Distance learning recommendations for course continuity during temporary suspension of obligatory regular attendance of pupils at school

Mainly addressed to school management and teaching coordinators

Contents

Introduction

The purpose of the European Schools is to provide children with quality teaching and learning in the public interest, pursuant to the 'Convention defining the Statute of the European Schools' and the 'General Rules of the European Schools'.

However, various circumstances may require teachers to provide online courses with minimal notice, including suspension of obligatory regular attendance of pupils at school.

This document provides suggestions for quick action when a teacher must move from classroom instruction to online instruction for continuous learning, and how to convert face-to-face lessons at the School into online classes.

The following recommendations are mainly proposed to the management and coordinators of the European Schools in order to ensure pedagogical continuity in the event of a temporary closure of a school (instructed by the Office of the Secretary-General).

It can also be communicated as such to the teachers, since they can find many useful elements to orientate their work.

Each school could, of course, adapt these recommendations to its specific context and needs. This repertoire of recommendations is intended to help schools and teachers develop their own strategies.

This is a **dynamic document**, to be updated whenever necessary. The latest updates can be found on the Pedagogical Development SharePoint:

https://eursc.sharepoint.com/sites/PedagogicalDevelopment > Distance Learning.

General recommendations

Distance learning, online learning and pedagogical continuity

It is essential not to confuse distance learning with online learning. The principle is not to increase the time of exposure to the screen, but to **ensure pedagogical continuity**.

Communication to parents and students

It is strongly recommended that parents and students be informed about what they can expect from the school during distance learning.

Prerequisite questions on digital skills and equipment

Students and Families

- Contexts related to students and family's digital skills and equipment should not be underestimated: can families easily access online content and activities? Do they have sufficient terminals, especially if parents are teleworking? In case of large families, can siblings connect to synchronous sessions?
- **Students' login and passwords**: the school should take measures as soon as possible to ensure that all students have received their logins and passwords for O365. The best is to **do this as soon as possible**.

Teachers and administrative staff

- Similarly, what about the digital skills and equipment of the teaching staff? Do they all have the required proficiency and access to a sufficiently powerful computer?

In any case, the specifics of the context should be considered.

Provide support to teachers, students and parents on the use of digital tools

It is recommended to organize brief training or orientation sessions for teachers and parents as well, if monitoring and facilitation are needed.

Teachers and students should receive help to prepare the basic settings.

Well-being of the students

The well-being of the students is essential.

Children who have to stay at home (with limited social interaction) may get bored and lack activity. More importantly, it is important to take into consideration that they may have sick family members, be stressed by the situation, etc.

Insure inclusion of the distance learning strategies

Schools should implement measures to ensure all students, including those with specific learning needs, to have access to distance learning schemes.

In this perspective, teachers should use and encourage students to use digital tools such as Immersive Reader (O365) to help them read messages and understand assignment prompts, enabling them to follow along and contribute.

Prioritize solutions to address psychosocial challenges before teaching

Schools should mobilize available tools to connect staff, students and parents with each other. Schools should create **communities** to ensure regular human interactions, enable social caring measures, and address possible psychosocial challenges that students may face when they are isolated, for what pertains to their competence

Recommendations for staff collaboration

- Teaching staff and management staff should determine a consistent method of collaboration. Teamwork should be closely linked to ensure a smooth rollout. In particular, teachers can share lessons to facilitate the workload.

- To this end, the tools and services available with 0365 are indispensable. In addition to email, Microsoft Teams is a highly recommended collaborative platform. > Please respect naming consistency when creating a Microsoft Team, e.g. "TEAMS UCC BIOLOGY" (biology teachers in BXL 1) or "TEAMS KAR L FR" (French language teachers in Karlsruhe).

- School management, cycle management and teachers should work out a strategy for each cycle or year level.

Daily Structure Options: a diversity of modalities

In distance learning, the rhythm may be different from that of the in-situ courses and may be slower. Expectations could be adjusted accordingly, especially in Nursery, Primary and lower Secondary. Teachers should take this aspect into consideration.

On the other hand, more self-paced learning can be fostered, as well as project or collaborative work. It is also a good opportunity to promote activities that encourage manipulation and experimentation and that let students learn in a trial and error approach.

The school and the teachers should plan the study schedule of the distance learning programmes. Given the expected duration of school closures, it should be decided whether the distance learning programme should focus on teaching new knowledge or enhance students' knowledge of prior lessons.

The schedule should be planned according to the situation, level of studies, needs of students, and availability of parents. Choose the appropriate learning methodologies based on the status of school closures and home-based quarantines.

The duration of distance learning units should be based on students' self-regulation skills. A coherent timing should be set according to the level of the students' self-regulation and metacognitive abilities especially for livestreaming classes. Preferably, the unit for primary school students should not be more than 20 minutes, and no longer than 40 minutes for secondary school students.[1]

A diversity of modalities

Each of the following modalities should be chosen and adapted accordingly to particular needs, and preferably in coordination with other teachers.

	Nursery	Primary		Secondary		
		1-2	3-5	1-3	4-5	6-7
Distribute a daily "To Do List"	●	●	●			
Follow the regular timetable				●	●	●

Distribute a daily "To Do List" (Nursery, Primary)

For example, if you were offering a flexible program, you could build on a checklist like this:

> *Today you need to complete:*
>
> *● 30 minutes reading ● 30 minutes writing ● 30 minutes science ● 30 minutes math*

A time suggestion can be helpful, so students don't spend either all day working, or not enough time on task.

Consideration of catch-up time seems to be extremely useful for many schools.

The teacher can also schedule learning activities in the morning and leave the afternoons free for remediation and offline activities. Alternatively, the teacher could schedule one day a week for completing unfinished work or even have a **weekly "screen-free" day**.

Rather than a daily approach, it is also possible to taking the **whole week** into account and giving projects or assignments that need to be completed or worked on over 5 days. Based on progress, a new plan might then be made for the following week.

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[1] Adapted from https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures.

Time frame: working periods per day

M1 - M2	P1 - P2	P3 - P4	P5
1.5 hours max	2 hours	2.5 hours	3 hours

Follow the regular timetable (Secondary)

This approach is recommended in Secondary, and **highly recommended for the bac cycle S6-S7**.

- The regular timetable for students and teaching staff is valid.
- At the beginning of each lesson, teachers and students of the course log in via Microsoft Teams. Each student is required to wait during the first 10 minutes of the lesson for instructions from the teacher.
- The teacher then gives clear instructions to the students on what they need to do. This can be done via written chat or short video conference.

The minimum requirement is that the teacher provides the students with materials and work instructions as files (they can be shared directly in Teams)

General recommendations for teaching and learning online

	Nurs.	Primary		Secondary		
		1-2	3-5	1-3	4-5	6-7
Planning						
Regularly post the material (content and activities) to be covered. Also email parents a general update at least once a week.	●	●	●	●	●	●
Review the course schedule to determine priorities, with flexibility.	●	●	●	●	●	●
Consider the domestic environment: reduce screen time and include physical activity as much as possible.	●	●	●	●	●	●
Reset expectations for students (participation, communication, and deadlines). Be ready to handle requests for extensions or accommodations fairly.			●	●	●	●
Monitoring students' activities						
Track student progress to ensure participation and check-in with struggling or non-participatory students, considering the needs of each individual situation.			●	●	●	●
Send feedback on each assignment, even if it is only a boost. Voice and video feedback are extremely valuable whenever possible.			●	●	●	●
Monitor the morale of your class and the workload of the students carefully.	●	●	●			
Foster communication and collaboration among students to build and maintain a sense of community that can help motivation to participate and learn.			●	●	●	●
Communication						
Communicate with the pupils through the parents (using the usual method)	●	●	●	●		
Send short audio or video messages to maintain contact with the students.	●	●	●	●	●	●
Post one video a day that students can look forward to. This may be a "Good morning!" video or an instructional video.	●	●	●			
Lesson delivery						
Set a time limit for video-conference lessons.	●	●	●	●	●	●
Create short presentation to teach the students on a subject.	●	●	●	●	●	●

	Nurs.	Primary		Secondary		
		1-2	3-5	1-3	4-5	6-7
Send links to educational resources on topics that were discussed before the school's closure, or on topics will be discussed when the school resumes its normal activities.	●	●	●	●	●	●
Throw simple challenges (e.g. "*who can build a bridge with usual objects from home?*"). Parents can take pictures of the results and send it by email or upload it as a reply to the challenge on the blog (when applicable).[2]	●	●	●	●		
Worksheets can be sent to the parents: writing skills, spatial orientation... Results can be scanned by the parents or brought back later to school.	●	●	●			
A selection of online learning platforms can be recommended by the teacher, who could send to the parents the links to specific activities.	●	●	●	●	●	●
Video session: each session should not be more than 20 minutes. Students should not be penalized for not participating.				●	●	●
The Matific program is available for all Primary.		●	●			

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[2] Such activities have a double benefit for children: they give them goals and a minimum sense of normality (especially for Nursery and Primary pupils).

Tools for distance learning in the European Schools

The following tools are available to all teachers and students of the European Schools and are suitable for distance learning scenarios.

Among them, Microsoft Teams is the more advanced and relevant.

Consistency

Teachers should be consistent with the tool chosen and use only one for the same purpose (students should be certain to have received all the necessary information). Ideally, the same tool should be used by all teachers for the same purpose and at least in the same cycle.

A school closure is not the time for new digital tools. Students need routine and structure during this period.

GDPR recommendations

Preliminary remarks

As stated in the European Schools Privacy Statement: the purpose of the European Schools is to provide children with quality teaching and learning, in the public interest. Therefore, the processing of the pupils' personal data is necessary for the performance of a task carried out in the public interest, pursuant to the 'Convention defining the Statute of the European Schools' and the 'General Rules of the European Schools'.

To keep on providing teaching and learning to the pupils during a temporary school's closure (instructed by the Office of the Secretary-General), the European Schools will use distance learning.

Video

Teachers may post video of themselves for their students or need to organise video conferences where students may or may not appear on the screen. In the event students appear on the screen, only live sessions are allowed. No video recordings of students are allowed.

Recommendations of tools per feature and cycle

● possible ☆ recommended	Nursery	Primary		Secondary		
		1-2	3-5	1-3	4-5	6-7
Sending written messages to Parents and Guardians						
SMS[3]	☆	☆	☆	☆	☆	☆
Outlook[4]	●	●	●	●	●	●
Teams[5]	●	●	●	●	●	●
Sending written messages to Students						
SMS			●	●	●	●
Outlook			●	●	●	●
Teams			●	☆	☆	☆
Sending assignments[6]						
SMS[7]			☆	●	●	●
Outlook[8]			●	●	●	●
Teams[9]				☆	☆	☆
OneNote Class Notebook				☆	☆	☆
Video Conference (short)						
Teams				☆	☆	☆
Microsoft Whiteboard				●	●	●

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[3] In conformity with each school's policy, teachers should communicate with Parents and Guardians with SMS "announcements".

[4] Please use Bcc for the addresses, as you don't want the private addresses to be visible to all.

[5] In Nursery and Primary, you may want to invite parents as guests in the course teams, when children are not autonomous enough to participate themselves in the course teams.

[6] Parents can also monitor the completion of the homework.

[7] SMS can be also used to direct the pupils to the work on Teams (S1-S4).

[8] IMPORTANT! The use of emails by students to send work to teachers must be avoided, as it creates an excessive workload for the teachers to monitor and process the submissions. For this reason, Teams and Class NoteBook should be preferred.

[9] Teams and Class NoteBook may be used where the pupils are familiar with these.

General remark on communication by e-mails (pros and cons)

Towards parents

- Communication though SMS announcements is the preferred means. This sends an e-mail automatically to every (or selected) parent and guardian.

Towards students

- Communication by e-mail (outlook) should be reserved for what cannot be communicated otherwise, or what is personal and should not be shared with the whole class;
- For **Pedagogical communication** to students, teachers should use **Microsoft Teams** (see below for advice), and, as far as possible should not use e-mail (Outlook).
  - For example, teachers' instructions and students' questions about courses should be posted on Teams or on an appropriate page in OneNote (accessible within Teams).
  - Most importantly, **students should not send work to teachers by e-mail, especially in Secondary**. It is very difficult to keep track of the work sent by email, as a teacher has to manage a large number of students and as students don't consistently name the attached files.
    The goal is to avoid a situation where a teacher has to deal with a large amount of mixed up e-mails, and then to deal with as many attachments with no name on the document… Similarly, students should not send a link to a document on their OneDrive. It is therefore essential to train students to submit their work on assignments in Teams (this video may help: "Student view how to submit assignments in teams 0365").

  N.B.: when necessary, teachers can send a message to all students on SMS to guide them to where they should find the work on Teams.

How to use the essential tools

SMS: for all users/beginners

https://sms.eursc.eu/login.php

- You can send emails to all students/parents (guardians) through "announcements" (short tutorial).
- Students can answer the teacher, but they cannot respond to all (online course discussion is not possible).
  N.B.: make sure that students regularly check their emails. For this, they can also use the Outlook mobile app on a smartphone.
- You can add files (Word, pdf, etc.).
- You can communicate assignments via SMS, with attachments that can be downloaded by the students.

Outlook: for all users/beginners

Outlook desktop application or online application (the browser safari is not recommended).

- You can send emails to your students.
- You can share files.
- Students can answer to all (group discussion is possible).
  N.B.: make sure that students regularly check their emails. For this, they can also use the Outlook mobile app on a smartphone.
- To send an email to your whole class, use the following naming convention (smart distribution lists):

Students per Course Code

LIST-UCC-STU-S4ECOENA

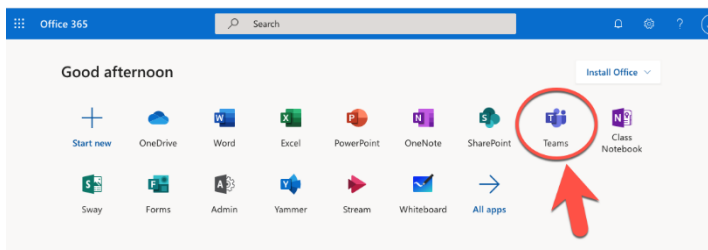| LIST		TEA (Teachers) STU (Students)		Course code	Course language	Group
Mailing list for emails and for document sharing	ALI : Alicante BER : Bergen BRK : Berkendael **ES : ALL** IXL : Ixelles KAR : Karlsruhe LAE : Laeken LUX : Luxembourg MAM : Mamer MOL : Mol MUN : Munich UCC : Uccle VAR : Varèse WOL : Woluwe		M 1 2 3 4 P 5 S 6 7	ART BIO CHI L1 MAT PHY ...	BG HR CS IT DA LT DE LV EL MT EN NL ES PL ET PT FI RO FR SK HU SL SV	A B C D E ...

The mailing list can be used by the students and the teacher/teachers of this course.

Microsoft Teams: for more advanced users

How to access Teams

Microsoft Teams for Education provides an online classroom so students and teachers can find new ways to continue to focus on learning if it is not possible to provide instruction on the school campus. It brings together virtual face-to-face connections, assignments, files and conversations into a single place accessible on either mobile, tablet, PC or browser[10].

Like all Office365 applications, Teams can be used via the web portal Office365.eursc.eu or using the desktop application (https://teams.microsoft.com/downloads).

Students (upper Secondary) can also use the Teams mobile app on their smartphones.

Course teams

Every teacher has a specific team for each one of his/her courses, where all the students are automatically allocated at the beginning of each school year.

How to get started? Basic help

Webinars

- Part 1 – Online lectures & classes with students: Explore how teachers can create a persistent online classroom with meetings for up to 250 participants. This webinar is designed to help first time users of Teams get started and host classes and lectures with online meetings.
- Part 2 – Online meetings with a selected group of your students: Discover how teachers can keep students engaged with online meetings for small groups. This webinar is for educators who need to create ad-hoc meetings with selected groups of students and will cover virtual office hours, tutoring sessions, and other group meetings.

Training videos

- **Microsoft Teams video training** (selected tracks):
  Microsoft Teams Quick Start | Intro to Microsoft Teams | Collaborate in teams and

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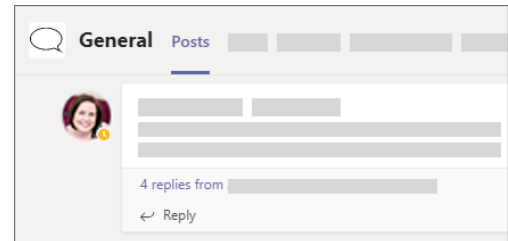[10] Safari is not recommended.

General help

- **Microsoft Teams basics**
- **Microsoft Teams: general help**

Send a message in a channel

In each course team, you can send a message in a channel. All students will see it, and can respond. Teacher can attach documents, presentations and links, and even create assignments.

Conversations in channels can be seen and searched for by the entire team. You can participate in conversations, like or save important ones, mention specific people so they see your message, and even edit a file that's been added to the conversation.

Video tutorial: Work in channels.

Share content with students

Teams goes beyond group communication — teachers can keep all their class files there, too. In each team, all conversations, files, and collaboration are automatically saved in one place. Teachers and students can access them anywhere by simply going to teams.microsoft.com.

- Post a conversation starter and share a file in a channel. Every member of the course team will be able to open and read the shared file, as well as comment in the conversation.
- Important files that students shouldn't edit are to be placed in the Class Materials folder.
- Teacher can start a meeting and present to the class by sharing his/her screen, or share a recording.
- If needed, teachers can set up a Class Notebook in each course team to open up even more content sharing possibilities.

Sharing files in channels | Class Materials folder | Presenting in Teams | Class Notebook | Stream
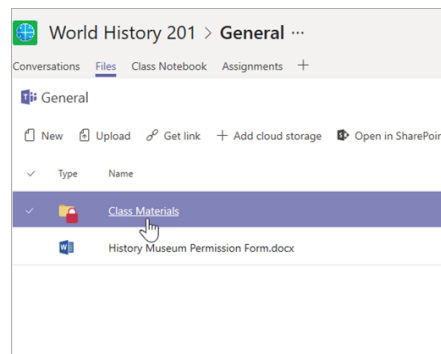
Use folders to create read-only files for students

Students, as members of a team, can edit or delete any document placed in a channel.

To share read-only files (files your students can read only but not edit), use the Class Materials folder in your General channel.

This is a great way to securely share documents with the class.

Please consult this help.

Meet virtually

The easiest way to stay in communication with students and educators is through Teams. Teams facilitates chat, post messages and files, and video chat from any device.

- Schedule online meetings in your Teams calendar.
- @mention a student by name in a Teams post to start a conversation.
- Create announcements to keep everyone in the class informed and on the same page.
- Meet from a channel to pull full class into a lesson or presentation.
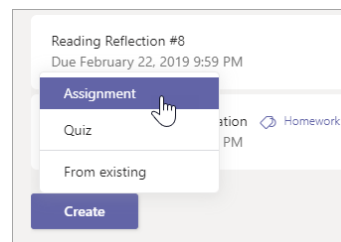- Chat privately with individuals or groups.

Collaborative classrooms training | Meetings in Teams | Post class announcements | Printable Quick Guide

Assignments in Teams

Class handouts, quizzes, tests, and homework can all be assigned and even graded online. Teachers can assign Office files, other files and quizzes directly within Teams that students can work on and turn in, without needing to leave the app.

- Use the Assignments tab in Teams.
- Track progress and give feedback in the Grades tab in Teams.
- Teacher not using Teams for assignments can still assign rich assessments using Microsoft Forms.

Rubrics can also be uploaded (CSV files) or easily created which aligns with the New Marking Scheme for S1-S6 students.
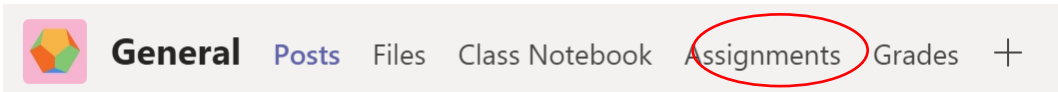
Create an assignment | Forms Quick Start | Grading | Teams Assignments quick guide | Microsoft Forms training

Using Assignments in Teams

IMPORTANT! Do not use email to send students assignments, and do not accept work sent via email as an attachment or link.

General Posts Files Class Notebook Assignments Grades +

Instructions for students: https://youtu.be/nF3IMQkMkqo

- ✓ **This is the primary way to give, collect, grade and return assignments.** To create or review an assignment, go to the Assignments tab in the Team (shown above) or to 'Assignments' on the vertical Teams bar.
- ✓ All assignments for all courses appear on the students' 'Assignments' tab with the deadline, so can't be missed.
- ✓ Both teacher and student have a complete and permanent record of assignments that are handed in and graded.
- ✓ Assignments can also be used to announce tests or other homework that does not require a hand-in; for example: 'Test Tuesday 15th on ....'. This remains in the students' Assignments list as a permanent reminder until the date specified. After that date the teacher can reopen the assignment, go to 'edit' and delete it.

Grades:
- ✓ Once the assignment deadline is passed, teachers can review the assignments without downloading them, put comments and grades and return them to the students.
- ✓ **Grades** shows all assignments and grades given to each student in the class. These can be downloaded to excel.

Email
- ❖ If a student sends an email to a teacher with his homework in attachment he should expect it not to be graded.

Other Apps in Teams:

Posts:
- ✓ Can be used for announcements (Class is cancelled today / see exercise on OneNote / I will be available online for questions or discussion at …..).
- ✓ Students can post a question which the teacher or another student can answer.

Don't use posts to

- send documents (they get lost)
- announce assignments or tests

Files:
- ✓ Store large documents, presentations, etc. Place in the LOCKED folder to prevent them being changed or deleted by students. (They can still be downloaded.)

Notes:
- Students will not look for new documents, unless the teacher tells them to.
- This is **not** the place students should use for submitting homework.

Class Notebook:
- ✓ If your students are familiar with using the Class Notebook, continue with it.

Students can do assignments and upload pictures and printouts to their personal section, a teacher-distributed section, or to the Collaboration space.

Keep students engaged

Teacher can transform their virtual classroom with lots of more creative, interactive, and inclusive ideas. Discover the ideas below, or browse the Microsoft Educator Center for more.

- Create immersive classroom resources using PowerPoint and Sway.
- Bring the class whiteboard online with Whiteboard.
- Invite experts to drop in with video-conference (e.g. "Skype in the Classroom").

PowerPoint | Sway | Whiteboard | Skype in the Classroom | Teams scenario library K-12

N.B.: during a lesson, teachers can moderate the class discussion by muting students, making them presenters, or if needed, removing them from the meeting. They can also record the lesson so students can review it on their own time (please refer to the DPOC for GDPR compliance).

Consolidate the learning material

Consolidate the work as much as possible for the students. Limit the number of clicks to view resources. In particular, sort and organise the resources as much as possible. A good practice is to put everything in a slideshow, with clickable links, as every time students have to go and get something, they may be distracted.

If possible, avoid hard deadlines

Each home learning situation is unique and different. Digital technology can also make it difficult for students to complete their work on time. In this sense, consider that deadlines are not as important as the quality of the pedagogical relationship with students.
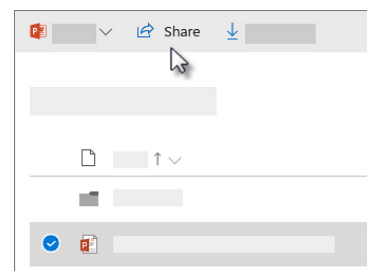
Other easy way to share content: OneDrive

Teacher can easily share folders and files from their individual OneDrive library.

An easy setting is to create and share to the students a single document (Word, PowerPoint or OneNote) and to update it regularly with instructions and content.

Teachers can allow or not the student to edit the documents.

How to Share OneDrive files and folders.

Videos

Sending regular videos (asynchronous videos and screencasts)

The teacher's voice and presence are important to the students. Without necessarily having to conduct a daily videoconference, the teacher can record a message ("*Good morning*" communication) and some instructions each day. It is important to be brief, light and cheerful (no one needs a fifteen-minute video conference!).

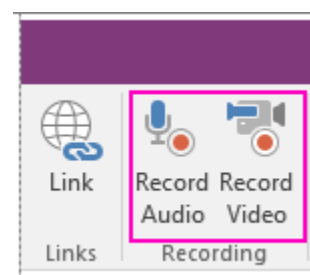## Tools to record videos

Microsoft tools

Teachers can:

- use the Camera App on Windows;
- record their screen and related audio in PowerPoint;
- record video (or audio) notes directly in OneNote.

Other tools

Of course, teachers can use their mobile phone camera.

Other popular Tools for Recording Asynchronous Videos and Screencasts, e.g.: **Loom**, **Screencastify**, **Screencast-o-matic**, **Zoom**. The following chart[11] compares the features of the free plans (paid plans have more features).

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[11] Source : https://www.theedublogger.com/teaching-online-school-closures/.

Screencasting For Teachers (Free Plans)

	loom	Screencastify	SCREENCAST ● MATIC	zoom
Video length	Unlimited	5 minutes	15 minutes	Unlimited
Record screen and/or webcam	✓	✓	✓	✓
Zoom or draw	✗	Mouse spotlight and draw	Zoom only	Mouse spotlight and draw
Save and share	Download, embed, or share link	Download, Google Drive, or YouTube	Download, link, embed, social media, Google Classroom	Download to computer (not on iOS)
Edit recording	Trim	Trim	Trim and captions	✗
No watermark	✓	✓	✗	✓
Access	Chrome Extension or download desktop app	Chrome extension (Mac, Chromebook, Windows)	Web app or desktop software (Windows, Mac, Chrome); iOS app	Desktop software (Windows, Mac, Chrome); iOS app; web (limited)

edublogs

Tools for live videoconference

Primary service for European Schools: Microsoft Teams

Teachers should primally use the meeting and call features in Microsoft Teams. The students will access with their school O365 accounts. They can easily use the Microsoft Team mobile app on their smartphones.

Teachers can make a lesson interactive by:

- sharing their screen to present their lesson and encourage students to ask questions using the chat feature (or sharing their system audio when, for example, showing a video clip);
- enabling Whiteboard in Teams during a live lesson, so that students can come up to the whiteboard and show their learning.

Similarly, teachers and students can collaborate on a OneNote page during a live session, on any shared document (Word or PowerPoint).

Recommended alternative video-conference tool(s)

However, if a teacher is not confident enough in using Microsoft Teams or if students do not have an active O365 account (especially in Nursery and Primary), other tools can be used.

Such free services or freemium (free basic functions) allow students to access, without an account, a videoconference organized by the teacher, with a simple link.

Please always take into consideration GDPR recommendations (see above: "GDPR recommendations").

Possible alternative tool:

- zoom.us
  Tutorial: How to Host an Online Meeting with Zoom

Examples of how video conferences are Being Used

This can be followed in Primary P1-P5 by the class teacher, and partially in Secondary S1-S3 by the class teacher[12].

- A 10-minute video conference to begin the day.
- A whole live class video conference at regular times during the week (e.g. 30 minutes every Monday and Friday afternoon).
- A live video conference to check in with each individual student each week.
- On-demand live video conference — students can sign up if they want to book a session.
- Small live group video conferences for students with similar needs.
- Optional "live recess" to allow students to meet.

For students: virtual learning agreements

Source: Boramy Sum

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[12] Adapted from : www.theedublogger.com/teaching-online-school-closures.

General and additional support

- Please consult the ICT coordinator in your school, the O365 and the SMS Super Key User (SKU) or the ICT technicians.

- Additional Support is available on the [Pedagogical Development Unit SharePoint.](#)

- During school closure, teachers can request for support given by peers (help with online activities and digital issues for pedagogical matters): please use the form on the [Pedagogical Development Unit SharePoint](#).

To share any idea or comment: [a9f9342e.eursc.onmicrosoft.com@emea.teams.ms](#)