

Planning in the One-Page Mode

1. The plan for this chapter will be to learn about:
 - How to create a new artifact using the One-Page Mode
 - Each step of the planning that a student follows in the One-Page Mode
2. Let's get started! To start a new artifact Megan writes a title: "What the world needed v2." This artifact belongs to the Languages folder for English Language Arts. Then she assigns a colour code. The computer automatically enters the date. Then Meg adds a description: "This is an assignment that has us develop a product, write a story about someone using the product, and design an advertisement and jingle for the product"
3. Then, Meg might add Criteria which describes what a good work should look like. Finally in this section you can make a rubric available and work with the class on the various learning outcomes associated with a particular activity. Then the student saves the work by clicking on the **green checkmark**, until the next time she is ready to work on it.
5. In the next class, a student opens the artifact by clicking on the title. This page is in view mode. At the top, as well as at the bottom of this page there is a navigation bar, a student can:
 - Click on the **green X** to close without deleting the artifact
 - Click on the **pencil** to Edit the artifact;
 - Click on the **garbage can** to Delete it;
 - Click on the students with the **red arrow** to **Share** this work;
 - Click on the **heart with the folder** to Present the artifact.
 - Also a student can print an artifact or revise her general goals.
6. By clicking on the **pencil** a student continues to work on the artifact. For example, Megan adds a new sentence in the description section, "Present the product to the whole class." She can cancel the work without saving the changes by clicking on the **red X**.
7. If Megan wants to save the sentence that she just wrote, she clicks on the **green checkmark** and the artifact will appear in the Artifacts Index Page-Languages. A pop-up message saying saved will appear.
8. If Megan clicks on the title she will see the sentence she added in the description section in view mode: "Present the product to the whole class" Megan can also save this

as a new artifact, by clicking on the **two green checkmarks**, a pop-up message will appear saying: “New Version Saved”.

9. In the Artifacts index page you will see the two artifacts. If Megan opens the new version she can see the new sentence added in the description section. Saving as a new version is useful to see progress over time. You can ask the student to do that every time she adds a new concept so she can track her progress over time. Opening this new version Meg continues working on her artifact by clicking on the **pencil**. The One Page Mode appears again.

11. Now Megan works on her task goals and strategies. These are the general goals Megan wrote. Now she thinks about what will her goals be for this particular artifact. Writing her tasks goals will help her organize her work before she starts. This helps her focus on important parts of her work.

12. This is the task goal specifically chosen for this task: “I would like to focus my story (and my product) on children. I want to think of a product that would be something I could use. This way the story will be easier to write. I also want to make sure that my readers notice that my product really does/did work, then the story will seem more real. I also want to learn how to design a good ad because this is something I have never done before.”

13. After she writes her task goals she connects some of them with her general goals. Next, she writes about the strategies: How she is going to reach these task goals: “I thought about some of my weaknesses and what sort of product would be useful for me (and other children). I am also going to pay attention to ads in magazines so that I can get an idea of which ads I like and which ones I don't.”

14. A way to support the steps towards good goal setting for the student is using the focus feature. These text boxes: Goals, Content and Reflections have small red arrows next to them to show only the specific items of this section. For, example if a student clicks on **focus -Goals** she will only see this section.

15. Then the student selects which feature she wishes to view while working on goals. This helps the student focus on writing the goals with the prompts. For example, one student may choose to view the description while working on her goals, but maybe another student would rather focus on feedback when setting her goals. As you can see, ePEARL is customizable to each student’s preferences.

16. On this page, a student can **cancel**, **save** or **save this artifact as a new version**. She could also choose to go to the **Multiple-Page Mode**. Lastly, she can revise her **general goals**.

17. If the student clicks on any other ePEARL sections presented in this list she will be able to change the bottom part of the page. For example, a student can click on **description** so she writes her task goals with the description of the activity in mind.

18. Finally, she clicks on the **green arrow (show all)** to come back to the one page mode with all the sections.

19. Now Megan reflects on her motivation in this particular task: Read the questions one by one. These questions will encourage a student:

- To think about her self-confidence while working on the task and to encourage enthusiasm and success with the task.
- Knowing her own strengths and weaknesses will help a student make better plans.

20. Reflecting: Think of your subject area: What are the tasks that motivate your students? How can you help your students think about identifying goals and strategies that work for them?

You can... Pair up students in your class to: exchange ideas about the plans they wrote for this new artifact or discuss what they learned about planning.

21. During this chapter you learned about the:

- How to create a new artifact using the One-Page Mode
- Each step of the planning process that a student follows in the One-Page Mode

Now it's your turn! Open your demo account and practice! You can also print the instructions by clicking on the **print** button.