

WebQuests

All this Information
- What to do with it?

Christine Bescherer
University Flensburg

WebQuest - Example

Structure: Determining the Cost of Buying a Car: A WebQuest

By: Mrs. Roach



- Introduction
- Task
- Process
- Resources
- Evaluation
- Conclusion

<http://www.berksiu.k12.pa.us/webquest/Roach/default.htm>

C. Bescherer

8.9.2005

Folie 2 von 13

Overview

- WebQuest - Example
- History
- Thinking Skills
- Process Skills
- WebQuests
 - Definition
 - More Examples
 - „The Making of...“
- Research

C. Bescherer

8.9.2005

Folie 3 von 13

History of WebQuests

- Developed 1995 by Bernie Dodge and Tom March
- „A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing.“
- Aims:
 - Using information offered in the WWW
 - Thinking Skills (Marzano, 1992)
- Fixed structure helps planning and organizing learning situations

C. Bescherer

8.9.2005

Folie 4 von 13

Thinking Skills (Marzano, 1992)

- Comparing: Identifying and articulating similarities and differences between things.
- Classifying: Grouping things into definable categories on the basis of their attributes.
- Inducing: Inferring unknown generalizations or principles from observations or analysis.
- Deducing: Inferring unstated consequences and conditions from given principles and generalizations.

C. Bescherer

8.9.2005

Folie 5 von 13

Thinking Skills

– 2 –

- Analyzing errors: Identifying and articulating errors in one's own or others' thinking.
- Constructing support: Constructing a system of support or proof for an assertion.
- Abstraction: Identifying and articulating the underlying theme or general pattern of information.
- Analyzing perspectives: Identifying and articulating personal perspectives about issues.

C. Bescherer

8.9.2005

Folie 6 von 13

Process Standards

- Process-Standards (NCTM Math-Standards)
 - Problem Solving
 - Reasoning & Proof
 - Communication
 - Connections
 - Representation
- "Math webquests typically involve all five of the process standards in the NCTM Goals 2000"
(see <http://www.wfu.edu/~mccoy/NCTM99/>)

C. Bescherer

8.9.2005

Folie 7 von 13

What are WebQuests?

WebQuests scaffold project-oriented learning using resources from the World Wide Web.

- support process-oriented learning
- contain different levels of thinking like analysis, synthesis, abstraction, evaluation, reflection, ...
- focus on using information not finding information
- motivate teamwork
- are suited for subject specific tasks as well as for interdisciplinary work
- are time well spent
- need new forms of assessment and evaluation
- are fun!

C. Bescherer

8.9.2005

Folie 8 von 13

WebQuest on WebQuests

- Work in groups of two or three
- Go to URL
<http://webquest.sdsu.edu/webquestwebquest-hs.html>
- Work through the "WebQuest on WebQuests"
- Choose a role and work through two or three of the offered webquests and analyze them using the worksheet
- Present your ratings and reasons for the rating in two minutes

C. Bescherer

8.9.2005

Folie 9 von 13

The Making of ... WebQuests

- keep to the structure
- collect interesting websites
- structure your bookmarks accordingly
- „process“ should become less specific with more experienced learners
- plan enough time
- start „small“
- use the huge offering of ideas and readymade WebQuests in the WWW
– but only the good ones!!!

C. Bescherer

8.9.2005

Folie 10 von 13

WebQuests and the future – 1

- WIP – Web Inquiry Projects (Philipp Molebash, 2002)
- "Immigration to the US in the Early 1900's: New York's Lower East Side"
http://reprentice.sdsu.edu/F034/tcogan/teacher_template_cogan.html
- Four levels of inquiry (Herron, 1971)
 - confirmation/verification – results are known in advance
 - structured inquiry – following questions posed by teachers (WWW scavenger hunt)
 - guided inquiry – more or less guided
 - open inquiry – exploring WWW-sites to find answers formulated by students
- Structure: Hook – Questions – Procedures – Data Investigation – Analysis – Findings

C. Bescherer

8.9.2005

Folie 11 von 13

WebQuests and the future – 2

- LoDiCs – Learning on Demand in Computing (C. Bescherer, 2005)
- Subject specific problems where the use of ICT is immanent to solving the problem
- Technical information is given by "modelling" (cognitive apprenticeship)
- Fundamental concepts of information are introduced and discussed, e.g. WebQuests – layers of computer-networks / internet protocols,...
- Structure: Introduction – Task – Process – Technical information – Fundamental concepts of information technology – Evaluation – Conclusion

C. Bescherer

8.9.2005

Folie 12 von 13

**Thank you
for your
attention!**

more information:

- <http://www.mathe-webquests.de/> (german)
- <http://webquest.sdsu.edu/> (english)

E-Mail: christine.bescherer@uni-flensburg.de