



Teacher Guide

Version 1, June 2012

IMPORTANT

Entry to POP-ePEARL through the structure of ePEARL has changed since the writing of this guide.

Follow instructions in ePEARL to create a POP-ePEARL exploration. To return to an exploration that has already been created, click on the title and then click on the pencil on the top left. Working within a POP-ePEARL exploration remains the same.

Corrections will be made to this guide for the next update. We apologize for the inconvenience.

Acknowledgements

The design of ePEARL was based on research evidence on self-regulated learning, on feedback from the field and on dxcearlier versions of digital portfolio software, including the Digital Reading Portfolio (Level 1), the CSLP's e-portfolio and the APOM e-portfolio. ePEARL is the result of a concerted effort from a whole bunch of people! Our multidisciplinary team consisted of:

Dr. Philip Abrami (Director, CSLP), **Anne Wade** (LTK Coordinator, CSLP), **Bev White** (Director, LEARN-RECIT)

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Icons to help you navigate this guide and POP-ePEARL

Icon name		Description
Know Yourself		Make connections between personal traits, interests, strengths, weaknesses, passions, etc. and the career being explored or previously explored.
Plan		Planning is key. The more complete a plan is, the more likely the career exploration process will be enjoyable and successful.
On-Task		Carry out a plan and document the information collected.
Ponder		Reflect. Pause and ponder at various points during a career exploration process.
Help file		Specific support that may also be found within the software by clicking on the help icon next to most functions. Created for students, teachers, peers and parents.
Add new artifact (exploration)		Select to create a new exploration. Then select POP Explorations in the popup window.
Save exploration		Select to save an exploration in <i>Edit mode</i> . Return to your <i>Table of contents</i> .
Save a copy (exploration)		Select to create a new version of the exploration in <i>Edit mode</i> . Return to your <i>Table of contents</i> .
Edit work		Select from the <i>Table of contents</i> to work in <i>Edit mode</i> or select to edit work throughout the exploration.
Save work		Save work within an exploration.
Return to Edit mode		Select from <i>View mode</i> to return to <i>Edit mode</i> .
Share		Share an exploration from <i>View mode</i> .
Close in Edit mode		Close an exploration in <i>Edit mode</i> .
Close in View mode		Close an exploration in <i>View mode</i> and return to your <i>Table of contents</i> .
Delete work		Delete information you have added within an exploration.
Delete in View mode		<i>Delete</i> an exploration in <i>View mode</i> .
Delete from the Table of contents		Select the exploration in the check box (far right) on the <i>Table of contents</i> page and select the <i>Delete Artifacts</i> button.
Print the Table of contents		Select to print the <i>Table of contents</i> .
Print an exploration		Print an exploration from the <i>Printable Version</i> link in <i>View mode</i> .
Select a portfolio		Teacher selects a student's portfolio to view in his/her manage section.

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INTRODUCTION

The Ministère de l'Éducation, du Loisirs et du Sport (MELS), in partnership with the Récit National du développement professionnel and Concordia University, has redesigned and adapted ePEARL, an electronic Web-based bilingual portfolio, to specifically support the Personal Orientation Project (POP). This Web-based electronic portfolio encourages students to take charge of their own learning and to work recursively within the POP program. Teachers can easily track student learning and offer feedback along with that of parents and peers.

Purpose of the guide

This guide contains instructions and the content from the help files in POP-ePEARL (*the How and the What*) along with additional information. The guide has been designed to provide basic information about POP-ePEARL to help you get started. It includes specific support that may also be found within the software by clicking on  next to most functions.

Help Files—Your pedagogical support

There are two types of help files available, depending how you log into POP-ePEARL. The teacher help files contain the same information as the student help files with the addition of the **TEACHER TIPS** section. These tips provide practical information on how to work with the particular section of POP-ePEARL with students. **In order to access the TEACHER TIPS help files, create a portfolio for yourself.** See page 9 and follow the steps to log in.

Help files are organized as follows:

Student help files

Contain information in three sections:

- ❶ Examples: student example of what is to be done in this section
- ❷ How to: explanation of how to work in this section
- ❸ What to do in POP-ePEARL: technical support

Teacher help files

Contain the same information as student help files with the addition of:

- ❹ Teacher Tips: These tips provide practical information on how to work with a particular section of POP-ePEARL with students. In order to access the TEACHER TIPS help files, create your own portfolio. **Teacher Tips** appear only in the teacher mode, as well as in this guide.

close window

Career Exploration Goals

Career exploration goals are goals you set specifically for this exploration. There are many ways to document these specific exploration goals.

EXAMPLES

"I want to learn enough about this career so that I can really know whether or not it is for me. I will have to think hard about each thing i learn ad think way into the future about how my life could be changed if I work in that field"

"I want to better understand my strengths and areas for improvements so that I will be better able to approach my explorations with an understanding of my personal characteristics. I will be able to capitalize on my strengths but will also know when I need to give extra effort to achieve a worthwhile goal."

HOW CAN I DO THIS?

Before you document your exploration goals, look back at your general goals. Ask yourself how this work can help you get closer to reaching one of your general goals.

Document what you want to accomplish while working on this exploration.

What do I do in POP-ePEARL?

You can document your exploration goals in a variety of ways: use the text editor to write directly, attach files or include a URL .

To use the recording tools follow the directions that accompany each one.

Teacher Tips

Make sure students' outcome goals are realistic and relate to learning rather than performance (i.e. "I want to get the information I need and not waste time." **not** "I want a good evaluation by my teacher.>"). The goal should be specific, as in the examples above. Ask students why they want to achieve this goal and how it will help them progress towards achieving their general goals.

Making POP-ePEARL work for you

There are several ways to use POP-ePEARL in the classroom:

Whole Model

Your students can document their entire career exploration in POP-ePEARL. This allows all traces of learning to be documented in one place.

Mixed Model

Your students can document pieces of their career exploration in POP-ePEARL. This allows them to make use of the technology available to document their learning but to also retain other means of documenting, such as a printed paper trail.

Balanced competency development

The greatest challenge faced by teachers is to ensure that both competencies in the POP program are developed in their entirety, along with the program content and a balanced collection of artifacts that students produce. Together, these elements should form a complete competency portrait. A learning process can be used to help ensure a balanced approach in the classroom allowing for a synergy of the competencies, the key features and the program content.

The K-POP learning and evaluation process | Competencies in action

The learning and evaluation process is what competencies look like in action, in the classroom. The K-POP process represents the four phases that students go through when completing career explorations and engaging both competencies, their key features and the program content. The process is referred to by its acronym KPOP¹.

The Personal Orientation Project program (POP) | Competencies

Competency 1	Competency 2
<i>The student...carries out a process of career exploration.</i>	<i>The student...contemplates his/her learning and work possibilities.</i>

Table 1: Two POP competencies

The process is made-up of four phases that a student undergoes in each of his/her 3 to 8 individual career explorations. The phases are:

- **Know Yourself**
- **Plan**
- **On-Task**
- **Ponder**

These phases put into action both competencies and their key features.



¹ KPOP is an acronym and in no way replaces the language used in the POP program. For instance, *On-Task* is referred to as exploring and experimenting; *Ponder* is referred to as reflection in the program. The KPOP acronym is meant to facilitate the recall of such program terms, and not replace them.

POP-ePEARL FEATURES

Students can:

- Document and track their exploration learning and discoveries using varied recording tools;
- Schedule their exploration activities using an integrated calendar;
- Share their learning with peers and parents or other trusted adults;
- Learn to reflect on their learning meaningfully and to comment constructively on the work of their peers.

Teachers can:

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

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.

Peers can:

- Share their learning and exploration discoveries with each other;
- Give feedback and support to each other.

Just for teachers Help Files with Teacher Tips

Create your own portfolio to access the Help Files with Tips designed specifically for teachers.

Teacher Tips are chock full of details about the *hows* and *whys* of helping students develop all elements of their explorations and effectively use the features of the POP-ePEARL portfolio.

The screenshot displays a student's portfolio page for 'Architectural Technician (v1)'. The page includes a header with navigation icons, a title bar, and a 'Printable Version' link. The main content is organized into several sections:

- General Goals Connections:** A section for discussing goals with peers, including 'General Goals Connections' (e.g., 'Improve my organizational skills') and 'Career Exploration Goals' (e.g., 'Testing').
- KNOW YOURSELF:** A section for self-reflection with a 'Text' input field and 'Teacher Comments' from D. Boychuk.
- PLAN:** A section for planning with a 'Text' input field, a 'Timeline' table, and a 'Motivation' section with progress indicators.

Date	Task	Completed
2010/09/29	Meet with my teacher at 10 o'clock.	<input checked="" type="checkbox"/>
2010/10/08	Share my plan with kids to get their thoughts.	<input type="checkbox"/>
2010/10/08	Call the architect firm to make an appointment to visit.	<input type="checkbox"/>
2010/10/11	Going on field trip.	<input type="checkbox"/>
- ON-TASK:** A section for task completion with a 'Text' input field and 'Teacher Comments' from D. Boychuk.
- PONDER:** A section for reflection with a 'Text' input field and 'Teacher Comments' from D. Boychuk.
- Curriculum Connections:** A section listing 'Broad Areas of Learning' (Media Literacy), 'Cross-Curricular Competencies' (To Use Effective Work Methods, To Establish a Personal Identity), and 'Subject Areas' (Career Development, Arts Education, Languages).
- Overall feedback:** A section for receiving feedback from 'Teacher Feedback' (D. Boychuk), 'Parent Feedback' (Parent), and 'Peer Feedback' (B Student).



GETTING STARTED IN POP-ePEARL

To work in POP-ePEARL you must have a username and password, which can be provided by your system administrator. This section provides the steps for logging in and starting a personal portfolio.

In this section...

Logging in to POP-ePEARL

Personalizing the portfolio

POP-ePEARL Work modes

GETTING STARTED IN POP-ePEARL

Logging in to POP-ePEARL

- 1 In your browser, enter the URL for accessing POP-ePEARL.
- 2 Log in using your username and password. Write them in your guide below.

Username:

Password:

LTK/LTA
LOGIN/CONNEXION



LTK 2.1 (2010/11/08)

ePEARL 3.6 - ABRA 2.6 - ISIS-21 1.51

Valid username and password are required to access the website.

Un nom d'utilisateur et un mot de passe valides sont requis pour accéder au site web.

Identification ⓘ

User/Code d'utilisateur:

Password/Mot de passe:

- 3 Students will be taken directly to their Home page where they can begin to personalize their portfolio.

As a teacher you will enter the Learning ToolKit (LTK) lobby.

LEARNING TOOLKIT
LOBBY



[logout](#)

Click on the application you would like to use



LTK Manage



[ePEARL Teacher Resources](#)

OR

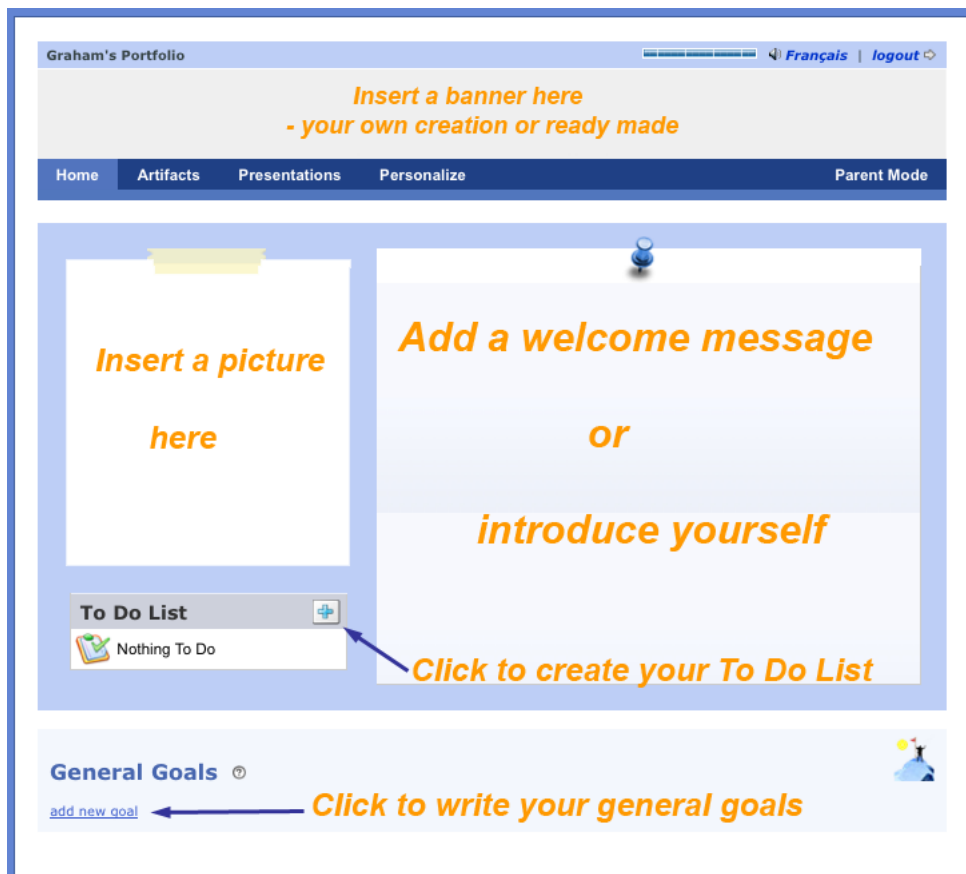
Select ePEARL to create your own POP-ePEARL portfolio where you will be able to view Teacher Tips.

Note: As a teacher, the first time you log in to POP-ePEARL or at the beginning of the year, you may be asked to pick a *Level*. Be sure to select **Level 3**.

GETTING STARTED IN POP-ePEARL

Personalizing the portfolio | Home page

Students are able to personalize their portfolios using the *Personalize* option found on the bar just below the banner on the Home page.



The student can personalize this page in several ways:

- Write a welcome message for his/her portfolio;
- Add an image s/he created or a picture;
- Select a colour scheme;
- Design a banner;
- Create a To Do List to plan and track tasks;
- Enter General Goals.

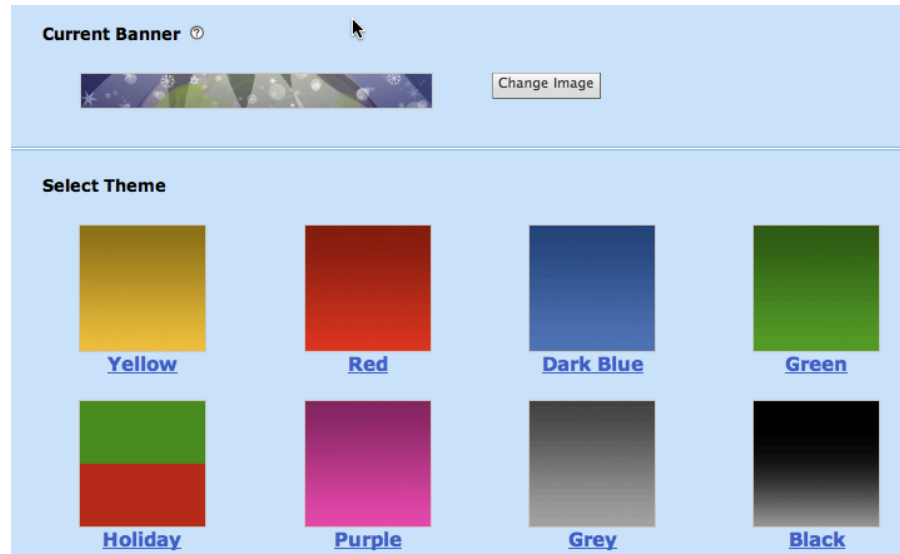
Personalize this page by:

- Using the text editor to add a welcome;
- Uploading an image to use as a banner (instructions are given);
- Displaying an image next to the welcome message;
- Using the To Do List to organize and plan;
- Adding General Goals.

Personalizing the portfolio | Themes and banners

Banners: Create a personalized POP-ePEARL banner to appear across the top of the screen.

- Choose from a gallery of banners or upload static images (in JPG, GIF or PNG file formats), text or even simple animated text (in the form of animated GIF files).
- Created banners should be approximately 760x75 pixels and 72 dpi.
- See Frequently Asked Questions for free Web sites where banners can be created or downloaded.



Themes: Students may select one of 16 background themes.

Personalizing the portfolio | Colour codes

- Explorations can be sorted by colour code.
- Students may designate four colour codes.
- Use colour codes to flag items (e.g. favourite career, most challenging, not for me).
- The software assigns the fifth code, *My Favourite*.



Teacher 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.

GETTING STARTED IN POP-ePEARL

POP-ePEARL Work modes

There are two work modes in POP-ePEARL:

Edit mode

- Click on  from the *Table of contents* page or  from *View mode* to continue working on a particular exploration.
- The features and fields that are available for each entry are activated.
- Read comments and feedback from teachers, parents and peers.
- Choose ,  or  to leave *Edit mode*.

View mode

- Click on the *title* of an exploration to enter *View mode*, which is read only.
- Only fields and features that are filled out in *Edit mode* will appear.
- Read comments and feedback from teachers, parents and peers.
- Print your exploration.

The following pages guide you through these two work modes.

EDIT MODE.....



Getting Started

General Goals Connections

- Connecting your exploration with your general goals will help you take steps to achieve your larger goals.

Career Exploration Goals

- Setting specific goals will help determine what you need to do for this exploration.

Evaluation

- Evaluation criteria will guide your learning and help you evaluate your work

Title ?

Date Started ?

Date Finished ?

Colour Code ?

General Goals Connections ?
[Add/edit general goals](#) ?

- Experience different careers
- Discuss more with my peers.
- Improve my organizational skills

Career Exploration Goals ?
 There are many ways to document your exploration goals: choose the ones that suit you best by clicking on the icons below.

TEXT EDITOR ? **1 ATTACHED FILE** ? **URL LINK** ?

STARTING A CAREER EXPLORATION

Students enter the POP-ePEARL environment to develop and store their explorations. Within POP-ePEARL, they are able to create new pieces of work or add exploration activities that have been created outside of the software. Each exploration is an **Artifact** page.

In this section...

Adding a new exploration to the portfolio

KPOP defined

Identifying elements of the exploration

STARTING A CAREER EXPLORATION

Adding a new exploration to the portfolio

Annie's Portfolio Français | logout

Home | Artifacts | Share | Personalize | Parent Mode

All Artifacts All Years All Years

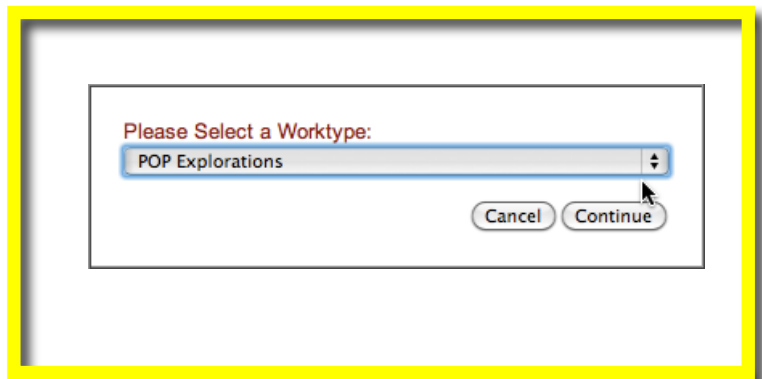
All Artifacts | Language | MSA | Social | Art
Presentations | Personal | Professional | Folder 7 | Folder 8

+ add new artifact | Printable Version | Delete Artifacts | to presentation


Title	Folder	Date	A	G	R	C	BAL	CCC	SA	SK	
POP Explorations Timeline											
Architectural Technician v1		10/25/10	3	X	X	TSP	M -	57 -	RAL	---	<input type="checkbox"/>
Dental Technician v1		03/10/11	-	X	-	---	---	---	---	---	<input type="checkbox"/>
Social Work v2		09/10/10	2	X	-	T--	---	---	---	---	<input type="checkbox"/>

Worktype | POP Explorations

- Select Artifacts from the menu on the Home page.
- In the POP-ePEARL environment of the portfolio, an artifact is called an exploration.
- Click on Add New Artifact or
- Select POP Explorations from the Worktype drop-down menu in the pop-up window.
- Click on Continue to enter the POP-ePEARL environment.
- Each exploration in the portfolio is entered on a new exploration page.
- A title is required for each exploration.
- All other fields are optional and may be used only if the teacher or student decides to do so.



Continuing an exploration

- Click on  to continue working in Edit mode on an exploration that has already been started.

Viewing an exploration

- Click on the title of the exploration to enter View mode—read only.
- Read comments and feedback from teachers, parents and peers.
- Print your exploration.

STARTING A CAREER EXPLORATION

KPOP defined

The POP-ePEARL environment guides students through the POP learning and evaluation process.



KPOP defined

In the process diagram found at the top of all exploration pages in *Edit mode*, participants can click on one of the KPOP learning process phases and view information about that phase (text seen below).

At the same time, the work page will be directed to the selected phase. For instance, if you click on *Plan*, the page pops down to the Plan section.

Students may begin an exploration at any point of this learning and evaluation process and may return several times to a phase.

Know Yourself

- Construct and add to your personal profile often.
- Consider your personal traits, interests, values, strengths, weaknesses, passions, etc.
- As you carry out exploration activities you will learn more about yourself.
- Consider how you plan, select resources, try out things—reflect on what this says about what you know about yourself.
- Remember, self-knowledge is always changing.

Plan

- Planning is important because it allows you to focus on what you must do to achieve your goals.
- Planning includes defining your purpose, selecting strategies, listing tasks to be done and determining your motivation, etc.
- Remember, a plan may need to change or be adjusted during the course of an activity or career exploration.

On-Task

- Your On-Task activities will help you carry out your plan and document the information you are gathering.
- Review your work regularly to make sure you are achieving your goals.
- Being On-Task means you are learning by doing: trying out a work function, visiting a workplace, interviewing an expert, researching, etc.

Ponder

- You will take time to reflect on what you know about yourself, on your planning and on how you explore various careers.
- Reflection will give you the opportunity to pause at various points in your exploration process in order to adjust your strategies, your plan or your focus.
- You will have a chance to consider how you will reflect: with classmates, on your own, in discussion with your teacher, etc.

STARTING A CAREER EXPLORATION

Identifying elements of the exploration

The identifying elements for this exploration appear at the top of the *Edit* page to the right of the process diagram. *Title*, *Date Started*, *Date Finished* and *Colour Code* are used to record general identifying information about the exploration.

Title ⓘ

Date Started ⓘ

Date Finished ⓘ

Colour Code ⓘ

Title
 A title identifies your career exploration.

Examples
 My Dream Career—1st exploration
 January 2012
 Exploring Auto Mechanics

How can I do this?
 Pick a short title that describes your exploration. You may want to include the date or order them as 1st, 2nd, etc. Make sure that your title is understandable to others.

What do I do in ePEARL?
 Type in a title for this exploration.

Date Started
 Select the date you first started working on this exploration.

Example
What do I do in ePEARL?
 Choose the date you started working on this exploration. If you don't change any information in the fields, today's date will be automatically selected.

Date Finished
 Select the date you finished working on this exploration.

Example
What do I do in ePEARL?
 Choose the date you finished (or intend to finish) working on this exploration. If you don't change any information in the fields, today's date will be automatically selected.

Colour Code
 You can use colour codes to help organize and sort your explorations.

Examples
 Teeth for Thought – Dentistry – Code: *Very interesting or Positive possibilities*
 Exploring Auto Mechanics – Code: *Ongoing*
 My Dream Career – Code: *Completed*

What do I do in ePEARL?
 Select the colour code to apply to this exploration from the drop-down menu. Remember, colour codes must first be created under the Personalize menu on the Home page. Descriptors can be written for each of the four colours. Then, when working on your exploration you can select a code that you linked to a colour.
 If you want to change one of your colour codes, you must first save your exploration. Then click on **Personalize** in order to redefine your colour code.

General Goals Connections ?
[Add/edit general goals](#) ?

- Discuss more with my peers.
- Improve my organizational skills

Career Exploration Goals ?
There are many ways to document your exploration goals: choose the ones that suit you best by clicking on the icons below. ?

TEXT EDITOR ATTACHED FILES URL LINK

TEXT EDITOR ATTACHED FILES URL LINK

Evaluation ?
There are many ways to document the evaluation of your career exploration and your learning: choose the ones that suit you best by clicking on the icons below. ?

TEXT EDITOR ATTACHED FILES URL LINK

GOALS & EVALUATION

When working on explorations students are in *Edit mode*. This section involves establishing goals—both general and exploration specific—as well as establishing the evaluation criteria for the career exploration.

In this section...

General Goals | Add/edit general goals

General Goals Connections

Career Exploration Goals

Evaluation

GOALS & EVALUATION

General Goals | Add/edit general goals

General Goals

General goals are long-term learning goals.



General Goals Connections ?

[Add/edit general goals](#) ?

- Discuss more with my peers.
- Improve my organizational skills

Examples

“I will learn to identify my particular strengths and areas where I need improvement so that I can choose to explore a career that may suit me.”

“I will improve my organizational skills so that I can be sure to find out everything I need to know when I explore a career.”

“I will improve my ability to consider and evaluate more than one point of view.”

How can I do this?

- What would you like to achieve this year and *why*?
- Try to explain why this is important to you, the rationale.
- Ask yourself, “What do I want to know once I leave this POP course?” or “What do I want to know *how* to do?”
- Try to make general goals that will help you in all your work.
- You can always come back and change them, or add more goals later.

What do I do in POP-ePEARL?

Click the [Add/edit general goals](#) link (under General Goals Connections) to add a new goal or edit one of your general goals that appears below the link.

- To add a goal, click on [add new goal](#), write your goal in the text box and click on [save](#).
- Click on [edit](#) or [delete](#), as you wish, beside goals already written and then [save](#) (if you edited) to finish.
- Once you have completed editing or making additions, click on [done editing](#).

Learn More

- Watch a video that explains general goals.
- Watch a video to help you set your general goals.

Teacher Tips

Students can have as many general goals as they wish. If they have not included general goals for POP, this is where they can add general goals that relate specifically to the POP program.

Students need help with setting realistic but challenging goals. It is also important that students understand why their goals are valuable for them, and that they have the capabilities to achieve their goals.

Some questions you can ask:

- Why are these goals important to you?
- Once you have accomplished your goal, what new things will you be able to do that you cannot do now?
- What are the things you already know that will help you achieve what you've planned?
- What kind of help might you need to reach your goals?
- Who can you ask for help? A classmate / parents / older siblings / adults you know well / teacher?
- How does each task you take on in an exploration help you reach your general goal(s)?

GOALS & EVALUATION

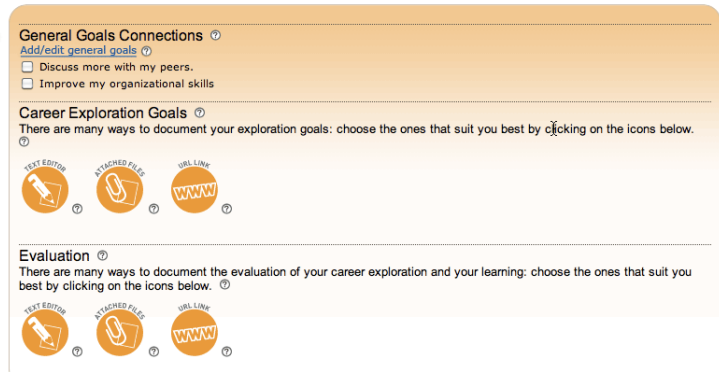
General Goals Connections

Each part of an exploration that you complete is a small step towards your general goals.



How can I do this?

Does this exploration have a connection with your general goals? Review your general goals and consider those that you think apply to this exploration.



What do I do in POP-ePEARL?

Click the check boxes next to your general goals to select goals that apply to this exploration. You can pick as many as you'd like.

AND

You can create new general goals or edit ones you have already set.

- Select Add/edit general goals.
- To add a goal, click on add new goal, write your goal in the text box and click on save.
- Click on edit or delete, as you wish, beside goals already written and then on save (if you edited) to finish.
- Once you have completed editing or making additions, click on done editing.

Teacher Tips

Students can have as many general goals as they wish. If they have not included general goals for POP, this is where they can add general goals that relate specifically to the POP program.

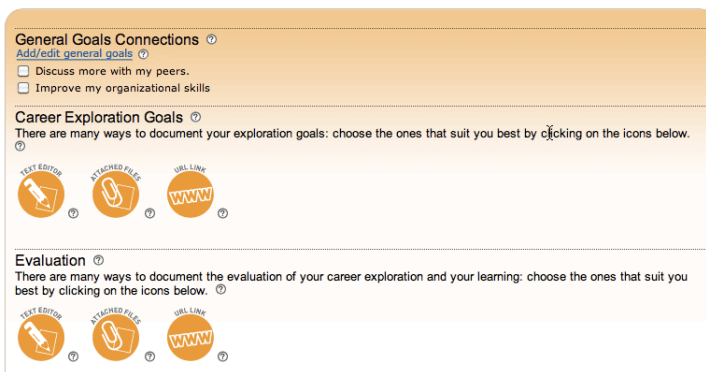
GOALS & EVALUATION

Career Exploration Goals

Career exploration goals are goals you set specifically for this exploration. There are many ways to document these specific exploration goals.

Examples

“I want to learn enough about this career so that I can really know whether or not it is for me. I will have to think hard about each thing I learn and think way into the future about how my life could be changed if I work in that field.”

General Goals Connections [Add/edit general goals](#)

Discuss more with my peers.
 Improve my organizational skills

Career Exploration Goals

There are many ways to document your exploration goals: choose the ones that suit you best by clicking on the icons below.

TEXT EDITOR ATTACHED FILE URL LINK

Evaluation

There are many ways to document the evaluation of your career exploration and your learning: choose the ones that suit you best by clicking on the icons below.

TEXT EDITOR ATTACHED FILE URL LINK

“I want to better understand my strengths and areas for improvement so that I will be better able to approach my explorations with an understanding of my personal characteristics. I will be able to capitalize on my strengths but will also know when I need to give extra effort to achieve a worthwhile goal.”

How can I do this?

- Before you document your exploration goals, look back at your general goals.
- Ask yourself how this work can help you get closer to reaching one of your general goals.
- Document what you want to accomplish while working on this exploration.

What do I do in POP-ePEARL?

You can document your exploration goals in a variety of ways: use the text editor to write directly, attach files and include a URL.

To use the recording tools follow the directions that accompany each one.

Teacher Tips

Make sure students' outcome goals are realistic and relate to learning rather than performance (i.e. “I want to get the information I need and not waste time.” **not** “I want a good evaluation by my teacher.”). The goal should be specific, as in the examples above. Ask students why they want to achieve this goal and how it will help them progress towards achieving their general goals.

GOALS & EVALUATION

Evaluation

To guide and evaluate your work you need to set evaluation criteria and document the evidence of your learning.

Examples

Benjamin's teacher posted an evaluation tool (checklist) for students to use while working on a particular activity, so Benjamin attaches it to his exploration.




Name: _____ Teacher Self Peer Parent

Date: _____ Person evaluating: _____



Planning a career exploration | Evaluation of Progress

Part 1 One suggestion I have that would improve this POP planning process is:



Part 2 A good plan...	YES	SOME	NO	N/A
Indicates what one hopes to learn from this exploration.				
Identifies the information that will be gathered.				
Writes out clear steps to be followed in some kind of order.				
Lists varied resources that may be consulted.				
Plans for a place or way to record information gathered and resources used (e.g. notes page, portal, etc.).				
Creates a timeline for the completion of the career exploration (by class/day/week).				
Predicts and plans for challenges that may arise.				
Adjusts throughout the exploration, as new information is uncovered.				

Part 3 Evaluation Summary	YES	SOME	NO
This plan is a clear guide to the next steps in this career exploration.			




Name: _____ Teacher Self Peer Parent

Date: _____ Person evaluating: _____



Preparing interview questions | Evaluation of quality

Part 1 *One suggestion I have that would help improve the interview questions is:* 

Part 2 Good interview questions...	YES	SOME	NO	N/A
Include the language appropriate to the field being explored.				
Focus on a specific element or point.				
Are understood by the interviewee.				
Etc.				
Part 3 Evaluation Summary	YES	SOME	NO	
These questions will clearly guide the interview.				




Name: _____ Teacher Self Peer Parent

Date: _____ Person evaluating: _____



Using a Tool Kit | Self-evaluation

Part 1 *One suggestion I have that would help when I try another Tool Kit:* 

Part 2 Using the Mechanics and Auto Body Repair tool kit means that I...	YES	SOME	NO	N/A
Organized the required tools and equipment.				
Accurately followed the directions for Tool Kit activities.				
Gathered information that will create a <i>picture</i> of some of the work of an auto mechanic.				
Shared and compared my perceptions with those of an actual auto mechanic.				
Etc.				
Part 3 Evaluation Summary	YES	SOME	NO	
I developed a good understanding of the work of an auto mechanic.				

How can I do this?

Discuss with your class or teacher what elements of a particular task are important, and what is required for success. Criteria for this work will be outlined with your teacher, with your class or by yourself.

Does your class have an evaluation tool or document for this exploration or activity? Do you have record of a conference or feedback about your work? If so, you can attach it here.

What do I do in POP-ePEARL?

You can attach evaluation tools and document evidence of your learning, (conferences, written feedback) and of the criteria that have been outlined, in a variety of ways: use the text editor to write directly, attach files and include a URL.

To use the recording tools follow the directions that accompany each one.

Teacher Tips

An evaluation tool helps map out the way students will be evaluated, and it also points to what important learning is being focused on for a given activity or exploration as a whole. Building evaluation criteria together helps students understand what to aim for and allows them to feel more in control of their learning. Referring to the criteria as your students and you reflect on their work will allow them to realize their level of success and identify areas for improvement. Establishing evaluation criteria will also guide you with key points to provide students with feedback. Conferencing and written feedback can, in turn, provide information for evaluation.

If you have outlined criteria for this exploration with your class, recorded conferences or provided written feedback, you can ask students to add them here so that they have them readily available.

Make sure you involve your students in determining what competencies, skills or knowledge will be evaluated. Brainstorm with students prior to beginning a task, such as preparing for an interview, ask them: “What makes a good interview question?” Guide students to name criteria that are tangible and clear in language so that everyone can either picture or clearly articulate what the criteria mean in order to be able to apply the criteria in their learning. Remember, there are numerous ways to record evidence of learning. Conferences and written feedback often provide evidence that is required.

To download printable evaluation resources for each of the KPOP phases go to the [Evaluation section](http://learnquebec.ca/en/content/curriculum/career_dev/pop/pop_evaluation.html) of the Career Development Web site http://learnquebec.ca/en/content/curriculum/career_dev/pop/pop_evaluation.html



DOCUMENTING YOUR LEARNING

While working in POP-ePEARL, a toolbar containing four tools for using the recorder and the text editor, attaching files and entering URLs provides varied means of documenting your learning during an exploration. This section provides information about how to use each recording tool.

In this section...

Recorder

Text Editor

Attached Files

URL Link


DOCUMENTING YOUR LEARNING

Recorder

Record a segment of a conversation, your thoughts, ideas or insights you want to share, etc.




What do I do in POP-ePEARL?

Click  to open the recorder window.

The recorder takes a while to open when it is loading for the first time each day. You will need to be patient and you must click on *Allow* when you are asked to allow an applet access to your computer.

Click on the recorder button only once! Clicking more than once will freeze your computer.

Once the recorder window has loaded, click on the question mark inside the recorder window if you need help operating the recorder.

- Give your recording a title.
- You can run a test, click on *erase* and then begin your actual recording.
- Close the Recorder window when you are finished.
- You can reopen your recording to edit, or delete your recording by clicking on **✗**.
- Be sure to save your exploration by clicking on .

Problems Recording?

- The recorder uses extra Java software to run. You may be missing this extra software. Please ask you teacher (or parent) about installing Java from <http://java.com/en/download>.
- Your computer may not have the necessary equipment to play sound (e.g. a sound card or a microphone).
- If your computer doesn't have a built-in microphone, you will need an external one.
- If you want better sound, a USB microphone may be helpful.
- Your browser may not recognize the recorder. Find out if the *Firefox web browser* is available for your computer and have it installed.


DOCUMENTING YOUR LEARNING



Text Editor

Write in the text editor to document your learning, activities, information gathered, tasks accomplished, reflections and personal comments, etc.




What do I do in POP-ePEARL?

Click  to open the text editor.

- Use the text editor menu to choose a font and a font size.
- Choose different colours and styles (**bold**, *italic*, underline) for your text.
- Make sure that your text is easy for others to read. Try to use fonts sizes that are 12 pt. or larger.
- Do not use light font colours on a light background or dark fonts on a dark background, as it makes the text unreadable.
- You can edit your work at any time.
- If you wish, remove the text editor by clicking on .
- Be sure to save your exploration by clicking on .

Cutting and Pasting from Word Documents

- Click on  to the left of the menu.
- *PC users:* Use CTRL+V on your keyboard to paste the text into the window.
- *MAC users:* Use ⌘+V on your keyboard to paste the text into the window.
- Click *Insert*.
- Text will appear correctly in the Text Editor.

Microsoft Word version 2004 is not supported. If you find strange characters in the body of your text, you can get rid of them by first copying and pasting the text into Notepad or TextEdit, and then copying and pasting it from there into the text editor.

Adding images and tables

- Drag and drop images or pictures.
- Copy and paste tables in the same manner as described for text.
- To display fully, make sure that they are not wider than 700 pixels.


DOCUMENTING YOUR LEARNING

Attached Files

Attach files (graphic organizers, word processing documents, PDFs, images, pictures, scans, etc.) that you created outside of POP-ePEARL.



What do I do in POP-ePEARL?

Click  to open the browse option.

- Click on *Browse*.
- Find and select the file you want to attach.
- Click on *Open*.
- You will see a thumbnail of your uploaded file if it is a jpg. Otherwise, the attached file will appear as a blank file image.
- Select *view* or click on the file image to open it.
- Delete attached files by clicking on *delete* below the file name.
- Be sure to save your exploration by clicking on .

Problems attaching files?

If you have tried to attach a file and it will not save, it is probably too large. Make sure any multimedia files you are attaching are under 8 MB or whatever your school has set as the maximum file size.

You can also try splitting your large file into two smaller ones and attaching them separately. Label them as part 1 and part 2.

Teacher Tips

Any single uploaded file may not exceed the maximum file size. The default limit is presently 8 MB, but this can be changed by the ePEARL administrator.

If students need to upload large files, remember that many types of files (e.g. Word documents, PowerPoint presentations, videos, podcasts) can be saved in two or three smaller parts and uploaded separately if necessary. Have students label each part with the corresponding number so it's clear they go together and in which order.


DOCUMENTING YOUR LEARNING

URL Link



Add a URL link to a Web site relevant to your exploration.

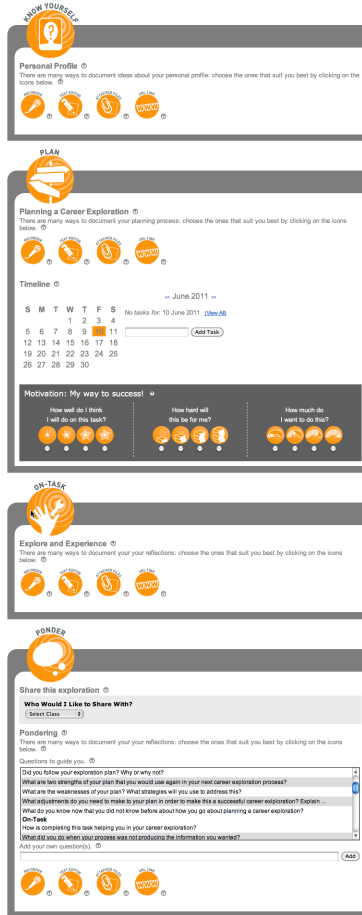
What do I do in POP-ePEARL?



Click  to open the **URL Link** box.

Add a Web site link to this exploration by entering the site address (URL) here in POP-ePEARL.

- Go to the Web site that you have selected.
- Copy the URL from the address bar.
- Paste it in the **URL Link** box.
- To edit the URL, click on *edit* and *done editing* when finished.
- Delete the URL by clicking on .
- Be sure to save your exploration by clicking on .



POP COMPETENCIES IN ACTION | KPOP

The phases of the POP process, K – Know Yourself, P – Plan, O – On-Task, P – Ponder, provide guidance for working in POP-ePEARL. Although the phases of the process are set out in a linear fashion, remember that an exploration can be started at any point of this learning and evaluation process, and each phase can be worked and reworked several times.

In this section...





K – Know Yourself

P – Plan

O – On-Task


P – Ponder

POP COMPETENCIES IN ACTION | KPOP

	<p>Know Yourself</p> <ul style="list-style-type: none"> • Construct and add to your personal profile often. • Consider your personal traits, interests, values, strengths, weaknesses, passions, etc. • As you carry out exploration activities you will learn more about yourself. • Consider how you plan, select resources, try out things—reflect on what this says about what you know about yourself. • Remember, self-knowledge is always changing.
	<p>Plan</p> <ul style="list-style-type: none"> • Planning is important because it allows you to focus on what you must do to achieve your goals. • Planning includes defining your purpose, selecting strategies, listing tasks to be done and determining your motivation, etc. • Remember, a plan may need to change or be adjusted during the course of an activity or career exploration.
	<p>On-Task</p> <ul style="list-style-type: none"> • Your On-Task activities will help you carry out your plan and document the information you are gathering. • Review your work regularly to make sure you are achieving your goals. • Being On-Task means you are learning by doing: trying out a work function, visiting a work place, interviewing an expert, researching, etc.
	<p>Ponder</p> <ul style="list-style-type: none"> • You will take time to reflect on what you know about yourself, on your planning and on how you explore various careers. • Pondering will give you the opportunity to pause at various points in your exploration process in order to adjust your strategies, your plan or your focus. • You will have a chance to consider how you will reflect: with classmates, on your own, in discussion with your teacher, etc.





POP COMPETENCIES IN ACTION | KPOP

Know Yourself | Overview



Personal Profile ⓘ

There are many ways to document ideas about your personal profile: choose the ones that suit you best by clicking on the icons below. ⓘ



- The point of Knowing Yourself activities is to make connections between your traits, interests, strengths, weaknesses, passions, etc. and the career you are going to explore or have previously explored.
- No exploration should be a random choice—you must be able to explain how your career exploration choice results from activities that help you get to know yourself a little better in the context of careers.
- Each exploration completed will also help inform students, a little more, with information about who they are. Students need guidance to help them consider the many aspects of what makes them who they are through simple, short activities.

POP COMPETENCIES IN ACTION | KPOP

Know Yourself | Personal Profile

By knowing yourself you will select appropriate career explorations for yourself, and your explorations will in turn help you know yourself better.

Examples

“I prefer to be with people than to be alone. I like group work at school. I prefer to work with people than things.”

“I find it hard to sit still for too long. When I went to the dentist and had to sit on the small chair for 45 minutes as an assistant, I couldn’t stand it! I like being active and doing things. Making things is fun for me but sitting and writing is a drag. Either I need to learn to be patient or I need to find a different career to focus on.”

“I value my family and like it when we do things together. I know I am organized and can get things done when I have to. Keeping ahead of things makes me feel confident and less stressed.”

How can I do this?

You build a portrait of yourself:

- Consider your interests, tastes, values, skills, strengths, weaknesses and how you wish to see yourself in the future.
- Consider how you make decisions and what influences you (e.g. Do I use my intuition, do I figure things out or do I consult others?).
- Each career you explore will also help inform you, a little more, with information about who you are.
- Some of your explorations will confirm things you already knew, and others may reveal new things you had not yet considered.

In the optional program, knowing oneself means reflecting more deeply to develop an awareness of one’s way of making decisions. It also means making informed choices that lead to one’s personal development: Should I improve my abilities in languages? mathematics, because there are math courses I need to get into CEGEP? Should I work to improve my fine motor skills, etc.?

What do I do in POP-ePEARL?

You can document what you know about yourself in a variety of ways: use the recorder, use the text editor to write directly, attach files and include a URL that relates to you.

Teacher Tips

Students need guidance to learn how to consider all their personal traits. When students are unsure how to begin thinking about themselves, you may want to provide graphic organizers for guidance [Know Yourself](http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/5_know_yourself.html) (http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/5_know_yourself.html). Making time for students to talk with trusted adults, friends and teachers will give students support as they try to connect their personal characteristics with careers they would like to explore and their exploration discoveries.

Remember, POP is about providing students with an opportunity to explore many fields of interest to discover who they are and to develop ways of knowing how to professionally orient themselves in the future. It is important to open students to many experiences without cornering them into any one field, job or trade.

It is essential that students continue to build the many aspects of their profile throughout each term as they learn more about themselves through each exploration.

POP COMPETENCIES IN ACTION | KPOP

Know Yourself | Personal Profile | Document ideas

There are many ways to document ideas about your personal profile: choose the ones that suit you best by clicking on the icons below.



Document ideas about your personal profile.

Examples

Recorder: Erica records a conversation she has with her teacher about her personal strengths so that she can go back and listen to what was said and make links to her own thoughts.

Text Editor: Richard brainstorms a list of his interests, tastes and values, as well as feedback from his peers to use when considering his next exploration.

Attached files: Robert uses the graphic organizer *Thinking It Through* (http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/8_ponder.html), comparing his perceptions at the beginning and end of an exploration as well as the reasons for his changing views. He attaches the document here for future reference.

URL: Roger has customized his personal Web blog to reflect his personality. He adds the URL here.


What do I do in POP-ePEARL?

Select one or more of the recording modes offered—recorder, text editor, attached files and URL—and record what you know about yourself.

To use the recording tools, follow the directions that accompany each one.

POP COMPETENCIES IN ACTION | KPOP


Plan | Overview




Planning a Career Exploration ?

There are many ways to document your planning process: choose the ones that suit you best by clicking on the icons below. ?


RECORDER




TEXT EDITOR



ATTACHED FILES



URL LINK



Timeline ?


<< June 2011 >>

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		


No tasks for: 10 June 2011 [\(View All\)](#)

Motivation: My way to success! ?


How well do I think I will do on this task?



How hard will this be for me?



How much do I want to do this?



- Planning is the key to a useful, fun and interesting career exploration.
- If students learn to plan how to find out more about a career area, they can transfer this knowledge into each exploration they undertake, even years from now when they will be making decisions about what career to pursue.
- Do not rush planning activities; the more complete a plan is, the more likely students will enjoy and succeed in their career exploration process. Students need guidance to help them consider the many ways of planning and developing strategies to help them cope with plans that change. This can be accomplished through simple, short activities that target a particular aspect of planning.

POP COMPETENCIES IN ACTION | KPOP

Plan | Planning a Career Exploration

Planning is important because it allows you to focus on what you must do to achieve your goal.

Examples

Plan	Calendar
Career title	Each step (What—Aspects to discover & How—Tools to use)
Why have you chosen this career? Question to guide your exploration	
Possible difficulties	
Aspects to discover	√ (what?)
Tools to use: recording, taking action, researching, experiencing/experimenting	√ (how?)
Description of activities for Pondering (reflecting) and Knowing Yourself	Steps to carry out these activities for Pondering (reflecting) and Knowing Yourself

The following is written down and then entered in the timeline.

Career Educational psychologist - Secondary

Guiding question: Will I have time for my personal interests while working in this career?

Why am I interested in this career?

I want to explore this career because helping people interests me. I'm a person who really likes to help my friends and strangers, too. I feel happy after I help someone. Many of my friends have problems, small and big, and they look to me for help. Me too, I always have some problem and I think I could help others by sharing my own problems and experiences.

Tools to use:

- Tool kits and binders
- Parents and trusted adults
- Academos
- Career Cruising
- Library
- POP Index

Questions/Aspects:

1. How much time will I have for myself?
2. How much will I earn?
3. How many years of study will I need?
4. What are the most important jobs in this career?
5. What is the Holland code for this career?
6. What are the working conditions with this career?



Name: _____

<input type="checkbox"/> Teacher	<input type="checkbox"/> Self	<input type="checkbox"/> Peer	<input type="checkbox"/> Parent
----------------------------------	-------------------------------	-------------------------------	---------------------------------

Date: _____

Person evaluating: _____

Planning an exploration | Evaluation of progress

Step 1 A detailed plan (Plan April 2–4, 2011)	Yes	A little	None	N/A
Plan				
Career title				
5-7 aspects to consider (questions)				
A minimum of 4 tools listed				
Question to guide your exploration				
Timeline				
What (aspects) and how (tools)				
Have an appointment with (my teacher) to evaluate the plan. (April 11, 12, 13)				

How can I do this?

- The purpose of your exploration will describe what you want to do and learn.
- Your plan will set out the steps of the process you will follow for a career exploration.
- You will determine the purpose of your exploration and select the tools and strategies that will help you achieve your goals.
- Explain what you will be doing, how you will do it and what you will include.
- Finally, create a timeline and consider your motivation for making this exploration positive and successful.
- Remember to review and revise as needed while you are working.
- You may want to discuss this with classmates.

Your plan will be your map to success!

Strategies are your plan of action for achieving your exploration goals. They must be connected to your goals and action plan. What strategies can you use to help you reach your goals and complete your work? Ask yourself if you are using the most effective strategies and if there are any others that you could try.

For the POP program there are four categories of strategies.

1. *Exploration strategies*: These strategies connect with the tools and research methods you choose.
2. *Reflection (metacognitive) strategies*: These strategies help you connect your discoveries with yourself and your future. They guide you to evaluate what you have done and what you will do next.
3. *Communication strategies*: Use these strategies to gather information from others and share your discoveries and ideas about where they may lead you in the future.
4. *Decision-making strategies*: Use these strategies to analyze discoveries and help make decisions about how they unfold and where they will lead you next.

What do I do in POP-ePEARL?

You can document your exploration plan in a variety of ways: use the recorder, use the text editor to write directly, attach files and include a URL that contains your planning information. Use the calendar to help you develop a timeline and commit to being motivated to get the job done.

Teacher Tips

Students need guidance to learn how to plan a career exploration. Often, students first need to figure out what has led them to a particular exploration and what they want to know.

Providing organizers, *Plan* (http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/6_plan.html), for guidance and opportunities for students to talk together and share ideas, will give them support as they organize the steps and timeframe of an exploration.

Students should outline strategies for attaining their goals. A detailed list of all the strategies can be found on pages 25 and 26 of the *Personal Orientation Project program* (http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/index_en.asp?page=professionnel). Targeting specific strategies will guide students to select appropriate exploration and research tools.

POP COMPETENCIES IN ACTION | KPOP

Plan | Planning a Career Exploration | Document planning process

There are many ways to document your planning process: choose the ones that suit you best by clicking on the icons below.



Document your planning process.

Examples

Recorder: Justin records a conference with a classmate about the first steps of a plan that he thinks may work. He reviews the input from his classmate to help adjust his plan's daily task schedule.

Text Editor: Caroline often makes notes here. She jots down some questions she wants answered and makes note of some tools she wants to use. These will become the basis for her research.

Attached Files: Rachel prepares a document she can use to record information gathered, resources used and their validation. She attaches it here, as it is a document she can use in any future exploration.

URL: Victor keeps a blog of his plan as it develops and revises it as needed. This becomes an ongoing record of his actions and the reasons for changes. He attaches the URL here.

What do I do in POP-ePEARL?

Select one or more of the recording modes offered—recorder, text editor, attached files and URL—and record your exploration plan.

To use the recording tools, follow the directions that accompany each one.

POP COMPETENCIES IN ACTION | KPOP

Plan | Planning a Career Exploration | Timeline

Scheduling the steps of your exploration will help you stay on track and achieve your goals within a specific timeframe.

How can I do this?

Use the calendar provided to schedule and keep track of your exploration activities.

Timeline ☺

<< June 2011 >>

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

No tasks for: 10 June 2011 [View All](#)

What do I do in POP-ePEARL?

- Click on the calendar provided.
- Select the correct month and day.
- Use the spaces provided to schedule your events and deadlines.
- Check off tasks as they are completed.
- Select [View All](#) to review what you have completed and to see what still needs attention.

Teacher Tips

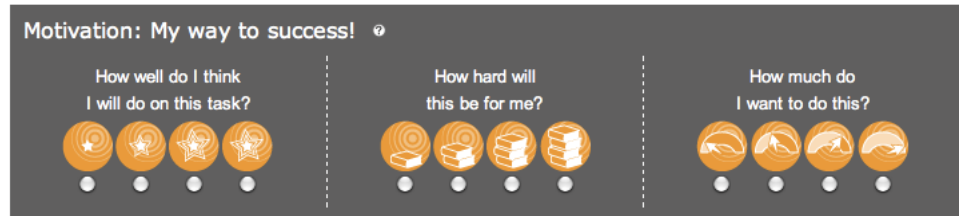
View a student's schedule by accessing his/her timeline. When viewing a student's portfolio, click on *Timeline* from the *Table of contents* or view it from within a particular exploration. Note tasks yet to be done and those that have been completed.

POP COMPETENCIES IN ACTION | KPOP

Plan | Planning a Career Exploration | Motivation

Motivation is the reason why you may or may not wish to do something.

Examples of what you might think about



Your motivation to explore a career can determine the success of your exploration.

Consider these three aspects of motivation:


- How well do you expect to do?
Select a star that represents how you feel. Feeling strong and confident about what you are doing will help you to do well.
- How hard will this be for you?
Select a stack of books that represents how hard you expect this exploration to be. Although the task ahead may seem difficult, considering it a challenge can motivate you to work hard and be successful.
- How much do you want to do this?
Selecting the full meter means you are really keen. Having strong intentions and feeling really committed can also lead to success.

What do I do in POP-ePEARL?

Read each question and choose the icon that best describes how you feel about this exploration.

POP COMPETENCIES IN ACTION | KPOP


On-Task | Overview




Explore and Experience ⓘ

There are many ways to document your your reflections: choose the ones that suit you best by clicking on the icons below. ⓘ


RECORDER

 ⓘ


TEXT EDITOR

 ⓘ

ATTACHED FILES

 ⓘ

URL LINK

 ⓘ

- On-Task activities help students carry out a plan and document the information they are collecting about their career of choice.
- There are many ways to be On-Task in a POP classroom including interviewing experts, trying out a task in a tool kit, doing research on the Web or in the library, visiting a location, etc.

While On-Task, students are documenting their learning in various ways using graphic organizers, a journal or electronic documents in a blog or portal space. Students need guidance to help them to learn how to validate resources, compare points of view, develop organization strategies for keeping track of their explorations, etc. Short activities that target these various aspects of being On-Task will be required.

While On-Task, students may find that they need to return to their career exploration plan and make adjustments, or that they have found a tangent interest to explore or even a brand new interest. This is fine and is part of the POP program and the learning process.

POP COMPETENCIES IN ACTION | KPOP

On-Task | Explore and Experience

During a career exploration you will make many discoveries that you will want to document.

How can I do this?

On-Task in the POP classroom means experiencing and learning about careers that interest you, that are new to you or that maybe you never even considered. While you do this you will be documenting your findings in some way so that you can return to your findings and make connections with your personal profile. You can explore and experience a career in many ways:

- Do a virtual visit on the POP Index.
- Search Web sites, books, pamphlets.
- Interview an expert in the field.
- Visit a work place.
- Try out a work function by using a tool kit.
- Etc.

Use your information to determine what educational path you would need to follow if the career strongly appeals to you. Your information will help you answer the question, “Where do I go from here?”

What do I do in POP-ePEARL?

You can document your information in a variety of ways: use the recorder, use the text editor to write directly, attach files and include a URL that you consider an important or interesting reference.

POP COMPETENCIES IN ACTION | KPOP

On-Task | Explore and Experience | Document exploration

There are many ways to document your explorations while you are On-Task: choose the ones that suit you best by clicking on the icons below.



Document your exploration.

Examples

Recorder: Louisa records her interview questions that she will use as part of her dentistry exploration. She then listens to herself with a classmate to help her know if she is using the correct tone and language specific to dentistry. She then revises her questions accordingly.

Text Editor: Bridgette is exploring a hairdressing career. She uses the text editor to make notes for a summary of her day job shadowing at the hairdressing salon. She gives the text the title *Expectations*.

Attached Files: Marco decides to attach one of the photos he took of the auto body repair work he completed while working on the Mechanics and Auto Body Repair tool kit activities.

URL: Stephanie shares her research and collaborates with other students in a wiki. She adds the URL here.

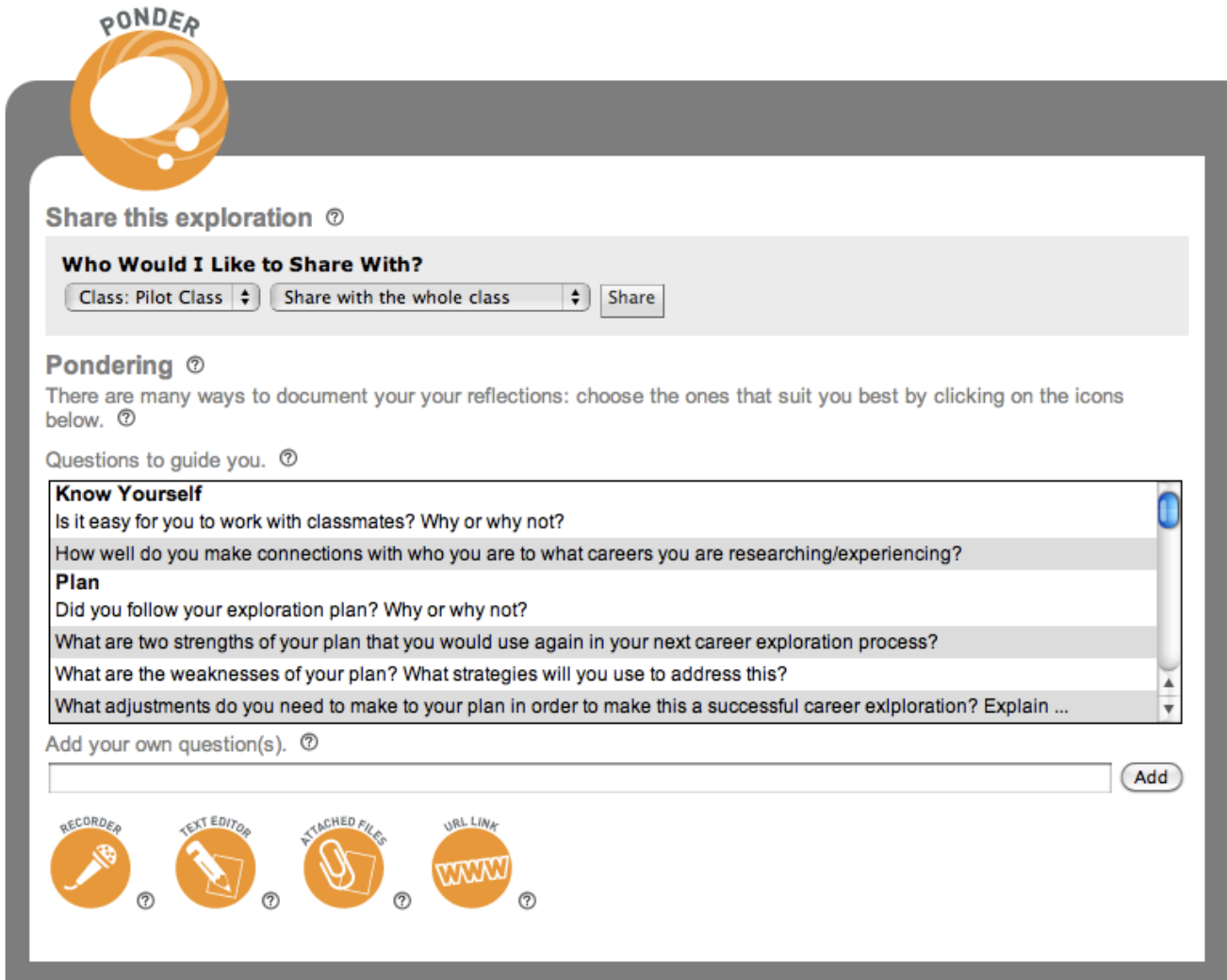
What do I do in POP-ePEARL?

Select one or more of the recording modes offered—recorder, text editor, attached files and URL—and record your exploration information.

To use the recording tools, follow the directions that accompany each one.

POP COMPETENCIES IN ACTION | KPOP

Ponder | Overview



PONDER

Share this exploration ?

Who Would I Like to Share With?

Class: Pilot Class | Share with the whole class | Share

Pondering ?

There are many ways to document your your reflections: choose the ones that suit you best by clicking on the icons below. ?

Questions to guide you. ?

Know Yourself

Is it easy for you to work with classmates? Why or why not?

How well do you make connections with who you are to what careers you are researching/experiencing?

Plan

Did you follow your exploration plan? Why or why not?

What are two strengths of your plan that you would use again in your next career exploration process?

What are the weaknesses of your plan? What strategies will you use to address this?

What adjustments do you need to make to your plan in order to make this a successful career exploration? Explain ...

Add your own question(s). ?

Recorder | Text Editor | Attached Files | URL Link

- Pondering is another word for reflection. Students will be asked to pause and ponder at various points in their career exploration process.
- Reflection can take many forms. Students may reflect on their own, with classmates, in a conference with the teacher, etc.
- Your role as a teacher is integral to student reflection development: asking focused questions; making time to stop and reflect during career explorations so that students have an opportunity to adjust and move on; providing direction to students by encouraging them to reflect on their own and other practices they have seen in the classroom or through their career exploration process.

POP COMPETENCIES IN ACTION | KPOP

Ponder | Pondering

Pondering (reflecting) is purposefully thinking about your learning process before, during and after a career exploration.

Examples

Reflecting *Before* an Exploration: What do I know and where do I go?

“Last week I worked on a few surveys in Career Cruising and also on an activity using the [From Values to Actions](http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/8_ponder.html) (http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/8_ponder.html) graphic organizer. These were great at helping me focus on my strengths, weaknesses and also on what I believe in. I know I am good at art. I even take classes outside of school. By working on these activities I began to think about where I could use art and turn it into a job one day. I started to look at what I value and believe in. I like to help people; my family does a lot of volunteer work in our town and at the community centre. I do it because I like to go and meet people and help out with the little kids during playgroup times. I do the art activities with them. So, I talked with my teacher and now I am going to explore Art Therapist as my next career. This is very exciting because I never thought I could take things I just like to do anyway and make them something I can do later in life.”

Reflecting *During* an Exploration: Trying a New Interview Strategy

“This time we had to try a new strategy for finding out about a career, so I chose writing clear interview questions as my goal. I think my preparation for conducting an interview was very complete. I consulted, organized, scheduled, practised and listened to the person I interviewed. The most difficult part of this activity was preparing the right questions. A couple of my questions would have had simple yes or no answers. One of my friends suggested that I rewrite my questions so that they require more descriptive answers with far more information. It turned out to be a good idea. I had a surprise when I received information during the interview that had me scrambling to ask an unprepared question. I know I was supposed to be ready for this but it caught me off guard. I’ll keep this in mind for another time.”

Reflecting *After* an Exploration: My Overall Mechanics Experiences

“My exploration of Mechanics was interesting to me. I used the tool kit and liked working with my hands. I realize that I’ve always liked doing stuff, putting things together, taking them apart and figuring out how they work. My mom said I used to take apart toys when I was a kid.

“There are different kinds of mechanics, working with small engines, diesel and working with large equipment such as that on ships. I didn’t know this, so now I am thinking about maybe doing my next exploration on one of the other jobs in this field. I will have to find out about the courses that are needed to get qualified and make sure that I follow the courses I need while in high school. I think I am going to have to see the guidance counselor this term.

“I don’t find my schoolwork difficult and I wonder if mechanical engineering might be interesting or will there be less opportunity to work hands-on. I will also have to think about how long I want to stay in school. I haven’t thought about that before. Funny, now that I finished my exploration I have more questions: How much money will mechanics courses cost? How much I would be able to earn in the end? Which type of mechanics do I want to know more about?”

“I guess my mom was right (don’t tell her, LOL!), I am someone who is good at taking apart things and putting them together—like a puzzle!”

Reflecting *After* all my Explorations: Looking back and looking ahead to what comes next

“It’s certainly been an interesting year. I explored seven different career fields. It has been challenging trying to use different strategies and not just doing research the same way all the time. I particularly liked meeting people doing their jobs. I interviewed an architect, shadowed a physiotherapist for a day and spent an afternoon at a veterinary clinic’s open house. I also tried to listen to workers in the field and then compare what they had to say with the viewpoints of my friends, parents and other adults who I questioned whenever I had a chance. I compared the different ideas, and they certainly were different, and then tried to conclude how some of the jobs would suit me or how I would suit them.

“It is fine to think that I might like to be a veterinarian because I have a soft spot for animals but I have to think of what kind of a vet I could be and the kind of life I would live. There are lots of questions. What courses do I have to take right now to be qualified for courses I will need later? What amount of time is involved? Where will I study? What will the costs be but what will the returns be in the end? Will I be able to find a job near home or will I have to go away? Wow, lots to think about!

“Although I found several of the careers I explored to be really exciting, I’m still not sure what I want to do. But one thing I have realized is that I have to make sure right now that I don’t close any doors. I have to take the courses now that will let me make whatever choice I want later on. Right now, that is what I am committing myself to.”

How can I do this?

Have a look at the goals that you set for this work. Did you achieve your goals? **Why?** Did your strategies work well? **How?** What would you do differently next time?

Think about the criteria that were set to guide and evaluate your work and try to compare your experiences with the criteria. Were you successful? Is there room for improvement? How will you continue to progress?

It is important that you consider what worked well and why, and what you can improve next time, how you might go about doing it and where your discoveries may lead you.

Make adjustments right away; don’t wait to reflect until the end of an exploration. Stop a few times along your career exploration so that you have enough time to take what you reflected on and either keep going or make adjustments to things that need improvement.

Consider your exploration and your thoughts about your process, how your exploration has progressed, what you have learned and where it may lead you next and in the future. If you have selected or have written a question to answer, determine your response.

What do I do in POP-ePEARL?

Select a question from the drop-down menu or write your own question in the text box. Your teacher may want you to reflect on something particular and may ask you to select a particular question.

You can document your thoughts in a variety of ways: use the recorder, use the text editor to write directly, attach files and include a URL.

Teacher Tips

Reflection is an important part of the learning process. It helps students to make visible things that are often invisible, such as the thinking they put into their work. Reflection is the thread that helps students connect the many pieces of their learning.

Reflection also puts learning into the students' hands. Provide moments throughout career explorations when students pause to ponder. This gives them an opportunity to adjust an exploration process so that they are successful. It is often not enough to ask students to reflect or simply to provide open-ended questions. Equipping students with guidelines for reflection improves the reflections considerably.

Students may explain how their exploration or specific activity shows progress towards their goals.

Encourage students to use lessons learned through reflection to set new goals for future explorations or to modify old goals.

Discourage a simple summary of the steps taken in an exploration. What you want is to see the connections a student can make between his/her actions and the information gathered; between his/her On-Task activities and personal profile; between his/her personal profile and next plan, etc.

If you have a specific question you would like the student to answer, you can write it in the text box provided for an additional question.

POP COMPETENCIES IN ACTION | KPOP

Ponder | Pondering | Document reflections

There are many ways to document your reflections: select a question or write your own and choose the recording tools that suit you best by clicking on the icons below.



Document your reflections.

Examples

Recorder: Martin records a conversation he has with a classmate about the strategies he is using to explore auto mechanics. Later on, Martin uses this recording to remind himself of strategies he tried to help him complete his reflections.

Text Editor: Diane writes her reflection about her classmates' reactions to her choice of career exploration.

Attached Files: Catherine is working on an activity where she is evaluating the strategies she used in an exploration. She attaches a copy of a presentation she made for her classmates outlining the steps she is following in carrying out the strategies that have worked well so far.

URL: Adrienne keeps track of her thoughts by recording podcasts. She pastes the URL here.

What do I do in POP-ePEARL?

Select one or more of the recording modes offered—recorder, text editor, attached files and URL—and create a record of your thoughts.

To use the recording tools, follow the directions that accompany each one.

POP COMPETENCIES IN ACTION | KPOP

Ponder | Pondering | Questions to guide you

Questions help guide how you reflect on your work.

How can I do this?

The drop-down menu provides questions to guide your reflection. You may select a question or the teacher may guide you to select a particular question.

What do I do in POP-ePEARL?

Select questions from the drop-down menu.

Teacher Tips

Students often require guidance in developing a reflection that will help them realize what they have learned, what needs adjusting as they are working or for their next exploration, and where their experiences and learning may lead them in the future. Targeted questions can provide this guidance. These questions can be selected or adapted for specific student needs.

POP COMPETENCIES IN ACTION | KPOP

Ponder | Pondering | Add your own questions

You may want to create your own reflection questions.

How can I do this?

If your teacher has not suggested a question for you to use or you have not selected a question, you can also use the text box to write your own question.

What do I do in POP-ePEARL?

Write your own question(s) in the text box.

Teacher Tips

Although students may want to create their own questions, they may still require guidance in developing a reflection that will help them realize what they have learned, what needs adjusting as they are working or for their next exploration, and where their experiences and learning may lead them in the future.

POP COMPETENCIES IN ACTION | KPOP

Ponder | Share this exploration

Sharing your exploration provides you with ideas that can help you revise and improve your work.

Example

“I would like to see if my friend thinks the way I organized my questions for interviewing an expert is well planned.”

How can I use peer feedback?

- Read what your peer has written.
- Do you agree with what he or she has said? Why or why not?
- If you agree with your peer’s feedback, try to use what he or she has said to improve your exploration.
- If you disagree with your classmate’s feedback, try to understand your classmate’s point of view, and share your opinion with him or her.
- Ask your teacher to allow time for you and your peer to discuss and share ideas.

What do I do in POP-ePEARL?

Choose the class that your peer belongs to from the drop-down menu.

You can then locate the name of the student you want to share with in the drop-down menu.



Click on *Share* when you are done.

Curriculum Connections

Broad Areas of Learning [?]

Cross-Curricular Competencies [?]

Subject Areas [?]

CURRICULUM CONNECTIONS

Developing an exploration in POP-ePEARL will impact more than the Personal Orientation Project program alone. This section involves targeting a broad area of learning that encompasses a reality in today's world, one or two cross-curricular competencies and subject areas that are developed by work carried out in the exploration.

In this section...

Broad Areas of Learning

Cross-Curricular Competencies

Subject Areas

CURRICULUM CONNECTIONS

Broad Areas of Learning

Connect your exploration to a broad area of learning.

Example

In carrying out an interview to learn about a professional's world of work, Louisa will be learning about a specific job. She therefore connects her exploration interview with *Personal and Career Planning*.

What do I do in POP-ePEARL?

Use the drop-down menu to choose one broad area of learning that this exploration addresses.

Teacher Tips

These are the broad areas of learning outlined by the Québec Education Program.

Cross-Curricular Competencies

Identify general learning skills you use while working on this exploration.

Example

To conduct an interview, it is necessary to be precise, well organized and able to communicate well. Louisa can therefore link her interview activity with two cross-curricular competencies: *Adopts effective work methods* and *Communicates appropriately*.

What do I do in POP-ePEARL?

Use the drop-down menus to choose one or two cross-curricular competencies that are addressed by this exploration.

Teacher Tips

These are the cross-curricular competencies outlined by the Québec Education Program.

Subject Areas

Connect your exploration to its subject area, Career Development, and any other subject area that you feel this exploration reflects.

Example

The interview that Louisa conducted was for her POP exploration but she has learned about researching in English, so she selects *Languages* in addition to *Career Development*.

What do I do in POP-ePEARL?

Select *Career Development* and any other subject area connection from the drop-down menus.

Teacher Tips

These are the subject areas outlined by the Québec Education Program.

View Mode

Overall feedback



Teacher Feedback ?

M. Brown: Updated 10/21/11

This is a well thought out exploration. Think about what worked best so that you can use the idea for your next exploration.



Parent Feedback ?

Parent: Updated 10/21/11

You've done some great research and gathered lots of information. Do you think it has helped you figure out more about what you want or don't want?



Peer Feedback ?

B Student: Updated 10/21/11

I really like the questions you wrote. Can we talk so you can tell me about what you found out?

VIEW THE PORTFOLIO

The software automatically shares students' explorations with the teacher, who can enter comments following each phase of the exploration process as well as overall feedback at the end of the exploration. Peers and parents can give feedback in the Overall Feedback area when in their View mode.

When viewing the teacher's comments and overall feedback, students can click on the help icon to receive support about using the comments and feedback.

In all sections where comments/feedback can be given or received, support is offered by clicking on .

In this section...

Sharing and Feedback

Teacher Environment



Student View Mode

VIEW THE PORTFOLIO

Overview

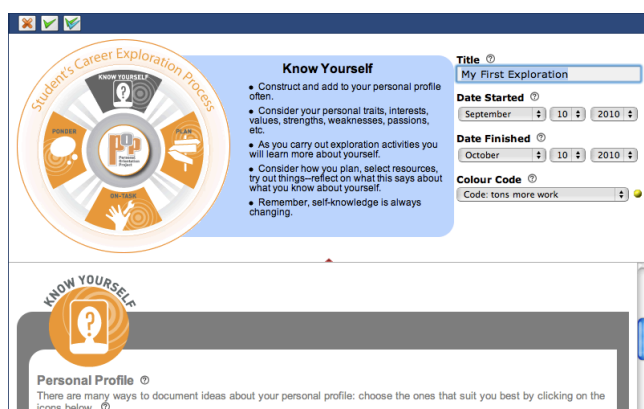
In *View mode*, the exploration is in a read-only format. From this screen, the student can edit his/her General Goals only, share the exploration with others or return to *Edit mode* to edit the exploration or delete it from POP-ePEARL. If the student wishes to print out a copy of his/her exploration, a print version can also be accessed from this screen.

The only active fields on this screen are the peer, parent and teacher comment and 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 Comment* or *Overall Feedback* boxes (when viewing from the Teacher environment), peers will be able to write only in the *Peer Feedback* box (if the item has been shared with that peer) and parents will be able to write only in the *Parent Feedback* box when in *Parent mode*.

From *View mode*, students can return to *Edit mode* by clicking on  to activate the fields on the exploration screen. Students can also access the Edit screen directly from the *Table of contents* by clicking on  beside any artifact in the list.

In *Edit mode*, the features and fields that are available for each exploration are activated. Notice that the top process/navigation area disappears in *View mode*.

Edit mode



Know Yourself

- Construct and add to your personal profile often.
- Consider your personal traits, interests, values, strengths, weaknesses, passions, etc.
- As you carry out exploration activities you will learn more about yourself.
- Consider how you plan, select resources, try out things—reflect on what this says about what you know about yourself.
- Remember, self-knowledge is always changing.

Personal Profile

There are many ways to document ideas about your personal profile: choose the ones that suit you best by clicking on the icons below.



My First Exploration (v2) [Printable Version](#)

Colour Code tons more work

Date Started 09/10/10

Date Finished 10/10/10

General Goals Connections
Improve my organizational skills

Career Exploration Goals
Text
To learn different ways of gathering information

Evaluation
Text
I'll use a checklist I created with my class and teacher

KNOW YOURSELF

View mode

VIEW THE PORTFOLIO

Sharing and Feedback | Sharing with peers

Students are encouraged to provide feedback to their peers and to consider feedback given to them by sharing their

explorations. This can be done in POP-ePEARL through the *Share* feature, which can be accessed from within the Ponder phase of an exploration or from the *Share* tab on the menu of the *Table of contents* page. This allows students to select with whom they want to share—an entire class or a specific student.

How to Access a Peer's POP-ePEARL

Peers who have been granted access to another student's portfolio must enter that portfolio

through the *Share* feature found in the menu bar just below the banner. Click on the tab labeled *Shared With Me* to see a list of the explorations that other students have chosen to share with you.

Clicking on any portfolio in the list will open a new window displaying the shared explorations. *Peer Feedback* boxes will become editable (active) in the *Overall Feedback* section at the end of the exploration page. Peers are not able to edit or upload anything to another student's exploration. 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 exploration with a peer, they can simply click on the *My Shared Artifacts* tab and *unshare* the desired explorations by clicking on .

Providing Peer Feedback

In a shared exploration, peers can provide feedback in the *Overall Feedback* section found at the bottom of the exploration page. Click on for support in giving feedback.

VIEW THE PORTFOLIO

Sharing and Feedback | Sharing with peers | Peer feedback

To the peer giving feedback (in *Share mode*)

It is important to give feedback that is helpful and useful to your peer.

Example of peer feedback

“You did some great planning. Interviewing a person in the field seems to have given you a lot of interesting and useful information. It’s good that you were able to find someone who was willing to spend time with you. But you didn’t mention the training programs for this career. Did you find out about them? It might be information that can help you make decisions. If you did find out, I’d like to know where you found your information.”

How can peers give feedback?


- Start by writing something to encourage your peer; always try to find something that he/she did well to write about first.
- Next, read your classmate’s career exploration goals and then judge whether you think he/she did what he/she set out to do for this exploration.
- Write down what your classmate could do improve the exploration, and let him/her know if you have any good strategies that would be helpful.
- Finally, be sure to let your peer know that you have given feedback about his/her exploration.

What do peers do in POP-ePEARL?

On the *Table of contents* page, click on the *Share* tab and then on the *Shared With Me* tab.

Open the portfolio that has been shared with you.

Type a new comment in the text box at the end of the exploration and then click on *Save*.

To delete a comment click on .

You can always come back and change or add to your comment later.

Learn More

- Watch a video that explains peer feedback.
- Watch a video to help you give feedback to your peer.

VIEW THE PORTFOLIO

Sharing and Feedback | Parent mode

Students are encouraged to share their explorations with their parents. Parents do not have separate passwords; they must access the exploration 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 exploration.

The screenshot shows a navigation bar at the top with buttons for Home, Artifacts, Share, Personalize, and Parent Mode (circled in red). Below the bar is the 'Overall Feedback' section, which contains three columns of feedback:

- Teacher Feedback:** M. Brown: Updated 10/21/11. This is a well thought out exploration. Think about what worked best so that you can use the idea for your next exploration.
- Parent Feedback:** Parent: Updated 10/21/11. You've done some great research and gathered lots of information. Do you think it has helped you figure out more about what you want or don't want? Below this is a text input field and a 'Save' button.
- Peer Feedback:** Mattie Smith: Updated 07/30/12. Wow! You found some really neat stuff. I'd like to know where you found the information so I can go digging too.

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

VIEW THE PORTFOLIO

Sharing and Feedback | Parent mode | Parent feedback

To the parent when giving feedback (in *Parent mode*)

Giving feedback to your child can help him/her recognize and appreciate your support.

Example of parent feedback

“You have done some great research. You used a lot of different resources, gathered a lot of information and kept good records. I’d like to know more about how you feel about what you found out. If this career is of interest to you, I’d like to know what courses you will have to take in the next couple of years and then what comes next? I would really like to talk with you about it.”

How can parents give feedback to their child?


Try to encourage your child by making a positive statement about something that you like about his/her exploration, or something that surprised or impressed you. Look at your child’s exploration goals, and compare them to the criteria for the work: Were the goals realistic and specific to the work? Did your child’s strategies help him or her achieve these goals?

Try to follow up by making time to talk with your child. Let him/her know that not only are you interested in the specific exploration but also interested in how what he or she is doing now might have consequences for his/her future. Without pressure, ask for your child’s opinions and encourage him/her to talk about him/herself in relation to his/her personal interests, abilities and where they might lead to in the future.

What do parents do in POP-ePEARL?

On the *Table of contents* page, your child can click on the **Parent Mode** button in the top right corner of the page to activate the **Parent Comments** box at the end of the exploration. You can add your comments here.

Type a new comment in the text box then click on **Save**.

To delete a comment click on .

You can always come back and change or add to your comment later.

When you are done remind your child to click on **Student Mode** to switch back!

VIEW THE PORTFOLIO

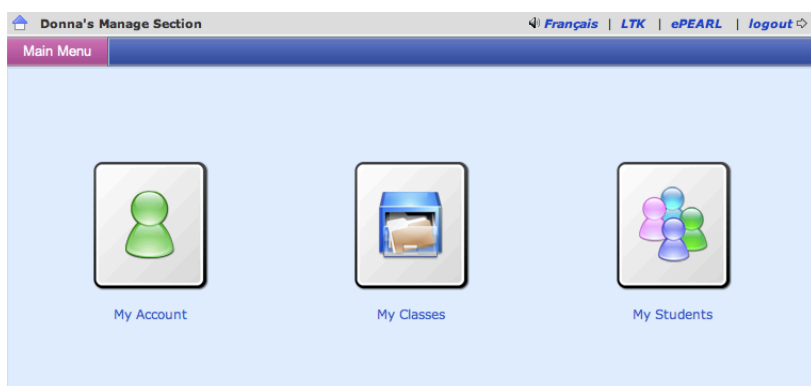
Teacher Environment | Overview

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 automatically linked to their homeroom class. This means that teachers can view the students in their class (along with the students' access information) and access students' portfolios.

It is recommended that teachers review the setup for their students prior to using POP-ePEARL with a class. For example, if students are missing they can be added or if levels have been incorrectly assigned (must be entered as level3—no spaces) they can be changed.

Classroom setup

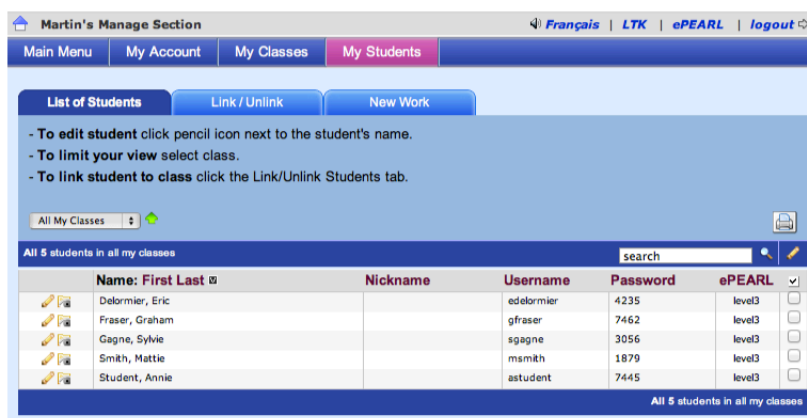
Your system administrator will set up your classes. You will need to provide user names and passwords for your students. From the *Learning Toolkit Lobby* at sign in (see page 9 of this guide) you will have access to your *Manage Section*. You can also access this section by clicking on the *LTK* link at the top of your own portfolio. Select to view your classes individually or all your students at once.



Classroom management


The *Manage Section* allows you to easily manage your classes and students in one convenient location. Here, you can:

- View your students' portfolios;
- Provide feedback on your students' work; comment by phase or give overall feedback;
- Edit information such as password, colour codes, etc.;
- And more!



Check assigned POP-ePEARL levels

Students working in POP-ePEARL must be assigned to Level 3.


Any student's level can easily be corrected by accessing the *My Students* tab in LTK Manage, clicking on  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 in two ways:

- 1) Click on *Share* in the bar just below the banner from the *Table of contents* within POP-ePEARL (teacher's own portfolio) and then click on the *Student Portfolios* tab; or
- 2) Click on the *View Portfolio* link next to a student's name in the class list in the *Manage section*. Teachers may provide feedback on each POP phase (KPOP) or on an exploration as a whole.

Sharing with other classes

Teachers can allow students from their class to share with students in another class. To do this, click on the *Inter-Class Sharing* tab in the *Share* section (tab within the ePEARL environment). Teachers can select their class and 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 ), students in these two classes will be able to share their explorations with each other through the regular sharing function.

Printing teacher comments

How can a teacher organize all the comments in a student's portfolio?

- Open a student's portfolio;
- Click on Teacher Comments (in red) on the *Table of contents* page;
- Read and print a list of his/her comments grouped by Exploration, by Type (feedback on goals, reflections, etc.) or by Date.

List of Teacher Comments (grouped by Type)

Student: Annie Student

Teacher: Martin Brown

Use this feature 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.

Timeline | Track student's work

Students can create a *timeline* in the Plan phase of an exploration. A student's complete *timeline* can be viewed from the *Table of contents* or from within a particular exploration for that specific exploration only.

Timeline			
Date	Artifact Title	Task	Completed
2010/09/29	Architectural Technician	Meet with my teacher at 10 o'clock.	<input checked="" type="checkbox"/>
2010/10/03	Architectural Technician	Share my plan with Bob to get this thoughts.	<input checked="" type="checkbox"/>
2010/10/08	Architectural Technician	Call the architect firm to make an appointment to visit.	<input checked="" type="checkbox"/>
2011/02/17	Dental Technician	Complete the list of resources I can use.	<input checked="" type="checkbox"/>
2011/02/23	Dental Technician	Go on the internet and find out about courses and what I need.	<input checked="" type="checkbox"/>
2011/03/08	Dental Technician	Get a check list from my teacher to be sure I'm covering everything.	<input type="checkbox"/>
2011/03/19	Dental Technician	Go over everything I've done so far with my friend to see if she thinks there is something else I should do.	<input checked="" type="checkbox"/>

Support for teachers giving feedback

When viewing a student's portfolio teachers can click on  to receive support for making comments or giving *Overall feedback*.

VIEW THE PORTFOLIO

Teacher Environment | Comments for Know Yourself

To the teacher when giving comments for Know Yourself (in teacher's *Manage* section)

Example

“You seem to understand yourself and have selected to explore a career that capitalizes on your strengths. Remember though, there may be a career that you know little about but may be interesting for you. This could lead you to work on and develop a personal characteristic that you feel uncertain about at the moment. Don't be afraid to try something different. It may lead you to learn something about yourself that you don't know.”

How can I do this?


You can use this space to comment on a student's personal profile.

Encourage students to do the following:


- Consider and recognize his/her personal traits, interests, values, strengths, weaknesses, etc.
 - Select personal characteristics to learn more about or develop further.
 - Look at how he/she work and consider what it says about him/herself.
 - Connect learning and discoveries with what he/she knows about him/herself.
-

What do I do in POP-ePEARL?

Type a new comment in the text box then click on *Save*.

Click on  to change a comment.

Revise and then click on *Update*.

To delete a comment click on .

You can always come back and change or add to your comment later.

VIEW THE PORTFOLIO

Teacher Environment | Comments for Plan

To the teacher when giving comments for Plan (in teacher's *Manage* section)

Example

“You have selected two good strategies and planned solid activities based on them. Remember to plan time to discuss with a fellow student and an adult. This will give you other viewpoints to consider and compare.”

How can I do this?


You can use this space to comment on your student's plan.

Encourage students to do the following:


- Define his/her purpose.
- Select strategies to use.
- Plan varied types of activities.
- Organize tasks to be done.
- Relate purpose and strategies directly to career exploration goals.
- Adjust his/her plan as needed during the course of an activity or exploration.

What do I do in POP-ePEARL?

Type a new comment in the text box then click on *Save*.

Click on  to change a comment.

Revise and then click on *Update*.

To delete a comment click on .

You can always come back and change or add to your comment later.

VIEW THE PORTFOLIO

Teacher Environment | Comments for On-Task

To the teacher when giving comments for On-Task (in teacher's *Manage* section)

Example

“You seem to be well organized and keeping to your schedule. Remember to keep an accurate record of everything you learn and your ideas as they develop and change while you are working. You will need to refer to your records later so that you can compare career information.”

How can I do this?

You can use this space to comment on your student's On-Task activities.

Encourage and remind students to do the following:

- Try out a variety of activities to gain different perspectives and find as much information as possible in an efficient manner.
- Document discoveries and thoughts throughout the exploration for later reference.
- Revise and adjust activities as needed throughout the exploration.

What do I do in POP-ePEARL?

Type a new comment in the text box then click on *Save*.

Click on  to change a comment.

Revise and then click on *Update*.

To delete a comment click on .

You can always come back and change or add to your comment later.

VIEW THE PORTFOLIO

Teacher Environment | Comments for Ponder

To the teacher when giving comments for Ponder (in teacher's *Manage* section)

Example

"I like your ongoing reflection as you are working through your exploration. It is interesting to see how and why your point of view is changing over time. Please take time to look at what you will have to do if you decide to follow this career path. Courses you will have to take, where they take place, their cost and time involved may influence your decision."

How can I do this?


You can use this space to comment on your student's ponderings.

Encourage students to reflect before, during and after an exploration and to consider the following aspects of reflection:


- Learning that took place or is taking place;
- Goals met or not met;
- New goals set or modified;
- Evaluation criteria met or not met;
- Use of strategies;
- What could be done differently or to improve his/her work next time;
- Student's opinion about the quality of his/her work;
- Thoughts before, during and after the exploration;
- Discussion with others and consideration of their ideas;
- Links between his/her personal profile and discoveries made during the exploration;
- Ideas about what might come next or in the future for him/her.

What do I do in POP-ePEARL?

Type a new comment in the text box then click on *Save*.

Click on  to change a comment.

Revise and then click on *Update*.

To delete a comment click on .

You can always come back and change or add to your comment later.

VIEW THE PORTFOLIO

Teacher Environment | Comments for Overall feedback

To the teacher when giving overall feedback (in teacher's *Manage* section)

Teacher feedback helps a student improve his/her work.

Examples of teacher overall feedback

“You’ve recorded conversations you’ve had with several different people: friends, adults who know you, teachers and your parents. You gathered a lot of different ideas and viewpoints. Could you organize the information so that you can compare and contrast the opinions of different people? I think this would give you a new perspective to help you recognize all the things you do well and where you need to put in extra effort.”

“I see you’ve gathered a lot of information from your job-shadowing experience. You’ve created an excellent record of what you have learned. However, I don’t see where you have come to any conclusions or thoughts about what might come next. Did the experience help you learn anything new about yourself? It would be a good idea to update your personal profile with what you have learned.”

How can I do this?

This field is where you provide overall feedback about your student’s exploration.

Consider if the student has done the following:

- Worked towards specific career exploration goals that connect with his/her larger long-term goals;
- Used the evaluation criteria to guide the development of the exploration and to help him/her evaluate his/her work;
- Been able to review and revise the learning processes as needed throughout the exploration.

Make time to review the exploration with the student. He/she may need guidance to connect new knowledge with what he/she knows about him/herself and the implications new learning and discoveries have on his/her future.


It is best to review and evaluate for learning while the exploration is ongoing to ensure timely feedback. The student will then be able to make adjustments during the exploration to ensure success.

What do I do in POP-ePEARL?

Type a new comment in the text box then click on **Save**.

Click on  to change a comment.

Revise and then click on **Update**.

To delete a comment click on .

You can always come back and change or add to your comment later.

VIEW THE PORTFOLIO

Teacher Environment | Teacher support for peer feedback

To the teacher when supporting peer feedback (in teacher's *Manage* section)

It is important for students to give helpful feedback to each other.

Example of peer feedback

“You did some great planning. Interviewing a person in the field seems to have given you a lot of information. It’s good that you were able to find someone who was willing to spend time with you. But you didn’t mention the training programs for this career. Did you find out about them? If so, I’d like to know where you found your information.”

How can I guide students to provide useful feedback to their peers?

A whole class/group session focusing on peer feedback would be useful. Discussion and student input may help students understand the value of supporting each through personalized feedback. When writing feedback, encourage students to do the following:

1. Start by writing something to encourage his/her peer; always try to find something that he/she did well to write about first.
2. Next, read the classmate’s exploration goals, and then judge whether he/she did what he/she set out to do for this exploration.
3. Finally, write down what he/she could do to improve, and suggest any good strategies that would help.

Ensure that students communicate and advise each other when feedback has been asked for or been given. Provide time for them to discuss and share ideas.

What do I do in POP-ePEARL?

This field is for a student to comment on a peer’s exploration. You cannot change these comments but it may be necessary to guide individual students.

VIEW THE PORTFOLIO

Teacher Environment | Teacher support for parent feedback

To the teacher when supporting parent feedback (in teacher's *Manage* section)

Parent feedback provides encouragement and support for students.

Example of parent feedback

“You have done some great research. You used a lot of different resources, gathered a lot of information and kept good records. I’d like to know more about how you feel about what you found out. If this career is of interest to you I’d like to know what coursed you will have to take in the next couple of years and then what comes next? I would really like to talk with you about it.”

How can I encourage parent feedback?

- Parents provide support for their children by being involved in their learning. Make sure parents are aware of the opportunity for providing feedback in POP-ePEARL.
- Through newsletters or interviews, encourage them to participate in their child’s learning by making time to talk with their child about his/her explorations, by asking to see POP-ePEARL exploration entries and by taking the opportunity to give written feedback.

In the classroom:

- Discuss with students, the value of having their parents involved.
- Encourage students to share and discuss with their parents the various aspects of their explorations in relation to the KPOP process and to ask for written feedback.

What do I do in POP-ePEARL?

This field is for parents to comment on their child’s exploration. You cannot change these comments.

VIEW THE PORTFOLIO

Student View Mode | Using teacher comments for Know Yourself

To the student using teacher comments following *Know Yourself*

How can I use feedback?

- Read what your teacher has written about how you know yourself.
- Before you change anything, look over the details of what you know about yourself and how it relates to the career you are exploring to see if you can understand why your teacher is asking you to revise or add to your work.
- Try to revise or rework the *Know Yourself* part of your exploration as soon as you get feedback so you don't forget about it!
- The feedback may enable you to make adjustments during your exploration and lead you to new ideas and understanding about yourself.
- The feedback can also provide guidance for your next exploration.

What do I do in POP-ePEARL?

This field is for your teacher to provide feedback about how you know yourself. You cannot change these comments.

BUT—you can revise any part of your work and/or ideas relating to what you know about yourself or continue with your teacher's suggestions in mind.

If you have any questions be sure to speak to your teacher and remember to check with him/her on a regular basis.

VIEW THE PORTFOLIO

Student View Mode | Using teacher comments for Plan

To the student using teacher comments following *Plan*

How can I use feedback?

- Read what your teacher has written about your plan.
- Before you change anything, look over the details of your plan to see if you can understand why your teacher is asking you to revise or add to your work.
- Try to revise or rework your *Plan* as soon as you get feedback so you don't forget about it!
- The feedback may enable you to make adjustments during your exploration and lead you to new ideas and understanding.
- The feedback can also provide guidance for your next exploration.

What do I do in POP-ePEARL?

This field is for your teacher to provide feedback on your exploration plan. You cannot change these comments.

BUT—you can revise any part of your exploration plan or continue with your teacher's suggestions in mind.

If you have any questions be sure to speak to your teacher and remember to check with him/her on a regular basis.

VIEW THE PORTFOLIO

Student View Mode | Using teacher comments for On-Task

To the student using teacher comments following *On-Task*

How can I use feedback?

- Read what your teacher has written about your *On-Task* activities.
- Before you change anything, look over the details of your *On-Task* activities to see if you can understand why your teacher is asking you to revise or add to your work.
- Try to revise or rework your activities as soon as you get feedback so you don't forget about it!
- The feedback may enable you to make adjustments during your exploration and lead you to new ideas and understanding.
- The feedback can also provide guidance for your next exploration.

What do I do in POP-ePEARL?

This field is for your teacher to provide feedback about your *On-Task* activities. You cannot change these comments.

BUT—you can revise any part of your *On-Task* activities or continue with your teacher's suggestions in mind.

If you have any questions be sure to speak to your teacher and remember to check with him/her on a regular basis.

VIEW THE PORTFOLIO

Student View Mode | Using teacher comments for Ponder

To the student using teacher comments following *Ponder*

How can I use feedback?

- Read what your teacher has written about your pondering.
- Before you change anything, look over the details of your reflection(s) to see if you can understand why your teacher is asking you to revise or add to your work.
- Try to revise or rework your reflection(s) as soon as you get feedback so you don't forget about it!
- The feedback may enable you to make adjustments during your exploration and lead you to new ideas and understanding.
- The feedback can also provide guidance for your next exploration.

What do I do in POP-ePEARL?

This field is for your teacher to provide feedback on your pondering process that is part of your exploration. You cannot change these comments.

BUT—you can revise any part of your reflection(s) or continue with your teacher's suggestions in mind.

If you have any questions be sure to speak to your teacher and remember to check with him/her on a regular basis.

VIEW THE PORTFOLIO

Student View Mode | Using Overall teacher feedback

To the student using overall teacher feedback *at the end of the exploration page*

Teacher feedback helps you improve your work.

How can I use feedback?

- Read what your teacher has written about your exploration.
- Before you change anything, look over the details of your exploration to see if you can understand why your teacher is asking you to revise or add to your work.
- Try to revise your exploration as soon as you get feedback so you don't forget about it!
- The feedback may enable you to make adjustments during your exploration and lead you to new ideas and understanding.
- The feedback can also provide guidance for your next exploration.

What do I do in POP-ePEARL?

This field is for your teacher to provide feedback on your exploration. You cannot change these comments.

BUT—you can revise any part of your exploration or continue with your teacher's suggestions in mind.

If you have any questions be sure to speak to your teacher and remember to check with him/her on a regular basis.

VIEW THE PORTFOLIO

Student View Mode | Using Overall peer feedback

To the student using overall peer feedback *at the end of the exploration page*

Peer feedback helps you improve your work.

How can I use feedback?

- Read what your peer has written.
- Do you agree with what he or she has said? Why or why not?
- If you agree with your peer's feedback, try to use what your classmate has suggested to improve your artifact.
- If you disagree with your classmate's feedback, try to understand his or her point of view, and share your opinion with him/her.
- Ask your teacher to allow time for you and your peer to discuss and share ideas.

What do I do in POP-ePEARL?

- Share your work with a peer and invite him/her to give his/her opinion about your exploration.
- Make sure you are in *Edit mode*.
- Pick the person or class you would like to share with from the list under *Share this exploration* (Who would I like to share with?).

This field is for your peer to give you feedback about your artifact. You will not be able to change these comments.

VIEW THE PORTFOLIO

Student View Mode| Using Overall parent feedback

To the student using overall parent feedback *at the end of the exploration page*

Show your parents your explorations to involve them in your learning.

How can I show and explain my exploration to my parents?

Ask your parents to make time to talk with you about your exploration. Try to explain to your parents what you did and why. Remember to cover all parts of your exploration.

There are many things to talk about:

- What you have learned about yourself;
- Why this exploration may or may not be of interest to you;
- What kind of activities you planned and carried out to learn what you wanted to know;
- If you want to explore this career further;
- What the consequences could be for your future if you pursue your interest in this career.

Remember to ask for your parents' thoughts and ideas and encourage them to ask questions.

What do I do in POP-ePEARL?

- Click on the *Parent Mode* button in the top right corner of the page to activate the *Parent Comments* box.
- Show your parents your explorations. They can add their comments here.
- When you are done, don't forget to click on *Student Mode* to switch back!

This field is for your parents to comment on your exploration. You cannot change these comments.