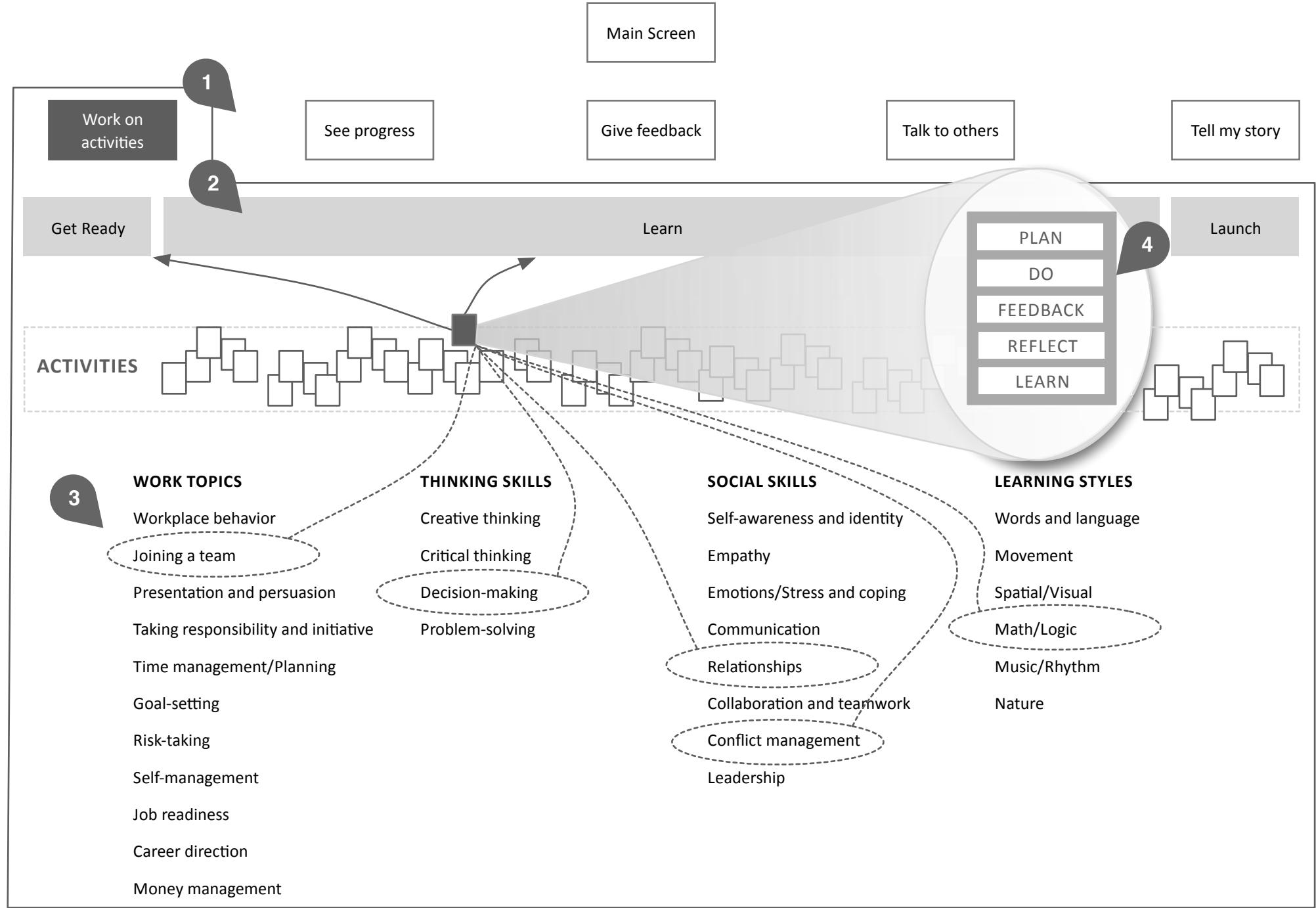


Content model

Notes

- Main Site Sections.** Content of the learning system. All use active language for clarity and to communicate that this is a workspace.
- Course Phases.** Courses can be given shape with defined phases to give a logical flow to materials.
Note: these phases need definition in order to determine how to tag activities appropriately
- Content Framework.** All educational goals, with definitions and assessment criteria. Activities are created and tagged to meet at least one goal in each category here.
- Active Learning Structure.** All activities follow the same basic structure: plan, do, feedback, reflect, learn. During the "feedback" phase, students present work, talk about what happened, and facilitators pose questions to help students apply the experience to the workplace.



Notes

1. **Sign In Form.** Lets the user either sign in or join the site. Clicking join expands the form to include password confirmation. If user empties field, label reappears, i.e., "Name or email address"
2. **Social Media Sign In.** Can use existing sign in name/password on Facebook and Gmail to sign in here. Connects the site to their Facebook or Gmail account and gives us some information for their profile. Should assure the user Quest will not use their accounts in any way they do not like, i.e., posting to them, bothering their friends, etc.
3. **Footer.** Contains common features to indicate who is responsible for site content, how to reach them, and how personal data is handled.

My Quest



Or you can:



Sign in with Facebook



Sign in with Gmail

Facebook and Gmail make sign in easy, and we won't post to your accounts or connect with any of your friends or followers

Notes

1. **Auto-suggest Member.** If the person has already joined, the site will auto-suggest names that match as the user types. Restricts to person's batch. Shows names only--doesn't show email addresses. Names must be unique.

My Quest



Sign in to MyQuest

ra| 1

- Radha K V
- Rahul Sharma
- Raj Gowda
- Raj Kumar**
- Rajesh Shetty
- Rajni Kubusa
- I f Ramesh Prasad

New to MyQuest? [Join now](#)

Or you can:



[Sign in with Facebook](#)

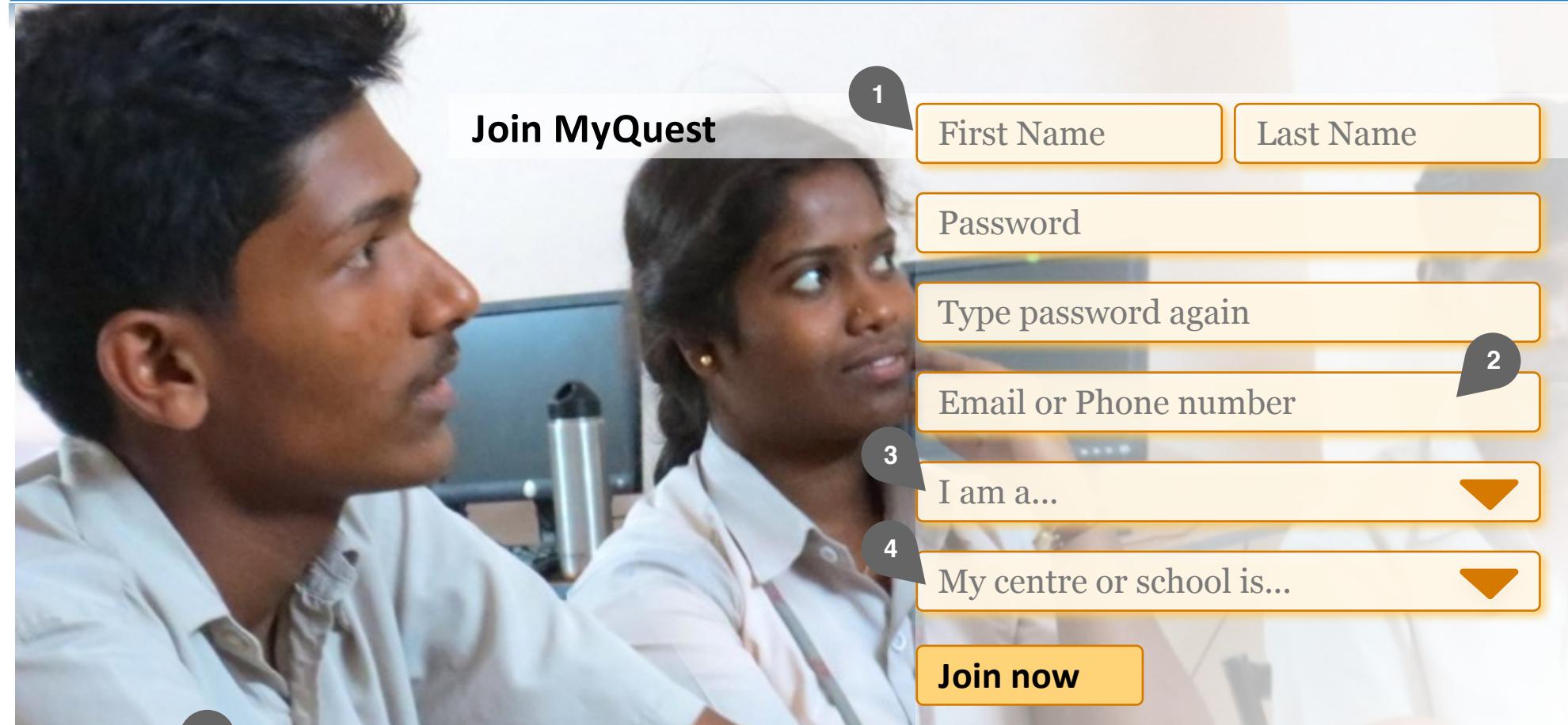


[Sign in with Gmail](#)

Facebook and Gmail make sign in easy, and we won't post to your accounts or connect with any of your friends or followers

1. **Join Form.** Quick-add form that begins the user's profile. All fields are required: any empty fields trigger errors. Sends confirmation to email or phone
2. **Email/Phone Data.** Need some way to stay in contact with students
Question: will 100% of students have either email addresses or phone numbers? Supply Gmail addresses and trigger that sign up?
Question: can we do data validation for poorly formed or false email addresses/phone numbers?
3. **System Role.** User selects "Student" or "Facilitator." Errors made here would have to be fixed in the user's profile.
4. **Centre/School Select.** User chooses the place where they will do the program. Errors made here would have to be fixed in the user's profile.
Question: will user know his/her center/school? List might be too long?
5. **Social Media Join.** Can use existing sign in name/password on Facebook and Gmail to join here. Connects the site to their Facebook or Gmail account and gives us some information for their profile.

My Quest



Join MyQuest

1 First Name Last Name

2 Password Type password again

3 Email or Phone number

4 I am a... My centre or school is...

5 Join now

Or you can: [Sign in with Facebook](#) [Sign in with Gmail](#)

Facebook and Gmail make sign in easy, and we won't post to your accounts or connect with any of your friends or followers

Notes

1. **Billboard.** First-time users see a billboard on the first screen. This page persists until set-up begins. The billboard doesn't block the user from looking around the site, but most areas will drive them towards set-up.
2. **Carousel.** Rotating images and text highlight the main features/benefits of the application for the particular user. Recommended slides for facilitators:
 - Give students feedback...
 - ...And get feedback from others
 - Talk with students, facilitators, and Quest staff
 - See how you're doing and earn certification
 - Build and share a story of your work and goals
3. **Set-up Control.** Takes user to orientation process.

The screenshot shows the 'My Quest' application interface. At the top, there's a blue header bar with a user icon containing a question mark, the title 'My Quest', and several navigation links: 'Work on activities', 'See progress', 'Give feedback', 'Talk to others', and 'Tell my story'. A grey sidebar on the left has a large number '1' in a speech bubble. The main content area features a photograph of a man in a red shirt pointing at a whiteboard covered with sticky notes. Overlaid on the image are three numbered callout boxes: 'Facilitators like you can use MyQuest to...' (number 1), 'Learn activities and how to present them' (number 2), and 'Ready to set up MyQuest and learn to use it?' (number 3). Below the image is a large orange button with the text 'Yes! I'm ready to start!'.

Ready to set up MyQuest and learn to use it?

Yes! I'm ready to start!

Give feedback

[See all my feedback](#) | [Request feedback](#)

Talk to others

View by: [Newest](#) | [Name](#)

Notes

1. **Orientation Checklist.** List of things to do to learn the tool. Can persist until the start date, but can't block them at that point. Tracks progress.
Note: need to allow time between training and the first class so facilitators can do this. Or do it during training to allow for questions.
2. **Site Tour.** Takes users on a contextual tour of key areas of the site with some prompts to do or try things
3. **Profile Prompt.** Takes user to profile screen where he/she can supply some basic information or preferences, including adding an actual photo or "avatar" image
4. **Course Set-up.** Takes user to Manage Activities screen in the "Work on Activities" section. There, the user can either have the system select course activities or explore and select some themselves. Helps get them introduced to the flexible nature of the material and their role in deciding the best activities for the class
5. **Activity Prompt.** Takes the user to the first activity and walks them through how to prepare: video, reviewing the educational goals, looking through the "How To"

My Quest

Work on activities See progress Give feedback Talk to others Tell my story

1

Four steps to set up and learn how to use MyQuest

2

Take a tour of MyQuest

3

Complete your profile

4

Set up a course

5

Prepare your first activity

No, thanks. I'll [learn how to use it myself](#)

Give feedback

See all my feedback | Request feedback

No feedback requests...

Talk to others

View by: Newest | Name

FacilitatorName02 CenterName05, place

Notes

1. **Orientation Checklist.** As the user does each item, when they return to the main screen, they see their progress and can do what's next.

Question: if we make this very rigid about completion or reaching a certain touchpoint, it may be complicated to engineer or keep the user aware of what's expected. Is it OK if the person triggers the interaction and doesn't necessarily complete it?

Note: if the person runs out of time, the system will have to set up a course for them automatically. Should send an automated message about this, too. Use messaging to help coach the user about things they need to do. Can connect messaging to email or use voice messages to send to phone.

My Quest

Work on activities See progress Give feedback Talk to others Tell my story

Four steps to set up and learn how to use MyQuest

Take a tour of MyQuest

1

Complete your profile

Set up a course

Prepare your first activity

No, thanks. I'll [learn how to use it myself](#)

Give feedback[See all my feedback](#) | [Request feedback](#)

No feedback requests...

Talk to others[View by: Newest](#) | [Name](#)

FacilitatorName02 CenterName05, place

Notes

- Main Site Sections.** Content of the learning system. All use active language for clarity and to communicate that this is a workspace.
- Progress Call-to-Action.** Encourages user to get assessments and feedback from others and contribute to the online community. Users see this when they have received no assessments or feedback to generate a progress display. Facilitators and students can get and give feedback.

- Feedback Demo.** Can show how assessment loop works: assess yourself, ask for feedback, give feedback to others, see progress. Could be small video or self-running slideshow with audio.



My Quest

1

Work on activities See progress Give feedback Talk to others Tell my story

2

No progress yet...

When you do an activity,
be sure to **ask for feedback**
and build your progress.

Give others feedback, too!



3

Next activities:



Take Charge or Else! Small groups work together against the clock. They need to pour some “toxic” material from one bucket to another, working from a safe distance and...[see more](#)

[Manage all activities](#) | [See class progress](#)

[Prepare now!](#)


<ActivityTitle02 Here> Short description of the activity here, more description here, more here. More description here, more here. More description here...[see more](#)


[Prepare now!](#)

Give feedback

[See all my feedback](#) | [Request feedback](#)

Talk to others

[View by: Newest](#) | [Name](#)

Notes

- Progress Timeline.** Allows facilitators and students to review his/her work and see effort over time. Can shift view to compare self to batch or facilitators can just view batch progress or a single student
Note: must allow facilitators to select among multiple batches
- Top Three.** Calls out top items from content framework that person does/presents well, needs to improve, and did most recently. "See Progress" and History section for more detail.
- Next Activities.** Calls out next 2-3 items that need attention for students and facilitators. Triggered by analytics on the activity detail page and having this in a course flow.
- Prep Checklist.** Checklist controls are clear call-to-action for facilitators. Button goes to activity screen. Clicking checkbox drops item to end of list and stays during this session, disappears for next.



My Quest

- Work on activities
- See progress
- Give feedback
- Talk to others
- Tell my story

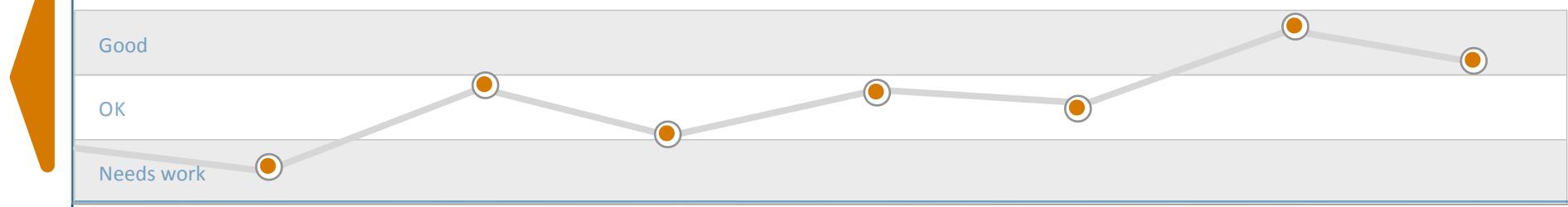
1 Progress for: ME MY BATCH BOTH Or find a student: Search

Great

Good

OK

Needs work



Feb 15, 2013 View: Month | All Mar 15, 2013

2 Best at... Needs work on... History (13 activities)

Creative thinking (2)	Problem-solving (2)	ActivityName01 08/02/2013
Empathy (4)	Time management and planning (3)	ActivityNameSlightlyLonger02 04/02/2013
Collaboration and teamwork (5)	Job readiness (2)	ActivityNameEvenLongerThan03... 31/01/2013

3

4

Manage all activities | See class progress

Next activities:



Take Charge or Else! Small groups work together against the clock. They need to pour some “toxic” material from one bucket to another, working from a safe distance and... [see more](#)



<ActivityTitle02 Here> Short description of the activity here, more description here, more here. More description... [see more](#)

Prepare now!

I prepared this

Notes

- Progress Highlight.** On-hover, the user sees the activity behind the progress data. User can click to see this activity, their work on it, and any feedback. Highlight stays in view until user clicks somewhere else on the screen or manually closes it.

Note: if activities are short, there may be multiple items here. The datapoint averages out all assessed activities for the day, in that case. But listing multiple activities in this "highlight" may have to be less visual and more compact.

The screenshot shows the 'My Quest' application interface. At the top, there's a navigation bar with a user profile picture, the title 'My Quest', and links for 'Work on activities', 'See progress', 'Give feedback', 'Talk to others', and 'Tell my story'. A welcome message for 'Rashmi' indicates 3 new messages.

The main area features a progress bar from Feb 15, 2013, to Mar 15, 2013. The bar has five segments: 'Great', 'Good', 'OK', 'Needs work', and 'Great' again. A callout box highlights the 'OK' segment for 'Feb 18 Show What You Know'. This box contains a photo of two students, a description of the activity ('Pairs ask each other what each is good at doing. Then they create a product...'), and a status message ('Overall you did: OK See feedback').

Below the progress bar, sections include 'Best at...' (Creative thinking, Empathy, Collaboration and teamwork) and 'Needs work on...' (Problem-solving, Time management and planning, Job readiness). A 'History' section lists 13 activities with dates. At the bottom, 'Next activities:' are listed with descriptions and preparation buttons.

Next activities:



Take Charge or Else! Small groups work together against the clock. They need to pour some “toxic” material from one bucket to another, working from a safe distance and...[see more](#)



<ActivityTitle02 Here> Short description of the activity here, more description here, more here. More description...[see more](#)

[Manage all activities](#) | [See class progress](#)

[Prepare now!](#)

[I prepared this](#)

Notes

- Give Feedback.** Students and facilitators can see any feedback they received and can respond to requests for feedback. They can also request feedback. May be able to hook up to user's Facebook, Twitter, or Google+ account.

Question: show full messages here or encourage them to visit the Give Feedback page with "more" links? Could show 5 most recent, then use "read more" control to redirect to Give Feedback page.

- Talk to Others.** Simple chat using typical social controls. May be able to hook up to user's Facebook, Twitter, or Google+ account.

Question: show full messages here or encourage them to visit the Give Feedback page with "more" links? Could show 5 most recent, then use "read more" control to redirect to Give Feedback page.

- Redirect Control.** Takes user to the landing page for this and related content



My Quest

[Work on activities](#)
[See progress](#)
[Give feedback](#)
[Talk to others](#)
[Tell my story](#)


<ActivityTitle02 Here> Short description of the activity here, more description here, more here. More description here of this activity. Short description here, more description here...[see more](#)


[I prepared this](#)
1

Give feedback

[See all my feedback](#) | [Request feedback](#)

You have new feedback!



FacilitatorName01 CenterName06 , place

Comment here, more comment here, more comment here, more comment here, [more...](#)

Feb 19 at 10:31am

[REPLY](#) | [VIEW FEEDBACK](#)


FacilitatorName03 CenterName02 , place

Comment here, more comment here, more comment here, more comment here, [more...](#)

Feb 19 at 6:20pm

[REPLY](#) | [VIEW FEEDBACK](#)


Student Group CenterName02 , place

<StudentName01>, <StudentName02>, <StudentName03>, <StudentName04> need feedback on: Big Machine

Feb 17 at 6:20pm

[REPLY](#) | [GIVE FEEDBACK](#)
3
[Read more](#)
2

Talk to others

[View by: Newest](#) | [Name](#)


FacilitatorName02 CenterName05, place

Today someone in class said you should use opportunities to show your talent. What if it goes wrong?

Feb 20 at 6:20pm

[REPLY](#) | [LIKE THIS](#)


StudentName05 CenterName02 , place

I would like help understanding this activity. I couldn't do it.

Feb 19 at 8:14am

[REPLY](#) | [LIKE THIS](#)


FacilitatorName05 CenterName07 , place

It's OK if you don't do it right. What did you learn?

Feb 19 at 9:45pm

[LIKE THIS](#)


QuestStaffName Quest, Bangalore

We are planning a training on asking good questions...

Feb 17 at 3pm

[REPLY](#) | [4 LIKE THIS](#)
3
[READ 8 REPLIES ►](#)
[Read more](#)

Notes

- Course Navigation.** User can go back/forth in course order (set in "Manage Activities" view). Shows range of 5.
- Completion.** Facilitator can mark activity prepared. Moves view to next activity. Students don't see this.
Note: auto-checks, if user completes reflection
- Introduction.** Shows and explains activity, includes video. Offers language options.
- Remove Activity.** Facilitator can take this activity out of the course. Triggers 2-stage interaction "Are you sure?" and suggests replacements or offers an option to search.
- Lesson Goals.** Links to explanations and related activities. Facilitators earn points for reviewing these
- History and Ratings.** Links to examples from others. Users can rate enjoyable or useful if they completed this.
- Comments and Tips.** User can add comments or tips on doing activity. Students don't see tips
- Directions.** Walks facilitator through activity preparation. Students do not see this.
- Related Activities.** Facilitator can swap activity for one that covers similar educational goals. Swap control for each.



My Quest

- Work on activities
- See progress
- Give feedback
- Talk to others
- Tell my story

Do Activities History Find Activities Manage Activities Learn More

Do Activities: Working with Others

1 2 3 4 5

3. Take Charge or Else!

I prepared this

Print all Remove this activity

Time: 60 minutes Level: Advanced

Show me

ACT PLAN CHECK DO 4:55

Small groups work together against the clock. Can they save everyone? You have 30 minutes to figure out how to pour some "toxic" material from one bucket to another, working from a safe distance and without touching it.

Why it's good: Shows the power of taking responsibility and initiative in the workplace when something needs to be fixed fast, especially by working with others on a good solution. Introduces a problem-solving method to deal with unknown situations or challenges: plan, do, check, act.

This is about: Taking responsibility and initiative 50

Students will use: Collaboration and teamwork | Communication 50 | Problem-solving 50 | Movement

42 others did this. Did you enjoy it? 14 Was it useful? 11 Add a comment | Read (5) Add a tip | Read (3)

How to do it

Materials 7

Step-by-step 11

Options 4

View: Close all | Show all | Print instructions

Related activities

Show What You Know 9

Pairs ask each other what each is good at doing. Then they create a "product" with these qualities and present it.

This is about: Joining a team, Presentation and persuasion

89 others did this. 32 52

Do this activity instead

<Activity02 Title Here>

Short description of the activity here, more here. More description of the activity here. More here...

This is about: Job Readiness

12 others did this. 2 0

Do this activity instead

<Activity03 Title Here>

Short description of the activity here, more here. More description of the

Notes

- Breadcrumb Navigation.** Helps the user go back to previous pages or sections easily. Use when there are further divisions within a subsection.
- Certification Points.** Reminds the user they can do something on this screen towards certification. Change label/icon to show completion
- Videos/Tutorials.** Place for items that teach/test the facilitator's understanding of these educational concepts. Can show certification points.
- Goals definition.** States what we are teaching in lessons with this goal. Use simple language.
- Goals Navigation.** Lists educational goals for easy navigation. Landing page for Learn More would have a list of these as well, but can have additional self-paced content
Question: Do we need to include learning styles here? These are not assessed educational goals for students, just ways to make learning more engaging.
- Related Activities.** Shows any activities that are related or share this educational goal. May need to cut off at 4-5 of these and redirect user to "see more" and display results on "Find Activities page"

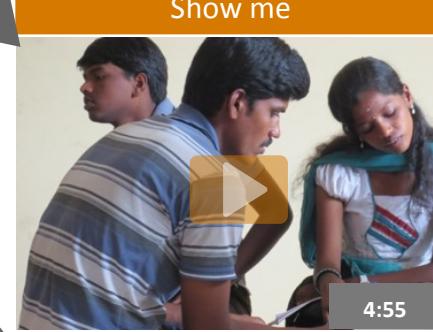
My Quest

- Work on activities
- See progress
- Give feedback
- Talk to others
- Tell my story

Next Activity History Find Activities Manage Activities Learn More

You are here: Home > Learn More > Joining a team

Joining a team

3 Show me  4:55

2 You can earn: 50 certification points  25

4 We want our students to:

Respect diversity: Appreciate different values, beliefs, behaviours, and cultural backgrounds. Manage personal feelings about differences and use diverse ideas and opinions to achieve work goals.

Understand roles and responsibilities in a workplace: Know the limits of a work role and discuss any changes with managers. Understand how responsibilities fit in with others and what the company wants. Know when to support workplace culture and when to suggest change. Take leadership when it helps the team.

5 Learn about more educational goals for our students

WORK TOPICS	THINKING SKILLS	SOCIAL SKILLS
Workplace behavior 	Creative thinking 	Self-awareness and identity 
Joining a team 	Critical thinking 	Empathy 
Presentation and persuasion 	Decision-making 	Emotions/Stress and coping 

Related activities

Show What You Know 

Pairs ask each other what each is good at doing. Then they create a "product" with these qualities and present it.

This is about: Joining a team, Presentation skills

89 others did this.  32  52

<Activity02 Title Here>

Short description of the activity here, more here. More description of the activity here. [More here...](#)

This is about: Joining a team

12 others did this.  2  0

<Activity03 Title Here>

Short description of the activity here, more here. More description of the activity here. [More here...](#)

This is about: Joining a team

LMS Wireframes, version 3.5

Fri May 03 2013

Page 13 of 25

Notes

1. **Expanded View.** When user clicks to play video, it expands the display across the screen and drops other items below it.
2. **Captions.** These fade in/out as the video progresses.
3. **Language Control.** Switches captions to preferred language to help facilitator understand the lesson more easily.
4. **Mobile Option.** Allows user to make a "handshake" between a mobile and the system, get a shortcode or link, and receive the video and/or audio there (no captions). Allows user to prepare when they have time, on the way home, etc.



My Quest

- Work on activities
- See progress
- Give feedback
- Talk to others
- Tell my story

Do Activities History Find Activities Manage Activities Learn More

Do Activities: Working with Others

3. Take Charge or Else!

I prepared this

Time: 60 minutes Level: Advanced

Print all  | Remove this activity 



1

2

3

4

0:05 / 4:55

English

Send to phone

Small groups work together against the clock. Can they save everyone? You have 30

Related activities

LMS Wireframes, version 3.5

Fri May 03 2013

Page 14 of 25

1. **Materials Panel.** Lists all items needed for the activity. Can link to handouts for this section or other documents supplied by Quest as visual aids or items to help students
2. **Materials Album.** Images to show the materials and how they are used in the activity. Optional. Can be set to scroll through images.
3. **Linked Resource.** Quest staff can create handouts or other illustrations to use in the activity and link those files within the activity. Recommend automatic PDF conversion for documents in other formats (.docx, .ppt, etc.)

My Quest

Work on activities See progress Give feedback Talk to others Tell my story

Do Activities History Find Activities Manage Activities Learn More

How to do it

View: Close all | Show all | Print | Send to phone

Materials

1. Masking tape to mark out a 8-foot circle
2. 2 small plastic containers or canisters
3. Unpopped popcorn or water to fill half of one container
4. 5 or 6 ropes, 2 meters long
5. Old bicycle tire tube
6. PLAN-DO-CHECK-ACT poster/handout
7. Camera to record the activity

Step-by-step 11

Options 4

Show your work

See class progress: All (56) | Your batches (0)

Make a group, if you worked on this activity with others

Add people to your group...

Show what you did with pictures, videos, and sound. You can use your phone to collect and send this, too! One person can add these for a group

Do this activity instead

<Activity03 Title Here>

Short description of the activity here, more here. More description of the activity here. [More here...](#)

This is about: Job Readiness

65 others did this. 21 10

Do this activity instead

Notes

- Activity Process.** Helps facilitators see the flow of the activity and learn this process. Same for all activities. Visual tracking as facilitator reviews each part of the process. These are clickable.
- Time Markers.** Guides the facilitator in how long each step should take. Keeps things on schedule.
- External Links.** Can embed links to external resources. Recommend having Admin view report broken links if we allow this feature
- Content Overflow.** Can create a cut-off for lengthy sections in this accordion display and ask the user to flow the rest of the text. Keeps the display compact until the user needs this information and reduces the risk of missing the Activity Process tracker along top
- Process Pagination.** Lets user click to the next section of the Step-by-Step process. Good for times when the display is lengthy, so user doesn't have to scroll back up. Displays that content within this accordion panel.



My Quest

- Work on activities
- See progress
- Give feedback
- Talk to others
- Tell my story

Do Activities History Find Activities Manage Activities Learn More

How to do it

View: Close all | Show all | Print | Send to phone

Materials 7

Step-by-step

1
2
3
4
5
6
7

PLAN **DO** **FEEDBACK** **REFLECT** **LEARN**

1. **Introduction:** Sometimes, it's important to step forward quickly, without waiting to be asked. When you see something going wrong, big or small, you can offer help and invite others to join you. Working together on tough or unusual problems is a useful skill in work and life: you have access to more ideas, you make better solutions, you get there faster, and it's more fun.

2. **Examples:** 5 MINUTES Share your own example of stepping forward to help resolve a tough situation. Or show a film clip, like [Ants Create a Lifeboat](#) from the BBC to inspire students.

3. **Directions:** 5 MINUTES You work in a movie theater where someone discovers a container of toxic popcorn. There is no one to ask what to do. If the toxic popcorn is not put into a safe container, it will explode and destroy the area in 30 minutes. The lives of thousands of people are in your hands. The popcorn is inside a "toxic area," an 8-foot circle, and it's not safe to go inside. Inside the circle, you will see two containers. The unsafe container is about half full of toxic popcorn. The safe container will neutralize the toxic popcorn, so you must pour it from one to the other—from outside the circle. So: Don't go inside the circle.

Any body parts that go inside the circle are injured and can't be used. No one may sacrifice him/herself.

[Read more](#)

Next > DO

Options 4

Do this activity instead

<Activity03 Title Here>



Short description of the activity here, more here. More description of the activity here. [More here...](#)

This is about: **Job Readiness**

65 others did this. Heart icon 21 Checkmark icon 10

Do this activity instead

Notes

- Activity Process.** Helps facilitators see the flow of the activity and learn this process. Same for all activities. Visual tracking as facilitator reviews each part of the process. These are clickable.
- View Options.** User can open all content in the accordion display or close them. User can launch a print view that is text only and strips out all visual elements. User can send the "How To" section to a phone by triggering a one



My Quest

- Work on activities
- See progress
- Give feedback
- Talk to others
- Tell my story

Do Activities History Find Activities Manage Activities Learn More

How to do it

View: Close all | Show all | Print  | Send to phone 

Materials 7

Step-by-step



5. Doing the Activity: 25 MINUTES Work against the clock. Keep track of time and let everyone know how much time they have left.

6. Capture your work on camera: use video or photos to show what students are doing. Have students help you do this.

7. Watch for people crossing into the toxic zone and call out injuries

8. If a group gets stuck, freeze the action and encourage students to use Plan-Do-Act-Check and communicate. If you end up spilling the popcorn, then everyone's dead. But you can "reload" it and try to complete the task, if there's time.

[Next > FEEDBACK](#)

Options 4

Show your work

See class progress: All (56) | Your batches (0)

Make a group, if you worked on this activity with others

Add people to your group... Add Add entire batch

2

Do this activity instead

<Activity03 Title Here>



Short description of the activity here, more here. More description of the activity here. [More here...](#)

This is about: Job Readiness

65 others did this.  21  10

Do this activity instead

Notes

- Group Builder.** Allows a user to create a group, if he/she worked with others on this activity. Entering a few letters triggers auto-fill names for those in the class and allows easy selection. Optional and mostly for the student, not facilitators.
- Media Upload.** Accepts files stored on computer: jpg, png, doc, ppt, mp4, avi, etc. Recommend storing these externally (Flickr, Vimeo, etc.)
- Phone Delivery.** Clicking these controls triggers process to send short code or link phone for MMS transfer or call to system (audio capture). Allows user to use media devices at hand.
Note: may be able to send audio and a few key frames of video to those with feature phones or low bandwidth. Ask Abhijeet to research.



My Quest

- [Work on activities](#)
- [See progress](#)
- [Give feedback](#)
- [Talk to others](#)
- [Tell my story](#)

[Do Activities](#) [History](#) [Find Activities](#) [Manage Activities](#) [Learn More](#)

Do Activities: Working with Others

1 2 3 4 5

Options

Show your work

Make a group, if you worked on this activity with others

Add people to your group... [Add](#)

1

Show what you did with pictures, videos, and sound. You can use your phone to collect and send this, too! One person can add these for a group.

Browse for pictures, videos, files... [Add](#)

2

Add pictures by phone

Add sound by phone

3

Share your thoughts

Would you like student feedback? Facilitator feedback?

1 2 3

WHAT I DID WHAT WAS GOOD OR BAD HOW THIS HELPS ME

Related activities

[Show What You Know](#)



This is about: **Job Readiness**

65 others did this. 21 10

[Do this activity instead](#)

Notes

1. Reflect/Learn Process.

Facilitators and Students can use the same process to talk about the value of the activity. Covers the Feedback/Reflect/Learn portions of the activity and replaces workbooks. User can go back and change answers.

2. Reflection.

Captures thoughts about the activity. Coaches facilitators and students through a reflection process and doesn't demand a lot of writing. Can be used for assessment of knowledge. In this case, the user is calling out his/her main contributions to the activity. User can edit entries until final submission.

Future: allow some local languages and fonts here

3. Request Feedback.

Facilitators/Students can request feedback. Students automatically trigger requests to facilitators (would not see second checkbox), but request feedback from students.

4. Next Control.

User goes to next part of process. Can disable control if field empty and trigger errors for saving without completion

My Quest

- Work on activities
- See progress
- Give feedback
- Talk to others
- Tell my story

Do Activities History Find Activities Manage Activities Learn More

Do Activities: Working with Others

1 2 3 4 5

Add sound by phone

Share your thoughts

Would you like student feedback? Facilitator feedback?

1 2 3 4

WHAT I DID WHAT WAS GOOD OR BAD HOW THIS HELPS ME RATE MYSELF

2 Write the main things YOU did. How did YOU help most during the activity?

Write how you helped...

English

Save as a draft Next

Related activities
Show What You Know

Notes

1. **Reflection.** The fields and labels can change slightly to help coach the user to supply answers with substance instead of general statements. In this case, the user is reflecting on what was good or bad in the activity. User can edit these responses until final submission.



My Quest

Work on activities See progress Give feedback Talk to others Tell my story

Do Activities History Find Activities Manage Activities Learn More

Do Activities: Working with Others

1 2 3 4 5

Add sound by phone

Share your thoughts Would you like student feedback? Facilitator feedback?

1 2 3 4

WHAT I DID WHAT WAS GOOD OR BAD HOW THIS HELPS ME RATE MYSELF

1 Write what happened that was good and bad

Write GOOD things that happened... Write BAD things that happened...

Back Save as a draft Next

Notes

1. **Reflection.** Here, the user can record a few main things he/she learned and can use in the future. There is no limit to how many they can add. User can edit or remove items until final submission.



My Quest

- Work on activities
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- Tell my story

Do Activities History Find Activities Manage Activities Learn More

Do Activities: Working with Others

1 2 3 4 5

Add sound by phone 

Share your thoughts Would you like student feedback? Facilitator feedback?

1 2 3 4

WHAT I DID WHAT WAS GOOD OR BAD HOW THIS HELPS ME RATE MYSELF

Write a few things you learned that will help you in work and in life 

1 Write one thing you learned and will use in the future 

I learned:

Let the students get stuck for awhile. Don't jump in too fast. They need time to think! [Edit](#) | [Remove](#)

Make a safe space for the quiet ones. I tried saying let's hear Rajni's ideas, and they gave her room to talk, so that worked well. [Edit](#) | [Remove](#)

[Back](#) [Save as a draft](#) [Next](#)

Notes

1. **Reflection.** Here, the user can rate him/herself. Facilitators will see all educational goals and mark how well he/she delivered these. "Face" buttons line up with the labels Great, Good, OK, and Needs Work.

Questions: Can students see the same things in the self-ratings area? This means the labels would change to: "I understood" and "I used." Should they be limited to the Work Topic only ("I understand")? Or just the "Face" buttons for an overall rating? This would mean what the student writes is the only indication whether he/she picked up any of the educational goals.

2. **Save and Finish.** User completes the reflection and saves the work. "Save as a draft" allows them to complete the work later. Once the user clicks "Save and finish" they cannot go back and edit the reflection.

The screenshot shows the 'My Quest' application interface. At the top, there is a navigation bar with tabs: 'Work on activities' (selected), 'See progress', 'Give feedback', 'Talk to others', and 'Tell my story'. Below the navigation bar, there are buttons for 'Do Activities', 'History', 'Find Activities', 'Manage Activities', and 'Learn More'. A large central modal window is open, titled 'My work is GOOD...'. It contains the text: 'This means you are mostly happy with how you did and can think of a few things that might be better.' Below this is a section titled 'Share your thoughts' with a text input field labeled 'Write why your work is GOOD...' and two buttons: 'CANCEL' and 'OK'. To the right of this input field is a checkbox labeled 'Facilitator feedback?' which is checked. On the left side of the modal, there is a circular icon with the number '1'. On the right side, there is a circular icon with the number '4' and the text 'RATE MYSELF'. Below the modal, the main page content includes a section titled 'Rate how you did with this activity (this doesn't affect your progress scores)'. It features four rows of smiley face icons for self-assessment. The first row is labeled 'I helped students understand: Taking responsibility and initiative' and has a highlighted smiley face icon. The second row is labeled 'I helped students use: Collaboration and teamwork'. The third row is labeled 'Communication'. The fourth row is labeled 'Problem-solving'. At the bottom of the page are three buttons: 'Back', 'Save as a draft', and a large orange 'Save and finish' button. A speech bubble icon with the number '2' is positioned near the 'Save and finish' button.

Notes

- Filter Group.** Facilitators may have more than one batch and prefer to review these groups separately. Default view is to all students together.
- Feedback Queue.** Lists all feedback requests. Students and facilitators can both provide feedback, so they both have a queue. Sort order default is students without recent feedback.
- Feedback Status.** User can send a comment, remove the request if they don't want to fill it, or mark it completed. Once marked completed, the request disappears and the next rises to the top.
- Expand List.** User can show five more requests
- Activity Artifacts.** Person or group displays photos, videos, audio files, or documents of effort
- Group Tabs.** Show images for each person as a tabbed navigation through group. "+" is to deal with any overflow and scrolls tab set to the right.

My Quest

- Work on activities
- See progress
- Give Feedback
- Talk to others
- Tell my story

Students Facilitators See my feedback

1

Give Feedback to Students

ALL BATCH01 BATCH02

Request feedback

2

28 requests

View: No feedback recently | Oldest | Newest

Student Group	Center Name	Place	Date	Action
StudentGroup01	CenterName06	place	Feb 1 at 10:31am	REPLY REMOVE DONE
StudentGroup03	CenterName02	place	Feb 3 at 3:20pm	REPLY REMOVE DONE
StudentGroup02	CenterName02	place	Feb 12 at 11:00am	REPLY REMOVE DONE
StudentGroup02	CenterName06	place	Feb 15 at 3:30pm	REPLY REMOVE DONE

3

4

See more

5

StudentGroup01: Take Charge or Else!

Show what you did



Here we are looking at the problem. We think it is too hard if we can't move both buckets.

VIEW LARGER

6

Ratings and reflections

Anu Shetty

LAST FEEDBACK: 32 days ago !

RATED MYSELF

GOOD See all self-ratings

04:50 MIN We talk together and plan before the start

DOC Raj wrote down Plan-Act-Check-Do steps we made

Notes

1. **Reflection Display.** Shows what this user thought about the activity and what he/she learned, rated him/herself, etc.

2. **Last Feedback Period.** Lists how many days since this user received any feedback
Question: should this be the date they received feedback from the current user. In this case, a facilitator? Or any user, including students?

3. **Feedback Form.** User rates on educational goals (but not learning styles).
Interactions are the same as reflection flow after an activity. Allows for a simple comment, too.

Question: is this simple enough for students to use, too? The topics and goals link to pages that explain them more fully. On-hover, we could use a pop-up that only gives the definitions (like a "quick view").

My Quest

Work on activities See progress Give Feedback Talk to others Tell my story

Students Facilitators See my feedback

Feb 15 at 3:30pm

REPLY | REMOVE | DONE

[See more](#)

1

2

LAST FEEDBACK: 32 days ago

Anu Shetty

RATED MYSELF



GOOD

[See all self-ratings](#)

HOW I HELPED

- Raj was leader, and he was good. But Manjuladevi is quiet, and I asked for her ideas. The group listened, and I was glad.
- I tried to figure out how to use the bicycle tube and showed my idea. After some time, Ashish said we should try. And it worked! I was so happy.

GOOD THINGS

- Teamwork
- Listening to everyone

BAD THINGS

- I was shy to show my ideas

WHAT I LEARNED

- Use opportunities to show your talent. You should not wait to be asked
- Failure is how you can learn. Try things, then you will get better.

3
Give your feedback. How well did this person do?Understood the topic: **Taking responsibility and initiative**

Used these skills:

Collaboration and teamwork**Communication****Problem-solving****Comments:**

Tell the person what's strong and what could use more work.

Notes

- Point System.** Gives a value to a set of actions the facilitator can take to earn certification with any restrictions like date of completion. Can include other items like assessments, time they've taught, how much they contribute to feedback for other facilitators.
- Action Card.** Each means of certification has a "card" display. When clicked, the card expands to fill the space and give full details: ways to earn it, data on past effort or how far they are from earning this award right now. Some can be repeatable.
- Trophy Case.** Each time the user earns points for doing something, these display in a "trophy case" here. On-hover, the user can see how the points were earned.
- Ranking Snapshot.** Shows the user how well he/she is doing compared to high, low, and average performance for certification. Counts only those who did at least one certification activity, because some facilitators may not be participating.

My Progress Best areas Needs work Certification points

1 Certification Points

Earn points towards a Facilitator Certification from Quest. Choose actions to get the points you need. You must complete this by **August 29, 2013**.

2

Learn more about goals for our students

Watch videos and do short tutorials on skills that make students more employable.

You earned

325

Earn more!

750

Get ratings of "Good" or better for 3 weeks

Short description here, more here. More description here, more here.

You earned

100

Earn more!

100

Give feedback for three things

Short description here, more here. More description here, more here.

You earned

0

Earn more!

25

Mar 22
Presentation and Persuasion

Tutorial and quiz to help student:

- Communicate well to a group
- Convince others an idea is valuable without showing disrespect

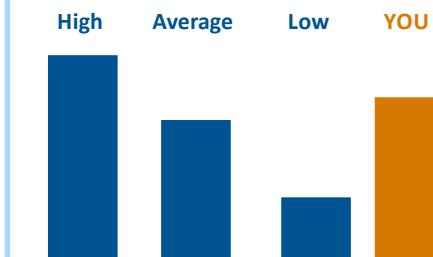
Score: 8 out of 10 Worth 75

X

int history



How you compare



Teach for 3 months

Short description here, more here. More description here, more here.

You earned

Earn more!

Give students feedback on at least 50% of work

Short description here, more here. More description here, more here.

Earn more!

Attend a training

Short description here, more here. More description here, more here.

You earned

Earn more!