Understanding and Creating WebQuests

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Module 2
Read Me

The material in this presentation is designed to help teachers and students use WebQuests as a way to organize and support based instruction using the internet as a means of getting the information across to students. Before getting started, please review the following websites to give you an introduction to the world of web questing! The website http://www.webquest.org/ defines web quests and allows you to navigate the site for examples of lessons in all content areas. There is also a link to quest gardens that provides additional examples to what web quests are.
Purpose/Rationale

• The purpose of this presentation is to provide teachers and students with an engaging way of teaching and learning that supports technology infusion at the highest level. WebQuests are lessons that support the use of the internet and technology in general to engage learners in higher level thinking. This is a way to allow students and teachers to work together to support lesson-based lessons using technology.
ISTE/NETS for Students

• 1. Creativity and Motivation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  a. Apply existing knowledge to generate new ideas, products or processes.
  b. Create original works as a means of personal or group expression.
ISTS/NETS for Students

• 2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
  a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
ISTE/NETS for Students

• 2. Communication and Collaboration continued…
  b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  d. Contribute to project teams to produce original works or solve problems.
ISTE/NETS for Students

- 3. Research and Information Literacy: Students apply digital tools to gather, evaluate, and use information. Students:
  
a. plan strategies to guide inquiry.
  
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
3. Research and Information Fluency continued…

   d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
ISTE/NETS for Students

• 4. Critical Thinking, Problem Solving, and Decision Making continued…
  a. identify and define authentic problems and significant questions for investigation.
  b. plan and manage activities to develop a solution or complete a project.
  d. use multiple processes and diverse perspectives to explore alternative solutions.
ISTE/NETS for Students

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.
ISTE/NETS for Students

• 5. Digital Citizenship continued…
  c. demonstrate personal responsibility for lifelong learning.
  d. exhibit leadership for digital citizenship.

• 6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
ISTE/NETS for Students

• 6. Technology Operations and Concepts continued…
  a. understand and use technology systems.
  b. select and use applications effectively and productively.
  c. troubleshoot systems and applications.
  d. transfer current knowledge to learning of new technologies.
ISTE/NETS for Teachers

• I. Technology Operations and Concepts: Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
  
  A. demonstrate introductory knowledge, skills and understanding of concepts related to technology.
  
  B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
ISTE/NETS for Teachers

• II. Planning and Designing Learning Environments and Experiences: Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
  A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
ISTE/NETS for Teachers

• II. Planning and Designing Learning Environments and Experiences continued...

  D. plan for the management of technology resources within the context of the learning activities.
  E. plan strategies to manage student learning in a technology enhanced environment.
ISTE/NETS for Teachers

• III. Teaching, Learning, and the Curriculum: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:
  
  A. facilitate technology-enhanced experiences that address content and student technology
ISTE/NETS for Teachers

• III. Teaching, Learning and the Curriculum continued…

B. use technology to support learner-centered strategies that address the diverse needs of students.

C. apply technology to develop students’ higher-order skills and creativity.

D. manage student learning activities in a technology-enhanced environment.
ISTE/NETS for Teachers

• IV. Assessment and Evaluation: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:
  
  A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
ISTE/NETS for Teachers

• V. Productivity and Professional Practice: Teachers use technology to enhance their productivity and professional practice. Teachers:
  A. use technology resources to engage in ongoing professional development and lifelong learning.
  B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
ISTE/NETS for teachers

• V. Productivity and Professional Practice continued…
  C. apply technology to increase productivity.
  D. use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning.
• VI. Social, Ethical, Legal and Human Issues: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

  A. model and teach legal and ethical practice related to technology use.
  D. promote safe and healthy use of technology resources.
Georgia Performance Standards

Due to the nature of how WebQuests are to be created, any and all standards would be relevant as each teacher deems appropriate for the specific lesson(s) that will be created. For the sake of this example, the research standard in Language Arts (8th grade) is utilized as it applies to the general nature of what is to be with a WebQuest-using technology and research to locate information for instructional purposes.
Georgia Performance Standards

- ELA8W3: The student uses research and technology to support writing. The student
  a. plans and conducts multi-step informational searches by using computer networks and modems.
  b. achieves an effective balance between research information and original ideas.
  c. avoids plagiarism.
Resources

• In addition to the WebQuest website that was provided to you earlier in the presentation, the Quest Garden site has additional information that will allow teachers to access various examples of additional WebQuests for various content areas. All content area teachers should be able to locate lessons that would appeal to your grade level/content area. The site is http://www.questgarden.com/.
Resources

• To look at an additional website with an example, a copy of my WebQuest is included so that you may see an actual example created by a staff member at our school. We will also look at this example as a way of understanding how to incorporate the various components of the WebQuest as you work through the process. The site is http://stu.westga.edu/~1goodma2/medt6401/.
Resources

• Now that we’ve had an opportunity to review a WebQuest up close, the same site includes a blank template that we will utilize for each teacher to create his/her own WebQuest. Use the last example as a guide to also assist you in remembering the components and layout. Use your standards https://www.georgiastandards.org/Pages/default.aspx as a reference guide to begin your lesson planning.
Benefits

- There are numerous benefits to creating and “borrowing” from already existing WebQuests. They simply provide these benefits:
  - Technology infusion
  - Collaborative planning
  - Standards based instruction
  - Active engagement
  - Facilitative teaching/learning
References

• The following acknowledgements are necessary for the creation of this presentation:
  • http://www.martybray.net/moodle/mod/assignment/view.php?id=974
  • http://stu.westga.edu/~lgoodma2/medt6401/
  • http://www.questgarden.com/
  • http://webquest.org/
Exit Ticket

• Complete the survey on the Exit Ticket provided to you and submit it on the way out. You may also provide additional feedback in the suggestion box located here in the Media Center. For additional assistance with the creation of your WebQuests, please e-mail me your needs at lvgoodman@atlanta.k12.ga.us. Thank you for your time and attention!
Survey/Exit Ticket

• How was this training useful as an instructional resource?
• How was this training useful as a professional development resource?
• 3 things I learned from this training are:
• 2 things I will implement from this training are:
• 1 thing I need assistance with is: