


WebQuests in Our Future

The Teacher's Role in Cyberspace



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Prepared by Kathleen Schrock

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Adapted from the articles  
by Bernie Dodge, San Diego State University

"Some Thoughts about WebQuests"  
([http://edweb.sdsu.edu/courses/edtec596/about\\_WebQuests.html](http://edweb.sdsu.edu/courses/edtec596/about_WebQuests.html))  
and  
"Building Blocks of a WebQuest"  
(<http://projects.edtech.sandl.net/staffdev/buildingblocks/p-index.htm>)

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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

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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



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Short Term WebQuest

- Instructional goal is *knowledge acquisition and integration*
- Learner deals with a significant amount of new information and makes sense of it

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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

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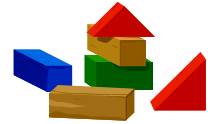
### Longer Term WebQuest

- Various thinking skills that may be required to meet Marzano's goal
  - Comparing
  - Classifying
  - Inducing
  - Deducing
  - Analyzing errors
  - Constructing support
  - Abstraction
  - Analyzing perspectives

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### Critical Attributes of a WebQuest

Introduction  
Task  
Process  
Information sources  
Evaluation  
Conclusion



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### Non-critical Attributes

- Most likely to be group activities
- Include role-playing for learners
- Single discipline or interdisciplinary

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### 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

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### 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

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### 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

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### **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

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### **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

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### **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

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### **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

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### **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

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### **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

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### Develop Thinking Skills

- WebQuests include questions that prompt higher level thinking
- Students must transform information
- WebQuests use “scaffolding”

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### 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

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### “WebQuests for Learning”

by Tom March

<http://www.ozline.com/webquests/intro.html>

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The End



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