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The WebQuest was developed for a Freshmen English Class that was beginning a unit on *Romeo and Juliet*. The standards W.9-10.8 (Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation) and W.9-10.7 (Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation) are covered in the process and evaluation of the WebQuest. The assignment meets KYTS 6 through using available technology to implement instruction that facilitates student learning through implementing the research-based, and technology infused, instructional strategy of the WebQuest, which was used for introduction to the reading material. When my students completed the WebQuest, it was a complete success. The WebQuest is a tool that I will use often in my classroom.

When developing the WebQuest, I found my strengths to be finding reliable and thorough resources for my students; however, I need to be careful in the future with using sources that are not fundamentally easy to navigate, many of my students were confused about how much information they really needed to research off of each particular website, as each website was scaffolded into different sections. Another thing that I need to work on in the future is design. I had a hard time fitting all the instructions onto just one slide within the WebQuest, and thus the font on some slides was a bit small/hard to read. I learned some valuable lessons as my students completed the WebQuest: things that I never would have thought to change if I had not given the WebQuest as an assignment.

I am not the only teacher that has found WebQuests to be an inventive and useful tool in the classroom. Research shows that “WebQuests explicitly support differentiation of content and process and allow delivering teachers to vary final products and classroom routines as they see fit” (March, 2006). There are a variety of ways that teachers can manipulate WebQuests to serve their purposes for lessons, but the overarching requirement is to have quality resources. “Although an adult might encounter sites and intuitively engage in conjecture, students will benefit from a teacher’s gentle orchestration of Internet experiences, building to the cognitive insights that yield an intrinsic motivation to learn” (March, 2006). Teacher use the best websites to challenge students by "posing contradictions, presenting new information, asking questions, encouraging research, and/or engaging students in inquiries designed to challenge current concepts" (Brooks & Brooks, 1999). It is imperative that students are engaged in self-proctored activities that encourage them to question issues and information and solve problems. WebQuests are one of the best ways to achieve these goals.

Before I gave my WebQuest as an actual assignment, I knew it was appropriate and engaging, but I never imagined it would also be stimulating for the students. They became their own and each other’s teachers and worked through their confusion and problems without even trying to ask for my help, which is a remote occurrence. A WebQuest is a learning opportunity as well as a leadership opportunity, especially when students are working in groups. There are so many possibilities that WebQuests present and it would be foolish to store the idea in the same file cabinet into which so many other pedagogy tools seem to fall.