



ePEARL

Chapter 4

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Introduction

Welcome to ePEARL, a bilingual, electronic portfolio software. Based on sound research evidence, coupled with feedback from the field, ePEARL has been designed to encourage self-regulated learning within student centered curricula.

ePEARL is best suited for educators who wish to use electronic portfolios in a student-centred way, but who also wish to experiment with multimedia content and a collaborative approach. ePEARL's features encourage planning, reflection, sharing and peer feedback, in addition to the creation and revision of work

More specific support may be found within the software by clicking on the help icon next to most functions, or by accessing the Teacher Resources page.

This Guide

This guide is designed to provide basic information on the ePEARL software to help get teachers started using the software in their classroom. A general overview of ePEARL's features and structure, along with an explanation of the self-regulation process is provided. Followed by a detailed description of each level of ePEARL. In the latter instance, this is divided by:

- **Features:** A brief explanation of the features of the electronic portfolio.
- **Structure:** A description of the levels and languages of use.
- **What is Self-Regulated Learning:** The theory on which the design and development of ePEARL was based.
- **Link to ABRACADABRA:** The link to readings and extension activities in Level 1.
- **TeacherModule:** A look at how teachers can contribute and impact students' learning process. Links to a variety of paper-based and multimedia resources, including lesson plans and job aids.

What is self-regulated learning?

ePEARL has been designed to support and foster the self-regulation skills of students.

“Self-regulated learning is a self-initiated action that involves goal setting and regulating one’s efforts to reach the goal, self-monitoring (metacognition), time management, and physical and social environment regulation” (Zimmerman & Risemberg, 1997)

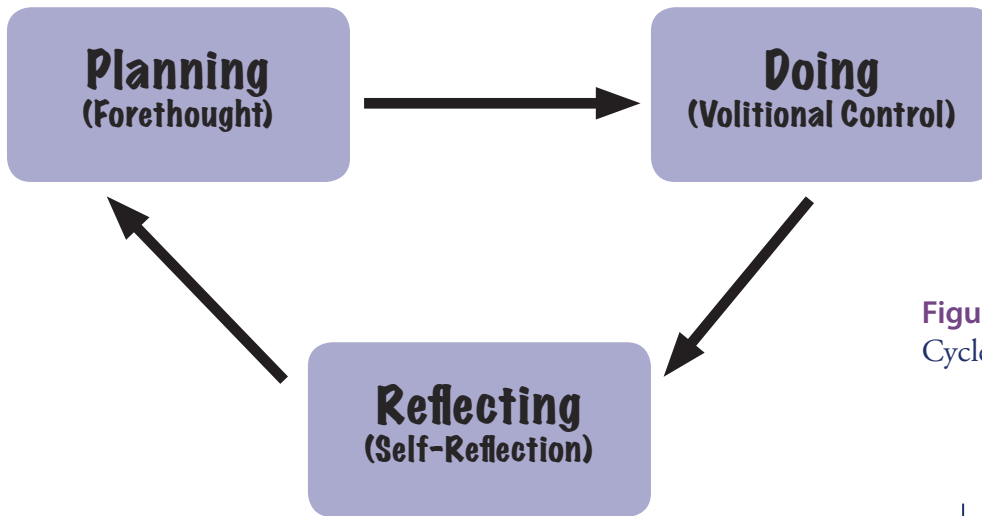


Figure 1: Self-Regulation Cycle

Forethought, Performance, and Self-Reflection are the three cyclical phases called Planning, Doing and Reflecting in ePEARL. Each of these larger phases incorporate smaller sets of behaviors, which support learning and encourage the student to be aware of the process s/he is engaged in. Complex tasks are easily broken down and teachers have a crucial role in scaffolding these steps through feedback. Other important components of self-regulation are: motivation, self-observation and self-experimentation.

Findings from a number of studies reveal that learners with high levels of self-regulation:

- Have good control over the attainment of their goals
- Can focus on the process of how to acquire these skills
- Are better prepared for the ‘real world’
- Feel more ownership over their learning
- Become lifelong learners

Teachers who used ePEARL reported improvements in students’ use of SRL processes including:

- Setting process goals
- Articulating task demands
- Listing strategies
- Providing constructive feedback to peers
- Using teacher & peer comments to improve work
- Evaluating their own work

ePEARL Structure

This section will discuss the conventions underlying ePEARL to help teachers understand why things were designed the way they were and to make it easier for teachers to use the software in their classrooms.

Levels & Users

Three levels have been designed for use in elementary and secondary schools:

Level 1 – Cycle One/Grades 1-2;

Level 2 – Cycles 2 & 3/Grades 3-6; and

Level 3 – Secondary/Grades 7-12.

Note that a Level 4 has been designed for adult learners however this is in a beta version

Level 1 is geared towards beginning readers. The interface design, as well as the type of interaction, are simplified and specially suited to young learners.

Level 2 is designed for Cycle 2 and Cycle 3 students (Grades 3-6).

The design allows for additional learning opportunities as compared to Level 1. ePEARL Level 2 supports students in the portfolio process and promotes emergent self-regulation skills. Students can be guided through the learning process as they set general goals for the term, specific goals for each entry and determine strategies for achieving their goals. They are encouraged to reflect on their own work, provide meaningful feedback on their peers' work and select important artifacts for presentation at the end of a cycle (or grade).

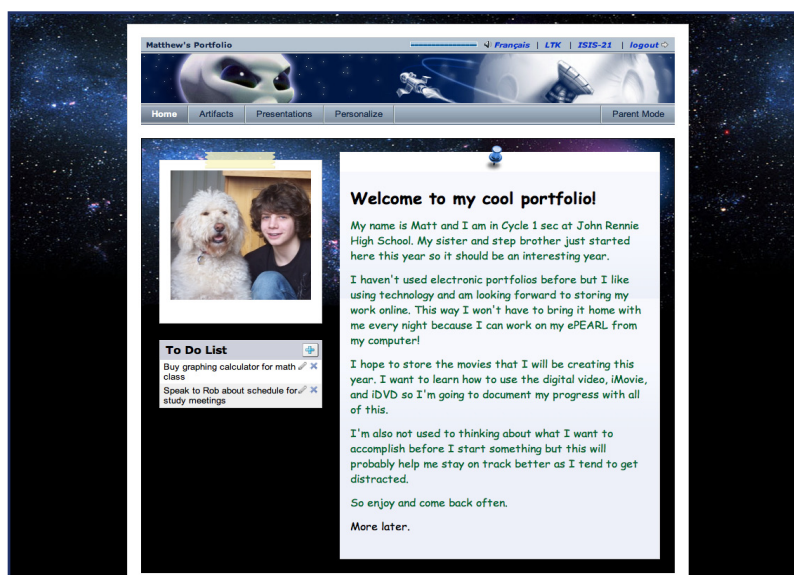


Figure 2: A student's ePEARL portfolio - Level 2

Level 3 is designed for secondary school students (Grades 7-12), hence it provides the opportunity to engage in deeper self-regulation. Additionally, the language and the graphic interface used throughout the software, including the Help, is more mature.

With its Toolbox, Schedule and Tagging features, Level 3 promotes a more flexible and mature environment for this population. ePEARL offers more in-depth self-regulatory language, which allows the student to drill-down on goal-setting, motivation and reflection questions. The new Toolbar offers even more ways of adding content to this multimedia portfolio!

The ability to set notifications, add posts and reply to peers', teachers' and parents' comments creates the feel of a Wall, which students are accustomed to in a social networking era. Students can customize these notifications and their Home Page, which ultimately provides ownership over their portfolio and learning!

In Level 3, Students can create a Personal Orientation Program (POP) artifact, by clicking on 'POP Exploration'.

A teacher guide for POP is available at: http://grover.concordia.ca/eppearl/resources/home_en.php, under Guides.

French

All levels are fully bilingual. Students and teachers may toggle between French and English on any screen by clicking on the language icon in the upper right hand corner of the screen.

A French Teacher Guide is available on the Teacher Ressource page.

ePEARL Features



Marie Antoinette (1755-1793)
 Folder: Social Sciences
 Colour Code: My Favourite
 Date: 11/30/06

Task Description
 Task Description
 For this task we are asked to prepare a presentation that describes a historical person's life and their influence during the time period that they were alive. We have to display our understanding visually and with a written report. There is also a 10 minute class presentation.

Goals
 Task Goals updated 01/24/09
 Because this work will be used in a class presentation, I would like to try to make it especially interesting for my classmates. I will have to think of an interesting class activity. I hope that the class will learn about the real Marie Antoinette!
 Strategies updated 01/24/09
 I am going to have to spend some time thinking about how to make this presentation a bit different. Once I have done some research about Marie Antoinette I would like to pick some event in her life and act it out. I may even dress up like her!
 Teacher Springfield: updated 01/30/07
 I remember your class presentation from last term and how much the class enjoyed it. I think that you will make a great teacher one day!
 Focusing on one event in Marie Antoinette's life is a great idea. This way the class can learn about an aspect of her life.

Motivation

Content
 Recording
 Listen
 Text
 Introduction
 "Qu'il s mangent de la brioche" - "If they have no bread let them eat cake!" Many people believe that Marie Antoinette said this statement, but actually it was written in 1786 by a man named Jean-Jacques Rousseau who was quoting an earlier French Queen named Marie Theresa of Spain. I was only 11 in 1786. A better quote to describe my character would be "It is quite certain that in seeing the people who treat us so well, despite their own misfortune, we are more obliged than ever to work hard for their happiness." In fact this was my reply when I heard of the bread shortage in France, and I said it at my coronation in 1774 when I became the last queen of France.
 In 1793 at the age of 38, I was killed by the French people by method of a guillotine which means my head was cut off in public. The people in France hated me so much that they executed both me and my husband, and yet they never really understood me.
 Marie Antoinette. Wikipedia. Retrieved on March 20, 2004 from: http://en.wikipedia.org/wiki/Marie_Antoinette#Execution
 Marie Antoinette. Wikiquote. Retrieved on March 20, 2004 from: http://en.wikiquote.org/wiki/Marie_Antoinette
 URL Link http://en.wikipedia.org/wiki/Marie_Antoinette#Execution
 Files
 MAPortrait.jpg
 Marie-Antoinette.jpg
 vignettebrn4.JPG
 Reflections
 Reflections updated 01/30/06
 I think my presentation went very well. I brought some cards with notes to help me remember some of the points I wanted to talk about. I still need to spend time practicing the presentation beforehand because I get a little nervous.
 For the class activity, I decided to find a whole pile of different pictures on the web - each one was Marie Antoinette at a different age. Then I cut them all up like a puzzle and put each one in a little bag. I put the class into teams and had them put the puzzles together. The first team that was finished won a prize... a piece of cake! They really had fun doing this.
 Learning Log
 Execution.jpg - view, download
 Teacher Springfield: updated 11/30/06
 I don't see any reflections here, Megan. Please spend some time thinking about your presentation. Did you accomplish what you had set out to do? Do you think the class enjoyed your presentation? If so, why?
 November 25, 2006. Fantastic job! Using the note cards was a great strategy as you were able to look at the class when speaking. Your class activity was very original and you had a very good command of the class. Your leadership skills are really coming along.
 Curriculum Connections
 Broad Areas of Learning: Personal & Career Planning, Citizenship & Community Life
 Cross-Curricular Competence: To Use Information To Communicate Appropriately
 Subject Areas: Languages, Social Sciences
 HRSDC Essential Skills
 HRSDC: Reading Text, Oral Communication, Writing
 Feedback
 Teacher Feedback: updated 11/29/06
 Original ideas and informative presentation. Well done.
 Elsat Idani updated 11/30/06
 Your presentation was interesting because I learned that Marie Antoinette was a very different person from her reputation. Next time it would be great if you dressed up like Marie Antoinette!
 Parent: updated 11/30/06
 I hope the class enjoyed your presentation. What an interesting woman MA was. I even learned some new things about her.

Students can:

- Learn to reflect on their learning meaningfully and to comment constructively on the work of their peers.
- Track their reading and music development, or presentation skills by recording directly into the computer;
- Learn basic word processing commands through the use of a text editor;
- Archive selected artifacts within a presentation portfolio over the course of their education.

Teachers can:

- Create their own portfolios;
- Provide feedback on students' goals, work and reflections;
- Track the development of their students' learning over a term, a year, or a cycle;
- Model effective practices related to goal setting, reflection and conferencing.

Parents can:

- Track their child's learning;
- Become actively involved in their child's education through the provision of feedback on work once it is stored within their child's portfolio.

Figure 3: ePEARL's Level 2 View Artifact page

Level 1

Designed for beginning learners in early elementary classes, Level 1 provides a friendly interface that offers two main features: Reading and Creating. These are presented within the structure of a portfolio environment as students are introduced to basic portfolio processes such as goal setting and reflection.

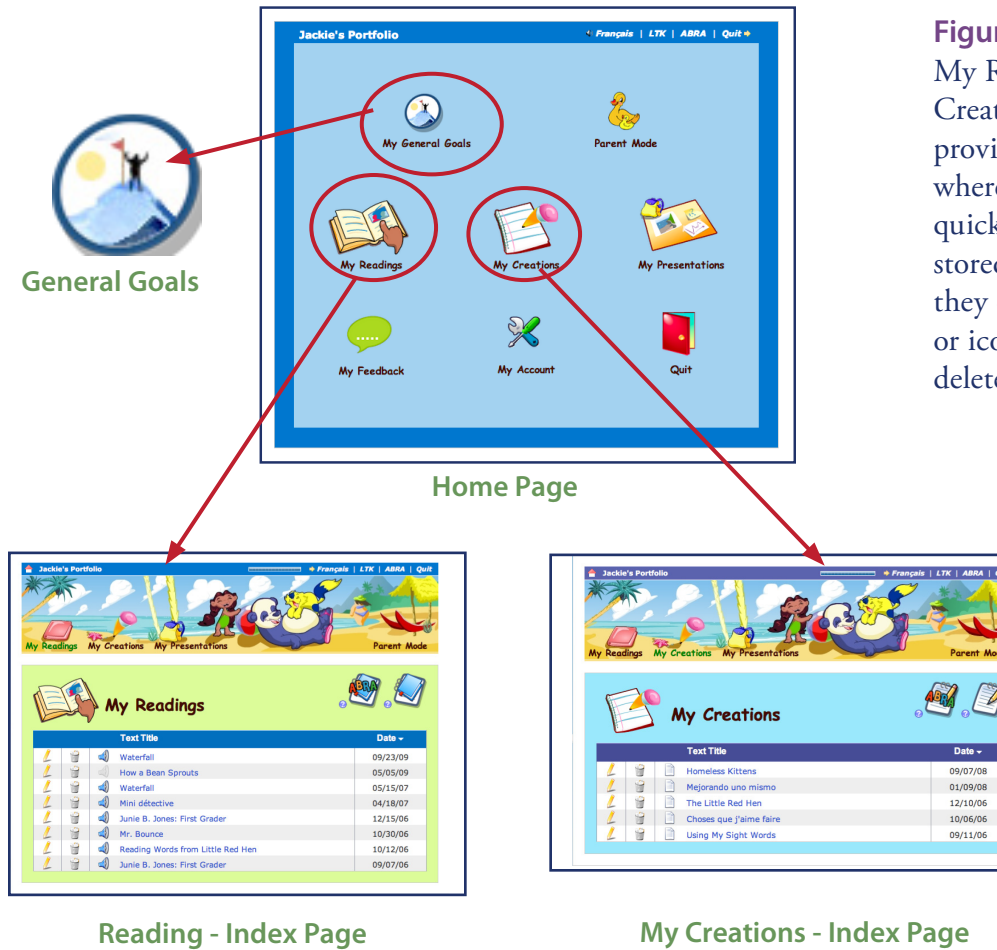


Figure 4: Both the My Readings and My Creations features provide an Index Page where students can quickly review their stored works. From here, they can click on a title or icon to view, edit or delete their work.

General Goals

Older students (those in year 2 of the cycle) should be encouraged to state one or two general (or long term) goals related to the development of their reading, writing, and other types of work. These goals may be changed, deleted or added to throughout the school year. The general goals icon is visible when working on a reading or creation so that students may refer back to their goals when they are reflecting on their work.



My Readings

TIP:

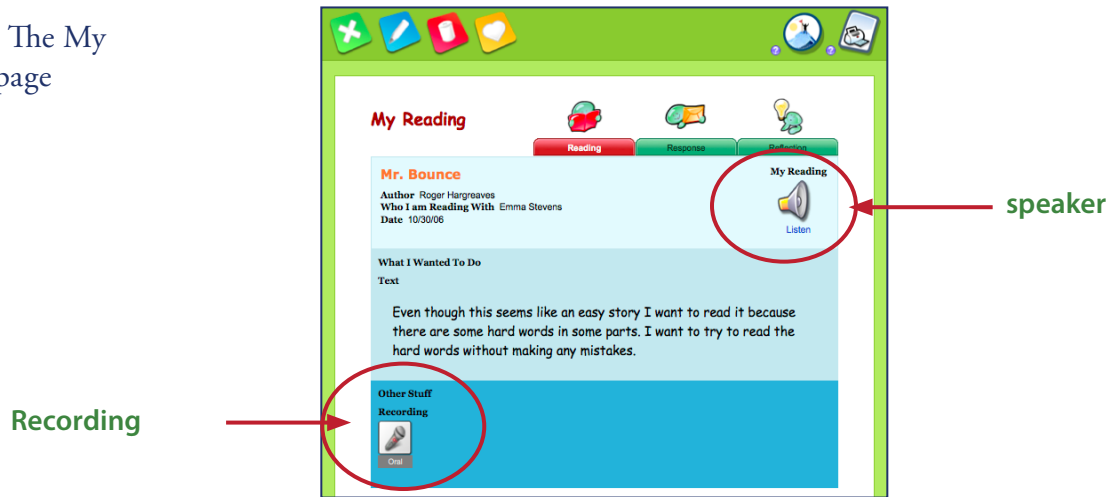
Students can record their reading into ePEARL with a classmate. One person may be designated as the operator of the computer while the other is the reader.

In the My Readings section, the software encourages recognition of the different components of a book, as students are required to list the book's title and author. They may also enter the name of the book's illustrator and the classmate they are reading with. Each entry is automatically date stamped. Students are also encouraged to set small task goals for an individual reading.

Recording a Reading

A recorder is provided for students to record a reading sample (maximum set by the software administrator), which allows students, teachers and parents to track reading development over time. Additionally, up to three files (e.g. a scanned picture of the book cover) may be uploaded to the My Reading page.

Figure 5: The My Reading page

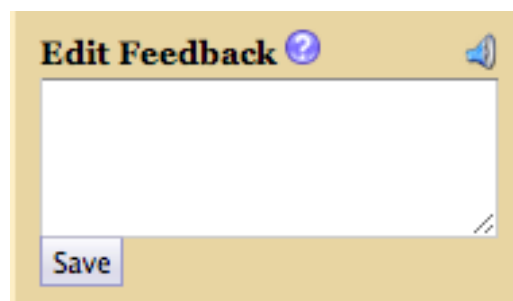


Peer Feedback

TIP:

Teachers can provide feedback on any student's reading by viewing the student's portfolio via the teacher's portfolio environment (using the Manage tab or Share tab)

Once the recording is completed, the reader's partner or other classmate may provide written or recorded feedback on the reader's performance.



My Response

In the My Response page, students may respond to pre-recorded questions related to the literature, or add a question provided by either the student or the teacher. Students must click on the Add button once they have selected the desired question.

Students' responses may be given in multiple formats, such as typing directly into the text box, handwriting an answer and uploading the scanned file, scanning a picture they have drawn, or recording an answer directly into the portfolio.

TIP:

Check or uncheck the box beside the musical note icon to toggle on/off the recorded question. The default setting is "on."

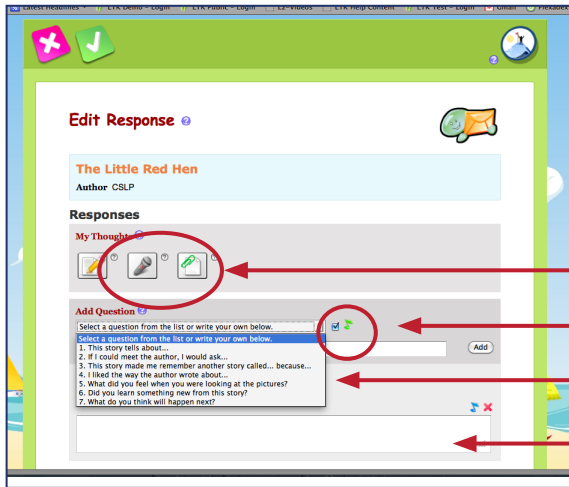


Figure 6: The Edit Response window

3. Record an answer or scan in a picture...

2. Listen to a question

1. Select a question

4. Answer in writing

My Reflection

The My Reflection page is identical to the Reading Response, but here the focus is on the learning processes. Questions and guiding statements prompt students to think about the strategies they used while they were reading. For example: "What did you do when you got stuck on a word?" or "How was your reading this time different from the last time you read?"

TIP:

Additional prompts are provided in the Teacher environment to help support students in their reflection

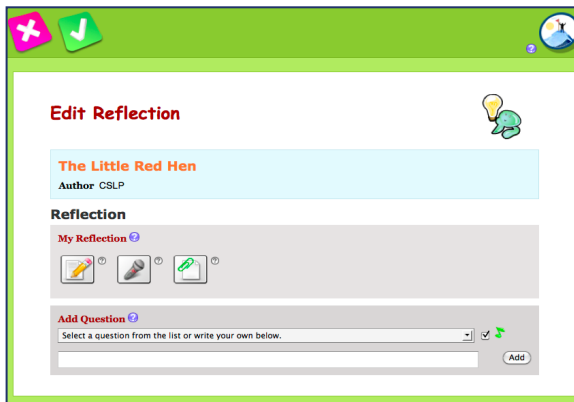


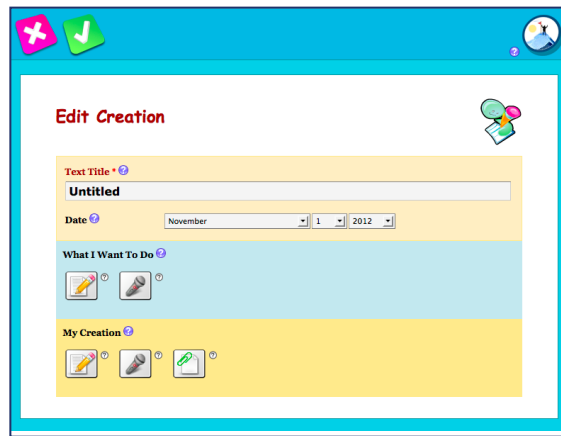
Figure 7: The Reading Reflection environment

My Creations

In the My Creations section, students are encouraged to employ many different skills in their work, including numeracy, writing and arts. Students are introduced to basic word processing commands through the use of a text editor.

When commencing work on a new piece, students are required to give the piece a title. Each entry is automatically date stamped. Students are also encouraged to set a small task goal for their work, as this promotes self-regulated learning.

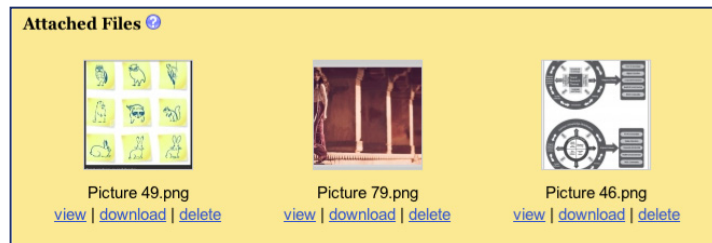
Figure 8: The My Creations environment



Students may also include samples of their handwritten work by scanning and uploading files.

Another way of doing this is to take a picture of the work sample and then upload the file to the student's portfolio. In an ABRA story, the student

Figure 9: Uploaded files in a student's portfolio



can also choose a Story Image (See ABRA-ePERAL Section)

My Creations Reflection

In the Creations Reflection, students may select a question designed to help them think about their work process and the skills that they have acquired or need to develop. As in the My Readings area, students may choose from pre-set questions or students/teachers may add their own questions. Multiple questions may be selected. Reflections may be typed or written/drawn and scanned in.

My Presentations

At key points during the school year such as at the end of a term or cycle, students should be encouraged to select their most important pieces and send these to their Presentations folder. This folder is a place where student work can accumulate over time as items stored here carry forward to the next ePEARL level. Everything is copied over with the artifact, including goals, reflections and feedback, and items are organized in two separate sections: Readings and Creations. Because a copy is transferred over, students should be encouraged to clean up their main portfolio environment and delete their original work so that they can start the next school year (or cycle) with a clean portfolio.

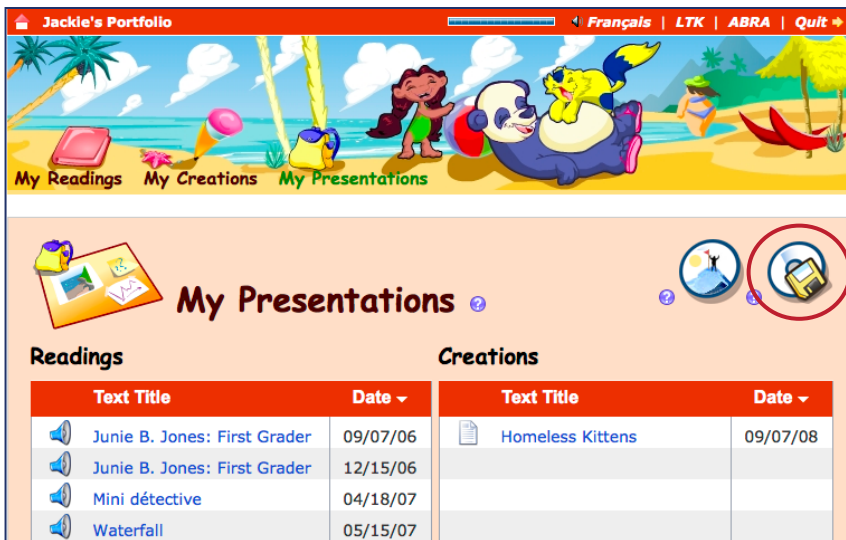


Figure 10: The My Presentations environment

Export

Exporting

Students can copy the entire contents of their Presentations folder by saving all of their portfolio to the desktop using the Export function (disk icon). Clicking on the disk icon sends the portfolio to the desktop as a zipped (compressed) HTML file, which can then be unzipped, and burned to a CD or saved to a USB drive, so students can take their portfolio home with them! This process is designed to allow students to keep their portfolio as long as they want, and it is saved in a standard HTML format for easy viewing with a browser at home. Exporting is easy to do as the software guides the user through this process.

Parental Feedback

Parents may provide feedback by clicking on “Parent Mode” on the banner. All of their child’s work will be in view-only mode; however, the Parent Feedback boxes will be active.

Figure 11: The link to Parent Mode



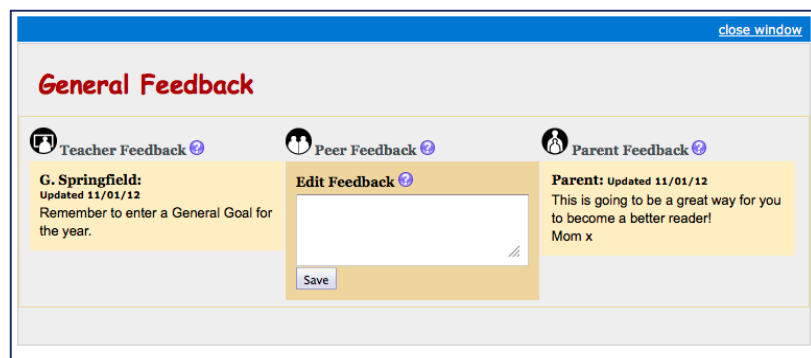
TIP:

Teachers should encourage parents to add comments throughout the year, and to date each individual comment separately. The software will assign a date for the most recent addition only. A parent guide is available on the teacher resources page. Teachers can post this on your class webpage or make copies for your parent night

My Feedback

Teachers and Peers can also leave feedback for the student. It is important to remind students to always leave positive and constructive feedback for their peers.

Figure 12: The link to My Feedback



Level 2

ePEARL is designed to support self-regulated learning. This cyclical process promotes planning, doing and reflecting, with specific sub-processes under each of these. Self-regulated learning encourages students to be responsible for their own learning and make guided choices about what they need to work on.

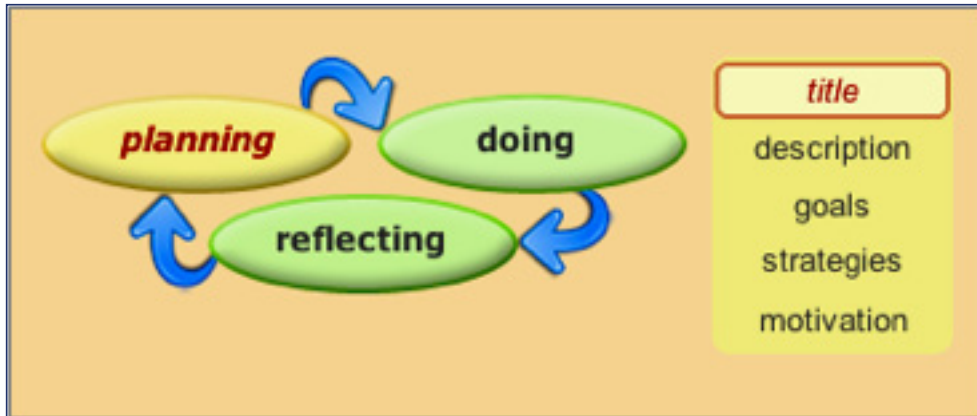


Figure 13: The process of self-regulated learning in ePEARL

This guide will go into greater detail about this process as it takes place in the portfolio later in this section.

The Portfolio Environment

In Level 2, ePEARL offers a more sophisticated portfolio space. Here, students can personalize their home page, add and edit general goals, create new work (referred to as Artifacts) and present work once it is completed. When users access the software, they are brought to the home page of their portfolio. Here, they are able to store artifacts that have been created outside of the software or create new ones directly in the portfolio by clicking on “Artifacts.” Once students are in the artifacts index, clicking on “add new artifact” will bring them to the Learning Process pages. In this environment, students may be guided through each step of planning, doing and reflecting as they work.



Figure 14: Storing artifacts in Levels 2

Personalizing the Portfolio

In Level 2, students are able to personalize their portfolios using the “Personalize” option found on the bar just below the banner.



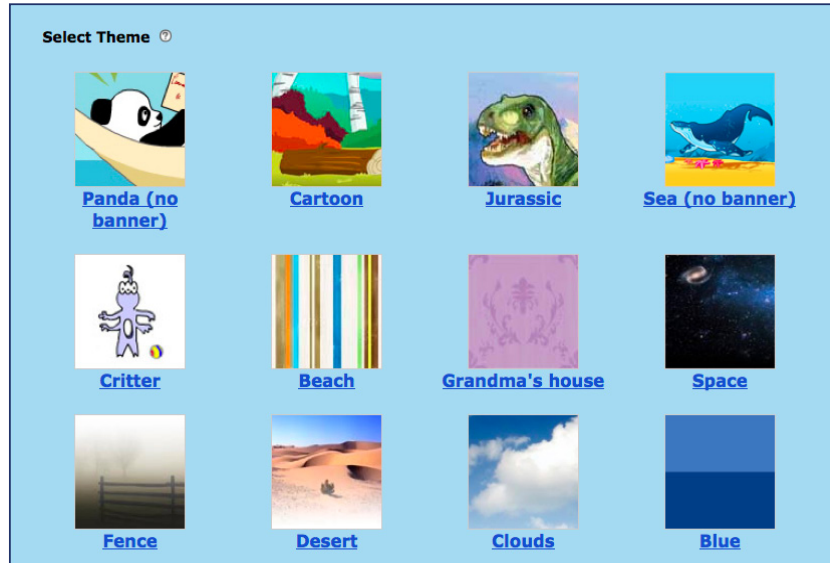
Welcome Screen

A welcome message may be added using the text editor, an image may be uploaded and used as a banner, and an image can be displayed next to the welcome message. A To Do List is also available to help students organize their activities and plan their time.

Themes

Banners: To further personalize their ePEARL, students can create their own banners to appear across the top of the screen. ePEARL has a gallery of banners to choose from, but students can also upload static images or text (in JPEG, GIF or PNG file formats) or even simple animated text (in the form of animated GIF files). Banners should be approximately 760x75 pixels and 72 dpi. Several programs students can use to create banners, and free websites where banners can be created or downloaded are listed in the Frequently Asked Questions section.

Figure 16: Portfolio personalization options



TIP:

Teachers may request that their students assign one specific colour as “ready for feedback.” This will help flag those items that are new and have not yet been reviewed by the teacher.

Themes: Students may select one of 16 background themes.

Colour Tags

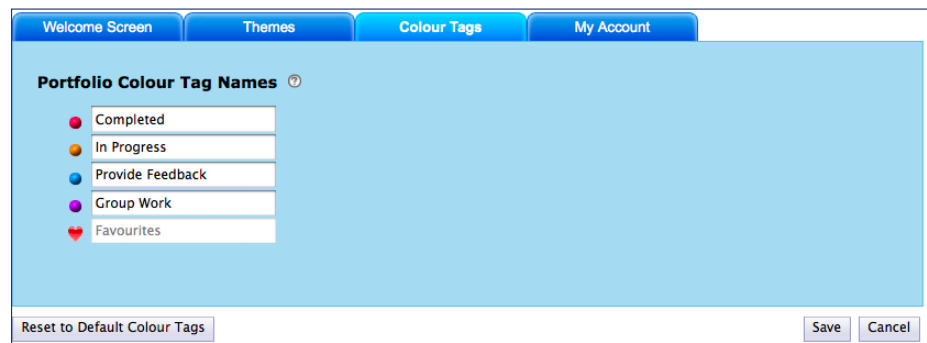
Students may designate four colour tags. These can be used to help flag items (e.g. In Progress, Completed, Responded to Feedback). The software assigns the fifth code, “My Favourite”. Artifacts can be sorted by colour tag.

My Account

Password: If a teacher’s class logs in to ePEARL directly through the software, in level students may change the password that has been assigned to them by the system under the My Account tab. If the class accesses ePEARL through the school’s portal, it is not possible for students to change their ePEARL passwords.

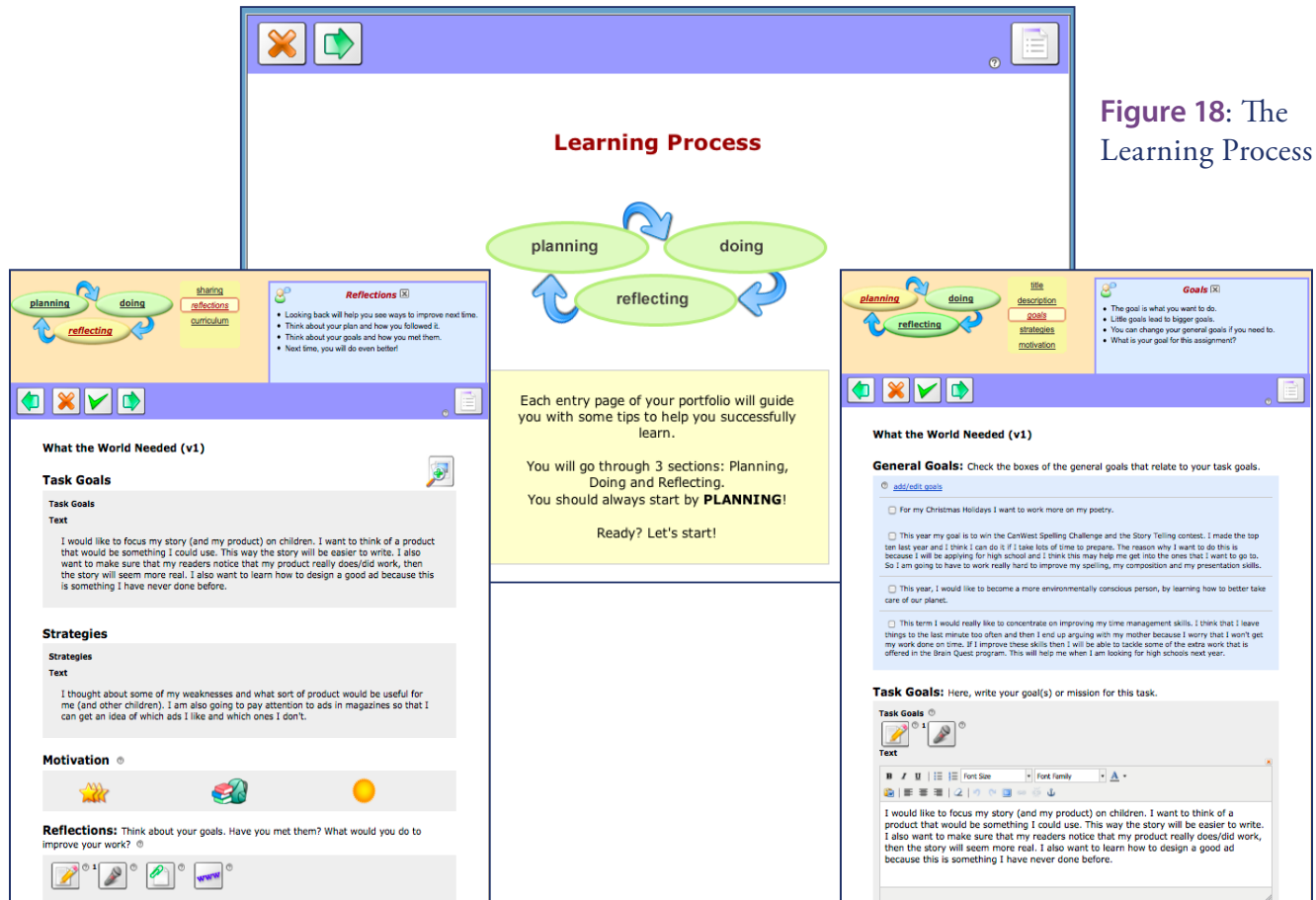
Nickname: Students can also choose to use a nickname rather than the given username to identify their ePEARL. This is useful when there is more than one student with the same name in a class, or if a student uses a different name than his or her given name. A nickname may be used on the Access page instead of the User ID.

Figure 17: Colour personalization options



Adding New Artifacts

An entry in the portfolio is called an artifact. To add a new entry, students must click on the plus icon. Each entry in the portfolio is entered into a page. Students are required to provide a title for the entry and select a folder to save it in. These can be modified later, but this will encourage students to organize their work. All other fields are optional and may be used only if the teacher or student decides to do so.



Learning Process

planning → doing → reflecting → planning

Figure 18: The Learning Process

Each entry page of your portfolio will guide you with some tips to help you successfully learn.

You will go through 3 sections: Planning, Doing and Reflecting. You should always start by **PLANNING!**

Ready? Let's start!

The Learning Process

In order to support students as they complete their work and to help them learn more about self-regulation, ePEARL has a Learning Process feature that guides them through the creation of an artifact. This feature supports students by walking them through the Planning-Doing-Reflecting cycle. Students are presented with small chunks of manageable tasks as well as detailed instruction about the tasks at hand.

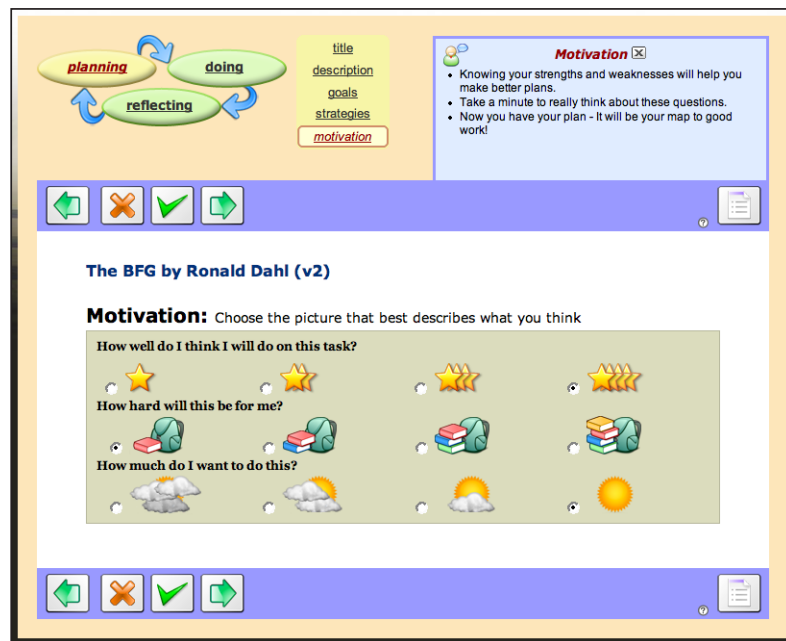
TIP:

When making changes in text boxes, teachers should make sure to add to previous text rather than overwrite it unless they wish to delete that text.

The Learning Process emphasizes the planning and reflection stages, and incorporates motivation as well as self-prediction of achievement and degree of difficulty (see Figure 19). Bringing these aspects to the attention of students helps them realize how much they need to invest in the task at hand. These predictions can also be used as points to reflect on when the work is completed to see whether they were accurate. Why or why not? Is there a pattern to the predictions? These reflections can help students become more aware of themselves as learners.

Work that is created using the Learning Process can be saved and continued at a later date. Clicking on the multiple page icon allows students to systematically work their way through the Learning Process one step at

Figure 19: Motivation and prediction



a time, while clicking on the one-page icon displays the entire Learning Process on a single page for quick additions or changes without going through many screens. Students can easily switch between these two ways of viewing their work at any time.

Figure 20: Multiple page view icon

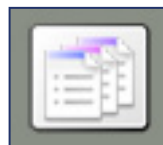


Figure 21: One page icon

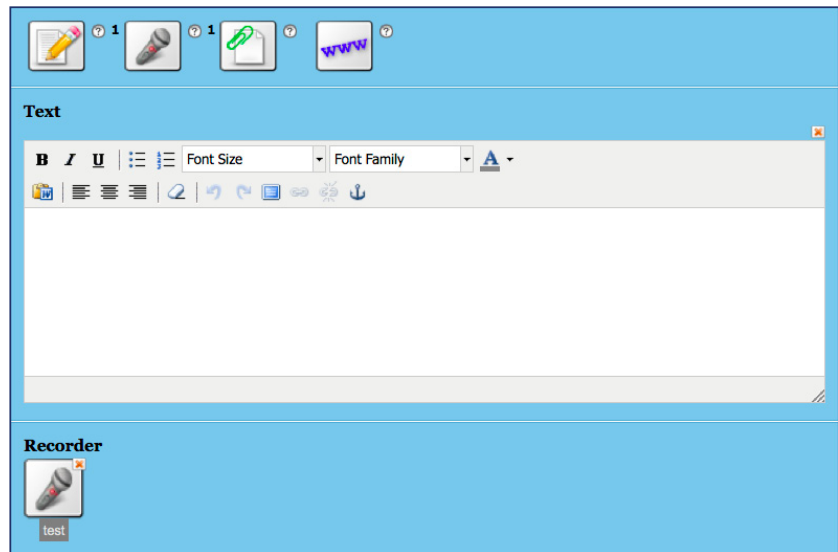


Adding Content

Toolbar

As a means to encourage the display of learning using multimedia. The toolbar provides the opportunity for multiple forms of content development. Each icon may be used an unlimited number of times.

Figure 22: Text editor and audio recorder selected



TIP:

If students wish to record and add a longer segment, they may do so by recording into generic audio software and then uploading this audio file to their artifact as an attached file.

TIP:

Headphones should be used if several students are recording at once.

Text Editor

Students may write stories directly in the text editor, which introduces them to basic word processing commands. Depending on which web browser being used, a spell check function may be available. For example, when using Mozilla's Firefox, words spelled incorrectly will be underlined in red.

Audio Recordings

The recorder allows students to attach audio snippets to their artifacts. The maximum length of the recording is determined by the LTK administrator. Note that lengthy recordings will take a long time to save and load. In Level 1, this means that students can record samples of their reading, but recording an entire story is not recommended. In Level 2 recordings may be any oral material that the student wishes to record. These may include segments of oral presentations or music recordings, as well as reading samples.

File Attachments and Web URLs

Work created outside of ePEARL may be attached. Students can enter hyperlinks to podcasts, websites or blogs.



Reflections

Reflections may be added using the Toolbar, Rubrics and/or Learning Logs.

Rubrics

Rubrics may be used to itemize the various learning outcomes associated with a particular activity. ePEARL provides a place to link rubrics as external documents. A template for rubrics is available on the Teacher Resource page.

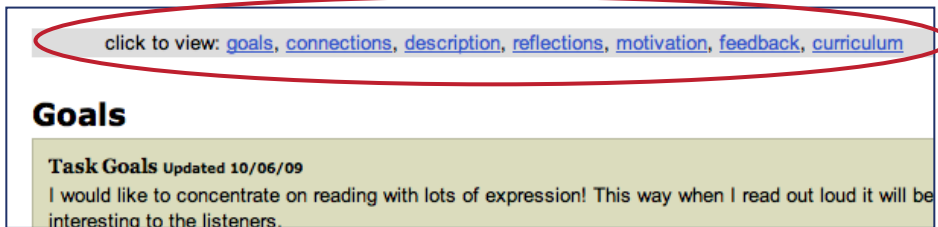


Figure 19: Change the display by choosing another section

Learning Logs

Learning logs created outside of ePEARL can also be linked to an artifact. Logs can be used to track the strategies students use to attain their goals. For example, tally sheets can be designed to track amount of time spent studying, participating in group work, practicing reading, etc.

Focus

One feature that is designed to scaffold students is the Focus arrow, which hides all other sections when it is clicked. When editing an artifact using a one-page display, some section headings have small red arrows beside them. For example, the Content section has a focus arrow.

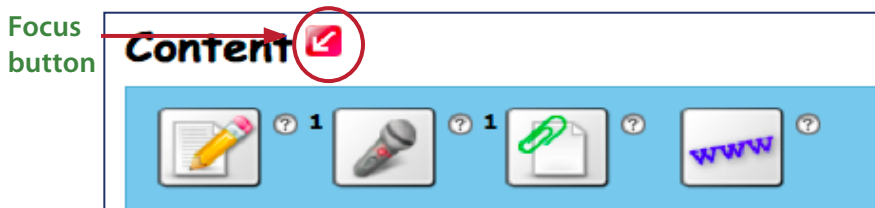


Figure 20: The focus button

When clicked, all ePEARL sections will be hidden except for the Content section and the goals set for this entry. This will help students focus on writing the content while keeping the goals in mind.

The top part of the Focus page displays the active section, while the bottom part displays the task goals and strategies (if any have been entered). The section that is focusing on at the bottom of the page can be changed by clicking on any of the other ePEARL sections in the list above the current selection. This provides a good starting point for completing the task, while still maintaining sufficient flexibility to accommodate individual student and teacher practices.

Viewing and Editing Items

In View mode, the entry is in a read-only format. From this screen, the student can:

- share the entry with others,
- delete it from ePEARL,
- choose to edit it,
- or send it to the Presentations folder.

If the student wishes to print out a copy, a printer-friendly version can also be accessed from this screen.

The only active fields on this screen are the Peer and Teacher Feedback boxes, each of which can be edited only by the respective user. For example, teachers will be able to write only in the Teacher Feedback box (when viewing from the Teacher environment), and peers will be able to write only in the Peer Feedback box (if the item has been shared with that peer).

Figure 21: The Edit icon



To edit the entry, students can click on the Edit button to activate the fields on the artifact screen. Students can also access the Edit screen directly from the artifacts index page by clicking on the Edit icon beside any artifact in the list.

In Edit mode, the features and fields that are available for each entry are activated. Only fields and features that are filled out in Edit mode will appear in View mode. Notice that the top navigation bar disappears in the Edit mode. This is to encourage students to focus on their current entry before navigating away to other areas of ePEARL.

Figure 22: View mode

Edit mode



Storage

Each student has been assigned a certain amount of storage space in ePEARL, which is determined at the school board (or district/division) level by the software's administrator. A meter reflecting the amount of storage space used appears at the top of the page. Students will not be able to add new artifacts once the meter is full.

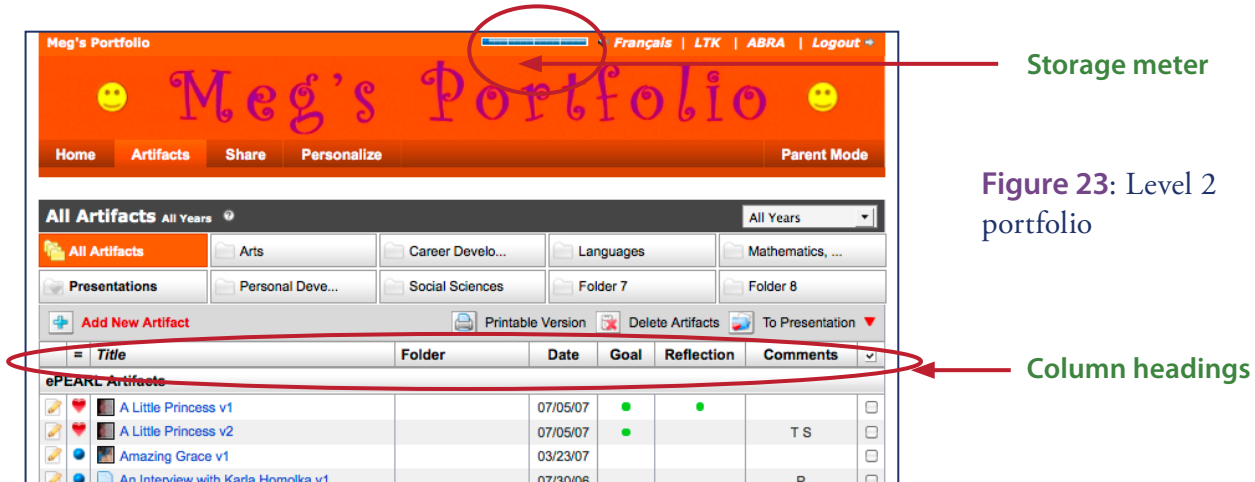


Figure 23: Level 2 portfolio

Sorting Items on the Index Page

Items are sorted alphabetically by default. Any column heading can be clicked to sort items accordingly. For example, artifacts may be organized by colour code by clicking on that column heading. Date sorting is in reverse chronological order so that the most recently added items appear at the top of the list.

TIP:

An individual artifact can also be shared when viewing the item by clicking on the Share button.

Sharing in ePEARL

Individual artifacts, the contents of a folder or the entire portfolio can be shared with classmates in the same class, in another class, or in another school using the Share feature. The software automatically shares students' portfolios with the homeroom teacher.

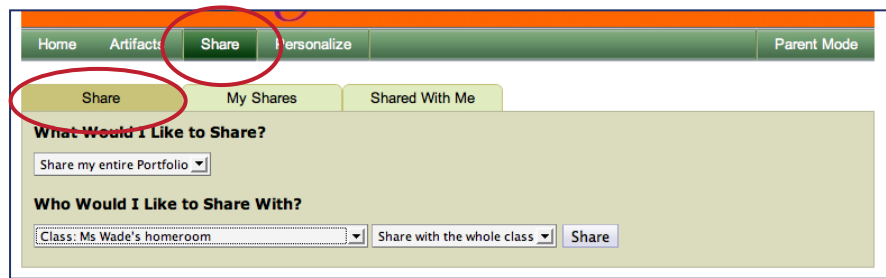


Figure 24: The Share icon

Peer Feedback

Students are encouraged to provide feedback to their peers and to consider feedback given to them. This can be done in ePEARL through the Share feature, which can be accessed from the menu bar just below the banner. This allows students to select what they want to share—their entire portfolio, individual folders or specific entries—and with whom.

Figure 25: The Sharing environment



How to Access Someone Else’s ePEARL: Peers who have been granted access to another student’s portfolio must enter that portfolio through the Share feature. Click on the tab labeled “Shared With Me” to see a list of the folders or entries that other students have chosen to share.

Figure 26: Access to external students shared portfolios



Clicking on any portfolio in the list will open a new window displaying the shared parts of that portfolio. Peer Feedback boxes will become editable (active) in the appropriate places. Peers are not able to edit or upload anything to another student’s ePEARL. Peers can see other peer, teacher, parent comments made on the shared item.

Each peer has access only to previous comments he or she has made. They cannot edit other peer comments. A name and date is automatically stamped above all peer feedback.

How to Stop Sharing With a Peer: When students want to stop sharing an item with a peer, they can simply click on the My Shared Artifacts tab and unshare the desired items by clicking on the red 'x' (see Figure 34, below).



Figure 27: Removing shared access

TIP:

Students may share their work within classes in the same school or within schools in the same board (or district/division). Teachers must first link their class to the appropriate classes in order for sharing to be activated in the students' environment.

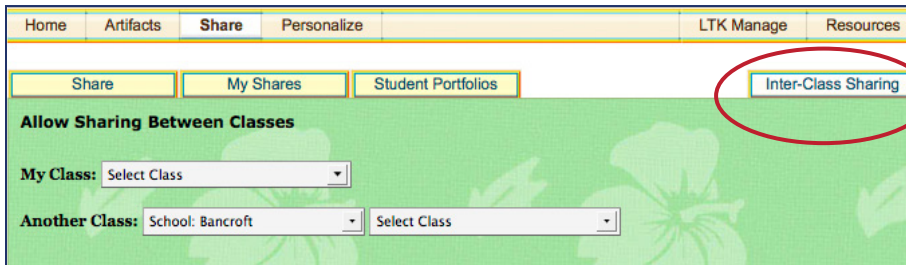


Figure 28: Teacher Portfolio: Interclass sharing

Parent Mode

Students are encouraged to share their portfolios with their parents. Parents do not have separate passwords; they must access the portfolio with their child. Clicking on “Parent Mode” at the right of the bar just below the banner activates the Parent Comments boxes on the Welcome screen as well as within each individual portfolio entry.

Figure 29: Accessing the Parent Mode



TIP:

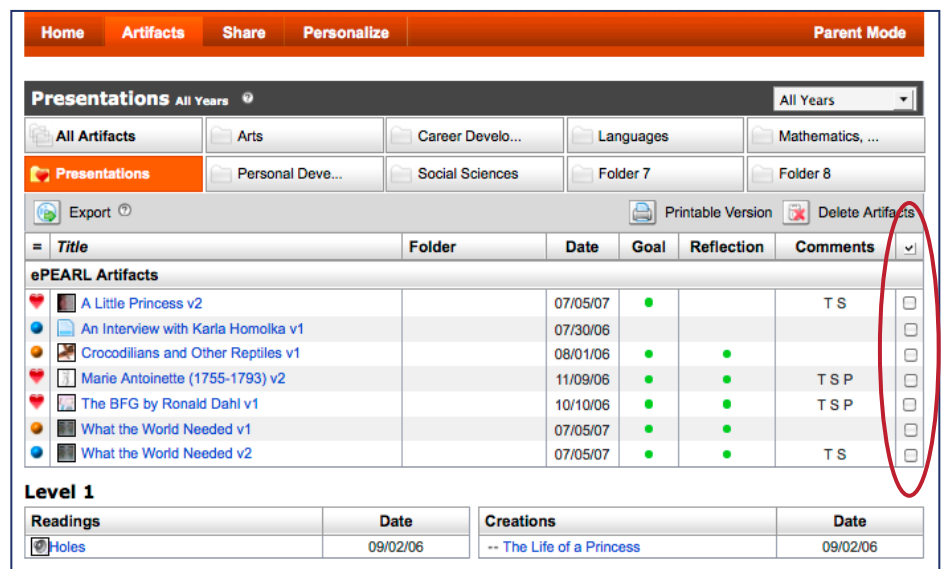
Teachers should instruct their students to copy artifacts over to their Presentations folder at the end of a school year or cycle and then delete the original artifacts from the portfolio using the global delete command on the Index Page. They will then start a new school year or cycle with a blank slate, having saved their most important items to the Presentations folder. This will minimize the amount of space required for the storage of student portfolios.

This also deactivates other features, such as editing capabilities. The rationale is that the purpose of parents navigating through the portfolio with their child is to comment on completed work and achievements. There is no need for the work to be editable while they do this.

The Presentations Folder: Archiving in Level 2

At the end of a term, school year or cycle, students should be asked to select those artifacts that best reflect their learning and send these to their Presentations folder. The Presentations folder is a cumulative storage place for artifacts organized by ePEARL level and by year. An artifact stored from any level will remain in this folder so, in theory, a student may store readings and creations from Level 1 and artifacts from Levels 2 and 3 and have an archive of their entire K-11/12 educational experience.

Figure 30: The Presentation folder



Sending to Presentations: Selecting and Reflecting

When an artifact has been shared and revised several times based on teacher and peer comments and is finally completed, a student may choose to send it to the Presentations folder. At this stage, students are encouraged to reflect on why they made this selection. Many teachers chose to engage in this selection process before a portfolio night, at the end of a term, and at the end of the school year.



Figure 31: Present an artifact icon

In ePEARL, when students click on the present icon, a new screen prompts them to think about the different reasons why they have selected this piece for the Presentations folder, and provides the option of adding further comments.

✖
➡

Edit Title ⓘ *

The BFG by Ronald Dahl

Parts Completed:

Goals ✓	Content ✕	Reflection ✓	CCC ✓
---------	-----------	--------------	-------

I am selecting this work because...

I did a good job	I worked hard	I learned a lot	I had fun	it meets my goals	it meets the criteria	other

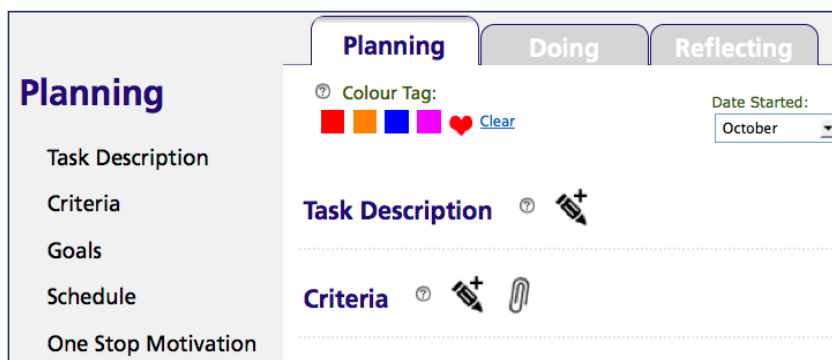
Comment about your selection

Figure 32: Reflection on why this artifact has been chosen

Level 3

ePEARL is designed to support self-regulated learning. This cyclical process promotes planning, doing and reflecting, with specific sub-processes under each. Self-regulated learning encourages students to be responsible for their own learning and make guided choices about what they need to work on.

Figure 33: The Planning phase



This guide will go into greater detail about this process as it takes place in the portfolio later in this section.

The Portfolio Environment

In Level 3, ePEARL offers a more mature portfolio space. Here, students can personalize their home page, add and edit general goals, create new work (referred to as artifacts) and archive work once it is completed. When users access the software, they are brought to the Home Page of their portfolio. Here, they are able to edit their General Goals, and view General Feedback posted by peers, teachers and parents. They can store artifacts that have been created outside of the software or create new ones directly in the portfolio by clicking on “Artifacts.” Once students are in the artifacts index, clicking on “add new artifact” will bring them to the Learning Process page. In this environment, students may be guided through each step of planning, doing and reflecting as they work.

Figure 34: Storing artifacts in Levels 3



Personalizing the Portfolio

In Level 3, students are encouraged to take creative ownership over their portfolios using the “Personalize” option found on the bar just below the banner.

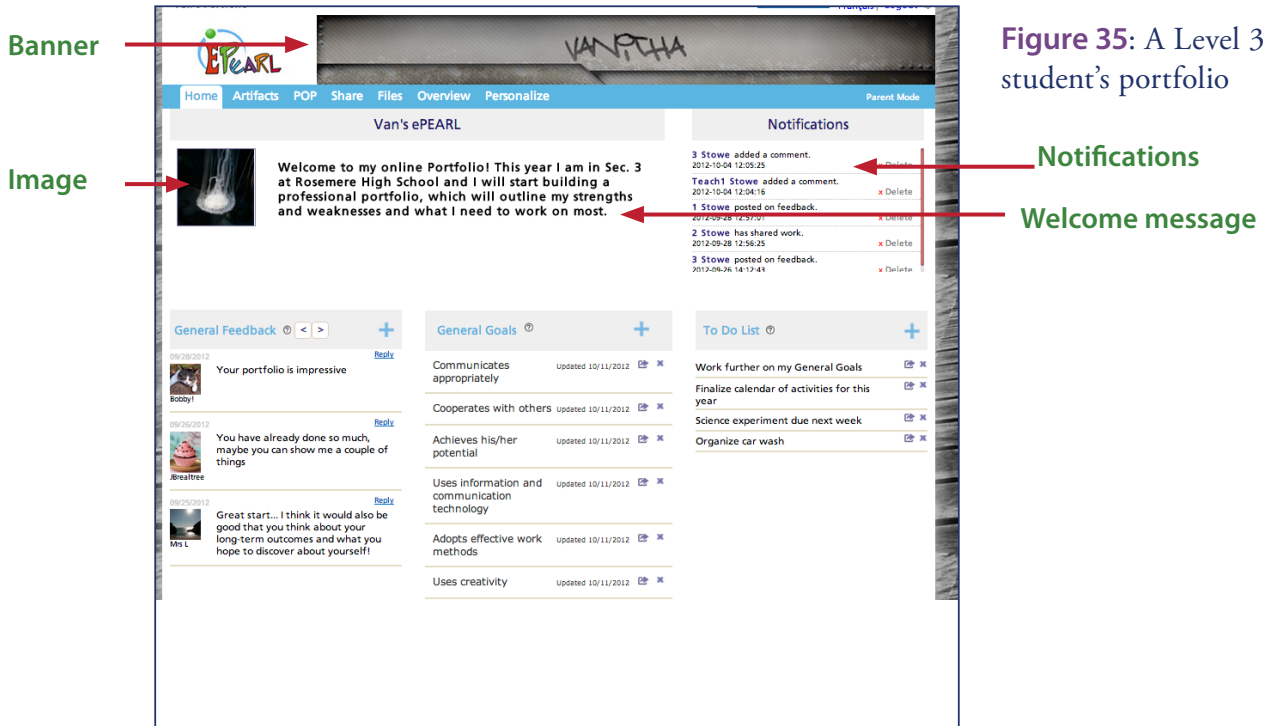


Figure 35: A Level 3 student’s portfolio

Welcome Screen

A welcome message may be added using the text editor, an image may be uploaded and used as a banner, and an image can be displayed next to the welcome message. A To Do List is also available to help students organize their activities and plan their time.

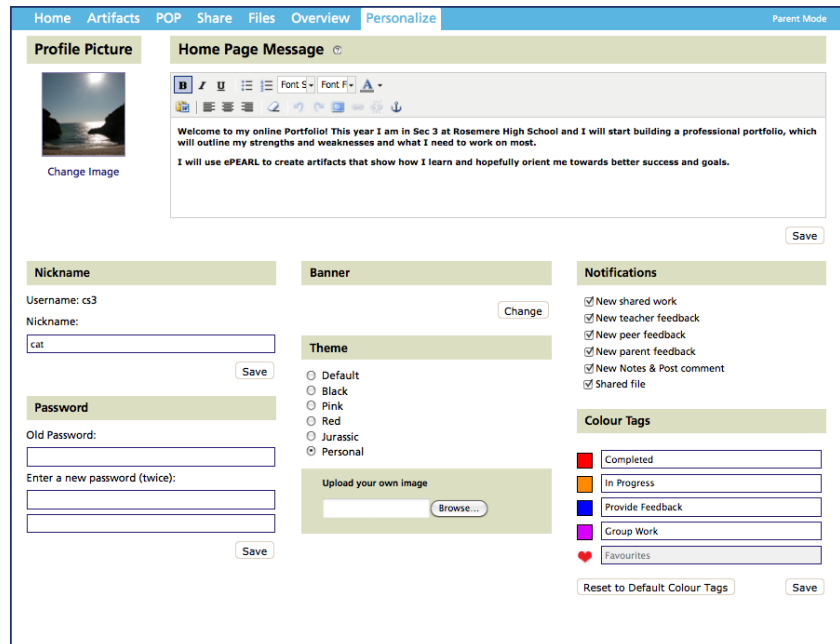
General Feedback

The general feedback area is designed to encourage teachers, peers and parents to write feedback to the student about their portfolio in general. Teachers can use this feature to guide students here about their General Goals.

General Goals

These are goals that the student sets for a term or an entire school year, they can be related to individual subject areas or cross curricular competencies for example.

Figure 36: Portfolio personalization options



The screenshot shows the 'Personalize' page in ePEARL. At the top, there are navigation tabs: Home, Artifacts, POP, Share, Files, Overview, and Personalize. The page is titled 'Parent Mode'. The main content area is divided into several sections:

- Profile Picture:** Shows a current profile picture of a sunset over water with a 'Change Image' button below it.
- Home Page Message:** A rich text editor with a toolbar (bold, italic, underline, list, font size, font color, background color, link, unlink, insert image, insert video, insert audio, insert code, insert table, insert link, insert unlink, insert image alt, insert video alt, insert audio alt, insert code alt, insert table alt, insert link alt, insert unlink alt) and a text area containing a welcome message. A 'Save' button is at the bottom right.
- Nickname:** Shows 'Username: cs3' and a 'Nickname:' field with the value 'cat'. A 'Save' button is below.
- Password:** Fields for 'Old Password:', 'Enter a new password (twice):', and a 'Save' button.
- Banner:** A section with a 'Change' button and an 'Upload your own image' section with a 'Browse...' button.
- Theme:** Radio buttons for 'Default', 'Black', 'Pink', 'Red', 'Jurassic', and 'Personal'.
- Notifications:** Checkboxes for 'New shared work', 'New teacher feedback', 'New peer feedback', 'New parent feedback', 'New Notes & Post comment', and 'Shared file'.
- Colour Tags:** A list of color-coded tags: 'Completed' (red), 'In Progress' (orange), 'Provide Feedback' (blue), 'Group Work' (purple), and 'Favourites' (red heart). A 'Reset to Default Colour Tags' button and a 'Save' button are at the bottom.

Banners

To further personalize their ePEARL, students can create their own banners to appear across the top of the screen. ePEARL has a gallery of banners to choose from, but students can also upload static images or text (in JPEG, GIF or PNG file formats) or even simple animated text (in the form of animated GIF files). Banners should be approximately 760x75 pixels and 72 dpi. Several programs students can use to create banners, and free websites where banners can be created or downloaded are listed in the Frequently Asked Questions section.

Themes

Students may select one of 6 background themes. The Personal theme allows the student to select a personalize image and tile it as the background to their portfolio.

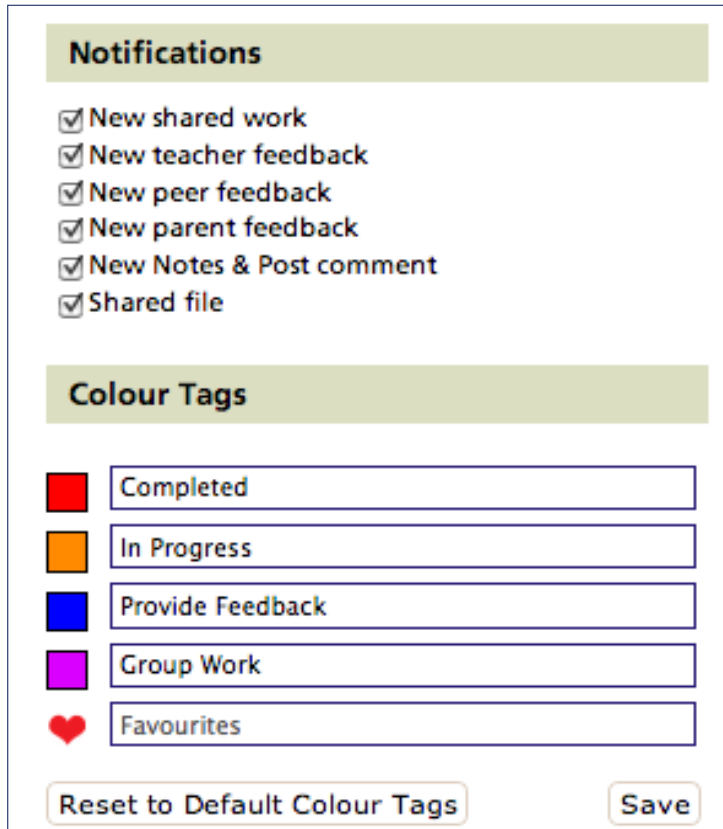
Colour Tags

Students may designate four colour tags. These can be used to help flag items (e.g. In Progress, Completed, Responded to Feedback). The software assigns the fifth code, "My Favourite". Artifacts can be sorted by colour tag.



Notifications

Students may select what appears as a notification on their Home Page by checking any of the 6 options. This feature can alert them to newly posted teacher feedback, for example.



Notifications

- New shared work
- New teacher feedback
- New peer feedback
- New parent feedback
- New Notes & Post comment
- Shared file

Colour Tags






	<input type="text" value="Completed"/>
	<input type="text" value="In Progress"/>
	<input type="text" value="Provide Feedback"/>
	<input type="text" value="Group Work"/>
	<input type="text" value="Favourites"/>

Figure 37: Personalization options

My Account

Password: In level 3 students may change the password that has been assigned to them by the system under the My Account tab. If a teacher's class logs in to ePEARL directly through the LTK login page. If the class accesses ePEARL through the school's portal, it is not possible for students to change their ePEARL passwords.

Nickname: Students can also choose to use a nickname rather than the given username to identify their ePEARL. This is useful when there is more than one student with the same name in a class, or if a student uses a different name than his or her given name. The nickname may be used to log in instead of the User ID.

Adding New Artifacts

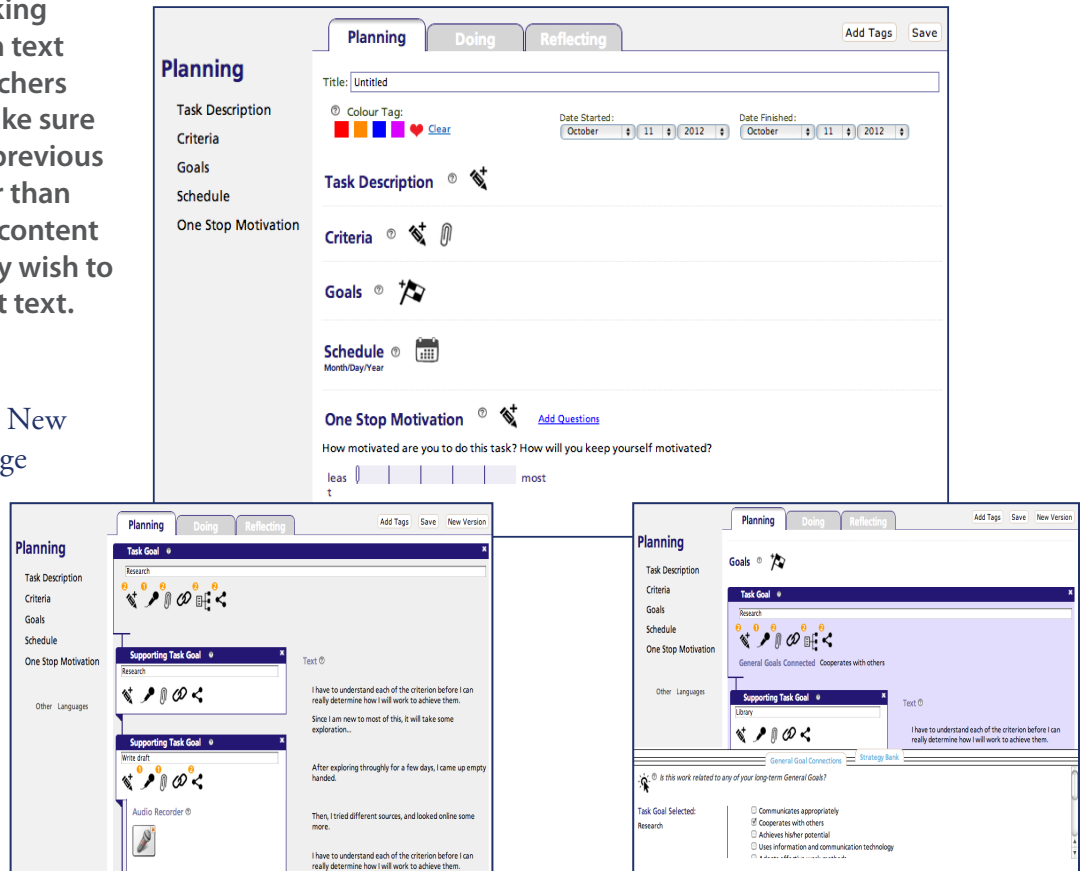
An entry in the portfolio is called an artifact. To add a new entry, students must click on Add New Artifact from the Artifacts Index page. Each entry in the portfolio is entered into a page. Students are required to provide a title for the entry and save it. These can be modified later, but this will encourage students to organize their work.

TIP:

When making changes in text boxes, teachers should make sure to add to previous text rather than overwrite content unless they wish to delete that text.

All other fields are optional, but support the learning process, and so should be considered carefully.

Figure 38: New Artifact page



Adding New Artifacts to the Portfolio

Learning Process: In order to support students as they complete their work and to help them learn more about self-regulation, ePEARL encourages the Learning Process that guides them through the creation of an artifact. Students are presented with small chunks of manageable Planning, Doing and Reflection tasks as well as detailed instruction about the task at hand. Students can set task goals and subtask goals, use the toolbox to link to general goals, and pull from their strategy bank.

The Learning Process emphasizes the planning and reflection stages, by incorporating motivation as well as self-satisfaction of achievement and lessons learned.

Bringing these aspects to the attention of students helps them become more aware of themselves as learners.. They realize how much they need to invest in the current task and how best to focus their efforts. These reflections can also be used as points to set goals for a following or up-coming project.

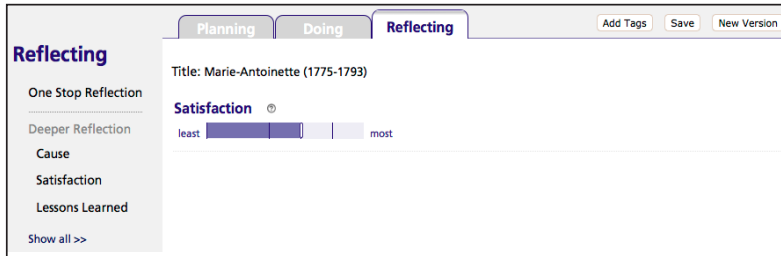


Figure 39: Reflecting

System and Student Defined Tags

Tags are designed to help students improve their organizational skills , as well as to categorize their workso that they may be easily retrieved. These can be used to assign, cross-curricular competencies, subject areas, or a tag created by the student. A user can add a tag at any time by clicking on the Add Tags button within an artifact or by checking an artifact on the Index page and clicking Add Tags.

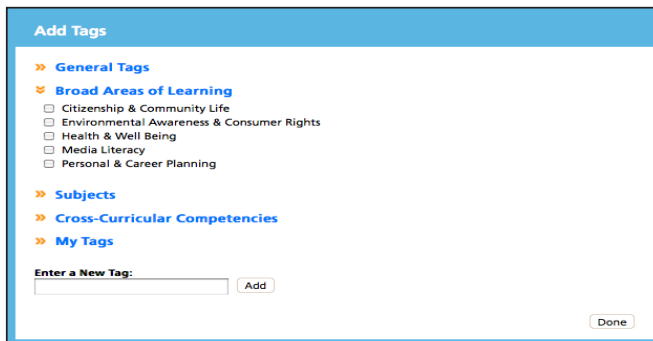


Figure 40: Add New Tags

Tags assigned to the artifact ca be seen from within the artifact on the left-hand column. To see all artifacts within a particular tag or combination of tags, students can use the Filters checklist on the Index page

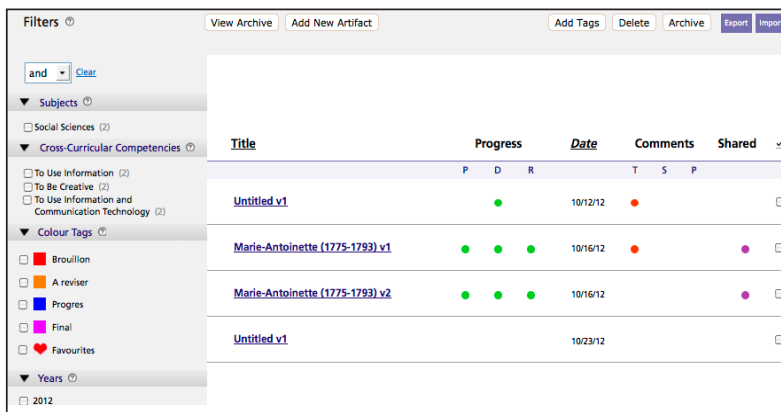


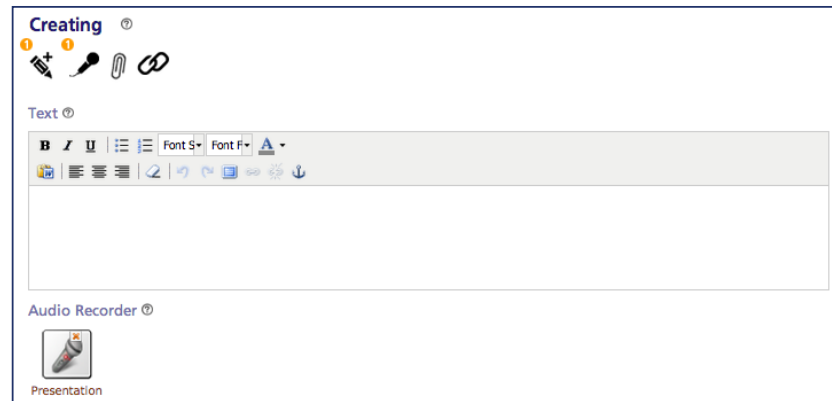
Figure 41: Filters

Adding Content

Toolbar

As a means to encourage the display of learning using multimedia, the toolbar provides the opportunity for multiple forms of content development. Each icon may be used an unlimited number of times.

Figure 42: Toolbar-Multimedia Content



TIP:

If students wish to record and add a longer segment, they may do so by recording into generic audio software and then uploading this audio file to their artifact as an attached file.

TIP:

Headphones should be used if several students are recording at once.

Text Editor

Students may write essays directly in the text editor. Depending on which web browser you are using, a spell check function may be available. For example, when using Mozilla's Firefox, words spelled incorrectly will be underlined in red.

Audio Recordings

The recorder allows students to attach audio snippets to their artifacts. The maximum length of the recording is determined by the LTK administrator. Note that lengthy recordings will take a long time to save and load. Recordings may be any oral material that the student wishes to record. These may include segments of oral presentations or music recordings, as well as reading samples.

File Attachments

Work created outside of ePEARL may be attached. Any type of file is accepted here, .doc, .xls, .ppt, etc..., opening up the infinite possibilities of materials that can be included in the portfolio.

Web URLs

Students can enter hyperlinks to podcasts, websites or blogs.

Toolbox

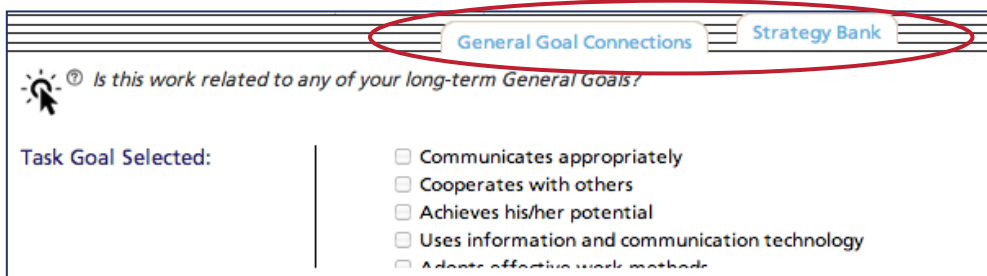
The Toolbox feature, which is designed to scaffold students' learning, scaffolds learning according to the theory of self-regulation. It appears at the bottom of the screen at each of the three phases: Planning, Doing and Reflecting. Depending on the phase the student is working on, the toolbox includes different items that further support the SRL process.

Planning

The toolbox promotes better planning by featuring the following scaffolds:

- **General Goal Connections:** Provides the opportunity for students to link their Task goal(s) to their General goal(s). Helps students understand how working on a specific task moves them closer to achieving their larger objectives.

Figure 43: Toolbox
- Planning



General Goal Connections Strategy Bank

⚡ Is this work related to any of your long-term General Goals?

Task Goal Selected:

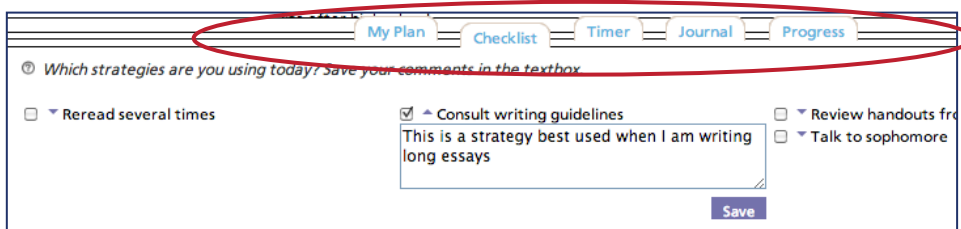
- Communicates appropriately
- Cooperates with others
- Achieves his/her potential
- Uses information and communication technology
- Adapts effective work methods

- **Strategy Bank:** Allows students to pull from a list of strategies they have used and built over time.

Doing

Following and adjusting the plan is critical in the Doing phase. The toolbox features the following scaffolds:

- **My Plan:** Helps students keep track of their goals and strategies and to modify their plan as needed during the Doing phase.
- **Checklist:** Allows students to check off which strategies they have used and make quick notes about the effectiveness of each.



My Plan Checklist Timer Journal Progress

Ⓢ Which strategies are you using today? save your comments in the textbox

- Reread several times
- Consult writing guidelines
This is a strategy best used when I am writing long essays
- Review handouts from
- Talk to sophomore

Save

Figure 44: Toolbox
- Doing

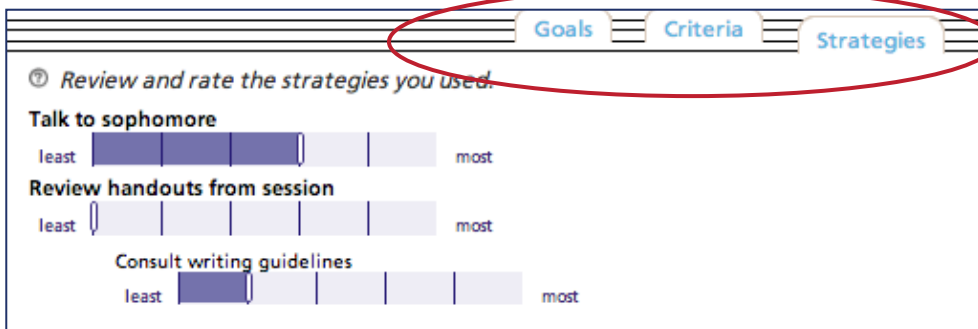


- **Timer:** Helps students organize their time efficiently.
- **Journal:** Encourages student to keep track of their learning behaviours.

Reflecting

Looking back at the process is as important as assessing achievements. The toolbox provides the following scaffolds:

- **Goals:** Provides the opportunity for students to rate how close they came to achieving their goals that, in turn, helped them work towards their general goals.
- **Criteria:** Provides the opportunity for students to review the criteria for the work, make sure they have met all of them, and will be evaluated fairly.
- **Strategies:** Provides the opportunity for students to rate and review their strategies, so that the next time they are doing a similar task they can pull out the most effective and useful strategies.



Goals **Criteria** **Strategies**

Review and rate the strategies you used.

Talk to sophomore
least [Progress bar: ~75%] most

Review handouts from session
least [Progress bar: ~10%] most

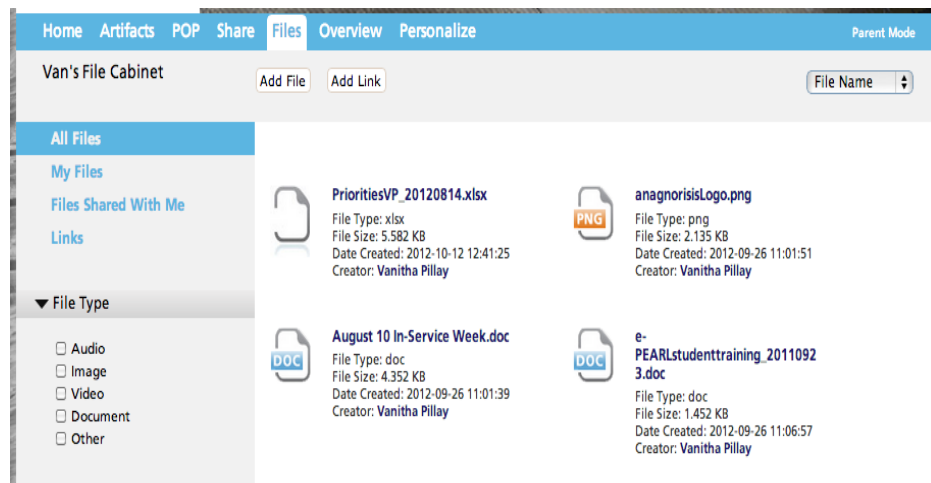
Consult writing guidelines
least [Progress bar: ~25%] most

Figure 45: Toolbox
- Reflecting

Files

Students can store a number of files of any kind in their file cabinet. Students can easily retrieve files when working from home, even if the document was started at school, simply by uploading the saved document to their file cabinet. Files can be shared amongst students by clicking on the icon and selecting who you would like to share it with. Shared files will automatically appear in the student's file cabinet. This can be quite practical for peer editing! Teachers can also share files with students, such as criteria rubrics, and assignment description.

Figure 46: The File Cabinet

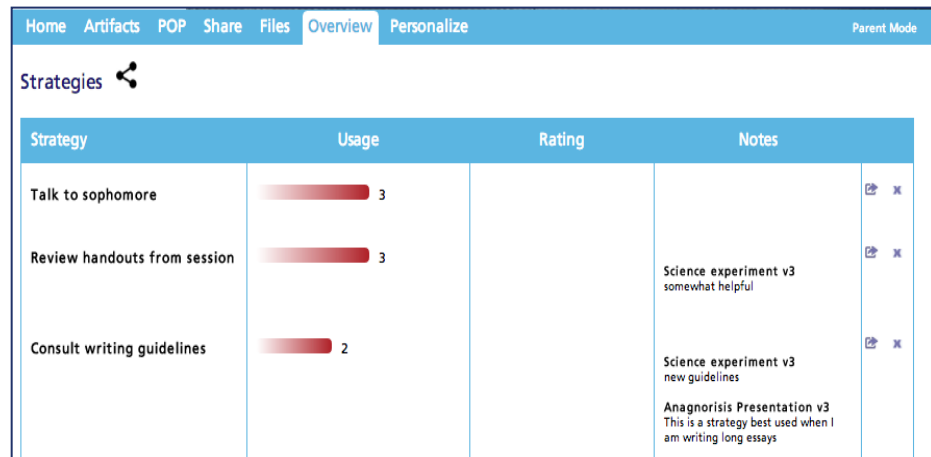


TIP:

Students can set their notifications to alert them when a new file has been shared with them

Overview

An overview can be generated for two important SRL processes: Strategies and General Goal Connections. The overview allows the student to see how often he/she has used a strategy, rate its usefulness and make notes about it. Furthermore, students can see how often they have linked to a specific General Goal. This can help the student, as well as the teacher to assess which goals are being neglected, and work towards them.

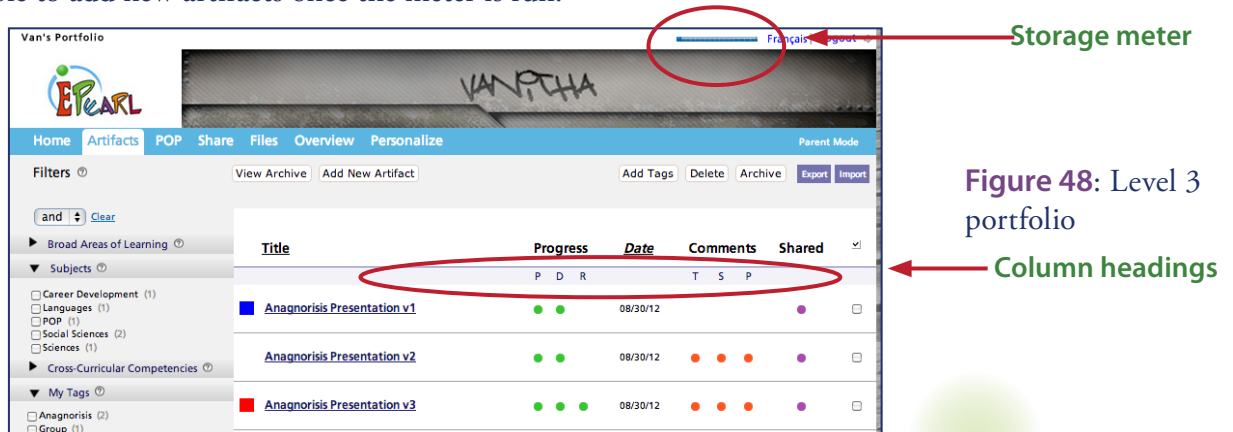


Strategy	Usage	Rating	Notes
Talk to sophomore	3		
Review handouts from session	3		Science experiment v3 somewhat helpful
Consult writing guidelines	2		Science experiment v3 new guidelines Anagnorisis Presentation v3 This is a strategy best used when I am writing long essays

Figure 47: Overview

Storage

Each student has been assigned a certain amount of storage space in ePEARL, which is determined at the school board (or district/division) level by the software’s administrator. A meter reflecting the amount of storage space used appears at the top of the page. Students will not be able to add new artifacts once the meter is full.

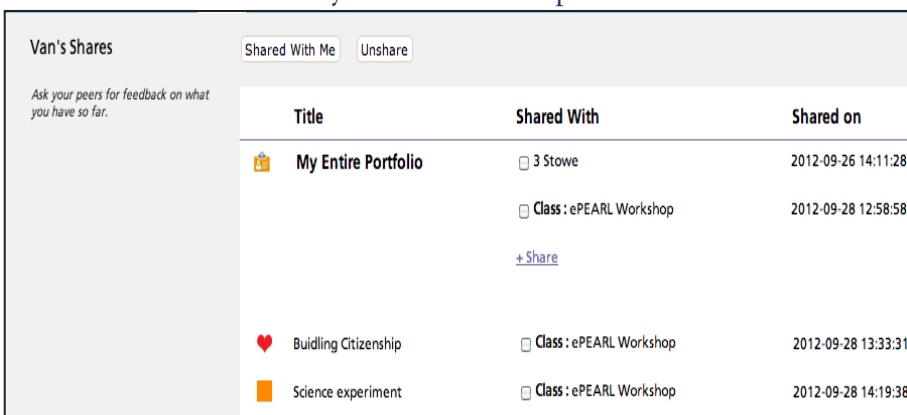


Sorting and Filtering Items on the Index Page

Items can be sorted on the Index page, either alphabetically by clicking on the Title column heading or chronologically by clicking on the Date column. By checking any of the items and selecting ‘and’ or ‘or’ in the Filters sidebar, students can search the contents of their portfolio using Boolean logic. For example students can search for artifacts that fall under ‘POP’ and ‘To be creative’, or under ‘To work with others’ or ‘Group’, which will yield different search results.

Sharing in ePEARL

Individual artifacts or the entire portfolio can be shared with classmates in the same class, in another class, or in another school using the Share tab. The software automatically shares students’ portfolios with the homeroom



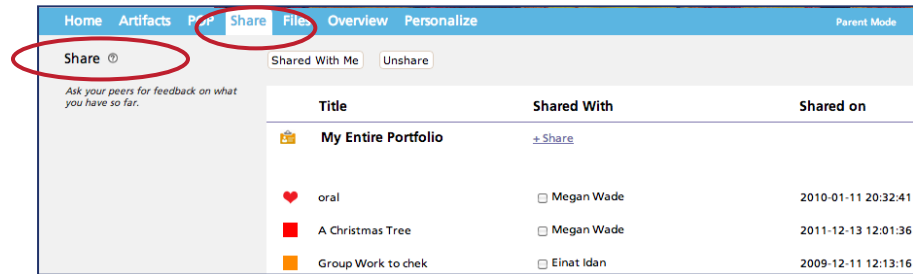
TIP:
An individual artifact can also be shared while creating the item in Doing.

Figure 49: Sharing

Peer Feedback

Students are encouraged to provide feedback to their peers and to consider feedback given to them. This can be done in ePEARL through the Share tab, which can be accessed from the menu bar just below the banner. This allows students to select what they want to share—their entire portfolio or specific entries, depending on how they access Share—and with whom.

Figure 50: The Sharing environment



How to Access Someone Else’s ePEARL: Peers who have been granted access to another student’s portfolio must enter that portfolio through the Share feature. Click on the button labeled “Shared With Me” to see a list of the entries that other students have chosen to share.

Figure 51: Access to external students shared portfolios



TIP:

Students can set their notifications to laert them when a peer has shared new work with them

Clicking on any portfolio in the list will open a new window displaying only the shared parts of that portfolio. General Feedback on the home page and Peer Feedback boxes will become editable (active) in the appropriate places. Peers are not able to edit or upload anything to another student’s ePEARL.

Each peer has access only to previous comments he or she has made. They cannot edit other peers, teacher or parent comments. A name and date is automatically stamped above all peer feedback.

How to Stop Sharing With a Peer: When students want to stop sharing an item with a peer, they simply check the person's name on the My Shares page and click the unshare button.

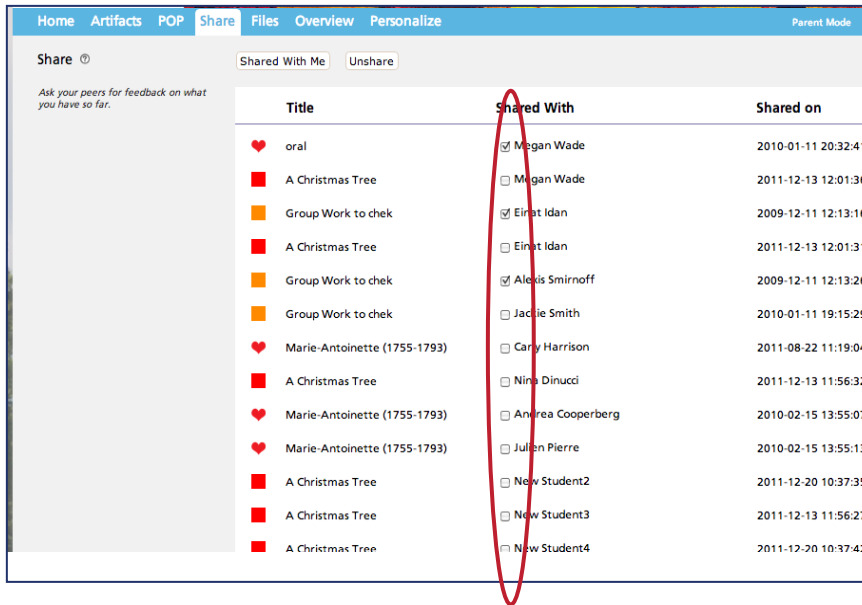


Figure 52: Removing shared access

Inter-class Sharing: Students may share their work within classes in the same school or within schools in the same board (or district/division). Teachers, in their own portfolios, must first link their class to the appropriate classes and allow inter-class sharing, in order for sharing to be activated in the students' environment.

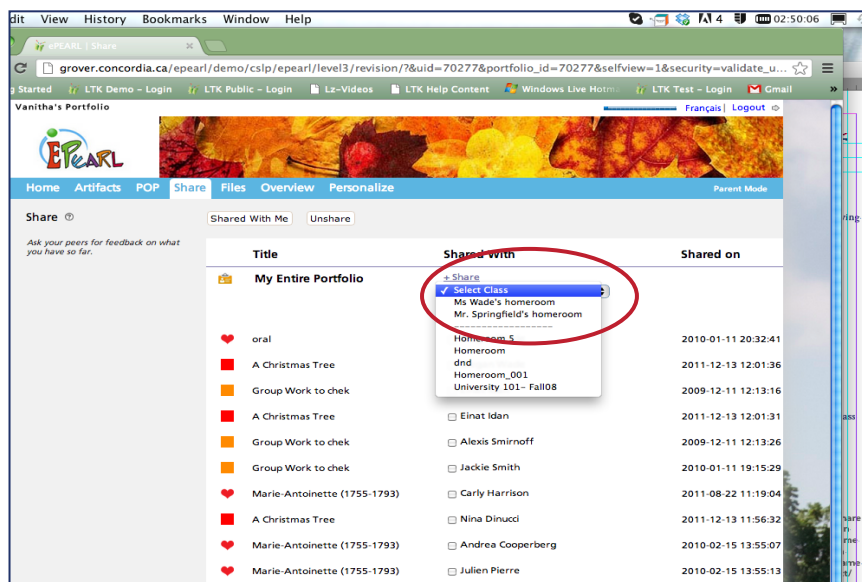
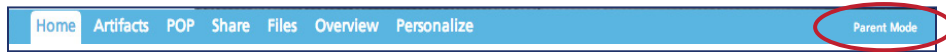


Figure 53: Interclass sharing

Parent Mode

Students are encouraged to share their portfolios with their parents. Parents do not have separate passwords; they must access the portfolio with their child. Clicking on “Parent Mode” at the right of the bar just below the banner activates the Parent Mode. Parents can then enter General Feedback, as well as comments within each individual artifact.

Figure 54: The link to Parent Mode



This also deactivates other features, such as editing capabilities. The rationale is that the purpose of parents navigating through the portfolio with their child is to comment on completed work and achievements. There is no need for the work to be editable while they do this.

Archiving in Level 3

At the end of a term, school year or cycle, students should be asked to select those artifacts that best reflect their learning and send these to their Archive, then delete the original artifacts from the portfolio using the global delete command on the Index Page. The Archive is a cumulative storage place for artifacts organized by ePEARL level and by year. This will minimize the amount of space required for the storage of student portfolios. They will then start a new school year or cycle with a blank slate, having saved their most important items to the Archive. An artifact stored from any level will remain in this folder, so in theory, a student may store readings and creations from Level 1 and artifacts from Levels 2 and 3 and have an archive of their entire K-11/12 educational experience.

Figure 55: Accessing the Archive

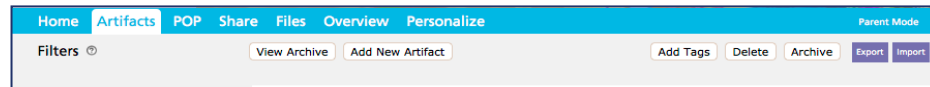
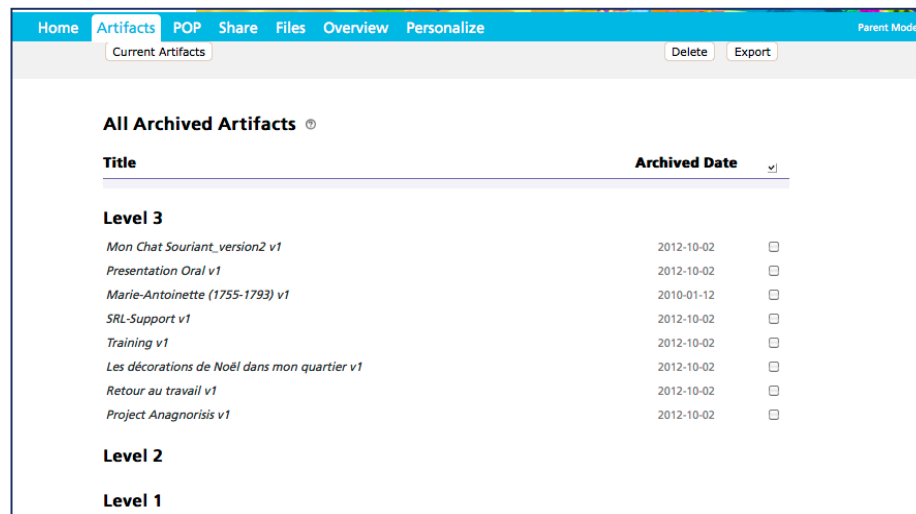


Figure 56: Archive



Exporting Artifacts in ePEARL

The artifacts in Level 3 can be exported from the online environment. They can then be saved on the computer and burned on a CD or other portable memory device. This will allow students to see their work as it appears in ePEARL without internet access or having to log in to the software. This makes a nice record of accomplishments that can be taken home, given as a gift or transferred if the student is moving. Only items within the Presentations folder at that time will be exported.

The process requires only that students select the artifact they wish to export from the Artifacts Index page, or from the Archive, and then click the Export button.

Figure 57: The Export icon

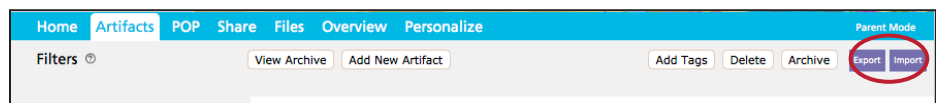


Figure 58: Level 3 - Export

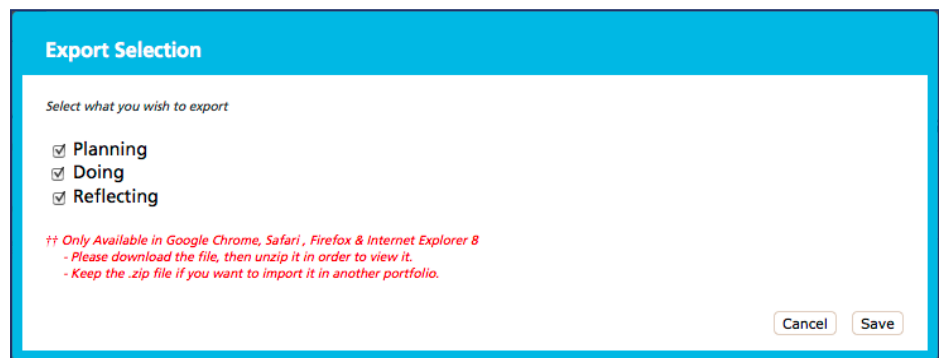


Figure 59: The Logout icon



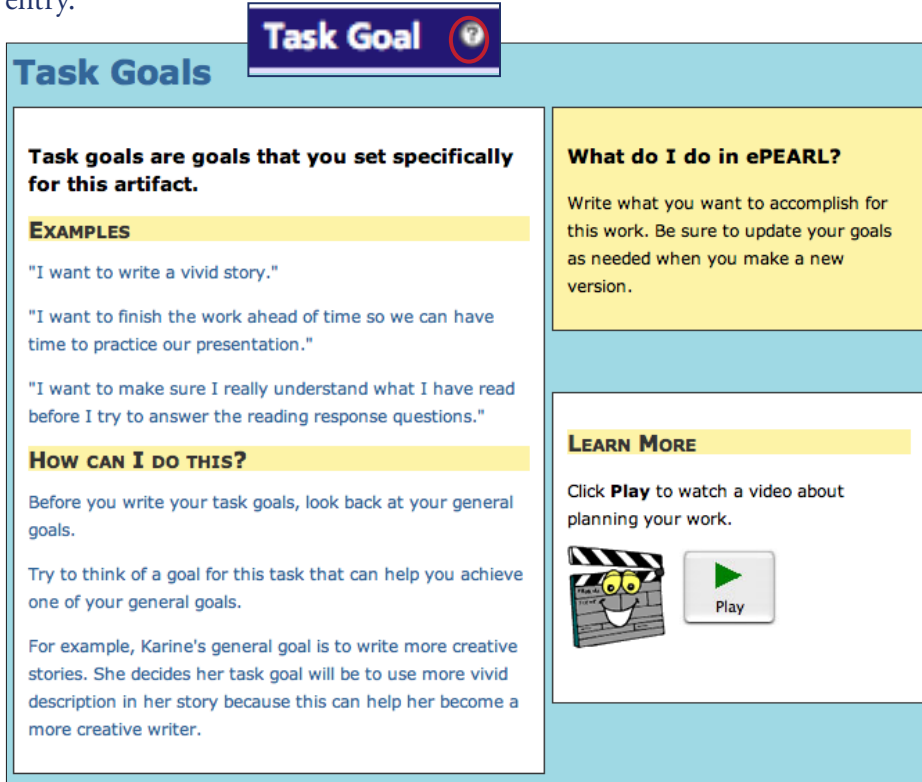
Navigation and Logging Out

It is best to use the navigation buttons within the software rather than the browser's. To log out properly, use the logout button in the top right corner. When a new window is opened (for example, when viewing someone else's ePEARL), use the close window button located in the same place.



Embedded Support

Support for each feature within an entry is available for students, teachers, peers and parents (where necessary). However, the support is available only when the feature is active. Therefore, support for students filling out information about an entry will be available in the Edit screen of the entry. Information for a peer, teacher or parent commenting on an entry will be available near their respective text boxes in the View screen of the entry.



Task Goal ?

Task Goals

Task goals are goals that you set specifically for this artifact.

EXAMPLES

"I want to write a vivid story."

"I want to finish the work ahead of time so we can have time to practice our presentation."

"I want to make sure I really understand what I have read before I try to answer the reading response questions."

HOW CAN I DO THIS?

Before you write your task goals, look back at your general goals.

Try to think of a goal for this task that can help you achieve one of your general goals.

For example, Karine's general goal is to write more creative stories. She decides her task goal will be to use more vivid description in her story because this can help her become a more creative writer.

What do I do in ePEARL?

Write what you want to accomplish for this work. Be sure to update your goals as needed when you make a new version.

LEARN MORE

Click **Play** to watch a video about planning your work.




Figure 60: Embedded support

Video Support

In addition to the embedded textual support, ePEARL also contains short video clips to model and support pivotal self-regulation steps. These videos provide just-in-time modeling for students and teachers to help integrate self-regulation theory into daily classroom practice. These videos can easily be part of the teacher's introduction of tasks such as setting goals, meaningful reflection and providing peer feedback. Students may access them independently in class as refresher videos for concepts they have learned and practiced offline.

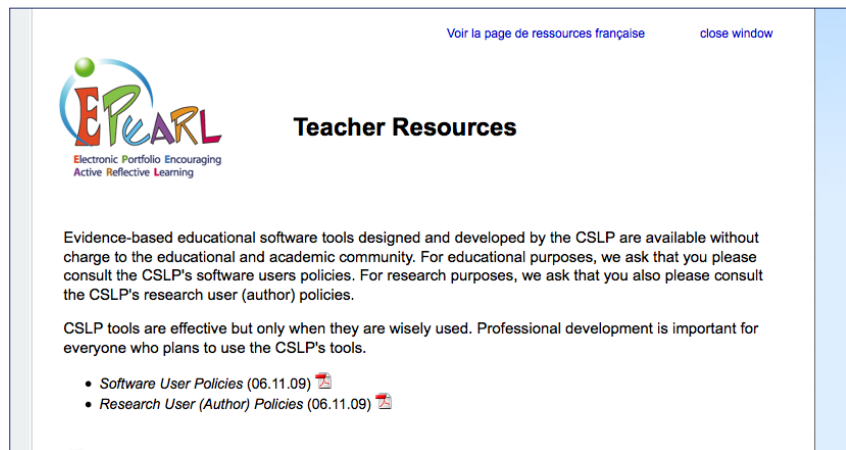
The videos were designed to be level-specific and support critical information with textual reinforcement. Level 2 videos include an advanced visual organizer to explain the process, a "testimonial" style exposition of the topic and then practical examples.

The videos conclude with a review of the main points using both visual and verbal cues, and finally a practical tip to get students started on the task. Videos are also offered in French. Support videos and other teacher's materials are on the teacher resources page accessible from within ePEARL. As material is developed, it will be posted to this website so that support will grow over the year.

Figure 61: Link to the Teacher Resource page



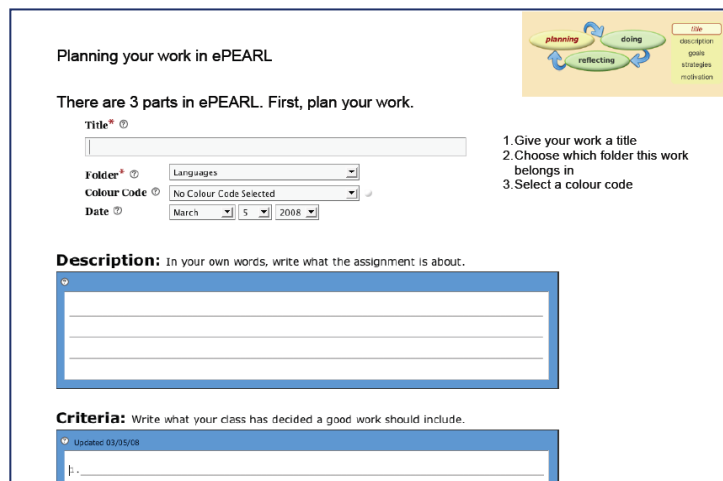
Figure 62: The Teacher Resources page



Offline Integration

Because it may be difficult to use video in the classroom, in order to facilitate incorporation of the lessons learned into classroom practice, ePEARL also provides printable worksheets that prompt students to follow the main points in the videos by writing their own answers about their task. These worksheets can be printed from the teacher resource page.

Figure 63: Printable worksheet for the classroom



Planning your work in ePEARL

There are 3 parts in ePEARL. First, plan your work.

Title*

Folder*

Colour Code

Date

Description: In your own words, write what the assignment is about.

Criteria: Write what your class has decided a good work should include.

1. Give your work a title
2. Choose which folder this work belongs in
3. Select a colour code



The Teacher Module

The teacher portfolio environment is similar to the Student one, but has additional administrative features, sharing privileges and links to resources. All homeroom teachers are linked to their homeroom class. This means that teachers can view the students in their class (along with the students' access information) and view students' portfolio, through the LTK Manage function.

It is recommended that teachers review the set-up for their students prior to using ePEARL with a class. For example, if students are missing from the class list, they can be added or if ePEARL levels have been incorrectly assigned they can be changed.

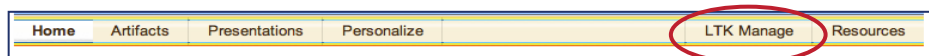


Figure 64: Link to the LTK Management environment

Classroom management

ePEARL users now have access to the LTK Manage section, from the LTK Lobby page. This section allows users to easily manage their classes and students in one convenient location for all the LTK tools. Here, teachers can:

- View their students portfolios
- Provide feedback on their student's work
- Edit student levels
- Edit their own information such as password, colour codes etc.
- Link to more classes
- New this year: Notification!

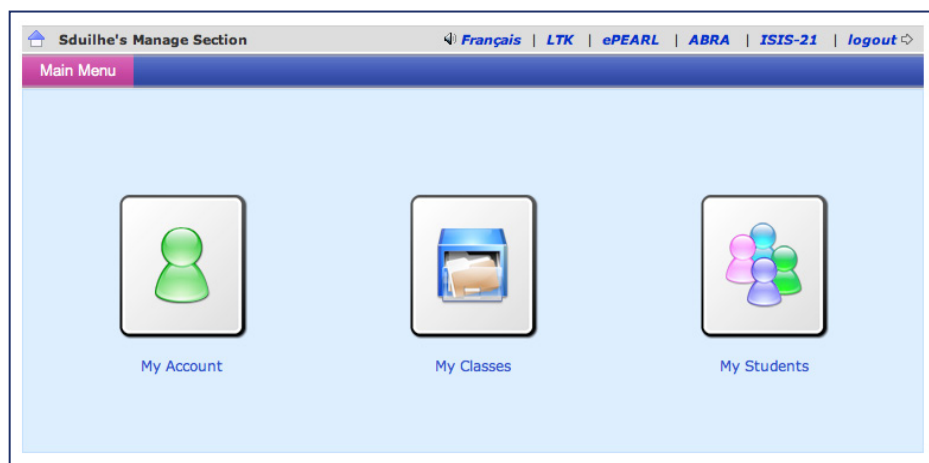


Figure 65: The LTK Management homepage

Check Assigned ePEARL Levels

Teachers should check that their students have been assigned the correct ePEARL level. These are the levels recommended by the CSLP:

K-2: Level 1

3-6: Level 2

7-12: Level 3

Any student’s ePEARL level can easily be changed by accessing the My Students tab in LTK Manage, clicking the pencil icon beside the student’s name and choosing the correct level from the menu.

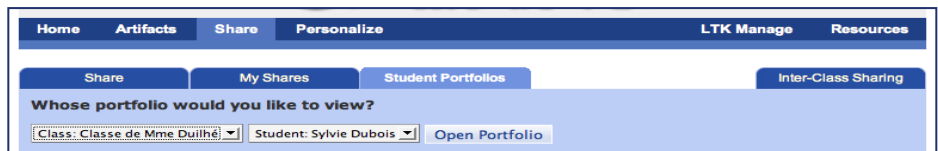
Viewing Student Portfolios and Providing Feedback

Teachers automatically have access to their students’ portfolios, and can view them in two ways:

- 1) by clicking on “Share” in the navigation bar, then on “Shared with me”
- 2) from the LTK manage section, by clicking on the class and then the folder icon next to a student’s name.

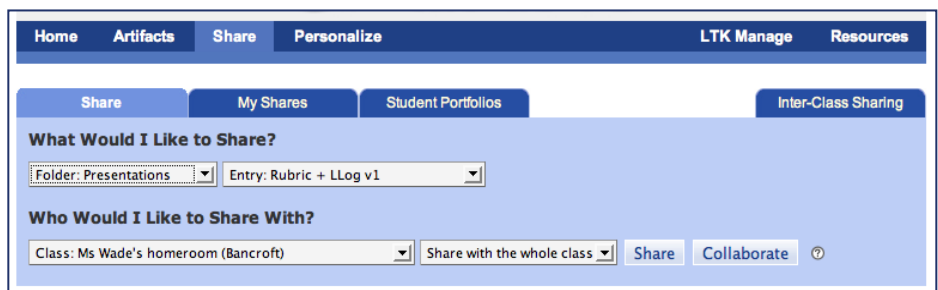
Feedback may be provided on artifacts, a student’s general goals, task goals/strategies, reflections, or the portfolio as a whole.

Figure 66: Viewing students’ portfolios



In order to view a student’s portfolio in Level 2, from the Share area, click on the Student Portfolios tab and select the appropriate class (only those classes you are linked to will be displayed). Select a student name from the drop-down list. on “Artifacts” in the bar just below the banner in a student’s ePEARL, teachers can display a specific piece and provide feedback on the goals, the reflection or the artifact itself.

Figure 67: Level 2 - Sharing portfolios or artifacts



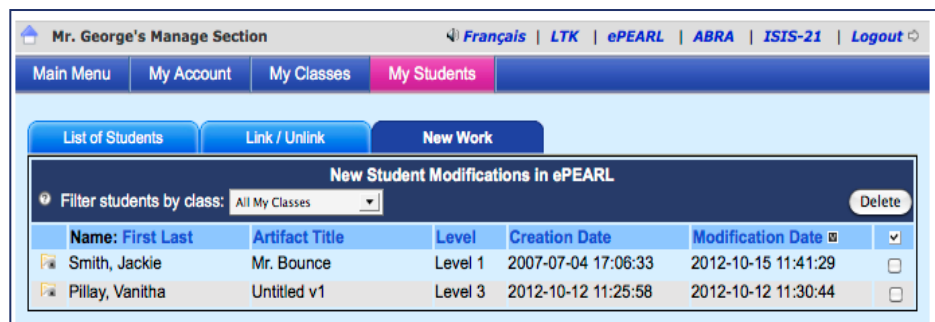
In Level 3, teachers may view their students’ portfolios through the LTK manage function . Teachers can provide general feedback on the home page, on the portfolio as a whole and on task goals/strategies and reflections.

New Work

Teachers are notified when students create new artifacts, or add goals, recordings or reflections to existing work under the New Work tab. This is a simple and efficient way for teachers to go through their students’ portfolios.

Teachers can filter students by class using the drop down menu.

Figure 68: LTK Manage - New Work tab



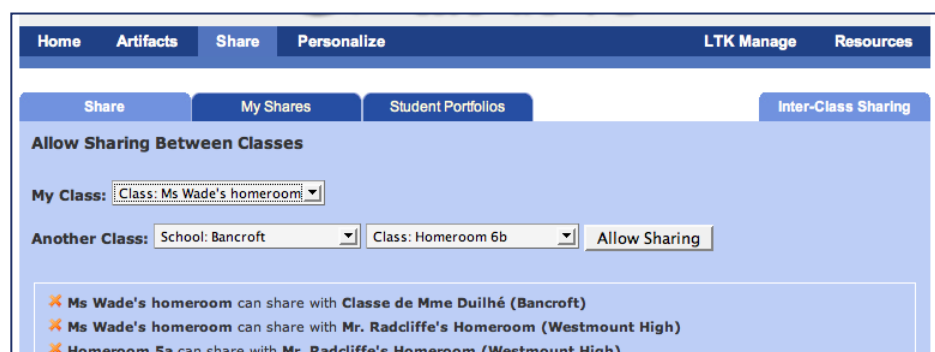
Teachers may also opt to share specific artifacts or entire folders with their students.

Sharing with Other Classes

Teachers can allow students from their class to share with students in another class in the school. To do this, teachers can click on the Inter-Class Sharing tab in the Share section in their own portfolio. Teachers can select their class and then the school and class they would like their class to share with, then click on “Allow Sharing” to connect them.

Until this connection is severed (by clicking on the ‘x’ in the list below), students in these two classes will be able to share their artifacts with each other through the regular sharing function.

Figure 69: Sharing with other classes



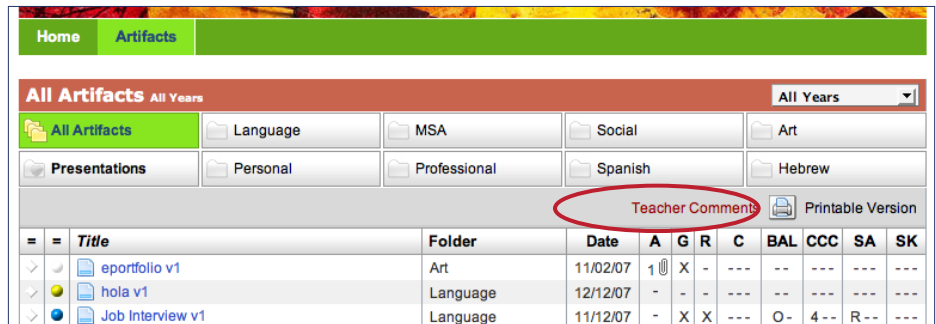
Printing Teacher Comments

All the comments a teacher has given a student so far can be organized and printed from a student’s portfolio, click on “Artifacts.” then on “Teacher Comments” (in red). The teacher will be able to read and print a list of their comments grouped by Artifact, by Type (feedback on task goals, on reflections, etc.) or by Date.

This feature can be used to:

- Prepare for a parent-teacher interview
- Keep track of students’ development through the year or in a particular subject area
- Help write report cards on students’ performance
- Organize! It will help teachers provide regular feedback on each student’s portfolio.

Figure 70: Level 2 - Viewing Teacher Comments from the artifact page



The screenshot shows the 'All Artifacts' page with a navigation menu at the top. Below the menu, there are folders for 'All Artifacts' and 'Presentations'. The 'All Artifacts' folder is expanded, showing sub-folders for Language, MSA, Social, Art, Personal, Professional, Spanish, and Hebrew. A 'Teacher Comments' link is circled in red, and a 'Printable Version' link is also visible. Below the navigation, there is a table with columns for Title, Folder, Date, and various performance metrics (A, G, R, C, BAL, CCC, SA, SK).

	Title	Folder	Date	A	G	R	C	BAL	CCC	SA	SK
>	eportfolio v1	Art	11/02/07	1	X	-	---	--	---	---	---
>	hola v1	Language	12/12/07	-	-	-	---	--	---	---	---
>	Job Interview v1	Language	11/12/07	-	X	X	---	O-	4--	R--	---



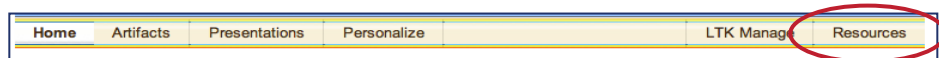
Sub-administrators

There may be instances in which teachers would like to add a new teacher (e.g. a student teacher or substitute teacher) or student to the school if they were not included in the database at the start of the school year. Sub-administrator accounts have been set up to allow for the management of classes, teachers, and students. There is usually one person in each school with Sub-administrator privileges. It may be the principal, the computer teacher, or a consultant at the board/district/division level. In Quebec, the local RECIT will know who has been assigned this role within their board.

Resources

Teachers are encouraged to consult the Resources tab as the CSLP team continues to develop bilingual job aids and supplemental materials to help support the use of ePEARL in classrooms. All of the embedded video support and virtual tutorials can be accessed from this page as well. Materials will be added to this page on a continuous basis.

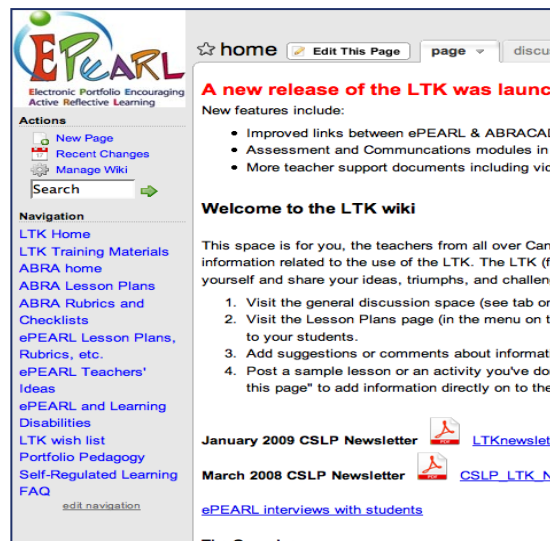
Figure 71: Link to the Teacher Resources page



Online community

Teachers are encouraged to join the CSLP online community of educators working with ePEARL. We have built a wiki (an online forum that anyone can add information to) to connect educators from around the world. On this wiki we have a discussion page, links to other sources of information on self-regulated learning and portfolio pedagogy, as well as new lesson plans and support materials in development that get posted

Figure 72: The LTK Wiki



here before being added to the teacher resources page. This is also meant to be a place where teachers can share ideas, post lesson plans, ask questions, and get support from other educators using ePEARL. To join, email ltkhelp@education.concordia.ca and include “wiki invite” in the subject line. We will send the invitation and link to join this moderated online community.

Virtual Tutorial

To assist new users in learning all of the features of ePEARL, the CSLP has created an online Virtual Tutorial that can be accessed through the teacher Resources page. This Virtual Tutorial is a series of 3-5 minute videos that provide instruction on how to use ePEARL and pedagogical tips to help teachers make the most of the software. The Virtual Tutorial includes printable guides and access to a demo account to practice what is demonstrated in each video. These can be used by teachers learning the software on their own, or can be used to introduce students to new features by showing the videos to the whole class.



Figure 73: The ePEARL Virtual Tutorial

For further information on using ePEARL please email ltkhelp@education.concordia.ca. Teachers in Quebec can also contact their local RECIT.



Frequently Asked Questions

- Q1. How are images or other files uploaded?
- Q2. How large a file can be uploaded?
- Q3. What size should a banner file be?
- Q4. How can students create their own banners?
- Q5. When viewing an artifact, I am unable to edit. Why is this?
- Q6. How can students record something in their portfolio in Levels 2 and 3?
- Q7. What should students do when asked to “trust a CSLPIERI certificate” when using the recorder?
- Q8. Why isn’t the recorder working?
- Q9. Can I link/unlink students to my class list?
- Q10. How are Level 1, Level 2 and Level 3 different?
- Q11. How can I move students’ work from one level to the next?
- Q12. How do students move things from their portfolio to the Presentations folder?
- Q13. When should students clean up their portfolios?
- Q14. Where do I provide feedback to my students?
- Q15. Can students provide feedback to each other?
- Q16. What if students forget to save?
- Q17. What is the Learning Process for, and can students work outside the portfolio?
- Q18. How can I view a student’s work?
- Q19. Can a parent modify an artifact?
- Q20. What if I am not connected to my classes?
- Q21. How can I get rid of the garbage characters when I cut and paste from Word into the text editor?

Q1. How are images or other files uploaded?

Users are able to upload a file anywhere they see a paperclip icon. To do this, click on the icon, to bring up a directory of files and folders stored on the computer. Locate the file and double-click on it. The file will appear immediately. To remove the file, click on “deselect” below to the file name and the file will disappear immediately. Don’t worry if you see only the file name without the image at first. Once the artifact is saved, all attachments will appear as they should.

Q2. How large a file can be uploaded?

The maximum file size is set by your ePEARL Administrator. We recommend allowing files of up 8 MB to be uploaded; however, the actual value may be different. When uploading pictures, iPhoto or Photoshop should be used to compress the image files. Large video or audio files can be edited into two or three parts and uploaded as separate attachments if they exceed the set file size limit.

Q3. What size should a banner file be?

The banner should be saved as a 760x75 pixel JPEG, GIF or PNG file. If the banner is a different size, ePEARL will automatically center and crop the image to the correct number of pixels. Please note that users can use animated GIFs in their banner only if they are the correct size.

Q4. How can students create their own banners?

Students can use many different programs to create their banners, such as Paint, Kid Pix, Photoshop, GIMP or Tux Paint (open source). They can also go online to download or create banners for free at websites such as <http://www.bannerbreak.com/>, <http://www.aaa-banners.com/> or <http://www.graffitinet.com/>. Make sure the banner has the correct dimensions (approximately 760x75 pixels), and is saved in a recognized file format (JPG, GIF or PNG). Once the banner has been created using either software or a website, it must be saved to the computer. It can then be uploaded in ePEARL in the banner section of the Customize feature.

Table 1: Images in ePEARL: Summary Table

Type	Dimensions	File Format	Size Limit
Banner	760x75 pixels	JPG, PNG, GIF, animated GIF	8 MB*
Welcome Image	200x200 pixels	JPG, PNG, GIF	8 MB*
Thumbnail in Artifact View Screen	100x100 pixels	JPG, PNG, GIF	8 MB*

* This is the recommended maximum; the actual maximum is set by the administrator.

Remember that with the exception of animated GIFs in the banner, any image with the correct aspect ratio will work just as well (for example, a long rectangular image for the banner or a square image for the Welcome screen image).

Q5. When viewing an artifact, I am unable to edit. Why is this?

In order to make a change to an artifact in the portfolio, users must click on the edit icon at the top of the page. This will activate all fields.

Q6. How can students record something in their portfolio in Levels 2 and 3?

Students can record when creating a new artifact or add a recording when editing an existing artifact. First, click on the record icon on the Toolbar. After the recorder opens in a new window, click the Record button once ready to start. Click the Stop button when finished. Once the recorder displays the message “Sound saved successfully,” the recorder may be closed.

Q7. What should students do when asked to “trust the CSLPIERI certificate” when using the recorder?

The first attempt to use the recorder may prompt a message asking the user to “trust the CSLPIERI certificate.” This may happen when starting a new browser session, or when the browser cache has been emptied. Students have to accept this certificate to continue loading the recorder. We strongly recommend that the option “Always accept this certificate” be selected.

TIP:

If the user erases a recording a number of times and attempts to re-record, this may cause the recorder to malfunction. If this happens, exit the artifact and quit the browser, then log back in and retry.

Q8. Why isn't the recorder working?

There are three reasons why this may occur:

- The browser does not support the recorder.
- The sound card in the computer does not support the recorder.
- The appropriate plug-ins have not been installed on the computer.

The most likely cause is missing plug-ins. Please see the section titled End User Requirements for details on this. If the plug-ins have been installed and teachers are still experiencing problems, they must double-check that they meet all the technical requirements. It is also important that they save the recording when they are finished to avoid losing the recording.

Q9. Can I link/unlink students to my class list?

Yes. To do this, go to the Manage tab (on the bar just below the banner), click on "My Students" and then "Link/Unlink Students" and follow the instructions on the page. Note: If teachers wish to link a student to their class but they are not in the database, ask the sub-administrator to add this student.

Q10. How are Level 1, Level 2 and Level 3 different?

The differences between the levels are essentially based on age and level of schooling. Level 1 is designed for children in Grades 1 & 2, so it has a single environment in which students create, edit and save readings, writing and other work. In addition, the interface relies more heavily on icons than text and introduces students to basic goal-setting and reflection activities. Level 2 is designed for Grades 3-6, and offers more structured guidance for goal setting and reflection. Similar in structure to Level 2, Level 3 is designed for secondary school students and even adults. It offers more sophisticated guidance through the process of planning, goal setting and reflection. In addition, teachers are able to change passwords in Level 1, but can only view students' passwords in Levels 2 and 3.

Q11. How can I move students' work from one level to the next?

Teachers do not need to move work from one level to the next. Before changing a student's level, make sure the student has moved everything he or she wants to keep into the Presentations folder. All works created in earlier levels of ePEARL are accumulated here and they may be viewed or exported from within this folder. Please note that Level 2 and Level 3 artifacts cannot be viewed from a Level 1 portfolio.



Q12. How do students move things from their portfolio to the Presentations folder?

When students want to send an artifact to their Presentations folder, they should click on the Present button. They must be in edit mode to do this. The artifact will be copied over to the Presentations folder. This is a “presentation version” of the artifact, which means they will not be able to edit it from within this folder. However, the original artifact is still available in its original folder to edit as they wish. These edits will not be reflected in the Presentations version of the artifact.

Q13. When should students clean up their portfolios?

Portfolios should be cleaned up at the end of a grade or cycle, either by the student or the teacher, although it is recommended that the students do the clean up, with a teacher’s supervision. This is important because it frees up storage room on their school board’s server. (The amount of free space remaining in a portfolio is indicated in the ePEARL meter at the top of the page.) We recommend that teachers encourage students to move their important artifacts to their Presentations folder periodically throughout the school year. At the end of a school year, students should delete all their artifacts from all other folders under the guidance of their teacher. ePEARL provides the ability to delete multiple artifacts in one step.

Q14. Where do I provide feedback to my students?

When a teacher is viewing a student’s portfolio, they will have the opportunity to provide feedback in several ways. He or she can comment on the student’s entire portfolio, general goals and artifacts in general, or they can comment on a specific artifact within the portfolio. When viewing an artifact, a teacher will be able to provide feedback on the associated goals, the work itself and the reflection. When he or she is in an area in which they can provide feedback they will see a white box with the heading “Edit Comments.” The teacher can type their feedback in the box and then click the Save button. If he/she want to review the artifact again and provide a new comment, add it to the old comment. Do not write over previous comments because this will delete them.

Q15. Can students provide feedback to each other?

Students provide feedback to each other in exactly the same way a teacher or parent provides feedback: only in designated spaces. The only difference is that the portfolio owner will need to share their portfolio or an artifact with another student using the Share feature in order for the other student to provide feedback. Students do not have access to anyone else’s portfolio unless a student has specifically shared it with them. A peer will be able to view the artifact, but will only be able to write in the designated Peer Feedback boxes.



Q16. What if students forget to save?

It is very important that saving after each entry, edit or comment becomes routine for your students. If a user logs out of his or her portfolio without saving, any changes made will be lost. However, it is impossible to leave edit mode (aside from closing the browser) without choosing the option of saving or canceling.

Q17. What is the Learning Process for, and can students work outside the portfolio?

The Learning Process guides students in the creation and editing/modification of and reflection on their work. Students can work directly with the features provided in the template (i.e. the text editor and the recorder) or work with another application outside of ePEARL, such as PowerPoint or Excel. In the latter instance, files may be uploaded as part of an artifact. When creating a new artifact using the blank template, users will be guided by its format through a process of thinking about their work. The flow of the process follows the diagram below.



Figure 74: The learning process

Q18. How can I view a student's work?

Click on the Share tab in the menu bar of the artifacts index page, then click on the Student Portfolios tab and use the drop down menus to select a class and then the student whose work you would like to review. Click on "Open Portfolio." Once here, teachers will be able to view the student's work and leave comments. To return to their own portfolio, simply click on "close window" in the top right corner of the screen (where the logout option usually is).

Q19. Can a parent modify an artifact?

No. When students share their portfolio with their parents, they should click on the Parent Mode button in the top right corner. This will ensure that parents can view all artifacts, but only comment in the designated spaces.

Q20. What if I am not connected to my classes?

If, after the beginning of a new school year, a teacher finds that they are not connected to their classes, it is possible that there was an importing problem. They should contact their administrator and ask him or her to check whether there are two portfolios under their name. If there are two portfolios under their name, ask the administrator to merge them into one account. Note: the teacher's username and password may change after this happens.



Q21. How can I get rid of the garbage characters when I cut and paste from Word into the text editor?

Word sometimes automatically modifies text, and includes invisible characters that become visible when pasted in the text editor. This can be reduced if a student uses a simple text application (such as notepad) to compose his/her writing, or pastes from Word into notepad before pasting into the Text Editor. This can also be solved by changing certain features in Word. For example, by replacing straight quotation marks with “fancy” or “smart” quotes. These characters are problematic to work with and will generate garbage characters within the text editor. Disabling them may solve the problem.

Follow these instructions to permanently eliminate smart quotes within Word:

- 1** Under the Tools menu, select “AutoCorrect...”
- 2** When the AutoCorrect dialog box appears, click on the AutoFormat tab at the top.
- 3** Uncheck “Straight quotes with smart quotes.”
- 4** Click on the “AutoFormat As You Type” tab.
- 5** Uncheck “Straight quotes with smart quotes.”
- 6** Click on “OK” to close the dialog box.

Users can also get rid of garbage characters in your text by copying and pasting the text into Notepad or TextEdit, and then copying and pasting it from there into the text editor.



Table 1: Resources available on the ePEARL Teacher Resource Page

Type of Resource	Resource Name
Job Aid	Prereading Skim
Job Aid	Reading Fluency
Job Aid	Setting Task Goals
Job Aid	Setting General Goals for Level 1
Job Aid	What is Self-Regulated Learning?
Job Aid	Teaching Vocabulary
Job Aid	Creating a New Artifact
Job Aid	Exporting from the Presentation Folder
Job Aid	How to Customize Your ePEARL
Job Aid	LTK Management (student passwords, etc...)
Job Aid	Setting General and Task Goals
Job Aid	Using ePEARL in Your Lessons
Lesson Plans	Lesson 1 - Intro
Lesson Plans	Lesson 2 - General Goals
Lesson Plans	Lesson 3 - Organizing
Lesson Plans	Lesson 4 - Planning
Lesson Plans	Lesson 5 - Doing
Lesson Plans	Lesson 6 - Reflecting
Lesson Plans	Lesson 7 - Sharing & Feedback
Lesson Plans	Lesson 8 - Selecting & Reflecting
Lesson Plans	Sample Lesson Plan - Recycling
Lesson Plans - ABRA-ePEARL link	Basic Decoding
Lesson Plans - ABRA-ePEARL link	Setting Reading Goals
Lesson Plans - ABRA-ePEARL link	Sequencing
Lesson Plans - ABRA-ePEARL link	Prediction
Lesson Plans - ABRA-ePEARL link	Teaching Vocabulary
Lesson Plans - ABRA-ePEARL link	Comprehension Monitoring
Lesson Plans - ABRA-ePEARL link	Segmenting - Three-sound Word
Lesson Plans - ABRA-ePEARL link	Segmenting - Four-sound word
Lesson Plans - LTK Curriculum	Planning
Lesson Plans - LTK Curriculum	Planning worksheet 1 (Level 1)
Lesson Plans - LTK Curriculum	Planning worksheet 2 (Level 1)

Type of resource	Resource Name
Lesson Plans - LTK Curriculum	Prediction
Lesson Plans - LTK Curriculum	Sequencing
Lesson Plans - LTK Curriculum	Summarizing
Lesson Plans - LTK Curriculum	Story Elements
Lesson Plans - LTK Curriculum	Story El. worksheet 1
Lesson Plans - LTK Curriculum	Story El. worksheet 2
Videos - Teacher PD	Level 1: Using ePEARL in Early Elementary Classrooms
Videos - Teacher PD	Level 1: The Benefits of Using ePEARL for Portfolio Assessment
Videos - Teacher PD	Level 2: Implementing ePEARL in Late Elementary Classrooms
Videos - Teacher PD	Level 3: Implementing ePEARL with Secondary Students
Videos - Teacher PD	Level 3: Using epEARL with POP (Personal Orientation Program) Secondary Classrooms
Videos - ABRA-ePEARL Link	Level 1: Integrating ABRACADABRA & ePEARL in the Classroom
Videos - ABRA-ePEARL Link	Level 1: The Benefits of Using ABRACADABRA and ePEARL Together
Videos - student-centred	Leve 2: Planning - Overview
Videos - student-centred	Leve 2: Planning - Creating General Goals
Videos - student-centred	Leve 2: Planning - Creating Task Goals
Videos - student-centred	Leve 2: Planning - Strategies for Goals
Videos - student-centred	Leve 2: Doing - Overview
Videos - student-centred	Leve 2: Reflecting - Overview
Videos - student-centred	Leve 2: Reflecting - (Works in Progress)
Videos - student-centred	Leve 2: Reflecting - (Presentations)
Videos - student-centred	Leve 2: Providing Feedback
Videos - student-centred	Level 3: Portfolio Process
Videos - student-centred	Level 3: My General Goals
Videos - student-centred	Level 3: Setting General Goals
Videos - student-centred	Level 3: Peer Feedback
Videos - student-centred	Leve 3: Giving Feedback
Videos - student-centred	Level 3: Receiving Feedback

Find these resources and more: http://grover.concordia.ca/eppearl/resources/home_en.php

Summary of Research

Up-to-date, two major studies of ePEARL effectiveness for language instruction in elementary classrooms (grades 4-6) were conducted between 2007 and 2009 in three Canadian provinces. The first study took place in 2007-2008 and involved 14 teachers and 296 students. Participants in the second study (2008-2009) were 21 teachers and 322 students. In experimental classrooms, teachers were using ePEARL while, in control classes, teachers used no portfolio tool.

The findings of these studies show that elementary students in classrooms where the teacher provided regular and appropriate use of the electronic portfolio tool ePEARL showed significant learning gains as compared to control students, who did not use ePEARL. Specifically, both studies consistently report significant improvements in their writing skills on a standardized literacy measure (i.e., the constructed response subtest of the Canadian Achievement Test-4th ed.) and certain metacognitive skills measured via student self-report. The table below represents the magnitude of differences between the two groups as gains in percentile points.

	ePEARL (pre- & post-) means/SD	Control (pre- & post-) means/SD	Effect size	Percentile advantage		
Study 1, grades 4-6 (n=296)						
<i>Writing skills (CAT-4)</i>						
Writing: Content	2.10/0.65	2.30/0.63	2.11/0.66	2.23/0.63	+0.13	5
Writing: Content Management	1.78/0.75	2.11/0.67	1.95/0.71	2.05/0.72	+0.33	13
<i>Self-regulation skills (self-reports)</i>						
Setting goals	3.45/0.91	3.71/0.89	3.63/0.93	3.50/0.96	+0.42	16
Identifying strategies	3.08/1.13	3.36/0.96	3.31/1.06	3.13/1.14	+0.43	17
Using feedback	3.96/0.90	4.42/0.83	4.21/0.91	4.06/0.96	+0.47	18
Study 2, grades 4-6 (n=322)						
<i>Writing skills (CAT-4)</i>						
Writing: Content	1.73/0.66	2.13/0.70	1.78/0.63	2.05/0.63	+0.20	8
Writing: Content Management	1.64/0.68	1.95/0.69	1.63/0.58	1.85/0.64	+ 0.14	6
<i>Self-regulation skills (self-reports)</i>						
Setting goals	7.05/1.64	7.58/1.51	6.78/1.76	6.84/1.75	+0.28	11
Identifying strategies	7.95/1.69	8.06/1.41	8.08/1.35	7.78/1.35	+0.28	11
Self-observation	14.78/2.53	14.96/2.50	14.92/2.57	14.49/2.80	+0.23	9

Table 2: Results of two major Pan-Canadian Studies using ePEARL

Specifically, experimental students in both studies showed larger improvements compared to controls in content presented in their writing assignment and content management referring to word choice, sentence structure and conventions of print. Students' data on self-regulation skills show that students who used ePEARL consistently reported higher levels of specific self-regulation processes including setting process goals and listing strategies. In study one, students described higher uses of feedback from their teachers to improve on work whereas in the second study, the process of observing one-self was given more importance by the respondents.

The results also indicate that teaching with ePEARL has positive impacts on students' literacy and self-regulated learning skills when the tool is used regularly and integrated into classroom instruction appropriately. Electronic portfolios are promoted as knowledge tools that are designed to facilitate the integration of technology in classrooms by being fully embedded into classroom life rather than merely added to it. Teachers in these classrooms also reported that the use of ePEARL had a positive impact on their SRL teaching strategies. Data were also collected to understand how teachers used electronic portfolios in their classrooms, to what extent they integrated electronic portfolios into their practice, and the factors influencing their use. The high implementers reported feeling supported by their administration as well as experiencing growth in their understanding and application of self-regulation pedagogies as a result of the scaffolding and support provided by the software.

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