

Reflecting in One-Page Mode

1. The plan for this chapter will be to learn about:
 - How to reflect on an artifact using the One-Page Mode
 - Each of the steps a student follows in the Reflection section in the One-Page mode
1. Let's get started! Now Megan is ready to reflect on her artifact. Sharing, Reflecting and Curriculum Connections are part of the reflection section. To share this artifact, Megan first decides who she wants to share with. She selects the class with whom she wants to share, and then chooses if she wants to share the artifact with the whole class or only with individual students in this class. She chose to share this artifact with Einat Idan. Then, she sees her shared artifact.
2. If Megan wants to stop sharing this artifact with Einat she just clicks on the **red "x"**, as we demonstrated in the chapter on Reflecting in the Multiple-Page Mode tutorial. Now the student has the opportunity to write about her learning process in this artifact. This is what Megan wrote.
3. Reflecting about the work and the work plan is a very important step in a self-regulated learning process in which a student thinks about her progress and areas to be improved, as well as those strategies that helped her succeed and that she would use in the future.
4. There are also other ways to communicate her reflections: by attaching files, adding links related to her learning process or following a Learning Log on her daily progresses. The Learning Log is a resource that can be used to track the amount of time spent studying, participating in group work, practicing reading, etc. You can create one with your students, save it for them to complete and attach it in this section.
5. As we showed you before, Megan clicks on the small **red arrow** next to the word reflections and works only on this section. All other sections will be hidden. Finally this is the feedback that the teacher wrote on Megan's reflections.
6. When the student finishes writing the reflection she can link his artifact to the **Broad areas of learning, Cross-Curricular Competences, Subject Areas** and the **HRSDC** skills used during the process of creating this new artifact.

7. Broad Areas of Learning are extracted from the Quebec Ministry of Education and are general topics. Megan chose this broad area from the drop-down menu: Media Literacy
8. In this section a student has to identify from this drop-down menu three learning skills that she used while working. These are the ones Meg decided to add: To be creative, To exercise critical judgment, To communicate appropriately.
9. In this section the student links the artifact with other subject areas. She can think about the folder she selected and then connect it with other subject areas. Megan selected Languages.
10. In this section a student links the artifact to the Human Resources and skills Development Canada. On this drop-down menu nine skills related to employment in a work environment are shown. Megan selected: Writing, Thinking skills and Oral Communication
11. As we explained before, a student can cancel this work by clicking on the **red “x”**, and if she opened this work from the index page she can save it under the same version or save it as a new version. She could also go to Multiple-Page Mode. Megan saves this work and you will see it in her artifact index page in her languages folder.
12. Reflecting: Introducing the curriculum areas may be difficult to understand for a young student. Here are some tips that may help you:
 - After completing the content, work with the whole class and talk about the skills each student used.
 - Write a list of subjects they know, which they have during the day and talk about the connections among them.
13. During this chapter you learned about:
 - How to reflect on an artifact using the One-Page Mode
 - Each of the steps a student follows in the Reflection section in the One-Page modeNow it's your turn! Open your demo account and practice it by yourself. You can also print the instructions by clicking on the **print** button.