

Time to Talk (Video Conferencing)



Desirable Features: Online Communication

Assessment Focus	Pupil Notes	
Online Communication	Level 2	Part 1
<ul style="list-style-type: none"> • Explore 1* • Express • Exchange • Evaluate • Exhibit 	Level 3	Part 2
	Level 4	Part 3

* Explore 1 refers to the first bullet point of Explore in the Levels of Progression.

Task Description

Teachers can set this Using ICT task in a curricular context of their choice.

In this task, pupils are required to participate in a video conference **set up by the teacher** using Meet in Microsoft Teams (or Google Meet or Collaborate Ultra) to collaborate with others. Depending on the level they are working at, they will communicate and collaborate on a topic specified by the teacher. They should work together to create a shared learning experience, combining online discussions, chat and shared materials.

The meetings can be in small groups or whole class.

The Pupil Notes within this task are optional for use.

When making a judgement of the pupil's level of Using ICT competence within this task, teachers should use the Assessment Criteria Grid.

As this is a generic task, it lends itself for use alongside other Using ICT tasks or any ICT classroom activity. For example; pupils could produce a presentation and present their work to their classmates. Teachers should reference the Desirable Features for any additional aspects of Using ICT that the pupils use.

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Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in:

- using Office 365 applications – particularly Microsoft Teams and Meet Now
- using the tools within MeetNow – join a meeting, turn on /off microphone and camera, change background, raise hand, Desktop Share, View Participants etc
- using Google Meet or Collaborate Ultra as an alternative platform
- knowing how to stay safe online

Resources

Suitable software such as:

- Microsoft Teams – Meet and Office 365 suite
- Or
- Google Meet
- Or
- Collaborate Ultra

Other resources

- ThinkUKnow, Childnet
- Whiteboard – within Meet

Managing the Task – Teacher Guidance and activity suggestions

Depending on the type of meeting you want to set up, it may require you to create a class Team or to schedule a meeting and send the link to the receiving party.

The teacher will be in control of setting up the meetings with permissions etc. within the video conferencing platform. The children will then be carrying out the activities within the meeting.

The children should use Meet within Teams or Google Meet which will enable them to video conference in a safe and secure environment.

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Part 1: Level 2	Part 2: Level 3	Part 3: Level 4
<p>Teacher notes and activity suggestions appropriate at this level:</p> <ul style="list-style-type: none"> Primary 3 will meet online with the school's Digital Leaders to discuss an area around eSafety. Eg Beware what you Share, Protect your password and your personal details, Permission Mission. In this task Primary 3s will join a meeting set up by the ICT Coordinator and Digital Leaders and listen to the information they are sharing. They will use the microphone and camera to take part in the video conference. They will understand the importance of muting your microphone if not speaking. <p>OR</p> <ul style="list-style-type: none"> The class may participate in a video conference with a child who is having to home school for a period of time. They may like to take it in turns to speak with the child. <p>OR</p> <ul style="list-style-type: none"> As part of a shared education project with a partner school the children will video conference as a way of getting to know each other. They can chat together and talk about their hobbies. 	<p>Teacher notes and activity suggestions appropriate at this level:</p> <ul style="list-style-type: none"> Children will understand how to meet online and interact effectively. They will learn how important it is to take turns and speak clearly. They will know how to enable the camera and microphone. They will know how to mute their microphone and turn off their camera. They will understand how to raise hand when they want to speak. They will understand how to type a comment in the chat area. <p><i>Some examples of video conferences that could be set up for this activity:</i></p> <ul style="list-style-type: none"> Shared Education Project. Interview with an NHS worker. Interview a family member about their job. Invite an expert into your classroom – Museum staff member. 	<p>Teacher notes and activity suggestions appropriate at this level:</p> <ul style="list-style-type: none"> Understand meeting permissions – lobby, who can present etc. Children will know how to connect a webcam and usb microphone if not built into a device. They will turn camera and microphone on and off when required. Children can change their background. They will interact with their audience. Eg manage the raise hand effectively so turn taking is evident. Make sure microphones are muted if it is not your turn, check the relevant people are in camera shot etc. Children will present work to others by sharing their screen. They will end the meeting once finished. <p><i>Some examples of video conferences that could be set up for this activity:</i></p> <ul style="list-style-type: none"> Primary 7 Digital Leaders create a presentation on eSafety for the Primary 3s. They will be the presenters and share their screen with the younger children. They will initially talk to the children about the particular topic, giving them information and guidance. They will then share their screen and deliver a PowerPoint presentation, working through their slides. For example, they could tell the story about 'Smartie the Penguin.' https://www.childnet.com/resources/smartie-the-penguin At the end they will take face to face questions. They will end the meeting effectively.

Other suggestions:

- Shared Education Project
- Interview with an author/ radio/ local television personality
- Interview a grandparent about the past
- Invite an expert into your classroom
- Museum interview
- Eco Club
- Digital Leaders Meeting – eSafety
- After School Clubs
- The World Around Us
- Sports tactics for matches

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Managing the Task with pupils

Pupils should be given opportunities to:

Plan

Pupils should discuss the importance of working with others and understand how we can help each other and learn from each other. They should talk about how to stay safe online and the things they can do to protect themselves. They will discuss appropriate online behaviour when interacting within a shared space.

Depending on the level they are working at they should plan the content for their online discussion/presentation. They should be familiar with using the MeetNow or Google Meet interface.

Do

Pupils should work individually or as a group to communicate online. They should communicate politely and responsibly to online discussions. They should enable sound and camera when required and know to mute microphone when not speaking.

Pupils should decide who their audience will be and how they are going to present their work. They should work with others to create a shared collaboration ensuring everyone in their group gets to contribute.

Depending on the level they are working at, pupils should save, store, retrieve and share their work appropriately. They should understand how to share their work via video conferencing. This could be presenting their work to another class in the school, for example, Year 7 presenting to Year 3 or it may involve collaborating on shared work and video conferencing with their link school for Shared Education.

Review

Pupils should have the opportunity to talk about their work and be able to reflect on how this activity went.

Pupils should reflect on how they communicated with others online and if this could be improved. Pupils should talk about what worked well and also any problems faced and discuss what they might do differently next time.

If using as evidence for External Moderation:

As well as submitting the final product, please include:

- Evidence of planning – copy of documents with comments
- Screen shots of pupil interaction and online comments
- Screen recordings
- Pupil evaluation

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Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets out the Requirements for Using ICT that are covered in this task. Alongside this are the Levels of Progression and the Using ICT Desirable Features for Online Communication at Levels 2, 3 and 4. These Desirable Features have been produced as

guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgment of the pupil's level of Using ICT competence, teachers should ensure that these Desirable Features are used in conjunction with the Using ICT Levels of Progression.

Assessment Criteria Grid			
Using ICT Requirements	Level 2	Level 3	Level 4
Explore <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources. 	Pupils can: <ul style="list-style-type: none"> find, select and use information from a given digital source; 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use information from given digital sources; 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use assets from a range of digital sources;
Express <ul style="list-style-type: none"> create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> create and edit text onscreen, combining images and/or sound; 	<ul style="list-style-type: none"> communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds; 	<ul style="list-style-type: none"> process found or self-produced assets, including text, data, sound, and still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose;
Exchange <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> identify and talk about ways of communicating digitally; 	<ul style="list-style-type: none"> use a contemporary digital method to communicate or contribute to a supervised online activity; 	<ul style="list-style-type: none"> use contemporary digital methods to communicate, exchange and collaborate in supervised online activities;
Evaluate <ul style="list-style-type: none"> talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> talk about how to improve their work; and 	<ul style="list-style-type: none"> make modifications to improve their work; and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to improve their work; and
Exhibit <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> save their work. 	<ul style="list-style-type: none"> save using file names and select work to showcase learning digitally. 	<ul style="list-style-type: none"> select, organise, store and retrieve their work to showcase learning digitally in a personalised area.

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

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Desirable Features: Online Communication

Online Communication is where children work together using digital tools to communicate, collect and share ideas to complete a task or create something new.

Some examples of online collaboration in the Primary Classroom are:

- Video conferencing
- Emails
- Blogging
- Using discussion boards to share ideas
- Using online functions such as commenting to leave opinions on others' work
- Collaborating on a shared document
- Creating material online together
- Sharing work within a Virtual Learning Environment (VLE)
- Using Cloud-based tools to store organise, complete, share and submit work
- Sharing materials – eg work such as images or written activities to a wider audience.

Desirable Features		
Online Communication: Level 2	Online Communication: Level 3	Online Communication: Level 4
<p>Before working online, pupils need to be aware of e-safety practices.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • talk about how to keep safe and demonstrate appropriate online behaviour using suitable materials such as the CEOP Thinkuknow age-related activities; • explore what cyberbullying means and what to do if they encounter it; • understand the need to keep personal information and passwords private; • recognise the need for a secure password; • know that if they share information online it leaves a digital footprint or trail; • understand that keyword searching is an effective way to locate online information and how to select keywords to produce the best search results; and/or • realise that not all websites are equally good sources of information. 	<p>Before working online, pupils need to be aware of e-safety practices.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • view and discuss e-safety materials such as the CEOP Thinkuknow age-related activities; • increase awareness of fake news and learn how to assess what they read online; • learn skills to help determine if something is real or fake; • develop knowledge of the impact of online reputation and how technology can have a negative impact on people's lives; • understand that in gaming and other online forums, not everyone is who they say they are; and • increase awareness of healthy screen time. 	<p>Before working online, pupils need to be aware of e-safety practices.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • use and discuss e-safety materials such as the CEOP Thinkuknow or Google (Be Internet Awesome (Interland)) age-related activities; • describe issues online that might make someone sad, worried, uncomfortable or frightened; • come up with ways of managing situations and give examples of how to get help if these issues occur either on or offline; and • beware what they share – they will lose control of images once they are sent.

Desirable Features continued overleaf

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Desirable Features		
Online Communication: Level 2	Online Communication: Level 3	Online Communication: Level 4
<p>The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.</p> <p>If using Google Classroom or Microsoft Teams (or equivalent), pupils should:</p> <ul style="list-style-type: none"> • join a class Team or Google Classroom with a code and reply appropriately to a message posted by your teacher or a classmate; • add a Post to the Stream or Channel, for example ask a relevant question about class or assignments or share relevant resources related to the class subject or topic; • record a message for their class in the Posts area, using the microphone icon; • access and complete an online quiz set by the teacher; • know how to access Assignments in Teams and attach a piece of work or a photograph of your work for the teacher; • take part in a whole class video meeting using for example Google Meet or MS Teams. 	<p>The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.</p> <p>If using Google Classroom (or equivalent), pupils should:</p> <ul style="list-style-type: none"> • join a class and navigate the main menu, accessing the classwork stream and the announcements; • reply appropriately to an announcement from the teacher; • add content to the post such as local file Attachments or files from Google Drive, YouTube videos and links to other resources; • view assignments and Turn in an assignment, making changes to a document created by their teacher; • be able to view feedback from their teacher and access any marks awarded. 	<p>The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.</p> <p>If using Google Classroom (or equivalent), pupils should:</p> <ul style="list-style-type: none"> • join class and navigate the main menu accessing the classwork stream and the announcements; • be able to attach a file to their assignment and turn it in; • work with their classmates to create a shared document, presentation using online tools such as Google Docs, Google Sheets or Google Slides; • be able to create and share an online document with others and track any changes made; • use Google Forms to create a quiz or survey that can be shared and completed by others and then be able to analyse the results.

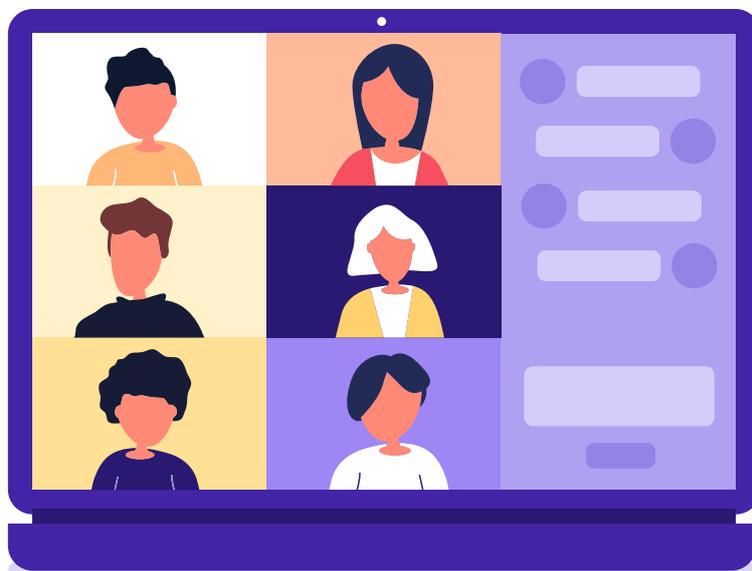
Time to Talk

Part 1

You are going to take part in a video conference. This means you will be able to chat online using a webcam and microphone.

In this shared learning space, you will be able to take part in online discussions with your teacher and your classmates. You will be able to share your ideas.

- With your teacher's help you will join a meeting.
- Know how to mute and unmute your microphone.
- Know how to enable and disable the camera.
- Make sure the camera is facing the right way.
- Participate in a meeting discussion, raise hand when you want to speak.
- Talk about what you found hard/easy about this activity and how you could improve your work.



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Part 3

Using Meet as your shared learning space, you will be able to take part in online discussions with others. You will be able to share your work and collaborate together.

- You will work with your teacher to schedule a meeting through the calendar and add participants.
- Change your background.
- Admit people from the lobby.
- Start the meeting - check your camera and sound.
- Manage the meeting by explaining that participants need to be muted unless they are speaking. Mute people if needed.
- Talk to participants. Explain what the meeting is for. Go over housekeeping - tell people to raise hand if they want your attention.
- Respond to participants if they 'Raise Hand'.
- Share your presentation with the group using the share tray. You may wish to enable someone to share their presentation - so with teacher help change roles within the meeting to allow another person to be a presenter.
- Respond to any comments in the meeting chat area. Explain that you may not be able to respond to these until later in the video conference.
- End the meeting and discuss with your peers how you think the video conference went.
- Could you make any improvements next time?