WebQuests are inquiry-oriented activities that guide students as they gather information to construct their own understanding of the topic. Originally developed by Bernie Dodge at San Diego State University. WebQuests engage students in tasks that go beyond collecting and reporting information. Students work collaboratively to synthesize information they collect in a WebQuest and then construct a creative product, often using graphics, oral, and/or video presentation to enhance understanding. Most WebQuests involve six components:

1. The introduction provides purpose and background for the activity.
2. The task describes the intended outcome of the WebQuest, activities to engage students, and the product they will create.
3. The process involves the steps students will follow and supportive strategies to enable all learners to succeed
4. The evaluation details the specific criteria and levels of performance by which the students’ work will be assessed
5. The conclusion summarizes the learning goals and key understandings related to the task.
6. Resources include recommended electronic, print, and human resources students use to complete the WebQuest.

NETS-T 1. Facilitate and Inspire Student Learning and Creativity

1. c. engage students in exploring real-world issues and solving authentic problems using digital tools and resources

Step One.   
Select a WebQuest to evaluate that is suitable for the grade level(s) and subject area(s) you are observing or plan to teach. The searchable databases at <http://questgarden.com/author/examplestop.php> and at [http://zunal.com](http://zunal.com/) contain hundreds of WebQuests for various grade levels and subject areas.   
  
As you examine WebQuests consider the following criteria:

* Includes all components of WebQuests: introduction, task, process, evaluation, conclusion, and resources.
* Incorporates cooperative learning with specific tasks
* Considers multiple perspectives of a problem or issue
* Provides opportunity to analyze or synthesize information and create an original product that demonstrates knowledge or skill gained.
* Features appropriate graphics, clear navigation, and correct spelling/grammar

Step Two. Review the Evaluating WebQuests Rubric. [[1](https://gthy2011.wikispaces.com/home#_ftn1)] This will be your guide to evaluate the WebQuest you have selected.

|  |  |  |  |
| --- | --- | --- | --- |
| Category | 3 Exemplary | 2 Satisfactory | 1 Needs Improvement |
| WebQuest Components | All six components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources | Five components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources | Less than five components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources |
| Cooperative Learning | Web Quest requires cooperative learning and all tasks are clearly defined. | Web Quest provides opportunity for cooperative learning, but tasks are not clearly delineated. | Web Quest does not require cooperative learning |
| Introduction | The introduction is highly engaging, and strongly connects to a problem or issue of interest to the student | The introduction is somewhat engaging and relates to an important problem or issue | The introduction is boring or vague and does not connect to the student |
| Task | The task requires students to consider multiple perspectives, analyze or synthesize information, provides opportunity to create an original product that demonstrates knowledge and skill gained | The task requires some higher order thinking and/or provides opportunity to create an original product | The task does not require higher order thinking. It is the electronic equivalent of a worksheet requiring factual recall |
| Process | All steps are clearly explained and provide a variety of strategies to ensure students of varying abilities can complete the task | Steps may be missing some information, and strategies may be inadequate to ensure all students can complete the task | Steps are incomplete or confusing and do not provide support for all students to complete the task |
| Evaluation | All criteria for completing the task are clearly communicated in a rubric | Some criteria may be missing or somewhat unclear on the rubric | Criteria are in the form of a list rather than a rubric, or criteria are missing |
| Conclusion | Clearly summarizes learning goals and key understandings. | Conclusion briefly summarizes learning goals. | Conclusion is missing or unrelated to learning goals. |
| Resources | Resources are high quality, appropriate for students of varying abilities and provide multiple perspectives to address the task. | Resources are average quality, adequately address the task but may not offer multiple perspectives, may not be suitable for varied student abilities. | Resources are poor quality, inadequately address the task, or are not appropriate for the students’ ability |
| Use of Graphics | Graphics are related to the theme/purpose of the Web Quest, are of high quality and enhance reader interest or understanding. | Graphics are related to the theme or purpose of the Web Quest, are of average quality, but do not enhance interest or understanding | Graphics seem randomly chosen, are of low quality or distract the reader. |
| Navigation | All buttons and links work correctly. Navigating the Web Quest is very easy | Most (80-9%) of the buttons and links work correctly. Navigating the Web Quest presents a few challenges | Fewer than 80% of the buttons work correctly. Navigating the Web Quest is difficult and confusing |
| Spelling and Grammar | Web Quest has no misspellings or grammatical errors. | Web Quest has 1-2 grammatical errors or misspellings. | Web Quest has more than 2 grammatical and/or spelling errors. |

Step Three: Here is a sample Web Quest created by a high school social studies teacher. Click on the link and then review the evaluation below.   
Web Quest Title: Quest for Equality  
Web Quest URL: <http://zunal.com/webquest.php?user=38073>  
WebQuest Components : 3   
Cooperative Learning: 3   
Introduction: 2   
Task: 3   
Process: 3   
Evaluation: 3   
Conclusion: 2   
Resources: 3   
Graphics: 3   
Navigation: 3   
Spelling/Grammar: 3   
  
Here is the link to a sample Web Quest on figurative language created by a student teacher for a middle school language arts class. <http://www.zunal.com/process.php?w=38224> Notice that the creator used the zunal.com application to create and upload the WebQuest. This Webquest is a good example of most criteria (introduction, task, conclusion, resources, graphics, navigation). However, the steps in the process section could have more detailed instruction, and there is no explicit requirement for cooperative group work.  
  
Here is the link to a sample WebQuest on trees created by a student teacher for a second grade class. <http://sites.google.com/site/webquesttrees/home> Notice that the creator used Google sites to create and upload the WebQuest. This Webquest is a good example of some criteria of a WebQuest (cooperative learning, task, process, resources, graphics, navigation) but is missing the conclusion and evaluation component.   
  
  
YOU MAY CHOOSE TO CREATE A WEBQUEST AS ONE OF THE TWO DIGITAL TOOLS due November 27. The purpose of this project is to create a WebQuest for a unit of instruction that promotes inquiry, investigation and problem solving by K-12 students.  
  
a. Choose a topic that is suitable for the grade level(s) and subject area(s) you will be student teaching. It does not have to fit your work sample but may be another unit you will be teaching. Take into consideration the collaborative, research, organizational, and technology skills of the students.   
  
b. Plan a task that requires students to consider multiple perspectives in solving a problem or issue, and provides an opportunity to create an original product that demonstrates their knowledge and skill. Include varied resources and strategies to enable students of varying skills levels to work together and succeed at the task.  
  
c. Choose a software application for creating a WebQuest. There are several free online software applications that provide step by step directions for creating a WebQuest including <http://questgarden.com/> and <http://zunal.com/>  
  
d. Evaluate your WebQuest using the Evaluating Webquests Rubric in Step Two above.  
  
e. Follow the program directions to save the completed WebQuest to the Internet. Be sure to note the URL.   
  
f. Add the link to your Webquest to your team page on the cohort wiki. Click on the Add Link button at the top of the wiki page. Name the link: LastNameFirstInitial\_WebQuest. Be sure to save the link before exiting the wikipage.

[[1](https://gthy2011.wikispaces.com/home#_ftnref)]For additional ideas, view the WebQuest rubric created by Bernie Dodge and associates, last updated on June 19, 2001, retrieved from <http://webquest.sdsu.edu/webquestrubric.html>