Title
Teaching with WebQuests

Target Audience
This course is intended for pre-service and in-service teachers of grades K-12.

Prerequisites
To successfully participate and complete the assignments in this course, the learner must:
• Have past experience using the classroom computer.
• Have past experience working with the Internet.
• Be familiar with taking an online course or have completed the PBS "Practice Learning Online with TeacherLine" course.
• Be familiar with elementary, middle, or high school educational content.

Course Description
Educators will discover Internet resources that promote inquiry-oriented student learning and smart use of the Web for research and class assignments. In this course, learners will explore WebQuests and learn to effectively integrate the Internet and Web 2.0 tools in the classroom. Learners will design a WebQuest to enhance a classroom unit or curriculum area.

Instructor/Facilitator
See instructor/facilitator sheet.

Credits
To be determined by college or university

Goals
By the end of this course, learners will:
• 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 Content and Assignments
After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are
encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners’ experiences. As a course project, learners complete the creation of a WebQuest and write a reflection paper.

This course is designed to address ISTE’s *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. This course specifically addresses the following ISTE NETS*T:

**ISTE NETS*T**
1 (a, b); 2 (a, b, c, d); 3 (a); 4 (a, b); 5 (a, b, c, d)

Visit [http://www.iste.org/standards/nets-for-teachers.aspx](http://www.iste.org/standards/nets-for-teachers.aspx) for a full list of the ISTE’s *National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers* and more information about these standards.

**Session 1: Exploring Webquests**

In this session, learners will discover what WebQuests are and what is involved in the process of creating WebQuests. They will explore many WebQuests created by other educators, as well as read articles and find resources that will support them in the process of creating a WebQuest for their classroom. They will then begin the first step of the course project/solution with an assignment that requires them to identify the goals that the WebQuest they will develop will meet.

Learners will:
- Define their professional goals and expectations for this course.
- Explain their prior knowledge and experiences about WebQuests.
- Create three goals for a WebQuest they will be creating.
- Describe one aspect of a WebQuest, or a specific activity, that is unique and will work well for their students.
- Describe one particular aspect of a WebQuest, or a specific assignment, that will be particularly challenging, along with ways to overcome the challenges.

Read
- “The Student WebQuest"
- The WebQuest Design Process
- “What WebQuests Are (Really)”
- In Search of Shakespeare: Images of Othello: A Shakespearean WebQuest
- Evolution: Evidence for Evolution WebQuest
- NewsHour Extra: Putting Anthrax in History
- Lost Liners: Scavenger Hunt
- PBS LearningMedia
- WebQuest.Org
- WebQuests & More: Steps, Scenarios & Samples
- Quest Garden
- “WebQuests and Web 2.0”
- “P21 Framework Definitions”
PBS TeacherLine Course Syllabus

“How WebQuests Support a Teacher’s Curriculum and Student Needs”

Write in Online Journal
- Reflect on expectations for the course.
- Reflect on prior knowledge and experiences related to WebQuests.
- Reflect on the challenging aspects of WebQuests.

Participate in Online Discussions
- Introduce themselves to other learners.
- Discuss WebQuests in the Classroom.

Complete Activities and Assignments
- WebQuest Goals Assignment

Session 2: Engaging Students in a WebQuest

In this session, learners will use the goals developed in Session 1 to help them choose a topic for their WebQuest and to define the culminating task (what the students will submit or present as a final outcome). This is the second step in building a WebQuest. The topic and task should enable students to meet the goals they established in the WebQuest Goals Assignment. They will also build the Introduction section for their WebQuest.

Learners will:
- Create descriptions of the topic, task, and culminating assignment or outcome of the WebQuest they are developing.
- Discuss insights and questions they have regarding their topic or task.
- Reflect on WebQuest tasks that would be beneficial for their classroom.
- Create an introduction for the WebQuest they are developing.

Read
- “WebQuest Taskonomy: A Taxonomy of Tasks”
- WebQuest Task Examples: Spend 45-60 minutes exploring the examples of tasks organized by category.
- Introduction
- A Rubric for Evaluating WebQuests
- Dolphin-Safe Tuna? An Interdisciplinary WebQuest for Grades 5-8
- Criteria for Assessing Best WebQuests

View Videos
- “Introductions and Outcome Tasks for a Successful WebQuest”

Write in Online Journal
- Reflect on tasks for classroom learning.

Participate in Online Discussions
- Discuss developing a topic and tasks.

Complete Activities and Assignments
- Topic, Task, and Activity Description Assignment
- Introduction Assignment
Session 3: A Meaningful Use of Technology

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

Learners will:
• Develop a list of Web-based resources to be used in their WebQuest.
• Identify and discuss helpful criteria in selecting and evaluating WebQuest resources.
• Reflect on challenges or insights in finding resources for their WebQuest.

Read
• Step Zero: What to Do Before Searching
• Four NETS for Better Searching
• Specialized Search Engines and Directories
• Search PBS.org
• Search PBS Teachers
• Search PBS KIDS
• PBS LearningMedia

Write in Online Journal
• Reflect on criteria for selecting resources.

Participate in Online Discussions
• Discuss resources for successful learning experiences.

Complete Activities and Assignments
• Resources Assignment

Session 4: Creating an Exemplary WebQuest

In this session, learners will revisit the task they began to develop in Session 2. In that assignment, they determined the overarching task or outcome, for their students. Now they will create the subtasks that will enable students to successfully achieve the outcome.

Learners will:
• Develop the Task and Process sections of their WebQuest.
• Describe a challenge or problem they had in developing the Process section for their WebQuest.
• Reflect on the development of their WebQuest, identifying the easiest and the most difficult parts.

Read
• Process Guides: Student Guides
• WebQuests: A Strategy for Scaffolding Higher Level Learning
• The First Measured Century: How Typical or Atypical is your Community?
• NewsHour: Paying for Crime
• History Detectives: Written in Stone
• People Like Us: Class in the Media—Writing a Television Show
PBS TeacherLine Course Syllabus

- Creating WebQuests
- Internet Expeditions: WebQuest Creation
- Zunal WebQuest Maker

Write in Online Journal
- Reflect on creating WebQuests.

Participate in Online Discussions
- Discuss challenges in developing the process of a WebQuest.

Complete Activities and Assignments
- WebQuest Task and Process Assignment

Session 5: Assessment of Student Work

In this session, learners will develop a tool for assessing and guiding students’ work, having created the main body of their WebQuest. They will also develop the conclusion for their WebQuest.

Learners will:
- Create the Evaluation section and assessment rubric for their WebQuest.
- Create the Conclusion section of their WebQuest.
- Discuss the benefits or difficulties of using rubrics as an authentic assessment tool.
- Review and evaluate a fellow learner’s rubric in a peer review activity.
- Reflect on the use of rubrics for assessment.

Read
- Rubrics for Web Lessons
- Guidelines for Rubric Development
- Rubric Template
- The Democracy Project: Graphically Speaking
- It's My Life: Building a Classroom Community and Bully Free Zone
- The Buffalo War: A Bison Web
- "8: Conclusion" in Building a WebQuest Template

View Videos
- “Use of Rubrics for a WebQuest Evaluation”

Write in Online Journal
- Reflect on implementing the use of rubrics.

Participate in Online Discussions
- Discuss tools for evaluating WebQuests.

Complete Activities and Assignments
- Evaluation and Conclusion Assignment
- Rubric peer review

Session 6: Working with Students
In this session, learners will address the issues that are critical for successful integration of the WebQuest into their classroom and curriculum.

Learners will:
• Discuss how WebQuests can still provide meaningful and relevant learning experiences for students today.
• Create a 1-page outline or description identifying the strategies they will use to integrate the WebQuest into their classroom and curriculum.
• Reflect on and summarize the implementation strategies and the realities of integrating the WebQuest in their curriculum.
• Describe and analyze the WebQuest they created and how it will impact the learning in their classroom.
• Assess their learning in this course by comparing their prior knowledge and acquired knowledge.
• Analyze the learning experience in this course by reflecting about their professional goals and expectations.

Read
• “Revisiting WebQuests in a Web 2.0 World”

Write in Online Journal
• Reflect on the reality of classroom implementation.
• Reflect on acquired knowledge.
• Reflect on professional goals and expectations.

Participate in Online Discussions
• Discuss WebQuests and whether they can still provide meaningful and relevant learning experiences for students today.
• Integrating WebQuests (not required)
• Say Goodbye! Activity (not required)

Complete Activities and Assignments
• Integration Outline Assignment
• Course Project: Completed WebQuest and Reflection Paper
• Post-Course Evaluation Survey

Schedule
This course is scheduled to take approximately 30 hours to complete. The number of hours identified for each course reflects time spent online, but does not reflect the total time spent completing offline coursework and assignments. All learners are different and learners will likely spend double the indicated number of hours completing all coursework depending on learning styles and work habits.

Requirements
Learners are expected to:
• Complete all assignments.
• Maintain an online journal.
• Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
• Be self-directed and self-motivated.
• Ask for assistance when they need it.

Materials (hardware, software, plug-ins)

Technical Requirements
• Word processor
• Internet service provider
• E-mail

Academic Dishonesty Policy

To be inserted by university institution only.

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.