Your Webquest Mission

**WebQuest Description:** Learn about WebQuests through this WebQuest Mission. Are you ready?

**Grade Level:** College / Adult

**Curriculum:** Technology

**Keywords:** WebQuest, Student Teachers, Technology Tools, Learning by Doing

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**Introduction**

Good morning, agent. Your mission, should you choose to accept it, involves the creation of a WebQuest. Although this is a solo mission, you may select engage with any team members from IDT 3600. However, it is essential that you make contact with the Professor. The Professor is a civilian, and a highly capable professional educator. You have seven days to make contact with the Professor by uploading your WebQuest to the designated rendezvous point: the ecourseware dropbox. As always, should you fail in this mission, you will have additional five days to complete it before the Professor will disavow all knowledge of your actions. You will find your assignment below. Good luck, agent. This message will self-destruct in five seconds.

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**Tasks**

Given access to the Internet and using an Inquiry-Led approach, the agent will analyze data obtained from multiple sources from the Internet in order to successfully develop a creative, engaging, and Inquiry-Led WebQuest of the agent's own design (based on the agent's content area and grade level of interest).&nbsp;

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**Process**

**Mission Assignment**

Your mission is divided into three phases. Each phase starts with a set of questions that serve to guide you in your research. After each set of questions, there are several links to Internet-based resources; review the information in each resource in order to be able to answer each of the questions. While you may be tempted to skip to phase three to complete the WebQuest, it is important you understand the framework of Inquiry-Led learning to be able to design and create your own effective WebQuest. “How you climb a mountain is more important than reaching the top.” — Yvon Chouinard, Let My People Go Surfing: The Education of a Reluctant Businessman


— Thomas Jefferson, Writings: Autobiography/Notes on the State of Virginia/Public & Private Papers/Addresses/Letters

Mission Phase 2: Questions to Consider: What is a WebQuest? How can a WebQuest support Inquiry-Based Learning? Can you find some good examples of WebQuests? Why do you think they are good examples? What are the advantages to using a WebQuest? What are some disadvantages of using a WebQuest? Are there ways in which you can mitigate these disadvantages? How do you think you can use WebQuests for teaching a topic? How can you adapt a WebQuest to teach your grade level? Resources: Below are example of WebQuests created by teachers based on different subject areas. They are not chosen as examples of excellence, but as examples for you to critically analyze and reflect upon. Examine the strengths and weaknesses of each WebQuest example: What, do you think, works well? What, do you think, doesn’t work as well? Why? Art/Music: Dr. Seuss Book Project Health/Wellness: Eating Disorders Language Arts: Fractured Fairytales Foreign Language: Bon Appetit Mathematics: Roller Coaster Webquest Science: It’s Electric! Social Studies: 4th Grade: Learning About The Branches of Government Life Skills: Request-Connect With the Community of People With Disabilities

Research is formalized curiosity. It is poking and prying with a purpose. — Zora Neale Hurston

Mission Phase 3: Questions to Consider: Which subject will you choose? What topic within that subject area? Which grade-level will you choose? What is your state standard? What is your 3-part objective? This will become the task section for your WebQuest. What elements are engaging? motivating? how does your WebQuest support an Inquiry-Led approach to learning? Resources: Ask for advice, feedback, and suggestions from the all or some of the following people. This gives you the opportunity to revise, edit, and improve on your WebQuest before you submit it. Remember: the process is as important as the product. Your Classmates Your Professor Other Teaching Professionals Students Bloom’s Taxonomy Teacher Planning Kit

“To look at the work of your peers, and learn how to explain with kindness and precision, the nature of their mistakes is, in fact, how you learn to diagnose your own work.”

— Steve Almond
Your WebQuest must include:

**Introduction**
Provide an engaging first statement that sets the stage for the entire Webquest. Use your creativity to immediately “hook” students. Include the essential or guiding question around which the WebQuest revolves and provide necessary background information. (Note: the essential question and background information may also be listed as separate elements of your quest, or they may be included as part of the Task.)

**Process**
Clearly describe the step-by-step process students will go through to accomplish the task and define any roles they will be playing. You may also want to give students advice and guidance about how to approach each of the individual steps of the process. Taking the time to carefully explain the process up front will head off many potential problems and help to avoid frustration and confusion.

**Information Sources**
Identify the online and offline resources students may use. It’s common to embed links to Internet resources in the WebQuest itself. However, you may choose to provide a list of resources in a separate document. All students may not use all of the resources, especially if students play different roles.

**Evaluation**
Measure student results periodically during the WebQuest as well as at the end. Ongoing feedback will help keep students motivated and on target with their research. There are many rubrics available online or you may create your own.

**Conclusion**
Make a final statement that brings closure to the WebQuest and gives students an opportunity to reflect on what they’ve learned. Many quests conclude by encouraging students to extend their learning.

**Teacher Page**
List objectives, standards, materials and credit etc. To evaluate whether you have successfully completed this mission, your WebQuest will be assessed by the criteria outlined in the rubric below. IMPORTANT FINAL STEP: You must publish your WebQuest to allow others to view it. If you do not publish your WebQuest correctly first time, you must resubmit it. To publish go to publish listed under Control Panel in the left-hand column. Click publish. Share the public link. Also, you will need to engage with other agents to exchange important mission information (a.k.a.: participate in the discussion board forum by posting your WebQuest link and viewing and commenting on at least 2 of your classmates' WebQuests).

**Due date for participation:** Monday, April 4th @ 11:59 pm.

A good discussion post does all the following:
- Makes direct references to the content of your classmate's WebQuest.
- Uses clear and specific details.
- Uses correct spelling and grammar.

### Evaluation Criteria

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Missing</th>
<th>Developing</th>
<th>Very Good</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards &amp; Objectives</strong></td>
<td>Missing three-part objective &amp; State / ITSE standards</td>
<td>Either three-part objective or State / ITSE standards</td>
<td>Three-part objective &amp; State / ITSE standards is well written, with minor errors.</td>
<td>Three-part objective &amp; State / ITSE standards is superbly written, with no errors.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The WebQuest is either inappropriate or lacking and does not support Inquiry-Based learning.</td>
<td>The WebQuest has some good elements, but is lacking Inquiry-Led principles. There may not be enough opportunities for the learner to explore the content.</td>
<td>The WebQuest contains good Inquiry-Based elements. There are several opportunities for the learner to investigate the topic.</td>
<td>The WebQuest contains excellent Inquiry-Based content with multiple and diverse opportunities to investigate the topic.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Few of the following criteria have been met: All links work &amp; are clearly identifiable. Font is uniform in size and style. Information is presented appropriately for the grade-level. There are no spelling or grammatical issues.</td>
<td>Some of the following criteria have been met: All links work &amp; are clearly identifiable. Font is uniform in size and style. Information is presented appropriately for the grade-level. There are no spelling or grammatical issues.</td>
<td>Most of the following criteria have been met: All links work &amp; are clearly identifiable. Font is uniform in size and style. Information is presented appropriately for the grade-level. There are no spelling or grammatical issues.</td>
<td>All of the following criteria have been met: All links work &amp; are clearly identifiable. Font is uniform in size and style. Information is presented appropriately for the grade-level. There are no spelling or grammatical issues.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Student Engagement &amp; Motivation</strong></td>
<td>The purpose, process, and end product is not clearly explained to the learner. There are no images included. The information is not presented in a creative and engaging manner.</td>
<td>The purpose, process, and end product is explained to the learner. Images have been included.</td>
<td>The purpose, process, and end product is clearly explained to the learner. The information is presented in a creative and engaging manner. Images have been included.</td>
<td>The purpose, process, and end product is clearly explained to the learner. The information is presented in a creative and engaging manner. Images enhance the content.</td>
<td>5</td>
</tr>
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**By the end of the mission you will have successfully completed the following:**
- Investigated Inquiry-based learning.
- Researched examples of WebQuests.
- Completed the Mission Update (Quiz).
- Developed a motivating and engaging WebQuest based on your content area and grade level of interest.
- Submitted your WebQuest link to: (1) dropdown, (2) Weebly, and (3) e-courseware discussion board.
- Uploaded your WebQuest link to Weebly & written your assignment reflection.
- Participated in the Unit 10 discussion forum in e-courseware by posting a link to your WebQuest, viewing and commenting on at least (2) two classmates’
WebQuests (this is your unit 10 participation/attendance grade).

This is a WebQuest designed for teachers of student teachers (teacher candidates). The purpose of this WebQuest is to teach an Inquiry-Based approach to learning through an Inquiry-Based assignment. The learner will investigate Inquiry-Led learning before creating his/her own example of an Inquiry-Based assignment using WebQuest.

**Standards**
PBLST Standard(s):
11 a - Candidates use technology and technology-based resources to facilitate developmentally appropriate student learning.

**Credits**
Photos used: https://www.pexels.com/

**Other**