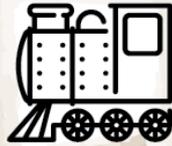# PAST-TIMES

**Face-to-face Training**

# Module 2: How to Develop Webquests

## Unit 2.2. Structuring a webquest

# 6 critical parts of a webquest

■ A webquest should present six critical parts:

- ○ Introduction
- ○ Task
- ○ Process
- ○ Resources
- ○ Evaluation
- ○ Conclusion

Source:
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

# 6 critical parts of a webquest

▣ These six sections may vary in structure and depth;

▣ It should be well-planned given the fact that these parts are the basis of the lesson and could cause potential problems if not constructed carefully.

Source:
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

# Critical parts

- ▣ Introduction:
  - ○ should raise the learner's interest by making the topic relevant, visually interesting, important, urgent, and/or fun;

  - ○ is used to draw learners in to the webquest and to provide important background information. It presents the problem, often in the form of a short narrative or scenario, and explains what the task is.

    Source: https://sites.google.com/site/bloomstaxonomyjae/home/webquest/the-7-components-of-webquests
    http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

# Critical parts

- ▣ Task
  - ○ a description of what the learner will have done at the end of the exercise;
  - ○ is the formal explanation of what the learner is supposed to do. For larger projects the task can be split into smaller sub tasks;
  - ○ developing the task is the most difficult and creative part of designing a webquest.

Source: https://sites.google.com/site/bloomstaxonomyjae/home/webquest/the-7-components-of-webquests
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

Erasmus+

# Critical parts

- ▣ Process
  - ○ is the steps learners take to complete the task;
  - ○ it is important to make suggestions regarding the steps of discovery, including strategies for dividing the task and descriptions of the roles to be played or perspectives to be taken by each learner;
  - ○ it may also be provided learning advice, which relates to helping learners with interpersonal skills. This is also where an answer sheet or a guided notes template may be included.

Source: https://sites.google.com/site/bloomstaxonomyjae/home/webquest/the-7-components-of-webquests
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

Erasmus+

# Critical parts

◘ Resources
- ○ are the material used to complete the task;
- ○ these can be pre-selected webpages to help the learner accomplish the task at hand. It may be chosen to create the web pages or to utilize ones already present on the Internet;
- ○ other resources, such as books, interviews, and video can be used as well.
- ○ it is important to be provided. Webquests are not about searching for resources but about applying, analyzing, evaluating and creating products from the information provided.

Source: https://sites.google.com/site/bloomstaxonomyjae/home/webquest/the-7-components-of-webquests
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

Erasmus+

# Critical parts

- ◉ Evaluation
    - ○ is how a learner is graded. It should be provided a clear rubric outlining how a learner's work will be evaluated;
    - ○ not only evaluates the learners' progress but the effectiveness of the webquest as well;
    - ○ learners should be made aware of the assessment process from the very beginning;
    - ○ a copy of the rubric should be included in the webquest;
    - ○ the standards should be clear, concise and specific to the task.

Source: https://sites.google.com/site/bloomstaxonomyjae/home/webquest/the-7-components-of-webquests
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

# Critical parts

▣ Conclusion
  ○ it provides an opportunity to:
    ■ summarize the experience;
    ■ encourage reflection about the process;
    ■ extend and generalize what was learned;
    ■ give the learner a sense of closure;
    ■ open a path into the next lesson, discussing ways to make the webquest better.

Source: https://sites.google.com/site/bloomstaxonomyjae/home/webquest/the-7-components-of-webquests
http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/webquest

# Critical parts

Let's see an example of a webquest – "The Rising Cost of College"

◘ Introduction: Over the last thirty years, tuition at public 4-year colleges has increased by about 50%, and tuition at private 4-year colleges has increased by a whopping 110%!  Where do you plan on going to college and how do you and your family intend to fund your college expenses?

Source: http://web.archive.org/web/20050414084632/http://www.crosslink.net/~branham/webquest.htm#Introduction

# Critical parts

Let's see an example of a webquest – "The Rising Cost of College"

◙ Excerpt from the Task: Develop a presentation that analyzes three different colleges you might like to attend.

1. The presentation should include the following for each of your three colleges of choice:
   - ○ Write a short description of each college which includes the name, location, current enrollment size, and field speciality (i.e. engineering, teaching, etc.)
   - ○ Create a line graph that displays the tuition rate over the past five years. Based on the trend, speculate what the tuition rate might be by the time you enter college.

(…)

Source: http://web.archive.org/web/20050414084632/http://www.crosslink.net/~branham/webquest.htm#Introduction

# Critical parts

Let's see an example of a webquest – "The Rising Cost of College"

▣ Excerpt from the Process: The following suggests steps to take to complete this project.  These are merely suggestions to help you organize your thoughts.  These items do not need to be turned in with your project.  Only the items in the Task section must be turned in.

   ○ What do you think the ideal college would be like?
   ○ Would it be located in a big city or a small town?
   ○ What would the professors, classes, and sports teams be like?
   ○ Search the internet for description of colleges.
   ○ Make a list of schools that fit the description that you prefer.
   ○ (…)

Source: http://web.archive.org/web/20050414084632/http://www.crosslink.net/~branham/webquest.htm#Introduction

# Critical parts

Let's see an example of a webquest – "The Rising Cost of College"

- ▣ Excerpt from the Resources:
  - [Christopher Newport University](#) - Newport News
  - [Clinch Valley College of the University of Virginia](#) - Wise
  - [College of William and Mary](#) - Williamsburg
  - [Eastern Mennonite University](#) - Harrisonburg
  - [Emory and Henry College](#) - Emory
  - (…)

Library Resourses (Check your local library)
  - Peterson's 2000 Scholarships, Grants and Prizes
  - Complete Book of Colleges, 1997 Edition
  - (…)

Source: http://web.archive.org/web/20050414084632/http://www.crosslink.net/~branham/webquest.htm#Introduction

# Critical parts

Let's see an example of a webquest – "The Rising Cost of College"

▣ Evaluation: Your final project will be evaluated on the following criteria:

- ○ Do you have all of the components of the project (3 line graphs, 3 college descriptions, 1 spreadsheet, 1 page containing all scholarship/grant information, 1 decision essay and answers to Conclusion section)? *20 points*
- ○ Is your comparison table (spreadsheet) easy to understand and draw conclusions from? *5 points*
- ○ Do you have the necessary data in your presentation that supports your decision essay? *5 points*

Source: http://web.archive.org/web/20050414084632/http://www.crosslink.net/~branham/webquest.htm#Introduction

# Critical parts

Let's see an example of a webquest – "The Rising Cost of College"

- ◾ Conclusion: After completing this project, reflect on the math you used.
    - ○ What math skills did you use for this project?
    - ○ How did math assist you in your decision making?
    - ○ What other subjects did you use?
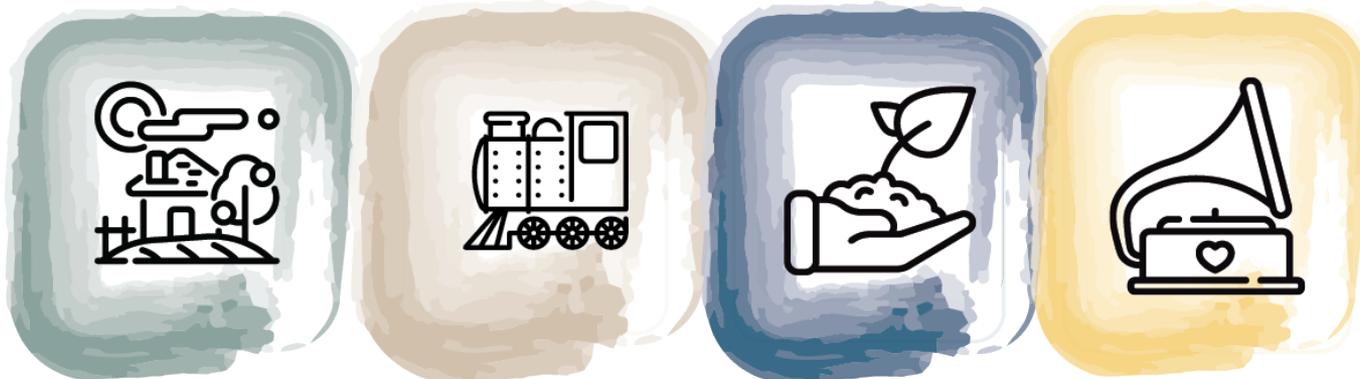    - ○ Was the cost of tuition the determining factor in your decision?

Source: http://web.archive.org/web/20050414084632/http://www.crosslink.net/~branham/webquest.htm#Introduction

# Thank you for your attention

*Any question?*

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