

New Equipment Purchase Webquest Group Project

Introduction

The old single-phase Picker general purpose radiographic unit is on its last legs; a unit must be purchased to replace this one before it dies completely. This is a busy clinic that does general diagnostic imaging, no fluoroscopy. A group of individuals must deal with the replacement of this unit. A decision must be made as to what should replace the unit, a refurbished model or brand new are just a few of the issues. Cost and ease of use will also play a role.

The Task

A group of individuals must decide what would be the best piece of equipment to replace the old unit. Among the considerations will be the following:

- How is the unit used most of the time?
- Cost.
- Refurbished or new.
- Type of generator needed.

The Group

The group shall consist of the following

Business Manager	Responsible for the cost of the product and dealing with the salesperson.
Radiologist	Responsible for interpreting the images produced by the machine.
Lead technologist	Responsible for scheduling and occasionally using the machine.
Floor technologist	Primary user of the equipment.

The Process

Each person in the group will be responsible for gathering data from information on the Web and sharing with the group, as it will affect their role and the purchase of this new machine. Then a decision acceptable to the group will be made. The report must include all the equipment that was considered, as well as the reasons it was rejected.

The Report

One grade will be earned for the group. The report should be typed, double-spaced, in a folder, and shall include the following:

1. Title page listing all names of group members.
2. Table of contents.
3. A separate section typed by each person listed.
4. The introduction above should be expanded and included in paper.
5. Conclusion should be the general consensus of group.
6. Web sites should be included in the appropriate section.
7. Graphics may be used.
8. Reference section should include any written materials, such as magazine articles, books, advertisements or individuals consulted.
9. Evaluation sheet.
10. The group charter shall be filled out and submitted along with an evaluation from each group member.

Evaluation

	1 POINT	3 POINTS	5 POINTS
Language Use	Gaps in information. Words don't fit text. Limited vocabulary. Devoid of details. Slang used. Difficult to detect meaning.	Language is ordinary or overly technical. Limited details. Paper doesn't expand knowledge.	Uses words that give clear picture of topic. No slang. Details are interesting, important, informative. Related to topic selected.
Organization	No introduction or conclusion. Lacks direction. Weak connections, decision not based on data.	Order logical most of time. Connections not always clear, data lend some support for decision.	Material orderly and logical. Has introduction. Conclusion based on data from entire group.
Ideas and Content	Paper lacks central idea. Sketchy details. Lack of information. Message unclear. Difficult to follow.	Supporting details skimpy or too general. Tries to cover too much.	Develops complex ideas with well supported details. Writing is specific.
Graphics	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text.	Student's graphics explain and reinforce text.
Educational Value	Unsupported statements. References minimal. Nominal topic content. Citing of content lacking. Inaccurate content.	Too many quotes. More references required. Not all areas cited correctly. No new perspective.	Incorporates pertinent literature. References appropriate to topic and length. Cites correctly. Original interpretation or new perspective.
Mechanics	Spelling errors common. Paragraphs wrong. Punctuation problems. Grammar problems. No proofreading. Format not followed.	Some mistakes. Few problems with grammar, punctuation. Some spelling errors. Big problems fixed, just a few small ones.	Paper easy to read. Grammar, spelling, and punctuation well done. Paragraphs correct. Format followed.