

## **Instructional Systems - INSYS XXX**

### **WebQuests**

**Fall 2002**

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#### **Course Overview**

This course will focus on teaching participants how to design and create a WebQuest to enhance and support the teaching of content curriculum. A step-by-step process will lead participants through the development of a WebQuest. WebQuest examples will also be shared.

Course work emphasizes a constructivist approach in using technology as a tool for learning. Your task will be to produce a three WebQuests in your content. You will be working individually and in groups of three throughout the webquest process. Course work is designed to help you acquire:

#### A Knowledge base

- Explore and discuss learning theories as apply to web based activities.
- Explore course content using Internet resources.
- Develop a personal definition of constructivism and apply it to improve instructional delivery and student performance.

#### Skills and Applications

- Develop a webquest.
- Integrate a webquest across the curriculum.

#### Standards

ISTE Curriculum Standards (II, III, IV, V)

#### **Course Instructor**

Dr. Michael F. Ruffini

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Contact Hours and Location: TBA

#### **Course Texts and Support Materials**

Web site: [mapacourse.com](http://mapacourse.com)

On-Line Resources - To be distributed in class

## **Course Objectives**

1. Students will be able to define a WebQuest.
2. Students will be able to list and explain each step in the WebQuest process.
3. Students will be able to locate WebQuest resources on the Internet.
4. Students will be able to locate content and image resources on the Internet.
5. Students will be able to create a web page.
6. Students will be able to explain the conceptual underpinnings of the WebQuest approach, including problem-based learning, constructivism, and cooperative learning.
7. Students will design a WebQuest using the six major components.
8. Students will be able to create a rubric for a WebQuest.
9. Students will present their WebQuests with the class.

## **MODULES OF INSTRUCTION**

In this course, the students examine how WebQuests can be used in virtually any classroom with appropriate computer access. WebQuests allow students to use and apply information from the Web (rather than just look for it). The following topics are addressed in each module of instruction:

### **MODULE 1**

- Overview of a WebQuest
- Techniques for locating resources on the Web
- Organizing bookmarks

### **MODULE 2**

- Bloom's Taxonomy
- Writing Objectives
- WebQuests are based on the ideas of inquiry, constructivism, and cooperative and collaborative learning.

### **MODULE 3**

- Selecting a WebQuest Topic

### **MODULE 4**

- Creating a Web Page using Microsoft Word
- Finding images on the Web and importing images to a Web Page

### **MODULE 5**

- Designing a Web Quest using the six major components
- Designing a rubric for evaluation
- Present the WebQuest to class

## Course Structure and Expectations

Overview - This course is based on adult learning theory and has a large hands-on component. Every session will include a mix of instructor mini-presentations, discussions, group and team activities, demonstrations, hands-on guided practice, hands-on independent work, and final project lab time. You will be provided with a substantial amount of in-class time to work on projects with direct assistance and written guidance from the instructor for all exercises and projects. However, you will be expected to spend significant out-of-class time preparing for classes, working independently with the software tools, and completing projects.

Participation - A good class requires both an effective teachers and prepared students. Read the assignments. You should attend every class meeting. If you are unable to attend, contact me as soon as possible, and make a plan to make-up missed work. Excessive absence (i.e., more than 1 class) will impact your final course grade. You are encouraged to talk to me at any time about anything. I will try to return all assignments by the next class period. For class cancellation due to inclement weather or other emergency, listen to local news media or go to my blackboard site to review announcements.

Academic Integrity - Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. At the beginning of each course it is the responsibility of the instructor to provide a statement clarifying the application of academic integrity to that course." (from 1989-1990 Policies and Rules for Students, p.25). Violation will likely result in a failing grade for the assignment or course. Even though academic dishonesty, plagiarism, or any form of cheating is not tolerated, co-operation and sharing information among students is recommended and encouraged.

Special Services - Special services are available to students with disabilities. "The Pennsylvania State University encourages qualified persons with disabilities in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact Kathy Mingioni (610-648-3315) in advance of your participation or visitation." For example, if you are visually impaired, the course readings can be photo-copied at double size and a larger computer monitor can be provided for in-class work.

Grading - There are several scored components. Your final project carries the most weight (see table below). Final letter grades will follow the convention:

A	A-	B+	B	B-	C+	C	D	F
100 - 92	91 -- 90	89 -- 88	87 -- 82	81 -- 80	79 -- 78	77 -- 70	69 -- 60	59 -- 0

<b>Module on-line assignments (40%)</b>	Knowledge Map Readings and Blackboard assignments.
<b>Design WebQuest (50%)</b>	Design a WebQuest correlated to curriculum standards.
<b>Presentation (10%)</b>	In small teams, each group will present their course map on the last class.