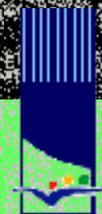




# WEBQUESTS



## USING THE WWW AS A RESOURCE IN THE CLASSROOM

A SLAMIT WORKSHOP  
HUMPOLEC -2006

GERRY KEARNEY - CLARE EDUCATION CENTRE (IRL)



# AGENDA

- INTRODUCTION
- WEBQUEST CONCEPT
- EXAMPLES
- WEBQUEST DESIGN



# CHALLENGE

- WWW - powerful resource
- How can we best use it?
- CLARE Ed. Centre Quizzes
  - [Moneypoint](#)
  - [Museum](#)
  - [Museum Quiz](#)
  - [Clare Library](#)
  
- WEBQUESTS



# What is a webquest?

- An internet-based activity that is based around an engaging and doable task.
- Emphasizes higher-order thinking skills by challenging students to solve a problem.
- Allows students to work in groups while teachers facilitate their learning.
- Scaffolding allows **ALL** to participate.
- Answers are not predefined – they must be discovered & created.



# ENQUIRY-BASED LEARNING

"Tell me and I forget, show me and I remember, involve me and I understand."

- Learning that involves exploring the world, making discoveries, testing those discoveries, in the search for new understanding.
- Traditional education discourages the natural process of inquiry. Students learn not to ask too many questions, and instead are asked to repeat expected answers.



# Levels of Thinking

Comparing

Classifying

Inducing

Deducing

Analyzing Errors

Constructing Support

Abstraction

Analyzing

(Marzano, 1992)



# WHAT IS INCLUDED?

- Introduction
- Task
- Process
  - Scaffolding: Steps, resources, tools
- Evaluation
- Conclusion
- Teacher Page



# INTRODUCTION

- A concise paragraph or two that supplies students with background information and motivation for completing the project.
- Includes a question that students will ponder.
- **Ancient China Webquest**

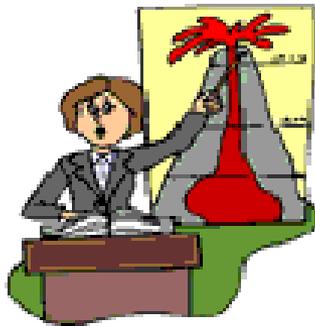


# THE TASK

- Provides a clear outline of what students will accomplish
- The task is considered the single most important part of a WebQuest.
- **Ancient China Webquest**



**Compilation  
Tasks**



**Retelling  
Tasks**



**Mystery  
Tasks**



**Journalistic  
Tasks**



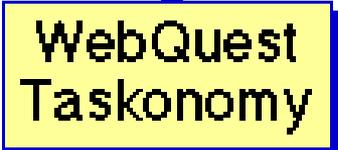
**Scientific  
Tasks**



**Design  
Tasks**



DIAMOND



**WebQuest  
Taskonomy**



**Judgment  
Tasks**



**Creative  
Product  
Tasks**



**Analytical  
Tasks**



**Self-  
Knowledge  
Tasks**



**Persuasion  
Tasks**



**Consensus  
Building  
Tasks**



# THE PROCESS

- A detailed, step by step guide each student team follows to accomplish the task, complete with Web links embedded in each step.
- **Ancient China Webquest**



# THE RESOURCES

- Contains a list of the information sources (Web sites, print books, magazines, atlases, etc.) students should use to complete the task.
- inventions



# EVALUATION

- A rubric that evaluates the work of each student team and should relate specifically to the central task.
- evaluation
- MEDIATOR



# THE CONCLUSION

- Wraps up the activity and gives students a chance to reflect on what they've learned.



# ■ CLARE BIODIVERSITY WEBQUEST



# WHY USE A WEBQUEST

- “WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation.” Bernie Dodge
- WebQuests are a relatively safe way to use the web
- Many available to do/adapt



# WebQuest Design

- Think about your webquest in the way you would any other lesson and ask these questions:



# QUESTIONS

- What do I want my students to learn as a result of this lesson?
- Why is this information important?
- Where does the information fit into the specific context of this unit?
- How does this information fit into the broader curriculum?



- Is the Topic worth the time and effort
- Is the level of potential student cognition / learning worth your and their effort to do this WebQuest?
- Are you excited by the activity?
- Does the Web offer so much that its use is warranted?
- Does the Question ask something that people in the real world find important?



# How Do You Create a WebQuest?

## Step by Step Directions

- 1. Pick a fruitful, appropriate **TOPIC** and **GOAL**
- 2. Select a **TASK** that engages higher level thinking
- 3. Start creating the **WEBSITE**
- 4. Develop an **EVALUATION**
- 5. Flesh out the **PROCESS**
- 6. Write documentation for other **TEACHERS**
- 7. Test it. **REVISE** as needed.



# Pick a Fruitful and Appropriate GOAL and TOPIC

## Picking a Starting Point

- Should be based on an important curriculum standard
- Should make good use of the Web
- Should be something that you're not satisfied with
- Should require a level of understanding, not just rote learning



# TASK Involves Higher Level Thinking

Task Design: (Taskonomy)

- Retelling
- Compilation
- Mystery
- Journalistic
- Design
- Creative Product
- Consensus Building
- Persuasion
- Self-Knowledge
- Analytical
- Judgment
- Scientific



# Exercise Break

Brainstorm tasks for this topic:

The Celts

The Vikings



# Create the WEBQUEST

- Download and Use a Template
- <http://edweb.sdsu.edu/webquest/LessonTemplate.html>
- Use an online Template
- <http://webquest.org/questgarden/author/>
- Templates contain the basic WebQuest structure
- Each part of the WebQuest includes prompts
- Draft the TASK description and TITLE
- Write an INTRODUCTION that will raise learner interest



# EVALUATION of Learner Performance

## Develop Rubric

- Complex tasks require multidimensional measurement
- Multiple choice tests are not sufficient
- Writing the rubric at this stage in the process forces you to think clearly about what you think is important. You might revise your task after thinking about your evaluation. (It's a two-way street!)



# Creating Rubrics

## The Goal:

- We must become connoisseurs of fine student performance
- Generate Potential Dimensions
- Select a Reasonable Number of Dimensions
- Write Benchmark Descriptions
- <http://edweb.sdsu.edu/webquest/rubrics/rubrics.html>



# The PROCESS

- Think about your learners
- Think about your topic
- Decide on roles and responsibilities to give to learners
- The PROCESS section is where most of the external web sites will be linked.
- Design the PROCESS so that it flows well.



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# Steps 6 and 7

- Develop Teacher Pages and Finish Details
- TEST the Lesson. Revise as Needed