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## Welcome

**You have accessed the Developing your Skills materials for the Glow meet 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

Glow meet is the web conferencing tool within Glow. It allows users to communicate and collaborate remotely with individuals, small groups or whole classes; to give audio-visual presentations to a distant location; or to attend a meeting with colleagues from a location of your choosing.

The Glow meet web part can be added to a Glow group by the group's administrator. Once the web part has been added, all members of this group who have appropriate permission can take part in a Glow meet web conference.

During a web conference, participants use their own computer and are connected to other participants via Glow.

Glow meet allows you to:

- use video to see others and let them see you - using a web cam and the camera tool;
- talk to others - using the microphone and speaker tools;
- annotate and amend documents together – using the shared whiteboard tool;



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- communicate via text messages – using the chat tool (the text area within Glow meet);
- share applications with other participants;
- record and save web conferencing sessions.

Benefits of web conferencing using Glow meet include the following.

- Web conferencing provides the opportunity for pupils to learn through questioning and doing as well as listening and researching – which covers a range of learning styles.
- It can facilitate collaboration between: multiple users in the same school or in different schools or local authorities or nationally.
- It can enable experts in particular fields, from anywhere in the world, to engage with a group of learners, and to respond to their questions in real time.
- The pace of a web conference can be adjusted immediately to suit the complexity of information being conveyed and the responses gained from the audience.



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## Introduction (continued)

- It can provide access to resources that would otherwise be unavailable. An invited expert could talk the class through a demonstration. For example, an artist working with unusual media.
- It could allow observation of external items. For example, classes sharing pictures or other media about their local environment.
- Web conferencing has the potential for widening curricular choice by creating virtual classes in minority subjects.

Learning to use Glow meet effectively will take time, in particular in becoming familiar with the setting up of equipment such as web cams, and in learning the etiquette of web conferencing. However, once this familiarity has been developed, web conferencing can become a powerful tool to engage pupils and extend their learning.



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## Working in school

Glow meet allows a number of users to share ideas and resources and debate with each other face-to-face, in real time. You can therefore use web conferences in a variety of situations to develop your teaching and enhance your pupils' learning.

Ideas for lessons utilising Glow meet are listed below, in the *Lesson ideas* section. In this section, however, we focus on the benefits that using Glow meet in school can have for you as a member of staff.

### Improving lesson plans

Groups of teachers in many different locations could use Glow meet to collaborate to improve existing lesson plans and project ideas or to create entirely new ones. For existing materials, one teacher could upload a document containing a lesson plan or project idea and colleagues could edit or annotate it, refining and improving it over time. Alternatively, all teachers could work together using the whiteboard tool, talking through ideas and discussing past lessons/projects that went well (or badly), and using these experiences to produce new ones.

Teachers could discuss the pros and cons of their proposed changes to the materials in writing, via the chat tool, or audibly using the microphone tool.



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## Working in school (continued)

### e-Mentoring

Glow meet is a useful tool for mentoring staff as it offers the opportunity for both structured and 'as needed' contact, and in doing so saves travel time and costs for participants. This tool could prove valuable to a range of people, for example, newly appointed head teachers (supported by an experienced head teacher), a school CPD coordinator (supported by local authority CPD coordinators) and probationers (supported by an experienced member of staff). All mentors could set up web conferences and invite their staff to these virtual meetings to discuss progress made and issues faced.

The social interaction experienced with this type of technology is as close to face-to-face meetings as can be achieved using ICT, and this element, along with the ability for both participants to share documents for discussion, means that web conferences can be as beneficial for participants as meeting in person.

### Meeting with colleagues in other schools

Glow meet can be used to gather together groups of colleagues from many different establishments to: collaborate on shared projects; discuss subject-specific concerns and ideas and share good practice.



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## Working in school (continued)

Web conferences could be set up as scheduled events and placed into a particular Glow group's Calendar. However, they could also occur flexibly. The ease of setting up a web conference means that colleagues can respond with immediacy when issues that require discussion arise.

### Meetings with the local authority

When required, Glow meet could enable members of your local authority to meet with staff members at your school and even across schools in Scotland. Bringing people together in this way will negate the issues of distance, travel time and cost: participants need only concern themselves with the fixed time of the web conference.



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## Communicating with others

Glow meet web conferences could be used to communicate and collaborate with other schools. If you do not already have access to suitable link schools to match your curriculum or project needs, you may be able to identify schools that share similar interests to yours through participation in national or local authority Glow groups.

Through the sharing of knowledge and good practice, web conferencing can offer opportunities to enhance pupils' learning across the curriculum. In addition, it can also develop pupils' communication, particularly with regard to speaking and listening, and can develop their interpersonal skills during small group work and interaction with peers from partner schools.

To help you begin using Glow meet in your classroom, we have provided some subject-specific suggestions, as well as some more generic ones, in the *Lesson ideas* section.



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## Lesson ideas

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

### English

You could run a debate challenge with a partner school. This would require preliminary work by you to establish a topic and by pupils in both classes to research the topic, agree arguments and prepare counter-arguments – all within the Glow group.



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## Lesson ideas (continued)

### Geography

Pupils in two schools could research and prepare a newscast on environmental issues experienced by a particular country that they are studying. This could focus on any number of geographical issues that might affect pupils, for example, extreme weather, global warming, population density and migration, etc. Once pupils from both schools have seen each presentation (which might include photographs of location, results of weather surveys, graphs and maps) they could use the web conferencing tools further, to discuss and debate the differences and similarities.



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## Lesson ideas (continued)

### MFL

To give your pupils authentic exposure to the target language you could invite another teacher and class to remotely participate in your lesson. This lesson could be structured into sections allowing different parts to be led by each class as a reciprocal learning experience. The web conference would allow pupils to talk to each other as if they were in the same classroom. With a bit of creativity, language games could be played with both classes to consolidate learning using the shared whiteboard.



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## Lesson ideas (continued)

### RME

In order to enable pupils to develop knowledge and understanding of a range of faiths and beliefs, Glow meet could be used in the RME classroom. Pupils from different schools (perhaps rural and urban) who study RME could take part in discussion or chat sessions with each other to share what they already know about other faiths. Religious leaders from the community could be asked to participate in Glow meet sessions where different classes could take turns at interviewing them. Classes could follow up in the Glow group taking part in further online discussions with each other to summarise their findings.



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## Lesson ideas (continued)

### Science

Pupils in a science lesson could link up with an expert from a certain chemical plant. To get more benefit from the expert's time several classes from different schools could be involved in this session. Pupils should have participated in an experiment in the classroom and could let the expert know how the various experiments progressed in each classroom, perhaps by leading them through documents and presentations covering the results and their understanding of the concepts involved. The expert could then take them through an industrial application of the same experiment at the chemical plant and give them a real-world perspective on it. Pupils could use the chat tool within Glow meet to record questions as they watch the experiment, which they could present to the expert at the end. Further benefit could be gained from recording this session thus allowing it to be used with classes after the event.



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## Lesson ideas (continued)

### General ideas (cross-curricular)

- You could set up a 'School Challenge' with other schools in your local authority or cluster. This would run in a similar way to the 'University Challenge' television show, with a panel of contestants representing each school who are required to answer questions on a variety of topics. Alternatively, this panel of contestants could have mixed membership from across several schools. This could run in a league across your local authority or cluster, with the finals being watched by participants from all schools.
- You could also use Glow meet to offer pupils the opportunity to share their knowledge and learning with others – for example, pupils sharing what they have learnt with another class or teaching a particular skill to younger pupils.
- You could invite a guest speaker to a web conference, for example, an MSP, a local businessperson, a charity worker or an author. In this way, you will be bringing live experiences and opportunities to your pupils, which might prove more difficult without Glow meet.



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## Practical considerations

Preparation by you, your pupils and participants at other sites is the key to successful web conferences. Below are some of the things you might want to consider before running your own Glow meet sessions.

### Equipment

Glow meet requires particular hardware, such as web cams, microphones and speakers, to be in place to run web conferences effectively. In advance of any planned web conference, liaise with your school's network administrator and technical support staff to ensure that all equipment is in place and functioning correctly.

It is good practice to ensure that similar checks have been completed by other parties with whom you wish to conference.



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## Practical considerations (continued)

### Positioning of pupils

Prior to a web conference, make sure that pupils' chairs are arranged in such a way that they have maximum opportunities to see and hear what is going on at the other end of the web conference, when the other party speaks or receives a response. In addition, it is important to ensure that the microphones(s) used during the session are situated so as to enable pupils to make themselves heard, while running a minimal risk for picking up background noise.

With bigger groups, it may be best to have one or two 'hot seat(s)' in front of the camera which pupils fill and vacate in turns when speaking to the other party.

You should also check the quality of the picture captured by your camera. For example, sitting people with their backs to a window causes their faces to be in shadow. Try a number of different positions until you find one appropriate for a web conference.



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## Practical considerations (continued)

### [Planning web conferences](#)

Prepare for a web conference in a similar way to how you would for a lesson. It may be a good idea to create a plan and ensure that it has been either uploaded to the Documents area of the Glow group or emailed out to members so that other participants may be aware of your intentions prior to the start of the lesson.

You might also benefit from thorough planning of the specific questions to be asked and issues to be discussed during the web conference, to make the most effective use of session time.

More generally, you should experiment with the Glow meet equipment before your first web conference to ensure that you know how to use it correctly. You could also conduct a trial web conference so that pupils understand how the technology works and have the opportunity to overcome any initial reticence about participating.



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## Practical considerations (continued)

It might be a useful start to discuss the benefits of web conferencing with your pupils before your first Glow meet session. During this meeting, you could:

- revisit your school’s Acceptable Use Policy (AUP) and go through any relevant documentation concerning web conferencing (such as any provided by your local authority or Learning and Teaching Scotland);
- emphasise that pupils must speak clearly and relatively slowly during web conferences;
- talk to pupils about the general *do’s and don’t’s* of communication using Glow meet.
  - ◇ Remind pupils that they may be on camera – even if they are not currently speaking.
  - ◇ Ask that anyone not directly involved in the web conference at any particular time remains silent – as a courtesy to those actively involved and to prevent noise interference.



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## Practical considerations (continued)

### General points

- The Glow meet web part sits in a Glow group which is an enclosed learning community in its own right. Membership can be 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, others from your local community or staff and pupils from international schools, who might provide interest for your members, can be given guest access.
- All online communications should be set within the agreed boundaries of your school's 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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## Practical considerations (continued)

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. 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](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](http://www.ltscotland.org.uk/doubleclickthinking/samplematerials/index.asp).



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## Useful links

- 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://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](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](http://www.besafeonline.org/English/safer_use_of_services_on_the_internet.htm) or [www.scotland.gov.uk/clickthinking](http://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](http://www.ltscotland.org.uk) and the Glow specific pages at [www.glowscotland.org.uk/index.asp](http://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](http://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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## Glossary

**Camera** – The icon for the camera tool in Glow meet can be selected, if there is a web camera present, to allow all other web conference participants to see you.

**Chat tool** – The chat tool is a text area within Glow meet that allows you to send instant messages within the meeting room. This should not be confused with Glow chat.

**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.

**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**.



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## Glossary (continued)

**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**.

**Microphone** – Click this icon in Glow meet to allow all other participants of a web conferencing session to hear you speak. Hold down the CTRL key and click this icon to keep the microphone switched on.

**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.

**Speaker** – Click this icon to hear all other participants of the web conference speaking. The icon is on by default; switch this tool off to mute all other participants.



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**Web cam** – Otherwise known as a web camera, this hardware is a digital camera attached to the computer that allows other participants of a Glow meet session to see you.

**Web conference** – A web conference is one term used for a Glow meet session. It is the name for a virtual meeting, attended by participants in different locations, where audio, video and text can be used to communicate.

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

**Whiteboard** – The tool in Glow meet on which users can write text and draw objects. In addition, shared documents are viewed here.

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

