

ePearl: Electronic Portfolio Encouraging Active Reflective Learning - EIFEL Workshop (Oct. 11-13, 2006)

The Centre for the Study of Learning and Performance

- The CSLP is a provincial research centre of excellence based at Concordia University.
- Our approach focuses on **evidence-based policy making and practice**.
- We use an iterative **process of research, design, development and further research**, learning from our own experiences and transferring such knowledge into practice.
- We provide opportunities for our partners, in particular, and the educational community, in general, to have **active input** into all phases of these projects.
- Our partners experience **ownership** over the outcomes and learn more about effective pedagogical practices.

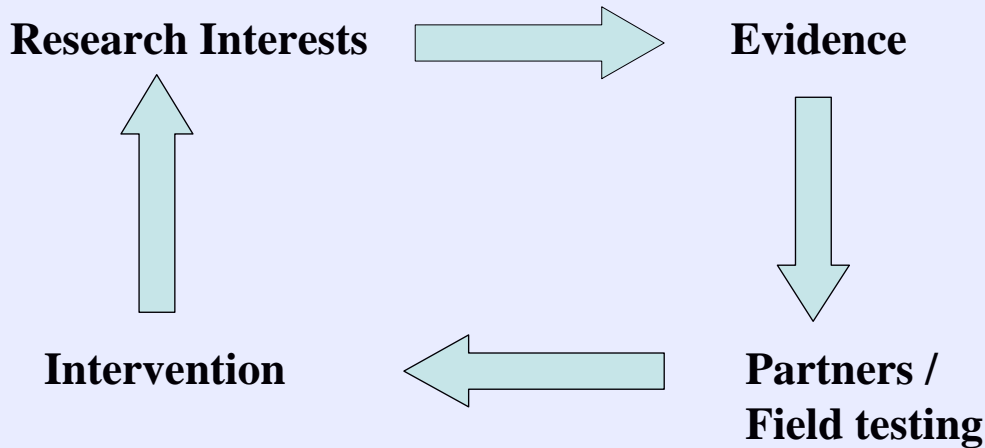


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CSLP Software Tools:

How can technology support learning and performance?

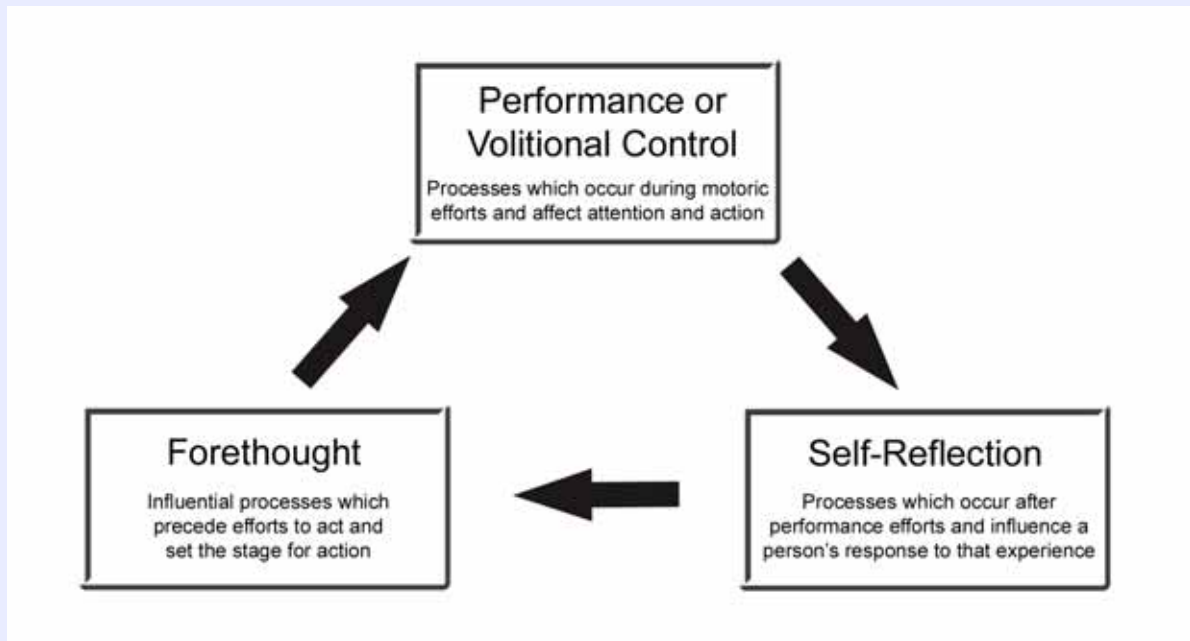


Our Portfolio Project

- Multi-year, multi-disciplinary, **collaborative**, province-wide project.
- Will increase our understanding of the **impact** of portfolios on **self-regulated** learning, through the design of a **suite of tools** based on sound theoretical principles and faithful to **student-centred** curriculums.
- Hope to collect data on portfolio use (quantity and quality) and on **student learning outcomes**.



What is Self-Regulation?



Baseline: Teachers

- Data collected from **14 teachers** within **six school boards**
 - ✓ Most teachers (12) were in the **beginning** stage of using digital portfolios
 - ✓ Reported use of the software was once per week (3), twice per week (3) and three times per week (3).
 - ✓ Majority used it in **Language Arts** (11), 2 in Math, 1 in History
 - ✓ Many used software in **grades 6-8** (7), although grade level ranged from grades 1-8.

Baseline: Students

- Analysis of 152/185 student portfolios revealed:
 - ✓ Majority of portfolios (24%) had **one piece of work** stored. Over half contained from none to three pieces of work.
 - ✓ Majority of portfolios (55%) **did not use the goal-setting** feature of the software. Twenty-nine percent of portfolios had one goal and 16% of portfolios had two to six goals.
 - ✓ Majority (66%) **did not use the reflection** feature of the tool. Thirty-four percent of the portfolios contained from 1 to 8 reflections.
 - ✓ The **conference** feature of the tool was used in **only 19%** of the portfolios, mostly by peers.



Baseline: Reactions

- **Students** were **excited** with the tool and asked to use it repeatedly. They liked the ability to personalize their portfolios and the fact that they could share them.
- **Teachers** had very **positive** comments with regard to the use of the tool, esp for students with special needs.
- Challenges:
 - ✓ Required a lot of **in-class support**, esp. in early grades. One teacher used cross-age student mentoring. Others paired up struggling students with more competent ones
 - ✓ Some found it **difficult to integrate** EP into curriculum on a daily basis. Due to: lack of time, technical problems, lack of in-class support and lack of access to equipment.
- **Parents** were also **positive**.





- Web-based, bilingual e-portfolio software that is both a learning (process) and showcase (presentation) portfolio tool.
- Level 1: Grades 1-2; Level 2: Grades 3-6; Level 3: Secondary
- Designed to encourage self-regulated learners in elementary and secondary schools.
- It is available at no charge to schools.



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Overview

Students can:

- Learn to set general goals for a term and more specific learning goals for a task.
- Learn to collect, select and organize their work within a digital portfolio;
- Learn to reflect on their learning meaningfully and to comment constructively on the work of their peers.
- Track their reading and music development, or oral presentation skills by recording directly into the computer;
- Learn basic word processing commands through use of a text editor;
- Archive selected artifacts within a Presentation Portfolio over the course of their education.



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Overview, cont'd

Teachers can:

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

Parents can:

- Track their child's learning; and
- Become **actively involved** in their child's education through the provision of feedback on their child's portfolio or individual work stored within their child's portfolio.



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Home page: Level 1



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Reading

My Readings My Writings My Presentations Parent Mode Quit


Close Edit Delete Present!

Reading Response Reflection

Text Title
Junie B. Jones: First Grader
Author Barbara Park , Date 12/15/08

Who I am Reading With
Robert Moran

What I Wanted To Do 08/14/09
I would like to practice my reading a lot because I really want to improve my reading!!!!!!

Attached Audio

[Listen to Recorded Audio](#)

Feedback

Peer 08/14/09
You're reading is alot better now. You read so quickly, I can't believe it! Robert.

Edit Feedback 08/14/09
You're reading is alot better now. You read so quickly, I can't believe it! Robert.

Save

Close Edit Delete Present!

Writing

My Readings My Writings My Presentations Parent Mode Quit

Close Edit Delete Present!

Writing Reflection

Text Title
Homeless Kittens
Date 08/13/08

What I Wanted To Do 08/13/08
I would like to spell better and get used to using a dictionary.

Attached Text

One day I was walking on a dirt road at my cottage. I was with my granddad and my dog, Benji. We were walking for the newspaper at the top of the road. All of a sudden three kittens came out of the woods and they started to follow us. They were so cute! Benji was barking alot at them but they kept walking with us up to the top of the road. And then they followed us back home!

We brought them to a friend's house and fed them. They were so hungry! One kitten was really friendly.

Feedback

Edit Feedback

Save

Close Edit Delete Present!

Presenting



Home page: Levels 2 and 3



Customizing



Themes



Artifacts



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Viewing an Artifact



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Viewing an Artifact

The screenshot displays a digital portfolio interface. At the top, there are three icons: a drawing of a person, a document icon, and a blank space. Below these are sections for 'Reflection' and 'Feedback'. The 'Reflection' section contains two text boxes with student reflections. The 'Feedback' section is divided into three columns: 'Teacher Feedback', 'Peer Feedback', and 'Parent Comments', each containing text from different sources.

Sharing

The screenshot shows the 'Share my Portfolio' interface on the EPEARL platform. At the top, it says 'YOUR SCHOOLBOARD LOGO LOCATES HERE'. Below that, it displays 'Meg's Portfolio' with a 'Share' button. The interface includes a navigation bar with 'Home', 'Artifacts', 'Share', and 'Customize' buttons, and 'Parent Mode' and 'Work Space' options. The 'Share my Portfolio' section has three tabs: 'Share my Portfolio', 'My Shared Artifacts', and 'Shared with me'. There are two main input fields: 'What would I like to share?' with a dropdown menu set to 'Share Entire Portfolio', and 'Who would I like to share with?' with a dropdown menu set to 'Select Class'. A 'Share' button is located at the bottom of the form.

Work Space

The screenshot shows the EPEARL Work Space interface. At the top, there is a header with the EPEARL logo and a box for the schoolboard logo. Below the header, there are navigation tabs: "My Work", "Share", "Customize", and "My Portfolio". A "Create Work" button is visible on the left. The main area displays a list of work items with columns for Title, A, Date, G, R, C, BAL, CCC, SA, and Folder. The list includes items like "Crocodilians and Other Reptiles v1", "Marie Antoinette (1755-1793) v1", and "The BFG by Ronald Dahl v1".

Title	A	Date	G	R	C	BAL	CCC	SA	Folder
Crocodilians and Other Reptiles v1	[edit] 2	08/01/06	X	X	---	E-	163	M--	Science and Tech
Marie Antoinette (1755-1793) v1	[edit] 1	08/03/06	X	X	---	OV	396	S--	Social Sciences
Marie Antoinette (1755-1793) v2	[edit] 1	08/03/06	X	X	T--	OV	196	S--	Social Sciences
Frères Jacques v1	[edit] 1	08/13/06	X	X	---	M-	45-	A--	Music
The BFG by Ronald Dahl v2	[edit] 1	08/23/06	X	-	---	M-	9--	L--	Languages
The BFG by Ronald Dahl v1	[edit] 1	08/23/06	X	-	---	M-	9--	L--	Languages
Becoming a vet v1	[edit] 1	09/02/06	X	-	---	--	791	LP-	Pers Dev
Assessment for Learning Vs Assessment of Learning v1	[edit] 1	09/08/06	X	-	---	--	---	---	General



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Create Work

The screenshot shows the "Create Work" form. It includes fields for Title (currently "Untitled"), Folder (a dropdown menu), Colour Code (a dropdown menu), and Date (set to October 1, 2006). Below these fields are sections for "Goals", "Criteria", "Description", and "Application(s) Used". The "Goals" section has two sub-sections: "Where I plan to go (outcome goals)" and "How I plan to get there (process goals)". There is also a "Browse..." button next to the "Attach a Rubric" field.



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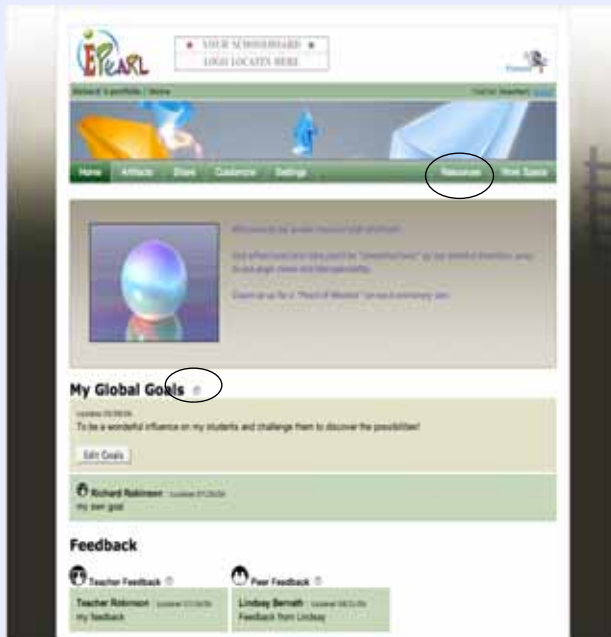
Create Work



Presenting



Professional Development & Support



- Materials for both students and teachers should address the **how**, **when** and **why** of goal setting, planning, monitoring and reflecting
- PD for teachers should include **printed** as well as **online** formats
- Using Grayling's (2002) five key characteristics: **Context specific**; **Useful**; **Obvious to invoke**; **Non-Intrusive**; **Easily Available**



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Professional Development



Resources



In-context Help



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Research

- Current funding will allow us to:
 - ✓ Measure the impact of ePEARL on **teachers' ability** to encourage and support self-regulated learning.
 - ✓ Discover necessary improvements for ePEARL and additional ways to **promote teacher professional development** within the software.
 - ✓ Measure the impact of ePEARL use on **key processes** such as **self-regulation** for students, including special needs and at-risk students.
 - ✓ Measure the impact of ePEARL use on such important **learning outcomes** as literacy skills.



Learn More

- Visit our websites:
 - ✓ <http://doe.concordia.ca/csllp>
 - ✓ <http://grover.concordia.ca/eportfolio/promo/>
- Contact us:
 - ✓ Anne Wade - wada@education.concordia.ca
 - ✓ Phil Abrami - abrami@education.concordia.ca
 - ✓ Bev White - bwhite@learnquebec.ca

