WebQuests in Our Future
The Teacher’s Role in Cyberspace

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

Adapted from the articles by Bernie Dodge, San Diego State University
- "Some Thoughts about WebQuests" (http://edweb.sdsu.edu/courses/edtec596/about_WebQuests.html)
- "Building Blocks of a WebQuest" (http://projects.edtech.sandi.net/staffdev/buildingblocks/deep-index.htm)
**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
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
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