

Designing a WebQuest

Plan your webquest before you create it online.

1. Select a topic appropriate for WebQuests

Pick a topic that requires understanding, uses the web well (resources found on the web will engage the students and are appropriate for your learner goals), fits curriculum and state standards, and has been difficult to teach well.

Brainstorm here:

Topic selection:

2. Decide what you want students to accomplish through this WebQuest

(Refer to the WebQuest Taskonomy worksheet for assistance in determining a quality task <http://webquest.sdsu.edu/taskonomy.html>)

What is the task or what are the choices of tasks?

3. What are the evaluation criteria?

4. What websites or webpages might students use?

(Think about the reading level, format, ease of use, distractions on the site, appropriateness, etc.)

Task 1

Website title	URL
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Website title	URL
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Website title	URL
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Task 2

Website title

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Website title

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Website title

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Website title

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Website title

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Website title

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Website title

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Task 3

Website title

URL

Website title

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Website title

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Website title

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Website title

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Website title

URL

Introduction (Does it include pictures?, documents?)

This section should be written with the student as the intended audience. Write a short paragraph here to introduce the activity or lesson to the students. If there is a role or scenario involved (e.g., "You are a detective trying to identify the mysterious poet.") then here is where you'll set the stage. If there is no motivational introduction like that, use this section to provide a short advance organizer or overview. Remember that the purpose of this section is to both prepare and hook the learner.

Communicate here the Big Question (Essential Question, Guiding Question) that the whole WebQuest is centered around.

Describe the task(s) (does it include pictures? documents?)

Describe here, crisply and clearly, what the task is and what the end result of the learners' activities will be. A task could be (1) problem or mystery to be solved; (2) position to be formulated and defended; (3) product to be designed; (4) complexity to be analyzed; (5) personal insight to be articulated; (6) summary to be created; (7) persuasive message or journalistic account to be crafted; (8) creative work, or (9) anything that requires the learners to process and evaluate the information they've gathered.

State the process students will follow to accomplish the task(s)
(Does it include pictures? documents? other reference material?)

Briefly introduce the process your task requires here. Detail the steps learners will go through to accomplish the task. Online resources you've identified to be used for each individual step go right under the step which uses them. Describing your process well will help other teachers to see how your lesson flows and how they might adapt it for their own use, so the more detail and care you put into each step, the better. Remember that this whole document is addressed to the student, however, so describe the steps using the second person.

Provide here guidance for the students on how to organize the information gathered. This advice could be suggestions to use flowcharts, summary tables, concept maps, or other organizing structures. The advice could also take the form of a checklist of questions to analyze the information with, or things to notice or think about. If you have identified an online resource for any tools or strategies on the Web that cover specific skills needed for this lesson (e.g. how to brainstorm, how to prepare to interview an expert) you might have an example here, or if you have prepared guide documents, have them ready in a file to upload into the webquest.

Evaluation criteria, rubric language, etc.

Generally describe your evaluation method here. List specific objectives/performance characteristics that will be used for evaluation.

Conclusion (Pictures? Documents? Other reference material?)

Put a couple of sentences here that summarize what they will have accomplished or learned by completing this activity or lesson. You might also include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson.