Taming the Wild, Wild Web: WebQuests

Summer 2006

Course Number  ED & HUD 795-6, 731 (0199C)

Credits  Two (2) graduate credits, University of Wisconsin – Green Bay

Prerequisite  Graduate Standing

Instructor  Jennifer Wegner

Location  Mishicot High School, Room 235

Schedule  Monday-Thursday, August 14-17, 2006 (8:00 a.m.-4:00 p.m.)

Course Description
Learn to integrate the Web into your curriculum using its vast resources in an effective way with your students. Participants will develop a WebQuest, an inquiry-based activity using Internet resources, to enhance classroom content areas.

Course Requirements
Participants will be required to complete the following:
- Actively participate in all class sessions
- Complete all class assignments
  - Define a WebQuest
  - Experience a sample(s) of WebQuests already created
  - Design a WebQuest on paper that integrates the established curriculum with the Wisconsin Information and Technology Literacy Standards
  - Access and use curriculum-based Internet resources
  - Find and integrate Internet resources into an inquiry-based activity
  - Design a fully-functional WebQuest incorporating all required segments
  - Transfer the designed WebQuest into a web page format using a web editor
- Present WebQuest

Course Objectives
1. Experience the use of the Internet in a hands-on setting.
2. Increase knowledge of resources available on the Internet that can be integrated into existing K-12 curriculum.
3. Develop a WebQuest that can be used directly in the classroom/lab setting.
4. Learn how to create and design a web page using a web editor.
5. Demonstrate knowledge of WebQuest through presentation showcase.
Course Readings:

The following are links to educational resources in the area of integrating technology:

http://www.dpi.state.wi.us/dpi/dltcl/imt/itlstdst.html
Wisconsin Information and Technology Literacy Standards

http://www.oswego.org/staff/cchamber/webdesign/edwebdesign.htm
This site contains lessons and tutorials on creating a web site; includes front page resources.

http://www.google.com
Great site for images and backgrounds

http://www.teachnet.org/
This site allows teachers to search for lesson plans by subject and grade level.

http://www.eduplace.com

http://school.discovery.com/schrockguide/index.html

http://school.discovery.com/schrockguide/assess.html

http://webquest.sdsu.edu

http://www.kenton.k12.ky.us/tr/rubrics.html

http://www.rubrics.com

Rubric Assessment Tools

Webquest Basics:


“WebQuest News.” http://webquest.org/
Grading

- **Letter Grades**
  - A = 92-100 points
  - B = 83-91 points
  - C = 74-82 points

- **1. Active class participation** 25 points
- **2. Implementation Journal** 20 points
- **2. Project design and plan for implementation** 55 points

Class Outline

**Day 1:**
- Overview of class expectations/syllabus
- Create a definition of a WebQuest
- How do you evaluate a “good” WebQuest? *(Components)*
- Exploration and evaluate of WebQuests
- Culminating activity

**Day 2:**
- Planning of a WebQuest *(paper model)*
- Introduction to MS FrontPage 2000
- Developing the WebQuest in MS FrontPage 2000
- Culminating activity
  - Question/Answer
  - Article Research *(assignment)*

**Day 3:**
- Review of objectives/progress
- Share research findings
- Continue development of WebQuest

**Day 4:**
- Introduction to student assessment
- Create student assessment based on student objectives.
- Finish final project and student assessment
- Showcase WebQuest and student assessment
- Class input on the WebQuest components seen in each project (modeled from “good” WebQuest design rubric)
The following Wisconsin Standards for Teacher Development and Licensure are assessed in this course:

**Teachers know the subjects they are teaching.**
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

**Teachers know how children grow.**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**Teachers understand that children learn differently.**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

**Teachers communicate well.**
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Teachers are able to plan different kinds of lessons.**
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**Teachers know how to test for student progress.**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
## WebQuest Development Evaluation Rubric

**Exemplary:** Extremely high level of development and implementation.

**Proficient:** Fully functioning and operational level of development and implementation.

**Emerging:** Limited development or partial implementation.

<table>
<thead>
<tr>
<th>Score</th>
<th>Overall Aesthetics (This refers to the WebQuest page itself, not the external resources linked to it.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Emerging (0-1 points)</strong></td>
</tr>
<tr>
<td>Overall Visual Appeal</td>
<td>There are few or no graphic elements. No variation in layout or typography. Color may be garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.</td>
</tr>
<tr>
<td>Navigation &amp; Flow</td>
<td>Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.</td>
</tr>
<tr>
<td>Mechanical Aspects</td>
<td>There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</td>
</tr>
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</table>

## Introduction

**Motivational Effectiveness of Introduction**

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<tbody>
<tr>
<td></td>
<td><strong>Emerging (0-1 points)</strong></td>
</tr>
<tr>
<td>Motivational Effectiveness of Introduction</td>
<td>The introduction is purely factual, with no appeal to relevance or social importance</td>
</tr>
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## Task (The task is the end result of student efforts... not the steps involved in getting there.)

**Connection of Task to Standards**

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<tbody>
<tr>
<td></td>
<td><strong>Emerging (0-1 points)</strong></td>
</tr>
<tr>
<td>Connection of Task to Standards</td>
<td>The task is not related to standards.</td>
</tr>
</tbody>
</table>
### Cognitive Level of the Task

| Task requires simply comprehending or retelling of information found on web pages and answering factual questions. | Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources. | Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information. |

### Process (The process is the step-by-step description of how students will accomplish the task.)

### Resources (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block. Also note that books, video and other off-line resources can and should be used where appropriate.)

| Clarity of Process | Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this. | Some directions are given, but there is missing information. Students might be confused. | Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next. |

### Scaffolding of Process

| The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task. Activities are of little significance to one another and/or to the accomplishment of the task. | Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task. | The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task. Activities are clearly related and designed to take the students from basic knowledge to higher level thinking. |

### Relevance & Quantity of Resources

| Resources provided are not sufficient for students to accomplish the task. There are too many resources for learners to look at in a reasonable time. | There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new. | There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight. |

### Quality of Resources

| Links are mundane. | Some links carry information not ordinarily found in a classroom. | Links make excellent use of the Web's timeliness and colorfulness. |

### Evaluation

| Clarity of Evaluation Criteria | Criteria for success are not described. | Criteria for success are at least partially described. | Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task. |

### Total Score

Last Updated 06/27/06