zunal.com

Navigating Online Learning for Knowledge Transformation

WebQuest Description: This Webquest is about integrating technology in nursing education as a part of classroom instruction.
Grade Level: College / Adult
Curriculum: Science
Keywords: This WebQuest is about using the online learning environment within nursing education.
Published On:
Last Modified: 2018-07-04 02:55:37
WebQuest URL: http://zunal.com/webquest.php?w=385266

Introduction

Welcome Learners! We are going to be navigating active learning concepts in an online environment. This is the beginning of your adventure into nursing using active learning. The focus is to engage, participate, initiate, and create new knowledge. The WebQuest is an instructional resource that is intended to provide educators with designs for activities and teaching strategies to use in the facilitation of online or web-based self-learning models. They can be created using various programs that include links to multiple websites in an inquiry, problem-based learning activity that integrates independent, teamwork, higher order thinking, and access to the internet.WebQuests are used to promote student motivation, authentic learning, collaboration, and cooperation. They provide essential questions to real-life resources. WebQuests, by their very nature, encourage the development of thinking skills. The purpose of this WebQuest is for you all to share ideas, examples, and inspire ways that nursing students may incorporate classroom concepts for more meaningful learning in the online collaborative community. The assigned tasks require you as students to transform information into something else: a cluster that maps out the major issues, a comparison, a hypothesis, or a solution.

Tasks

ï»¿ï»¿ï»¿Format of the Learning Module This learning module has a total of 3 individual lessons and one culmination projectâ€"the concept map. You are required to complete one of the tasks --the Concept Map within this assigned WebQuest to receive the credit for the module. The advantage of online learning for adult learners and senior level nursing students is that by now you are aware of the type of learner you are, and you can dictate the completion based on your own academic goals. Grading rubrics for each Lesson/Project are included below. All assignments require you to submit electronic files. Files can be saved as PDFs, Word Documents (preferred), or uploaded directly into the assessment tabs in the module. For all questions please email me via the course site or the university email accounts. Please do not hesitate to contact me or ask your group members for direction. 1. The student working individually will read an article about new instructional models of teaching and learning. Following reading comprehension, the students will take an online â€œquickie quizâ€ and complete a game of Hangman about the concepts presented in the article with 90% accuracy for application of knowledge acquisition. 2. The student will develop a job aid for a concept noted in the WebQuest by working in groups of two; will be able to create an assigned portion of the clinical concept map with 90% accuracy before peer review. 3. The student will provide peer feedback to posted concept maps with online learning module following the posted rubric and online resources used to critique peers. This assignment will be completed with 90% accuracy. Learner Assessment Task 1: The quiz from â€œThe Thinking Classroomâ€ will be graded automatically upon completion of the quiz. A game using Hangman will evaluate the synthesis knowledge acquisition in reading the article. Full credit will be given for participation of students in this learning exercise. Task 2: The body of the concept map will be graded according to the specific information asked in the task questions. Make sure the concept map has logical and appropriate flow and proofread for any grammar or punctuation errors. All students must work together to create the concept map. Task 3: Post your concept map for others to see and respond to another studentâ€™s submission. Please upload your peer feedback for completion of this module.

Process

The process of this WebQuest is to go through the links found in the process menu and proceed through the information and links that are intended to promote and stimulate new ideas for you in your acquisition of knowledge and online learning. (Please see the bottom of the page). Here is how I want you to proceed in this WebQuest. 1. Follow the directions and answer the questions provided after watching the videos and web links. 2. Design a small concept map about the concept of â€œthinkingâ€. Research the concept and exemplars using the added links and focus questions to help you explore this process. 3. Post your concept map and respond to one other student. Give quality, constructive feedback in your response to another student's concept map submission. (Use APA for sources.) 4. Submit this assignment as noted in the course syllabus. Then, acknowledge the following concepts/questions as you navigate the WebQuest as a group: 1. What are the main concepts noted in the article: â€œThe Thinking Classroomâ€? What are some points that the author notes about concept-based curricular, instructional design? How do instructors use different types of questions to extend student thinking and deepen understanding? What are the expected outcomes of using â€œthinking classroomsâ€? 2. Pick a concept from the WebQuest and then identify three exemplars. How did you pick the concept? What sources did you use? What were the identified challenges? 3. Design a concept map about the concept that you chose. For example, a concept map can be created that focuses on the concept of oxygenation/perfusion. Research the concept and exemplars. Use the added links and focus questions to help you explore this issue. Respond to one student's concept map submission. (Use APA for sources.)The ProcessTask 1: The Thinking Classroom: Classroom Snapshots. Read the article on the thinking classroom at https://www.sagepub.com/sites/default/files/upm-binaries/11469_Erickson_Ch_1.pdf (click on now link and enjoy)! After completion of this assigned reading; you will complete a 10-question quiz and Hangman game about the key concepts noted in the

article. Task 2: The Concept Map. â€œThe Concept Map," is a teaching/learning strategy that is easily adapted to nursing content. Concept mapping is a teaching/learning strategy that involves organization of a concept into a visual map by the learner. It is helpful when it is important to see the big picture--that is how the parts or aspects bit together to make the whole. Each paired group will choose a patient disease process that focuses on the concept of perfusion. All groups will then research the information related to the selected concept and use the information within the WebQuest to develop a concept map related to the topic about the concept provided in the WebQuest links and post to your completed map for assessment by your peers. Create a concept map about your specific concept following the provided rubric. Include all focus points. Note the due dates in the grading rubric.Task 3: Peer Feedback Peer Feedback is a technique in which students read other student's papers, give them feedback on what areas are done well and areas for improvement (Schreyer Institute for Teaching Excellence, 2007). Students are engaged in learning about peer student's work as well as benefit from the feedback they receive! Peer feedback is an excellent teaching/learning strategy to use because when students give feedback on the change of viewpoint opens them up to see things they did not see or know before. The peer who receives feedback also benefits from the information as they have more information about their work. The Ground rules are that feedback is positive and in the spirit of helping to improve. All feedback is expected to be respectful and professional. Feedback should include pointing out what is good and areas for improvement.

Evaluation

Evaluation is needed to improve teaching design and practice. Two types are referred to as formative evaluation, i.e. as used in student assessments and evaluations used in making decisions (for example, for purposes of promotion) are referred to as summative evaluations of teaching effectiveness. The evaluation model that I think if relevant in my eLearning module is the CIPP Evaluation Model. In the context of evaluating learning technology the CIPP model: considers sustainability the lasting effects of instruction implementation on students and lecturers and how it is utilized and maintained for teaching and learning purposes. measures transportability of the changes in teaching and learning and questions improved effects directly attributed or associated to the implementation checks whether the program achieves the intended and unintended benefits, effectiveness assesses whether the impact deployment of teaching and learning has a direct effect on the lecturers and students, The acronym CIPP represents: Context - What needs to be done? Input - How should it be done? Product evaluation - Did it succeed? For example impact, effectiveness, sustainability, and transportability. Process - Is it being done? Rubric for Navigating the WebQuest Accurate Navigation of WebQuest-(50 pts total)ï»¿ 4-Excellent (95-100%) 3-Good (95-85%) 2-Fair (85-75%) 1-Unsatisfactory (75-0%) Introduction of Concept Exemplar (15 points) The exemplar grabbed attention at the beginningThe exemplar grabbed attention in the second step of beginning The exemplar grabbed attention in the middle The exemplar grabbed attention at the end.Depth/Body of Concept Exemplar (10 points) The exemplar was robust and thoroughly discussed the concept The exemplar was robust but did not thoroughly discuss the conceptThe exemplar was somewhat robust and somewhat discussed the conceptThe exemplar was somewhat robust but did not discuss the conceptAnswered Focus Information (10 points) The concepts related to the assigned topic and allow the reader to understand the exemplar completelyThe concepts related to the assigned topic and allowed the reader to understand much more about the exemplarThe concepts related to the assigned topic but allowed the reader to understand only a little more about the exemplarThe concepts related to the assigned topic, but the reader was still confused about the exemplar Peer feedback on Presented Concept Map (10 points) Concept map was presented accurately and easily. Concept map was presented but had some disorganization of the concept. Concept map was presented on time and more difficult to follow. The concept was not presented in time and concepts were not easy to follow.Correct Grammar/Punctuation (5 points) There are no spelling or punctuation errors. There are 1-2 spelling or punctuation errors. There are 3-4 spelling or punctuation errors. There are more than 4 spelling or punctuation errors.

Category and Score	Rubric for Concept Map	Points			Score
Focus	Criteria	Points			Total Points for Map
Identify 5 pieces of accurate information from the WebQuest related to the concept of â€œThinking.â€•	Used the online links in the WebQuest.	10			
Determine how the information you have interpreted relates to the concept.	Refer to the content using web quest, didactic content, online websites/content.	5			
Post examples of a completed concept map to at least 2 other class groups for feedback on work using interrelated concepts.	Uses accurate examples of information about the concept and accurately creates/posts a concept map.	5			
				Total Score	/20

Conclusion

Using WebQuests in the online nursing classroom can be an experience that allows learners to take control of their learning. It can push learners to look deeper into issues and apply theory to real-world events. WebQuests allow educators to facilitate and guide learning. WebQuests are a form of constructivism and experiential learning that offers an alternative to traditional pedagogy in nursing education in that it not only considers previous learning but also is learner-centered and results in the building, modification, and expansion of new knowledge.

Teacher Page

The WebQuest is an instructional resource that is intended to provide educators with designs for activities and teaching strategies to use in the facilitation of online or web-based self-learning models. They can be created using various programs that include links to multiple websites in an inquiry, problem-based learning activity that integrates independent, teamwork, higher order thinking, and access to the internet (Deutsch, 2014).

Standards

The Learning GapAuthentic teaching and student performance have been posited in student retention and learning outcomes. The practice of online conceptual teaching helps students retain new concepts, improve critical thinking, stay on task and promote problem-based learning [PBL] (Deutsch, 2014).Â WebQuests also promote student motivation, authentic learning, collaboration and cooperation (Strickland & Nazzal, 2005). WebQuests, provide essential questions to real-life resources. WebQuests, by their very nature, encourage the development of thinking skills (Strickland & Nazzal, 2005). There is a gap when blending learning in the online environment. The challenge is to move learners and course content in higher education with the integration of technology. PBL is based on interaction and meaningful learning to help learners develop intellectual curiosity, confidence, and engagement that leads to lifelong learning (Bradshaw & Hultquist, 2017). Student learning is themed in participatory interaction and a key focus to the online learning environment. Though most students in todayâ€™s classroom are â€œdigital nativesâ€•â€"that is they are usually connected to web-applications using a smartphone or pad; they may not be suited to the self-directed, active learning environment within an online classroom (Bradshaw & Hultquist, 2017). The Learner Analysis. WebQuests, promote interactions with time and task management while scaffolding the learning process. This module will assess adult learners in a university setting. These will be first-semester senior nursing students in a baccalaureate nursing program. These students will begin to learn by classification, inducing, deducing, abstraction, and comparing answers to questions that are reality-based. It is the application and analysis levels using Bloomâ€™s taxonomy as a framework for teaching in the online environment.

Credits

References Academic Consulting Group (ACG). Implementing a Concept-Based Curriculum: A Practical. Approach. Webinars. Retrieved from http://academicconsulting.elsevier.com/resources_webinars.php Bradshaw, M.J. & Hultquist, B. L. (2017). Innovative Teaching Strategies in Nursing and Related Health Professions (7th ed.). Burlington, MA: Jones & Bartlett Learning. Deutsch, N. (2014). Why Use WebQuests for Todayâ€™s Learners. Education & Technology [Online Blog]. Retrieved from https://blog.wiziq.com/why-use-webquests-for-todays-learners/ Getha-Eby, T. J., Beery, T., Xu, Y., & Oâ€™Brien, B. A. (2014). Meaningful Learning: Theoretical Support for Concept-Based Teaching. Journal of Nursing Education, 53(9), 494-500. Giddens, J. (2013). Concepts for Nursing Practice. St. Louis, MO: Elsevier. McLeod, S. A. (2017). Gutierrez, K. (2018). 3 Adult Learning Theories Every E-Learning Designer Should Know. Association for Talent Development[ATD]. Retrieved from https://www.td.org/insights/3-adult-learning-theories-every-e-learning-designer-must-know Kolb - learning styles. Retrieved from https://www.simplypsychology.org/learning-kolb.html Mastrain, K. G., McGonigle, D., Mahan, W. L., & Bixler, B. (2011). Integrating Technology in Nursing Education: Tools for the Knowledge Era. Sudbury, MA: Jones & Bartlett Publishers.Nations, D. (2018). What Is Google Sites and Why Use It? Retrieved from https://www.lifewire.com/what-is-google-sites-and-why-use-it-3486337 Schreyer Institute for Teaching Excellence (2007). The Concept Map. Retrieved from http://www.schreyerinstitute.psu.edu/pdf/alex/concept_map.pdf Strickland, J., & Nazzal, A. (2005). Using WebQuests to teach content: Comparing instructional strategies. Contemporary Issues in Technology and Teacher Education [Online serial], 5(2). Retrieved from http://www.citejournal.org/volume-5/issue-2-05/social-studies/using-webquests-to-teach-content-comparing-instructional-strategies Zunal.com (n.d.). Retrieved from https://edshelf.com/tool/zunal-webquest-maker/

Other