

## Project #8: Webquest

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For your eighth assignment, you are to create an original Webquest.

Create an original WebQuest following standard WebQuest formatting and containing ample exploration tasks which require



Internet resources for completion. It is recommended that you use the resources at <http://webquest.org> to help you. The HTML templates provided may not be too helpful since we haven't covered web development yet, but they do provide links to some great online WebQuest generator tools ("Other Online Authoring Systems" can be found at <http://webquest.org/index-create.php> about half-way down the page). These tools take you through the process of building, step-by-step, an online WebQuest that can be posted on the web, without knowing anything at all about web development. Students may use templates provided but they must replace template text with content that is their own. [WebQuest Word](#) and [WebQuest HTML](#) templates are located in the Unit 8 course content.

Remember a WebQuest is traditionally heavily infused with:

- Internet related tasks
- Graphics and Multi-Media and
- Interactive activities

Remember to cite any resources used in designing your WebQuest in proper APA format (learned in the previous unit). This includes text copied or paraphrased, images, video, or sound used. You may refer to the APA Publication Manual (© 2010) sixth edition for the exact citation method or use the Topic 3, Unit 7 resource. APA formatting is an exact science. If you cannot get the correct formatting to display properly then consider attaching a Word document to the template of your Zunal, QuestGarden, Filamentality, etc. WebQuest.

There are student WebQuest samples available in the Unit 8 content for your review. Keep in mind that some are good and some not so good. We wanted to give you a cross-section to view. Many of the samples used on our site are from an earlier APA version and, although the APA cited links may have been accurate a few years ago, these citations may be in error now. Check the formatting.

When your WebQuest is complete, you have three submission options.

1. You may attach your Webquest to Project #8 as a document. Name your WebQuest Project8LastName and upload the file to LIVE using the add attachments button.
2. You may type the exact web address to your Webquest in the Project8 submission box.
3. You may upload your Webquest to your studentweb. If you choose to use the this option, you must type the exact studentweb address in the submission box of Project8.

Presentations: In addition to submitting your WebQuest, you will present your project to the instructors and a team of your peers. Review the [Formal Oral Presentation Scoring Rubric](#) for specific criteria. This portion of the project is worth 12 points, in addition to the possible 18 points for the project's completion. See [WebQuest Presentation Information](#) topic for specifics.

Tip: Having a Word or HTML version of your WebQuest will allow you to add this WebQuest as one page to your final website. This one page may then be counted as one of the six required pages of your website.

- There must be a Return to Home button added to your webquest if it is used as part of your website in the Final Project. Suggestion: If you are consider this option add a Return To WebSite button now and then later add the address to link to your website once it has been created.
- Keep in mind, **several graphics will need to be added in order to meet graphic criteria** in the rubric.
- If using template: Open the WebQuest template in Word, alter the template contents, insert your links, graphics and materials, and then save this Word document, using the dropdown box options and select webpage.

Additional WebQuest Tips:

- It is a good idea to review the WebQuest Rubric for grading criteria before you begin your WebQuest.
- Remember a WebQuest is traditionally heavily infused with Internet related tasks, media, and interactive activities.
- Typically, WebQuests submitted for this project are short-termed, and usually only span 1 to 3 class days, but you are welcome to submit a more in-depth project.
- Be sure to include all elements of a WebQuest in your document: Introduction, Task, Process, Resources, Evaluation, Conclusion, and Credits/References. The contents of the “Teacher’s Page” will be shared during your Presentation but it does not have to be an element of the WebQuest when it is submitted.

When naming your WebQuest :

- Do not use parenthesis, spaces or any special characters. When these characters are used html documents can be unpredictable.
- Keep the name short. The name of the file becomes part of your web address for accessing your WebQuest using a browser.
- An example of a studentweb WebQuest URL might be:  
<http://studentweb.wilkes.edu/patricia.mcdonnell/WQMcDonnell.html>

Tips for using a web-based application to create your WebQuest (Zunal, QuestGarden or any of the many mentioned in the Unit 8 Topics)

- Create your WebQuest following the steps and instructions on the site.
- If possible follow the naming conventions suggested above.
- At the end, if you have the option to download and save your WebQuest to your computer – TAKE IT. This may allow you to insert this downloaded document to your final project web site. Unfortunately, not all commercial sites offer this option for sites that are not purchased.
- The exact name (URL) of the WebQuest location is critical and must be copied and pasted into the submission box of Project 8.



## WebQuest Rubric

Overall Aesthetics (This refers to the WebQuest page itself, not the external resources linked to it)				
<b>Overall Visual Appeal</b>	<p><b>2 points</b></p> <p>Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.</p>	<p><b>1 point</b></p> <p>Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.</p>	<p><b>0 points</b></p> <p>There are few or no graphic elements. No variation in layout or typography. OR Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.</p>	<b>/2</b>
<b>Navigation/Flow &amp; Mechanical Aspects</b>	<p><b>2 points</b></p> <p>Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them. AND No mechanical problems noted.</p>	<p><b>1 point</b></p> <p>There are a few places where the learner can get lost and not know where to go next. OR There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<p><b>0 points</b></p> <p>Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear. OR There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<b>/2</b>
Introduction				
<b>Motivational Effectiveness of Introduction</b>	<p><b>2 points</b></p> <p><b>A creative and innovative introduction draws</b> the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem. OR The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.</p>	<p><b>1 point</b></p> <p><b>The introduction lacks creativity but relates somewhat to the learner's interests</b> and/or describes a compelling question or problem. OR The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.</p>	<p><b>0 points</b></p> <p><b>The introduction is purely factual</b>, with no appeal to relevance or social importance OR The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners. OR The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.</p>	<b>/2</b>

**Task (The task is the end result of student efforts... not the steps involved in getting there.)**

<b>Cognitive Level of the Task</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	/2
	Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.	Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.	Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	

**Process (The process is the step-by-step description of how students will accomplish the task.)**

<b>Scaffolding of Process</b>	<b>4 points</b>	<b>2 points</b>	<b>0 points</b>	/4
	<p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task. <b>(Addresses needs of diverse learners.)</b></p> <p>Activities are varied and are clearly related and designed to take the students from basic knowledge to higher level thinking.</p> <p>Clearly defined checks for understanding are built in to assess whether students are getting it.</p> <p>Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	<p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task. <b>(Minimally addresses needs of diverse learners.)</b></p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p> <p>Vague or inferred checks are observable which may monitor student progress.</p> <p>Some separate tasks or roles assigned. More complex activities are needed to accomplish the task.</p>	<p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task. <b>(Does not address the needs of diverse learners.)</b></p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p> <p>No mid-level checks for understanding are built in to monitor student progress</p> <p>Few steps, no separate roles assigned.</p>	

**Resources (Note: All resources linked to the page will be evaluated, even if they are in sections other than the Process block. Also note that books, video and other off-line resources can and should be used where appropriate.)**

<p><b>Relevance &amp; Quantity of Resources</b></p>	<p><b>4 points</b></p> <p>There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight. OR Links make excellent use of the Web's timeliness and colorfulness.</p> <p>AND ALL resources used in the construction are cited in exact APA format (clipart, photos, text, sites, and videos, etc.)</p> <p>Varied resources provide enough meaningful information for students to think deeply.</p>	<p><b>2 points</b></p> <p>There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new. OR Some links carry information not ordinarily found in a classroom.</p> <p>AND Most resources used in the construction are cited in exact APA format (clipart, photos, text, sites, and videos, etc.)</p>	<p><b>0 points</b></p> <p>Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time. OR Links are mundane. They lead to information that could be found in a classroom encyclopedia.</p>	<p><b>/4</b></p>
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**Evaluation**

<p><b>Clarity of Evaluation Criteria</b></p>	<p><b>4 points</b></p> <p>Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.</p>	<p><b>2 points</b></p> <p>Criteria for success are at least partially described.</p>	<p><b>0 points</b></p> <p>Criteria for success are not described.</p>	<p><b>/4</b></p>
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<p><b>Total Score</b></p>	<p><b>/30</b></p>
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