Implementing Excellent Examples In A Workplace

WebQuest Description: You can be my new employee at my computer shop if you can do this task. Your task is to make an excellent example in your workplace that will help make the workplace a happy and easy place to work in.

Grade Level: College / Adult
Curriculum: Life Skills / Careers
Keywords: COMPUTER, EXCELLENT EXAMPLES IN A WORKPLACE, APPLICATION, SAFETY
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This WebQuest will serve as your guide in implementing an excellent example in your workplace. As an potential employee you must have knowledge about this in order to safely and properly do the tasks in your workplace. You must apply the things you will learn to make yourself a better person in terms of working in my computer shop.

In our business, you must learn how to operate a computer and know the parts of it. You should be able to spot the damages in the computer and have the knowledge and skills to fix it. This is easy to learn but this won't be your task for today. To get this job, you need to do and successfully finish this task. As an potential employee, you are tasked to make a excellent example guide for working in this computer shop. The list must contain: Excellent examples for the workplace How can this example help the workplace How to apply these example How to maintain these examples in the long run After making a list, make a short in depth reflection on how the excellent example guide affects the workplace.

This task involves you, as an potential employee, looking at the workplace in detail and acquiring excellent examples in it. Think of possible excellent example that can be applied in your workplace, which is a computer shop. Then answer this question "How will your example be of help in the workplace?" After thinking of an excellent example for the workplace, think of ways on how to apply it in your workplace. After thinking of ways on how to apply the excellent examples in your workplace, think of ways on how to maintain these excellent examples in the workplace. You need to make these excellent examples an example for others to follow. After the guide has been made, make a reflection about the guide. Make your excellent examples guide on a Microsoft word document and submit it to us.

Evaluation

This is to evaluate the Webquest, 4 as the highest and 0 as the lowest. Beginning Developing Accomplished Score Overall Design (12 points total) Refers to the WebQuest site itself, not to the external resources linked to it. Overall visual appeal 0 points There are few or no graphic elements or graphics and animation are distracting and overused. 2 points There are few graphic elements. The graphics are related to the topic of the quest. Animation is used sparingly and only where appropriate to the topic rather than being decoration. 4 points Appealing graphic elements are included appropriately and fit the topic. The graphics are supportive of the quest and give the reader information or perspectives not otherwise available. Graphics are not distracting and use of animation is limited and appropriate. Differences in type size and/or color are used well. Spelling and grammar (These errors must be corrected before the WebQuest can be posted) 0 points The spelling and/or grammar errors in this WebQuest distract from the meaning and don't model appropriate language. 1 point No more than 2 spelling or grammar errors. 2 points The spelling and grammar has been checked carefully and there are no errors. Internal navigation (These errors must be corrected before the WebQuest can be posted) 0 points Navigation buttons and anchors are inconsistent from page to page and/or are dead links. 3 points Navigation buttons are consistent from page to page and there are no dead links. Some scaffolding tools and links open in the same window requiring user to back out to open a new window so getting back to the quest is seamless. Introduction (4 points total) Motivational effectiveness of introduction 0 points Introduction is purely factual, with no appeal to learners' interest or a compelling question or problem. 2 points Introduction relates somewhat to the learner's interests and/or describes a compelling question or problem. 4 points Introduction draws the reader into the lesson by relating to the learner's interests or goals and engagingly describes a compelling essential question or problem. Task (6 points total) The task is the end result of student efforts... not the steps involved in getting there. Clarity of task 0 points After reading the task it is still unclear what the end culminating project of the WebQuest will be, or the task seems to take a different direction than the process does. 3 points The written description of the task adequately describes the end culminating project, but does not engage the learner. 6 points The written description of the end culminating product describes clearly and creatively the goal of this WebQuest. Process (26 Points Total) The process is the step-by-step description of how students will...
accomplish the task. Resources should be embedded in the process and should include links to the Web, books, video and other offline materials where appropriate. Clarity of process 0 points Process is not clearly stated. Students would not know exactly what they are supposed to do just from reading this or every step students take is described in such detail that no choice or creativity is possible. 3 points Some directions are given, but there is missing information. Students might be confused. 6 points Every step is clearly stated. Most students would know exactly where they were in the process and what to do next. Cognitive level of process 0 points Lower levels of thinking are required to complete the task. Students are summarizing information acquired rather than developing learning. 4 points More higher order activities required. The products have directions that require little individuality or group discussion. Steps require analysis of information and/or putting together information from several sources. 8 points Many levels of thinking are required. Students use the information they acquire to create a way to communicate knowledge not already available in grade-level resources. Collaboration 0 points Work is done by individuals or students work in a group but each one does the same work and creates an individual product. 3 points Students work in groups, but roles are not established and/or interdependency is not an essential part of the task. 6 points Group work with positive interdependence and individual accountability are essential to task completion. Quantity of resources 0 points Few online resources used. 1 point Each role or activity has only 2-3 resources. No offline resources are included. 2 points 5 or more age-appropriate resources are included, including offline resources. Quality of resources 0 points Links are mundane. They lead to information that could be found in a classroom encyclopedia. The design includes links that are not appropriate for the grade level. 2 points Some links carry information not ordinarily found in a classroom. Links are listed by the name or content of site, not by the URL. 4 points Resources make excellent use of the Web's timeliness and perspectives. Sites are organized to coordinate with the roles students take in the task. Links are listed by the name or content of site, not by the URL. Evaluation (12 points total) Clarity of evaluation criteria 0 points Students have no idea how they will be judged. 3 point Criteria for success are at least partially described. However, goals and standards set in WebQuest are not present in the evaluation. 6 points Criteria for gradations of success are clearly stated, perhaps in the form of a rubric for self-, peer-, or teacher-use. Learning competency standards are clearly addressed in the scoring guide. Connection of learning competencies and technology based safety standards 0 points Standards identified are not requirements in the task, process or scoring guide. 3 points Identified standards are a part of the task but not fully addressed in the scoring guide. 6 points Standards identified are the basis for the task and steps in the process. Each standard identified has a scoring guide section that addresses the evaluation of the standard. Trainer’s page/Conclusion &nbsp; (10 Points total) Teacher page 0 points Standards and background information necessary before students begin the quest are not given. Source for graphics, clipart, backgrounds, music or original/similar WebQuest are not credited. 3 points Standards are listed in words, not numbers, but either background information is missing or credit is not given for all graphics, clipart, backgrounds and music. 6 points Standards are listed in words, not numbers, and the link back to the standards website is given. All graphics, clipart, backgrounds and music have copyright information clearly displayed. Extension activities, differentiation ideas and questions for further study are included. Conclusion 0 points No conclusion is given or it is not detailed enough to give students ideas for further study and/or the culminating message concerning transfer of knowledge is not present. 2 points Conclusion is given but it does not give enough information for students to attempt further study. There is a culminating message but it is not clear how the students' new knowledge can transfer to other topics. 4 points Conclusion gives enough information, links or questions for students to attempt further study. A culminating message clearly relates students' knowledge to other topics or situations. Total score &nbsp;&nbsp; for webquest &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n...