

Creating webquests

WebQuest Description: This is a very good strategy for developing activities to be done online. We will be focused on developing a webquest about webquests.

Grade Level: College / Adult

Curriculum: English / Language Arts

Keywords: education, teachers, webquests, online learning

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WebQuest URL: <http://zunal.com/webquest.php?w=95080>

Introduction

Webquests are a perfect example on what a virtual learning environment can be and how can task based English learning can be put into online learning. They are intended for the autonomy of the student and dramatically change the perspective on learning, due to the fact that they are completely disconnected from the physical reality and happen online. In this webquest you are going to learn about Webquests and how to create a webquest for an specific topic. The links in this section, help you understand the nature of Webquests, but should only be addressed after all of the task has been explored.

Tasks

The task for this webquest is to create a Webquest on your own on an assigned topic. This Webquest must aim at a communicative product to be presented by students through virtual means, reflecting all of the learning goals and applying what you already know about task based learning. It must be addressed as online (virtual) learning, not remote learning. Based on the reflective work referred on the "Process" section, you are supposed to (cooperatively) create a Webquest framed on the Task Based Learning approach, for students in the assigned grade to work online entirely. Remember that if it is for online learning, no activity must count on students getting together (physically), the instructions must be completely clear and specific and the product must be thought of in digital format. No face-to-face or remote approach will be allowed, you must focus on 100% online activities. Each teacher will assign the teams, so the task must be developed like this:

Team 1	Communicative function: Describing Weather	Grade: 3rd grade
Team 2	Communicative function: Arguing about Global warming	Grade: 11th grade
Team 3	Communicative function: comparing Religions Around the world	Grade: 10th grade
Team 4	Communicative function: Explaining Food groups	Grade: 8th grade
Team 5	Communicative function: Narrating Music History	Grade: 6th grade
Team 6	Communicative function: Naming likes and dislikes	Grade: 1st grade
Team 7	Communicative function: Explaining British History	Grade: 9th grade
Team 8	Communicative function: Narrating childhood vacation	Grade: 7th grade

Process

This is the step to step of the whole activity. You must read it all before even starting to act on it. Activities to be done during the encounter today. Get in your teams (the ones in the breakout rooms), this is supposed to be collaborative, not group work. (i.e. it is not about dividing work). It means that the correct completion of the activity requires for efforts to be put together, not divided and that the whole team is accountable for the whole activity. Clarify the concept. In different sections of this webquest, you will find resources to complement or illustrate what webquests are. Read some of the URLs and see some of the videos available in the introduction section, check until you have a clear idea on what a webquest is. Be mindful of the time you have. Explore the internet (use Google search, academic sources of your own making and the data bases in the Academic System) for examples on webquests, it can be done either in English or in Spanish. The purpose is to see how they work in real contexts. Write collaboratively a reflective text (300 words minimum) about the pedagogical uses of Webquests IN THE EFL CLASSROOM and upload it to the Virtual Campus (In the classwork section, right after the link for this Webquest and according to your group). Look for sites discussing the topic, but write the proper references, don't limit yourselves to citing. Check the Evaluation section to see the Rubric to be used to evaluate your work so that you know how each step is to be graded. THE VIRTUAL CAMPUS WILL CLOSE BY THE END OF THE ENCOUNTER, BE TIME CONSCIOUS. Activities to be done TO PRESENT IN THE FORUM IN INDEPENDENT WORK FOR NEXT CLASS (according to your class day). Explore the complete webquest and HAVE A CLEAR IDEA OF the task that you are supposed to complete, as well as the tools that have been added in the different sections. Be specially detailed with the evaluation criteria. Re-check your knowledge about TBL before starting to plan your task. This work must be done from that perspective, if you don't remember it or are not sure about it, that is the first step you must take. Plan a task on the assigned discourse levels and topics, taking into consideration that it must be a COMMUNICATIVE TASK; to be done by students entirely online (there can't be face-to-face component) and explore the web to find videos, links and files to provide your students for the task. Create the task on this server, Google Sites or any other Webquest creator that you find in your own quest. Always take into consideration that the sections must correspond and the design must be cared for. Prepare a presentation for the group. Emphasize on the way the task corresponds to the Task based approach, on its online performance and the evaluation it will have. This must be done in a video and posted in the forum that you find in Independent work in session 10. Use either <https://screencast-o-matic.com/>, Meet, Zoom or <https://www.loom.com/> to do the screen recording, as the Webquest must be shown as you explain it.

Evaluation

This task will be graded with two perspectives: a reflective perspective based on the analysis of the possibilities of webquests in the EFL classroom and a practical perspective in the creation of a task-based exercise for EFL in the form of a webquest. Hence, there will be three products to be graded, the text to be uploaded in DICOM on the first day, a Webquest design and a presentation to the group the next session. Activities prepared outside of these groups without proper authorization won't be presented or graded under any circumstance. If there is an evident or announced imbalance of every member of the team's commitment to the task, the grades will be differentiated. The three products have a different score adding up to 5, to complete a single grade in our grading scale. As a resource, you will have a page called Rubistar, which can help you develop the rubric for your own Evaluation section.

Category and Score	Poor (0%-59%)	Acceptable (60%)	Good (80%)	Excellent (100%)	Score
Writing a reflective text on Webquests' use in the EFL classroom	The text is difficult to read due to its language use and/or merely describes the findings on the topic.	The text has an average use of language but limits itself to a descriptive recount of findings or is not focused on EFL.	The text has a good use of the language, covers descriptive work and/or is limited in terms of reflection.	The text is well written and shows a good reflective exercise	2
Creating a Webquest from the EFL perspective assigned	The exercise is still focused on face to face interaction and/or just shows an accumulation of activities without communicative task perspective.	The exercise has a virtual perspective but doesn't accomplish the purpose of task-based learning.	The exercise is virtual-based, complies with the purpose of task-based learning and covers all the requirements of the task.	The exercise shows creativity, develops both the environment and the pedagogical perspective and really engages the learner through online activities. It is complete, well written and innovative.	2
Presenting the Webquest to the group	The presentation is not organized, the students don't show comprehension of the activity and the language use can be better.	The presentation is well organized, the language use is appropriate but not all of the students show comprehension.	The presentation is well organized, the language use is appropriate and all students show comprehension.	The presentation is complete, coherent, organized and shows that the students comply with all the purposes of the task.	1
				Total Score	5

Conclusion

By the end of this exercise, you will have learned about a great online tool for your classes. Through its implementation you can create task-based activities to complement, evaluate or develop class topics. I hope you enjoyed it!

Teacher Page

This Webquest was designed to show TEFL students how to develop a virtual task-based exercise for different language levels and ages in their classes. It is directed to young adults being educated as English language teachers who are native Spanish speakers and in the process of learning English as well. It is part of a University subject called "technology-enhanced learning environments" held in Medellin-Colombia- South America. This task includes uploading a reflective text in their Moodle based platform and presenting to their classmates once completed.

Standards

Credits

Other