Practices and Traditions

A Comparison of World Religions and Christianity

CfE Second/Third Level

Creating a Glow Blog/Website

Your thoughts on this resource would be appreciated. We would particularly appreciate your suggestions for improvements, such as: areas where you would like greater clarification; terminology to be added to the Glossary; and, topics for further video demonstrations.

Please contact Carol Moyes (gw08moyescarol@ea.dumgal.sch.uk) with your comments, questions or suggestions.

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HOW TO USE THIS PACK

This pack has been designed to support you, the teacher, in delivering high quality lessons on using Glow Blogs and the Word Press publishing platform, within the context of an interdisciplinary learning (IDL) topic. It will give you the confidence to teach the relevant aspects of Digital Literacy even if you have limited or no prior experience of creating blogs and websites.

The pack contains:

- Teachers' Guide
- Pupil Activities
- Glossary
- Quick Guides
- Video Demonstrations

Within this Teachers' Guide you will find:

- links to Curriculum for Excellence experiences and outcomes;
- suggestions on how to get started;
- ideas on how to adapt the activities to other IDL contexts;
- suggestions for extended the learning.

Many of the activities are supported by video demonstrations which are highlighted in **bold red text** throughout the Teachers' Guide. These clips range in duration from approximately 10 to 20 minutes and contain detailed explanations as well as a final summary. They can be used in a variety of ways:

- you can watch the videos as a way of developing or refreshing your own skills, prior to delivering the lesson yourself;
- you can use the videos as a teaching tool during whole class or group lessons, pausing as appropriate to chunk the learning;
- you can use the summary and as an end of lesson plenary or a refresher at the start of the next lesson;
- you can also use the videos with individual pupils for self-directed study or for those who may need a little extra support.

Throughout the Teachers' Guide you will also see text in *green italics*. This highlights terminology which is explained further in the Glossary.

CURRICULAR FOCUS

These activities have been designed to support the following Religious and Moral Education Experiences and Outcomes:

Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs.   RME 2-04b

I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions.   RME 2-06a

I am developing respect for others and my understanding of their beliefs and values   RME 2-07a

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.   RME 2-09c

The activities also support the following Technologies – Digital Literacy Experiences and Outcomes:

I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.   TCH 2-01a

I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible.   TCH 2-02a

I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.   TCH 2-03a

BEFORE YOU START

Updating/Consolidating Your Own Knowledge

If you have never set up your own website/blog using Glow Blogs we would recommend you try doing so before you start. Depending on your level of experience, this will help you develop your own skills prior to delivering the lessons, but importantly it will also provide you with a site for demonstration purposes during the activity should you decide not to use the video demonstrations. It can be on any theme you wish, but should have a page for *blog posts* plus at least two other pages. It should also have one or two *widgets* installed.

The video demonstrations which support this pack will explain in detail the skills you will need to build your site. You can find these in the 'Teaching Technologies' video channel. To access this:

- Log into Glow and open any Office 365 application, eg, Mail
- Click on the App Launcher (you'll find this in the top left corner to the window – it looks like 9 small white squares) and select Videos
- Now either use the search function to search for Teaching Technologies *or* click on Channels and scroll down through the alphabetical list of all the channels until you find Teaching Technologies.
- You can now select the appropriate video from the screen.

If you are unsure of any aspect of working with a blog there are also some excellent guides available from Glow and WordPress.

While in Glow Blogs you can click on the WordPress symbol ⓦ in the top left hand corner of the screen.

While viewing your site dashboard, you can also click on the 'Help' tab in the top right corner of your screen. This will give you some limited support with the function you are using, as well as a link to documentation at WordPress.org.

https://blogs.glowscotland.org.uk/glowblogs/glowbloghelp/how-to/creating-a-blog/, is a useful link to get you started.

Also worth looking at is https://blogs.glowscotland.org.uk/glowblogs/bloggingbootcamp/. This is a course, designed to be delivered over 10 weeks, which goes into blogging in more detail and has a number of helpful demonstration videos.

If you like learning from video tutorials, You Tube is also a good source of information. Simply search for 'WordPress tutorials beginners'. However, be aware that Glow Blogs does not offer the full WordPress functionality featured in some of these videos.

Preparing Your Resources

A series of Quick Guides to accompany each video demonstration is included in this pack. Before starting the unit, you may wish to copy and collate these into a pupil booklet. Alternatively, they can be copied and laminated, then issued as required.

Linking To Prior Learning

As an introduction to the unit, discuss with pupils their previous experience with blogs and websites:

- Does anyone know what a blog is?
- Does anyone follow a blog? If so, which one and why?
- Has anyone every created a blog or website?
- Does anyone have their own blog or website? If so, what do they share on it? How often do they update it?

Depending on the pupils' responses you may wish to modify the delivery of this unit. You may be able to move more quickly through, or skip entirely, some of the demonstrations and activities. If there are individual pupils with significant prior experience they could 'fast track' through the unit, using the video demonstrations to support self-directed learning, which would allow them time to be further challenged with extension activities.

ADAPTING TO OTHER TOPIC THEMES

The activities have been written to support a group working at second/third level, which are investigating and comparing aspects of different religions.   However, it can be easily adapted to other themes and topics by simply selecting different websites to support Activity One and structuring the web pages to suit the theme.

For example:

- **The Olympics**
    - Websites:
        - https://www.olympic.org/
        - https://www.rio2016.com/en
        - http://www.history.com/topics/olympic-games
    - Pages could present information on:
        - different sports
        - different aspect of the event, eg, the history, countries competing, medal table, etc
        - different athletes

- **Great Inventors**
    - Websites:
        - http://www.biographyonline.net/scientists/top-10-inventors.html
        - http://www.geniusstuff.com/blogs/greatest-inventor-pictures.htm
        - http://totallyhistory.com/history-of-technology/famous-inventions/
    - Pages could present information on:
        - different inventors
        - different inventions
        - inventions from various eras in history

- **The Home Front**
    - Websites:
        - http://www.nationalarchives.gov.uk/education/resources/home-front/
        - http://www.historyonthenet.com/WW2/home_front.htm
        - http://www.rafmuseum.org.uk/research/online-exhibitions/history-of-the-battle-of-britain/the-home-front.aspx
    - Pages could present information on:
        - different aspects of the topic, eg, rationing, propaganda, air raids,etc
        - key wartime figures

- **Endangered Species**
    - Websites:
        - http://www.worldwildlife.org/
        - http://www.tropical-rainforest-animals.com/
        - http://www.allaboutwildlife.com/
    - Pages could present information on:
        - animals
        - habitats
        - charities supporting wildlife

- **Comparing Scotland to Another Country**
  - Websites:
    - http://www.scotland.org/
    - http://www.kids-world-travel-guide.com/
    - http://www.dumfries-and-galloway.co.uk/
  - Pages could present information on:
    - different countries
    - aspects of life in Scotland
    - tourism in Scotland

Note: It is the responsibility of each teacher to ensure the websites are suitable for their class and the planned activities. Dumfries & Galloway Council and its employees are not responsible for the content, events, services or reliability of the linked websites.

EXTENSION IDEAS

Further skills which could be introduced include:

- Managing comments
- Using *categories and tags*
- Adding a fixed front page
- Customising the theme/template
- Using *parent and child pages*
- Adding a video or audio file
- Linking to social media
- Editing the *HTML/CSS code* (CfE third level)

SHARING THE LEARNING

Having worked so hard to produce their websites, encourage the pupils to show them off. Perhaps:

- Send a letter/email/text home with a link to the pupil's site
- Have the websites open on computers during parents' evenings or open afternoons and encourage parents to browse them.
- Add links to the pupils' sites on the school website.
- Keep the site to use as a future learning resource
- Share the links with other classes or schools who are studying the same topic.

ACTIVITY ONE

Evaluating Websites

The learner will be able to

- Understand the advantages and disadvantages of a range of online communication and when it is appropriate to use each
- Evaluate search results in order to select the most relevant information to complete a specific task
- Demonstrate an understanding of finding and checking the accuracy of a search result
- *Triangulate sources to ensure that information is reliable and valid (third level outcome)*

The learner can

- Identify aspects of similarity between websites
- Consider the validity of the information contained on a website
- Identify a website which best meets their needs and justify their choice

Introduction

We are going to create our own website to compare information on different religions. There are many websites already providing information about different faiths, so we are going to start by having a look at these websites to give us some ideas for ours.

Task

Visit the following websites:

http://uri.org/kids/

http://www.religionfacts.com/

http://religious-symbols.net/

Give pupils a few minutes to explore the sites, and then ask the pupils to find a site of their own choice which provides information about the six main religions.

Using the task sheet which follows, or in the pupils' jotters, ask pupils to note any areas of similarity between the sites. This could be in terms of common content or appearance. Particularly note the type of information that all the sites include about particular religions.

Ask them to identify who is responsible for maintaining the site and the information contained on the site. Look out for 'About Us' pages, often found at the top or bottom of the web page. Do they think the information on this website can be trusted? Why? Do they think this is true for all websites?

Discuss how they could ensure that information is accurate? Discuss the importance of checking more than one site or source. Ideally if three sources all give the same information you can be confident it is

correct. This process is called triangulation (you are looking at it from three different angles [sources] to confirm the accuracy).

Discuss what the pupils think makes a good website. Record their suggestions and use them to form a set of criteria, eg, visually appealing; relevant information; lots of pictures; easy to find what you want; simple to understand, etc.

Using these criteria ask pupils to award each site a star rating from 1 to 5 stars for each criteria. Which do they think was the best website? Why?

Plenary

There are nearly a billion websites in the world today. To be precise, there were 863,105,652 in June of 2015 (according to NetCraft and Internet Live Stats). There is so much information available on the internet that you can easily become overwhelmed by it all. Some websites are amazing …. and some aren't! Some are helpful … and some aren't!! Some are honest and truthful … and some aren't!!! Always think carefully about how useful a website is for your purpose and be aware that not all information on websites can be trusted.

Name:

Evaluating a Website

Website	Who created this website?	Can you trust the content on this site? ✓ / ✗	How good is this website?					Overall Ranking (1ˢᵗ /2ⁿᵈ/3ʳᵈ)
http://uri.org/kids/								
http://www.religionfacts.com/								
http://religious-symbols.net/								

All these websites have ….

ACTIVITY TWO

Planning

The learner will be able to

- Create posters demonstrating planning for a targeted audience

The learner can

- Create a suitable domain name for a website
- Plan the page structure of a website
- Outline page content of a website
- Create a visual plan of their website

Introduction

In the last task we looked at different websites all providing information on different religions. We saw that they all contained similar information, but that some presented that information more effectively than others. We are now going to use what we have learned from these websites to plan our own website. Planning a project is vital. Even the largest companies will start a new project with discussion and jotting down ideas. Time spent getting this part right will save you time and avoid problems later!

Task

The first step in planning a website is to have a clear concept as to the purpose of the site. Ask the pupils to consider the following questions:

- What am I going to do with this?
- Who is going to read this?
- What kinds of information will I be adding?
- Why am I doing this?
- Who am I doing this for?
- How often am I going to be posting and adding information?

Ask pupils to write their answers in the form of a 'Mission Statement' (see the example planning sheet bleow).

Give pupils some time to think about what they are going to call their website, then either on a sheet of paper or in their jotters, write this title in the centre of the page. Explain that the site title will appear at the top of every page on their site. Show the pupils your demo site and highlight the site title.

Explain to the pupils what a *domain name* is. Because they will be using Glow, their site domain name will start with https://blogs.glowscotland.org.uk/dg/ followed by their site name, eg, https://blogs.glowscotland.org.uk/dg/craftingcreations/. The name they add should reflect their site title and can only contain letters and numbers; no punctuation marks or spaces. It should be unique to their site and may need to be changed later if someone else has already registered the same name. They should write their domain name, using the Glow format, above their title.

Explain to the pupils what a *tagline* is showing them the one on your demo site. Give the pupils some time to think about a short tagline for their site and then have them write it below their site title

Encourage pupils to think back to the content of the sites they visited in the last task. Display the websites from the previous lesson on the IWB as a refresher. Draw the pupils' attention to the site menus and the different pages which make up the site. Now ask the pupils to think about the different pages which will make up their site. You should direct the pupils towards the areas that you will be studying as part of your topic, however, the pupils may also want to add ideas of their own.   Have pupils add the name of each page to their planner around the central name. Also ask each pupil to include 'Blog' or 'Home' as one of their pages. This will be used later as a topic journal, describing what they have been doing and evaluating their progress.
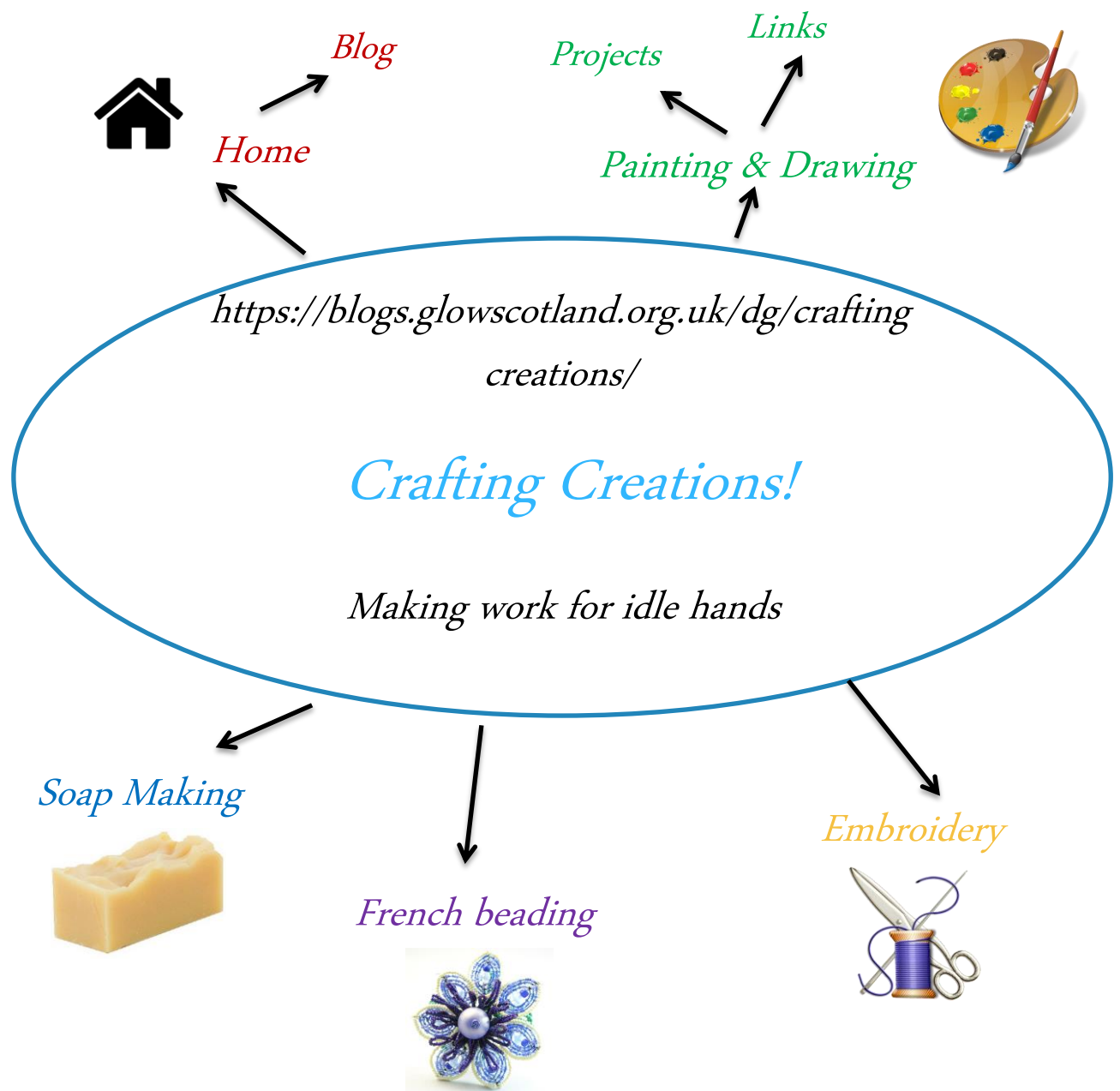
Plenary

It can be very tempting to jump right into creating a website without really considering what information you want to share on it and who it is aimed at. Websites can always be changed and, indeed, it is really important that they are kept up to date, but if they are not planned properly from the outset they can become messy and difficult to manage. Visitors to your site will be put off and go elsewhere.

ACTIVITY TWO

Planning a Website

This website will be dedicated to sharing my current craft projects and helpful information about crafts I'm interested in. The audience will be other crafters. I will be adding posts every week about my own crafting and aim to add information about a new craft each month. I am doing this because I want to share my own experiences of different types of crafts and so support others who might want to try it for themselves.

Blog

Links

Projects

Home

Painting & Drawing

https://blogs.glowscotland.org.uk/dg/crafting creations/

Crafting Creations!

Making work for idle hands

Soap Making

Embroidery

French beading

ACTIVITY THREE

Creating the basic site

The learner will be able to

- Store, share, evidence and profile learning digitally using an online cloud based service (Glow or other platforms)

The learner can

- Create a blog/website
- Select an appropriate template
- Explain the difference between a blog post and a web page
- Add pages/posts to a blog/website

Introduction

We are now ready to create our basic website. We have seen how important it is that a website catches the visitors attention quickly, making them want to stay and browse. So it is important that it looks good. In this task we will be getting our website up and running and looking great.

Task

Have pupils log into the school network and then into their Glow account.

Show pupils the video **Creating a Blog Part 1 – Getting Started** or demonstrate the same skills yourself.

Using the site title and site name from their plan created in Activity 2, have pupils create their own site.

Show pupils the video **Creating a Blog Part 2 – Adding Pages** or demonstrate the same skills yourself.

Referring back to their plan, pupils should now add and publish each page.

Show pupils the video **Creating a Blog Part 3 – Changing The Appearance Of Your Site** or demonstrate the same skills yourself.

Allow pupils some time to experiment with different themes and to select one for their site. Refer back to previous discussion about what may or may not appeal to visitors to their site.

Note: some templates do not automatically display menus. Although it is possible to add them, at this stage it is probably simpler to ask pupils to select a different template which does support menus.

Plenary

There are many different *publishing platforms* for websites and blogs, but WordPress is one of the most popular, and it lets you set up a simple website for free. It is very important to companies to make sure that visitors like the look of their website and are therefore more likely to browse through it. We've

seen how easy it is to make our website look very professional but WordPress can do so much more and many large businesses use it to create their websites, paying a subscription to access more advanced features .

ACTIVITY FOUR

Researching and Creating Content

The learner will be able to

- Access websites and use navigation skills to retrieve information for a specific task
- Use search engines independently to search the internet for specific or relevant information using quotation marks to narrow the results
- Evaluate search results in order to select the most relevant information to complete a specific task
- Demonstrate and understanding of usage rights and can apply these within a search
- Demonstrate an understanding of finding and checking the accuracy of a search results.
- Actively avoid plagiarism and knows how this can be detected

The learner can

- Use synonyms to search for appropriate information
- Use quotation marks to narrow search results
- Make valid and effective choices of appropriate online resources
- Take notes from online source in order to create content for a website

Introduction

In Activities Two and Three you planned your website and set up the basic structure. You are now going to start creating the content for your pages. This is a really important step and companies have to get it right to ensure the success of their online business. Not enough, or incorrect information, and people won't find your website useful. Too much information on the page and people will be confused and put off. Either way they won't come back to your site!

Task

The researching of information to include on each page will be closely linked to the delivery of your IDL topic. Some of the information will be gathered through classroom activities. However, you may also want to ask pupils to do their own online research. How long this will take is a little like asking "how long is a piece of string?" The more time you give the pupils the more time they will use! It is therefore a good idea to place limits on how much time they have to complete the task.

Prior to the pupils starting, explain that they have a limited amount of time, therefore it is important for them to be focussed on the task. They should think about using their prior knowledge of the topic to help focus their research. Pupils should be using the following search techniques to help refine their searches:

- Be specific – using too broad a search term will return results that are not always very helpful. Use terms that are specific and, if possible, unique to what you are searching for. For example 'spotted dog' gives you lots of results for pubs. Instead search for 'Dalmatian'.
- Use quotation marks for exact phrases - using quotation marks around a phrase will return only those exact words in that order. For example, if you search for Mary Queen of Scots, Google

will return 983,000 results. But search for "Mary Queen of Scots" and you can narrow it down to 404,000.

Remind pupils that in the next activity they will be creating and uploading the text for their web page and will not have any further access to research sources – they need to stay focussed and make this time count!

At this stage pupils are not writing the actual content, but they should be taking notes. They may wish to copy sections of text from of webpage or write notes in a Word file or on paper. Depending on the experience of the class, you may need to demonstrate and develop their note taking skills prior to this activity

You should also remind pupils that while they may want to copy and paste some content for reference, they must not use content on their website that someone else has created without acknowledging the original source and/or getting the writer's permission. Copying another person's content is called plagiarism. There is plagiarism checking software that can scan text and compare it to other text published online to detect similarities. If you are found to have directly copied someone else's content you could find yourself in breach of *copyright* or *usage rights* laws.

Plenary

Time's up! This was a challenging activity that required you to draw on a great many important research skills – knowing where to search; what to search for; how to take notes; while avoiding being distracted by superfluous information. Remember, the wise man isn't the one who knows the answer; the wise man is the one who knows where to *find* the answer … quickly!

ACTIVITY FIVE

Adding Content

The learner will be able to

- Store, share, evidence and profile learning digitally using an online cloud based service (Glow or other platforms)
- Understand the advantages and disadvantages of a range of online communication and when it is appropriate to use each
- Use digital technology independently to share, present and communicate their learning creatively
- Share (search) findings creatively using a range of digital technologies

The learner can

- create and publish original content to a page
- create and publish a blog post
- demonstrate awareness of copyright and usage rights in creating content

Introduction

Using the information that you gathered in the previous task, you are now ready to create and upload content to your website. Keep in mind everything we have learned about the importance of attracting visitors to your site. You need to be sure that your page will be well laid out; easy to read; and contain original content which will interest visitors to your site.

Task

Show pupils the video **Creating a Blog Part 4 – Blog Posts** or demonstrate the same skills yourself.

Discuss some of the benefits and drawbacks of using pages and posts as a means of communication. How easy is it to access the site? What type of content is a post or page best for? What type of information would you not communicate using a post or page? (consider privacy and urgency of the information).

Show pupils the video **Creating a Blog Part 5 – Adding Page Content** or demonstrate the same skills yourself.

Show pupils the video **Creating a Blog Part 6 – Adding Links** or demonstrate the same skills yourself.

Pupils can now begin to create their page content. Content can be typed directly into WordPress, or it can be created first as a Word document which can be copied and pasted in to the site. Give the pupils the opportunity to try both methods.

This activity could span many different lessons. As each theme within your IDL topic is covered, the pupils can add what they have found out to the appropriate page on their site. Pupils can also be encouraged to blog regularly reflecting on their learning and letting visitors to the site know about new content.

Plenary

Congratulations! You have now created your own website. What do you think of it? Of course, it is very important that organisations constantly keep their website up to date. Large organisations may employee their own staff to maintain their website, but very often an organisation will hire a specialist *web designer* or company to do this job for them.

ACTIVITY SIX

Adding Images

The learner will be able to

- Identify and save in a range of standard file formats, eg, jpeg, pdf, png
- Open and save a file using a hierarchal filing system
- Store, share, evidence and profile learning digitally using an online cloud based service (Glow or other platforms)
- Understand the advantages and disadvantages of a range of online communication and when it is appropriate to use each
- Change the resolution of an image and understand the impact these changes have on file size and quality.
- Use digital technology independently to share, present and communicate their learning creatively
- Demonstrate an understanding of usage rights and can apply these within a search.
- Share (search) findings creatively using a range of digital technologies

The learner can

- Demonstrate the need to respect copyright and usage rights
- Demonstrate understanding of the impact of file size and file resolution on the way a webpage loads
- Manipulate image file sizes
- Add and upload images to a webpage

Introduction

Think back to when you were evaluating the first websites we looked at. Do you remember how important pictures were for giving the site more impact. We are now going to add some pictures to your web pages.

Task

Explain to the pupils that when adding pictures to a web page we have to be aware of copyright. This means that it is against the law to use other people's photographs without their permission; and, sometimes you can only you use their pictures if you pay them a fee (called a royalty). If you do use pictures without permission you can be taken to court and fined!

Fortunately, there are sites that allow schools to use their images free of charge for classroom work. However, most of these require that their site and the name of the image creator to be acknowledge next to the photo which may not suit your purposes. You can freely use images from the following sources:

- http://www.scran.ac.uk/?PHPSESSID=1s009bq7tmehijt3fhpe6jbpu0 – also accessible from the Glow launch pad
- http://pics4learning.com/

- http://freetiiupix.com/

Of course, you can always take some photos of your own!

Depending on the experience of the pupils, you may need to do some teaching input on downloading images. Stress the importance of keeping images organised; it would be good practise for pupils to create a folder specifically for this task. Images can then be downloaded to this folder to make them easier to find later.

Show pupils the video **Creating a Blog Part 7 – Adding Images** or demonstrate the same skills yourself.

Pupils can now add an appropriate image to each of their webpages.

Show pupils the video **Creating a Blog Part 8 – Changing the Header Image** or demonstrate the same skills yourself.

Pupils can now change their header image.

Show pupils the video **Creating a Blog Part 9 – Randomising the Header** or demonstrate the same skills yourself.

Pupils can now create a randomised header image.

Show pupils the video **Creating a Blog Part 10 – Using Featured Images** or demonstrate the same skills yourself.

Pupils can now add a featured image to their pages or blog posts.

Show pupils the video **Creating a Blog Part 11 – Manipulating Images** or demonstrate the same skills yourself.

Pupils can now review the images on their site and resize if necessary.

Plenary

You have learned how to add and work with images to your webpage which will make a big difference to the appearance of your website. You can also add different types of media files or documents in much the same way. First impressions really do make a difference and your website should now be creating a great impression.

ACTIVITY SEVEN

Using Widgets

The learner will be able to

- Store, share, evidence and profile learning digitally using an online cloud based service (Glow or other platforms)
- Use digital technology independently to share, present and communicate their learning creatively

The learner can

- Demonstrate an understanding of what widgets are
- Insert and delete widgets from their site

Introduction

Now that your website is up and running, we are going to add a few extra features which will make it more interesting, useful and attractive to visitors. These are called *widgets*.

Task

Show pupils the video **Creating a Blog Part 12 – Widgets** or demonstrate the same skills yourself.

Show pupils the video **Creating a Blog Part 13 – Using the Text Box Widget** or demonstrate the same skills yourself.

The pupils can now add and delete widgets as appropriate on their site.

Plenary

You have now seen how easy it is to set up your own website. You have learned how to:

- plan your site or blog, so that it will appeal to visitors;
- change the look of your site;
- add content to your site; and,
- add some extra functionality to your site.

You've covered a lot but you now have all the skills you need to set up and manage a fully functioning blog or website. Well done!

GLOSSARY

Blog – shortened from 'weblog' – a form of website which is used like a diary or journal to share thoughts and opinions. Entries on a blog are called 'posts', and the people who write them are called 'bloggers'.

Categories – you can use categories to set up sections in your blog. You can assign posts to categories which then allows you so search by category and more easily organise your posts. Unlike *tags*, categories can have a hierarchy which allows you to create sub-categories.

Copyright – the law that gives the owner of a written document, a piece of music, a song, a book, a picture, a photograph, a film, or any other type creative work, the right to decide what other people can do with it.

CSS – Cascading Style Sheet - a programming language used for the presentation of a document written in HTML, XHTML, or any XML document. CSS is used by most websites to make their webpages look good.

Domain name – A unique name that identifies a website and, with the appropriate suffix (eg .com, co.uk) serves as the address of that site.

HTML - HyperText Markup Language – a programming language for creating web pages and web applications. Along with CSS, and JavaScript, it is the main technology for the World Wide Web. Web browsers receive HTML documents from a webserver or from local storage and convert them into multimedia web pages that can be viewed by users.

Parent and child pages – these are the terms used by WordPress to describe page hierarchies, where you have sub (child) pages accessed from a main (parent) page.

Publishing platform – software/application which allows you to create and upload content to the internet.

Tagline – a catchphrase or slogan which appears after, or beside, the heading of the website.

Tags – you can use tags to assign key words, which identify important information or contents, to your posts. They are different to categories as they are more ad-hoc and don't have to be set up beforehand.

URL – Unique Record Locator – the webpage address seen in the address bar at the top of the window.

Usage rights – where the copyright holder has given another person the right to use their work. To obtain usage rights you may have to pay a royalty or licence fee, and there may be restrictions as to how you can use the work.

Web designer – a person who specialises in creating websites for clients. They will have strong creative skills as well as advanced technical and coding skills.

Widget – an application or programme which performs some simple function. It is often added to a website to display frequently updated information, such as a visitor counter, or the latest blog post. Some widgets may require input from a user, such as a search field.

QUICK GUIDES

These following prompt sheets are intended to be used by pupils as a quick reminder of what was covered in the video or teacher's demonstrations.

CREATING A BLOG/WEBSITE

- Log into the school network

- Log into your Glow account

- Locate the Blogs application tile your Glow Launch Pad

- Click on 'Create a Blog'||

- Key in your Site Name without any spaces or punctuations marks

- Key in you Site Title as you want it to appear on your website

- Check settings are as follows:

  o Language - English

  o Privacy - can be 'yes' or 'no'; and

  o Site Type – Blog

- Click on Create Site

Your site is now live. You can visit your site or go to the dashboard and start adding content.

ADDING PAGES

From the Top Tool Bar:

➢ Hover over 'New' on the top toolbar; drop down menu will appear

➢ Click on 'Page'

From the Dashboard:

➢ Select 'Pages'   *Or*   ➢ Select 'Pages'

➢ Select 'All Pages'   ➢ Select 'Add New'

➢ Click on 'Add New' button

Then:

➢ Enter the title for you page

➢ Click on 'Publish'

USING THEMES

From the Top Tool Bar:

- ➢ Hover over 'Customise'

- ➢ Click on 'Themes'

From the Dashboard:

- ➢ Click on 'Appearance'

- ➢ Select 'Themes'

Then:

- ➢ Hover over selected theme:

  - o Click on 'Theme Details' for information
  - o Click 'Live Preview' to see a preview
  - o Click 'Activate' to select and apply the theme

CUSTOMISING YOUR THEME

Changing the Tagline

From the Top Tool Bar:

➢ Click on 'Customise'

From the Dashboard:

➢ Click on 'Appearance'

➢ Click on 'Customise'

Then:

➢ Click on 'Site Identity'

➢ Delete any content already in the tagline field

➢ Insert you text

➢ Click on 'Save & Publish'

CUSTOMISING YOUR THEME
Changing Colours

From the Top Tool Bar:

➢ Click on 'Customise'

From the Dashboard:

➢ Click on 'Appearance'

➢ Click on 'Customise'

Then:

➢ Click on 'Colours'

➢ Click on 'Background Colour' or 'Link Colour' as required

➢ Click on desired colour from colour picker; or, enter the Colour Hex Code in the box

➢ Click on 'Save & Publish'

ADDING A BLOG POST

From the Top Tool Bar:

➢ Hover over 'New'; drop down menu will appear

➢ Click on 'Post'

From the Dashboard:

➢ Select 'Pages'   ➢ Or   ➢ Select 'Pages'

➢ Select 'All Pages'   ➢   ➢ Select 'Add New'

➢ Click on 'Add New' button

Then:

➢ Enter the title for you post

➢ Add the content for your post

➢ Click on 'Publish'

ADDING PAGE CONTENT

From the Top Tool Bar:

➢ Navigate to relevant page

➢ Click on 'Edit Page'

From the Dashboard:

➢ Select 'Pages'

➢ Select 'All Pages'

➢ Click on title of relevant page

Then:

➢ Enter content directly into this screen, using tool bar to format; or copy and paste content from another document.

   ➢ Click on 'Update'

ADDING IMAGES

➢ Go 'Edit Post' or 'Edit Page' of the relevant post/page.

➢ Position the I-bar where you want the image to be

➢ Click 'Add Media'

➢ Click on image already in Media Library

Or

➢ Upload new image:

   o Click 'Select Files'

   o Find and select image

   o Click on 'Open' (or 'Choose' depending on browser)

Then:

➢ Change/add details in the 'Attachment Details' pane as required:

   o Caption – will be seen below image on site

   o Alt Text – description of image (used by screen readers and search engines)

   o Alignment – controls position and how text wraps around image

   o Link To – turns the image into a clickable link

   o Size

➢ Click on 'Insert Into Post/Page'

➢ Click on image to see X to delete or pencil to edit

➢ Click on 'Update' to publish

ADDING A HEADER IMAGE

From the Top Tool Bar:

- ➢ Click on 'Customise'

- ➢ Click on 'Header Image'

From the Dashboard:

- ➢ Click on 'Appearance'

- ➢ Click on 'Header'

Then:

- ➢ Click on 'Add New Image'

- ➢ Select image from 'Media Library' or upload a new image

- ➢ Click on 'Select & Crop'

- ➢ Click and drag cropping frame to appropriate part of image

- ➢ Click on 'Crop Image'

- ➢ Click on 'Save & Publish'

RANDOMISING THE HEADER

From the Top Tool Bar:

➤ Click on 'Customise'

➤ Click on 'Header Image'

From the Dashboard:

➤ Click on 'Appearance'

➤ Click on 'Header'

Then:

➤ Ensure you have at least 3 or 4 different images previously uploaded; add more images if necessary

➤ Click on 'Randomise Uploaded Headers'

➤ Click on 'Save & Publish'

You can also randomise suggested header images, if included in your theme, in the same way.

ADDING A FEATURED IMAGE

To A Page

From the Top Tool Bar:

➤ Click on 'Edit Page'

From the Dashboard:

➤ Click on 'Pages'

➤ Click on 'All Pages'

➤ Click page title

Then:

➤ Click on 'Featured Image'

➤ Click on 'Set Featured Image'

➤ Upload your image to 'Media Library', or use an existing image.

➤ Click on 'Set Featured Image'

➤ Click on 'Update'

ADDING A FEATURED IMAGE

To A Post

From viewing the Post:

➢ Click on 'Edit Post'

From the Dashboard:

➢ Click on 'Posts'

➢ Click post title

Then:

➢ Click on 'Featured Image'

➢ Click on 'Set Featured Image'

➢ Upload your image to 'Media Library', or use an existing image.

➢ Click on 'Set Featured Image'

➢ Click on 'Update'

MANIPULATING IMAGES

Changing Image Size

- ➢ Go to your 'Dashboard'

- ➢ Click on 'Media'

- ➢ Click on image in 'Media Library' to open 'Attachment Details'

- ➢ Click on 'Edit Image'

- ➢ Change image dimension (height will update automatically as you change width and vice versa) to desired size

- ➢ Click on 'Scale'

- ➢ Click on X to close window.

MANIPULATING IMAGES

Changing Image Type

- ➢ Locate the image file in your File Browser

- ➢ Double click on file name

- ➢ Click on 'File' to open drop down menu

- ➢ Click on 'Make a copy'

- ➢ Give file an appropriate name

- ➢ Click on 'Save as type:' filed

- ➢ Select the required file type (JPG is recommended)

- ➢ Click on 'Save'

- ➢ The new version of the image can now be uploaded to your site in the usual way

WIDGETS

From the Dashboard:

➢ Click on 'Appearance'

➢ Click on 'Widgets'

To add a widget:

➢ Select widget from list of available widgets and drag and drop it into appropriate side bar or footer area (this will vary depending on theme)

➢ Click 'Save'

To delete a widget:

➢ Click on Widget name

➢ Click on 'Delete'

To deactivate a widget (but keep settings):

➢ Click on widget name

➢ Drag and drop widget to 'Inactive Widgets'

ADDING LINKS

➢ Copy the URL for the page you want to link to

➢ Go 'Edit Post' or 'Edit Page' of the relevant post/page.

➢ Position the I-bar where you want the link to be

➢ Click 'Insert/Edit Link' tool in formatting tool bar

➢ Paste the URL into the field and click 'Apply' (return/enter arrow)

➢ Click on 'Update' to publish

Links can be added to images to make them 'clickable' in the Media Attachment Details.