zunal.com

# Computers

by
Jajabee Jingabee
Location

**WebQuest Description**: Today you will learn about computers. And how to assemble one. And also learn about the parts.
**Grade Level**: 6-8
**Curriculum**: Art / Music
**Keywords**: Motherboard, Ram, CPU, Graphics card, power supply, Case.
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**WebQuest URL**: http://zunal.com/webquest.php?w=154147

# Evaluation Details

**Evaluated By**: Worawat Kimpara
**Evaluated On**: June 4, 2012 9:12 pm

| Title Page | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Title | No title given for the webquest, or selected title is completely irrelevant to the webquest. | Title is given for the webquest, and somewhat relevant to the topic. | Title is given for the webquest, and very relevant to the topic. | 1 |
| Description | No description given for the webquest, or description is completely irrelevant is very brief. | Webquest description is provided but does not provide adequate summary of webquest. | Webquest description provides a detailed summary of webquest. | 1 |
| Grade Level | No grade level range is assigned to this webquest, or selected grade level is not appropriate for the webquest. | Grade level range is selected for the webquest and somewhat appropriate for the webquest. | Grade level range is selected for the webquest and very appropriate for the webquest. | 2 |
| Keywords | No keywords are provided for this webquest, or selected keywords are irrelevant to the webquest. | Keywords are provided for this webquest, and selected keywords are somewhat relevant to the webquest. | Keywords are provided for this webquest, and selected keywords are very relevant to the webquest. | 2 |

Comments for **Title Page**

| Introduction | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Motivational Effectiveness of Introduction | Introduction is purely factual, with no appeal to learners' interest or a compelling question or problem. | Introduction relates somewhat to the learners' interests and/or describes a compelling question or problem. | Introduction draws the reader into the lesson by relating to the learners' interests or goals and engagingly describes a compelling essential question or problem. | 1 |

Comments for **Introduction**

Simple, but to the point enough.

| Task | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Clarity of Task | After reading the task, it is still unclear what the end/culminating project of the webquest will be. | The written description of the task adequately describes the end/culminating project, but does not engage the learner. | The written description of the end/culminating product describes clearly the goal of the webquest. | 1 |
| Cognitive Level of Task | Task does not require synthesis of multiple sources of information (transformative thinking). It is simply collection of information or answers from web. | Task requires synthesis of multiple sources of information (transformative thinking) but is limited to in its significance and engagement. | Task requires synthesis of multiple sources of information (transformative thinking) and it is highly creative, goes beyond memorization, and engaging. | 2 |
| Cognitive Level of Learners | Task is not realistic, not doable, and not appropriate to the developmental level and other individual differences (age, social/culture, and individual differences) of students with whom the webquest will be used. | Task is realistic, doable, but limited in its appropriateness to the developmental level and other individual differences (age, social/culture, and individual differences) of students with whom the webquest will be used. | Task is realistic, doable, and appropriate to the developmental level and other individual differences (age, social/culture, and individual differences) of students with whom the webquest will be used. | 2 |

Comments for **Task**

The task isn't completely detailed, free-style is good, but you have to set some guidelines for people to follow, so that no one decides to... I don't know, do a min
project or something.

| Process | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Clarity of Process | Process page is not divided into sections or pages where each group/team or student would know exactly where they were in the process and what to do next. Process is not clearly organized. | Process page is divided into sections or pages where each group/team or student would know exactly where they were in the process and what to do next. Process is organized with specific directions that also allow choice/creativity. | Process page is divided into sections or pages where each group/team or student would know exactly where they were in the process and what to do next. Every step is clearly stated. | 1 |
| Scaffolding of Process | Activities are not related to each other and/or to the accomplishment of the task. | Some of the activities do not relate specifically to the accomplishment of the task. | Activities are clearly related and designed from basic knowledge to higher level thinking. | 0 |
| Collaboration | The process provides only few steps, no collaboration or separate roles required. | Some separate tasks or roles assigned. More complex activities required. | Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task. | 1 |

| Comments for **Process** |
|---|
| It is not detailed, and nothing really is clearly shown. Be more precise in setting some bases. But not to strongly. If you do, it's instant military. |

| Resources | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Relevance and Quality of Resources | Resources (web links, files etc.) are too limited, too many and/or too irrelevant for students to accomplish the task. | Resources (web links, files etc.) are sufficient but some resources are not appropriate (do not add anything new or contains irrelevant resources). | There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight. | 0 |
| Quality of Resources | Resources (web links, files, etc.) do not lead to credible/trustable information. They do not encourage reflection such as interactivity, multiple perspectives, multimedia, current information such as use of googlemap, interactive databases, timelines, photo gallery, games/puzzles etc. | Resources (web links, files, etc.) are credible but they only provide facts. They do not encourage reflection such as interactivity, multiple perspectives, multimedia, current information such as use of googlemap, interactive databases, timelines, photo gallery, games/puzzles etc. | Resources (web links, files, etc.) are credible and provide enough meaningful information for students to think deeply with interactivity, multiple perspectives, multimedia, current information such as use of googlemap, interactive databases, timelines, photo gallery, games/puzzles etc. | 1 |
| Organization of Resources | Resources are not organized or listed in a meaningful way (by topic, section, group or individual task). They are rather thrown all over with no reference. Students would not know exactly what resources are for what purposes (no description, or labels). | Resources are organized/listed in a meaningful way (by topic, section, group or individual task) but still some students might be confused as to know exactly what resources are for what purposes (no description, or labels given for each resource). | Resources are organized/listed in a meaningful way (by topic, section, group or individual task). Students would know exactly what resources are for what purposes (description, or labels given for each resource). | 1 |

| Comments for **Resources** |
|---|
| Only one LINK1! There should be more than one at least. The link itself is good, but I do not know how much I have to trust it. |

| Evaluation | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Clarity of Evaluation | Criteria for success are not described. Students have no idea how they or their work will be evaluated/judged. | Criteria for success are stated but webquest does not apply multiple assessment strategies (use of rubric or checklist, reflection of project, pre-post assessments, quiz etc.). | Criteria for success are clearly stated and webquest applies multiple assessment strategies (use of rubric or checklist, reflection of project, pre-post assessments, quiz etc.). | 3 |
| Relevancy of Evaluation | No connection between the learning goals and standards to be accomplished at the end of webquest and evaluation process. The evaluation instruments does not measure what students must know and be able to do to accomplish the task. | Limited connection between the learning goals and standards to be accomplished at the end of webquest and evaluation process. The evaluation instruments does not clearly measure what students must know and be able to do to accomplish the task. | Strong connection between the learning goals and standards to be accomplished at the end of webquest and evaluation process. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task. | 3 |

| Comments for **Evaluation** |
|---|
| There is none. We are many, you are but ONE. Ermac does not exist. ERROR MACRO! |

| Conclusion | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Summary | No conclusion is given to present a summary of what was/were learned at the end of the activity or lesson. | Conclusion is given but does not give enough information of what was/were learned at the end of the activity or lesson. | Conclusion is given but with detailed information of what was/were learned at the end of the activity or lesson. | 0 |
| Further Study and Transformative Learning | No further message, idea, question or resources are given to encourage learners to extend their learning and transfer to other topics. | Provides a message, idea, question or/and additional resources to encourage learners to extend their learning but it is not clear how the students' new knowledge can transfer to other topics. | Provides a message, idea, question or/and additional resources to encourage learners to extend their learning and clearly relates how the students' new knowledge can transfer to other topics. | 0 |

| Comments for **Conclusion** |
|---|
| Probably the weakest part, it isn't the good ending all, type of conclusion. |

| Teacher Page | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Standards | Common core curriculum standard(s) are not listed for the webquest or listed curriculum standard(s) are irrelevant, too many. | Common core curriculum standard(s) are listed in words, not only numbers, and they are relevant, but the link(s) back to the standards website is missing. | Common core curriculum standard(s) are listed in words, not only numbers, and they are relevant and the link(s) back to the standards website is given. | 3 |
| Credits | Credits / references are not given for any of the content used from external resources (graphics, clipart, backgrounds, music, videos etc.). | Credits / references are not given for all of the content used from external resources (graphics, clipart, backgrounds, music, videos etc.). | Credits / references are given for all of the content used from external resources (graphics, clipart, backgrounds, music, videos etc.). | 3 |

| Comments for **Teacher Page** |
|---|
| I wouldn't care about this page too much. |

| Overall Design | Unacceptable (0) | Acceptable (1) | Target (2) | Score |
|---|---|---|---|---|
| Use of Graphics | Inappropriate selection and use of graphic elements (irrelevant, distracting and/or overuse of images.). The graphics are not supportive of the webquest and do not give students information or perspectives not otherwise available. | Appropriate selection and use of graphic elements (relevant, not distracting and/or not overused) but the graphics are not supportive of the webquest and do not give students information or perspectives not otherwise available. | Appropriate selection and use of graphic elements (relevant, not distracting and/or not overused). The graphics are supportive of the webquest and give students information or perspectives not otherwise available. | 1 |
| Spelling and Grammar | There are serious spelling and/or grammar errors in this webquest that distract from the meaning and don't model appropriate language. | There are some minor spelling or grammar errors but they are very limited and do not distract from the meaning. | The spelling and grammar has been checked carefully and there are no errors. | 1 |
| Consistent Look and Feel | The webquest does not have a consistent look and feel (fonts, colors etc.) and does not provide consistent working navigation from page to page. | The webquest has somewhat consistent look and feel (fonts, colors etc.) and provides somewhat consistent working navigation from page to page. | The webquest has a consistent look and feel (fonts, colors etc.) and provides consistent working navigation from page to page. | 1 |
| Working Links and Use of Tables | There are serious number of broken links, misplaced or missing images, badly sized tables etc. that makes webquest ineffective to navigate. | There are some broken links, misplaced or missing images, badly sized tables but does not make webquest ineffective to navigate. | No mechanical problems noted. | 1 |

| Comments for **Overall Design** |
|---|
| I like your selection of pictures. It helps a bit to understanding the topics and concepts. But just A BIT. It won't help too much to enhance the entire Webquest. |

| **Overall Comments** |
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| **Scores Received** |
|---|
| Points: 20/40 \|\| Score: 50% |

This WebQuest is created and published by Jajabee Jingabee using zWebQuest (http://zunal.com)
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