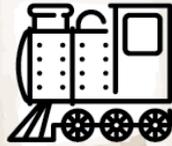


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Preparatory Workshop

Module 2: How to Develop Webquests

Unit 2.1. Defining a webquest



Constructs beyond a webquest

- A webquest is "an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet."
- Webquest was developed during the mid 1990s, when Internet was still young, by Bernie Dodge and Tom March.
- According to Dodge, a webquest is designed to:
 - use learners' time well,
 - focus on using information rather than looking for it, and
 - support learners' thinking at the levels of analysis, synthesis, and evaluation.

Source: <http://tomsmarch.com/writings/ascdwebquests/>
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

Constructs beyond a webquest

- ▣ Constructivism, the theory that learners can acquire knowledge through discovery and evaluation of information and the formulation of their own meaning, provides the basis of a webquest (Dede & Sprague, 1999).
- ▣ Webquests also stem from the idea of Universal Design for Learning, meaning the materials are created so that they are accessible to everyone.

Source: <http://tommarch.com/writings/ascdwebquests/>
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

Constructs beyond a webquest

- Use of essential Internet resources- real webquests facilitate meaningful use of the web for educational ends, taking advantage of resources that are interactive, media-rich, contemporary, contextualized or of varied perspectives.
- Tasks that motivate - the best way to address attention and relevance is to choose a topic that learners find compelling and then create an authentic learning task related to it. Prompting learners at crucial stages of the process inspires confidence.
- Open-ended questions – is essential to activate learners' prior knowledge and create a personal curiosity that inspires investigation and brings about a more robust understanding of the material.

Source: <http://tomarch.com/writings/ascdwebquests/>



Constructs beyond a webquest

- ▣ Individual expertise – as real issues have no prescribed solution, it is not expect everyone develop the same kind of expertise. Individual variations in understanding reflect the fact that all learners contribute different degrees of prior learning, effort, and ability as they construct personal meaning.
- ▣ Transformative group process - by engaging learners in a pursuit that requires them to use the acquired information and expertise in a new way, webquests help them get a deeper understanding and becoming more autonomous.
- ▣ Learner-centered professional development - webquests bring learner-centered principles from the realm of noble idea to daily practice.

Source: <http://tommarch.com/writings/ascdwebquests/>

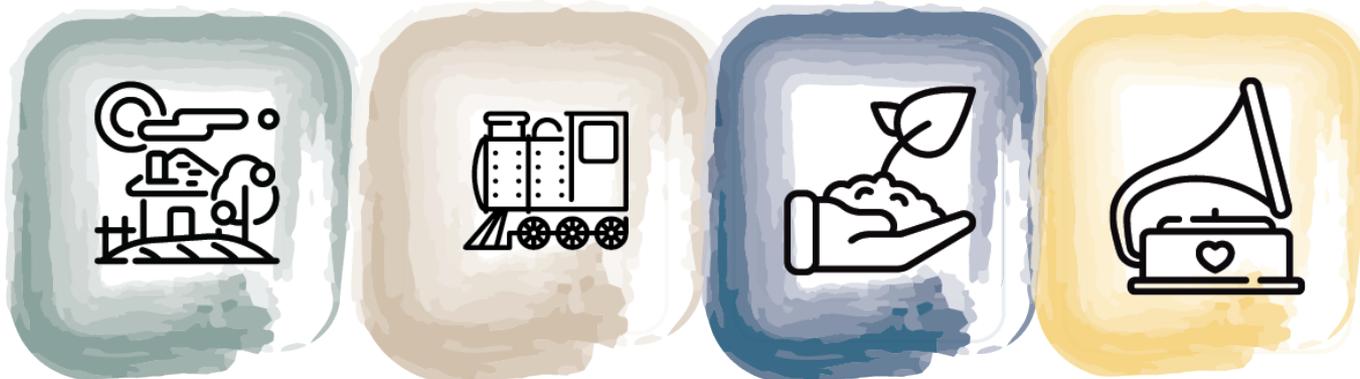


Thank you for your
attention

Any question?



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