

ACT Two

Objectives

The learner will be able to:

- define the structure of a WebQuest,
- state at least two reasons why the WebQuest is a valid classroom activity,
- explain transformation and give an example,
- experience a WebQuest from the student's perspective,
- explain the importance of roles in a WebQuest,
- explain the phases involved in integrating a WebQuest into your curriculum,
- identify five useful online resources for educators.

What is a WebQuest?

What is a WebQuest?

According to Bernie Dodge, the creator of the WebQuest model, “a WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. It is designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the level of analysis, synthesis and evaluation.”

http://edweb.sdsu.edu/courses/edtec596/about_webquests.html

Take a look at the link below to see an exemplary example of a WebQuest.

Sample WebQuest

<http://www.kn.pacbell.com/wired/China/ChinaQuest.html>

What makes a good WebQuest?

There are three components to a good WebQuest. First, is its **structure**. The structure defined below provides a scaffold for you as you are creating a WebQuest and milestones for the students as they complete it.

The second component to a good WebQuest is a **transformational activity** for the students to complete. This ensures that the WebQuest is not just a “find it on the web and copy the answers” type lesson. A WebQuest is not a worksheet for the students to complete, but a lesson involving deep thinking. The authentic task the students complete mirrors what they will encounter in the world after school.

Using the web effectively is the last component necessary for a good WebQuest. Some of the resources the students use as they complete the WebQuest may be print-based and should be used when appropriate, but there are four reasons why web-based resources are especially useful for educators.

Structure

WebQuests are deliberately designed to make the best use of a learner's time and to scaffold a lesson for the learner. To achieve that efficiency and clarity of purpose, WebQuests should contain the following parts:

Introduction: Sets the stage, provides some background information and enlivens the interest of the student.

Task: Doable, interesting and authentic. It is an activity that students might encounter in the “real world.” Most great tasks can be written in one sentence.

Process: The steps a learner takes to accomplish the task.

Roles: Requires students to approach the task from a point of view that may not be the same as their own. The roles contain background information and objectives for the students. The roles are consistent with the authentic task that was chosen.

Resources: The resources are role specific and include a set of information sources needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web.

Information sources might include web documents, experts available via e-mail or real time conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting.

Because links to resources are included, the learner is not left to wander aimlessly through webspace.

Evaluation: An evaluation component is essential to allow students to know how they will be graded. A rubric is usually helpful.

Conclusion: The conclusion section of a WebQuest provides an opportunity to summarize the experience, to encourage reflection about the process, to extend and generalize what was learned.

Correlation with district standards: Should be clearly defined and referenced.

Transformation

Robert J. Marzano, in the book *Dimension of Thinking and Learning*, wrote, “we believe that whether or not schools decide to offer special thinking skills programs, thinking should pervade the entire curriculum. Accordingly, we have tried to identify aspects of thinking so fundamental that students should use these skills and processes repeatedly in the course of learning academic content. We recognize that this framework can be misinterpreted and misused, but it is not intended as a scope and sequence chart for a separate thinking skills curriculum.”

Looking back to the introduction of transformation in ACT One, and thinking about what Marzano said above, we are not suggesting that all lessons should be transformational. There is a time and a place for factual knowledge, but that body of knowledge is useless without higher level thinking skills. You know that there are things you must know by heart (factual knowledge) and things you must know how to get to and use (thinking skills).

Comparing: Identifying and articulating similarities and differences between things.

- Classifying:** Grouping things into definable categories on the basis of their attributes.
- Inducing:** Inferring unknown generalizations or principles from observations or analysis.
- Deducing:** Inferring unstated consequences and conditions from given principles and generalizations.
- Analyzing errors:** Identifying and articulating errors in one's own or others' thinking.
- Constructing support:** Constructing a system of support or proof for an assertion.
- Abstraction:** Identifying and articulating the underlying theme or general pattern of information.
- Analyzing perspectives:** Identifying and articulating personal perspectives about issues.

Effective use of the web

A good WebQuest uses the Internet for its unique qualities. While it is possible to use a computer to deliver the same kind of content available from traditional resources, this would be an inefficient and expensive use of a potentially powerful resource.

What is it that the Internet offers us that can breathe some fresh air into our learning environments? There are four areas that educators should consider when evaluating the usefulness and value of a web-based lesson: Timeliness, Access, Multimedia Content and Convenience.

Timeliness: One of the most important reasons to use the web is for its up-to-date information. It can take years for new information to make its way into our textbooks, but the web can bring you today's news, weather, scientific discoveries, cultural events and myriad other facts and data that are being generated right now.

Access: The web can connect you with primary sources that would otherwise be unavailable to you. Through e-mail, and specialized web sites, you and your students can contact the same people and resources that are accessed by businesses and movers and shakers throughout the world. Students can also access your lesson from anywhere they can get an Internet connection, not just from inside your classroom.

Multimedia content: Sound and animation can be extremely engaging learning tools. The web is gradually providing more and more multimedia content that you can use in your classroom. When properly done, these resources can provide an unequaled learning resource.

Convenience: Web based units can offer an unmatched level of convenience for the educator. The ability to create links to other online content makes it exceptionally easy to collect information from a wide variety of sources. In addition, you can edit your content right up to the moment before class begins without worrying about the line at the copy machine. Web pages are instantly published to anyone with Internet connectivity in full color.

WebQuest about WebQuest

The *WebQuest about WebQuests* provides you the opportunity to experience a WebQuest the way a student would. In groups of four, each member will take on a role and individually analyze five different WebQuests. Then you'll come back together as a group to complete the task. You have ten minutes to look at each WebQuest, a total of 50 minutes, and then ten minutes for your group to arrive at a consensus.

1. First, get into groups of four.
 2. Go to: <http://edweb.sdsu.edu/webquest/webquestwebquest-hs.html>
 3. Read and follow the directions. (The worksheet that you need to complete the activity is in the back of this packet.)
 4. Discuss your opinions with your group and arrive at a consensus to answer the three questions listed in the task. Pick a member of the group to act as the spokesperson for the class discussion.
- Which was the best? Worst? How did you define best and worst. Was it easy or difficult to arrive at a consensus? Why?

Transformation

- Take 15 minutes with your group and list which transformational activities are incorporated for each WebQuest. There is one – right? Pick a different spokesperson to report out.

Integrating a WebQuest into your classroom is a thought-provoking task, even when you are the person who created it. There are many things to keep in mind when you are about to have your students complete one. The seven phases below will help you start with the end in mind and you will find that the implementation is smoother for both you and the students.

Seven phases of implementation

Phase	Mode	Activity
1	Student: (none) Teacher: planner	Selection and planning <ul style="list-style-type: none"> • Correlation with standards-based teaching objectives • Availability of resources • Group management
2	Student: learner Teacher: leader	Introduction <ul style="list-style-type: none"> • Introduce the concept • Describe the process • Define the product and evaluation criteria
3	Student: self-directed learner Teacher: facilitator	Research <ul style="list-style-type: none"> • Students explore resources provided in the WebQuest
4	Student: collaborator and creative thinker Teacher: observer, assistant	Consensus building <ul style="list-style-type: none"> • Students collaborate to reach a decision about how to complete the task and prepare the product.
5	Student: self-directed Teacher: facilitator	Product development
6	Student: presenter Teacher: facilitator / learner	Presentation
7	Student: evaluator / evaluatee Teacher: evaluator / evaluatee	Evaluation <ul style="list-style-type: none"> • Student self-evaluation • Student peer evaluation (strongly recommended) • Student unit evaluation • Teacher student evaluation • Teacher unit evaluation

Question for discussion: What is the difference between teaching and facilitating? As a facilitator, can you meet your instructional goals?

What is CyberEthics? Why is it important to educators? Just as you wouldn't steal articles from a person's desk, you wouldn't want to take software that you've not paid for and use it on your computer. That would be stealing the salary of the person who created the software. And while you've never consider photocopying an entire short story to use with your class, by the same token you wouldn't want to take paragraphs or pictures from a website and use them without permission from the author.

These concepts fall into the realm of CyberEthics. The links below will help you become clear on the legalities involved in CyberEthics and will give you information to use with your students as you are guiding them to be an informed computer user.

The Ten Commandments for Computer Ethics

<http://www.fau.edu/netiquette/net/ten.html>

Citing Electronic Resources

There are two major styles used when citing resources. The Modern Language Association (MLA) and the American Psychological Association (APA). Many online resources exist for each of the styles. The links below are just a place to start. The first is for MLA and the second for APA. Note that each style has examples for citing not just web pages, but e-mail correspondence, listservs and a lot more.

<http://www.uvm.edu/~ncrane/estyles/mla.html>

<http://www.indiana.edu/~wts/wts/citingapa.html>

Fair Use

<http://www.nolo.com/encyclopedia/articles/pct/nn75.html>

Copyright laws must be followed. For example, it is not legal to copy software from the grant computer or a CD that came with the computer to any other machine, or to install software purchased for another machine on the grant computer.

Has your appetite been whetted and you want to know more? You can subscribe to a K-12 CyberEthics mailing list by sending e-mail to Majordomo@maillist.peak.org and placing [unsubscribe k12-cyberethics-l] in the body of the message.

Internet Resources

Group	Name	Link
Teacher	Kathy Schrock's Guide for Educators	http://discoveryschool.com/schrockguide/
	Blue Web'n	www.kn.pacbell.com/wired/bluewebn/#table
	A CT et Now! Curriculum Library	http://www.suhsd.k12.ca.us/actnow/curricLIB/curric.htm
	The Virtual School House	http://metalab.unc.edu/cisco/schoolhouse/
	WebQuest Matrix	http://edweb.sdsu.edu/webquest/matrix.html
	Catalog of great sites	http://edweb.sdsu.edu/links/index.html
Student	The Internet Public Library Youth Division	www.ipl.org/youth/
	National Geographic for Kids	www.nationalgeographic.com/kids/index.html
	Time for Kids	www.pathfinder.com/TFK/
	Electric Library	www.elibrary.com
	Ask Jeeves for Kids	www.ajkids.com
Both	Specialized Search Engines and Directories	http://edweb.sdsu.edu/webquest/searching/specialized.html
	Copernicus	www.edgate.com
	3D Atlas On Line Educators Area	www.3datlas.com/main_ed.html
	Schoolhouse	http://encarta.msn.com/schoolhouse/
	The Library in the Sky	www.nwrel.org/sky/

What to bring for next time

You'll be creating a HotList in ACT Three. A HotList is simply a web page full of links to topics you have selected in advance that pertain to a specific topic. To see some HotLists that have been created by others in the ACT Now! program, go to <http://actnow.suhsd.k12.ca.us:591/actlist/library.htm>.

For next time, think about some lessons you'll be teaching soon and bring several URLs for sites that relate to your topics.

Evaluation

Please complete the on-line evaluation.

WebQuest about WebQuests Worksheet

Use this sheet to jot down notes while you examine each site. Remember to stay in character as you examine the sites and don't compare notes until you get back with your four-person group. Circle your role below.

Efficiency Expert



Affiliator



Altitudinist



Technophile



WebQuest	Strengths	Weaknesses

Internet Resources Worksheet

Web Site	Easy to follow	Effective use of the web	Best used for:	Useful Links or Content	Additional Comments or Alternative WebSites