

## BestWebQuests Assessment Matrix

Globalisation - how does it impact on me? - by Lisa Hayman

	<b>Low</b> Probably not a WebQuest	<b>Medium</b> A BestWebQuest	<b>High</b> BestWebQuest of the Week
<b>Engaging Opening / Writing</b>	No attempt made to appeal to learners.	Honestly attempts to appeal to student interests.	Has that something that compels attention.
<b>The Question / Task</b>	No real Question and / or a fuzzy Task. Maybe what's asked for is lower level thinking or info retrieval.	There is at least an implicit Question and a Task that targets higher order thinking. All this may not be totally clear.	Clear Question and Task. These naturally flow from the introduction and signal a direction for sophisticated learning.
<b>Background for Everyone</b>	No attempt to access prior learning or build common background.	Some mention of addressing a common body of knowledge. (May not happen within the activity.)	Clearly calls attention to the need for a common foundation of knowledge and provides needed (Web?) resources.
<b>Roles / Expertise</b>	No Roles / use of perspectives or Roles are artificial and may lack inherent conflict of interest.	Roles are clear and realistic. They may be limited in scope, but do evoke conflict.	Roles match the issues and resources. The roles provide multiple perspectives from which to view the topic.
<b>Use of the Web</b>	This activity could probably be done without the Web.	Some resources reflect features of the Web that make it particularly useful such as images, audio, interactivity, current information, etc.	Uses the Web to access at least some of the following: interactivity, multiple perspectives, multimedia, current information, etc.
<b>Transformative Thinking</b>	No Transformative thinking. (This is not a WebQuest, but may be a good Knowledge Hunt).	Higher level thinking is required, but the process for students may not be clear.	Higher level thinking is required to construct new meaning. Scaffolding is provided to support student achievement.
<b>Real World Feedback</b>	No feedback loop included.	The learning product could easily be used for authentic assessment although this may not be addressed or it only happens in the classroom.	A feedback loop connecting learners to the Real world is included in the Web page and an evaluation rubric is probably provided (early on!).
<b>Conclusion</b>	Minimal conclusion. No mention of student thinking or symmetry to intro.	Returns to the intro ideas. May sum up the experiences and learning that was undertaken.	Clear tie-in to the intro. Makes the students' cognitive tasks overt and suggests how this learning could transfer to other domains/issues. Probably calls attention to the assumptions/hidden agendas inherent in the WebQuest itself. Sophistication keeps increasing.

Hi Lisa,

Thanks for submitting this and joining this beta version. I know it's added to your busy life and I appreciate your efforts and contributions.

**Intro:** Good use of compelling video. Some teachers would need a linked Word doc to help students actually reflect on this. In fact, you might make and link to a quick Insight Reflector: Use the Village video and your cartoon from the Pub with all the multinational influences (just an idea).

**Task / Question:** Excellent real world tie in (is the part about the MP's report to the Federal Standing Committee on Globalisation real or merely possible. If the latter I would only rephrase – “could influence...”

**Background:** Great idea and use of the National Geo map. Did you want to generate any data from this (percentages from off-shore, % from Asia, etc.?). Dominant cultural influence in food, style of clothing (as opposed to place of manufacture?). You might also seed the PMI chart with an example or two and conclude the doc with space for the students (still working alone or in a group?) to write down the Definition they have chosen / written for Globalisation. I see now that you want them to use the dictionary definition (I would have been forced to register to get the definition, so you might want to quote it and provide a link so students don't have to register). There are advantages and disadvantages to having students choose/create vs. use. You might make it optional? (e.g., create your own OR use the Webster definition?).

**Roles:** Good choice of Roles (environmentalist? – I think waste, resources and consumption come into play). Here's a suggestion. Save the Case studies for the Group Process and let them decide which influences are positive, neg, etc. This is where (in the Group Process, really) you answer the Question, so how about merging the PMI to the case studies to the Question (impact on individuals, Australia and the World?). This kind of scaffolding should be pretty clear, but also really help students to really formulate supported opinions for their proposal. Perhaps each proposal must also differentiate between Cultural / manufacturing, etc. (the roles) so that we don't have any slackers?

**Group Process / Task:** I couldn't access the [SWOT Chart](#). (these are a good idea. When you want others to use them, I suggest you either provide somewhat detailed instructions on what to do or provide links that do this.) This chart will be where we know if the students have done the thinking required to THEN construct new meaning. It helps deconstruct, but we also need help constructing (this is the idea behind the continuum I used on the Terrorism WebQuest).

**Real World Feedback:** Good link to the debate. This could be used to inform the students' proposals. We'd better bring Jacinta Allan back in here or we've

dropped that great possibility. I suspect students will need some help formatting their proposals (Persuasive essay? Report? Templatised PowerPoint, etc.)

**Conclusion:** This is a good start. The metacognitive aspect could be brought in to help students internalise the WebQuest / cognitive process.

**Overall feedback:** A good start. As with everyone, just when you think you've finished, you're really starting. You have all the framework needed for a great WebQuest, now the Group Process / Task needs to be the focus to make sure students have engaged in the topic at the desired levels of sophistication and depth. I think it has to do with taking the learning from the SWOT chart and applying it to a framework for a proposal that addresses the main question and is then available for Jacinta.

Thanks again for squeezing this in with everything else you're doing.