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Educational Technology Area

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Webquest Design Frameworks for Nano*El* Premier League 2017

1. Group Collaborative Webquest Design Framework:

This “Group Collaborative Work-Flow Webquest” will be a declarative statement - in fact a collaborative research document - on the collaborative work-flow driving learning model for in-research-&-discovery-mode experiential learning, which is value creating for identified customer(s) benefit and improved experience. This Group Webquest (currently visualized revolving around zunl.com) Buddy Mentor/Associate Mentor will register, and PI(C/T-SD)-U2KBL Project Team Leader will maintain and subsequently upload on ETIC portal.

Table: Group Collaborative Work-Flow Webquest Design framework

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| --- | --- | --- |
| Abridged Title | Expanded Title |  |
| 1.RQ 2. Signi | **1**.Research Question- From Incumbent to Unexpected Concept/Topic **2**. Futures' Significance |  |
| 3.EmploReady 4Cust, Bene | **3**.Employment Ready **4**. Industry, Customer, Benefit, Value Stream |  |
| 5.Val Cr 6 CostMgtOrg | **5**.Value Creation, Interdisciplinary Knowledge  **6**. Organisation Structure, System Performance Indicator, Cost, Management |  |
| 7.CrThink 8. ProdTech | **7**.Critical Thinking **8**. Technology, Tools, Techniques for Product Development, Production |  |
| 9.CollaTech 10.ProjMgt | **9**.Technology, Tools and Techniques for Collaborative Workflow **10**. Project Planning & Management |  |
| 11.ResProc, BrandDigi | **11**.Research Processes, Poject Branding, and Digital Portfolio |  |
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1. Webquest Design Framework for Individual Student In-Research-&-Discovery-Mode Experiential Learning:

Webquest designing by each student member of PI(C/T\_SD)-U2KBL Project – this “Each Student Webquest” will be a declarative statement – in fact a Research Paper – on the individual student learning model for in-research-&-discovery-mode experiential learning for identified customer(s) benefit and improved experience …. This Individual Student Webquest (currently visualized revolving around zunl.com), the Individual Student Member of the PI(C/T\_SD)-U2KBL Project Team will register and maintain and subsequently upload on ETIC portal ….

Table: Webquest Design Framework for Value Creating Individual Student Learning Model for In-Research-&-Discovery-Mode Experiential Learning

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| --- | --- | --- | --- |
| Abridged Title | Title – Expanded and Elaborated | |  |
| Expanded Title | Title Elaboration |  |
| 1. Know your T-L Organization and Teacher/Learner in You 2. Strategize and determine customer(s) to be served and delivered value creating benefit(s), in turn ensuring team effectiveness | 1. & 2. No fixed way to learn; each learner learns uniquely. | 1. Student is made aware that:  - s/he is an unique learner,  - has her/his own learning style,  - unique intelligence,  - learning enabling subject domain interest, and  - motivation, and  that for effective learning experience s/he should be leveraging this uniqueness by:- strategizing and by  - making optimum use of available information processing resources (necessarily includes Internet and social media).  2. Accordingly, with reference to her/his specific PI(C/T\_SD)-U2KBL Project Team role, student:  - chooses her/his own strategies; e.g., brainstorm and answer questions and share thoughts and learnt opinions with proper motivation coming from team members, peers, teacher(s), industry, community, parents,  - originates and gathers information, and  - decides on customer(s) – internal and external - to serve and to deliver value creating benefit(s) so as to contribute towards the team effectiveness. |  |
| 1. Decide on Goal(s) 2. Strategize to anticipate unexpected customer that may come with delay 3. Ensure curiosity, interest and motivation | 3. & 4. Significance of anticipating learning requirement malfunctions/opportunities that will come with delay (unexpected customer), and towards it (i.e., to effect of unexpected customer arrival) structuring (organizing) information being learned in such a way that curiosity arises from it, self-interest is leveraged, and motivation is built/ strengthened. | 3. Student ensures more than vague (ambiguous *that is*) information origination goal(s) (“what if?” questions and requirements beyond those; namely, “standard”, which account for environmental anomalies, included) – learning goal(s) *that it is*.  4. Strategy is to leave efforts’ space to cope with customer requirement malfunctions or opportunities, i.e., unexpected customer, that will come with delay.  Note: It is useful to recognize that, apart from obvious, T-L interplay delivery function (futures’ performance that it accounts for) is also a candidate for “customer” category – being futures’, i.e., desired, “unexpected customer” category in that.   1. Accordingly, student assumes a self-directed teaching-learning interplay responsibility, and structures (organizes) information in such a way that curiosity arises from it, self-interest is leveraged, and motivation is built/ strengthened. |  |
| 1. Determine new performance measures and for them “improved performance processes desired”   (Concretize Ideas,  Share) | 6. Student recognizes that the needs of the identified customer(s) need to be met, i.e., value must be created. | 6. Student recognizes that (for improved learning experience) the needs of the identified customer(s) need to be met, i.e., value must be created, and, accordingly, in her/his self-teaching avatar:  - determines the instructional system performance processes, which are *desired* (to be *improved that is*) - albeit on Futurefront that they will be - for value creation, and ,further,  - follows it up by determining value stream(s), which is to be implemented *using* ICT & social media enabled ET as information delivery system.  Note: Examples of *Desired* instructional system performance processes-  Example (1) “Design or adapt unit plans and classroom activities to engage students in exploring real world issues and solving authentic problems using technology tools and resources” (Example points to “Planning” Value Stream under “Pedagogy”).  Example (2) “Engage students in project plans and activities for collaborative problem solving, research, creative thinking and  Innovation (Example points to “Student Experience” Value Stream under “Pedagogy”. |  |
| 1. Undertake:   a.Teacher Professional Development-cum-Transformation and  b.Undertake Content Progression-cum-Creation | 7.Student delineates currently recognized process-centric approaches –to:  a. *Self-Teaching Professional Development-cum-Transformation* and (-to)  b. *Content Progression-cum- Creation* in a value Stream | 6. Student delineates currently recognized process-centric approaches; namely:   1. Technology Awareness, Technology Proficiency, Technology Expert and Technology Leadership (“Technology” *here* is “ET”) to: In self-teaching avatar driven student professional development-cum-transformation in a value stream for a framework for learned-information-use outcomes operating on (desired) TLSPImrov processes and learner benefit (or customer or recipient benefit) therefrom, and 2. Experiential Learning (ExpL) Awareness, ExpL Efficiency, Knowledge (i.e., Relevant Content) Deepening -through Reflection, -through ExpL Expertise, and Knowledge (i.e., Relevant Content) Creation to: Content progression-cum-creation in a value stream for a framework for learning outcomes operating on learning processes and information therefrom, |  |
| 8. Direct, Monitor VSM based Instruction for customer benefit and improved experience | 8. Under VSM based instruction student integrates pure-cognitive-variables-outcomes operating on physical processes and physical information therefrom with information origination driving ExpL value creating, so that recipient(s) [1] make meaning & relevance and sense of what they are learning (through information originated), and [2] benefit by way of improved-recipient-experience. As can be appreciated this benefit and improved experience is as a result of effective desired performance, i.e., effective futures’ performance for environmental sustainability, i.e., competitiveness and continuity planning. | 8. Student integrates pure-cognitive-variables-outcomes (namely, problem solving, critical thinking, memory) operating on physical processes and physical information therefrom, so that recipients undertake Education-Work Linking (Ed-WL) in-real-world-experiential-learning driven value creating information origination, which [1] makes meaning & relevance and sense of information that is originated - *content progression-cum-creation*, which when *used* under Value Stream Model (VSM) based instruction delivers to recipient(s) value creation *that it is* – and [2] benefits recipient(s) by way of improved-recipient-experience as a result of effective futures’ performance for environmental sustainability, i.e., competitiveness and continuity planning. |  |
| 9.Reflection  Own Research conclusions | 9. Student integrates their learning through reflection and draws her/his own conclusion. | 9. When a student in her/his self-teaching avatar reflects, two processes come into play; namely, [1] In-self-teaching avatar the researcher-student becomes aware of her/his perceptions of practice, and [2] s/he be helped to restructure these perceptions if another way of perceiving is more fruitful.  The individual student learning model describing webquest precisely fulfills this important learning outcome need. |  |
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