

Strategy Scenario
Piti Kanjanapongpaisal
WEBQUEST

Individual Scenario #2

NAME: Piti Kanjanapongpaisal

STRATEGY: WebQuest

CONTENT: Creation of a WebQuest

TITLE: WEBQUEST Webquest

TIME: 1 hour to create a webquest involving the creation of WebQuest.

NUMBER OF PARTICIPANTS: Twenty students at college level

TARGET AUDIENCE: Teachers and others in a school system.

GOAL OF ACTIVITY: To allow the learners to learn about the purpose, history, and components of a WebQuest. Also, the learners will be able to create a WebQuest on a chosen topic.

GOAL OF SCRIPT: As the Internet becomes more and more useful as a tool for education, new ideas arise for educators. One of the recent Internet Educational tools is the WebQuest. The learners are going to participate in a creation of WebQuest. They will learn the format so that any topic can be developed using this technique.

LEARNING OUTCOMES: (Gagne's Intellectual Skills): Verbal Information, Cognitive Strategies, and Intellectual Skills

LEARNING OUTCOMES: (Bloom's Taxonomy): Knowledge, Comprehension, Application Analysis, and Synthesis

LEARNER CHARACTERISTICS: The learners are prospective teachers for elementary or secondary school.

ENTRY SKILLS: Microsoft Word and the Internet Application

SETTING: Computer Lab.

MEDIA: Computer, printer, handout, LCD projector, and the Internet

PROCESS:

1. Allow the learners to go to the following web sites and research information about the history of WebQuests. The instructor shows the following websites using LCD projector.

<http://www.ozline.com/learning/index.htm>

<http://school.discovery.com/schrockguide/webquest/webquest.html>

2. Allow the learners to go to the following sites and look at the purpose of WEBQUESTS. The instructor provides the handout which is the summary of WebQuest's history.

<http://www.ozline.com/webquests/intro.html>

<http://coe.sdsu.edu/eet/Articles/webquest/index.htm>

http://edweb.sdsu.edu/courses/edtec596/about_webquests.html

3. Allow the learners to go to the following site and review the components of a WebQuest.

<http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html>

<http://rite.ed.qut.edu.au/oz-teachernet/projects/webquests/>

<http://www.ozline.com/webquests/design.html>

4. The learners will determine the Topic for their WebQuest through one of the following methods: brainstorming, listing, pros, and cons
5. Allow the learners to begin research for their WebQuest related to their chosen topics. This will include locating appropriate sites and information pertaining to the topic of your choice. Keep track of all web sites used in your research in order to give credit to the author and site.
6. The learners will create a written copy of their WebQuest and refer back to the web site below to make sure that they include all of the required components for their WEBQUEST.
7. The learners will use Microsoft Word to create their WebQuest by converting document file to HTML file. The learners are allowed to use any creation tools to make their WebQuest attractive to the readers.

STRATEGY ASSESSMENT: It is the perfect delivery mechanism for this project because it is such a natural way to practice the technique.

REFERENCES:

- West, C.K., Farmer, J.A., & Wolff, P.M. (1991). Instructional design: Implications from cognitive science. Boston: Allyn and Bacon.

- <http://www.ozline.com/webquests/intro.html>
- <http://coe.sdsu.edu/eet/Articles/webquest/index.htm>
- http://edweb.sdsu.edu/courses/edtec596/about_webquests.html
- <http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html>