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WebQuests in Our Future

The Teacher's Role in Cyberspace

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Adapted from the articles
by Bernie Dodge, San Diego State University

"Some Thoughts about WebQuests"
(http://edweb.sdsu.edu/courses/edtec596/about_WebQuests.html)
and
"Building Blocks of a WebQuest"
(http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm)

Definition of a WebQuest

- An inquiry-oriented activity in which some or all of the information that students interact with comes from resources on the Internet

Two types of WebQuests

Short term
- ✓ Designed to be completed in one to three class periods

Longer term
- ✓ Designed to take between one week and one month

Short Term WebQuest

- Instructional goal is *knowledge acquisition and integration*

- Learner deals with a significant amount of new information and makes sense of it

Longer Term WebQuest

- Instructional goal is *extending and refining knowledge*

- Learner deeply analyzes a body of knowledge, transforms it, and demonstrates understanding by presenting it in some way
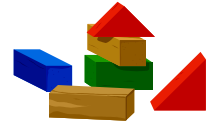
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Longer Term WebQuest

- Various thinking skills that may be required to meet Marzano's goal
  - *Comparing*
  - *Classifying*
  - *Inducing*
  - *Deducing*
  - *Analyzing errors*
  - *Constructing support*
  - *Abstraction*
  - *Analyzing perspectives*

Critical Attributes of a WebQuest

Introduction
Task
Process
Information sources
Evaluation
Conclusion

Non-critical Attributes

- Most likely to be group activities

- Include role-playing for learners

- Single discipline or interdisciplinary

Critical Attribute #1 : Introduction

- Should orient the learner as to what is coming

- Should raise some interest in the learner through a variety of means

Critical Attribute #2 : Task

- A description of what the learner will have done at the end of the exercise

- Could be a product or a verbal presentation

Critical Attribute #3 : Description of the Process

- Clearly described steps

- Lets the learners know the process to go through to accomplish the task

- Can also provide learning advice

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Critical Attribute #4 :
Set of Information Sources

- A list of web pages which the instructor has located that will help the learner accomplish the task

- May include resources not on the Web

- All resources may not be used by all

Critical Attribute #5 :
Evaluation

- Need to be able to measure results

- Evaluation rubrics designed by the teacher are the most authentic assessment

- Evaluation rubrics take different forms

Critical Attribute #6 :
Conclusion

- Bring closure to the quest

- Remind the learners about what they've learned

- Encourage them to extend the experience into other domains

Design Steps for Teachers

- Become familiar with resources online in your content area
- Organize the resources into categories
- Identify topics that fit in with the curriculum and which there are materials online
- Clearly link the WebQuest to previous and subsequent activities

Why WebQuests?

- WebQuests bring together the most effective instructional practices into one integrated student activity

  – Strategies to increase student motivation
  – Develop thinking skills
  – Cooperative learning process

Strategies to Increase Motivation

- WebQuests use a central question that honestly needs answering

- Students are given real resources to work with

- Information can be posted for feedback

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Develop Thinking Skills

- WebQuests include questions that prompt higher level thinking

- Students must transform information

- WebQuests use "scaffolding"

Cooperative Learning Process

- Students take on a role in the group

- Not realistic that everyone learn all

- Students develop expertise which is valued by the group

"WebQuests for Learning"

by Tom March

http://www.ozline.com/webquests/intro.html

The End