



WebQuest

Introduction - see assignment description page for more info & related links



7-Page Website

- Introduction
- Task
- Process
- Resources (sub-pages for each role)
- Evaluation
- Conclusion
- Notes for Teacher



Definition

- A WebQuest is a **collaborative, inquiry-oriented activity** in which some or all of the information that learners interact with comes from the Internet.

Bernie Dodge



Design Patterns

- Types of WQ tasks organized around 5 HOTS verbs: design, decide, create, analyze and predict

<http://webquest.org/sdsu/designpatterns/all.htm>



Inquiry

- Process augmenting knowledge, resolving doubt, or solving a problem.
- Seeking for truth, information, or knowledge by questioning.
- Making sense out of the mass of data.

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



Collaboration vs. Cooperation

- **Collaboration** – individuals each contribute their own effort to the larger task. There are individual roles.
- **Cooperation** - everyone works together on each step of completing a task. Each individual may be doing the same thing. There are **no** individual roles, therefore it is not good for WebQuest.





WebQuest

- provides learners with an **interesting and doable** task that involves research and evaluation of information.
- the culminating task is **tangible** and not necessarily completed on the computer!



WebQuest

- fosters **collaboration** between learners
- is **simple in structure** but can be **complex in task**.
- provides resources a **guided** Internet search



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Introduction

- sets the stage in an interesting manner
 - appeals to students' interests
- provides the background information
- describes connection to the overall unit



Task

- the **tangible** final product
- clearly and concisely stated
- + list of skills (I CANs) that students should gain

"There is questionable educational benefit in having learners surf the web without a clear task in mind" –Bernie Dodge



Process

- Sequence of steps each group will follow to complete their culminating task
- Describes **individual roles** for **each** student
 - Each member of UNIETD team will be responsible for organizing resources for at least one role.



Process continue

- Provides guidance & tools to support organizing & sharing information (collaboration)



Resources

- Sets of resources pre-selected by the teacher provided to help learners accomplish their task
- For each individual role
 - 2 websites
 - 2 Google Embeds, Google Docs, or Apps (including at least one with audio/video)
 - 2 other types of resources



Evaluation

- System provided for evaluating students
- Rubrics or list used well thought-out and structured with a point system or other self-checking mechanism for students.



Conclusion (looking back)

- Provides closure by summarizing what students have learned and accomplished
- Includes rhetorical **questions** to help students reflect upon their experience
- Includes student's self evaluation in a format of the "I CAN" statements (google form)



Notes for Teacher Page

- Includes your written reflections about how the WebQuest supports learning
- Aligned with standards 1,3, and 8
- Follows the Reflection Guidelines
- May include additional info helping other teachers understand the WQ



Examples

- WebQuest Demo for Ed Tech & Design:
<https://sites.google.com/uni.edu/unietdwebquestdemo>
- More: Assignment requirements page