

Bungalows: Homes of Our Neighborhood



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Introduction to WebQuests

- Originally developed at San Diego State University in 1995 by Bernie Dodge and Tom March.
- "an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet."



More about WebQuests

- Traditionally WebQuests have an introduction, a process, a task, a list of resources, a conclusion, and an evaluation.
- WebQuests are based on a central question that needs to be answered.
- They can be short-term (lasting 3 days) or long-term (lasting from 1 week to 1 month).



How do WebQuests Work?



- Students are given a scenario and a task.
- The task usually takes the form of a problem to solve or a project to complete.
- Students must then analyze and synthesize information they research to reach a solution.
- Students present their solution.



The WebQuest Formula

- 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.

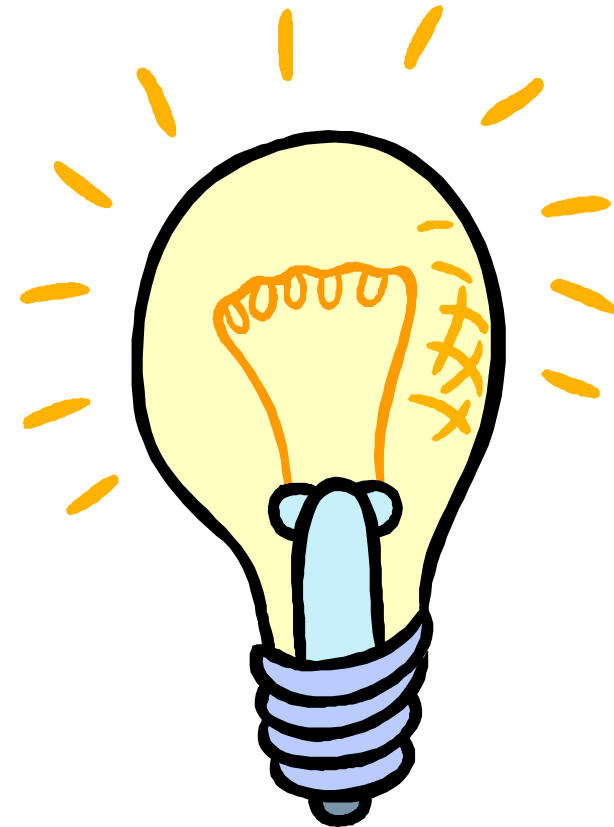


The Design Process

- Topic
http://tommark.com/learning/idea_machine.php
- Task
<http://webquest.sdsu.edu/taskonomy.html>
- Process
http://tommark.com/writings/wq_design.php
- Resources
http://www.education-world.com/a_tech/tech001.shtml
- Evaluation
<http://www.spa3.k12.sc.us/webquestrubric.htm>
<http://webquest.sdsu.edu/webquestrubric.html>

The Topic

- Relevant to the learner's past experience and future learning goals.
- Extend across curriculum areas and disciplines.
- Adaptable to different learning styles and ability levels.
- Engaging to capture and hold the students interest.





The Task

- The tasks should be clear, doable, and interesting.
- Clearly describe the role of the students. The task could be:
 - A problem to solve
 - A question to answer
 - A topic to research
 - A position (pro/con) to take
 - An answer to discover



Taskonomy: A Taxonomy of Tasks

- Retelling Tasks
- Mystery Tasks
- Compilation Tasks
- Journalistic Tasks
- Design Tasks
- Creative Product Tasks
- Persuasion Tasks
- Consensus Building Tasks
- Self-Knowledge Tasks
- Analytical Tasks
- Judgment Tasks
- Scientific Tasks



The Process

- Students should know the steps to take to accomplish the task.
- Students should understand the roles each will play and how the role will affect the final product.
- Students should be provided with the resources to accomplish the task.



The Resources

- Locate interesting Web sites.
- Use age-appropriate Web sites.
- Think of off-line resources, as well as, online resources.
- Try primary research.
- Concentrate on the quality rather than quantity of resources.
- Include cross-curricular resources.



The Evaluation

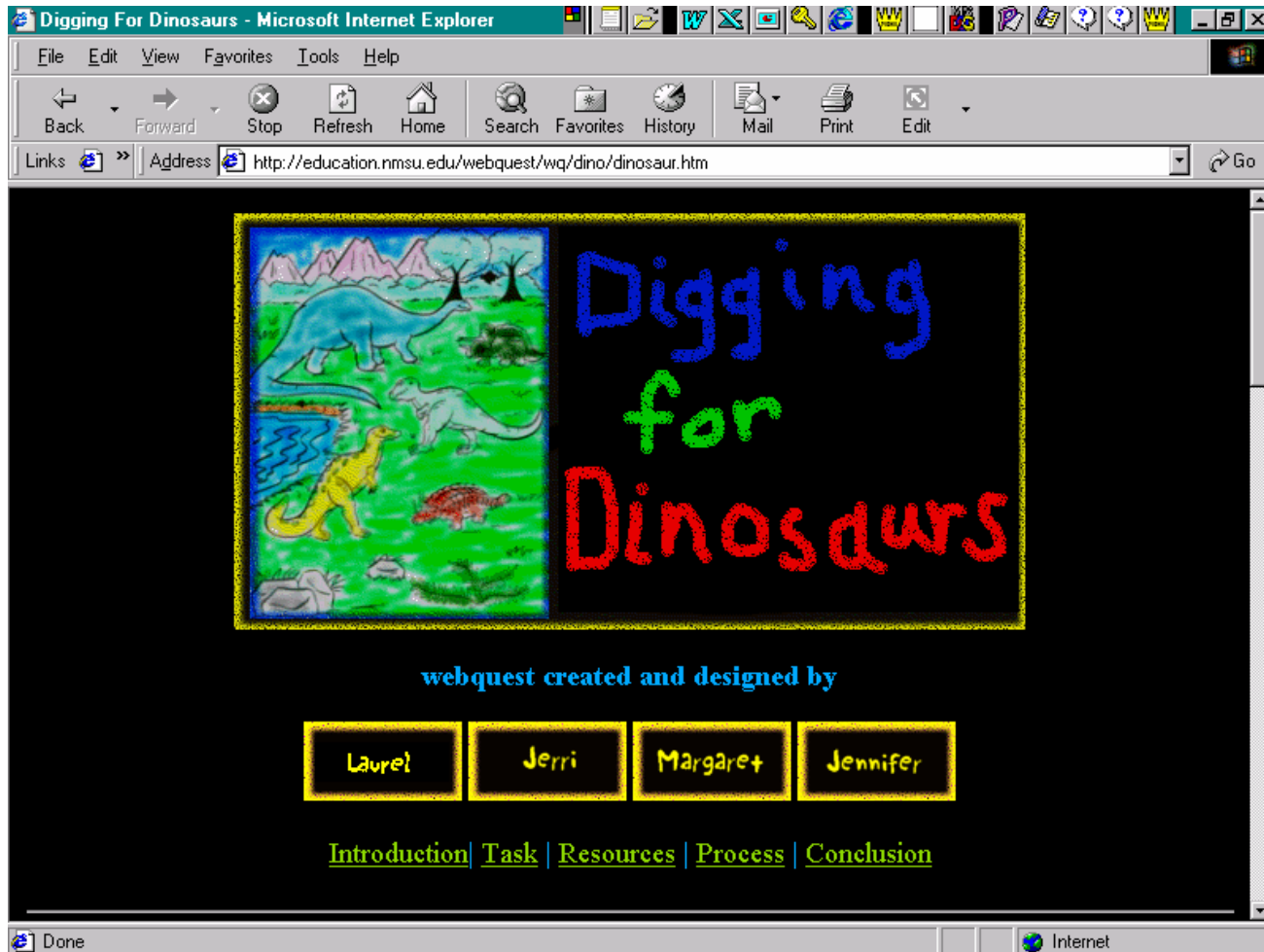
- WebQuest projects require multifaceted assessment.
- Rubrics help you identify the critical features of the final product.
- You can evaluate the process, the product or both.
- You may need to revise your task after thinking about your evaluation.



The Conclusion

- A brief description that summarizes what your students will have accomplished or learned by completing the WebQuest.
- Provide a guiding question that will encourage students to extend their thinking skills beyond “the task.”

Other WebQuests





WebQuests for Grades K-3

- Digging for Dinosaurs
<http://education.nmsu.edu/webquest/wq/dino/dinosaur.htm>
- Complimentary site:
<http://www.projectexploration.org/>
- Spreading Holiday Cheer
<http://www.esc2.net/TIELevel2/projects/cheer/default.htm>



WebQuests for Grades 4-8

- The Love Canal Debate
<http://www.spa3.k12.sc.us/WebQuests/LoveCanal/index.htm>
- Planet Earth Conflict Yellowstone Wolf
<http://www.powayschools.com/projects/mt&r/ConflictYellowstoneWolf.htm>
- Ancient Egypt WebQuest
<http://www.iwebquest.com/egypt/ancientegypt.htm>
- Delving into the Delphi
http://dgee.educationarchitects.com/wiki/index.php?title=Delving_into_the_Delphi



A WebQuest for Teachers

- The World of Learning Standards (IL)
<http://www.unit5.org/pdatcr/standardswebquest.htm>



WebQuest Collections

- WebQuest Collections
http://webquest.sdsu.edu/webquest_collections.htm
- The WebQuest Page
<http://webquest.org/> or
<http://webquest.sdsu.edu/webquest.html>
- WebQuest Collection (Canadian site)
<http://sesd.sk.ca/teacherresource/webquests.htm>
- WebQuest Sites
<http://www.scsc.k12.ar.us/memos/TeacherMemos/wqsites.htm>



More WebQuests

- Manteno School District
<http://www.manteno.k12.il.us/webquest/>
- NMSU Student WebQuest (Spanish)
<http://education.nmsu.edu/webquest/examples.html>
- Curriculum-Aligned WebQuests
<http://www.newbedford.k12.ma.us/srhigh/tougas/quest/caw.htm>



And More WebQuests

- WebQuest Template (Filamentality)
<http://www.kn.pacbell.com/wired/fil/>
- Tech Trekers
<http://www.techtrekers.com/webquests/>



Final Thoughts

- 5 Applications for Learning (ILS):
 - Solving Problems
 - Communicating
 - Using Technology
 - Working on Teams
 - Making Connections
- “WebQuests allow for students to meet each of these expectations.”



Thanks for Attending the Presentation

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