Objective:
The objective of this assignment is for you (and a partner) to design a WebQuest. This WebQuest will allow you to become familiar with the use of the Internet as a resource for Inquiry.

As Dr. Jeanne Herman and Joyce Aarsvold explain:
A WebQuest engages students in one or more tasks that promote learning and critical thinking. An effective WebQuest should also be designed to accomplish a subject matter standard. Use of the Internet and, in some cases, presentation software or other presentation techniques, is part of a good WebQuest. A WebQuest includes sites to visit, questions to answer, tasks to complete - it is detailed and designed as "individualized learning." This means a teacher cannot assume "knowledge or skills." You must teach essential skills needed to complete the WebQuest as part of the WebQuest.

Description
With a partner with a similar content teaching emphasis, design and produce an Internet Web Quest. Your WebQuest will be primarily an inquiry-oriented activity in which students use a variety of Internet resources to find information. The Webquest should be designed for students to complete over a two-day period.

Final Product:
The final WebQuest project is due during the last Monday of J-Term 2007 at 5pm. It will be accessed through your home page using your Web Quest link.

Before you start to plan:
Before you start to actually lay out and plan your Webquest, I would like to invite you to view Bernie Dodge’s Webquest index page. Dr. Dodge, a tech guru, and his colleague, Tom March, are credited with developing the design for the inquiry-based format of WebQuests. An outline of their format for Webquest is found here. Dodge and March explain more about their WebQuests here. As you read through this last link, note that they discuss the specific “Critical Attributes” found in a Webquest.

Additional important links as you plan and design your WebQuest:

Five Step planning Process:
http://projects.edtech.sandi.net/staffdev/tpss99/mywebquest/index.htm

Five step process using the “Building Blocks of WebQuests.”
Getting Started:
1. Your Webquest should be appropriate for either middle of high school students.

2. Developing the actual task: as you begin to think about a topic of interest, I would invite you to view Bernie Dodge’s (San Diego State University) WebQuest Taskonomy. This website explains eleven different possible task structures that contribute to the design of an effective and engaging Webquest that creates opportunity for students to think critically.

3. View a few sample WebQuests completed by students in previous ED Tech courses or in their Methods semester:
   - Mystery Illness Webquest by Tina Strauss and Tony Stadtherr. The topic is on public health and awareness for 10th grade secondary students.
   - Eat Your Way To A Healthy Life by Kaisa Anderson and Kelsey Gordon. This focus of this WebQuest is on healthy eating habits for 10th grade Health Education classes.
   - Happy Trails WebQuest by Karen Hoeg and Kelli Berteleson for fourth graders. The focus of this WebQuest is on preparation for a Boundary Waters Canoe Trip.

4. Take note of different ways to introduce a Webquest. How did the author try to “hook” the reader?

5. Identify WebQuests that have interesting tasks for the students to complete.
   - See if any of them require students to go beyond simply finding and reporting information. Take note of some examples. The idea is that a Webquest initiates higher levels of thinking as the learner inquires about the topic.
   - Examine how web resources are used.
   - What kinds of scaffolds (guidance) are provided for the student? Are the steps of the Webquest clearly identified for the student? Are the resources integrated in the process? Is the student given the tools for completing the task, solving the problem, etc.?
   - What are some different ways that student work is evaluated?

Your WebQuest:
1. Select an age group and a content area for your Webquest. You may know a teacher who teaches this content area to this age group (e.g., your cooperating teacher in EDU 268).

2. Your WebQuest should allow students to accomplish an academic content or subject matter standard and promote higher orders or critical thinking skills. Identify the MN Academic Standard (or the National Standard for music, health, or PE) that is illustrated through your Webquest.
3. State in behavioral/cognitive terms the specific understanding, performance, skill, etc. that your Webquest will help student. Behavioral: what will the student do as she works on your WebQuest. Cognitive: what will students think about as they work on your WebQuest?

4. Use the five step process described in the link below to identify the parts of your webquest: http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm: Introduction, Task, Process, Evaluation, Conclusion. In addition you should also have a “teacher page” with additional resources and or references.

**INTRODUCTION.** The introduction to the WebQuest is brief, informative, and interest grabbing. It prepares and motivates the learner for the task described in the next section. This is probably no more than a paragraph. Your introduction serves as an advance organizer for the student. It may activate previous learning that could be helpful in this lesson. It “hooks” the learner.

**TASK.** The task clearly and succinctly describes what the learner will be able to do and/or produce by the end of the lesson. You do not list the steps here; that comes in the Process. The task is interesting to the learner.

**PROCESS.** Guidance provided the student is appropriate for this age level. It is very clear how the learners will go about achieving the task identified above and what resources they will use. This section includes the steps of the activity and identifies the resources (note: resources included in Process section), guidelines, hints, and other tools needed for carrying out the task. Guidance can include web site identification, directions for finding web sites, organizational frameworks, guiding questions, listing of steps, instructions, etc.

**EVALUATION.** The student and teacher can easily understand evaluation procedures. There is sufficient guidance for the student to carry out some self-assessment. It is clear how student performance/product will be evaluated. If the teacher’s rubric may not be easily understood by students, additional guidance has been provided to help students assess their own work.

**CONCLUSION.** The conclusion involves the active participation of the student. The conclusion brings closure to the quest, reminds the learners about what they’ve learned, and helps them to generalize what they have learned.

TEACHER PAGE: This page contains additional information that is important to a teacher who uses your page.

5. Additional components
   a. Mechanics
      i. Title page, including identifying information about the WebQuest and authors
      ii. Web pages have a consistent and appealing format.
      iii. Text is aligned properly and easily seen against background.
iv. All links work as intended.
v. Navigation is a “snap” from anywhere in the WebQuest.
vi. Directions are clear, and the steps are easy to follow.
vii. The student uses 3 or more sources during the WebQuest. This must include web information, but could include other resources such as classroom materials that students could access during the lesson, online databases, etc. But remember that students are completing this WebQuest in one lesson.
viii. Primary WebQuest pages contain one or more of each of the following:
   1. Clip art graphic
   2. Animated gif
   3. Photo
   4. Link to your email
b. Credit is given to sources of information and web page characteristics.
c. The WebQuest is doable by the student in 2 class periods/lessons.
d. Content is consistently written in second person (addressed to student).
e. The topic of the WebQuest is appropriate for school and this age group.
f. The WebQuest makes clear the understandings and/or skills that will be learned.
g. The student acquires knowledge and is engaged in thinking critically in the WebQuest.
h. The student uses the new knowledge in a way that requires higher order thinking, e.g., comparing, contrasting, combining, classifying, solving, analyzing, making a case, drawing conclusions, etc.
i. Writing is of high quality – spelling, grammar, punctuation, wording, etc., i.e. the WebQuest is carefully edited.