All About WebQuests!

WebQuest Description: A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The model was developed by Bernie Dodge at San Diego State University in February, 1995. The objective of the activity is to promote "transformative" learning outcomes, accomplished through the reading, analysis, and synthesis of Web-based information World Wide Web.

In this WebQuest, we will be walking through the steps helpful in creating your own WebQuest. We will be starting from a basic level, as this is expected to be teaching you how to create your first WebQuest.

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Curriculum: Technology
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Introduction

When educators use the Internet as an instructional tool, they must provide some structure and organization to class assignments. A WebQuest can provide this by giving students the online resources they need to effectively navigate the Internet rather than randomly searching it (Skylar et al., 2007). Technology is such a powerful tool to be used in the classroom.&nbsp; As educators, it is crucial that we have a full grasp on the impact it can have on our students, if used properly. WebQuests are a great resource for students to use the Internet for guided learning activities. Students can also create their own WebQuests to educate others about a topic. A WebQuest provides: instructions for compiling data for the research projects. A well-designed step-by-step process the task, a list of appropriate Web sites, and instructions for completing the task. This WebQuest is designed to introduce you to a branch of technology that can help you connect to your students. WebQuests are also a great tool for differentiation. Research suggests that students with disabilities who use technology are more highly motivated and complete more assignments when using a technology (Bahr, Nelson, & VanMeter, 1997). Thus, a WebQuest is a tool with the potential to increase motivation by providing students with resources with which to work. The Internet can provide students with up-to-date information and often visually stimulating animation and graphics. The links within Web sites can take students directly to information they need to complete a task or solve a problem. When students use a textbook, however, they must use the table of contents or move page by page to identify key information. This process can be cumbersome and confusing for students with learning disabilities (Higgins et al., 2002). Modifying WebQuests for students with learning disabilities is no different from modifying any learning material, and it is often made easier through the use of technology (Higgins et al., 2002). Several strategies, such as study guides, advance organizers, and graphic organizers, help student comprehend and identify key information (Horton & Lovitt, 1989; Lovitt & Horton, 1994; Mastropieri et al., 2003). Additional strategies that are effective include highlighting or underlining words and providing help in the form of words decoded by syllables, vocabulary definitions, and short, easy-to-read explanations (Knight & Wadsworth, 1994). Interventions for academic and behavior problems 2: Preventative and remedial approaches (pp. 755-790). The Journal of Special Education, 22(4), 447-462. Knight, D. & Wadsworth, D. (1994). Accommodating the at-risk student in the middle school. Middle School Journal, 25(5), 25-30. Horton, S. V., Lovitt, T. C., & Christensen, C. G. (1991). Using study guides with three classifications of secondary students. The Journal of Special Education, 22(4), 447-462. Horton, S. V., Lovitt, T. C., & Christensen, C. G. (1991). Using study guides with three classifications of secondary students. The Journal of Special Education, 22(4), 447-462. &nbsp;Knight, D. & Wadsworth, D. (1994). Accommodating the at-risk student in the middle school. Middle School Journal, 25(5), 25-30. &nbsp;Lovitt, T. C., & Horton, S. V. (1994). Strategies for adapting science textbooks for youth with learning disabilities. Remedial and Special Education, 15(2), 105-116. Mastropieri, M. A., Scruggs, T. E., & Graetz, J. E. (2003). Reading comprehension instruction for secondary students: Challenges for struggling students and teachers. Learning Disability Quarterly, 26(2), 103-114. &nbsp;Skylar, A. A., Higgins, K., & Boone, R. (2007). Strategies for adapting webquests for students with learning disabilities. Intervention in School and Clinic, 43(1), 20-28.

Tasks

THE BIG PICTURE This WebQuest’s purpose is to introduce you to the powerful learning tool of a WebQuest. This WebQuest will teach you everything you need to know to create your own WebQuest. What you are being asked to do is as follows: Work in pairs to investigate a topic or content area that is relevant at an elementary school level. You and your partner will be responsible for creating and designing all aspects of a WebQuest that will be relevant for your future elementary classroom. It is crucial that you and your partner identify a topic or content area that interests you. Your new WebQuest can be created for free on www.zunal.com. Please make sure to name it appropriately, so that it can be accessed using a relevant search. DETAILS included in your WebQuest will be the following pieces: You and your partner will also create an editorial for a local newspaper (real or fictitious) to inform the public of your topic or content area. Please format your editorial as an announcement article to draw readers to your WebQuest. You can also create your own WebQuest based on the teachings and instruction
The following is a guide prepared by and adapted from Skylar, Higgins, and Boone from Intervention in School and Clinic (2007). It demonstrates how to include study guides, advance organizers, graphic organizers, and other strategies in the adaptation of a WebQuest for students with learning disabilities. Based on the varying abilities of the students, one or more of the strategies can be selected and incorporated into an existing WebQuest or in the development of a new WebQuest.&nbsp;Once an area for research is identified, a search of the Internet for related WebQuests should be conducted.&nbsp;This can be done by going to Google.com and typing in the term WebQuests.&nbsp;This will identify generic WebQuests or templates to use in the development of WebQuests.&nbsp;For specific content area WebQuests, go to Google.com and type in WebQuests and the content area. (like science, sharks, Vikings, etc) for which a WebQuest is needed.&nbsp; A Web site that contains a comprehensive list of reviewed WebQuests is found as webquest.org.&nbsp; Once a WebQuest is identified, develop an advance organizer.&nbsp;This can be in the form of a paragraph introducing the topic, or it can be in the form of an outline.&nbsp; Next, identify one or two topics, tasks, or roles (depending on the task of the WebQuest) to modify for students who may have difficulties completing the WebQuest without extra support or assistance.&nbsp; If possible, ask students to identify topics that interest them. Each student should receive a print-out of the specific WebQuest questions relating to the topic selected for modification.&nbsp; From this print-out, create a graphic organizer to visually represent the questions.&nbsp; Provide enough space in the graphic organizer for the student to fill in the information collected.&nbsp; The student should use the graphic organizer to record his or her answers for the WebQuest. Next, a partial outline can serve as a guide for students as they move through a WebQuest.&nbsp; The partial outline helps students organize the information.&nbsp; To create a partial outline for the questions of a topic in the WebQuest, pick key words or concepts and list them in an outline format.&nbsp; Underneath each concept, list letters in a column to indicate the number of responses needed.&nbsp; Further assistance can be provided by giving the first letter of the answer and number of letters contained in the word (‘L’&nbsp;&amp;&nbsp;M).&nbsp; To help students narrow down the number of Web sites listed in a WebQuest, identify specific Web sites for them to use as they answer the questions.&nbsp; Prepare an annotated list of the Web sites.&nbsp; A further modification is to provide the questions and the specific Web site for the students to use when answering each question.&nbsp; This will provide them with the guidance as they move through a WebQuest and will direct their search of the Internet.&nbsp; (Information on criteria to use when evaluating Web sites can be found at http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html (Barker, 2007).&nbsp; In order to get the full experience intended for this activity, you and your partner both need to research WebQuests.&nbsp; It is important to recognize how a WebQuest will assist your teachings and complement your lesson plans.&nbsp; First, you and your partner must recognize that a WebQuest has specific attributes, and must follow these specific rules.&nbsp; A real WebQuest...&nbsp;&amp;&nbsp;is wrapped around a doable and interesting task that is ideally a scaled down version of things that adults do as citizens or workers. &nbsp;&amp;&nbsp;requires higher level thinking, not simply summarizing. This includes synthesis, analysis, problem-solving, creativity and judgment. &nbsp;&amp;&nbsp;makes good use of the web. A WebQuest that isn’t based on real resources from the web is probably just a traditional lesson in disguise. (Of course, books and other media can be used within a WebQuest, but if the web isn’t at the heart of the lesson, it’s not a WebQuest.) &amp;&nbsp;isn’t a research report or a step-by-step science or math procedure. Having learners simply distilling web sites and making a presentation about them isn’t enough.&nbsp; &amp;&nbsp;isn’t just a series of web-based experiences. Having learners go look at this page, then go play this game, then go here and turn your name into hieroglyphs doesn’t require higher level thinking skills and so, by definition, isn’t a WebQuest. Check out these links to help you understand how to build and create your very own WebQuest.&nbsp; You can choose to build one from scratch, or remodel an already created one.&nbsp; You will notice that WebQuests vary tremendously.&nbsp; Thus, the beauty of creating your own!&nbsp; There are several aspects of designing and publishing a WebQuest that I particularly want you to concentrate on.&nbsp; &nbsp;&amp;&nbsp;had&amp;&nbsp;mentioned that I don’t mind if you use a template to create your WebQuest.&nbsp; However, it is very important&amp;&nbsp;that you find a way to make your WebQuest personal and fresh.&nbsp;&nbsp; Creativity is key!&nbsp;&nbsp; Be aware that you will be evaluated on your content.&nbsp; Ask yourself the following: “Does it make sense?”&nbsp;&nbsp; Does it flow?”&nbsp;&nbsp; Does it matter?”&nbsp;&nbsp; I also need to stress how important it is that all of your links, images, and downloads work.&nbsp;&nbsp; Please test these out on several different computers to be sure. &nbsp;&nbsp; Other people will be using your WebQuest, and they won’t be very helpful if the information isn’t available.&nbsp;&nbsp; Why WebQuests?&nbsp;http://www.zunal.com/part1.phphttp://www.thematzats.com/webquests/page2.htmlhttp://www.cssd.org/csmiddle/training/webquest/whyquest.htmCreation:http://webquest.sdsu.edu/designsteps/index.htmlhttp://webquest.sdsu.edu/LessonTemplate.htmlHow to successfully use zunal.com:http://www.zunal.com:http://www.zunal.com/part4.phpDesign Templates:http://webquest.sdsu.edu/designpatterns/all.htmhttp://webquest.sdsu.edu/templates/lesson-template1.htmhttp://webquest.sdsu.edu/LessonTemplate.htmlExamples:http://missryan.matt-morris.com/process1.htmhttp://www.ldcsb.on.ca/schools/cfe/RPT/RPT_Tech_Challenge/student.htmlhttp://zunal.com/process.php?user=5613&amp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n...
Congratulations! You have been able to try on your designer, researcher, and journalist hats throughout this activity. I hope you have learned the usefulness and power behind WebQuests, and feel comfortable using them on your own to supplement your lesson plans.

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**Conclusion**

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**Teacher Page**

This WebQuest was created to teach my undergraduate class about the power of WebQuests. I wanted to set up a basic one to introduce them, and then challenge them to build one on their own. At this point, I myself am still working to become more comfortable with using WebQuests more often, and thought this would be a great way for my class and I to learn together!

**Standards**

**Credits**

**Other**