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## Welcome

**You have accessed the Developing your Skills materials for the Glow chat 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 chat is a method of communicating in real time by sending text-only messages to other users. It allows a more spontaneous and informal means for groups to communicate than online discussions or email, and requires less hardware (e.g. microphones and web cams) than Glow meet. In addition, conversations using Glow chat can be moderated.

The Glow chat web part can be added to a Glow group by the group's administrator. Once the web part has been added and a chat room has been created to host the chat session, all members of the group who have appropriate permission can use this to chat.

Glow chat allows you to:

- communicate with others in an invited group via text message;
- see who is present in a chat room at any time, even if they are not actively involved in communication;
- look back over the discussion in a current chat session using the scrolling portion of the main screen;
- moderate communications in two different ways (if you have the correct permissions) – either basic or full moderation;



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## Introduction (continued)

- send private messages to chat participants (if you are the chat moderator);
- revisit transcripts of chat sessions for security or assessment purposes.

Benefits of using Glow chat to communicate include the following.

- Glow chat functionality is similar to instant messaging and, as such, many users are familiar with the technology. It is easy to learn and easy to use.
- Glow chat provides the opportunity for real time communication with instant responses from peers.
- It provides increased collaborative opportunities for pupils and staff, and can help to develop pupils' social, communication and interpersonal skills and increase their motivation.
- Glow chat is a great communication tool for pupils reluctant to participate in class discussion. It can offer a heightened social presence for these individuals.



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## Introduction (continued)

- It can also be a platform for distance learning by connecting pupils from remote areas and allowing them to converse and collaborate with their peers.
- Glow chat has controlled access. Only authorised users have access to chat rooms and the sessions they contain.
- There is the facility to send private messages to participants in a chat session (if you are the moderator). This is useful if you notice that particular pupils are struggling with a concept during a lesson, as you can offer them immediate – and private – support, or to remind pupils of appropriate behaviour in the classroom.



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## Working in school

Glow chat enables multiple users to have targeted discussions online and in real time. Users can ask questions or make comments to the group as a whole and could receive immediate responses from group members, which in turn could be read and commented on by others.

Because it requires no additional hardware, Glow chat allows effortless collaboration with peers. This team-working approach to communication might be useful in a number of different situations to develop your teaching and enhance your pupils' learning.

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

### Cross-school projects

Staff from different establishments could use Glow chat to collaborate on cross-school projects. Once a relevant Glow group has been created and the appropriate web part added users could be invited to join the group. Groups where the chat functionality could be put to good use could be for transitional projects from primary to secondary or cluster groups for curriculum development.



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## Working in school (continued)

Other group tools – such as Glow meet – could be used initially, to share information and documentation between group members. Later, though, Glow chat could become a useful tool to iron out the fine details of projects, and to discuss the pros and cons of suggested ideas.

### Peer support

Glow chat is a useful tool for supporting colleagues on topics relating to specific Glow groups. Because it requires less hardware than Glow meet, it is an easier tool to use anytime and anywhere, where things like webcams, speakers and microphones may not be available. As such, it offers the opportunity for both structured and 'as needed' contact between peers, and can save on travel time and costs for participants.

Please see the **Glow meet pathway – Developing your Skills** materials for further examples associated with enhancing lesson plans, e-mentoring, meeting with colleagues in other schools and meeting with the local authority.

Note that the suggestions provided in these materials have been created specifically for Glow meet. Glow chat has no hardware requirements but also does not have all of the Glow meet functionality. Therefore, you may need to amend these suggestions for better use with Glow chat.



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## Communicating with others

Glow chat could be used for text-based communication and collaboration with other schools, online and in real time. 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 Glow groups.

Through the sharing of knowledge and good practice, Glow chat can offer opportunities to enhance pupils' learning across a number of curriculum areas. In addition, it can also develop pupils' communication skills, enhance their keyboard skills, and can develop their social and interpersonal skills during small group work and interaction with peers from partner schools.

To help you begin using Glow chat 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 chat that you could incorporate into your lessons. Note that, in many cases, you could amend these ideas to suit other subject areas.

In addition, see the **Glow meet pathway – Developing your Skills** materials for further suggestions.

### Chat

A chat room can be an excellent (and safe) arena for pupils to share ideas, resources and experiences. The ideas for using Glow chat are virtually limitless. Some examples might include getting to know other pupils before a shared residential experience, debating a local or national issue, sharing experiences around a particular event or hobby. Glow chat allows pupils exposure to different perspectives and helps build empathy to the thoughts of others. This could contribute towards strengthening community links, making new friends from different locations and many other beneficial outcomes.



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## Lesson ideas (continued)

### Formal Vs informal

In English lessons, you could emphasise the difference between formal and informal language using Glow chat. Chat is an excellent tool for this as it is likely that pupils would, under normal circumstances, use quite informal language when using similar technology to talk to friends outside class. You could organise your pupils into several chat rooms that you have set up on a differentiated basis within the Glow group. You could send a message using informal language to each group and then ask them to transpose this into formal language and reply with these.

You could end the session by bringing the group together in one chat room to discuss the different types of language used and what is appropriate in different circumstances.



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## Lesson ideas (continued)

### Global footprints

Chat could be a useful tool in encouraging pupils to see the world as a global community. Teaching a topic such as global footprints can link to exploring issues such as environmental change and sustainable development, developing cultural awareness and working with ideas and evidence.

Ask pupils to complete their global footprint (e.g. at [www.earthday.net/footprint/index.asp](http://www.earthday.net/footprint/index.asp) , [www.globalfootprints.org](http://www.globalfootprints.org) or [www.ltscotland.org.uk/sustainabledevelopment/findresources/globalfootprint/learners/index.asp](http://www.ltscotland.org.uk/sustainabledevelopment/findresources/globalfootprint/learners/index.asp), and tell them that they will be sharing their results in a chat room, with peers in different schools in Scotland. Discussions in the chat room should have a focus, and questions to direct discussion at particular times during the lesson should be available for all pupils. These questions might be: *Do we all have similar footprint sizes? Are the results surprising? What is the average footprint size? Do you think that everyone in your country has a similar size footprint? What would happen if everyone in the world had this size footprint? Do you expect other countries to have a bigger or smaller footprint? Why? Will this get better or worse? How might our footprints look in 50 years time? How might our footprints have looked different 50 years ago? 100? 200?*



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## Lesson ideas (continued)

### Global footprints (continued)

Transcripts of the discussion should be made available in an appropriate Glow group so that pupils can access it at a later time. This could form the basis for a paper on global footprints - the current situation, changes over time and cultural differences.



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## Lesson ideas (continued)

### Quiz

You could set up a quiz as a starter or warm-up activity in your lesson, for any subject. Individual pupils, or groups if you prefer, would have to respond to your written questions accurately and quickly. You could set up a scoring system for those pupils who got the correct answers to you first, second and third, and count these up at the end of the activity to find the winner.

In a quiz like this, it is likely that you will get responses from pupils at a similar time; however the rolling scroll of discussion in the main chat screen will allow you to see who answers at what time. You would perhaps set up different chat rooms for different groups of pupils who might take longer to type their response and set your questions accordingly.



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## Lesson ideas (continued)

### Remote speakers

You could invite guest speakers from around the world to discuss various topics with your class. Sports personalities, religious leaders, artists and business people could all have a great deal to offer particularly if they are able to impart very different opinions and ideas, helping the class to challenge their thinking by making them aware of these different perspectives.

In order to make the most of these sessions, you will need to ensure that the discussion is well directed. Perhaps you could set preparation work where groups of pupils investigate particular related topics and then get them to ask the guest questions about these during the chat session.



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## Lesson ideas (continued)

### Soap opera

You could use Glow chat within various curriculum areas to create an online and real-time collaborative script for a soap opera. You could split your class into groups, each of whom would be a particular character, with a final group being in charge of stage directions. Each group could maintain ownership of their area over a period of time, or you might decide to rotate this so that all groups have the opportunity to 'be' different characters. You could also collaborate with other teachers and classes so that this project could happen across several schools who are participating together.

Prior to each session, you and your class should discuss the basic premise of the episode to be written, such as what will be happening, where will it occur and what will the consequence be. Once this is agreed, the groups move to their computers and begin to write. Individual groups, perhaps in different classes, should work together to decide how their character will react and what and how they will say things in any given situation, and you will need to ensure that the story moves along at a suitable pace – perhaps by sending private messages to pupils to steer them, if required.



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## Lesson ideas (continued)

### Soap opera (continued)

Working on a script for a short period every week will eventually lead to a series of shows that could be saved and acted out during (drama) lessons, and maybe even performed for the whole school during assembly.

You could use the subject matter of different episodes to highlight particular issues that are important at school, e.g. online safety, bullying, etc., and this could prove to be the starting point for further discussion on that topic.



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## Lesson ideas (continued)

### Twenty questions

This is a cross-curricular game, where one group of pupils (in the same class, cross-school or in another school) has an answer, and the other groups have to guess what this might be.

This activity would work well in MFL where pupils' ability to pose suitable questions in the target language will help them to determine a correct answer. However, it could also be used, for example, in biology when determining a species of animal or plant.



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## Lesson ideas (continued)

### Whodunit?

This is a cross-curricular idea based on cluedo, the children's detective game. It does not have to be a murder mystery (!); any situation or statement that requires some thought and logic to determine the answer will do. For example, you might ask: *What number am I thinking of?* and give clues such as *I am a square root. I am an even number, etc.*



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## Practical considerations

In order to be successful, chat sessions must be prepared for by you, your pupils and, if they are involved, participants at other sites. Below are some of the things you might want to consider before running your own Glow chat sessions.

### Permissions

In order to take part in a chat session, users have to be members of a particular Glow group and have permission to access Glow chat.

### Planning a Glow chat session

Prepare for a chat session in a similar way to how you would for a lesson. Create a plan of the topics to be discussed during the session and ensure that it has been emailed to all other facilitator participants (e.g. teacher) prior to the start of the session. Alternatively, the plan could be uploaded to the Documents area of the Glow group that everyone is a member of.

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



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## Practical considerations (continued)

More generally, you should experiment with Glow chat before your first chat session to ensure that you know how to use it, in particular the moderation facilities. You could also conduct a trial chat session to ensure that pupils are familiar with the chat room environment.

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

- revisit your school’s Acceptable Use Policy (AUP) and go through any relevant documentation concerning online chatting (e.g. provided by your local authority or Learning and Teaching Scotland);
- remind pupils that their discussions will be recorded, and that any comments they make will be directly attributable to them;
- talk to pupils about the general *do’s and don’t’s* of communication using Glow chat.
  - ◇ If someone does not respond immediately, wait for them to get in touch. You may contact them once more – politely – but should not bother them unnecessarily.



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## Practical considerations (continued)

- ◇ Do not type anything during a chat session that you would not be happy to say face-to-face.
- ◇ USING CAPITALS means that you are shouting!

### General points

- The Glow chat 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 add a layer of 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](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 the relevant website.



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## Glossary

**Chat room** – A virtual room set up by a Glow group administrator to host a Glow chat session. Several chat rooms can be set up within one chat web part.

**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**.

**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**.



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## Glossary (continued)

**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**.

**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.

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

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

