

WEBQUEST



**Istituto Comprensivo
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Today

- ▶ Introduction about a WebQuest
- ▶ Anatomy of a WebQuest
- ▶ Activities in a WebQuest
- ▶ Evaluating a WebQuest
- ▶ Examples

Why WebQuests?

- ▶ Using strategies to increase student motivation
- ▶ Ideal for cooperative learning
- ▶ Develop thinking skills
- ▶ Use different resources
- ▶ Encourage students to explore new ideas, ways to present them.

What is a WebQuest?

A **WebQuest** is an inquiry-oriented lesson format in which most or all the information that learners work with, come from the web.

Anatomy of a WebQuest

- ▶ Developed in 1995 by Bernie Dodge and Tom March
- ▶ Excellent site located at San Diego State University:
<http://webquest.sdsu.edu>

Anatomy of a WebQuest

The WebQuest is a teaching method formalized in 1995 by Bernie Dodge of San Diego State University and later perfected by Tom March. It is based on the pedagogical theories of constructivism and cooperative learning .

Through the use of computers and the internet, it aims to develop and implement some abilities like analysis, synthesis and evaluation .

The learner , through a " guided " research surf the internet on preselected sites, perform a task (research action) elaborate the information and realize a final product , which can be a " media object " , a text, a presentation or any other processing. Exercise can be created using one of the many free sites and templates available on the internet .

The activities of a WebQuest :

1. Introduction
2. Task
3. Process
4. Information resources
5. Evaluation
6. Conclusion

1. INTRODUCTION

- ▶ Introduction provides basic information, introduces participants in the situation and often offers the simulation of a real -like situation to make more attractive the task.

2. Task

- ▶ Tells what the learner has to do and how to do it
- ▶ Tells what will be the product to be realized: PowerPoint, speech, play, artwork, game, movie, anything assessable...

3. Process

- ▶ More info about how to go on
- ▶ Clearly described steps
- ▶ Lets the learner know the process to go through to accomplish task
- ▶ Can also provide help, comments, advice

4. Information Resources

- ▶ List of teacher-selected websites for learner
- ▶ May use external or internal links
- ▶ May include non-Web resources: books, worksheet, video, or a synthesis of the topic to be read at the beginning to a general clear idea.

5: Evaluation

- ▶ Need to measure results
- ▶ Must fit goals and objectives
- ▶ The product and the process have to be evaluated
- ▶ In the evaluation page will be explained the evaluation method.

6: Conclusion

- ▶ Summarizes the activity that the students have done.
- ▶ More links or additional questions can be given to encourage students to go beyond the simple content of the WebQuest

Rubric for evaluation

Overall Aesthetics (This refers to the WebQuest page itself, not the external resources linked to it.)

<p>Overall Visual Appeal</p>	<p>0 points</p> <p>There are few or no graphic elements. No variation in layout or typography.</p> <p>OR</p> <p>Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.</p>	<p>2 points</p> <p>Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.</p>	<p>4 points</p> <p>Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.</p>	
<p>Navigation & Flow</p>	<p>0 points</p> <p>Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.</p>	<p>2 points</p> <p>There are a few places where the learner can get lost and not know where to go next.</p>	<p>4 points</p> <p>Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.</p>	
<p>Mechanical Aspects</p>	<p>0 points</p> <p>There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<p>1 point</p> <p>There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<p>2 points</p> <p>No mechanical problems noted.</p>	

Introduction

Motivational Effectiveness of Introduction	<p>0 points</p> <p>The introduction is purely factual, with no appeal to relevance or social importance</p> <p>OR</p> <p>The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.</p>	<p>1 point</p> <p>The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.</p>	<p>2 points</p> <p>The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.</p>	
Cognitive Effectiveness of the Introduction	<p>0 points</p> <p>The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.</p>	<p>1 point</p> <p>The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.</p>	<p>2 points</p> <p>The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.</p>	



Task (The task is the end result of student efforts... not the steps involved in getting there.)

<p>Connection of Task to Standards</p>	<p>0 points The task is not related to standards.</p>	<p>2 point The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards.</p>	<p>4 points The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.</p>	
<p>Cognitive Level of the Task</p>	<p>0 points Task requires simply comprehending or retelling of information found on web pages and answering factual questions.</p>	<p>3 points Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.</p>	<p>6 points Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.</p>	

Process (The process is the step-by-step description of how students will accomplish the task.)

<p>Clarity of Process</p>	<p>0 points Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.</p>	<p>2 points Some directions are given, but there is missing information. Students might be confused.</p>	<p>4 points Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.</p>	
<p>Scaffolding of Process</p>	<p>0 points The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task. Activities are of little significance to one another and/or to the accomplishment of the task.</p>	<p>3 points Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task. Some of the activities do not relate specifically to the accomplishment of the task.</p>	<p>6 points The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task. Activities are clearly related and designed to take the students from basic knowledge to higher level thinking. Checks for understanding are built in to assess whether students are getting it.</p>	
<p>Richness of Process</p>	<p>0 points Few steps, no separate roles assigned.</p>	<p>1 points Some separate tasks or roles assigned. More complex activities required.</p>	<p>2 points Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	



Resources (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block. Also note that books, video and other off-line resources can and should be used where appropriate.)

<p>Relevance & Quantity of Resources</p>	<p>0 points</p> <p>Resources provided are not sufficient for students to accomplish the task.</p> <p>OR</p> <p>There are too many resources for learners to look at in a reasonable time.</p>	<p>2 point</p> <p>There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.</p>	<p>4 points</p> <p>There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.</p>	
<p>Quality of Resources</p>	<p>0 points</p> <p>Links are mundane. They lead to information that could be found in a classroom encyclopedia.</p>	<p>2 points</p> <p>Some links carry information not ordinarily found in a classroom.</p>	<p>4 points</p> <p>Links make excellent use of the Web's timeliness and colorfulness.</p> <p>Varied resources provide enough meaningful information for students to think deeply.</p>	



Evaluation

Clarity of Evaluation Criteria	0 points	3 points	6 points
	Criteria for success are not described.	Criteria for success are at least partially described.	Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.

Total Score

/50

Main elements

- ▶ The teacher is a tutor
- ▶ Students have to work in small groups of 3-6
- ▶ An assignement to each member in the group
- ▶ Evaluation and self-evaluation
- ▶ Production of a report (ppt, website, doc....)
- ▶ Final assessment

WebQuest generators and tools

<http://www.aula21.net/Wqfacil/webeng.htm>

<http://zunal.com/>

<http://createwebquest.com/>

http://www.teach-nology.com/web_tools/web_quest/

<http://webquest.org/search/>