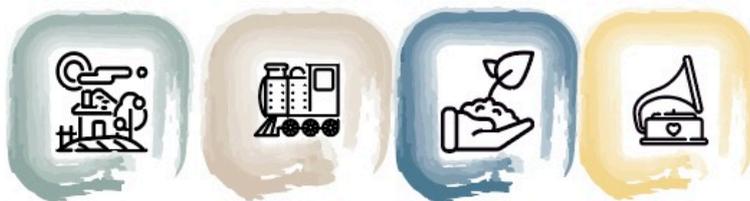
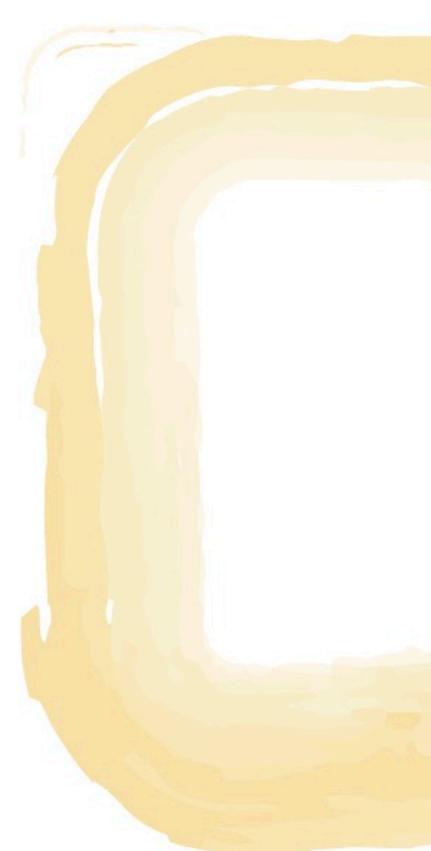
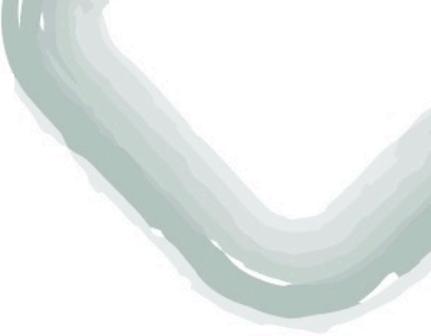


IO3 In-service Training Programme and Handbook Key Learning Outcomes

Learning Contents MODULE 2
Activity Sheets University of Seville



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Introduction

The In-service training programme aims to ensure that both adult educators and migrant support workers are trained and prepared in terms of these two objectives:

- 1) to harness the potential of the PAST-TIMES suite of resources to support young migrants to build key transversal, high-value skill sets and support the integration of young migrants into their new host country by building the civic, social and cultural awareness
- 2) to support the active ageing of seniors and help them to develop the necessary skills and attributes to support the integration of young migrants through an intergenerational learning programme.

It comprises a total of 50 hours of learning, divided into 3 modules, subdivided as well as follows:

- 4 hours of preparatory face-to-face workshop
- 21 hours, i.e., 3 days face-to-face training programme.
- 25 hours of online self-directed learning.



Face to face MODULE 2: HOW TO DEVELOP WEBQUESTS

Preparatory face-to-face workshop

This module 2 includes a preparatory workshop related to the development of the following units on Webquests in order to explain what they are and its structure, following the ARCS model.

To start with, the educator/facilitator will define what webquests are and its implications for the learners. You can have a look at this presentation, [here](#).

Secondly, after making clear the basics of webquests, the structure of a webquest is developed following the ARCS model as created by John Keller in the 80s. You can have a look at this presentation, [here](#).

After this preparatory workshop, you can start with the three units.

UNIT 1: Defining a webquest

Module 2	HOW TO DEVELOP WEBQUESTS		
Unit 2.1	Defining a webquest	Learning outcome	To discuss what webquests are, could be and are not
Learning resource	Activity sheet	Learning method	Face-to-face training
Resource title	R.M2.U1	Duration	2 hours
Activity details	The objective of this activity is to get participants to discuss about what is and what is not a webquest and compile a list of their conclusions.		
Instructions	<p>Step 1 - Participants should be organised in groups</p> <p>Step 2 - Participants should read the text available on the related worksheet (3min).</p> <p>Step 3 - Bearing in mind the webquest's constructs and using the worksheet, participants should:</p> <ul style="list-style-type: none"> • discuss about what webquests are and are not. • list their conclusions about it (22min). <p>Step 4 - Each group should present its results to the others (15min/group).</p> <p>Support the presentation by moderating the process, noting possible questions and open discussion (10min).</p>		

Worksh et	What is a webquest?	
	<p>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.”</p> <p>It can be a driven task by means of a “big question”. Participants should try to answer it by researching on-line. An introduction will provide the subject of the webquest, with a scenario or focus to the task. The target is other students/participants.</p> <p>According to Dodge, a webquest is designed to:</p> <ul style="list-style-type: none"> • use learners' time well • focus on using information rather than looking for it • support learners' thinking at the levels of analysis, synthesis, and evaluation. <p>The participants need to take a position towards the problem in order to defend or oppose the chosen answer. Therefore, it takes a personal attitude reflected in the manifestation of their own opinions.</p> <p>Sources: http://www.specialconnections.ku.edu/?q=instruction/universal design for learning/teacher tools/webquest, retrieved 30.10.2019 https://webquest.cepdorcera.org/wq/vert/1 (Spanish)</p>	
	Task:	
Webquests are:	Webquests are not:	
-	-	
-	-	
-	-	

To go further:

- Webquest generator: <http://www.aula21.net/Wqfacil/webeng.htm>
- Creating a WebQuest | It's Easier Than You Think
https://www.educationworld.com/a_tech/tech/tech011.shtml
- How to Make a Webquest <https://www.wikihow.com/Make-a-Webquest>
- QuestGarden <https://webquest.org/index-create.php>

UNIT 2: Structuring a webquest

Module 2		HOW TO DEVELOP WEBQUESTS	
Unit 2.2	Structuring a webquest	Learning outcome	To analyse the six critical parts of a webquest
Learning resource	Activity sheet	Learning method	Face-to-face training
Resource title	R.M2.U2	Duration	5 hours
Activity details	The objective of this activity is to get participants to analyse an example of a good webquest, specifically a good structured one, discuss about its strengths and try also to identify a possible improvement.		
Instructions	<p>Step 1 - Participants should be organised in groups (maximum 4 groups).</p> <p>Step 2 - Participants should go to the webquest page whose link is available on the related worksheet and each group should select a part of that webquest to analyse (10min).</p> <p>Step 3 - Using the worksheet, participants should:</p> <ul style="list-style-type: none"> - Analyse the chosen part of the webquest. - Discuss what could be the strengths of that part and a possible improvement. - Identify and list those strengths and improvement (40min). <p>Step 4 - Each group should present its results to the others about the five/six parts of a webquest: the introduction, the task, the process, the evaluation and a conclusion.</p> <p>Support the presentation by moderating the process, noting possible questions and open discussion (20min).</p>		
Worksheet	<p>Resources on the structural parts of a webquest:</p> <p>http://zunal.com</p> <p>http://ozline.com/webquests/democracy/debtquest.html</p> <p>Task:</p> <p>Webquest chosen part –</p> <p>Strengths identified –</p>		

	Suggested improvement -
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UNIT 3: Building a webquest

Module 2	HOW TO DEVELOP WEBQUESTS		
Unit 2.3	Creating a webquest	Learning outcome	Design a webquest using a planning sheet
Learning resource	Activity sheet	Learning method	Face-to-face training
Resource title	R.M2.U3	Duration	5 hours
Activity details	The objective of this activity is for the participants to realise that a webquest does not entail any specific technical knowledge. It just needs some planning and creativity.		
Instructions	Check the resource tab for more information on each step: Step 1 – Work on an outline with the six steps. Step 2 – Design Process Step 3 – Focus on the step2: tasks Step 4 – Review and share with the others.		
Worksheet	Task: 1.- The Topic 2.- The task 3.- The process 4.- The resources 5.- The Evaluation 6.- Conclusion		

To go further:

- Benz, P. (2001). *Webquests, a Constructivist Approach*. <http://www.ardecol.ac-grenoble.fr/english/tice/enwebquests.htm>
- Marzano, R.J. (1992). *A different kind of class: Teaching with dimensions of learning*. Alexandria VA: Association for Supervision and Curriculum Development
- March, T. (1997). *The Webquest Design Process* - <http://www.ozline.com/webquests/design.html>

- Dudeney, G. (2000). *The Internet and the Language Classroom*. Cambridge University Press.



Face to face MODULE 2: Resources

UNIT 1 RESOURCES: Defining a webquest

Activity Code	Powerpoint	Title
R.M2.U1	PPT.F2F.M2.U1	Webquest: what is and what is not
Overview		
<p>❖ <i>Purposes:</i></p> <ul style="list-style-type: none"> ○ Working together ○ Thinking for themselves ○ Integrating technology ○ Develop problem-solving skills ○ Public speaking 		
Instructions		
<p>The facilitator will make use of the PowerPoint to present the activity and guide it. The facilitator will also foster the participants to make groups and then, to read the worksheet and foster a discussion on what it is, and it is not. The, each group will draw conclusions to which some ideas are offered bellow if not said by the participants.</p>		
Activity details		
<p>The educator may consider these characteristics as well:</p> <ul style="list-style-type: none"> ○ Using an inappropriate topic. Not every topic works as a WebQuest—it’s just that simple. But even beyond that, you may find that the topic you choose doesn’t engage your students the way that you hoped it would. That’s why it’s so important to focus on big, important issues that are relevant to them or that reflect some aspect of their interests. ○ Assigning a task that isn’t unique. The point of a WebQuest is to engage your students in a task that seems new, exciting, and interesting. If it’s something that they could just as easy learn using their textbook, there’s a good chance that they’re not going to be very interested. Specifically, WebQuests aren’t particularly good at teaching procedures to students or at helping them to memorize facts, so including these things as part of their task misses the point of a WebQuest. ○ Assigning a task that isn’t authentic. WebQuests are supposed to be about the real world and reflect things that people out in the real-world care about and need to know. That means that you need to stay away from tasks that seem to “live” only in schools such as asking them to write an essay. Instead, the tasks should reflect things that adults in the real world engage in or need to know. ○ Choosing resources that are single-faceted. Part of what a WebQuest is supposed to do is present different points-of-view and have students form their own opinions after reading about 		

“facts” that often oppose each other. Unfortunately, that’s not easy to do if you use resources that all seem to be saying the same things.

Source: <http://www.opencolleges.edu.au/informed/teacher-resources/webquests/>

Assessment of the activity

- The facilitator/educator will make sure that everyone enters in the discussion. The facilitator/educator will have access to the working papers and results of each group.

References/Further reading

Dodge, Bernie. [“Some Thoughts About WebQuests.”](#) 1995.

March, Tom. [“Why WebQuests?”](#) 1998.

McGee, Patricia and Claxton, Deborah. [WebQuest Template.](#)

Schrock, Kathy. [WebQuest Examples.](#)

Schrock, Kathy. [WebQuest in Our Future: The Teacher’s Role in Cyberspace.](#)

School.Discovery.com.

Starr, Linda. [“Meet Bernie Dodge.”](#) Educationworld.com, 2012.



UNIT 2 RESOURCES: Structuring a webquest

Activity Code	Powerpoint	Title
R.M2.U2	PPT.F2F.M2.U2	To analyse the six critical parts of a webquest
Overview		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> ○ Working together ○ Thinking for themselves ○ Integrating technology ○ Develop problem-solving skills ○ Public speaking 		
Instructions		
<p>The facilitator will make use of the PowerPoint to present the activity and guide it. Every WebQuest has six parts. These include the introduction, the task, the process, the resources, the evaluation, and the conclusion:</p> <ul style="list-style-type: none"> - Introduction. This is where you define what the subject of this particular webquest is and tell the overall group what their role is. The goal is to engage your students and make them motivated to complete the activity, so it's often wise to choose topics that reflect their everyday life or align with their interests or goals. - Task. In the Task section, you will detail exactly what you expect your students to accomplish by the end of the activity. You want their task to be something that you believe they're going to find enjoyable, visually appealing, and meaningful. Some WebQuests require groups to create webpages or other kinds of multimedia presentations utilizing the technology they have available. Others have them working with professionals as part of a web-based research initiative. One great way to get your students excited about the activity is to show them several examples of completed tasks for this WebQuest so that they get a sense of what they're going to be able to create. - Process. Essentially, these are the steps that you want students to take to accomplish the Task. Often, this section tells them what you're expecting to look for when they go to the Resources (coming up next!) and how they should use that information in order to create something new. You may also have additional questions or steps on the sheet, depending on the nature of the WebQuest you're sending them on. - Resources. This one is pretty simple. It's the list of acceptable resources for your students to use. For most WebQuests, it's very important that you do your own research first and choose your resources carefully based on what you want your students to get out of the WebQuest. Letting them choose their own resources can harm the outcome by making the activity seem like more of a fact-finding mission than one in which they are interpreting information. 		

- **Evaluation.** WebQuests all have rubrics that teachers should use to evaluate the work of their students. When creating your rubric, ensure that you're evaluating them on the specific task that was set for them so that everyone's scores are consistent, clear, and fair. The goals also need to be made clear to your class ahead of time, and it's wise to show them examples of previous WebQuests that you find Poor, Acceptable, and Excellent so that they have a specific idea of what to strive for.
- **Conclusion.** Similar to a post-mortem in the corporate world, the conclusion of a WebQuest is where both the students and the teacher can talk about what went wrong, what went right, what they liked and disliked, and offer any suggestions they have for changing the quest to make it better or more appealing.

Source: <http://www.opencolleges.edu.au/informed/teacher-resources/webquests/>

Activity details

The participants will need to accomplish with a task. in which they have to choose one of the six parts of a webquest (or as much as to complete the six parts among the groups).

Discuss on their strengths identified and suggested improvements (some ideas are provided bellow in further reading).

Assessment of the activity

- The facilitator/educator will direct the discussions and will have access to the working papers and results of each group.

References/Further reading

Strengths & Weaknesses of Webquests

https://winksite.com/xhtml/ms_fo_pg_v.cfm?fid=30385&id=22492&susid=37158

Advantages to using webquests in the classroom

<https://missmwebquest.weebly.com/advantages-to-webquests.html>

Advantages & Disadvantages of Web Quest:

<https://sites.google.com/site/uoregonmidtermproject/advantages-disadvantages-of-web-quest-1>

Webquest development in the blended classroom: What do students gain?

https://www.researchgate.net/publication/268819576_Webquest_development_in_the_blended_classroom_What_do_students_gain

Using webquest model to improve the students' reading comprehension

https://www.academia.edu/32654821/USING_WEBQUEST_MODEL_TO_IMPROVE_THE_STUDENTS_READING_COMPREHENSION

WebQuest in the Classroom—Analysis of its Impact:

https://www.researchgate.net/publication/228968296_WebQuest_in_the_Classroom-Analysis_of_its_Impact

UNIT 3 RESOURCES: Building a webquest

Activity Code	Powerpoint	Title
R.M2.U3	PPT.F2F.M2.U3	Design a webquest using a planning sheet
Overview		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> ○ Working together ○ Thinking for themselves ○ Integrating technology ○ Develop problem-solving skills ○ Public speaking 		
Instructions		
<p>The facilitator will make use of the PowerPoint to present the activity and guide it. The facilitator/educator will direct the discussions and will have access to the working papers and results of each group. The facilitator will foster the collaboration in each group that will work on an outline provided in the worksheet.</p>		
Activity details		
<p>Step 1:</p> <ul style="list-style-type: none"> - The Introduction orients students and captures their interest. - The Task describes the activity's end product. - The Process explains strategies students should use to complete the task. - The Resources are the Web sites students will use to complete the task. - The Evaluation measures the results of the activity. - The Conclusion sums up the activity and encourages students to reflect on its process and results. <p>Step 2:</p> <ul style="list-style-type: none"> • The Topic. You may have already decided on a topic related to current events or to an area of the curriculum that's inadequately covered in available texts. If you're still searching for a topic, however, Tom March, who developed the first WebQuests with Bernie Dodge, suggests starting "where you're at." "If you have an area that's your specialty, something that thrills you to teach, that you know inside and out, up and down, begin there," March says. You can also explore March's Idea Machine, which provides 50 prompts designed to help begin the brainstorming process. • The Task. "The task," says Dodge, "is the single most important part of a WebQuest." His WebQuest Taskonomy: A Taxonomy of Tasks provides eleven different types of tasks, including journalistic, mystery, persuasion, and judgment tasks. • The Process. In this section, you'll include the roles students will assume and the steps they'll follow to complete the activity. March's Designing for Success provides not only a Designer's Checklist, but also some clickable "friendly advice" for the creatively challenged! • The Resources. Identify the online resources available on your topic by brainstorming a list of related words and using the list to search for relevant sites. As you search, create a hotlist of current, accurate, and age-appropriate sites that will engage your students' interest. • The Evaluation. As Kenton Letkeman points out, "Traditional evaluation techniques are not the best means for evaluating the results of WebQuests, since all students 		

may not learn the same content. Individual evaluation rubrics should be developed that follow curriculum objectives and are easy for students to understand." This [Rubric for Evaluating WebQuests](#) also provides a number of criteria for evaluating students' WebQuest success.

Source: https://www.educationworld.com/a_tech/tech/tech011.shtml

Assessment of the activity

- The facilitator/educator will direct the discussions and will have access to the working papers and results of each group.

References/Further reading

Resources: <http://online.com/webquests/democracy/debtquest.html>

WebQuest *Taskonomy*: A Taxonomy of Tasks <http://webquest.org/sdsu/taskonomy.html>

Creating a WebQuest | It's Easier Than You Think

https://www.educationworld.com/a_tech/tech/tech011.shtml



Online training **MODULE 2: HOW TO DEVELOP WEBQUESTS**

UNIT 1: Defining a webquest

Module 2	HOW TO DEVELOP WEBQUESTS		
Unit 2.1	Defining a webquest	Learning outcome	To judge webquests based on assessment criteria
Learning resource	Activity sheet	Learning method	Online training
Resource title	<u>R.M2.U1</u>	Duration	2'5 hours
Activity details	In this activity, you have to prepare the participants to judge a webquest. Two or three webquests will be chosen from the internet and judged from the perspective of the criteria, available on the worksheet, by doing a checklist.		
Instructions	<p>Step 1 - Read the criteria available on the related worksheet.</p> <p>Step 2 – Choose webquests from the internet. See resources for some examples.</p> <p>Step 3 - Create a checklist with the criteria available in these webquests. Compare them.</p> <p>Step 4 - Judge the chosen webquests, checking if those criteria are met or not in those specific webquest. If not applicable, sign it as <i>Not Applicable</i>.</p>		
Worksheet	<p>Some of the criteria that a webquest should met:</p> <ol style="list-style-type: none"> 1. Align with your state standards in one or more subject areas, including technology 2. Demonstrate higher order thinking skills, including analysis, synthesis and evaluation 3. Be multidisciplinary (including technology) 4. Allow for collaborative tasks and for individual work. This might include the exchange of email with experts in the field of study 5. Provide for a demonstrable outcome 6. Have a culminating activity 7. Demonstrate the use of various low level and high-level technologies 8. Use more than one piece of software with a short learning curve just in case learners have not used it before 9. Engage the learner through different roles that can be played 		

	<ol style="list-style-type: none"> 10. Provide a variety of activities for learners with multiple intelligences 11. Provide a variety of activities to accommodate different learning styles 12. Give clear directions 13. Be visually attractive; incorporate graphics and sounds 14. Be free of cultural and gender bias 15. Take on the role of facilitator; it should let the learners "do" 16. Appeal to the learner's sense of natural curiosity 17. Allow extension to other contexts so that other people can get involved 18. Allow for adaptation and extended activities to challenge learners. <p>Source: https://www.techlearning.com/news/a-checklist-for-evaluating-webquests, retrieved on 30.10.2019</p>
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UNIT 2: Structuring a webquest

Module 2	HOW TO DEVELOP WEBQUESTS		
Unit 2.2	Structuring a webquest	Learning outcome	To decide when to use a webquest
Learning resource	Activity sheet	Learning method	Online training
Resource title	R.M2.U2	Duration	5 hours
Activity details	<p>Webquest: when can be used?</p> <p>In this activity, you should look for good examples of webquests used in some situations or contexts and, after analysing it and identify why they work out, create a map to sum up your conclusions.</p> <p>The map should be seen as a tool you can use afterwards, a kind of best practise and a guide.</p>		
Instructions	<p>Bearing in mind the situations or contexts in which webquests can be used, available in the worksheet, you should:</p> <p>Step 1 - Select four specific situations or contexts from the list on the worksheet.</p> <p>Step 2 - Look for webquests on the internet that are good examples of the chosen situations or contexts.</p>		

	<p>Step 3 – Analyse those webquests, namely its strengths; why using a webquest in that situation was a good option; what could be improved; if relevant, other circumstances in which a webquest could also be used in the same way.</p> <p>Step 4 - Create a mindmap, to sum up all your conclusions.</p>
Worksheet	<p>Webquest can be used in situations or contexts, such as:</p> <ul style="list-style-type: none"> - In the beginning of the work sessions - Flipped classroom - Case study - Differentiate learning - Brainstorming - Microlearning - Instruction bundle - Treasure hunt <p>Source: https://www.bookwidgets.com/blog/2018/08/9-surprising-ways-to-use-webquests-in-your-classroom, retrieved on 30.10.2019</p> <p>Chosen situation or context:</p> <p>1^a –</p> <p>2^a –</p> <p>3^a –</p> <p>4^a –</p> <p>Create a mindmap, as described in Instructions (or follow the resource title).</p>

UNIT 3: Creating a webquest

Module 2	HOW TO DEVELOP WEBQUESTS		
Unit 2.3	Creating a webquest	Learning outcome	Produce a webquest using Google Sites
Learning resource	Activity sheet	Learning method	Online training
Resource title	R.M2.U3	Duration	5 hours
Activity details	Starters may need to work previously with a draft of the webquest on a paper or poster and then, they will work easier on creating the product online; you can skip these steps if the students are already good at it		

<p>Instructions</p>	<p>We are going to produce a webquest using Google Sites:</p> <p>Step 1.- Subscribe to Google accounts and enter https://sites.google.com/new</p> <p>Step 2.- Fill in the requested data, choose a style for your page and create your website. Please, go to the resources tab to know more.</p> <p>Step 3 – Think on the webquest structure; decide on the design of the page based on the webquest design.</p> <p>Step 4 – Choose a subject, title, duration and level.</p> <p>Step 5 - Perform a first search for information on the Internet. Save addresses and images</p>
<p>Examples</p>	<p>Have a look at these examples:</p> <p>In Spanish: https://sites.google.com/site/tallerdewebquest/vuestras-webquest</p> <p>In English: https://sites.google.com/site/studentwebquesttemplate/</p>



Online training MODULE 2: RESOURCES

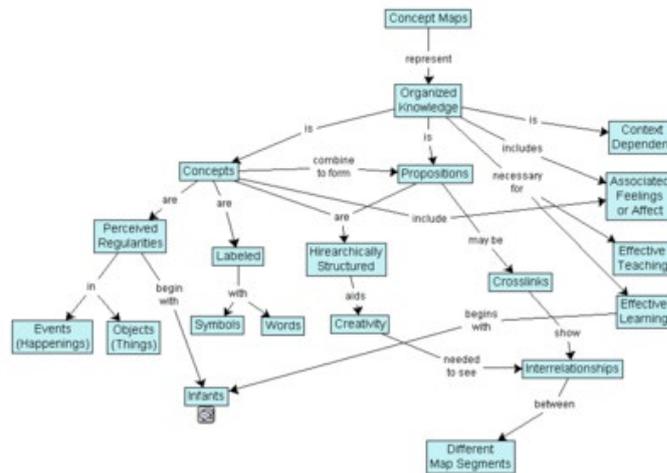
UNIT 1 RESOURCES

Activity Code	Powerpoint	Title
R.M2.U1	PPT.F2F.M2.U1	Defining a webquest
Overview		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> - To be able to make decisions - To acquire the need to make a research before taking decisions - To acquire the need to make comparisons before taking decisions 		
Instructions		
<p>The facilitator will make use of the PowerPoint to present the activity and guide it. In this activity, you have to prepare the participants to judge a webquest. Two or three webquests will be chosen from the internet and judged from the perspective of the criteria, available on the worksheet, by doing a checklist.</p> <p>It is important to remember that, although there are assessing criteria, as in a webquest, in some cases, there may be different perspectives and not exactly a right answer.</p>		
Activity details		
<p>Step 1.- The students may still have some doubts about webquests. Remind them about the five/six parts of a webquest: the introduction, the task, the process, evaluation and a conclusion. Then they will read carefully the worksheet handed in.</p> <p>Step 2.- The students may feel more comfortable if they may use two webquests from the list listed down here on references or any other on the internet.</p> <p>Step 3. You will find evaluation criteria in our worksheet. Think of it as a shopping list: it will help you focus on what you need and filter out what you don't need or can't use. Not every WebQuest will meet all the criteria every time. You know your students best and can decide what areas are most beneficial for your students and most appropriate for your particular classroom situation, whether it is a one-computer classroom or a computer laboratory.</p>		
Assessment of the activity		
<p>The facilitator/educator will direct the discussions and will have access to the working papers and results of each group. Check that all the steps have been followed.</p>		
References/Further reading		
<p>Online webquests to choose from:</p> <p>http://ozline.com/webquests/croolzone/intro.htm</p> <p>http://web.archive.org/web/20050623190451/http://www.web-and-flow.com/members/shursey/separatepeace/webquest.htm</p>		

UNIT 2 RESOURCES

Activity Code	Powerpoint	Title
R.M2.U2	PPT.F2F.M2.U2	To decide when to use a webquest
Overview		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> - To know when to use webquests - To recognise a webquest out of other types 		
Instructions		
<p>The facilitator will make use of the PowerPoint to present the activity and guide it. The participants will keep their worksheet with:</p> <p>Webquest chosen part –</p> <p>Strengths identified –</p> <p>Suggested improvement -</p>		
Activity details		
<p>Step 1. - Select four specific situations or contexts from the list on the worksheet.</p> <p>Step 2. - Look for webquests on the internet that are good examples of the chosen situations or contexts.</p> <p>Step 3. –After analysing, choosing situations or contexts, other reasons to use webquests might be:</p> <ul style="list-style-type: none"> • They are an easy way for teachers to begin to incorporate the Internet into the language classroom, on both a short-term and long-term basis - no specialist technical knowledge is needed either to produce or use them. • Often, they are group activities and as a result tend to lend themselves to communication and the sharing of knowledge - two principal goals of language teaching itself. • They can be used simply as a linguistic tool, but can also be interdisciplinary, allowing for crossover into other departments and subject areas. • They encourage critical thinking skills, including comparing, classifying, inducing, deducing, analysing errors, constructing support, abstraction, analysing perspectives, etc. Learners are not able to simply regurgitate information they find but are guided towards a transformation of that information in order to achieve a given task. • They can be both motivating and authentic tasks and encourage learners to view the activities they are doing as something 'real' or 'useful'. This inevitably leads to more effort, greater concentration and a real interest in task achievement. <p>Source: https://www.teachingenglish.org.uk/article/webquests</p>		

STEP 4.- Create a mindmap: Mindmaps are a learning tool based on graphic representation, hierarchically distributed with geometric figures that connect to each other through lines and link words. Starting with “webquest” at the top, go down with the structure



Assessment of the activity

The facilitator/educator will direct the discussions and will have access to the working papers and results of each group. Make sure that the students follow all the steps and the mindmaps are coherent.

References/Further reading

Online mindmaps: <https://www.mindmaps.app/> or <https://www.mindmup.com/>

UNIT 3 RESOURCES

Activity Code	Powerpoint	Title
R.M2.U3	N/A	Produce a webquest using Google Sites
Overview		
<p>❖ <i>Purpose:</i> The proposed activity has the following goals:</p> <ul style="list-style-type: none"> - Be able to create webquests on google sites - Be creative - To acquire levels of hierarchy on a website - To put it into practice 		
Instructions		
<p>The facilitator will make use of the PowerPoint to present the activity and guide it. Starters may need to work previously with a draft of the webquest on a paper or poster and then, they will work easier on creating the product online; you can skip these steps if the students are already good at it.</p>		
Activity details		
<p>Now, we are going to produce a webquest using Google Sites:</p> <p>Step 1. – Create account in Google and enter google sites (upper right corner) or search on google for it.</p> <p>Step 2. – Decide on the design of the page based on the webquest previously designed.</p> <p>Step 3. – Write the title, duration and level.</p> <p>Step 4 - Design and complete the home page with the basic data:</p> <ol style="list-style-type: none"> 1. Write the code and create site. This is your website 		

2. Organizing the webquest structure: Let's create the webquest. For this we must add pages until we complete the structure. Click on "create page"
3. On this screen: Choose "web page" Give it a name. Tick "place the page on the top level"
4. To finish "create page"
5. When the page we have created is loaded, the editor opens.
6. Even if we have not written anything, we click on Save to return to the main page
7. The navigation menu will appear in the sidebar with the pages that we have created
8. The system, by default, sorts the pages alphabetically. To order them with another criterion click on "edit sidebar"
9. Enter the administration panel and click on "edit" in the "Navigation" section
10. When in the "configure navigation", deactivate "automatically organize navigation" which will be checked by default. In doing so, the list of pages and some arrows appear to the right. We mark the page and raise or lower it with the arrows Finally, as always, click on "accept"
11. Some of the pages created may need secondary pages, for example "activities". For this we follow the same procedure as "creating a page" but in this case, we click on "classify the page in Main page" and "select a different location"
12. Select the page we want to be superior in hierarchy, click on "Select" and on the next screen "create page"
13. When we return to the main page, we see that it does not appear in the sidebar. To be displayed we must go back to "edit sidebar" and inside "navigation" and edit. " In this screen we select "add page"
14. On the next screen we select the new page that we have created and give "accept"
15. With the up and down arrows, we place it under the page on which it depends. The bleeding will serve to demonstrate the hierarchy. To end "accept."

On the next screen "save changes" and "return to site" to check. Repeat the process as many times as necessary.

Assessment of the activity

The facilitator/educator will direct the discussions and will have access to the working papers and results of each group.

References/Further reading

Tutorial: <https://www.youtube.com/watch?v=8o9BHt5tdGQ>

Presentations

You can find all the presentation samples here:

<https://pasttimes.eu/en/outputs/o3-in-service-training-programme/>

Conclusion

The training is now over, and participants have completed 25 hours of online learning training. You can organize, at the end of the last session, in a friendly atmosphere, an evaluation. To do so, we suggest that you ask the participants to fill the template proposed in the last resource here below.

Insist on the fact that the evaluation remains anonymous and will help you to improve yourself to offer the best training possible. All constructive criticisms are good to hear!

Evaluation form

Activity Code	Title
Evaluation form	Evaluating the training
Overview	
<ul style="list-style-type: none"> • <i>Purpose:</i> to evaluate the 25 hours of <i>on-line training</i> and to improve your trainer's skills • <i>Duration:</i> 10 min 	
Instructions	
<ul style="list-style-type: none"> • The educator distributes copies of the handout (below) to all participants and invites them to complete it. • The educator insists on the fact that evaluation is not mandatory and anonymous. • The educator should emphasize the fact that evaluation is made for him/her to improve him/herself. 	
Activity details	
<p>Evaluation questionnaire</p> <p>1) Overall, were you satisfied with the training?</p> <p><input type="checkbox"/> Absolutely yes</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	

Absolutely no

2) Did you find the duration of the training appropriate?

Absolutely yes

Yes

No

Absolutely no

3) Did the training meet your expectation?

Absolutely yes

Yes

No

Absolutely no

4) Were you satisfied with the way of delivering the training?

Absolutely yes

Yes

No

Absolutely no

5) Do you have any recommendation?

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Thank you very much for filling this questionnaire in!

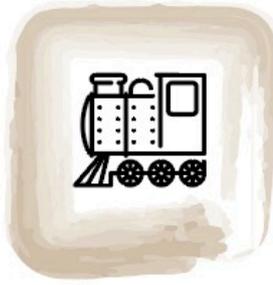
Assessment of the activity

N/A

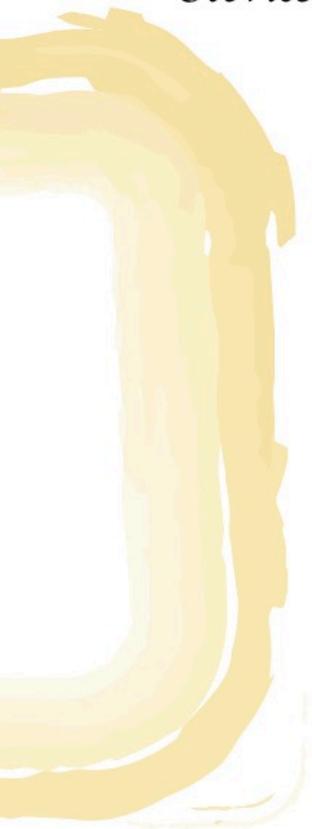
References/Further reading

N/A

PAST-TIMES



Stories, Tales and Customs to Raise Intercultural Awareness



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