

# Trevor Queeley Individual Report

**In a World of Technology,  
People Make the Difference**

**Designing Learning and  
Performance Solutions**

Dr. Camille Dickson-Deane  
Date: 16th April 2021

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**03**

STINTS Overview

Introduction • PBL/PSL • CSCW/CSLW • PSS

**04**

Individual Stints Contribution

Includes clickable links to enlarge photos and prototypes

**08**

Reflection

An introspection that explores my personal thoughts, feelings and opinions about this course

**10**

Credit

Acknowledgement of media content and contributions

# STINTS OVERVIEW



## STINT 1

### WELCOME AND INTRODUCTION

Here I worked on suggestions and information on how to do a brain dump.

## STINT 2

### PROBLEM BASED LEARNING

PBL is a student-focused, self-directed and self-reflective approach that is based on Problem Solving Learning.

## STINT 3

### COMPUTER SUPPORTED COOPERATIVE WORK

(CSCW) is a study of how people work together using computing and communication technologies. People collocated or remote, working at the same time or asynchronously are the ones who use this set of tools.

## STINT 4

### PERFORMANCE SUPPORT SOLUTION

PSS has given birth to EPSS in recent times. This has given support to organisations and their staff with the increased use of digital tools.

## STINT 1

### Braindump

Identifying tools to capture my brain dump was an exciting moment for me. Researching for collaboration tools brought some factors into play. The taxonomy use played a significant factor in deciding. I proceeded to find tools that are modern, intuitive and allowed for smooth collaboration. I encouraged the group to explore something new to expand their repertoire as instructional designers. This will help with a better understanding of the tools and then apply them in the right situation that will help the client needs.



Figure 1: Collage of Braindumps throughout the course

## What could I do differently?

The braindump activities were instrumental along my learning journey. I felt it was a meaningful way to retrieve all that is acquired from course readings. Firstly, I wanted to use different tools for each dump. However, the group had other plans. Finally, I would organise some of my content differently. For example, Stint 3 braindump, I felt it should have been organised linearly.

## Publications

Click or tap to see  
postings.



STINT 1

STINT 2

STINT 3

STINT 4



## STINT 2

# Problem and Solution

The teacher's limited application of various instructional methodologies stunts students' academic and behavioural progress within the classroom. It is important to note that implementing a particular instructional method such as direct instruction fails to engage students with varying learning styles, leading to an initial decline and subsequent lack of interest in the subject matter. This, in turn, impacts negatively on students' grades and academic performance. Learners are no longer motivated to complete tasks or even participate fully in class. They tend to engage in negative off-task behaviours which ultimately lead to recalcitrance.

## What could I do differently?

PBL is a student-based learning approach that leads to learners solving a real-world problem. After meeting with Dr. Dickson-Deane, I realised that the initial prototype provided a solution and not a PBL Environment. In retrospect, the focus should be on having an environment where the problem is stated, learners receive information and apply what they learn.

## Enhanced Publication

Click the photo to see the revised prototype.

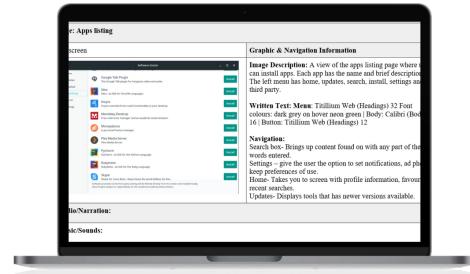


Figure 2: Prototype of the proposed solution

**Solution:** Create an app that offers 21st Century tools for teachers to choose from. Click on Figure 1 for details.



## STINT 3

### CSCW/CSCL

A major limitation of Google Meet is its inability to share attachments live during active meetings. “Google Meet is a video-chatting service designed primarily for business and office use, which lets colleagues chat over video and text.” (John, 2020). Whereas Google Meet is part of the G Suite package, most collaborators use other content development tools and will most likely need to share with collaborators instantly. Even though there is a share screen feature, having the media or content shared with learners immediately helps keep the focus on the topic at hand.

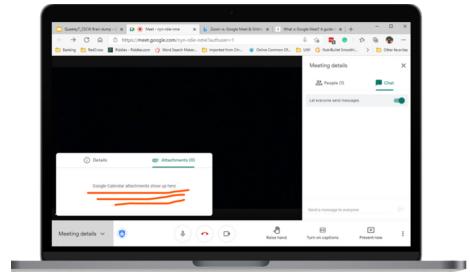


Figure 3: Prototype of the proposed location to add document attachment feature.

**Solution:** Add the document attachment feature to Google Meet. Click Figure 2

## What could I do differently?

Designing a prototype to show attachment was a bit difficult. Finding the right tools to develop such a prototype should be essential. As an ID having that menu of E-Tools to choose from is vital. With that said, Dr. Camille's resource from Mayra is a go-to for me going forward.

## Enhanced Publication

Click the photo to see  
the revised  
prototype.



## STINT 4

### PSS/EPSS

#### Case Study

The Government of Pelican Pride has a virtual Human Resource Management Information System (HRMIS). The system sees little activity because of the lack of intuitiveness and navigation instructions.

The team decided to create an interactive Performance Support System.

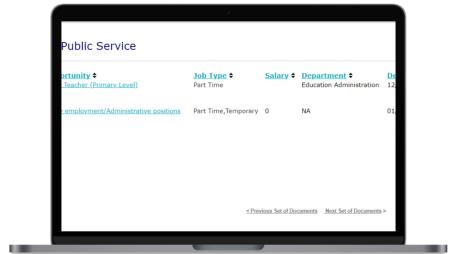


Figure 4: My task prior to changes.

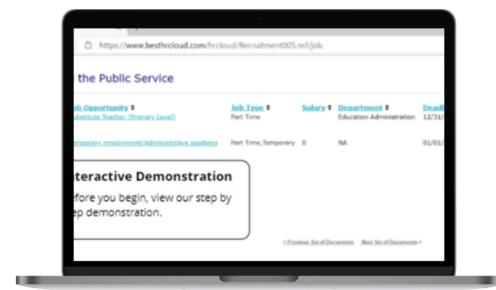


Figure 5: Icon that appears on hover over a vacancy.

Click on Figure 4 and 5 to see details.

## What could I do differently?

Upon the first attempt at my task, I realised that Best HR Cloud's current EPSS does not factor in all persons living with a disability. Therefore, I encouraged the team to include narrations in their tasks so visually impaired employees will gain more from the EPSS proposed. I also encouraged them to use a platform that has capability for more accessibility features.

## Enhanced Publication

Electronic Performance Support System (EPSS)

Click the photo to see  
the proposed  
prototype.



Navigating the application form online must be new to you. This illustration will help you move your way through the form with as little challenges as possible.

Let's look at the application form.



# What did I learn?

The course provided me with numerous learning opportunities related to the study CSCW and prototyping resources, particularly PBL. The application of this approach is interesting for me because I have never thought or seen it used in the traditional classroom setting before.

## Designing with theory in mind

Understanding the theory behind design applications, instructional approaches, and tools helps apply their usage in the real world. This course caused me to take a closer look at the inner workings of tools used to develop content and share learning within various industries. I expanded my knowledge on situated learning theory. One approach that I have used in facilitating training is the Learning by Doing. I have now gained extensive knowledge in theory behind that approach. Notably, when reading about how ineffective apprenticeship is, I felt I could debate that point as a technical teacher. As I continued my reading and research, I stumbled upon scholarly research by Collins, Brown, and Newman, 1989 who proposed Cognitive Apprenticeship. Cognitive apprenticeship is the modern approach that incorporates some traditional teaching elements with the fundamentals of apprenticeship. At that point, I connected the dots; Cognitive Apprenticeship is what we currently practice; however, most persons still call it apprenticeship.

# What will I do differently?

I would have approached the PBL differently to how I originally intended. However, the experience is just as promised by Dr. Camille. I enjoyed working through this approach; I started with an open mind and was well on the way to swallow this approach. Unfortunately, I found myself back in the traditional way of reading material and completing an assignment instead of engaging in deep conversation with team members about ideas and approaches to group projects.

I found that once we met and discussed ideas, we found solutions to the group and individual challenges. The group worked harmoniously for the better part of the course. We shared tools, worked through problems and leaned on each other's strengths. One significant change I will make is to utilise the knowledge gained in my PBL readings to help guide the team. I did mention that I used this approach in my medical training. However, I was not aggressive enough in pushing the team in the direction we needed to take.

Overall, I enjoyed the PBL approach to learning. I enjoyed it when I was gainfully employed in the medical field and even now as an instructional designer. Seeing its application in this way is intriguing. Additionally, working with the team was indeed extraordinary. Our varying skillset and experience have made the learning journey a memorable one. Excellent approach. It was a refreshing way to learn.

# CREDIT

**My report included sources and resources from various places. Acknowledging these sources is very important.**

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Those responsible for concept and designing

- Trevor Queeley

My group of researchers- Prime Solutions

- Trevor Queeley
- Netisha Durand
- Simone Scott-Pryce
- Krisna Durand

Figures used in the report

- Figure 1 - Collage of braindumps
- Figure 2 - JetBrains Toolbox on Solus
- Figure 3 - Google Meet live call
- Figure 4 - Best HR Cloud (Personal Account)
- Figure 5 - Best HR Cloud (Personal Account)

Images used in report design

- Canva media library
- Screenshot of prototypes

Tools and platforms used throughout the course

- Miroboards
- Padlet
- Storyline360
- Canva
- Azure