

**Title**

Teaching with WebQuests for Grades K-12

**Target Audience**

This course is designed for pre-service and in-service teachers of grades K-12.

**Facilitator**

See facilitator sheet

**University Credit**

To be determined by college or university

**Prerequisites**

To successfully participate in this course, you should be familiar with taking an online course or have completed the “Practice Learning Online with TeacherLine” course.

**Course Description**

Although it is a vast reference source and an effective teaching tool, many educators avoid using the Web in their classrooms because students have not acquired the skills needed to effectively use the Internet. WebQuests—inquiry-oriented activities in which some or all of the information that students interact with is found within Internet resources—are one way that the Web can be meaningfully incorporated into the curriculum. In this course, learners will design a WebQuest to enhance a classroom unit or a particular curriculum area and engage their students in meaningful research.

**Learning Outcomes**

After completion of this course, learners will be able to:

- Explain the characteristics of an effective WebQuest.
- Design a WebQuest that is meaningful for their students and their curriculum.
- Create a rubric for evaluating student performance using their WebQuest.
- Develop a plan for integrating their WebQuest in a way that supports their curriculum.

**Outline of Course Activities and Assignments**

**Assignment 1: Explore WebQuests and Establish Goals for Your WebQuest**

**Assignment**

In this activity, learners will familiarize themselves with the concept and structure of WebQuests in order to specify goals for their students. This assignment will provide a foundation for development of their customized WebQuests.

Read and explore

- “Some Thoughts about WebQuests”  
An overview of the WebQuest concept.
- “WebQuest Design Map”  
Illustrates the flow of the design process behind a WebQuest.
- Examples of WebQuests on PBS

## Product

Submit the list of goals (three or more) you have developed for your WebQuest. Be certain that each goal specifically states what you want students to accomplish.

## Idea Sharing

Describe one particular aspect of a WebQuest, or a specific activity, that you think is unique or will work well for your students OR describe an aspect that you think will be particularly challenging. Respond to at least one other learner's post.

## Assignment 2: Choose a Topic and Define a Task for Your WebQuest

### Assignment

In this assignment, learners will choose a topic for their WebQuest and define the culminating task (what the students will submit or present as a final outcome).

### Examine the following Web sites

- WebQuest Taskonomy: A Taxonomy of Tasks  
This page contains an excellent description of the different types of tasks students can engage in while doing WebQuests, the outcomes, as well as tips for incorporating these tasks into your WebQuest.
- The WebQuest Taskonomy in Pictures  
This page contains the same information as above but is presented with pictures for each role.

### Review Examples of WebQuest Tasks

## Product

Submit descriptions of the topic you have chosen, the task to be accomplished, and the culminating activity or outcome. Give a brief explanation of why this topic, task, and outcome were selected and how/why they meet student and/or curriculum needs.

## Idea Sharing

Discuss the instructional value of a WebQuest assignment in the classroom.

## Assignment 3: Create the Introduction for Your WebQuest

### Assignment

In this assignment, learners will build the Introduction section for their WebQuests.

### Read and explore

- Building Blocks of a WebQuest  
Information on what comprises a WebQuest Introduction.
- A Draft Rubric for Evaluating WebQuests  
Examine the introduction section of the rubric for ideas of what comprises a high-quality WebQuest introduction section.

- Dolphin-Safe Tuna? A WebQuest on Dolphins  
In this WebQuest, students take on different roles in the fishing industry. This example illustrates how the use of roles can motivate students.
- 2030: Homesteading Mars  
A WebQuest illustrating the use of roles.

## Product

Submit your completed Introduction.

## Idea Sharing

Provide arguments and discuss how to convince a principal or technology coordinator about the instructional value of a WebQuest assignment.

### Assignment 4: Identify Resources for Your WebQuest

#### Assignment

In this assignment, learners will gather and organize the resources their students will use throughout the WebQuest.

Explore the following resources

- Step Zero: What to do Before Searching  
Provides tips to help you begin searching.
- Seven Steps Toward Better Searching  
A mnemonic strategy for searching on the Internet.
- Specialized Search Engines  
A list to help you find specialized information.
- PBS Search Engines

## Product

Submit your list of resources (seven or more). For each resource include the following:

- The title of the resource.
- The location (URL, call letters, or ISBN of the book).
- A brief description of the resource.
- A brief description of how students will use the resource to accomplish the task.

## Idea Sharing

Discuss challenges or insights you had in finding resources for your WebQuest. You will also want to discuss what criteria was the most helpful to you in selecting high-quality resources.

### Assignment 5: Develop the Task and Process Sections for Your WebQuest

#### Assignment

In this activity, learners will build on the work they have done so far to write the Task and Process sections of the WebQuest.

Look at the following Web sites

- Process Guides: Student Guides  
Examples of processes for WebQuests and how to apply them to your WebQuest.
- WebQuests: A Strategy for Scaffolding Higher-Level Learning  
A chart provides an overview of the ideas behind scaffolding in WebQuests.
- Examples of Process Sections from PBS

## Product

Submit your completed Task and Process.



## Idea Sharing

Describe a challenge or problem you had in developing the process for your WebQuest.

## Assignment 6: Design the Evaluation for Your WebQuest

### Assignment

In this assignment, learners will develop a means for evaluating their students' performance in the WebQuest.

Explore the following Web sites

- Rubrics for WebLessons  
A resource to help learners build a rubric for their WebQuest.
- Guidelines for Rubric Development  
Scaffolding for building a rubric.
- Rubric Template  
Template to build their own rubric.
- Examples of lesson plans and corresponding rubrics from PBS

### Product

Submit the Evaluation and Conclusion sections of your WebQuest.

## Idea Sharing

Receive feedback from fellow learners on the rubric you have developed and discuss the benefits or difficulties of using rubrics as an authentic tool.

## Assignment 7: Consider Additional Issues Critical to Implementation of Your WebQuest

### Assignment

This assignment will help learners address issues that are critical for successful implementation of the WebQuest into their classes.

Explore the following Web sites

- Tips for the One Computer Classroom
- Integrate, Don't Isolate!

### Product

Submit an outline of how you will integrate the WebQuest into your classroom and curriculum. The outline should contain enough detail so that an outside person is able to gain an understanding of your specific context.

## Idea Sharing

Ask for peer feedback on any components of your integration outline that are troubling you OR elaborate on an aspect that you're particularly pleased with.

## Final Project

Review your submissions before you submit your final project. This will allow you to review the work you have done in order to complete your final project. Be sure you have met all of the project criteria. Review each section to ensure that all are complete and have been edited for content and grammar. You may want to submit your project draft to a peer or colleague to assist with editing. When you are ready to submit your final project, compile the following sections:

- An Introduction section
- A Meaningful Task section
- A Detailed Process section



- An Organized Resource section
- An Evaluation section
- A Conclusion section

Submit your completed final project to your facilitator.

**Schedule**

This course is scheduled to take approximately 30 hours to complete readings, activities, video, assignments, reflections and a final project.

**Evaluation**

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

**Requirements**

Learners are expected to:

- Complete all assignments.
- Participate regularly in discussion boards.
- Submit the final assignment in a timely fashion (determined by the facilitator).
- Complete all online journal assignments.

**Materials**

Technical Requirements

- Word processor
- Internet service provider
- E-mail

**Academic Dishonesty Policy**

To be inserted by institution

**Evaluation**

This course can be taken for graduate credit on a pass/fail basis, or for a letter grade and graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

**Last update: May 1, 2008**