Western Nevada College

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Webquests: The Utilization of Peer Assessment to Enhance Online Learning in Project Based Instruction

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The Skills to Obtain Knowledge...
The Quest for Information...
WEBQUESTS!

Objectives of this Presentation

- 1. What is a WebQuest?
  2. What are the elements of a typical WebQuest?
  3. Why should we use peer review?

The Future of Education: The Real-World Confluence of Technology and Content

- *A well-structured library with web inquiry* including mediated pages enabling students to use extant sites.
- *Enriched and diversified instructional support personnel* with a variety of specialties in instructional and web design. Web courses require "A strategy for deployment and training that will facilitate the creation and management of simple to sophisticated World Wide Web (WWW) learning environments.
- Organizing courses that will attract a diverse population of students with differing backgrounds so as to create a heterogeneous student body.

- *The improvement* of assessment and feedback in order to give immediate feedback and tap into higher-order thinking skills. Accountability is crucial. Integrated into software, accountability takes the form of testing, real-world application, or a portfolio. Verification of student progress is essential.
- *The need to teach* student principles of learning whereby they can become conscious of their own learning thus having a more challenging experience, and to assess their own progress.
- Keep students abreast of courses and resources. The relay of information is crucial.

- *Attract* more students through various forms of enrollment, accessible programs, mobilization of courses on-line and making classes more appealing. Presentation is the key to successful implementation of technology. Rich, graphics, stereo sound, animations and video help to engage students. These courses must also be easy to use and easy to maintain, including the importation and exportation of materials.
- *Allow greater numbers of students* to enroll in courses while reducing the cost per student. Extensibility allows for students locally as well as all over the world to take the course, perhaps via the WWW.

- *Utilize* a variety of formats to interest students other than lecture. The key here is customizability and adaptability. Customization allows the program to adapt *to the* students and to the curriculum.
- *The key* to successful integration of technology and content is having appropriate software for students and teachers to use. Technology should be easy to use and maintain, portable, replicable, scalable, and affordable. Affordability is likely to yield a higher probability of success

This Can be Achieved Through Webquests

"…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 of a webquest is to create a favorable environment for active learning giving students opportunities to solve problems individually and in a collaborative fashion.

http://www.webquest.org/index.php

Origins of WebQuests

- Popularized by Bernie Dodge, San Diego State College
- Resulted from searching for a way to use technology in the classroom
- desire to combine sound educational theory with advantages of new technology

WebQuests Provide:

- A structure for technology-enhanced instruction
- A way to change instructors' thinking about using technology
- An easy way for teachers to harness the power of the Internet
- Peer and individual self-assessment

Why should we utilize WebQuests as an instructional tool?

- They may be linear in approach (step by step) while incorporating a modular approach (bodies of information)
- Web based eliciting active engagement
- Students have a greater control over learning
  - Instructor serves as the facilitator
- Mastery learning of the subject

Why should we utilize WebQuests as an instructional tool?

- Students have a greater sense of control over learning; may incorporate Cooperative Learning
- Virtually unlimited amount of information
- Allows the student the full use of his/her imagination in an extended time frame
- Integration of the curriculum
- Interactive real-world & meaningful learning experience

Getting Started

- Planning
- Brainstorming
- Concept Mapping
- Lesson Plans
- Research
- Development
- Refinement
- Implementation
- Create a website
- Professional Development
- Make it work for you…and your students!

Information Technology and Learning

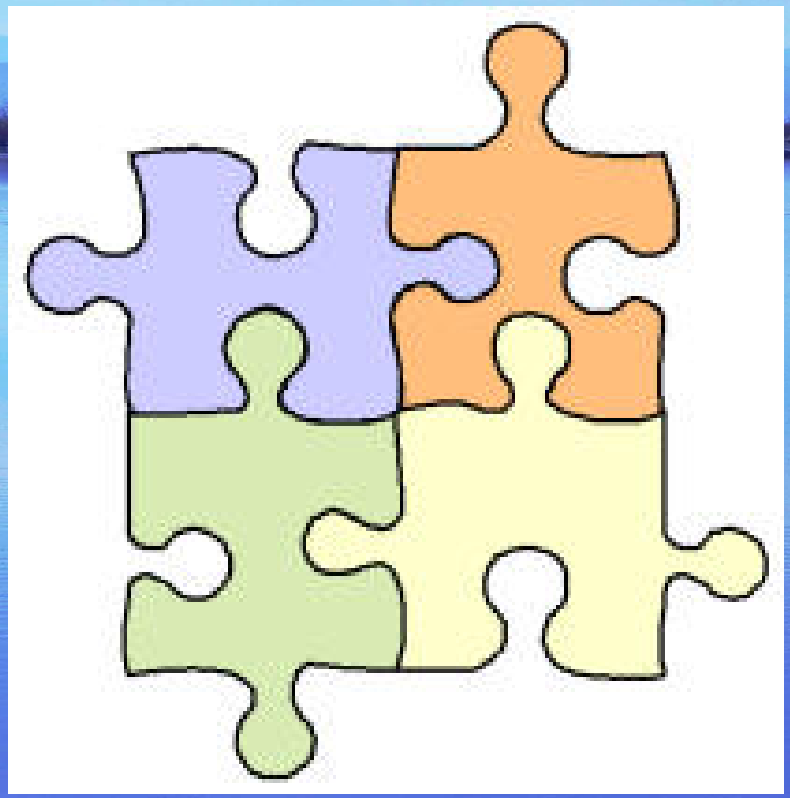
When we learn, we engage in some or all of the following activities:

- Gathering information
- Sorting and organizing information
- Synthesizing information
- Storing information
- Re-representing information

With Technology, We Can:

- Gather information on the Web
- Sort and organize information with word processing, databases, and spreadsheets
- Aid in synthesizing information with simulations, demonstrations, and multiple representations
- Store information with digital storage devices
- Re-represent information with text, graphics, and presentation software

Consider How Cognitive Theory Fits Into a WebQuest



What is a WebQuest?

Cognitive

- Based upon the acquisition of knowledge
  - Comprehension; conversion of abstract content to concrete
- Requires higher level – critical thinking skills
  - Synthesis, analysis, evaluation, and problem solving

Creative

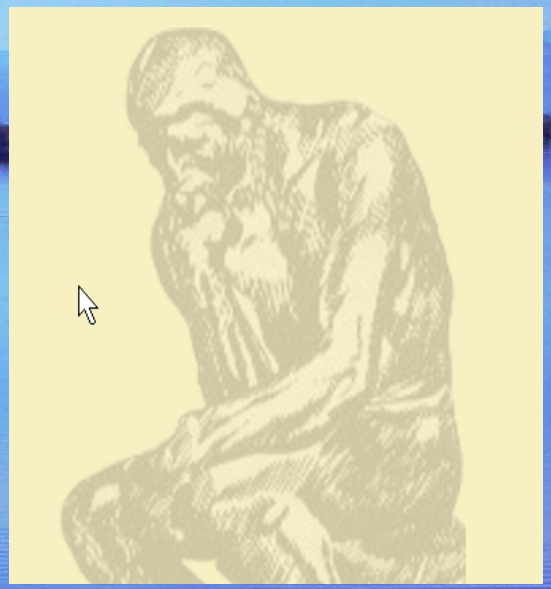
- Involves creativity and judgment
- Is a traditional lesson – but in disguise
- Requires the application of learning materials

Web-Based

- Uses hyperlinks to connect the learner to web sources
- Technology based and information centered

Peer Assessment

- Learners assume the role of educator; assess their progress versus the progress of peers; Each student gives peer assessment to others in the class
- Instructor relinquishes the role of educator to the students (I believe instructor should assign grades)



Cooperative Learning

- Students work in small groups to maximize their own and one another's learning
- Students work together until all group members successfully understand and complete assignment
- Students strive for mutual benefit so that all group members gain from one another's efforts
- All group members share a common fate
- One person cannot succeed unless everyone succeeds
- Peer review and assessment

Integrated Curriculum

- Allows learners to broadly explore knowledge in various subjects related to certain aspects of their environment
- Cuts across subject-matter lines
- Organizes curriculum into meaningful associations to focus upon broad areas of study
- Views learning and teaching in a holistic way and reflects the real world, which is interactive

Designing a WebQuest

Design Steps for Teachers

- Determine your learners
- Decide what you want learners to accomplish
- Familiarize yourself with appropriate resources online and elsewhere
- Create a stimulating and exciting task that will guide learners in accomplishing what you want them to accomplish
- Provide adequate guidelines and resources for learners to accomplish the task

Guiding principles for integrating technology into the classroom

- Easy to navigate – user friendly
- Quality Content
- Incorporation of learning theories
- Teach student principles of learning
- Technologically appealing and creative
- Assessment
- Organize courses that will attract a diversity population of students
- Restructuring to adjust to course evaluations

- Immediate feedback
  - Self assessment
  - Assessment by peers and instructor
- Student bears the responsibility for learning
- Flexibility – recommend only one due date
  - Work at their own pace but keep up with the class
- Portfolios/Blogs/Discussion Forums/instant messaging/emails
- Internet Activities
  - Online puzzles/projects/movies/web pages

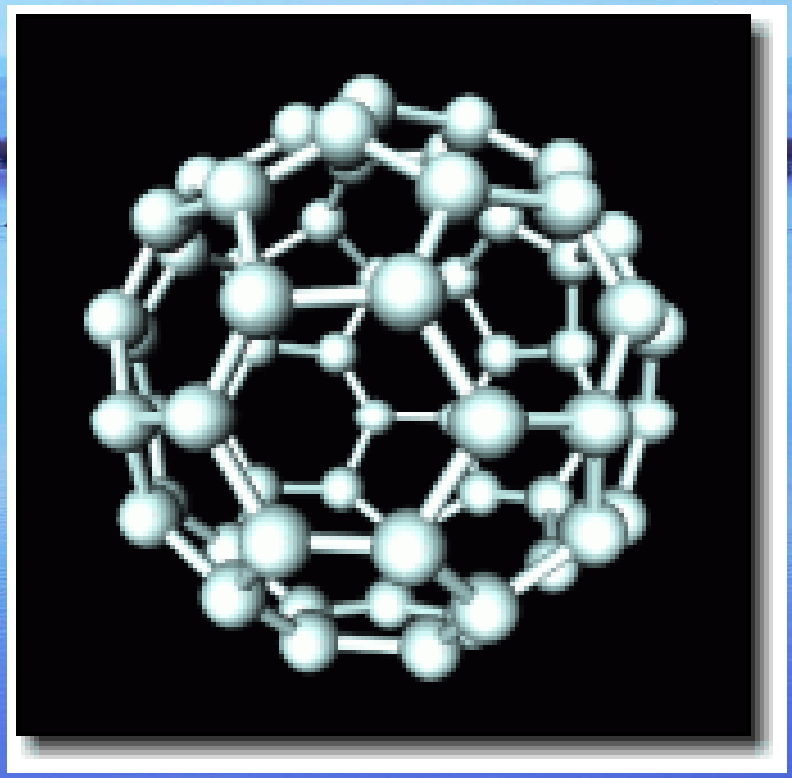
Guidelines for the curriculum

- Quality and Appropriate Content
- Accessibility
- Desirability
- Engagement
- Multi-disciplinary
  - Movie review/video production/statistics/volunteer work
- Multi-cultural
  - Studying other countries/Cajun music concert/researching specific topics

The role of the teacher

- To be Technologically Competent
- Facilitator
- Feedback and Assessment (assign grades)
- Organization
- Course Design
- Implementation of software/courseware
- Appropriate Learning Activities
- Tie IT activities to the lesson outcomes and learning
- Engagement of students in the learning process
- Maximize resources
- Promote an atmosphere conducive to learning

WebQuest Structure



Attributes of a WebQuest

Introduction

Task

Process

Resources

Evaluation

- Self Assessment
- Assessment by Peers
- Instructor assigns grades

Conclusion

Introduction

- Orients the teacher and learner to the lesson
- Raises some interest in the learner
- Provides essential information such as grade level, subject/s, etc.

Task

The Task is the heart and soul of the WebQuest. It sets up and drives the entire student experience.

“By definition, a WebQuest requires analysis, synthesis, judgment, creativity, or problem-solving, ideally in the form of a task that is authentic, a smaller version of something adults do. Topical research reports require no deeper thinking than reading and summarizing. Those are important skills, but they aren't the stuff of WebQuests.”

Task Continued

- A description of the end product
- Where instructor's creativity is displayed
- May include a list of questions learners will answer in their finished products
- Could be anything (report, presentation, demonstration, video production, play, puzzle, ppt, etc.)
- Incorporation of current events

Process

- Describes steps
- Provides as much detail as necessary, not too much and not too little
- Familiarizes learners with the process for accomplishing the task
- Liberal due dates

Resources

- A list of links to Web pages that will help the learner accomplish the task
- May include resources not on the Web
- All resources may not be used by all learners and students may use other resources

Evaluation

- Lets learners know exactly how they will be evaluated
  - Peer Review and Self-Evaluation
  - Teacher assigns grades
  - Turn-it-in
  - Teacher-designed evaluation rubrics
  - Liberal due date(s) for assignments

Conclusion

- Brings closure to the quest
- Encourages learners to extend their experience

Do Webquests Encourage Student Engagement?

Analyzing Enrollment

- **Child Psychology**
  - Traditional Class: Enrollment 6 students
  - Webquest: Enrollment 31 students (Maximum enrollment of 30)
  - Anticipated enrollment Fall 09
    - Maximum 45 students


Popularity of Webquest Courses:
Missed Attempts to Add


Rosters #3
Home
Bulletin Board
Calend
You are here: Home > Rosters >
General Psychology
JANET KING
Class:
2009 1
PSY 101 W01
Call#:
11779
Begin - End
01/20/09-05/16/09
Enrollment
Status: open
Enrolled: 40
Unpaid: 0
Dropped: 8
Failed Attempts to add Class: 79
Max Class Size: 45
Location
Campus: Web Class
Units / Grading System
3.00 / Grade (A,B,C,W, etc.)
Grades Due By
05/20/09
Email Class
Export/Print
Next Purge:
Information
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Rosters #3
Home
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Principles of Sociology
JANET KING
Class:
2009 1
SOC 101 W01
Call#:
16850
Begin - End
01/20/09-05/16/09
Enrollment
Status: open
Enrolled: 42
Unpaid: 0
Dropped: 9
Failed Attempts to add Class:
122
Max Class Size: 45
Location
Campus: Web Class
Units / Grading System
3.00 / Grade (A,B,C,W, etc.)
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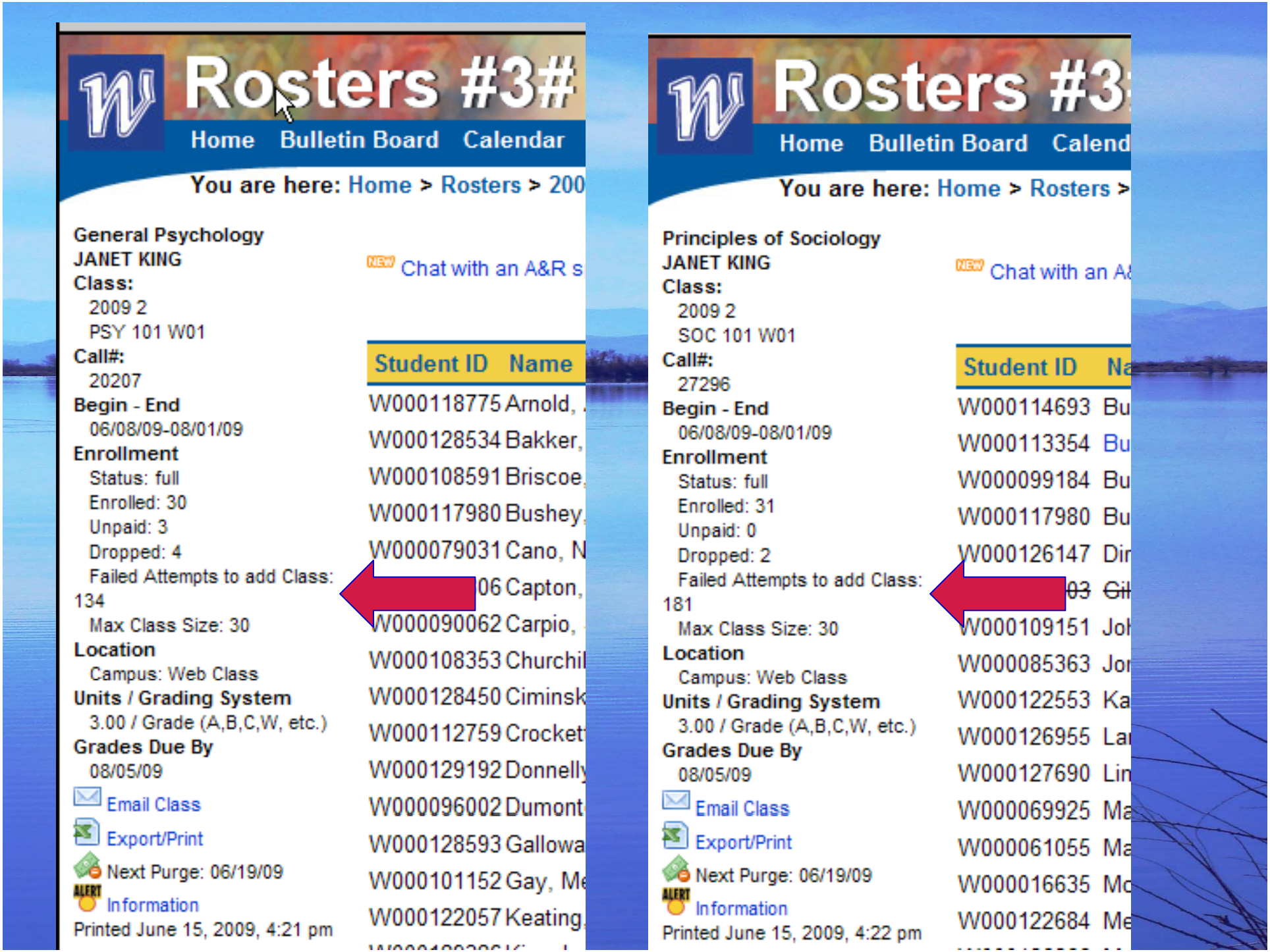
Rosters #3#
Home Bulletin Board Calendar
You are here: Home > Rosters > 200
General Psychology
JANET KING
Class:
2009 2
PSY 101 W01
Call#:
20207
Begin - End
06/08/09-08/01/09
Enrollment
Status: full
Enrolled: 30
Unpaid: 3
Dropped: 4
Failed Attempts to add Class: 134
Max Class Size: 30
Location
Campus: Web Class
Units / Grading System
3.00 / Grade (A,B,C,W, etc.)
Grades Due By
08/05/09
Email Class
Export/Print
Next Purge: 06/19/09
Information
Printed June 15, 2009, 4:21 pm
NEW Chat with an A&R s
Student ID Name
W000118775 Arnold,
W000128534 Bakker,
W000108591 Briscoe,
W000117980 Bushey,
W000079031 Cano, N
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W000090062 Carpio,
W000108353 Churchil
W000128450 Ciminsk
W000112759 Crocket
W000129192 Donnelly
W000096002 Dumont
W000128593 Gallowa
W000101152 Gay, Me
W000122057 Keating,
Rosters #3
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Principles of Sociology
JANET KING
Class:
2009 2
SOC 101 W01
Call#:
27296
Begin - End
06/08/09-08/01/09
Enrollment
Status: full
Enrolled: 31
Unpaid: 0
Dropped: 2
Failed Attempts to add Class: 181
Max Class Size: 30
Location
Campus: Web Class
Units / Grading System
3.00 / Grade (A,B,C,W, etc.)
Grades Due By
08/05/09
Email Class
Export/Print
Next Purge: 06/19/09
Information
Printed June 15, 2009, 4:22 pm
NEW Chat with an A
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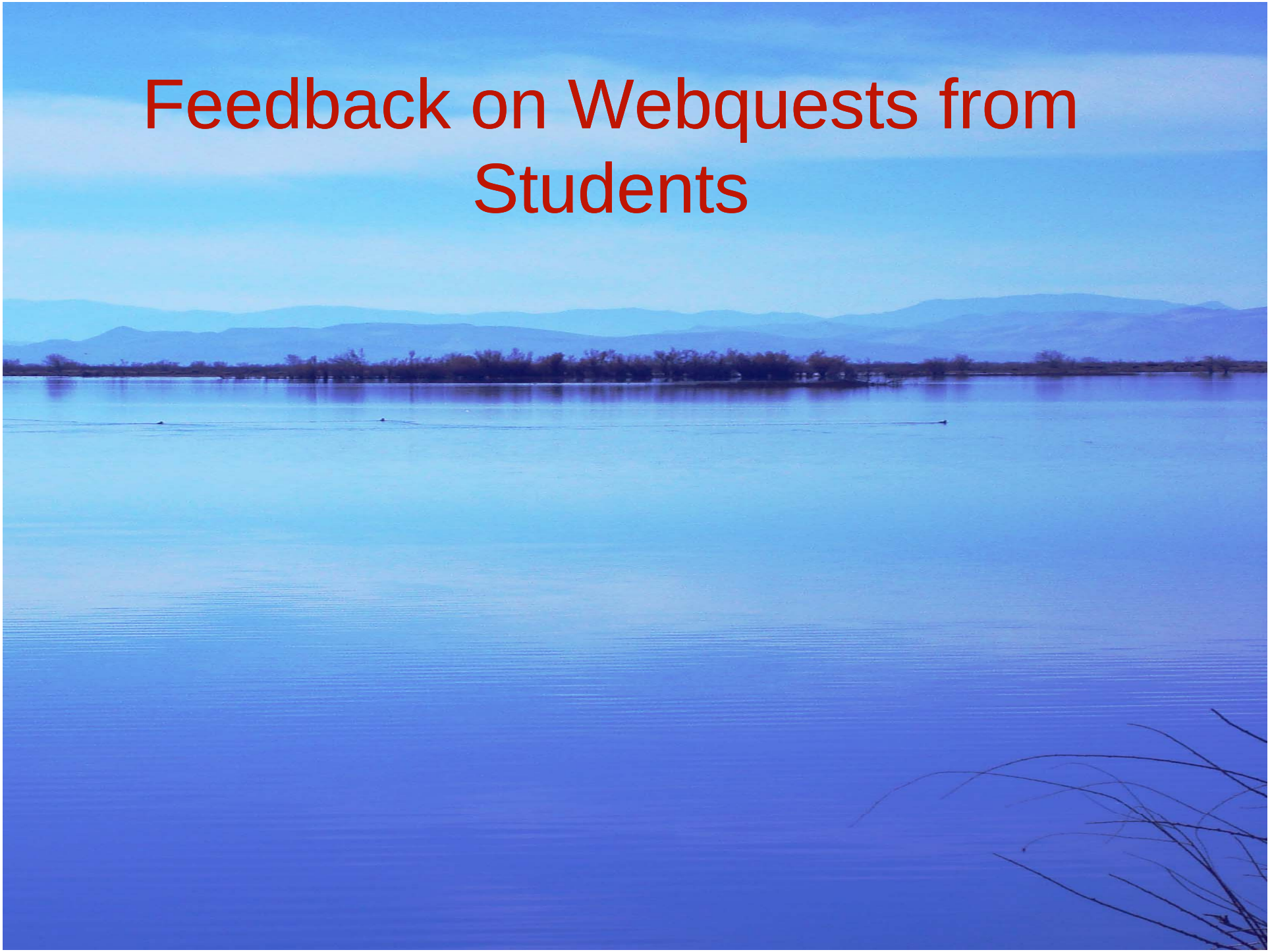
W000061055 Ma
W000016635 Mc
W000122684 Me

Feedback on Webquests from Students



This brings us to the conclusion of my presentation…..
Question and Answer Session

Guiding principles for integrating technology into the classroom
Basis changes in teaching philosophy
Guidelines for classroom management
Guidelines for the curriculum
The role of the teacher
The classroom configuration
Some of the benefits for developing an integrated technology classroom
Web sites

Technology Integration Discussion Topics

- Guiding principles for integrating technology into the classroom
- Basis changes in teaching philosophy
- Guidelines for classroom management
- Guidelines for the curriculum
- The role of the teacher
- The classroom configuration
- Some of the benefits for developing an integrated technology classroom
- Web sites

Contributions

- CEP 613 Webquest 6 information, UNR
- www.Webquest.org
  - Founding Father- Bernie Dodge, San Diego State College
- www.internet4classrooms.com