Webquests: Increase student motivation and achievement

by

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How did Webquests start?

Dr. Bernie Dodge, professor of educational technology at San Diego State University, developed and named the concept in a class for pre-service teachers in 1995. He wanted to give his student teachers a format for online lessons that would make the best use of student time while fostering higher-level thinking skills. Tom March would later create the first fully developed Web Quest at San Diego State. It would become a part of the Pacific Bell Knowledge Network since they funded the project.
What is a Webquest?

"an inquiry-oriented activity in which some or all of the information that students interact with comes from resources on the Internet."

- Bernie Dodge

The goal is to help students think and reason at higher levels and use information to solve problems.
Components

(Billings, et. al., 2004)

Short-term Webquests: are intended to help the learner acquire simple knowledge of a topic.

Long-term Webquests: require deeper analysis of the topic.
Why use Webquests?

“It’s all about students designing, implementing, and evaluating their own work using other people’s work as resources,” *Online Classroom*.

“An important aspect of a web quest is the use of co-operative activities to enhance the learning experience. Co-operation produces increased learning for both individual members of the group and the group as a whole,” Sandars.
Promote Active Learning

Good Webquests also require students to produce authentic tasks.

These types of Webquests have students working on products that cannot be copied and pasted and are based on original ideas.
Promote Active Learning

Webquests usually require students to rely on prior knowledge of content. They contain open-ended questions that can spark that prior knowledge and a curiosity to explore the topic further.
Promote Active Learning

Given a reason to learn, students will learn. When students begin to understand a topic they can begin to communicate it and its process to others. This not only teaches them critical thinking skills, but it also teaches them problem solving (Bain & Kindu, 2006).
Promote active learning

Good Webquests can also promote higher-order thinking.
Improves student motivation

Time and place also play a role in student motivation. Because Webquests are done on the Internet, students can work on them whenever or wherever they want.
Improves student motivation

Authentic tasks also tend to improve student motivation.

When students feel they are creating something original and based on their own ideas they put in more effort and tend to be more excited about the project.
Improve student motivation

Real Webquests should pass the ARCS-Filter (Keller, 1983, 1987) If it does it will promote student motivation.

- **ATTENTION**: Does the project get student’s attention
- **RELEVANT**: Is it relevant to their needs, interests, or motives?
- **CONFIDENCE**: Does it inspire learner’s confidence in achieving
- **SATISFACTION**: Does the project leave students with a sense of satisfaction?
6 key points of a Webquest

- Introduction
- Task
- Process
- Resources
- Evaluation
- Conclusion
How to design:

Go to Filamentality

– http://www.kn.att.com/wired/fil/
Creating a webquest

On Filamentality you can choose from 5 different formats:
- Hotlist
- Treasure Hunt
- Subject Sampler
- Multimedia Scrapbook
- Web Quest
The good, the bad, and the ugly

How does an educator determine if a Webquest is good or suitable for classroom use?

Can the answers or final product be copied and pasted?

Does the task require students to make something new out of what they have learned?

Do the links and resources work and provide adequate information to complete the task? (Check ahead of time)
Website for evaluating Webquests

http://webquest.sdsu.edu/webquestrubric.html

This web-site has a rubric, originally created by Bernie Dodge, designed for evaluating Webquests. It helps educators determine the following:

- Motivational Effectiveness
- Cognitive Effectiveness
- Cognitive level of the task
- Clarity of the process
- Scaffolding of process
- Richness of process
- Relevance of process
- Quality of resources
- Clarity of evaluation criteria
- Overall visual appeal
Review a webquest/complete the rubric

Podquest:
http://edweb.sdsu.edu/courses/edtec700/POD/podquest.htm

Webquest Rubric:
http://webquest.sdsu.edu/webquestrubric.html
ISTE Standards

S1. Basic operations and concepts
Students demonstrate a sound understanding of the nature and operation of technology systems.
Students are proficient in the use of technology.

S3. Technology productivity tools
Students use technology tools to enhance learning, increase productivity, and promote creativity.
Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

S4. Technology communications tools
Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

S5. Technology research tools
Students use technology to locate, evaluate, and collect information from a variety of sources.
Students use technology tools to process data and report results.
Resources


Resources


http://www.kn.att.com/wired/fil/
Create Web Quests and other activities here!

http://www.thirteen.org/edonline/concept2class/webquests/index.html
Explains the components of a WebQuest and links to Bernie Dodge’s page.

http://webquest.sdsu.edu/webquestwebquest.html
A Webquest about Webquests by Bernie Dodge. All grade levels on here.
