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Welcome

You have accessed the Developing your Skills materials for the Glow groups pathway. These materials will help you put your understanding of Glow into context: offering suggestions for possible uses and providing information and practical help.

You can access these materials via the left-hand menu, which will always be available. Clicking on a menu item will launch the materials for that unit. You can use the 'Next page' and 'Previous page' buttons to move between pages in a unit and can access other units by clicking a different menu item. Alternatively, you can scroll through the entire document using the scroll bar to the right.

Materials can be printed by using the 'Print' button on the toolbar ('File' > 'Print' through the menus).



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Introduction

A Glow group is an online workspace where a group of people can come together to share a common interest.

For example, a Glow group could be aimed specifically at:

- enabling class-based collaboration, where the teacher can store information and resources to be used by the class. Materials might be accessed by the teacher for display on a screen for whole-class teaching, by small groups of pupils working at one computer, by pupils working at individual computers or by pupils accessing Glow from home;
- communicating and sharing information with diverse members of extra-curricular clubs and activity groups, such as sports clubs, pupils going on school trips;
- facilitating local authority collaboration, for example probationer support;
- helping Learning and Teaching Scotland to communicate with members of national groups, e.g. A Curriculum for Excellence, Health Promoting Schools, International Education, Sustainable Development, etc.

Glow groups enable collaborative working both within a school and between



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schools and/or individuals. They can facilitate joint working on individual projects and can encourage communication and the sharing of documents and ideas within specific year groups, subjects, sporting activity groups, cultural areas and extra-curricular activity. This could be achieved using tools such as:

- Glow meet (the online conferencing tool that allows groups of individuals to communicate in a shared virtual space);
- Glow chat (which enables the sending of real-time text messages to individuals or groups);
- Glow messenger (which also allows the real-time sending of text messages, but is only available to adults within Glow).

Glow groups provide a differentiated medium in which to work. Teachers can upload various versions of content for different groups of pupils to work on; a series of discussion threads can be started for a range of pupils; and teachers can differentiate by setting up sub-groups within Glow groups.



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On entering a Glow group, you will see a series of web pages. The default web pages and web parts found in Glow groups are listed below.

- [Noticeboard](#), which contains the following web parts:
 - ◇ [News](#) - which can contain a list of recent news items relevant to the Glow group;
 - ◇ [What's on](#) – which can be used to show details of forthcoming events for the Glow group;
 - ◇ [Web links](#) – which can contain useful links to websites and other resources;
 - ◇ [Image](#) – which can display an image appropriate to the subject of the Glow group.
- [Discussions](#), where users can participate in online group discussions.
- [Documents](#), the library area in the Glow group. This could contain a range of useful and relevant documents that members (with appropriate rights) have chosen to upload.



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- [Glow groups](#), which lists all of the Glow groups that have been set up within this Glow group. Different sub-groups may have different membership, for example, the entire Glow group may be for Primary 7 staff and pupils, while one of the sub-groups could be for staff only.

These pages can be added to or deleted by the Glow group administrator.



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Working in school

Glow groups allow a number of users to share ideas and resources and to create question and answer discussions, web conferencing and chat sessions online, rather than face-to-face. You can therefore use these groups to share ideas with peers about how to extend and develop lesson ideas and projects, and can then set up cross-curricular project Glow groups and invite relevant pupil-members to contribute.

In order to encourage pupils to make the best use of Glow in terms of their learning and to fully explore the communication tools at their disposal, you could:

- assign pupils the task of 'Discussion forum moderators'. These pupils would be responsible for maintaining the flow of discussion, encouraging their peers to add to threads and perhaps extending discussion within the Glow group by using other communication media such as Glow chat;
- set up pupil mentoring sessions, for example a new S1 pupil could be paired with an S6 pupil, using Glow meet to provide individual or groups of pupils with a safe, virtual area to discuss any concerns they might be having. This could help them to develop their skills with the communication tools as well as to encourage pupils to use them more fully;



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- use a variety of communication tools within a Glow group to support peer assessment, for example by pairing pupils, using small groups, or even the whole class. This might be done using the discussion forum, a chat session, or the shared whiteboard within Glow meet.
- moderate the messages of less confident pupils before they are sent or posted and intervene to provide support as necessary;
- provide less confident pupils with stems of sentences and questions for them to add to, in order to complete the message;
- encourage more confident pupils to expand their communications, giving opinions and reasons and using full sentences at all times.

One outcome of using a Glow group in this way would be that you would create a bank of ideas, texts and documents (resources) that could be continually revisited and developed in different ways to provide flexible ideas for exciting cross-curricular projects.



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Communicating with others

If you do not already have a link school or a school with which you currently collaborate, you may be able to identify schools that share similar interests to yours through participation in local authority or national Glow groups.

A Glow group could be used to communicate with other schools to enhance pupils' learning across a number of curriculum areas. We have provided some subject-specific suggestions in the *Lesson ideas* section, below.



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Lesson ideas

Below are some suggested ideas using Glow groups that you could incorporate into your lessons. Note that, in many cases, you could amend these ideas to suit other subject areas.

Art and creative writing

You could create a cross-curricular and cross-school Glow group for senior art pupils in one school and younger creative writing pupils in another. The younger pupils could create sensory poems which they would then upload into the documents area of the group. The older pupils could then create pieces of art based on these poems. All pupils could participate in a Glow meet session where the older pupils could present their work to the younger pupils and explain their interpretation of the poems.

Pupils could use mediated Glow chat sessions to get immediate comments from the creative writing pupils about their feelings and responses to the artwork. Later both pupils could put together an 'online exhibition' with the matching poem and piece of art in the Glow group, providing an opportunity for other pupils/parents to post up comments on these.



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Lesson ideas (continued)

MFL

You could talk to colleagues in a link school, or to colleagues at local authority level or even in your own school, to enhance learning in MFL lessons in a number of ways.

An example of an enhanced MFL lesson would be for you and a colleague to set up a group and plan a lesson using Glow’s communication and collaboration tools. This could involve inviting a French speaker into the group using a web conference and have the pupils question them in French.

Pupils at both schools could define the questions they want to ask prior to the interview, clarifying these with help from their partner pupils at the link school using email or other communication tools.

This type of lesson will encourage pupils to reflect on how conversation / discussion develops and builds, helping to support the development of their speaking, listening and writing foreign language skills, as well as pupils’ cultural learning from real-life situations.

Alternatively, you could enhance the learning and teaching of reading and writing skills by asking pupils to offer their thoughts and opinions about a well-known television programme. You could prepare a short extract, using

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Lesson ideas (continued)

MFL (continued)

appropriate language, and upload it into the Documents area of a Glow group, and then ask pupils to read the document and to make their opinions about the show known via the Discussions area. You could set up a couple of threads to support the pupils – in the target language – one stating that you enjoy the programme and one indicating that you do not. Pupils should be encouraged to respond to one of the threads, posting a reply with as much detail as they can, to either agree or disagree with your post.

If you decided to run this type of lesson for Secondary pupils, you could set up a similar Glow group, but require pupils to respond to your post with a greater level of detail, focusing on applying a specific tense or grammatical structure (e.g. past tenses – “I enjoyed this programme yesterday because” ...). You could also expect to include more information, for example, to enable pupils to exchange views and information about television viewing in general.

It would be beneficial to include some carefully planned teaching on how to write interesting and engaging texts that address the lesson objectives. This could involve detailed and carefully structured modelling focused on, for example pupils’ ability to extract key language from texts describing TV programmes and incorporate this language into their own descriptions.



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Lesson ideas (continued)

[Music and drama/PE \(cross-curricular\)](#)

Pupils could take video recordings of an extract of a play, or of a dance or gymnastic routine, and could compose appropriate music for this. They could combine this into a multimedia resource and could then upload the finished file into an appropriate Glow group.

Interested parties could then comment on the resource (formative assessment), using the Glow group tools to communicate their thoughts and opinions.



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General curriculum topics

You could plan an activity where you focus on a contentious issue or topic, linked to the curriculum, and use a specially-created Glow group and the tools found therein to stimulate pupils into discussion. Consider how you might want pupils to use the Glow group. For example, will they initially research 'for' or 'against' and then upload their arguments? Will they create documents to upload, which can then be commented on by their peers, using Glow mail, Glow chat or other tools?

Some ideas that pupils could debate include:

- the use of wind farms, involving urban and rural schools with potentially contrasting viewpoints;
- fox hunting;
- the smoking ban;
- transport;
- recycling.



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Lesson ideas (continued)

Extra-curricular activities (cross-curricular)

Glow groups are a fantastic media to communicate efficiently and effectively with diverse members with shared interests.

Glow groups could be useful in the management of a number of extra-curricular activities, for example:

- **Sports.** You could create a Glow group with sub-groups for different teams. Each could have a Calendar of fixtures and events.
- **Visits.** In a similar fashion, you could create a Glow group for particular excursions, such as a school ski trip or a history field trip. Photos could be uploaded, and diaries or pupil comments could be posted and commented on.



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Practical considerations

Glow groups can fulfil many different functions within Glow and have been described as meeting places; online communities of people with shared interests; a virtual classroom and shared areas for learning and collaboration.

You may find it useful to read the following information on using Glow groups and the collaboration and communication tools, such as Glow chat and Glow meet, safely with pupils.

- Talk to pupils about the general *rules* of communication in Glow groups, e.g. never reveal personal details, such as address or telephone numbers, in messages and encourage pupils to report to an adult any material they see on Glow which they feel is inappropriate. A useful site to visit for more information about online safety is: www.besafeonline.org/English/safer_use_of_services_on_the_internet.htm or www.scotland.gov.uk/clickthinking.

In addition, consider practical *guidance*, such as encouraging pupils to use short, clear sentences in their communications, and to read through their messages before they post them. Ask pupils to be aware of who their audience is when using any of the collaborative tools. For example, using Glow chat with pupils their own age from another school would require a different style of response to using Glow chat with an expert



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from a local museum.

- Using the moderation tools you could ensure that messages created by pupils are vetted by the Glow group administrator and can only be posted on the forum after being checked for any unsuitable language or content.
- The Glow group is an enclosed learning community in its own right, with membership being restricted to an invited community, such as a particular class, school, or extra-curricular activity group. However, pupils at other schools in Scotland could gain access to your Glow group communications if invited to join. Likewise, users from international schools and other non-Glow members can be given guest access.
- All online communications should be set within the agreed boundaries of your establishment's 'Acceptable Use Policy' (AUP). This effectively forms a contract between the school and individual pupils, often requiring carers' countersignature. Pupils should be made aware of the contents of the AUP and should be able to access and read the AUP at any time (perhaps from the Documents web part of your School site).



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If you are directly involved in the writing or updating of your school's AUP, it might be useful for you to involve pupils in the creation of the policy documentation, to encourage pupil ownership. In addition, you should consider any existing documentation at your school along with any published advice from your local authority before you begin writing/amending. Further considerations are listed at the following web address: http://schools.becta.org.uk/index.php?section=tl&catcode=ss_tl_cm_hs_03&rid=9956 .

More information about developing an AUP can be found at www.ltscotland.org.uk/doubleclickthinking/samplematerials/index.asp.



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- All online communications should be set within the agreed boundaries of your establishment's 'Acceptable Use Policy' (AUP). Information on developing an AUP for your school can be found at the following websites:
 - ◇ www.ltscotland.org.uk/doubleclickthinking/samplematerials/index.asp
 - ◇ http://schools.becta.org.uk/index.php?section=tl&catcode=ss_tl_cm_hs_03&rid=9956
- Online pupil safety is of paramount importance. To maintain this in Glow, ensure that you and your pupils are up-to-date on the latest Internet security strategies. For more information, visit: www.besafeonline.org/English/safer_use_of_services_on_the_internet.htm or www.scotland.gov.uk/clickthinking.
- Find out more about Glow, including details on its background, aims and purpose, from the LTS website at www.ltscotland.org.uk and the Glow specific pages at www.glowscotland.org.uk/index.asp.



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- 'A Curriculum for Excellence' is a programme central to the reform agenda of the Scottish Executive's Ambitious, Excellent Schools. It aims to provide: more freedom for teachers; greater choice and opportunity for pupils and eventually a single coherent curriculum for all young people aged 3-18. To find out more about this programme, visit: www.acurriculumforexcellencescotland.gov.uk/index.asp.

Links disclaimer

We include links from Glow to other websites which we think will support your understanding of our web pages. Many of the links lead to sites maintained by third party organisations or individuals. Glow is not responsible for the accuracy, currency or reliability of these sites and does not necessarily endorse the views expressed within them. Listings shall not be taken as endorsement of any kind. No responsibility is assumed by Glow for the contents of these pages. Glow will not be able to deal with any queries arising from these external websites - please contact the provider of the relevant website.



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Discussions – The Discussions web part enables members of a Glow group to have online ‘discussions’ (in the form of posted message threads and responses) on topics of mutual interest.

Documents – The Documents web part is a library of documents (such as word-processed files, text files, spreadsheets, presentations, audio and image files) that are relevant to members of the group.

Establishment site – This is the home site for your establishment, referred to in this document as the School site. For teachers this will normally be your school. The School site contains a series of web pages, maintained by your school’s Glow administrator and relevant to your school. For more information on your School site, see the **School site pathway**.

Glow chat – A tool to allow text-based communication between Glow members. This is covered in more detail in the **Glow chat pathway**.

Glow groups – Glow groups allow members with common interests to share information and resources and hold online discussions using a number of different methods. Glow groups can provide instant anytime, anywhere secure access to resources and communication tools.



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Glow mail – If you have access to it, this tool allows you to send emails. This is covered in more detail in the **Glow mail pathway**.

Glow meet – This tool allows members at different locations to set up 'virtual rooms' to hold online meetings. The virtual room can be configured so that participants can share information and views using text, voice and/or video, and a shared whiteboard. The whiteboard allows members to share a single document or an application and to make changes to this, as a group. This is covered in more detail in the **Glow meet pathway**.

Glow messenger – An online communication tool, available only to adults in Glow. Allows online and real-time communication between two or more individuals. Glow messenger is covered in more detail in the **Glow messenger pathway**.

Glow settings – This is a web part in a staff member or pupil's site that allows the user to change their password and personal information, to change their view of Glow by selecting a different theme, and (if they have the correct permissions) to change other users' passwords.

Image – A web part where you can store, manage and display an image in various places, for example, in My Glow or within a Glow group.



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Latest news – A web part that displays a list of links to news items that are relevant to you. Clicking on any of the links will provide you with more detailed information on the news item.

Left-hand navigation bar – This is the panel on the left of the Glow page. The left-hand navigation bar provides immediate access to a variety of different areas with a simple click. You can use the left-hand navigation bar to navigate to your My Glow area, your My Glow groups area, your Local Authority site and the National site, amongst others.

My Glow – All users (except parents) have an area that is entirely theirs – this is called My Glow. An individual can customise this site, and can store a variety of information for personal use. Your school’s Glow administrator can help you to organise your My Glow area, but apart from this only those members that you invite to view your personal area will be able to see it. You can learn more about My Glow in the **Staff pathway**.

Noticeboard – The noticeboard is the first default web page in a Glow group. It should contain appropriate and relevant information for your group’s community, such as What’s on, News, Image and Web links.



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Portal – A portal is a web site that acts as a gateway, providing users with access to a variety of related sources of information, resources and services. Glow is a portal.

Posting – Posting is the process by which communication, in the form of threads on a discussion board or actual documents are uploaded to Glow.

School site – Also known as the Establishment site. This is the home site for your establishment, referred to in this document as the School site. For teachers and pupils this will normally be your school. The School site contains a series of web pages, maintained by your school’s Glow administrator and relevant to your school. For more information on your School site, see the **School site pathway**.

Web part – A self-contained tool or item; a unit of information that can be added or deleted from various pages.

Voice over IP – The process whereby users utilise only the voice aspect of Glow meet, without the camera.

See Glow help for more detail on each of the items listed in the glossary.

