

**Directions for completing a WebQuest Activity for Ed 362
(Carefully read these initial overview instructions to WebQuests!)**

1. The investigation of WebQuest Lessons was an **Integration Links Activity** in **Chapter 3** and should have provided a comprehensive overview of them.
2. WebQuests can be **overwhelming and time consuming** which is **not practical** for **preservice or inservice** K-12 teachers, since they are **facilitators of learning**.
3. The **purpose** of this **WebQuest Lesson Activity** is to provide an opportunity to **summarize & analyze Building Block** components in **Integration Links Ch 3**.
4. Therefore, the **actual intent** of this Project is to **locate** an appropriate WebQuest **then** provide reflections/comments on “Why you selected it!” **via** Building Blocks.
5. Your **responsibility** is to **carefully re-investigate** provided links of “WebQuests” in the **previous** Chpt 3 Integration Links **and locate (1) truly practical & useful**.
6. **Only you** can determine this **specific usefulness** since it is to be **practical and beneficial** for your future students **and** your future classroom teaching assignment.
7. **Each component** of the **Building Blocks** of a WebQuest lesson are to be reflected and commented on within **1-2 pages** MS Word which should be enough to do it!
8. The **MS Word (1 or 2)** page document **might need a change of margins** to allow unique **and** personal comments/reflections on each Building Block. **Do your Best!**
9. Your comments need to be both **Pro and Con** and include **possible** suggestions as to how you might **modify** the **selected WebQuest lesson** for your **future** teaching.
10. Many of the WebQuest Lessons contain **background and images** that truly enhance lesson content **thus** keep in mind the **many Multimedia** influences for learning.
11. Remember, during a **Block by Block analysis** of a **selected WebQuest Lesson**, the **need for Inquiry Questions** to be **included** in **some Blocks for Student Discovery!**
12. Again, the **need for engaging activities** so students may **actively Learn by Doing** **not just collect facts and/or data** by way of reading, seeing, hearing information.

I hear, I forget! I see, I remember! I do, I understand!

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@ Background Information provided here is from Kathy Schrock's Guide to Educators @

Note: Kathy Schrock refers to comments and suggestions from two of the most noted advocates of WebQuest Lessons: **Bernie Dodge & Tom March**.

A WebQuest is defined, by **Bernie Dodge** at SDSU, as "an inquiry-oriented activity in which most information learners interact with comes from Internet resources."

I find it a perfect model for teachers searching for ways to incorporate the Internet into classrooms on both a short-term and long-term basis. Following is a 16-slide Powerpoint presentation based on information found at Mr. Dodge's site. (Also available as a PDF file.)

For further explanation, of short-term WebQuests, and a template for teachers to use, visit "**The Web Quest Page**". See Chpt 3 Integration Links for this (URL)!

Tom March has put together great WebQuests and a informative site dealing with the use of them to support the instructional process. Web site is: **WebQuests and More**.

Tom also has a new introductory essay entitled "**Why WebQuests?**"
I have designed a sample WebQuest entitled "**The 1960's Museum**".

Take a look at it and let me know what you think!

Link to a **collection of exemplary WebQuests** created by students in my graduate courses.
Many of the links are old, but the ideas are a great starting point for your planning!

Links to Bernie's matrix of **top picks** and other **good** Webquests put together by teachers, university students, and workshop attendees.

- An article entitle "**The Student WebQuest**" by Maureen Brown Yoder, April 1999.
- A Trackstar **Track** dealing with the topic of WebQuests with some good links.
- A great list of **WebQuest resources** put together by Midge Frazel for a workshop.
- A **tutorial** for learning how to write and utilize WebQuests in your classroom.
- A WebQuest assessment **rubric** put created by Tom March, another WebQuest guru!
- Once you design your own WebQuest, submit it **here** to shre it with others.
- My **slide show** dealing with the WebQuest. (**PDF version**)

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- * **WebQuest is a specially designed and structured WWW Lesson. ***
- * **The Building Blocks and Instructions to create a WebQuests ***

WebQuest is an **inquiry** (special type of question) oriented activity in which some or all of the **information learners interact** with comes from resources on the WWW.

(Be sure to be able to define and provide examples of Inquiry Questions!)

In a short term the WebQuest instructional goal is **implied knowledge acquisition** and **integration**. Each student obtains **and** processes a significant amount of new information from the WebQuest Lesson and with related materials.

A **short** term WebQuest is designed to be completed in 1 to 3 class periods.

In a **long** term WebQuest instructional goals increases the learning challenging for students to **extend the knowledge** gained from lesson and with related sources. Each student carefully analyzes a body of knowledge **and** integrates the information into their knowledge base. Long term WebQuests take a **week to a month** to finish.

A WebQuest Lesson should be **correlated** to local and state curriculum standards.

Replace a lesson that might be **better suited** for a WebQuest.

Make appropriate use of the WWW and Internet resources.

Require a student to apply new knowledge gained from lesson.

(Bernie Dodge, San Diego State University)

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Web Sites with Examples of WebQuests

(Notice URLs are not displayed beneath the brief URL description.)

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A Selection of Webquest from Dr Alice Christie * ASU

WebQuests – The SEDS Teacher Resource Site

Locating and Evaluating Webquests

@ Mathematics Webquest on The Titanic @

@ WebQuest on learning from Lighthouses @

@ WebQuests - Kathy Schrock Guide for Educators @

@ Webquests from Arlys Peterson's Web Site @

@ Channels 45/49 PBS Classroom Projects of WebQuests @

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Information provided on this page has been gathered from various experts in the field of WebQuest Lessons and the Teaching and Learning Processes.

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Building Blocks for a WebQuest Lesson

WebQuest Project: Comment on each Building Block for a Selected WebQuest!

Introduction to Lesson

Write a short paragraph here to introduce the activity or lesson to the students. If there is a role or scenario involved (e.g., "You are a detective trying to identify the mysterious poet.") then here is where you'll set the stage. It is also in this section you'll communicate the Big Question that the WebQuest is centered around.

Description of Task

Describe crisply & clearly what the end result of the learners' activities will be. Don't list the steps that students will go through to get to the end point. That belongs in the Process section.

Process to accomplish Task

To accomplish the task, what steps should the learners go through? Learners will access on-line resources identified as they go through the Process. In the Process block, you might also provide some guidance on how to organize the information gathered during the process of accomplishing the Task.

Evaluation of performance of Students

Describe to learners how their performance will be evaluated by providing a rubric. The assessment rubric should align with the culminating project or performance, as outlined in the task section of the WebQuest. Specify whether there will be a common grade for group work vs. individual grades or possibility a combined grade.

Conclusion of WebQuest Lesson

Summarize what the learners will have accomplished or learned by completing this activity or lesson. You might also include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond lesson.

Information for Teachers Page

Teacher page includes information to help other teachers implement the Webquest, including: target learners, standards, notes for teaching the unit, and, in some cases, examples of student work.

Source of these suggestions for completing WebQuest are from:

<http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm>

http://www.educationworld.com/a_tech/tech/tech011.shtml

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