

# *WebQuests in Our Future*

## The Teacher's Role in Cyberspace

by Kathy Schrock



Adapted from the articles  
by Bernie Dodge, San Diego State University

“Some Thoughts about WebQuests”

([http://edweb.sdsu.edu/courses/edtec596/about\\_WebQuests.html](http://edweb.sdsu.edu/courses/edtec596/about_WebQuests.html))

and

“Building Blocks of a WebQuest”

(<http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html>)

## Definition of a WebQuest

- An inquiry-oriented activity in which some or all of the information that students interact with comes from resources on the Internet

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## Two types of WebQuests

### Short term

- Designed to be completed in one to three class periods

### Longer term

- Designed to take between one week and one month



## Short Term WebQuest

- Instructional goal is *knowledge acquisition and integration*
- Learner deals with a significant amount of new information and makes sense of it

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## Longer Term WebQuest

- Instructional goal is *extending and refining knowledge*
- Learner deeply analyzes a body of knowledge, transforms it, and demonstrates understanding by presenting it in some way

## *Longer Term WebQuest*

- Various thinking skills that may be required to meet Marzano's goal
  - *Comparing*
  - *Classifying*
  - *Inducing*
  - *Deducing*
  - *Analyzing errors*
  - *Constructing support*
  - *Abstraction*
  - *Analyzing perspectives*

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## *Critical Attributes of a WebQuest*

1. Introduction
2. Task
3. Process
4. Information sources
5. Evaluation
6. Conclusion

## *Non-critical Attributes*

- Most likely to be group activities
- Include role-playing for learners
- Single discipline or interdisciplinary

## *Critical Attribute #1 :* *Introduction*

- Should orient the learner as to what is coming
- Should raise some interest in the learner through a variety of means

## *Critical Attribute #2 :*

### *Task*

- A description of what the learner will have done at the end of the exercise
- Could be a product or a verbal presentation

## *Critical Attribute #3 :*

### *Description of the Process*

- Clearly described steps
- Lets the learners know the process to go through to accomplish the task
- Can also provide learning advice

## *Critical Attribute #4 :* *Set of Information Sources*

- A list of Web pages which the instructor has located to help the learner accomplish the task
- Should also include resources not on the Web
- All resources may not be used by all

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## *Critical Attribute #5 :* *Evaluation*

- Need to be able to measure results
- Evaluation rubrics designed by the teacher are the most authentic assessment
- Evaluation rubrics take different forms

## Critical Attribute #6 :

### *Conclusion*

- Bring closure to the quest
- Remind the learners about what they have learned
- Encourage them to extend the experience into other domains

## *Design Steps for Teachers*

- Become familiar with resources online in your content area
- Organize the resources into categories like databases, reference material, etc.
- Identify topics that fit in with the curriculum and which there are materials online

*The End*

