



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens

English and Digital Literacies

Unit 6.1: Introduction to Webquests

Bessie Mitsikopoulou

School of Philosophy

Faculty of English Language and Literature

What is a Webquest? (1/2)

- “WebQuest” is the name given to an instructional model for **web-based learning projects** that draw on information and communication resources on the Internet.
- The WebQuest instructional design is based on **constructivist** principles and is sometimes referred to as **inquiry-based learning**. The constructivist approach emphasises the role of students as primary agents of learning.



What is a Webquest? (2/2)

- Learners engaged in WebQuests find, analyse, classify, synthesize and evaluate information they source on the Internet, and integrate new concepts into established knowledge structures.



Evolution of Webquests (1/3)

- Originally developed as a means of helping school teachers integrate computer technology into curriculum learning areas (Dodge, 1995; 1997)
- WebQuests are now used widely in diverse educational sectors and curriculum areas.



Evolution of Webquests (2/3)

Primary goal: to instill in learners the capacity to navigate the Internet with a clear task in mind, retrieve data from multiple resources and use them to produce a final product of value.



Evolution of Webquests (3/3)

1st phase: Dodge (1995)	2nd phase: Dodge (1997, 1998)	3rd phase: Dodge (1999)
Introduction	Introduction	Introduction
Task	Task	Task
Information sources	Process	Process
Process	Resources	Evaluation
Guidance	Evaluation	Conclusion
Conclusion	Conclusion	Teacher Page

[Table 1]



Types of Webquests

Two basic types of webquests in terms of their **duration** and the **different educational benefits** they can produce:

- **short-term webquests**
 - designed to be completed in one to three teaching sessions,
 - focusing on knowledge acquisition and integration of specific skills.
- **long-term webquests** to be completed between one week and a month.



How a Webquest Works

Students:

- **retrieve** and **analyze** a body of knowledge about a topic,
- **transform** it in some way,
- **demonstrate** their in-depth understanding by creating a final product on- or off-line for others to respond to.



Structural Parts of a Webquest (1/2)

A webquest consists of the following structural properties:

- an **introduction** which sets the context, orients students by providing some background information and captures their interest.
- a **task**, which describes the final product that has to be completed by the end of the webquest process.
- the **process**, which outlines specific steps learners should follow to complete the assigned task.



Structural Parts of a Webquest (2/2)

- a list of **resources** mainly from the Internet for learners to find relevant information for the completion of the assigned task.
- **evaluation** charts for students to measure their performance.
- a **conclusion** which sums up and reminds learners about what they have learned and more importantly it encourages them to extend the experience to other domains.



Webquest as scaffolding

A webquest is a **scaffolded learning structure** that uses links to essential resources on the web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding.



The Best webquests

- **Inspire** students to see richer thematic relationships exploring web resources.
- **Facilitate** a contribution to the real world of learning.
- **Reflect** on their metacognitive processes.
(March, 2003)



A real webquest...

“... can create an authentic microworld where pupils are engaged to the understanding and exploration of real issues both independently and collaboratively by taking on authentic roles, sharing their beliefs, opinions and values to solve a real problem. In this way, they assume ownership in their learning.” (Kundu and Bain, 2006)



What learners are asked to do

Learners are required:

- to **collaborate** as it is natural in the real world in order to respond to the requirements of an authentic task,
- to **collect information** from the internet and relate it to their existing knowledge base of language/s and the world,
- to **process** and **transform** selected information into something else and to make sense of the new knowledge and experience.



Learning by doing... and more

The webquest learning experience goes beyond the concept of learning by just doing and is considered inseparable from social practice from participating in social interactions... Children develop socially as they continually transform the circumstances of their environment, working jointly (Kundu and Bain, 2006).

Webquests promote **learning in context** (Laborda, 2009).



Cooperative learning (1/2)

Webquests incorporate all the critical attributes of cooperative learning which are:

- **positive interdependence** with respect to the task, resources, roles and rewards,
- **face-to-face interaction** providing assistance for students to complete the task.



Cooperative learning (2/2)

- **individual accountability** for the completion of the task making pupils aware that individual work has a direct impact on the quality of the final product (Hwee-Hwang et al, 2002: 3),
- **small-group and interpersonal skills** developed through collaboration,
- **group-self evaluation** allowing pupils along with their teachers to monitor progress and achievement.



The role of teachers in the design of Webquests

Teachers need... (1/2)

- to use high quality authentic and interesting web resources.
- to orchestrate both the resources and the pupils.
- to secure access to a computer lab.



Teachers need... (2/2)

- to take care of the class dynamics by creating the groups collaboratively with students in terms of their linguistic competences and electronic literacies.
- to make students understand how important it is to be accountable individually and within the groups.
- to choose an engaging topic.



The Webquest task under Keller's ARCS filter

The webquest task:

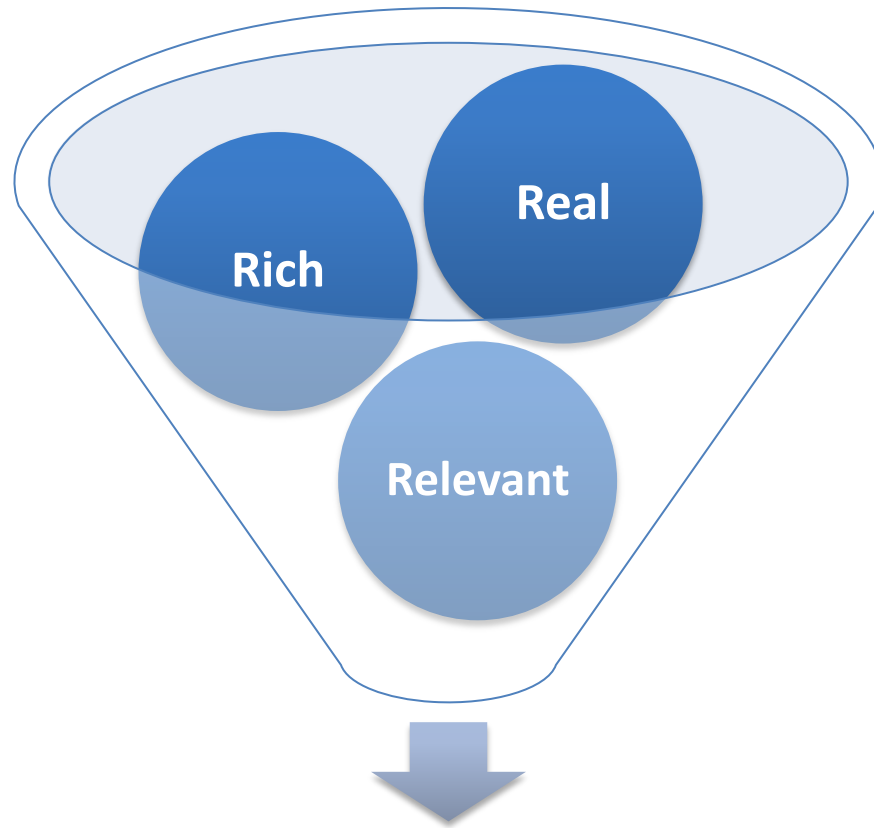
- should get students' **Attention**,
- its topic should be **Relevant** to their needs, interests and motives,
- should inspire pupils' **Confidence** in achieving success through effective support/scaffolding at all critical steps of the process,
- should leave both pupils and the teacher after its completion with a sense of **Satisfaction** in their accomplishment otherwise none would be engaged.



Authentic Tasks

Consequently,
tasks should be:

- **real,**
- **rich and**
- **relevant.**



Effective Webquest Task



References (1/2)

- Carvalho, A. A. A. (2007). Guest Editor's Introduction. *Interactive Educational Multimedia, 15*.
- Dodge, B. (1995, 1997). Some Thoughts About Webquests. Retrieved November, 28, 2014.
- Dodge, B. (2001). FOCUS: Five rules for writing a great WebQuest. *Learning and leading with technology, 28(8)*, 6-9.
- Dodge, B., (2002). Webquest Taskonomy: A Taxonomy of Tasks. Retrieved November, 28, 2014.
- Sim, H. H., Lee, C. K. E., Chang, C. H., & Kho, E. M. (2004). Exploring the use of WebQuests in the learning of social studies content. *Teaching and Learning, 25(2)*, 223-232.



Reference (2/2)

- Kundu, R., & Bain, C. (2006). Webquests: Utilizing technology in a constructivist manner to facilitate meaningful preservice learning. *Art Education*, 6-11.
- Laborda, J., G. (2009). Using Webquests for oral communication in English as a foreign language for Tourism Studies, *Educational Technology and Society*, 12(1): 258-270.
- March, T. (2003). What WebQuests are (really). Retrieved November, 28, 2014.
- March, T. (2005). The new www: Whatever, whenever, wherever. *Educational Leadership*, 63(4), 14.



Financing

- The present educational material has been developed as part of the educational work of the instructor.
- The project “Open Academic Courses of the University of Athens” has only financed the reform of the educational material.
- The project is implemented under the operational program “Education and Lifelong Learning” and funded by the European Union (European Social Fund) and National Resources



Notes

Note on History of Published Version

The present work is the edition 1.0



Reference Note

Copyright National and Kapodistrian University of Athens , Bessie Mitsikopoulou 2014. Bessie Mitsikopoulou. “Webquests in Foreign Language Teaching”. Edition: 1.0. Athens 2014. Available at: <http://opencourses.uoa.gr/courses/ENL10/>.



Licensing Note

The current material is available under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license or later International Edition. The individual works of third parties are excluded, e.g. photographs, diagrams etc. They are contained therein and covered under their conditions of use in the section «Use of Third Parties Work Note»



[1] <http://creativecommons.org/licenses/by-nc-sa/4.0/>

As Non-Commercial is defined the use that:

- Does not involve direct or indirect financial benefits from the use of the work for the distributor of the work and the license holder
- Does not include financial transaction as a condition for the use or access to the work
- Does not confer to the distributor and license holder of the work indirect financial benefit (e.g. advertisements) from the viewing of the work on website

The copyright holder may give to the license holder a separate license to use the work for commercial use, if requested.



Preservation Notices

Any reproduction or adaptation of the material should include:

- the Reference Note,
- the Licensing Note,
- the declaration of Notices Preservation,
- the Use of Third Parties Work Note (if available),

together with the accompanied URLs.



Note of use of third parties work (1/2)

This work makes use of the following works:

Image 1: Screenshot of [QuestGarden Website](#), Copyright QuestGarden, Inc.

Image 2: [Webquest - Dinosaurs Before Dark](#), Copyright Beth Szabo, Creative Commons Attribution-NonCommercial-ShareAlike, QuestGarden.

Image 3: [Webquest - Using your English](#), Copyright Karlee Ontiveros, Creative Commons Attribution-NonCommercial-ShareAlike, QuestGarden.

Image 4: [Webquest - Ferocious Predator or Soup of the Day?](#), Copyright Rebecca Tibbey, Creative Commons Attribution-NonCommercial-ShareAlike, QuestGarden.

Image 5: Screenshot of [Zunal Webquest Maker Website](#), Copyright Zunal.com.
All rights reserved.



Note of use of third parties work (2/2)

Image 6: [Webquest - Horror Stories around the World](#), Copyright Ana Maria Silva. Permission is granted for others to print/distribute, share, use and modify this WebQuest for educational, non-commercial purposes as long as the original authorship is credited. Zunal.com.

Table 1: Based on a table from Carvalho, A. A. A. (2007). [Guest Editor's Introduction](#). *Interactive Educational Multimedia*, 15.

