

“Using the internet as a teaching, learning, and production tool”



WebQuest

Workshop

Defining WebQuests

What is it?

A teacher-created, inquiry-oriented activity conducted online.

Uses teacher-selected information resources on the Internet.

Very structured, well-defined directions and expectations.

Students are often asked to work in teams to complete the task or problem.

Employs higher-order thinking skills: analysis, synthesis, evaluation.

Why?

Targets specific content and skills which the teacher wants to cover, presented in an interactive and engaging way.

Focus is on using information rather than looking for it.

Takes advantage of high-quality and multimedia resources.

Supports students using their time well. [scaffolding, rubrics]

Builds cooperative and collaborative skills. Can be motivational to engage in simulation and role play.



Thinking Skills

1. **Comparing:** Identifying and articulating similarities and differences between things.
2. **Classifying:** Grouping things into definable categories on the basis of their attributes.
3. **Inducing:** Inferring unknown generalizations or principles from observations or analysis.
4. **Deducing:** Inferring unstated consequences and conditions from given principles and generalizations.
5. **Analyzing errors:** Identifying and articulating errors in one's own or others' thinking.
6. **Constructing support:** Constructing a system of support or proof for an assertion.
7. **Abstraction:** Identifying and articulating the underlying theme or general pattern of information.
8. **Analyzing perspectives:** Identifying and articulating personal perspectives about issues.

Typical Parts of a WebQuest

- 1. Introduction** (hooks the learner)
- 2. Task** (engaging)
- 3. Process** (sequential, organized)
Includes **Resources** - online information sources
- 4. Evaluation** (assessment activities & rubrics)
- 5. Conclusion** (closure, summary, extension)
- 6. Credits** (bibliography, thanks)
- 7. Teachers** (info for other teachers)

Introduction

The **Introduction** orients students and captures their interest.

- Include the title of your WebQuest.
- Provide background information.
- Include engaging pictures or graphics.
- Include an idea or statement that captures students' interest.
- Could include an “essential question.”
- **Purpose is to hook and motivate the learner.**

Task

The **Task** describes the activity's end-product.

- Create a scenario around the problem or task.
- Should be realistic and relevant to the students.
- Use clear and compelling language.
- Consider having the students work in teams.
- Consider providing some element of choice.
- The task may specify creating a product such as a presentation, paper, brochure, etc.
- **The key is to create a task that will be interesting for the students to work on.**

Process

The **Process** explains exactly what students should do to complete the task.

- Provide organized sequential steps
- Include *scaffolds* such as: guiding tips, strategies, or diagrams to support student organization of their results.
- Include templates to help students gather, manipulate, sort, and analyze data.
- Include structures to help students create a final product. (examples, timelines for completion).
- **The key is to give students the structure they will need to complete the task.**

Resources (part of Process)

The **Resources** are what the students will use to complete the task.

- Web sites, searchable databases, books, other documents.
- Create lists of hyper-links to lead students to rich appropriate data and information.
- Consider including “experts” available via e-mail, chat, or phone.
- Students can access data, manipulate data, use data to solve problems and interpret results
- **The key is to avoid wasting student time searching for information.**
- If students are allowed to do “free” searches, give them the skills and expectations to keep them safe and help them be effective Internet users: use appropriate search engines, search skills, web site evaluation skills.

Evaluation

The **Evaluation** measures the results of the activity.

- Describe how the students will be evaluated.
- Consider presenting an online evaluation or examples.
- Provide rubrics.
- **The key is to measure the learning that has taken place.**

Conclusion

The **Conclusion** sums up the activity and encourages students to reflect on its process and results.

- Include suggestions and resources for extension activities to explore further.
- Did students answer an “essential question?”
- **The key is to provide the big picture - the reason for learning.**

Teachers & Credits

The **Teachers** section includes strategies/resources other teachers will need to know.

- Include the grade level(s) the WebQuest is intended for.
- Give more information about what the lesson will cover and the objectives and standards that are targeted.
- Include other resources that teachers may need to think about (activities before the computer and after the computer might go here).

The **Credits** section gives credit to any sources you used when creating the webquest.

- The WebQuest creator's name and contact info: email, school name, etc.
- "Last updated" date.
- Sources of music, graphics, images, and text you used.
- Models correct bibliography format.