

## WebQuests in Online Learning

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## **Introduction**

Changing workplace demands and student learning style preferences require teachers to rethink the way they teach. In this day in age, students are less interested in lectures and prefer more variety in the instructional methods used in a course. Student-centered planning is an effective method for teaching. In this case, the teacher is there to support learning and discussion during a course. One active learning teaching strategy that integrates technology into the curriculum is the WebQuest.

## **Target Population**

The target population for this module is K-12 teachers in the Hawaii Department of Education. Ideally the learner would have completed a teacher education program. In addition, the major assumption is that the learner would have had some experience in curriculum planning prior to designing and delivering a WebQuest.

## **Instructional Analysis**

The terminal objective for this learning object is that learner will be able to create a WebQuest learning object using a website called Quest Garden. The skills necessary to meet this performance objective include understanding the components of a WebQuest and publishing a WebQuest. This learning object will give the learner the tools to independently create a WebQuest for classroom instruction. The teacher would then be expected to be able to use these tools to demonstrate evidence of effective design and implementation strategies to develop self-responsible as well as independent learners and the ability to use assessment data during performance evaluation reviews.

Basic computer and website navigation skills are not included the learning objective, nor will it function as a “how-to” in terms of the specifics of using Quest Garden, but rather will focus on the important aspects of WebQuest design and implementation that can be used with any similar WebQuest development tool.

The actual content of the WebQuest is an entry-level behavior and is outside of the scope of this learning object.

**Learning Object Development Log**

01/24/10	Group Formed
01/25/10	Topic of WebQuest selected
01/27/10	Selected Blog date in Laulima
01/28/10-02/09/10	Independent Research Email Updates
02/10/10	Skype (synchronous session): Tim-Instructional Design Stacie-Research and Content Development Erik-Web Design Installed Dropbox for asynchronous collaboration
02/11/10-02/26/10	Independent Activities Email Updates
02/27/10	Email Inquiry to Dr. Ho
02/28/10	Skype (synchronous session)
03/01/10	Learning Object link and supporting documents uploaded to discussion forum in NING

**Reflection**

There are reflections on different levels:

- 1) Group Project-The assignment reminded us of how important it is to work together and how important it is to communicate effectively. It's much more manageable to divide the tasks evenly, according to our strengths and preferences. We used email and Skype for the essential collaboration.
- 2) Instructional Design-The assignment reminded us that our module prototype should reflect the performance objectives. We found that the key is determining the skills and subordinate skills to develop. In addition, a major decision was determining that the WebQuest content was considered entry-level behavior (and therefore not taught in the module).
- 3) Technical Skills-The assignment created an awareness of the need for a collaborative file sharing tool. We chose Dropbox because of its synchronizing abilities and the fact that the free version was sufficient for our needs. This was very helpful facilitating collaboration, however, in retrospect, a collaborative document creation tool such as Google Docs would also have proved helpful. We couldn't see revisions to the files right away using email. As always, web development proved difficult and time consuming, with a lot of intricate problems.