

## Week Two: WebQuest Components

*"The Internet is like a giant jellyfish. You can't step on it. You can't go around it. You've got to get through it."*  
-John Evans

### Objectives

- Participants will learn the six basic components of a WebQuest.
- Participants will examine Tasks to determine what makes a good WebQuest.



### Assignments

- [Big Ideas](#): Read the articles on WebQuest components and appropriate Tasks for WebQuests.
- [Discuss](#) the readings with your online colleagues.
- [Practice](#): Explore exemplary WebQuests and Evaluate new WebQuests. Especially consider the tasks involved.
- Explore the [Tips & Tricks](#) as you have time and interest.
- Complete the **Feedback Form** for this week.

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A well designed WebQuest should have several basic ingredients in order to focus the learners' attention on the content and allow maximum use of Internet resources. A poorly designed Quest can send students on a wild goose chase, wasting their time and yours.

**Required:** Take a look at the page on the [Building Blocks of a WebQuest](#), which outlines the six components of a successful Quest. Pay special attention to the various **Task** examples, as we want to have a clear understanding of task possibilities before we choose a topic. The task your students complete needs to be one that will require higher level thinking. Fact-finding should be avoided. Read [A Taxonomy of Tasks](#) to learn about the types of tasks appropriate for a WebQuest.



### Choose at least one of these:

Consider again, higher order thinking skills. How can WebQuests help us move [Beyond Read and Recall](#)? *Read the article. It's quite likely the links won't work as this is an archive version of the article.*

[When is a WebQuest not a WebQuest?](#) [PDF] This is a transcript of a [TappedIn](#) chat with Bernie Dodge. You'll find the discussion clarifying your understanding of what WebQuests really mean.

Watch the short video clips on this page: [What are the essential parts of a WebQuest?](#)

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### Questions to Consider

Post an initial response to two or three of these questions. Include any new ideas or *ah ha!* moments you had as you read the articles above. Respond to at least one other person. Responses should take the discussion further. Ask questions. Share similar experiences. Make a connection to your own reading or experience. Suggest a new idea.



- What types of tasks did you find most interesting? Have you ever used tasks like this in your classroom (with or without technology)?
- How can WebQuests move us beyond the comprehension level of learning?
- When is a WebQuest not a WebQuest? What did you learn?
- What ideas are forming for your own WebQuest? *You will finalize your topic idea in week three.*

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Let's spend more time exploring tasks of other WebQuests. As you explore, think about possible tasks & topics for your WebQuest.

- **Explore** 5 WebQuests from the "Top" section on the [WebQuest Portal](#). Especially note the Tasks. What evidence do you see of higher order thinking skills?
- **Evaluate** 3-5 WebQuests from this list of [Recently Published WebQuests](#). Click on the Rate It link to evaluate the WebQuest. Pay close attention to the Tasks of these WebQuests. Which require higher order thinking?



Report on your exploration and evaluation in the discussion area. Share your observations on the tasks in the WebQuests. Share some examples of higher order thinking evidenced in the WebQuests you viewed. What ideas are forming for the task of your WebQuest? Give feedback to your colleagues.

### Select a Tool to Create Your WebQuest

Keep thinking about [which tool](#) you will use to create your WebQuest. You have until week 3 to decide. Contact your instructor if you need assistance with the choice.

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Included here are some tips & tricks you might find useful as you work through this course. Browse as you have time & interest.

- **Collecting websites.** As you have time, you should start collecting possible websites for your Webquest. If you are using Filamentality, collect the resources into a [Filamentality Hotlist](#). Otherwise [you may wish to use Word](#) or paste the URLs right into your process page in your [blog](#) or [web pages](#). For [QuestGarden](#), paste them into the Process 1 page. Note: These links jump to week four materials!
- [Using Two Browser Windows](#) and [Copying and Pasting URLs](#) are two skills you'll need often.
- [Evaluating Web Sites](#). What other ways are there to evaluate the quality of websites?



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