

WORK EXAMPLES FROM LEVEL 3

This document shows an example of work (artifacts), which might be found in a Level 3 portfolio. The student creates artifacts to develop and reflect on different kinds of work, including career-oriented explorations with POP.

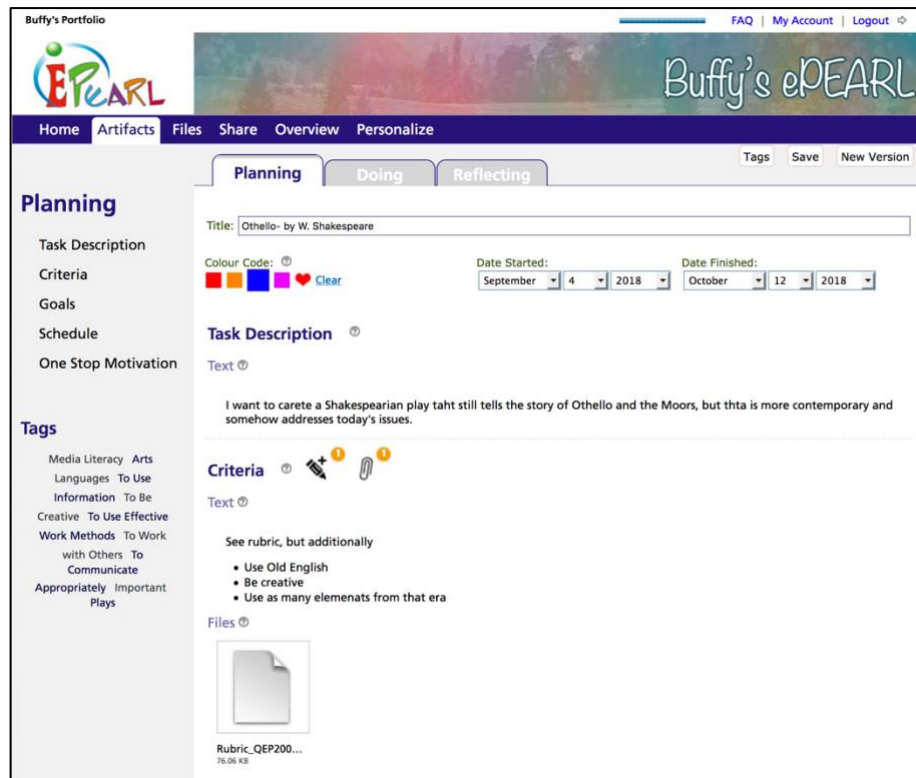
NEW ARTIFACT

Othello

Students can use the portfolio to practice different skills they are learning in class. In the example on the right, the student's project is to recreate a Shakespearian play that address contemporary concerns.

The student writes out the task description in their own words. Doing this helps clarify if the student understands the main goals of this project.

The criteria section is a reminder of what they will be evaluated on. If they have an electronic version of the rubric, they can attach it here. Before submitting their final product, students should review this section to ensure they have met all criteria.



Othello

In this area, students are encouraged to review their general goals for the task.

Setting goals helps students move in a direction, stay on track, increase their motivation, and provides a sense of responsibility.

General Goals are long-term objectives that the student wants to work towards. These will appear in any artifact they create. They can check off any that apply to their current task.

In level 3, there is also a strategy bank. This will list any previously defined strategy the student has created in their artifacts. The student can use this bank to quickly link relevant strategies to their goals.

The screenshot shows the 'Buffy's ePEARL' interface. At the top, there are navigation tabs: Home, Artifacts, Files, Share, Overview, Personalize. Below this is a 'Planning' section with sub-tabs: Planning, Doing, Reflecting. The main content area is titled 'Goals' and contains a 'Task Goal' window with the text 'I want to create a dramatic, contemporary play'. Below this are several 'Supporting Task Goal' windows, each with a text input field and a 'Strategies' dropdown menu. One supporting goal says 'Write a script (that can be performed in 40 mins.)' and another says 'Assign roles'. At the bottom, there is a 'General Goal Connections' section with a question: 'Is this work related to any of your long-term General Goals?'. Below this is a 'Task Goal Selected:' section with a list of checkboxes for long-term goals, such as 'I want to communicate with assertiveness as a member of a group.' and 'I want to take enriched math this year, so that I can apply for the science program in CEGEP next year.'

The screenshot shows the 'Strategy Bank' interface. It features a question: 'Will any of the strategies from your strategy bank be helpful in achieving your tasks? You can also add new ones.' Below the question is a grid of checkboxes for various strategies, including 'Assign a task to each group member', 'Breakdown the task', 'communicate', 'Go to library to work', 'Listen to the group', 'practice for 5 minutes everyday', 'Practice many times', 'Research Shakespearian plays', 'Study other versions of the play', 'Use a dictionary', 'watch the movie', and 'Watch the movie'.



Othello

ePEARL is designed to support numerous ways of working.

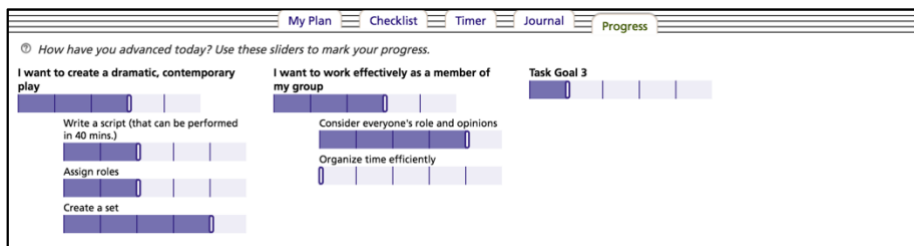
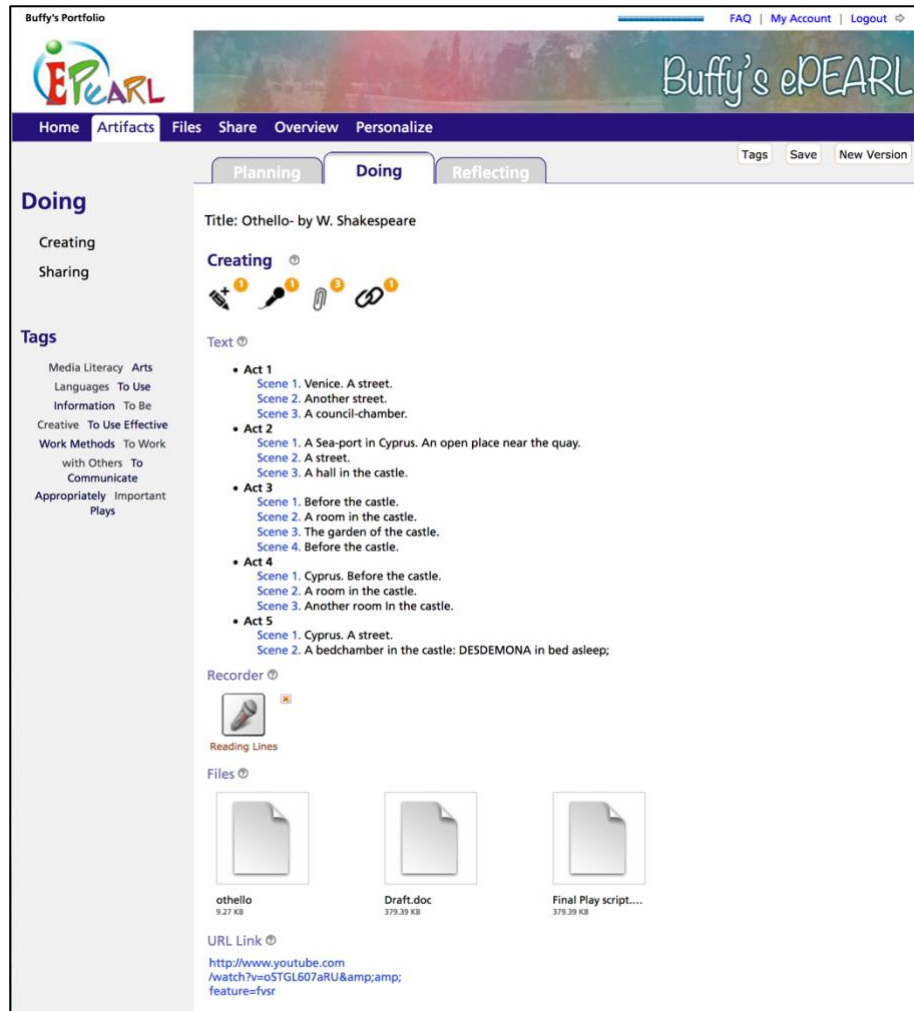
The text box allows students to type their work.

The recorder allows students to connect their own speech or music to an artifact.

The attachment feature allows students to share work created outside of ePEARL. This could include reports, slideshows, or artwork that the student has created.

The URL link lets the student reference webpages. They could connect sites that helped them create their work, or hyperlink a webpage they created.

Level 3 contains an additional toolbox that students can use to keep track of their progress. For example, on the right, the student has kept track of how far along they are with their goals.



Othello

Reflecting is an important part of self-regulated learning.

The ePEARL reflection section helps students think about their original goals for the work and to consider if they met those goals. It is also important for students to look ahead and consider how the lesson they learned with this assignment will help them on their next one.

ePEARL includes scaffolded reflection in the form of question prompts.

Feedback from teachers, peers, and parents helps students to think more deeply about their own learning. As well, when students provide feedback to their peers, they build critical thinking skills.

The screenshot shows a user interface for 'Buffy's Portfolio' with a navigation bar (Home, Artifacts, Files, Share, Overview, Personalize) and tabs (Planning, Doing, Reflecting). The 'Reflecting' section is active, displaying a 'One Stop Reflection' for 'Othello- by W. Shakespeare'. It includes a 'Cause' section with a text prompt: 'Overall, I think we did very well in our project, but it was not easy. What I found the most difficult was to work with friends in a group. It was sometimes difficult to tell people what to do, or that their ideas were not so good, and that also sometimes they wasted lots of time on one thing... Next time, we should definitely assign a project leader.' Below this is a 'Lessons Learned' section with a text prompt: 'I think the best for the next project, is to work with different people, which aren't necessarily good friends. Assign a project manager. Divide tasks from the beginning and monitor their progress. I should use the pull-out menus in ePEARL like the timer, and the checklist.' At the bottom is a 'Satisfaction' section with a progress bar ranging from 'least' to 'most'.

The screenshot shows a 'Shared with students:' section. It lists 'Harry Potter' as a user who provided feedback. Underneath, there is a 'Peer Feedback' section with a profile picture and the text: 'Harry Potter: I loved your version of Desdemona and Iago. It was very funny to watch them interact!'.



Othello

Students can use the Overview portion of ePEARL to get a more comprehensive picture of their strategies. This includes how often they used the strategy in their artifacts, how successful they found them to be, and any comments they wrote about the strategy.

This quick glance can also tell the student which goals and strategies are being neglected so they can work towards them in future artifacts.

Buffy's Portfolio Français | FAQ | My Account | Logout

Buffy's ePEARL

Home Artifacts Files Share Overview Personalize Parent Mode

Strategies

Strategy	Usage	Rating	Notes
Assign a task to each group member	2	1.50	Othello- by W. Shakespeare v1 Not so easy!
Go to library to work	2	1.50	Supply and Demand v1 Perfect! Super quiet and the librarian is very helpful.
Breakdown the task	3	1.67	
Listen to the group	3	1.00	
Use a dictionary	1		
practice for 5 minutes everyday	1		
Practice many times	1		
communicate	1	1.00	
Study other versions of the play	1	1.00	
Watch the movie	1	5.00	Othello- by W. Shakespeare v1 This was very helpful, because I have a better idea now what I want things to look like.
Research Shakespearian plays	1	1.00	

General Goal Connections

General Goal	Usage
This term, I would really like to concentrate on improving my studying skills. I will have reached my goal when I have improved my grades.	1
I want to communicate with assertiveness as a member of	3



POP EXPLORATION

Dentist Example

POP helps students carry out a career exploration. Building on the self-regulation skills in ePEARL, POP has four phases to help support students' learning process.

Students can connect their exploration to their ePEARL general goals. They can also develop goals specific to this career exploration. These goals can be recorded in the text editor, or my attaching files they completed outside of the tool, or by linking sites that can help them set and/or achieve their goals.

On the right is an example of a worksheet a student might fill out. It has then set a goal, brainstorm some strategies, and set a time frame.

You can find this worksheet and others like it on learn:

<https://www.learnquebec.ca/pop#content-110495>



Dentist Example Know Yourself

In the first phase, students can outline their own interests and skills and determine how these relate to the chosen career.

Students could consider their own values, the people who influence them, what traits they admire in themselves and in others, their hobbies, where they find inspiration, and what their greatest strengths are.

Student's Career Exploration Process

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.

Title*
Dentist

Date Started
October 10 2018

Date Finished
October 10 2018

Colour Code
[Red] [Orange] [Blue] [Purple] [Heart] Clear

Tags View Tags

KNOW YOURSELF

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.

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What traits do you value in your friends?
Honest, kind, humorous, intelligent, loyal.

Are there any subjects in school that you find very challenging?
I need to improve in French if I'm going to work in the public.

Are you more inspired when you're challenged or find something easy?
Both are important. If it's too hard then I might give up. If it's easy for me then I can build my confidence... but I might also get bored.

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Why I want to become a dentist:

- I'd like a job where I can socialize with people
- I want to help people
- I'm good at working with my hands
- I like variety
- I'd like to be my own boss
- I have a good memory

My Influences.png
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Dentist Example Plan

In the second phase, students prepare for their career exploration. This will help them focus and create strategies to achieve their goals. Planning ahead can help students see the scope of their project and break down larger tasks. However, students can always adjust their plan at any time during the career exploration.

Having students gauge their motivation can help you guide them. If they are not motivated, make sure that the student is interested in that career. If they find the task hard, the student may need additional help locating resources to understand the chosen career.

POP's *Timeline* feature can help the student set goals for learning about the career. This can help them break down the task into more manageable steps.

Date	Task	Completed
10/03/18	Research Career (find at least 3 sites)	✓
10/04/18	Research Career (find 2 more sites)	✓
10/05/18	Highlight aspects of career I like (from research)	✓
10/07/18	Interview my aunt about her job	✓
10/11/18	Plaster Dental Models	✓
10/15/18	Wax Teeth and Restorations Practice	✓
10/16/18	Wax Teeth and Restorations Practice (cont.)	□
10/18/18	Dental Records: Examine My Teeth	□
10/19/18	Self-Examination for Dental Plaque	□
10/23/18	Indirect Vision Activity	□
10/24/18	Indirect Vision (Additional Practice)	□
10/24/18	Instrument Transfer Techniques Activity	□
10/26/18	Call Dentist: Ask for Interview	□



Dentist Example On Task

In the third phase, students carry out their plan. Students should research their chosen career in variety of ways. For example, they can look for information online, interview someone in the field, or visit a workplace.

ON-TASK

Explore and Experience ¹

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. ²

RECORDED ³

TEXT EDITOR ⁴

ATTACHED FILES ⁵ 3

URL LINK ⁶ 8

Consulting Medi...
[view](#) | [download](#) | [delete](#)

Survey Question...
[view](#) | [download](#) | [delete](#)

Pros and Cons.png
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URLs

- <https://www.youtube.com/playlist?list=UUHBPS32xjzb-bKZUHL25hZQ> [edit](#)
- <http://www.cda-adc.ca/en/becoming/becoming/> [edit](#)
- <https://liensppo.qc.ca/?ppo-item=dentistry-2> [edit](#)
- <https://www.theglobeandmail.com/report-on-business/careers/career-advice/life-at-work/i-want-to-be-a-dentist-w-hat-will-my-salary-be/article18337121/> [edit](#)
- <http://www.toothcareers.org/> [edit](#)
- <https://www.thebalancecareers.com/dentist-career-information-526007> [edit](#)
- <http://www.thecareerzoo.com/career/general-dentist/> [edit](#)
- <https://www.bls.gov/ooh/healthcare/dentists.htm#tab-1> [edit](#)

Personal Orientation Project

Date: 10/10/18

Name: Buffy

Consulting Various Media

Varies the means of exploration: Uses documentary resources in academic and career information

Career Exploration > Dentist

Search for information related to my career exploration. ▼

Date viewed	Identify information source	Gathered information
10/10/18	Academic Invest "How to Become a Dentist: Career Path Guide"	Short job description, duties, and licensing info. Tips for what to do when studying in university.
10/10/18	The National Education Fair	Takes place tomorrow and Friday at Place Bonaventure. The site tells you how to get there and which schools will be at the fair.
10/15/18	POP Links: Dentistry Commission scolaire de la Beauce-Échemin	Has an activity guide that explains how to do some dental work. There is also a workbook to help me test my knowledge.

Personal Orientation Project

Date: 10/10/18

Name: Buffy

Conducting a Survey

Varies the means of exploration: Meets with key people

ANSWER sheet for open-ended questions ▼

Information about respondent Field: Dentistry Career/Job: Dentist

What do you like best about your job?

Question ▲

Answer ▼

Running own practice and setting own hours.
Knowing you're helping someone.
People you work with are important.
Get mood/environment.

What do you like the least?

Question ▲

Answer ▼

Some patients are difficult, like impatient & will complain about your work.
Login insurance!
Need to work at setting search jobs at ease. It's hard to screen new work!

What advice do you have for someone wanting a career in dentistry?

Question ▲

Answer ▼

work hard in your science classes.
Volunteer or job shadow while.

What kind of work do dentists do?

Question ▲

Answer ▼

Cleanings -> examine health of teeth and gums.
Diagnose oral diseases and injuries.



Dentist Example Ponder

In the final phase, students reflect on their career exploration. This reflection can take place throughout the process and/or once the exploration has been completed.

There are a number of built-in reflection questions that students can use as a prompt to reflect. They can also choose their own reflection questions, or attach worksheets that contain classroom exercises.

Student's Career Exploration Process

Ponder

- 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.

Title*
Dentist

Date Started
October 10 2018

Date Finished
October 10 2018

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Pondering

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.

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Taking Stock.png
[view](#) | [download](#) | [delete](#)

Evaluating My p...
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What new things are you learning or have you learned about yourself during your career exploration?

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I have always thought of myself as a people person. I like to talk to them, so I wanted a career that put me in the public and let me help others. However, while doing this exploration, I realized that not every interaction would be positive. I need to learn strategies on how I can calm angry or scared patients.

Have you learned anything new about managing your time while working on your exploration? Explain.

RECORDER TEXT EDITOR ATTACHED FILE URL LINK

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I like using the calendar to mark down big tasks. It reminds me to plan ahead.

However, I think it would also be helpful to break down a big task and try to do a small portion of it every day. That way it won't seem like such a big thing to do.

