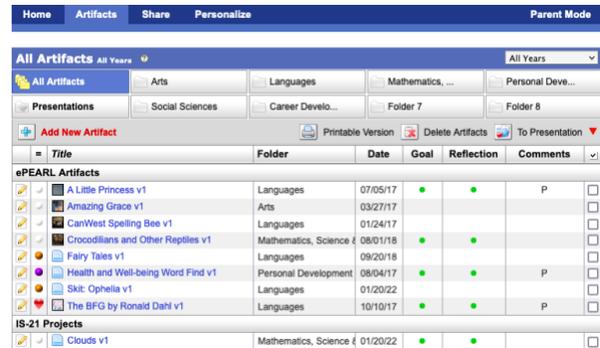# CREATING A NEW ARTIFACT

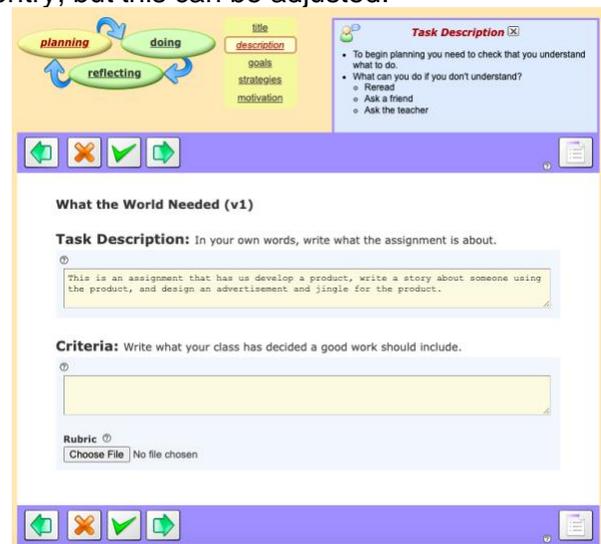## New Artifacts in ePEARL Level 2

An artifact is a piece of work created in or outside ePEARL. When creating a new artifact, the student enters a goal and thinks about strategies to achieve this goal. When revising their work, they do a 'process' reflection, thinking about how much closer they are getting to their goal. Once they have completed their final copy, they can do a 'product' reflection or think about why they want to send this work to *Presentation*.

1) Press on *Artifacts* in the top menu of the Home Page
2) Press on the *Add New Artifact* ➕ button.
   You will be prompted to select a folder for the artifact.
3) Select the appropriate folder and then press the *Continue* button.
   You'll see the learning process graphic.
4) Press on the *Next* ➡ button to continue.
   This will take you through the step-by-step guided process. If you prefer to view all steps on one page, you can press on the *One-Page Mode* 🗒 button at the top-right of the screen.
5) Give the artifact a title.
   By default the article will be "Untitled" until adjusted.
6) Determine if you need to adjust any of the other fields.
   Colour codes are optional. They can be customized if desired.
   The date is automatically set to the date of entry, but this can be adjusted.
7) Go to the *Description* section.
   If you are in the multi-page mode, you'll have to press on the next button or use the links at the top of the screen.
8) Enter a task description, criteria, and/or rubric as desired.
   Teacher Tip: Review students' task description and criteria sections to determine which students have fully understood the task.
9) Go to the *Goals* section.
10) Enter a task goal.
    What the student is hoping to learn or work towards while doing this work.
    Note: If general goals had previously been created, they will also appear in this section. Guide students to consider if this task will help them towards attaining one of their general goals. If yes, they can select that goal using the checklist.

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11) Enter a few strategies that could help attain the task goal(s).
    Prompt students with the question: "What is your plan to achieve your task goal(s)?"
12) Go to the *Motivation* section.
13) Use the scale to answer the three questions.
    This feature will help the students think about the task in terms of difficulty and enjoyment. Encourage your students to look back at these points when they are reflecting later.
14) Go to the *Doing* section.
    Here the student can write up their work, record, attach files, and link websites.
15) Determine the desired method to show work for this task.
    - Text editor: write up their work in the artifact.
    - Recorder: Record up to 2 minutes.
    - Attachment: attach files, such as Word documents or pictures of their handwritten/hand drawn work.
    - URL link: provide links to websites that were useful for completing their task and/or websites they uploaded their work to.
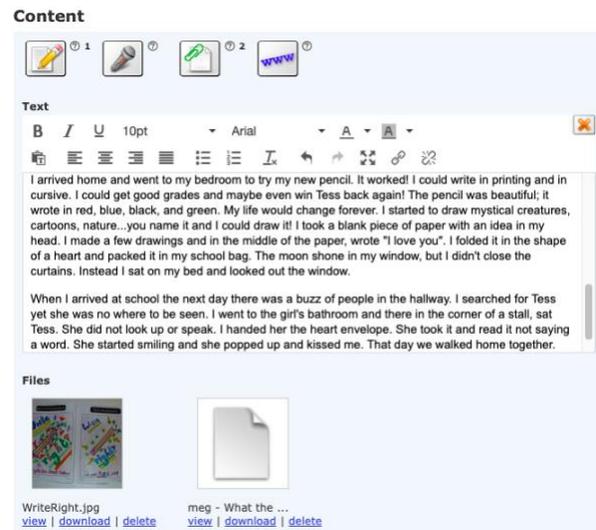
> **Teacher Tip**
> Learning logs may be used by students as a means to document the strategies used towards attaining their goals. For example, if a student set as a Process Goal that they wanted to write multiple drafts prior to completing their final story as one means to improving their writing (Outcome Goal), have them prepare a table (either by hand or in Word) with each column labeled the days of the week and each row labeled "Draft 1, Draft 2" etc. They can use this to check off their progress towards completing multiple drafts. This Log will serve as a memory trigger when the student is reflecting on their work!

16) Go to the *Reflection* section's *Sharing* page.
17) Determine if you want to share this artifact with the whole class or certain students within the class.
    If yes, use the dropdown menu to select a class. Once selected, a second dropdown menu will appear. In this menu, you can select the whole class or one student within the class.
    To confirm your selection, press on the *Share* Share button.
18) Go to the *Reflections* page.
    This should prompt students to think about the challenges they met and

what they learned.

19) Use the toolbar to add a reflection in the most suitable method.
Students should reflect on the positive aspects of the learning experience and discuss any challenges that were experienced along the way. How were these challenges addressed? Were they successfully overcome? If not, why not? State why they feel proud of this work, etc.

20) If students were using a Learning Log they can attach it here.

21) Go to the *Curriculum* page.

22) Determine which competencies relate to your task.
These competencies are based on the QEP. If you're not in Quebec, you can skip this part. If you'd like to connect your task to your local curriculum, you can consider doing so using the text editor in one of the other sections.

Reflections: Think about your goals. Have you met them? What would you do to improve your work? ⓘ
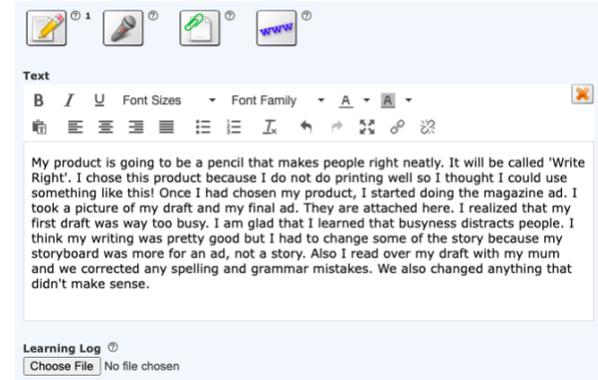
Text

B *I* U Font Sizes ▾ Font Family ▾ A ▾ A ▾

My product is going to be a pencil that makes people right neatly. It will be called 'Write Right'. I chose this product because I do not do printing well so I thought I could use something like this! Once I had chosen my product, I started doing the magazine ad. I took a picture of my draft and my final ad. They are attached here. I realized that my first draft was way too busy. I am glad that I learned that busyness distracts people. I think my writing was pretty good but I had to change some of the story because my storyboard was more for an ad, not a story. Also I read over my draft with my mum and we corrected any spelling and grammar mistakes. We also changed anything that didn't make sense.

Learning Log ⓘ
Choose File | No file chosen