competitive marketplace, learners need to exercise socially-situated practices of learning to negotiate their

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beliefs, values, and identities. This is viable through rapid technological advancement, mainly internet use, which removed world boundaries. In a study on Taiwan students in both urban and rural regions, Liao and Chang (2010) explain how information literacy helps students to "define, locate, evaluate and use effectively the needed information" (p. 3867).

Likewise, Memon & Demirdögen (2009) explain how technology helps manage knowledge such as digital archiving methods for intellectual works. In addition, scholars and learners have cherished tremendous online access to reputable journals for the past few years. Academic collaboration worldwide engenders "improved access to information and instruments, opportunities for research collaborations, easy methods of learning & training, industrial liaison with technology support, science and technology cooperation" (Memon et al., p. 2553).

2.5. Organizational Frames, Change, and Reform

Besides exchanging information through technological advancement, higher education faces competition for students who demand flexible teaching patterns in a challenging learning environment. This imposes fundamental rethinking about the structure of higher education. Organizational change and the flow of innovation in higher education have become a must in recent years; many of these innovations focus on leadership decision making, more teacher job satisfaction and commitment, and more positive student performance regarding attitudes to their learning. Bolman and Deal, the authors of Reframing Organizations (2003), explained leadership in organizations using four frames: Structural, human resource, political, and cultural/symbolic. According to Bolman and Deal, frames are tools, each with strengths and limitations. The wrong tool gets in the way, but the right one makes a job easier (p.12).

In addition, the structural leader designs and implements a structured process to solve problems under certain circumstances. In contrast, the structural frames in an organization emphasize goals and roles to allocate responsibilities by creating policies and assigning diverse activities. Nowadays, the emergence of instructional technology in class demands some inventiveness in designing the structural frames of the school. According to Deal

(1968), "Structure needs to be tailored to fit demands posed by internal tasks and external conditions" (p. 4). In addition, teachers should not continue to teach as they were taught conventionally, or students learn in the same old traditional ways. In another sense, the structure and practices of teachers at schools should not remain unaltered while rapid change undoubtedly exists. Change usually occurs when people believe and behave differently, and the primary quest of reformers is to make schools more efficient. Deal (1986) believes that education reform is a necessity and "The primary organization payoff may derive more from believing differently" (p. 20). To Deal, educational reformers and practitioners base their legislation and adapt instructional strategies according to recent research and school frames. Deal states that "If the images policy-makers embrace are congruent with those of practitioners, then the prospects of reform would seem more optimistic than if their mental pictures were at odds" (p. 2).

To guide change and innovation in higher education, it is essential to improve the educational policy, which entails the effective involvement of teachers and students. This engagement affects instructional strategy choice and leads to better results. At the Lebanese University, learners are excluded from determining approaches in classrooms. Similarly, students are not asked about their learning preferences, though abundant education research points to a direct link between choices and achievement.

3. Methodology of The Study

The research approach is quantitative, and the study investigates the opinion of one hundred learners at the Lebanese University at Letters and Sciences-Branch II (n=100) during the pandemic by distributing a survey of thirty-five questions using a Likert scale ranging from 1 as strongly disagree to 5 as strongly agree. The survey (Appendix A) was distributed through the Google Form link after fifteen weeks of using TEAMS for online teaching of different courses. The participants who voluntarily took part were informed that the data collected from the survey will be kept confidential, will serve only the purpose of the study, and that multiple responses will be deleted. SPSS was used as a data analysis tool to refute or accept the hypothesis.

3.1. Results of the Study

Based on the results of the demographic questions, the profile of the study is composed of 17.5% male learners and 82.5% female learners, 75% are between 18 and 25 years, 17.5% are between 26 and 33 years, and 7.5% are above 34 years old. Also, 50% are first-year students, 20% are second-year students, 22.5% are third-year students, and 7.5% are master's students.

Students were asked about the language of instruction in high school. The chart revealed that 7% of the respondents were instructed in Arabic, 42% of the respondents were instructed in English, and 50% were instructed in French. The language of instruction has pedagogical implications, especially when learners rapidly shift to online learning in languages other than Arabic.

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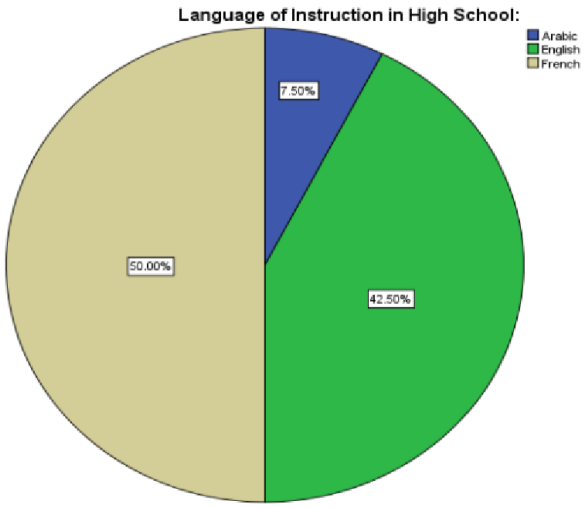

Figure 1 Language of instruction in high school

For the study, thirty-five Likert scale questions were administered to assess the impact of using TEAMS as an online learning platform to investigate learner satisfaction. The answers range from strongly agree to strongly disagree. Table 1 shows the responses to the 35 questions, and their analysis is in the following paragraphs.

Being asked whether TEAMS makes the course more motivating, around 37% of the respondents agree that TEAMS makes the teaching/learning system more motivating. In contrast, around 44% of the respondents disagree, and 17% of the respondents were neutral. This lack of motivation can be due to the lack of an educational environment during the closure of academic institutions, affecting students' emotions and attitudes toward learning. Likewise, around 32% of the respondents agree that TEAMS makes the members more collaborative, whereas 45 % disagree, and 22% were neutral. Research shows that collaboration, feedback, and discussions can be engaging and motivating, and the lack of any of the three factors can lead to learners' demotivation to use online teaching.

Again, being asked if TEAMS quizzes help in assessing the course material, around 47% of the respondents agreed that TEAMS quizzes help them to assess the course material, whereas 17% of the respondents disagree and 35% were neutral. Many learners cannot perform under high pressure, so almost half of the learners were against the assessment tools on TEAMS. The reason behind this might be the scheduled tests with time limits performed during a continuous threat of internet disruption.

When learners were asked to indicate their opinion if exciting web resources improve the teaching-learning process via the TEAMS platform, 67% of the respondents agree, whereas 12% disagree and 20% of the respondents were neutral. It should be noted that most of the participants feel engaged when presentations include web links related to learners' interests.

When asked if TEAMS help to match the teaching style with the student's learning styles, 57% of the respondents agree that the teaching styles could be matched more easily with various learning styles (visual, auditory, tactile, and kinesthetic), because the use of media on TEAMS enables learners to use multiple intelligence and to switch between styles. The 27% who disagree might believe that learning styles are a myth, whereas 15% of the respondents remained neutral.

According to the student survey results, 49 % of the respondents agree that computers support collaborative classes, whereas 24% disagree, and 25% were neutral. Only half agreed because computers alone cannot do the task of the educator who relies on effective ways of monitoring students' engagement, motivation, and discussion. These are of paramount importance mainly because with online teaching, body language, voice frequency, mimics, and gestures students' memory and concentration are improved.

Sharing opinions is encouraged on TEAMS as 52% of the respondents agree that TEAMS boosts members' exchange of opinions, whereas 32% disagree and 15% of them were neutral. Discussions in class help negotiate beliefs, values, and identities to enhance educational policy.

According to the accessibility of files for course requirements, 74 % of the respondents agree that the files are more accessible with TEAMS, whereas 17% disagree and 7% were neutral. In fact, technology has helped in managing digital knowledge and intellectual works that have been cherished by learners for the past decade.

When asked about typing assignments using TEAMS, 57 % of the respondents agree that typing with TEAMS is easier than using pen and paper, whereas 25% disagree and 17% of the respondents were neutral. In the end, typing does not need computer savvy; both generations (Y and Z) are catalysts to digital transformation.

Editing via the TEAMS platform is cherished by 69% of the respondents who agree that editing assignments on TEAMS are easier than using pen and paper, whereas 22% of the respondents disagree and 7% were neutral. Currently, word processing and applications such as 'Grammarly' facilitate the editing process when writing an assignment.

Similarly, using TEAMS from home is welcomed by 57% of the respondents, who agree that using TEAMS is more convenient than attending classes on campus, whereas 26% disagree and 7% were neutral. Some learners with high anxiety avoid interaction in conventional classes, whereas online interaction helps them to reinforce their identity.

According to helping absentees, 92 % of the respondents agree that the recorded lecture on TEAMS helps the absentees to learn the course content, whereas 5% of the respondents disagree and 3% were neutral. Recorded sessions are favored more by absentees who suffered

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internet interruption, poor sound quality, or health issues. The rapid access to the recorded session along with the tools on TEAMS motivate absentees to engage themselves in the learning process.

For punctuality, 54% of the respondents agree that TEAMS enhances the members' punctuality to perform assignments with a due date (and sometimes due time), whereas 18% of the respondents disagree, and 27% were neutral. TEAMS has many features that document the submission of papers, joining an online video call, online meeting, audio conferencing, etc. This requests punctuality on behalf of the participants.

Regarding feedback, 60% of the respondents agree that TEAMS "Forms" help to provide immediate feedback for members, whereas 8% disagree and 32% were neutral. Feedback (mainly direct) is essential to promote learners' engagement.

According to notifications, 77% of the respondents agree that "Posts" on TEAMS help get the instructors' notifications easily, whereas 22% were neutral. Posts on TEAMS are vital for asynchronous communication to micromanage the weekly agenda without setting appointments.

Similarly, sharing the computer screens with participants was appreciated by 77% of the respondents who agree that TEAMS enhances learning through sharing the member's computer windows, whereas 8% disagree and 15% were neutral. Sharing screens enhances the efficiency of the learning process and promotes collaboration between participants.

In inquiring about integrating course material, 77% of the respondents agree that TEAMS helps to integrate material by sharing the members' presentations, whereas 8% disagree, and 15% were neutral. TEAMS helps to transfer files easily and securely so that participants can share, view, edit, organize, and cooperate in widening their knowledge.

Comparing online interaction to face-to-face, 33% of the respondents agree that TEAMS encourages more interaction than face-to-face classroom discussion, whereas 60 % disagree and 8% were neutral. TEAMS has disadvantages when participants have limited experience in leading discussions through an online meeting, a hindrance that affects adopting TEAMS.

In terms of voicing learners' concerns, 43% of the respondents agree that TEAMS helps every member to voice his/her concern to solve problems, whereas 22% disagree and 35% were neutral. Some learners prefer to meet face to face to solve their concerns since opening a camera is considered part of a virtual meeting and is not feasible for conflict resolution.

According to the increase in students' retention, 69 % of the respondents agree that TEAMS' recorded discussions increase students' ability to retain information and 3% disagree, while 17 % were neutral. The recorded lectures can boost retention rate and decrease anxiety imposed by fast note-taking in a conventional class.

The survey results also indicated that 55% of the respondents agree that TEAMS helps to autosave the instructors' feedback and 3% of the respondents disagree whereas 42% stayed neutral. Autosave of instructors' feedback is pivotal for the continual growth of online courses since it's important to review comments, advice, or opinion to improve performance.

When asked about the replacement of face-to-face teaching with TEAMS video technology, 34 % of the respondents agree, whereas 48 % of the respondents disagree, and 18% of the respondents were neutral. Videos on TEAMS are a revolutionary trend in educational technology and help learners to feel they are in the same shared space of the meeting; however, to many, this cannot replace face-to-face interaction and a real environment free of blurred backgrounds, for instance.

Consistent with the lack of internet, 87% of the respondents agree that TEAMS' primary problem is the lack of internet connection, and 5% disagree. However, 8% of the respondents were neutral. The sudden crashes during the meeting because of poor internet connection leads to frustration and disappointment on behalf of all stakeholders. An ethical administrator must provide needed resources for both scholars and learners.

Being asked about the need for training to use TEAMS effectively, 60% of the respondents agree that TEAMS members need the training and 22% disagree; however, 17% of them were neutral. Training maximizes efficiency to use TEAMS which has many features such as Calendars, Planner, PowerPoint, Excel, Word, etc. In addition, 64 % of the respondents agree that TEAMS is better than other online platforms, such as

Google Zoom, and 3% disagree. However, 32% of the respondents were neutral. To some researchers like Ramadani (2020), who investigated the opinion of teachers using the ZOOM platform, face-to-face is noted to be more effective and irreplaceable, especially when test results are affected by parents' interference.

According to the use of "Files", 64% of the respondents agree that TEAMS "Files" help organize the instructional material required for remote learning, and 3% disagree. However, 32% of the respondents were neutral. TEAMS easily set up resources in various formats for automatically added participants to share files without assigning individual permission to every new learner.

Consistent with the use of "Posts", 80% of the respondents agree that TEAMS "Posts" help to reach all members simultaneously, and 8% disagree. However, 12% of the respondents were neutral. TEAMS has a highly visible central location where all posts are stored and shared simultaneously by every learner.

Regarding exchanging conversations, 68% of the respondents agree that TEAMS "Chats" facilitate individual communication between members and instructors, and 10% disagree. However, 22% of the respondents were neutral. The conversations on TEAMS

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are visible to all learners, enhancing quick responses and collaboration.

Regarding students' assignments, 62% of the respondents agree that TEAMS scheduled assignments impose pressure on members and 13% disagree, and 25% were neutral. In real life, learners might be asked to finish tasks with time constraints, and doing assignments within a specific time promotes tolerance in stressful situations.

According to self-evaluation, 33 % of the respondents agree that TEAMS "Points" allow mark allocation to help members' do self-evaluation, and 5% disagree. However, 62% of the respondents were neutral. This can be due to the minimum number of quizzes on TEAMS.

Results also showed that 45% of the respondents agree that TEAMS "Meeting" allows the social presence of the members, whereas about 18% of the respondents disagree, and 37% were neutral.

Consistent with making biased decisions, 32% of the respondents agree that TEAMS helps the members to make unbiased decisions, whereas 13% of the respondents disagree that TEAMS helps the members to make decisions impartially, 55% of the respondents were neutral. Being biased can increase or decrease when interacting online or face to face.

Whether distance learning is beneficial, 55% of the respondents agree that distance learning with TEAMS is a good teaching practice, whereas 28% disagree and 17% were neutral. TEAMS was rapidly adopted and used by many educational institutions worldwide.

In addition, 50% of the respondents agree that TEAMS helps make clear course objectives and expectations, whereas 25% disagree and another 25% were neutral. Uploading files such as the course syllabus, course material, and students' presentations, among others, help reveal the courses' objectives and expectations in a well-defined way.

Regarding TEAMS tools, 60% of the respondents agree that TEAMS tools are dependable,

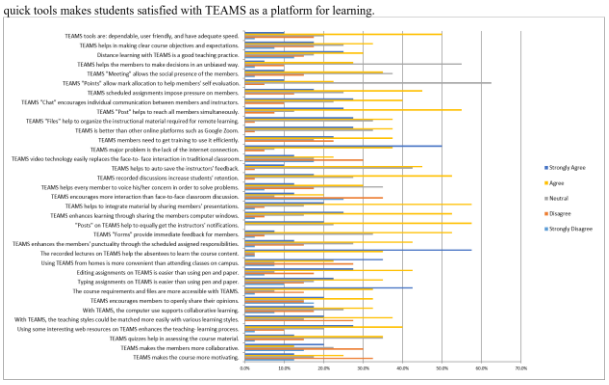

Table 1: The 35 items of the survey with percentages

3.2. Regression Analysis

Table 2 shows the results of the regression analysis. Regression analysis was implemented to test the relationship between the research variables based on a margin error of 5%. The regression aims to measure how much TEAMS can impact students' academic performance. The results showed a positive significant coefficient since the Beta Coefficient is 0.603 with a significance level of 0.036, which is below 5%. Moreover, the T-test was used to validate the research findings because the T-Test showed a margin above 2, which means that the H0 or the null hypothesis is rejected, and the alternative hypothesis is accepted.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.244	.274		4.546	.560
	TEAMS	.556	.119	.603	4.661	.036

Table 2: Dependent variable - Performance

3.3. Validity and Reliability:

Cronbach's Alpha was used to test the reliability and validity as shown in Table 3.

Reliability Statistics

Cronbach's Alpha	N of Items
.899	2

Table 3: Cronbach's Alpha

The validity and reliability analysis aims to study whether the collected data is valid or not based on an indicator called Cronbach Alpha. The rule of thumb states that if Cronbach's Alpha is below 0.5, which means that the data is not reliable. If the Cronbach Alpha is between 0.5 and 0.7, it means that the collected data is acceptable but contains some bias. However, when Cronbach Alpha is above 0.7 the collected data is validated and ready for statistical analysis. The above results showed that the Cronbach Alpha is above 0.7, and thus the data are valid and reliable.

4. Limitations and Future Work

Several limitations are noted in this study. First, there needed to be a systematic comparison between the uses of the TEAMS platform to other tools, such as the WhatsApp application. In addition, the results represent the opinion of only 100 participants, and further work can target a bigger number from other branches at the Lebanese university and private universities. Also, the survey can be modified to investigate the lecturers'

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perspectives on using other platforms to gain an in-depth understanding.

5.Educational Directions

Online teaching and learning look very promising, considering the feedback of learners using the TEAMS platform during COVID-19. There should be an appeal for well-adapted course content, a teamwork engagement between the instructor and learners, and well-prepared and fully supported instructors. The sense of an online learning community must be considered, and rapid advancement of technology is needed for better horizons in education.

So, by analyzing the survey results regarding the students' satisfaction with the impact of the TEAMS platform as a tool for online learning, one can realize the importance of using it to facilitate the learning process in different ways. The results show that there are hindrances to using TEAMS, such as infrastructure and facilities, as well as some students' resistance to accepting online learning platforms. The survey results also revealed that many participants agree that TEAMS is effective since it helps in: Assessing the course material, sharing websites links while using the TEAMS platform, matching various learning styles, supporting collaborative classes, exchanging students' opinions, accessing the course files and material, facilitating typing and editing assignment, making the course more convenient than conventional class, helping absentees through recorded lectures, enhancing learners' punctuality with scheduled assignments, providing immediate feedback, posting instructors' notifications to reach everyone easily and equally, sharing and integrating presentations, increasing retention, autosaving feedback, managing course material through tools like creating folders and pinning them, encouraging communication of students' through chatting, improving distance learning, clarifying course objectives and expectations, and enjoying user-friendly tools with adequate speed.

On the other hand, many participants stated that TEAMS does not motivate students or encourage them to interact more than they do in a conventional class, does not help in making students more collaborative, does not assist them in voicing and solving their concerns, does not replace face-to-face communication, does not aid in doing self-evaluation, does not allow social presence, or assists to make an unbiased decision, on the contrary, it imposes pressure when using scheduled assignments and quizzes. Consequently, face-to-face learning is still more demanded because of its communication facilities and social aspects. The new technologies and online learning platforms provide an advanced learning experience, especially for autonomous learners who have computer skills and do not call for traditional approaches.

The research aspires to dig up and inquire about eventual factors contributing to students' fulfillment and satisfaction while using online learning platforms. The hypotheses of the study focus on important relationships between students' experience with the TEAMS platform and their satisfaction. Several factors have investigated students' collaborations, interactions, remembering, and ways of managing course material. Eventually, participants disagreed on eight items and agreed on twenty-seven, with some conflict related to collaboration and motivation. Students' satisfaction depends on several factors, mainly their background and online platform experience.

6. Benefits and Barriers of TEAMS as an Online Teaching Method

TEAMS platform became an essential teamwork tool in education during the pandemic. According to the study results, TEAMS positively impact learning and can make the teaching system easier since it widens students' knowledge with internet resources. TEAMS tools can increase students' interest, motivation, file management, and collaboration. Also, it makes communication and interaction of stakeholders easier to help anxious individuals lead conversations in class. Online teaching encounters many problems, among which the rapid transfer from faceto-face teaching to online teaching; however, the main issue is spreading equity so that students in remote places would not suffer from a bad internet connection that affects their educational growth. This is an immense challenge that needs to be overcome by Lebanese University students, along with training to use online platforms easily.

Finally, it is hoped that reframing educational organizations and the research results will help improve students' academic achievements. Expectantly, the next research will consider the perception of learners and instructors from other branches of the Lebanese University.

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Appendix A

A Survey Evaluating TEAMS by the Lebanese University-(FLHS) Branch II The Faculty of Letters and Human Sciences Required:

1.Faculty:

2.Gender: Male Female

3. Age:

4. Year:

5. Language of Instruction in High School: Arabic English French

Evaluating TEAMS by the Lebanese University-(FLHS) Branch II ○ **The Faculty of Letters and Human Sciences**				
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1.TEAMS makes the course more motivating.				
2.TEAMS makes the members more collaborative.				
3.TEAMS quizzes help in assessing the course material				
4.Using some interesting web resources on TEAMS enhances the teaching-learning process				
5. With TEAMS, the teaching styles could be matched more easily with the various styles of learning.				
6. With Teams, the computer supports collaborative class				
7.TEAMS encourages members to openly share their opinions.				
8.The course requirements and files are more accessible with TEAMS.				
9.Typing the assignments responses on TEAMS is easier than using pen and paper.				
10.Editing the assignments on TEAMS is easier than using pen and paper.				

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11. Using TEAMS from homes is more convenient than attending classes on campus.				
12. The recorded lectures on TEAMS help to revise the course content.				
13. TEAMS enhances the members' punctuality through the scheduled assigned responsibilities.				
14. TEAMS "Forms" provide immediate feedback for members.				
15. POSTS on TEAMS help to equally share the instructors' notifications.				
16. TEAMS enhances learning through sharing the computer windows of the members.				
17. TEAMS helps to integrate material by sharing members' presentations.				
18. TEAMS encourages more class interaction than face-to-face classroom discussion.				
19. TEAMS helps every member to voice his/her concern to solve problems.				
20. TEAMS recorded discussions increase students' retention.				
21. TEAMS helps to autosave the instructors' feedback.				
22. TEAMS video technology replaces face-to-face interaction in a traditional classroom environment.				
23. TEAMS' major problem is the lack of the internet connection.				
24. TEAMS members need to get training to use it efficiently.				
25. TEAMS is better than other online platforms such as Google Zoom.				
26. TEAMS "Files" help to organize the instructional material required for remote learning.				
27. TEAMS "Post" helps to reach all members simultaneously.				
28. TEAMS "Chat" encourages individual communication between members and instructors.				
29. TEAMS scheduled assignments impose pressure on members.				
30. TEAMS "Meeting" allows the social presence of the members.				
31. TEAMS "Points" allow mark allocation to help members' self-evaluation.				
32. TEAMS helps the members to make decisions in an unbiased way.				
33. Distance learning with TEAMS is a good teaching practice.				
34. TEAMS helps in making clear course objectives and expectations.				
35. TEAMS tools are: dependable, user friendly, and have adequate speed.				

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