

Improve Disaster Management with the help of fact based information

Tutor's guide (3) WebQuests, Assessment of Participants by the Tutors, Other Features

NATIONAL INSTITUTE OF DISASTER
MANAGEMENT - Delhi
05. – 07.12.2011

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The online course - Tools

- Self-paced interactive learning in Modules and units
- Modular (no linear progression, e.g. you can skip a module)
- Pretest and Self Assessments (Control your own progress)
- Tutored (Tutor(s) is/are available for explanation and requests)
- Chats (communicate with tutor and colleagues)
- Forum (Pin board or discussion board for exchange)
- WebQuest to apply acquired knowledge

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The WebQuests (1)

What are the WebQuests

A "WebQuest," is an inquiry-based, on-line learning activity. During this activity participants work in groups, dividing assignments among each other, so that everyone participates in a group-assigned role. The objective of the activity is to promote "transformative" learning outcomes, accomplished through the reading, analysis, and synthesis of Web-based information, which was acquired in the E-learning phase

The WebQuests (2)

Structure of a WebQuest

All WebQuest have a predefined structure where the exercise for solving a Task related to the course subject is described in the chapters:

TASK
PROCESS
RESOURCES
CONCLUSION / EVALUATION

Participants receive the description of a specific WebQuest after having completed an E-learning stage

The WebQuests (3)

The Case Study WebQuest

The Case Study WebQuest will be prepared, solved or completed by participants invited for the classroom workshop. This will give room for referring to contents and subjects treated in and during the participation of the e-learning phase. It is recommended to include a holistic use of module contents in the case study and the related WebQuest, but participant can pick special subjects or focus their case study on specific interest elements.

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WebQuest of Module3: "Understand causes and effects of disasters as described by statistics" Introduction & Content

INTRODUCTION

How can we predict future natural and industrial disasters? We have pointed darts in our quiver, we know about Indian knowledgebase and the statistical techniques. Which area, district or a state are particularly subject to your working area and were do we want to predict possible hazards and damages? For the past years, Indian knowledgebase has collected information, which will be helpful to predict disasters. The combination of information sources and forecasting techniques of statistics will expand your working knowledge. You have become or will become an expert with these data and forecast techniques improving your knowledge. Backed by the acquired knowledge your role of expertise will allow forecasting disaster risks but will also point clearly to the uncertainties and limits of prevision techniques for the benefit of Disaster Risk Management.



Landslide in Uttarakhand
 Could we predict a disaster and improve Pre-Disaster Risk Management? What are the techniques of forecasting and where are their limits

CONTENT

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WebQuest of Module3: “Understand causes and effects of disasters as described by statistics” Task & Process

1 TASK

- Identify type of disaster, area and action: Prediction for the use of Prevention and preparedness or relief, recovery and development of past-disasters
- Propose Data sources and a Data set to be used for the prediction of disasters to improve the Disaster Risk Management according to the examples learned during the Web Based Training (WBT)
- Identify reliability and differences of forecasts in districts / states about effects and possible damages of disaster
- Look for arguments to prove, if data permits, that disaster forecast has changed and can improve Disaster Risk Management.
- Analyse and justify the Data and Method to be used
- Propose forecasting method and results accordingly
- Write down the results in a WORD Document of 5 to 10 pages and published on the Forum of the [WBT of CG21](#), details in the process section

2 PROCESS

- Learn about forecasting disasters and possible damages, using the Bihar state as an example ([WBT_Mod 3_Unit 1 ff](#))
- Identify districts and areas according to the techniques learned about forecasting disasters.
- Describe technique according to the WBT content and refer to the best practice used there
- Use EXCEL template to analyze district / state disaster patterns and forecasting success.
- Write down or show in the most catching way (use pictures and news reports if possible), what your forecasting disaster scenario is and where. Identify the area of your case very clearly.
- Describe phase of DRM you want to improve according to your results?
- Describe action of Pre-disaster DRM (Prevention, Mitigation and/or Preparedness) or Post-Disaster DRM (Relief, Recovery and/or Development) reflecting the findings of the previous techniques and Analysis.
- Publish your subject on the [forum](#) to inform other participants and the tutors
- Describe the existing and relevant or missing data. A template for this is prepared and should be used ([Mod4_Template_EXCEL](#)). Complete this template to describe forecasts with data like: time series, maps series, reports, etc.
- Apart from EXCEL and other statistical tools (Graphs), you may use other presentation media like flowcharts, summary tables, concept maps, or other

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WebQuest of Module3: “Understand causes and effects of disasters as described by statistics” Evaluation

4 EVALUATION

Your individual
Your tutor v
different sec
ment: Begin
will receive
total of 100
cussion foru
scheme or if
an equal shz
of tasks giv
45 for level
tion in the s
and 40 point

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Completeness of tasks given	Identification of type of disaster, Proposal of Data sources and forecasting technique to be used for the improved Disaster Risk Management description has been published as text	Proposal of Data sources and Data to be used in EXCEL template have been published	Proposal of Data sources and a Data to be used in EXCEL template + Analysis and justification of method have been published	Proposal of Data sources and a Data to be used in EXCEL template + Analysis and justification of method, forecasting techniques + proposal of DRM actions have been published	60
Communication of methods and tools used	Text Description used as Descriptive method	Text Description used + EXCEL templates completed and comprehensively commented	Text Description used + EXCEL templates completed and map sources analyzed. Presentation and statistical methods and techniques included.	Text Description used + EXCEL templates completed. Data sources aptitude for forecasting analyzed. Presentation of statistical methods included. Forecasting and limits assessment included and a solution is proposed based on Indian knowledgebase for improving the Disaster Risk Management in convincing style	40

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Expected outcome and results

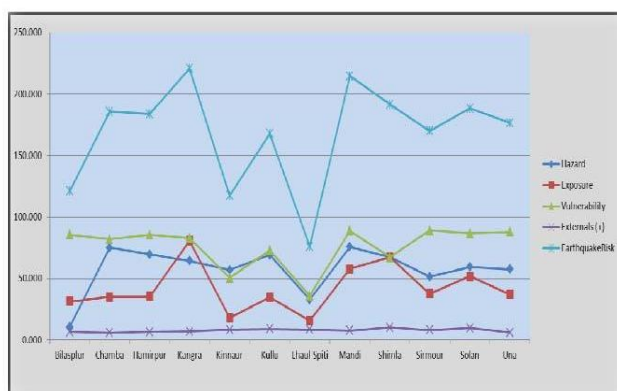
Expected results and impacts	The training enables participants to consult available statistical information and narrow the risk scenario. Participants are able to inform users about risk scenarios and create awareness of presumptive victims of disasters in the target areas.
Indicators for success and impact	Participants consult independently and with confidence available information for target areas. The awareness of the risks increases (Visibility of risk awareness). The response to this type of disasters is quicker (Response time reduction); Number victims and damages is reduced over time.

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Best Practice (from 2010) / WebQuest Solved



Status of Earthquake Vulnerability and Disaster Risk Management in Himachal Pradesh
Dr. G.P. Kapoor,

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Comments on Delivered WebQuest

One WebQuest solution stood out, not only choosing the rather most demanding of the statistical methods PCA and Factor analysis but applying it to data sources and presenting the analytical results of a particular new area of work:

Earthquake Risks in Himachal Pradesh.

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Results communicated for WebQuest

You engaged in WebQuest3 No 2 which proposed 5 Tasks

About point **B. Propose Data sources and a Data set to be used for the improved Disaster Risk Management scenario..** *I could not see much reference to the data sources* and I could not find where exactly your data for the PCA came from. ... *I assume that you have used it to the effect to convince others*

I like to mention that the comprehensive coverage of the state for the earthquake hazard risks in Himachal Pradesh state was excellent and exemplary and the treatment of the PCA approach left not much to improve. ...

Judging by the criteria on page 7 of the WebQuest, ..

Completeness of task given: 60 points

Communication of methods and tools used: 40 points

Adding up to an overall of **100/100** points for the WebQuest. + extra **40/40** points for the Promotion of statistical methods and tools in Disaster Risk Management

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Assessing the participants

There are many reasons and ways to assess the participants:

As a organizer / tutor you want to know, if your course was successful and how your communication as a tutor was understood and perceived.

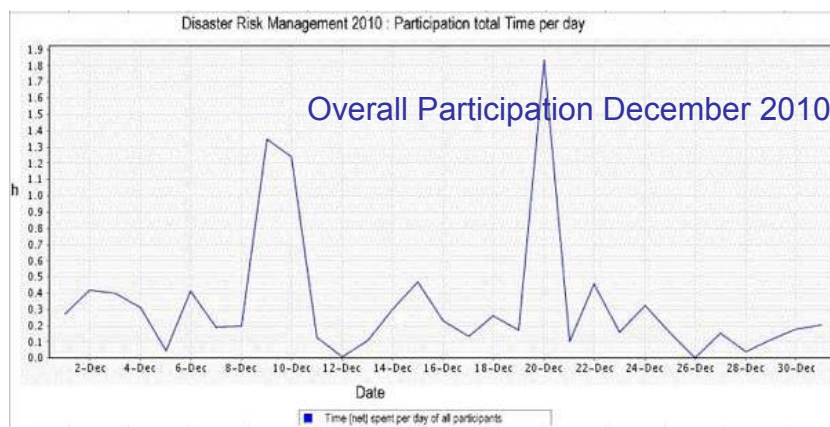
1. Define the goals
2. Define the benchmarks / Indicators for success
3. Communicate these benchmarks / Indicators to participants (-> WebQuests)
4. Assess participation time
5. Assess participation use of tools (Chats, Test and Assessments, WebQuests)

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Example of communicating participation time



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Individual participation times

Participation Statistics 2010

The participation of the online course was very heterogeneous. We counted 21 participants.

The time participating ranges from flat 0 to more than 5 hours and these times are net time participation. All participants with a net time over 20 Min (indicating some constant activity) have been given a tick mark.

Participant	Active Time by 19.12.2010 hh:mm:ss	Active Time by 20.01.2011 hh:mm:ss
Aggarwal, Shri Mayank (mayank-aggarwal)	00:00:00	00:00:00
Bhattacharya, Shri Mayank (mayank-bhattacharya)	00:21:25	00:25:33
Choudhary, Shri Mayank (mayank-choudhary)	01:21:15	01:37:50
Choudhary, Shri Mayank (mayank-choudhary)	00:00:58	00:00:58
Choudhary, Shri Mayank (mayank-choudhary)	00:01:22	00:01:22
Choudhary, Shri Mayank (mayank-choudhary)	00:18:59	01:09:13
Choudhary, Shri Mayank (mayank-choudhary)	00:11:37	00:16:46
Choudhary, Shri Mayank (mayank-choudhary)	00:03:47	00:03:47
Choudhary, Shri Mayank (mayank-choudhary)	00:03:55	00:03:55
Choudhary, Shri Mayank (mayank-choudhary)	00:13:15	00:22:03
Choudhary, Shri Mayank (mayank-choudhary)	00:00:57	00:00:57
Choudhary, Shri Mayank (mayank-choudhary)	01:03:49	01:37:57
Choudhary, Shri Mayank (mayank-choudhary)	05:19:35	05:45:57
Choudhary, Shri Mayank (mayank-choudhary)	00:05:56	00:06:38
Choudhary, Shri Mayank (mayank-choudhary)	00:05:56	00:06:38
Choudhary, Shri Mayank (mayank-choudhary)	00:00:34	00:00:34
Choudhary, Shri Mayank (mayank-choudhary)	00:19:38	00:29:31
Choudhary, Shri Mayank (mayank-choudhary)	02:39:12	03:06:03
Choudhary, Shri Mayank (mayank-choudhary)	00:02:46	00:02:46
Choudhary, Shri Mayank (mayank-choudhary)	00:34:33	00:42:51
Choudhary, Shri Mayank (mayank-choudhary)	00:03:51	00:10:36
Number of Participants active > 20 min	6/21	9/21

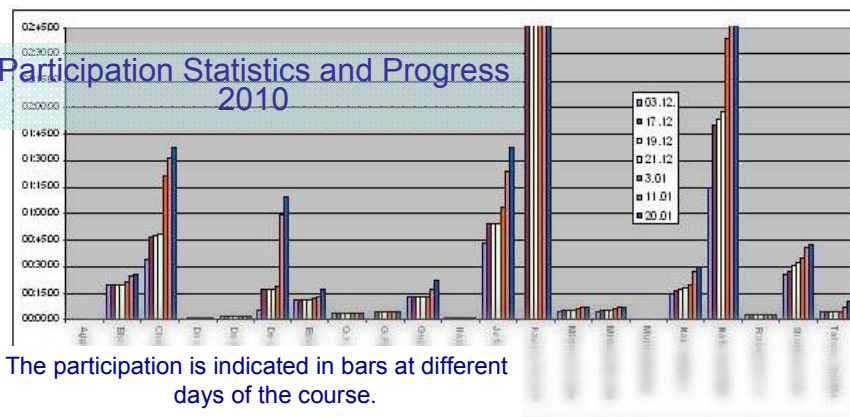
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Individual participation times

Participation Statistics and Progress 2010



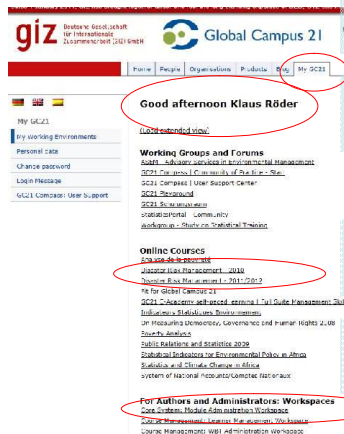
The participation is indicated in bars at different days of the course.

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Individual participation times: How to do it (1)?



Global Campus 21

Loton as Tutor/Administrator

Choose Module Administration Workspace

or

Choose Online Course

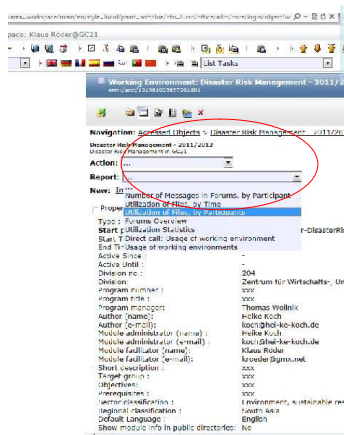
Choose <My GC21> and then <Administration Workspace>

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Individual participation times: How to do it (2)?



Choose Assessment Report and Format

Reports can be exported and reformatted in EXCEL

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Delivered Pretest and Self Assessments

In the same surrounding you can assess who finished the tests and interactive exercises

Pretest

As of 03.01.2011

Finished and Submitted (11+3/22)

First number: finished and submitted,
second number: begun but not submitted

As of 20.01.2011

Finished and Submitted (15+1/22)

Self Assessment 1

As of 03.01.2011

Finished and Submitted (5+1/22)

As of 20.01.2011

Finished and Submitted (10+1/22)

Self Assessment 2

As of 03.01.2011

Finished and Submitted (4+1/22)

As of 20.01.2011

Finished and Submitted (8+0/22)

Self Assessment 3

As of 03.01.2011

Finished and Submitted (3+0/22)


As of 20.01.2011

Finished and Submitted (5+0/22)

Other Features of Blended Learning on GIZ Global Campus 21


Virtual Classrooms with Saba Centra

Saba means "knowing" in many languages. Bobby Yazdani, Saba founder and CEO, chose this name when he founded the company in 1997. Saba Learning was the first product; since then, Saba has expanded its product line into a unified suite of People Cloud Applications delivered as software-as-a-service. Saba went public in April 2000. It acquired .. Centra Software in 2006 and is used by GIZ / GC21 as a Virtual Classroom Platform.



giz
German Institute for
Development Cooperation

Virtual Classrooms with GIZ in Centra (powered by Saba)



nidm
Towards a disaster resilient India

Enroll in a virtual classroom with Centra

DRM
invert

My Schedule

Public Events
Public Recordings
Enrollment
My Profile
Downloads
Tools
Log Out

RSS

Help System Check

My Schedule

(GMT) Coordinated Universal Time

Upcoming	Ongoing	Recordings	Past
<p>Recording</p> <p>MPM-Speyer Alumni Meeting 2011 (HMH03&015) 11/29/11 2:00 PM 2h 00m</p> <p style="text-align: right;">Launch on Desktop Attend in browser Playback Unenroll tr</p>			

Centra Classrooms allow sharing of common computer environments.
E.g.: show EXCEL calculation interactively in classroom, chat and work as tutor and participants online on a common computer screen


saba
Saba © 1997-2009

See the upcoming events

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SCORM – Sharable Content Object Reference Model - A common ground



nidm
Towards a disaster resilient India

Sharable Content Object Reference Model (SCORM) is a collection of standards and specifications for web-based e-learning. It defines communications between client side content and a host system called the run-time environment, which is commonly supported by a **learning management system**.

SCORM standard compliance assures the re-usability of the courses in other learning environments similar to GC21.
e.g. adding SCORM contents to a MOODLE learning environment

Likewise, third-party online courses can be adopted for GC21 as well, by importing them via the SCORM import interface, or by simple file upload.

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A repetition of the Overview

The WebQuests

Assessment of Participants by the Tutor

Various Features and Tools for Tutors at GIZ Global
Campus21

It's a challenge to be a successful tutor – the
benchmarks will be the satisfaction of participants and
their increased work efficiency and effectiveness –
Enjoy your role as a Tutor

Thank You for your Attention!