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INTERFACE

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In-Service Training Programme and Toolkit for Validation of Skills

Part A: Building the digital pedagogic skills for VET tutors

Module D: WebQuests as learning frameworks!

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INTERFACE

A Introduction

B Training phase

About the topic
WebQuests
as learning frameworks

Small group work to the topic
WebQuests as learning frameworks

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A: Introduction to the topic WebQuests as learning frameworks

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A1: What is a WebQuest?

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INTERFACE

What is a WebQuest?

„WebQuest is an inquiry-oriented activity in which students get all information from the web. Teachers provide their students with the documents that include links to websites to use the information, according to the activity. “

Abuhasnah, R. (2015): Examples of Webquests. https://www.edutopia.org/discussion/examples-webquests-science

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What is a WebQuest?

WebQuests were invented by Bernie Dodge in 1995 from San Diego State University.
According to him a WebQuest is an "inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet".

Dodge, B. (1997). Some thoughts about WebQuests. Retrieved August 15, 2003, from the WebQuest Homepage, San Diego State University: http://webquest.sdsu.edu/about_webquests.html

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What is the purpose of a WebQuest?

"The purpose of using WebQuest is to encourage students to use information rather than gathering it and participate in meaningful classroom discussions."

Abuhasnah, R. (2015): Examples of Webquests. https://www.edutopia.org/discussion/examples-webquests-science

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What is the objective of WebQuests?

"The objective of the inquiry-baes online learning activity is
"**to promote ´transformative´ learning outcomes, accomplished through the reading, analysis, and synthesis of online resources.**"

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning.
http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Do you see a difference to the **WebQuest about Mitosis**?

Example: The WebQuest Plants Life?

Have a look at
http://urbanext.illinois.edu/gpe/index.cfm

Have a look at
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

http://urbanext.illinois.edu/gpe/index.cfm
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

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A2:
Use and Design of WebQuests!

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Reasons to use and design WebQuests:

1. **Bringing contemporary ideas into the classroom**
2. **Evaluating history, topics or events**
3. **Creation of a product**
4. **Dealing with authentic life situations**
5. **Foster motivation and imagination**

Fernandez, S. / Steward, T. / Hill, E. (2022):
WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Design I: Tasks for learners within a WebQuest:

- Retelling tasks
- Compilation tasks
- Journalistic tasks
- Persuasion tasks
- Design tasks
- Creative production tasks
- Consensus building tasks
- Mystery and detective tasks

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Design II: What to use in a WebQuest:

- Use commercial and non-commercial websites
- Create an own website or a blog (e.g. with blogger.com) or a MOOC (e.g. with MOOCit.de) to provide the learners with the setting, the problem and the tasks.
- You can also create own website with individual information to make sure the necessary information is available for the learners

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Example:

https://web.archive.org/web/20120603233249/http://kathyschrock.net/webquests/FOULKE/rmindex.htm

Rome: The Past is Present

Introduction

We live in a "global" world, where people of different cultures, languages, and regions are connected to and influenced by each other. People travel more or less freely from country to country as immigrants, business people or tourists. We communicate across national boundaries and have windows into each others'lives through entertainment and the news. Ideas and culture travel too: there are McDonald's in Moscow and Japanese sushi can be found in most American cities and towns. All of this is new--or is it? The July and August *National Geographic* features articles on a "dead" civilization, ancient Rome, that the author sees as very much alive:

- as a force that shaped the world we live in
- as an mirror of some of our own strengths and weaknesses

How much were the ancient Romans like us? How much did they have to do with who we are? The statue above is of the first Roman emperor, Augustus. The statue below is of our first president, George Washington. The patriots who carried out the American Revolution knew a great deal about the ancient Romans, and drew inspiration from their history. This is part of our past as a nation. Your task will be to make some comparisons between ourselves and ancient Rome, discover what we've admired and imitated, and find evidence that Rome is still in some ways, alive in the world around us.

As you move through your research, keep in mind these:

Questions for Reflection

- what makes a civilization strong?
- what makes a civilization great?

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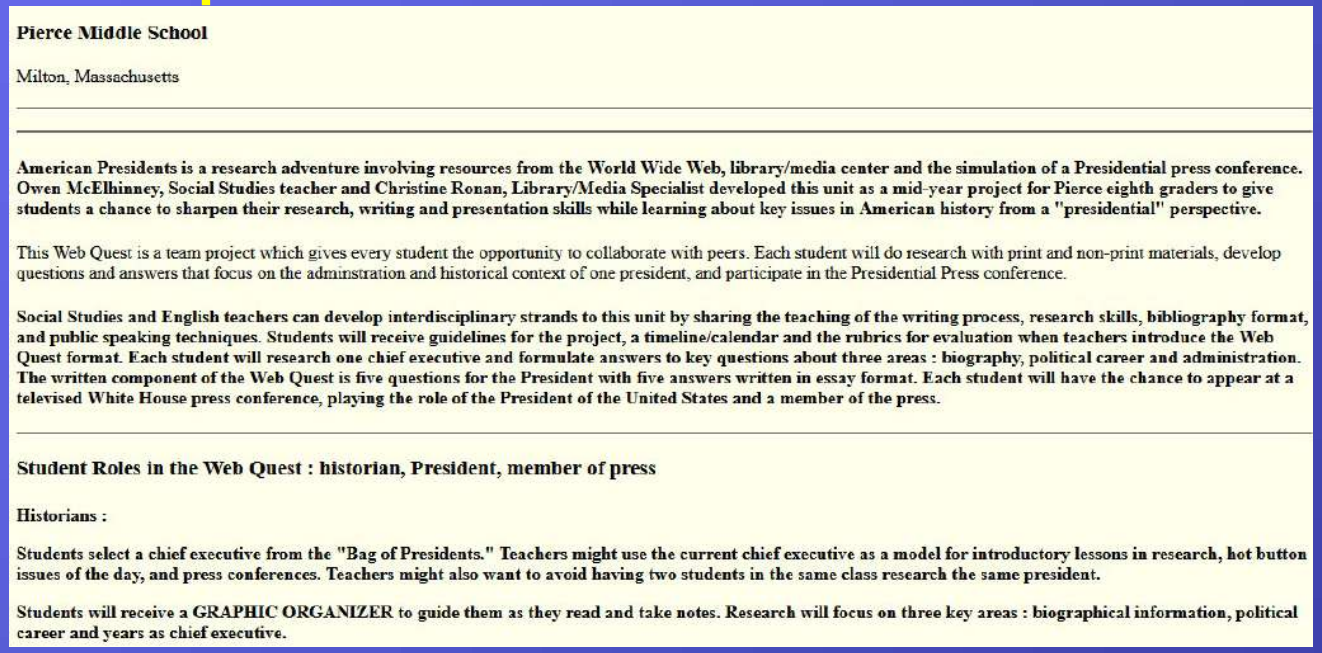
INTERFACE

Example:

https://web.archive.org/web/20130615150435/http://kathyschrock.net/webquests/RONAN/index.htm



Pierce Middle School

Milton, Massachusetts

American Presidents is a research adventure involving resources from the World Wide Web, library/media center and the simulation of a Presidential press conference. Owen McElhinney, Social Studies teacher and Christine Ronan, Library/Media Specialist developed this unit as a mid-year project for Pierce eighth graders to give students a chance to sharpen their research, writing and presentation skills while learning about key issues in American history from a "presidential" perspective.

This Web Quest is a team project which gives every student the opportunity to collaborate with peers. Each student will do research with print and non-print materials, develop questions and answers that focus on the administration and historical context of one president, and participate in the Presidential Press conference.

Social Studies and English teachers can develop interdisciplinary strands to this unit by sharing the teaching of the writing process, research skills, bibliography format, and public speaking techniques. Students will receive guidelines for the project, a timeline/calendar and the rubrics for evaluation when teachers introduce the Web Quest format. Each student will research one chief executive and formulate answers to key questions about three areas : biography, political career and administration. The written component of the Web Quest is five questions for the President with five answers written in essay format. Each student will have the chance to appear at a televised White House press conference, playing the role of the President of the United States and a member of the press.

Student Roles in the Web Quest : historian, President, member of press

Historians :

Students select a chief executive from the "Bag of Presidents." Teachers might use the current chief executive as a model for introductory lessons in research, hot button issues of the day, and press conferences. Teachers might also want to avoid having two students in the same class research the same president.

Students will receive a GRAPHIC ORGANIZER to guide them as they read and take notes. Research will focus on three key areas : biographical information, political career and years as chief executive.

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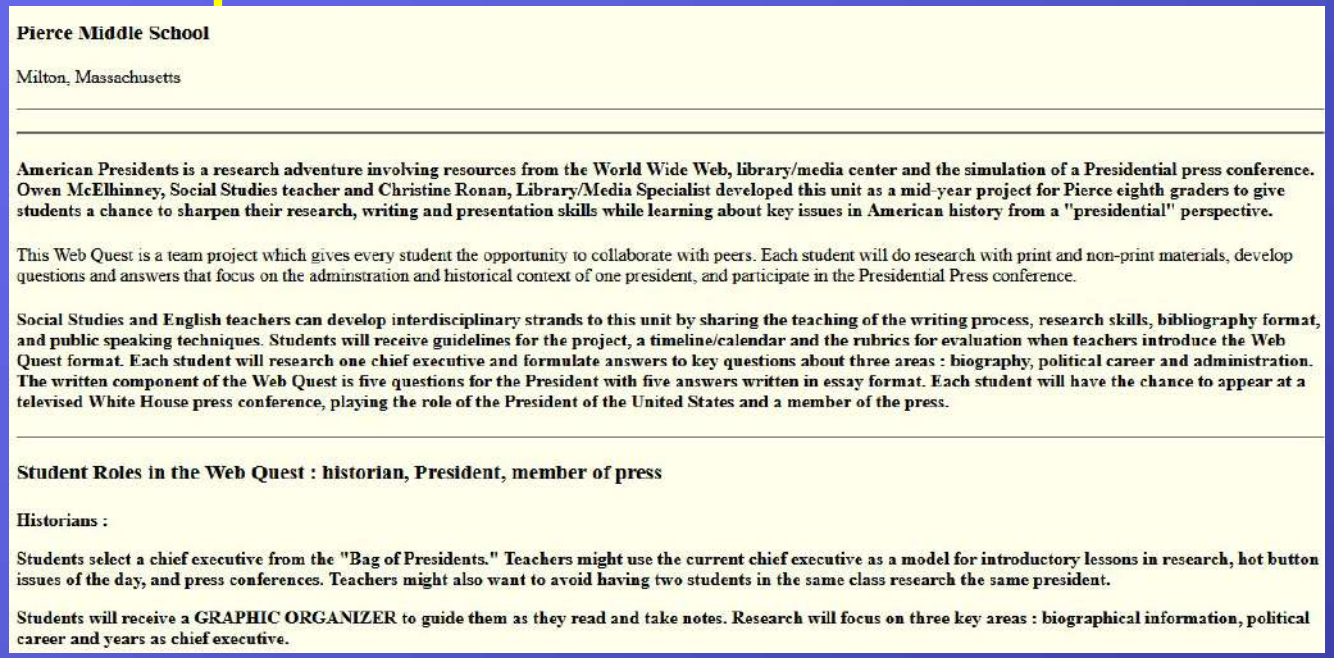
Example:

https://web.archive.org/web/20130615150435/http://kathyschrock.net/webquests/RONAN/index.htm



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TASK

What are typical tasks in a WebQuest?:

- Mathematic tasks, Retelling tasks, Coordinated tasks
- Compilation tasks, Persuasion tasks, Design tasks
- Presentation tasks, Categorisation tasks, Negotiation tasks
- Check tasks, reporting tasks, consensus building tasks

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A3: How to create a WebQuest?

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INTERFACE

Steps of WebQuest Design I:

Introduction

The introduction raises awareness of a topic.
Due to the authenticity of the WebQuest it should arouse curiosity and the desire to get more information in the students:

Task and problem presentation

Tasks and/or problems are presented clearly and precisely.
If necessary they can be supplemented by student suggestions.
However, purely reproductive tasks should be avoided.

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Steps of WebQuest Design II:

Information on work organisation

In addition to the tasks, information about the work organization is provided: suggestions for the individual work steps, the social form (group or individual work), division of an overall task into individual subtasks, basic rules, available time, etc.

Overview on material and links

A pre-selection of links is made available.
This enables the students to obtain information from the Internet, which contributes to the solution of the task or problem. This is time-saving. In addition, references to further literature, other materials that are available, for example, in a library, can be provided.

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Steps of WebQuest Design III:

Evaluation information

Every WebQuest should be evaluated. Self-evaluation by the students (reflection on their own work process and the quality of the results) is of great importance.
If possible, a (written) feedback on their work provided by teacher is helpful.
Evaluation criteria can be disclosed to the students.

Summarising elements

A summary of experiences and encouragement to reflect on the procedure, the expansion or generalization is important.
The can be a focus on ´lessons learned´ and on ´embedding in one's own world of knowledge´.

Presentation

The presentation of the result and sharing ideas helps to get a general impression of the works done.

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Pedagogical plus: WebQuests –a learner-centered approach

- WebQuests are an opportunity to work in a learner-centered manner in the classroom and to use computers and the Internet sensibly.
- The prerequisite, however, is that the teachers deal with the underlying aspects of learning theory at least to some extent.
- WebQuests can be seen as building blocks for another lesson.

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INTERFACE

Elements of WebQuest Creation

Technical Knowledge

- Web Editing
- Searching on the internet
- Creating links and forms

Pedagogical Knowledge

- Scaffolding
- Collaboration and cooperation
- Constructivism

See similar ideas at https://strategiesforspecialinterventions.weebly.com/webquest.html

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TASK

What sort of knowledge do you need to create a WebQuest?:

- **Technical knowledge**
- **Scientific knowledge**
- **Programming knowledge**
- **Pedagogical knowledge**

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A4:
The role of the teacher/trainer

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Role of teachers/trainers

1. Designer of the WebQuest
2. Researcher and Organiser
3. Information provider
4. Providing hints
5. Debriefing mentor
6. Evaluator
7. Summarising and helping to find conclusions

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B. Training phase

work session in small groups

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Task 1

- Go to Create WebQuest:
  https://www.createwebquest.com/
  Sign up and create a short WebQuest on a topic.
  You are free to select the topic.

- You have 60 minutes.
  Please, collaborate with another person.

- Afterwards, everyone should share ideas and show your WebQuest in a short presentation.

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Task 2

- Have a look at https://www.createwebquest.com/life-martin-luther-king-jr Discuss with another person the pros and cons of this WebQuest. Create a pro/con list.

- You have 45 minutes. Please work on in a team.

- Afterwards, everyone should share the impressions on the basis what you all wrote down and present your pro/con lists.

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Congratulation!

You mastered module D on WebQuests in education!

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MINDSHIFT
Talent Advisory

spectrum
RESEARCH CENTRE

EEO GROUP

AUXILIUM

CARDET
CENTRE FOR THE ADVANCEMENT OF RESEARCH & DEVELOPMENT IN EDUCATIONAL TECHNOLOGY

UNIVERSITÄT PADERBORN
Department Wirtschaftspädagogik
WiPäd
Business and Human Resource Education

LATVIJAS UNIVERSITĀTE

ACUMEN TRAINING

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Fortbildungsprogramm und Toolkit für die Validierung von Fertigkeiten

Teil A: Aufbau digitaler pädagogischer Fähigkeiten für Berufsbildungstutoren

Modul D: WebQuests als Lernrahmen!

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INTERFACE

A Einführung

B Ausbildungsphase

Über das Thema
WebQuests als Lernrahmen

Kleingruppenarbeit zum Thema
WebQuests als Rahmen für das Lernen

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A: Einführung in das Thema WebQuests als Lernrahmen

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INTERFACE

A1:
Was ist eine
eine WebQuest?

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Was ist eine WebQuest?

"WebQuest ist eine forschungsorientierte Aktivität, bei der die SchülerInnen alle Informationen aus dem Internet beziehen. Die LehrerInnen stellen ihren SchülerInnen die Dokumente zur Verfügung, die Links zu Websites enthalten, auf denen die Informationen je nach Aktivität genutzt werden können. "

Abuhasnah, R. (2015): Examples of Webquests.
https://www.edutopia.org/discussion/examples-webquests-science

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Was ist eine WebQuest?

WebQuests wurden 1995 von Bernie Dodge von der San Diego State University erfunden.
Ihm zufolge ist eine WebQuest eine "forschungsorientierte Aktivität, bei der einige oder alle Informationen, mit denen die Lernenden interagieren, aus Ressourcen im Internet stammen".

Dodge, B. (1997). Einige Gedanken über WebQuests. Abgerufen am 15. August 2003 von der WebQuest Homepage, San Diego State University: http://webquest.sdsu.edu/about_webquests.html

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Was ist der Zweck einer WebQuest?

"Der Zweck des Einsatzes von WebQuest besteht darin, die Schüler zu ermutigen, Informationen zu nutzen, anstatt sie zu sammeln, und sich an sinnvollen Diskussionen im Klassenzimmer zu beteiligen".

Abuhasnah, R. (2015): Examples of Webquests. https://www.edutopia.org/discussion/examples-webquests-science

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Was ist das Ziel von WebQuests?

"Das Ziel der Online-Lernaktivität inquiry-baes ist
"**transformative' Lernergebnisse zu fördern, die durch das Lesen, die Analyse und die Synthese von Online-Ressourcen erreicht werden.**"

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning.
http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Sehen Sie einen Unterschied zur **WebQuest über Mitose**?

Beispiel: Die WebQuest Pflanzen Leben?

Schauen Sie unter
http://urbanext.illinois.edu/gpe/index.cfm

Schauen Sie unter
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

http://urbanext.illinois.edu/gpe/index.cfm
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

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A2: Verwendung und Gestaltung von WebQuests!

• • • •

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Gründe für die Verwendung und Gestaltung von WebQuests:

1. **Zeitgenössische Ideen ins Klassenzimmer bringen**
2. **Bewertung von Geschichte, Themen oder Ereignissen**
3. **Erstellung eines Produkts**
4. **Umgang mit authentischen Lebenssituationen**
5. **Förderung von Motivation und Vorstellungskraft**

Fernandez, S. / Steward, T. / Hill, E. (2022):
WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Entwurf I: Aufgaben für Lernende innerhalb einer WebQuest:

- Aufgaben zum Nacherzählen
- Kompilierungsaufgaben
- Journalistische Aufgaben
- Aufgaben zur Überzeugung
- Entwurfsaufgaben
- Kreative Produktionsaufgaben
- Konsensbildende Aufgaben
- Geheimnisvolle und detektivische Aufgaben

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Entwurf II: Was man in einer WebQuest verwenden sollte:

- Nutzung kommerzieller und nichtkommerzieller Websites
- Erstellen Sie eine eigene Website oder einen Blog (z.B. mit blogger.com) oder einen MOOC (z.B. mit MOOCit.de), um den Lernenden das Setting, das Problem und die Aufgaben zu stellen.
- Sie können auch eine eigene Website mit individuellen Informationen erstellen, um sicherzustellen, dass die notwendigen Informationen für die Lernenden verfügbar sind.

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Beispiel:

https://web.archive.org/web/20120603233249/http://kathyschrock.net/webquests/FOULKE/rmindex.htm

Rome: The Past is Present

Introduction

We live in a "global" world, where people of different cultures, languages, and regions are connected to and influenced by each other. People travel more or less freely from country to country as immigrants, business people or tourists. We communicate across national boundaries and have windows into each others'lives through entertainment and the news. Ideas and culture travel too: there are McDonald's in Moscow and Japanese sushi can be found in most American cities and towns. All of this is new--or is it? The July and August *National Geographic* features articles on a "dead" civilization, ancient Rome, that the author sees as very much alive:

- as a force that shaped the world we live in
- as an mirror of some of our own strengths and weaknesses

How much were the ancient Romans like us? How much did they have to do with who we are? The statue above is of the first Roman emperor, Augustus. The statue below is of our first president, George Washington. The patriots who carried out the American Revolution knew a great deal about the ancient Romans, and drew inspiration from their history. This is part of our past as a nation. Your task will be to make some comparisons between ourselves and ancient Rome, discover what we've admired and imitated, and find evidence that Rome is still in some ways, alive in the world around us.

As you move through your research, keep in mind these:

Questions for Reflection

- what makes a civilization strong?
- what makes a civilization great?

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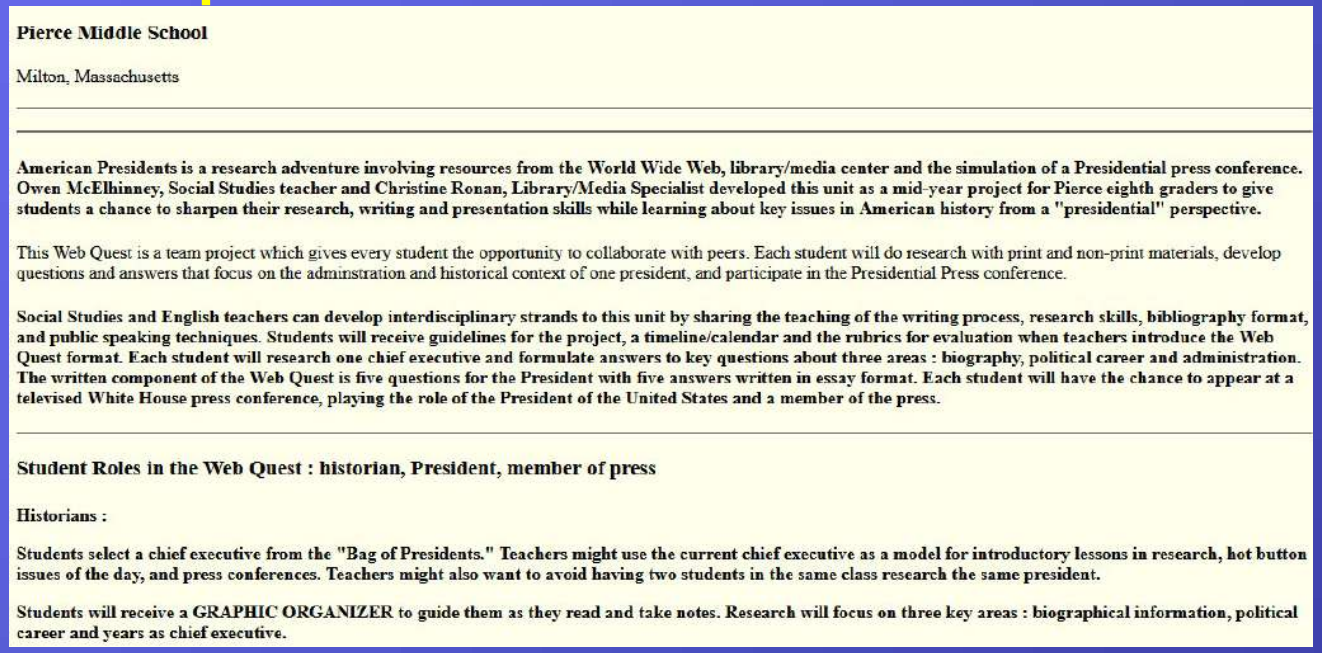
INTERFACE

Beispiel:

https://web.archive.org/web/20130615150435/http://kathyschrock.net/webquests/RONAN/index.htm



Pierce Middle School

Milton, Massachusetts

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Student Roles in the Web Quest : historian, President, member of press

Historians :

Students select a chief executive from the "Bag of Presidents." Teachers might use the current chief executive as a model for introductory lessons in research, hot button issues of the day, and press conferences. Teachers might also want to avoid having two students in the same class research the same president.

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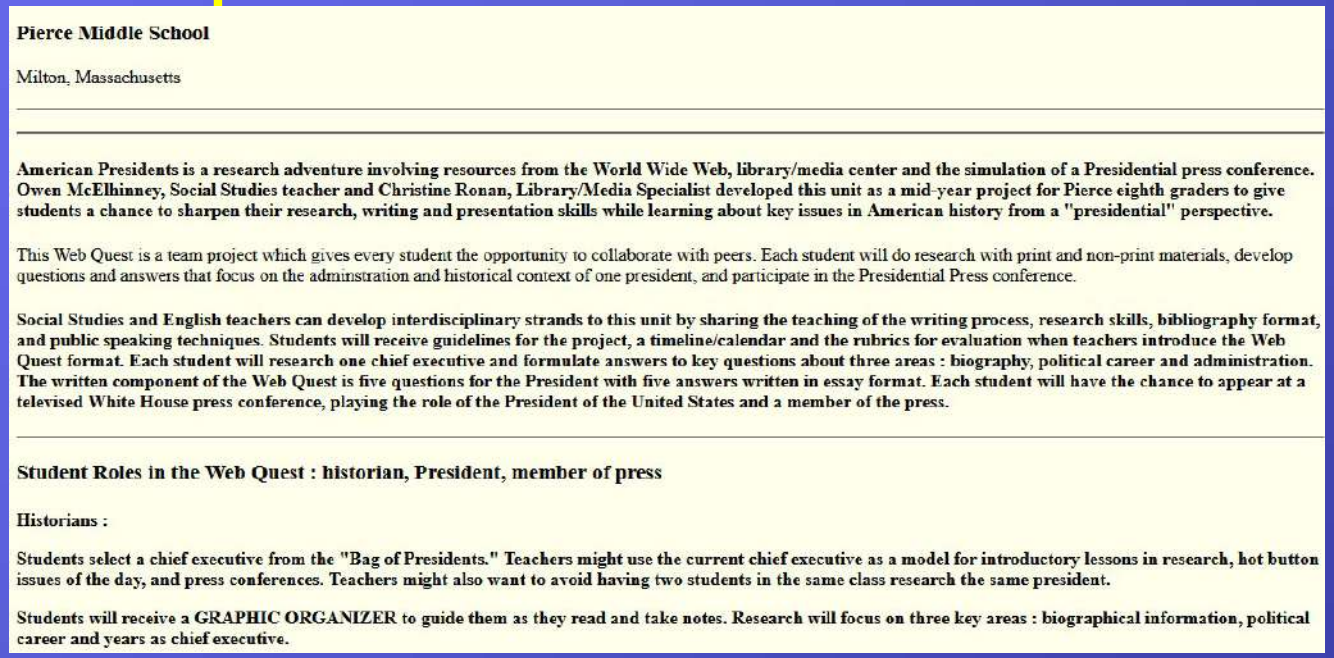

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Aufgabe

Was sind typische Aufgaben in einer WebQuest?

- Mathematische Aufgaben, Nacherzählungsaufgaben, koordinierte Aufgaben
- Kompilierungsaufgaben, Überzeugungsaufgaben, Designaufgaben
- Präsentationsaufgaben, Kategorisierungsaufgaben, Verhandlungsaufgaben
- Prüfaufgaben, Berichterstattungsaufgaben, Konsensbildungsaufgaben

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INTERFACE

A3:
Wie erstellt man eine WebQuest?

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Schritte der WebQuest-Gestaltung I:

Einleitung

Die Einleitung soll das Bewusstsein für ein Thema schärfen.
Aufgrund der Authentizität der WebQuest sollte sie Neugierde wecken
und den Wunsch, mehr Informationen zu erhalten, bei den SchülerInnen wecken:

Präsentation von Aufgaben und Problemen

Die Aufgaben und/oder Probleme werden klar und präzise dargestellt.
Bei Bedarf können sie durch Schülervorschläge ergänzt werden.
Rein reproduktive Aufgaben sollten jedoch vermieden werden.

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Schritte des WebQuest-Designs II:

Informationen zur Arbeitsorganisation

Zusätzlich zu den Aufgaben werden Informationen über die Arbeitsorganisation bereitgestellt: Vorschläge für die einzelnen Arbeitsschritte, die Sozialform (Gruppen- oder Einzelarbeit), Aufteilung einer Gesamtaufgabe in einzelne Teilaufgaben, Grundregeln, verfügbare Zeit usw.

Übersicht über Material und Links

Es wird eine Vorauswahl an Links zur Verfügung gestellt.
So können sich die Schülerinnen und Schüler Informationen aus dem Internet holen, die zur Lösung der Aufgabe oder des Problems beitragen. Dies ist zeitsparend. Darüber hinaus können Hinweise auf weiterführende Literatur, andere Materialien, die z.B. in einer Bibliothek vorhanden sind, gegeben werden.

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Schritte der WebQuest-Gestaltung III:

Informationen zur Bewertung

Jede WebQuest sollte evaluiert werden. Die Selbstevaluation durch die SchülerInnen (Reflexion über ihren eigenen Arbeitsprozess und die Qualität der Ergebnisse) ist von großer Bedeutung. Wenn möglich, ist ein (schriftliches) Feedback der Lehrkraft zu ihrer Arbeit hilfreich. Die Bewertungskriterien können den SchülerInnen bekannt gegeben werden.

Zusammenfassende Elemente

Zusammenfassung der Erfahrungen und Anregung zum Nachdenken über das Verfahren, die Erweiterung oder Verallgemeinerung ist wichtig.
Der Schwerpunkt kann auf den "gelernten Lektionen" und auf der "Einbettung in die eigene Wissenswelt" liegen.

Präsentation

Die Präsentation der Ergebnisse und der Gedankenaustausch tragen dazu bei, einen Gesamteindruck von den durchgeführten Arbeiten zu erhalten.

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Pädagogisches Plus: WebQuests - ein auf die Lernenden ausgerichteter Ansatz

- WebQuests sind eine Gelegenheit, im Klassenzimmer lernerzentriert zu arbeiten und Computer und Internet sinnvoll zu nutzen.
- Voraussetzung ist allerdings, dass sich die Lehrkräfte zumindest ansatzweise mit den zugrundeliegenden lerntheoretischen Aspekten auseinandersetzen.
- WebQuests können als Bausteine für eine weitere Lektion betrachtet werden.

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INTERFACE

Elemente der WebQuest-Erstellung

Technische Kenntnisse

- Web-Redaktion
- Suche im Internet
- Links und Formulare erstellen

Pädagogische Kenntnisse

- Gerüstbau
- Kollaboration und Zusammenarbeit
- Konstruktivismus

Ähnliche Ideen finden Sie unter https://strategiesforspecialinterventions.weebly.com/webquest.html

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INTERFACE

Aufgabe

Welche Art von Wissen brauchen Sie, um eine WebQuest zu erstellen?

- **Technische Kenntnisse**
- **Wissenschaftliche Kenntnisse**
- **Programmierkenntnisse**
- **Pädagogische Kenntnisse**

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INTERFACE

A4:
Die Rolle des Lehrers/Ausbilders

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INTERFACE

Die Rolle der Lehrer/Ausbilder

1. Designer der WebQuest
2. Rechercheur und Organisator
3. Informationsanbieter
4. Bereitstellung von Hinweisen
5. Nachbesprechung mit dem Mentor
6. Bewerter
7. Zusammenfassen und helfen, Schlussfolgerungen zu finden

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INTERFACE

B. Ausbildungsphase

Arbeitssitzung in kleinen Gruppen

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INTERFACE

Aufgabe 1

- Gehen Sie zu WebQuest erstellen: https://www.createwebquest.com/
  Melden Sie sich an und erstellen Sie eine kurze WebQuest zu einem Thema. Sie können das Thema frei wählen.
- Sie haben 60 Minuten Zeit.
  Bitte, arbeiten Sie mit einer anderen Person zusammen.
- Danach sollten alle ihre Ideen austauschen und ihre WebQuest in einer kurzen Präsentation vorstellen.

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Aufgabe 2

- Schauen Sie unter https://www.createwebquest.com/life-martin-luther-king-jr Diskutieren Sie mit einer anderen Person über die Vor- und Nachteile dieser WebQuest. Erstellen Sie eine Pro- und Contra-Liste.

- Sie haben 45 Minuten Zeit. Bitte arbeiten Sie in einem Team.

- Anschließend sollte jeder seine Eindrücke auf der Grundlage dessen, was er aufgeschrieben hat, austauschen und seine Pro- und Contra-Listen vorstellen.

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INTERFACE

Herzlichen Glückwunsch!

Sie haben das Modul D zu WebQuests im Bildungswesen!

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INTERFACE

INTERFACE

Program doskonalenia zawodowego i zestaw narzędzi do walidacji umiejętności

Część A: Budowanie cyfrowych umiejętności pedagogicznych dla nauczycieli VET

Moduł D: WebQuesty jako ramy uczenia się!

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INTERFACE

A Wprowadzenie

B Faza treningowa

Informacje o temacie **WebQuesty** jako ramy uczenia się

Praca w małych grupach nad tematem **WebQuesty jako ramy uczenia się**

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INTERFACE

A: Wprowadzenie do tematu WebQuesty jako ramy uczenia się

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INTERFACE

A1:
Co to jest WebQuest?

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INTERFACE

Czym jest **WebQuest**?

"WebQuest to ćwiczenie zorientowane na dociekanie, w którym uczniowie uzyskują wszystkie informacje z sieci. Nauczyciele dostarczają swoim uczniom dokumenty zawierające linki do stron internetowych, aby wykorzystać informacje zgodnie z zadaniem. "

Abuhasnah, R. (2015): Przykłady Webquestów.
https://www.edutopia.org/discussion/examples-webquests-science

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Czym jest WebQuest?

WebQuesty zostały wynalezione przez Berniego Dodge'a w 1995 roku na Uniwersytecie Stanowym w San Diego.
Według niego WebQuest to "aktywność zorientowana na dociekanie, w której niektóre lub wszystkie informacje, z którymi uczniowie wchodzą w interakcję, pochodzą z zasobów internetowych".

Dodge, B. (1997). Some thoughts about WebQuests. Retrieved August 15, 2003, from the WebQuest Homepage, San Diego State University: http://webquest.sdsu.edu/about_webquests.html.

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INTERFACE

Jaki jest cel WebQuestu?

"Celem korzystania z WebQuest jest zachęcenie uczniów do korzystania z informacji zamiast ich gromadzenia i uczestniczenia w znaczących dyskusjach w klasie".

Abuhasnah, R. (2015): Przykłady Webquestów.
https://www.edutopia.org/discussion/examples-webquests-science

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INTERFACE

Jaki jest cel WebQuestów?

"Celem aktywności edukacyjnej online jest
"**promowanie "transformacyjnych" efektów uczenia się, osiąganych poprzez czytanie, analizę i syntezę zasobów online**".

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning.
http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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INTERFACE

Czy widzisz różnicę w stosunku do **WebQuestu o Mitozie**?

Przykład: WebQuest Plants Life?

Zajrzyj na stronę
http://urbanext.illinois.edu/gpe/index.cfm

Zajrzyj na stronę
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

http://urbanext.illinois.edu/gpe/index.cfm
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

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INTERFACE

A2: Wykorzystanie i projektowanie WebQuestów!

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INTERFACE

Powody, dla których warto używać i projektować WebQuesty:

1. **Wprowadzanie współczesnych pomysłów do klasy**
2. **Ocena historii, tematów lub wydarzeń**
3. **Tworzenie produktu**
4. **Radzenie sobie z autentycznymi sytuacjami życiowymi**
5. **Wspieranie motywacji i wyobraźni**

Fernandez, S., Stewart, I., Hill, E. (2022) WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Projekt I: Zadania dla uczniów w ramach WebQuestu:

- Zadania związane z powtarzaniem
- Zadania kompilacji
- Zadania dziennikarskie
- Zadania związane z perswazją
- Zadania projektowe
- Kreatywne zadania produkcyjne
- Zadania związane z budowaniem konsensusu
- Zagadki i zadania detektywistyczne

• • • •

Fernandez, V., Stewart, I. S., Hill, E. (2022): WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Projekt II: Czego użyć w WebQueście:

- Korzystanie z komercyjnych i niekomercyjnych stron internetowych
- Stwórz własną stronę internetową lub blog (np. z blogger.com) lub MOOC (np. z MOOCit.de), aby zapewnić uczestnikom ustawienia, problem i zadania.
- Możesz także stworzyć własną stronę internetową z indywidualnymi informacjami, aby upewnić się, że niezbędne informacje są dostępne dla uczniów.

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Przykład:

https://web.archive.org/web/20120603233249/http://kathyschrock.net/webquests/FOULKE/rmindex.htm

Rome: The Past is Present

Introduction

We live in a "global" world, where people of different cultures, languages, and regions are connected to and influenced by each other. People travel more or less freely from country to country as immigrants, business people or tourists. We communicate across national boundaries and have windows into each others'lives through entertainment and the news. Ideas and culture travel too: there are McDonald's in Moscow and Japanese sushi can be found in most American cities and towns. All of this is new--or is it? The July and August *National Geographic* features articles on a "dead" civilization, ancient Rome, that the author sees as very much alive:

- as a force that shaped the world we live in
- as an mirror of some of our own strengths and weaknesses

How much were the ancient Romans like us? How much did they have to do with who we are? The statue above is of the first Roman emperor, Augustus. The statue below is of our first president, George Washington. The patriots who carried out the American Revolution knew a great deal about the ancient Romans, and drew inspiration from their history. This is part of our past as a nation. Your task will be to make some comparisons between ourselves and ancient Rome, discover what we've admired and imitated, and find evidence that Rome is still in some ways, alive in the world around us.

As you move through your research, keep in mind these:

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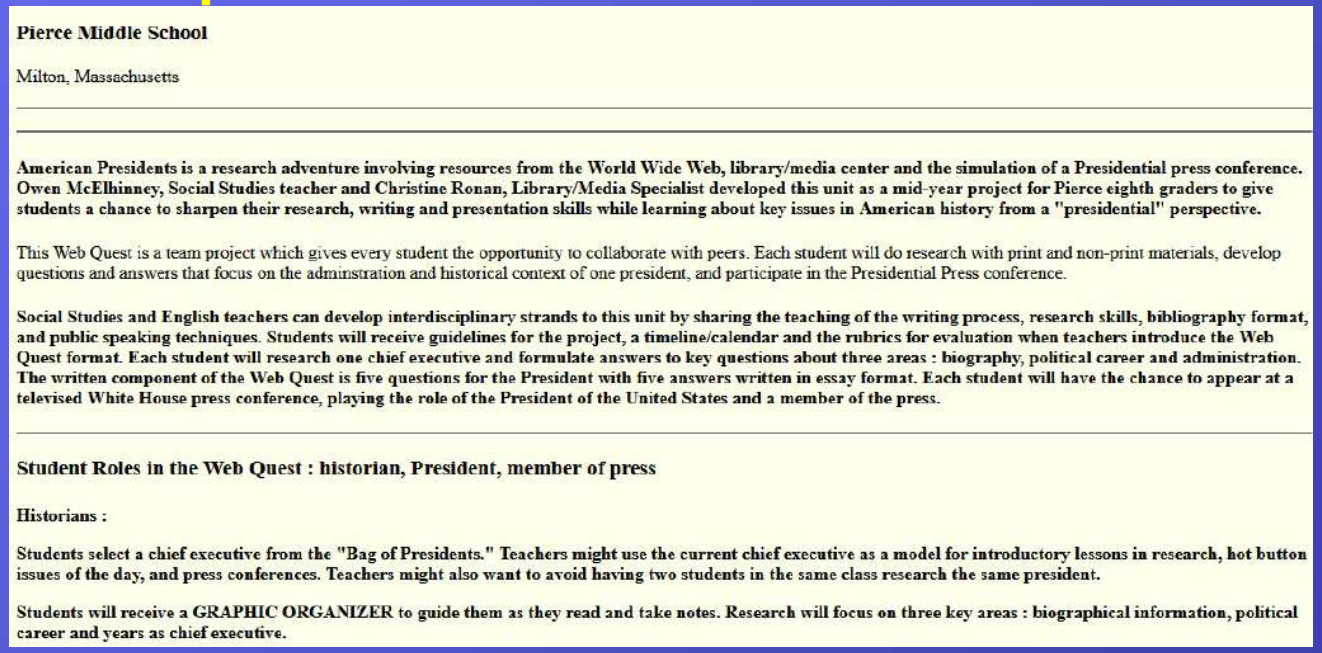

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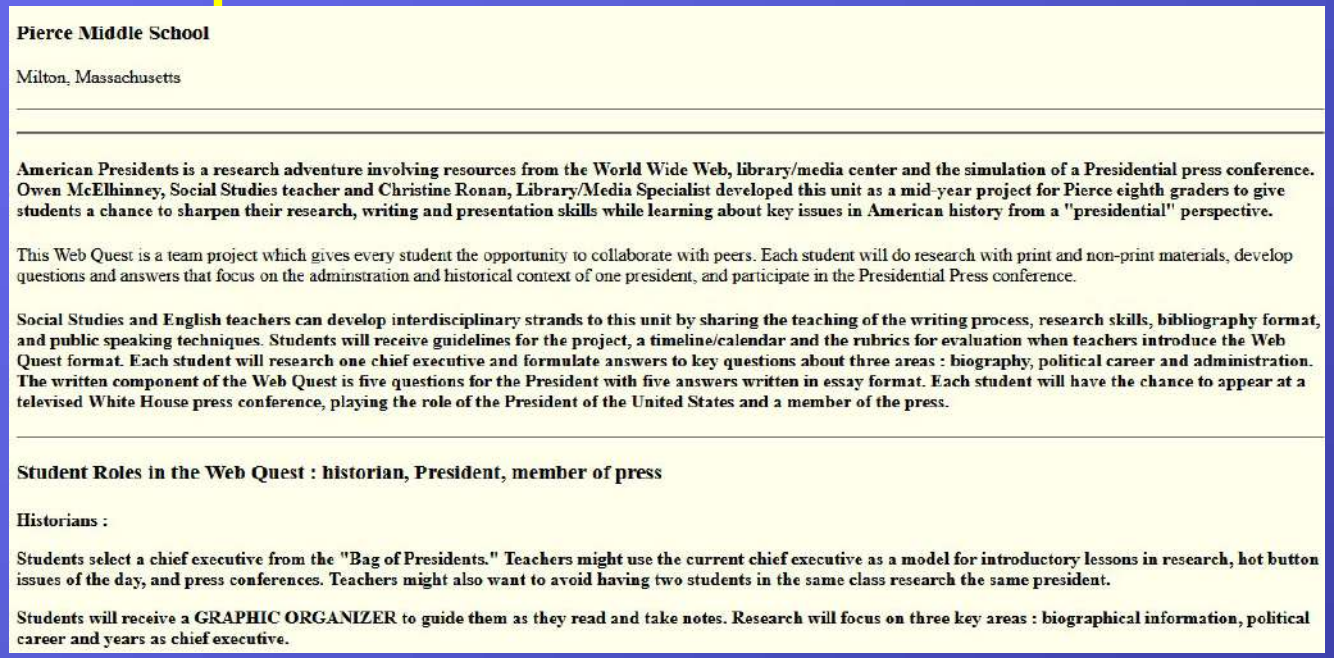

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Historians :

Students select a chief executive from the "Bag of Presidents." Teachers might use the current chief executive as a model for introductory lessons in research, hot button issues of the day, and press conferences. Teachers might also want to avoid having two students in the same class research the same president.

Students will receive a GRAPHIC ORGANIZER to guide them as they read and take notes. Research will focus on three key areas : biographical information, political career and years as chief executive.

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ZADANIE

Jakie są typowe zadania w WebQueście**?**

- Zadania matematyczne, zadania powtórkowe, zadania skoordynowane
- Zadania kompilacji, zadania perswazji, zadania projektowania
- Zadania prezentacyjne, zadania kategoryzacyjne, zadania negocjacyjne
- Zadania kontrolne, zadania raportowania, zadania budowania konsensusu

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INTERFACE

A3: Jak stworzyć WebQuest?

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INTERFACE

Etapy projektowania WebQuestu I:

Wprowadzenie

Wprowadzenie podnosi świadomość tematu.
Ze względu na autentyczność WebQuestu powinien on wzbudzić ciekawość i chęć uzyskania większej ilości informacji u uczniów:

Prezentacja zadań i problemów

Zadania i/lub problemy są przedstawione jasno i precyzyjnie.
W razie potrzeby można je uzupełnić sugestiami uczniów.
Należy jednak unikać zadań czysto odtwórczych.

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Kroki projektowania WebQuest II:

Informacje o organizacji pracy

Oprócz zadań podawane są informacje o organizacji pracy:
sugestie dotyczące poszczególnych etapów pracy, forma społeczna (praca grupowa lub indywidualna),
podział ogólnego zadania na poszczególne podzadania, podstawowe zasady, dostępny czas itp.

Przegląd materiałów i linków

Dostępna jest wstępna selekcja linków.
Umożliwia to uczniom uzyskanie informacji z Internetu, które przyczyniają się do rozwiązania zadania lub problemu. Oszczędza to czas. Ponadto można podać odniesienia do dalszej literatury, innych materiałów dostępnych na przykład w bibliotece.

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Etapy projektowania WebQuest III:

Informacje dotyczące oceny

Każdy WebQuest powinien zostać oceniony. Samoocena uczniów (refleksja nad własnym procesem pracy i jakością wyników) ma ogromne znaczenie.
Jeśli to możliwe, pomocna jest (pisemna) informacja zwrotna na temat ich pracy przekazana przez nauczyciela.
Kryteria oceny mogą zostać ujawnione uczniom.

Elementy podsumowujące

Podsumowanie doświadczeń i zachęta do refleksji nad procedurą,
Ważne jest rozszerzenie lub uogólnienie.
Można skupić się na "wyciągniętych wnioskach" i "osadzeniu się we własnym świecie wiedzy".

Prezentacja

Prezentacja wyników i dzielenie się pomysłami pomaga uzyskać ogólne wrażenie na temat wykonanych prac.

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INTERFACE

Pedagogiczny plus: WebQuesty - podejście skoncentrowane na uczniu

- WebQuesty są okazją do pracy w klasie w sposób skoncentrowany na uczniu oraz do rozsądnego korzystania z komputerów i Internetu.
- Warunkiem wstępnym jest jednak, aby nauczyciele przynajmniej w pewnym stopniu zajmowali się podstawowymi aspektami teorii uczenia się.
- WebQuesty mogą być postrzegane jako elementy składowe kolejnej lekcji.

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INTERFACE

Elementy tworzenia WebQuestów

Zobacz podobne pomysły na https://strategiesforspecialinterventions.weebly.com/webquest.html

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INTERFACE

ZADANIE

Jakiego rodzaju wiedzy potrzebujesz, aby stworzyć WebQuest?

- **Wiedza techniczna**
- **Wiedza naukowa**
- **Znajomość programowania**
- **Wiedza pedagogiczna**

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INTERFACE

A4: Rola nauczyciela/trenera

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INTERFACE

Rola nauczycieli/trenerów

1. Projektant WebQuestu
2. Badacz i organizator
3. Dostawca informacji
4. Udzielanie wskazówek
5. Mentor podsumowujący
6. Oceniający
7. Podsumowanie i pomoc w wyciągnięciu wniosków

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INTERFACE

B. Faza szkoleniowa

sesja robocza w małych grupach

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INTERFACE

Zadanie 1

- Przejdź do Utwórz WebQuest: https://www.createwebquest.com/ Zarejestruj się i utwórz krótki WebQuest na wybrany temat. Możesz dowolnie wybrać temat.
- Masz 60 minut. Proszę, współpracuj z inną osobą.
- Następnie wszyscy powinni podzielić się pomysłami i pokazać swój WebQuest w krótkiej prezentacji.

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Zadanie 2

- Zajrzyj na stronę https://www.createwebquest.com/life-martin-luther-king-jr Przedyskutuj z inną osobą zalety i wady tego WebQuestu. Stwórz listę za i przeciw.

- Masz 45 minut. Prosimy o pracę w zespole.

- Następnie każdy powinien podzielić się wrażeniami na podstawie tego, co wszyscy zapisali i przedstawić swoje listy za i przeciw.

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INTERFACE

Gratulacje!

Opanowałeś moduł D na WebQuesty w edukacji!

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INTERFACE

MINDSHIFT
Talent Advisory

spectrum
RESEARCH CENTRE

EEO GROUP

AUXILIUM

CARDET
CENTRE FOR THE ADVANCEMENT OF RESEARCH & DEVELOPMENT IN EDUCATIONAL TECHNOLOGY

UNIVERSITÄT PADERBORN
Department Wirtschaftspädagogik
WiPäd
Business and Human Resource Education

LATVIJAS UNIVERSITĀTE

ACUMEN
TRAINING

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INTERFACE

INTERFACE

Ενδοϋπηρεσιακό πρόγραμμα κατάρτισης και εργαλεία για την επικύρωση των δεξιοτήτων

Μέρος Α: Ανάπτυξη ψηφιακών παιδαγωγικών δεξιοτήτων για τους καθηγητές ΕΕΚ

Ενότητα Δ: WebQuests ως πλαίσια μάθησης!

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INTERFACE

A Εισαγωγή

B Φάση κατάρτισης

Σχετικά με το θέμα **WebQuests ως πλαίσια μάθησης**

Εργασία σε μικρές ομάδες για το θέμα **WebQuests ως πλαίσια μάθησης**

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INTERFACE

Α:
Εισαγωγή στο θέμα WebQuests ως πλαίσια μάθησης

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INTERFACE

A1:
Τι είναι
ένα WebQuest;

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Τι είναι το **WebQuest**;

«Το WebQuest είναι μια δραστηριότητα προσανατολισμένη στη διερεύνηση, στην οποία οι μαθητές αντλούν όλες τις πληροφορίες από το διαδίκτυο. Οι δάσκαλοι παρέχουν στους μαθητές τους τα έγγραφα που περιλαμβάνουν συνδέσμους σε ιστότοπους για τη χρήση των πληροφοριών, σύμφωνα με τη δραστηριότητα.»

Abuhasnah, R. (2015): Παραδείγματα Webquests.
https://www.edutopia.org/discussion/examples-webquests-science

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Τι είναι το WebQuest;

Τα WebQuests επινοήθηκαν από τον Bernie Dodge το 1995 από το San Diego State University.
Σύμφωνα με τον ίδιο, ένα WebQuest είναι μια «δραστηριότητα προσανατολισμένη στη διερεύνηση στην οποία μέρος ή το σύνολο των πληροφοριών με τις οποίες αλληλεπιδρούν οι μαθητές προέρχονται από πηγές στο Διαδίκτυο».

Dodge, B. (1997). Some thoughts about WebQuests. Ανακτήθηκε στις 15 Αυγούστου 2003, από την ιστοσελίδα WebQuest, San Diego State University: http://webquest.sdsu.edu/about_webquests.html.

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INTERFACE

Ποιος είναι ο σκοπός ενός WebQuest;

«Ο σκοπός της χρήσης του WebQuest είναι να ενθαρρύνει τους μαθητές να χρησιμοποιούν πληροφορίες αντί να τις συλλέγουν και να συμμετέχουν σε ουσιαστικές συζητήσεις στην τάξη.»

Abuhasnah, R. (2015): Παραδείγματα Webquests.
https://www.edutopia.org/discussion/examples-webquests-science

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INTERFACE

Ποιος είναι ο στόχος των WebQuests;

«Ο στόχος της διαδικτυακής μαθησιακής δραστηριότητας inquiry-baes είναι "η **προώθηση ΄μετασχηματιστικών΄ μαθησιακών αποτελεσμάτων, που επιτυγχάνονται μέσω της ανάγνωσης, ανάλυσης και σύνθεσης διαδικτυακών πηγών**".»

Fernandez, S. / Steward, T. / Hill, E. (2022):
http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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INTERFACE

Βλέπετε κάποια διαφορά σε σχέση με το **WebQuest για τη μίτωση**;

Παράδειγμα: To WebQuest Plants Life?

Ρίξτε μια ματιά στο
http://urbanext.illinois.edu/gpe/index.cfm

Ρίξτε μια ματιά στο
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

http://urbanext.illinois.edu/gpe/index.cfm
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

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INTERFACE

A2:
Χρήση και Σχεδιασμός Διαδικτυακών Κουίζ!

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INTERFACE

Λόγοι χρήσης και σχεδιασμού WebQuests:

1. Σύγχρονες ιδέες στην τάξη
2. Αξιολόγηση της ιστορίας, των θεμάτων ή των γεγονότων
3. Δημιουργία προϊόντος
4. Αντιμετώπιση αυθεντικών καταστάσεων ζωής
5. Ενίσχυση κινήτρων και φαντασίας

Fernandez, S. / Steward, T. / Hill, E. (2022):
http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Σχεδιασμός Ι: WebQuest:

- Εργασίες αναδιήγησης
- Εργασίες συγκέντρωσης
- Δημοσιογραφικά καθήκοντα
- Εργασίες πειθούς
- Εργασίες σχεδιασμού
- Εργασίες δημιουργικής παραγωγής
- Εργασίες οικοδόμησης συναίνεσης
- Εργασίες μυστηρίου και έρευνας

• • • •

Fernandez, S. / Steward, T. / Hill, E. (2022): http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Σχεδιασμός ΙΙ: Τι να χρησιμοποιήσετε σε ένα WebQuest:

- Χρήση εμπορικών και μη εμπορικών ιστότοπων
- Δημιουργήστε έναν δικό σας ιστότοπο ή ένα ιστολόγιο (π.χ. με το blogger.com) ή ένα MOOC (π.χ. με το MOOCit.de) για να παρέχετε στους εκπαιδευόμενους το περιβάλλον, το πρόβλημα και τις εργασίες.
- Μπορείτε επίσης να δημιουργήσετε το δικό σας ιστότοπο με ατομικές πληροφορίες για να βεβαιωθείτε ότι οι απαραίτητες πληροφορίες είναι διαθέσιμες για τους εκπαιδευόμενους.

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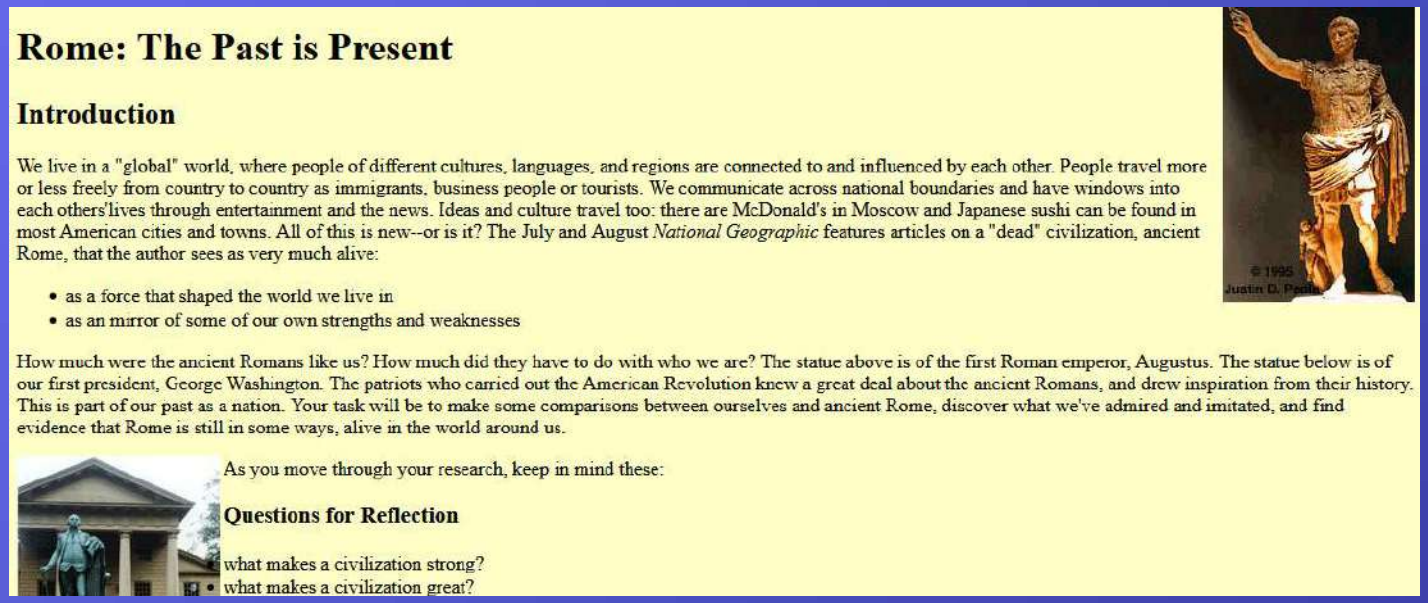
Παράδειγμα:

https://web.archive.org/web/20120603233249/http://kathyschrock.net/webquests/FOULKE/rmindex.htm



Rome: The Past is Present

Introduction

We live in a "global" world, where people of different cultures, languages, and regions are connected to and influenced by each other. People travel more or less freely from country to country as immigrants, business people or tourists. We communicate across national boundaries and have windows into each others'lives through entertainment and the news. Ideas and culture travel too: there are McDonald's in Moscow and Japanese sushi can be found in most American cities and towns. All of this is new--or is it? The July and August *National Geographic* features articles on a "dead" civilization, ancient Rome, that the author sees as very much alive:

- as a force that shaped the world we live in
- as an mirror of some of our own strengths and weaknesses

How much were the ancient Romans like us? How much did they have to do with who we are? The statue above is of the first Roman emperor, Augustus. The statue below is of our first president, George Washington. The patriots who carried out the American Revolution knew a great deal about the ancient Romans, and drew inspiration from their history. This is part of our past as a nation. Your task will be to make some comparisons between ourselves and ancient Rome, discover what we've admired and imitated, and find evidence that Rome is still in some ways, alive in the world around us.

As you move through your research, keep in mind these:

Questions for Reflection

- what makes a civilization strong?
- what makes a civilization great?

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Παράδειγμα:

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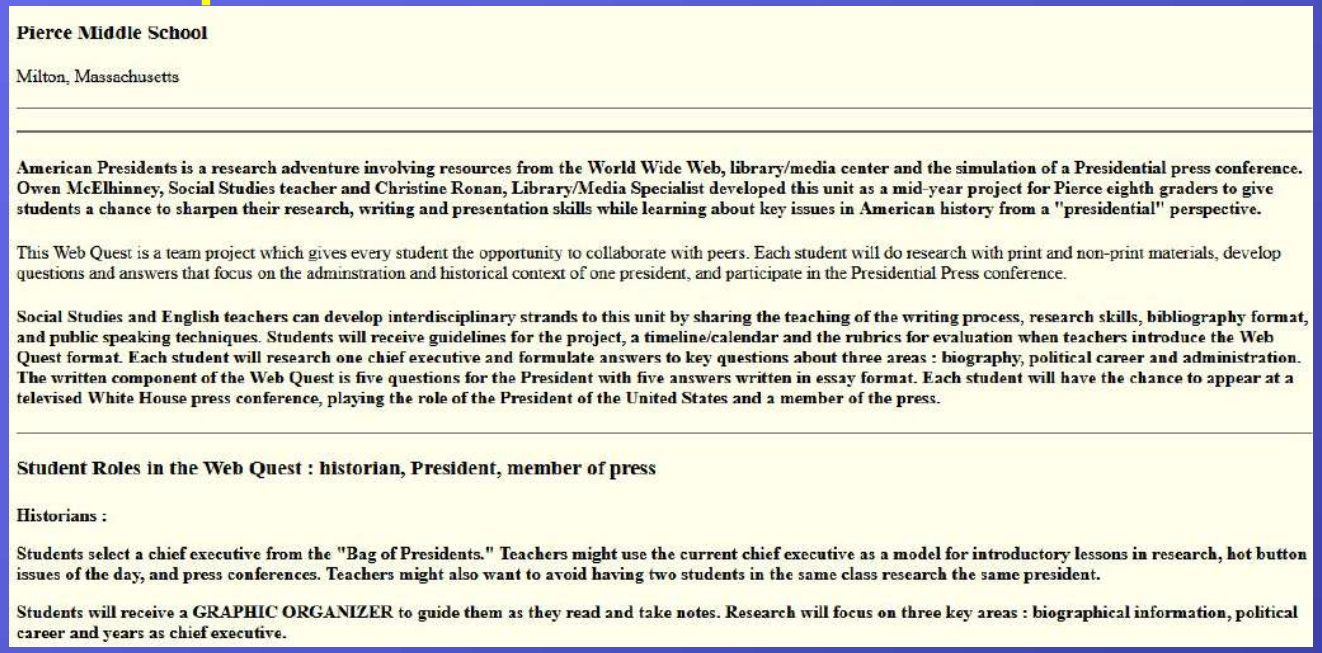

Pierce Middle School

Milton, Massachusetts

American Presidents is a research adventure involving resources from the World Wide Web, library/media center and the simulation of a Presidential press conference. Owen McElhinney, Social Studies teacher and Christine Ronan, Library/Media Specialist developed this unit as a mid-year project for Pierce eighth graders to give students a chance to sharpen their research, writing and presentation skills while learning about key issues in American history from a "presidential" perspective.

This Web Quest is a team project which gives every student the opportunity to collaborate with peers. Each student will do research with print and non-print materials, develop questions and answers that focus on the administration and historical context of one president, and participate in the Presidential Press conference.

Social Studies and English teachers can develop interdisciplinary strands to this unit by sharing the teaching of the writing process, research skills, bibliography format, and public speaking techniques. Students will receive guidelines for the project, a timeline/calendar and the rubrics for evaluation when teachers introduce the Web Quest format. Each student will research one chief executive and formulate answers to key questions about three areas : biography, political career and administration. The written component of the Web Quest is five questions for the President with five answers written in essay format. Each student will have the chance to appear at a televised White House press conference, playing the role of the President of the United States and a member of the press.

Student Roles in the Web Quest : historian, President, member of press

Historians :

Students select a chief executive from the "Bag of Presidents." Teachers might use the current chief executive as a model for introductory lessons in research, hot button issues of the day, and press conferences. Teachers might also want to avoid having two students in the same class research the same president.

Students will receive a GRAPHIC ORGANIZER to guide them as they read and take notes. Research will focus on three key areas : biographical information, political career and years as chief executive.

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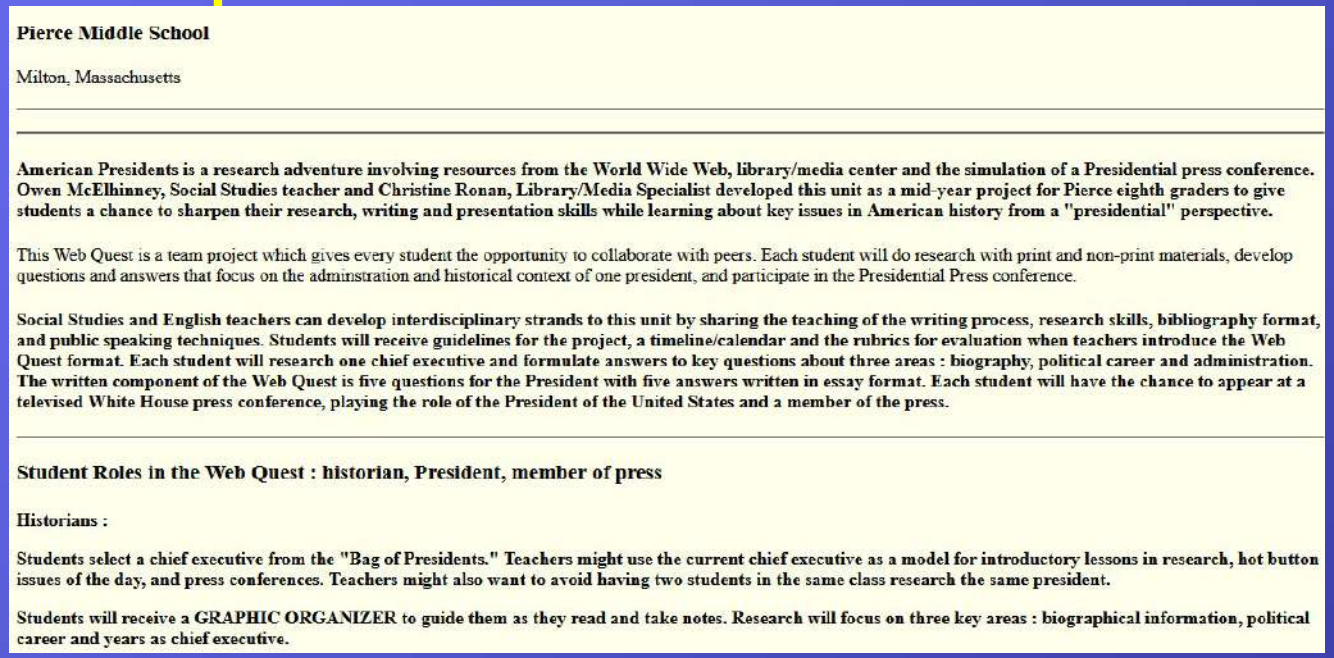

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ΕΡΓΑΣΙΑ

Ποιες είναι οι τυπικές εργασίες σε ένα WebQuest;:

- Μαθηματικές εργασίες, εργασίες αναδιήγησης, εργασίες συντονισμού
- Εργασίες σύνταξης, εργασίες πειθούς, εργασίες σχεδιασμού
- Εργασίες παρουσίασης, εργασίες κατηγοριοποίησης, εργασίες διαπραγμάτευσης
- Εργασίες ελέγχου, εργασίας αναφοράς, εργασίες οικοδόμησης συναίνεσης

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INTERFACE

Α3: Πώς να δημιουργήσετε ένα WebQuest;

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Βήματα σχεδιασμού WebQuest I:

Εισαγωγή

Η εισαγωγή εξυπηρετεί στην ενημέρωση για ένα θέμα.
Λόγω της αυθεντικότητας του WebQuest θα πρέπει να προκαλεί την περιέργεια.
και την επιθυμία των μαθητών για περισσότερες πληροφορίες:

Παρουσίαση εργασιών και προβλημάτων

Οι εργασίες ή/και τα προβλήματα παρουσιάζονται με σαφήνεια και ακρίβεια.
Εάν είναι απαραίτητο, μπορούν να συμπληρωθούν με προτάσεις των μαθητών.
Ωστόσο, θα πρέπει να αποφεύγονται οι καθαρά αναπαραγωγικές εργασίες.

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Βήματα σχεδιασμού WebQuest II:

Πληροφορίες σχετικά με την οργάνωση της εργασίας

Εκτός από τα καθήκοντα, παρέχονται πληροφορίες σχετικά με την οργάνωση της εργασίας: προτάσεις για τα επιμέρους βήματα εργασίας, την κοινωνική μορφή (ομαδική ή ατομική εργασία), διαίρεση μιας συνολικής εργασίας σε επιμέρους υποεργασίες, βασικοί κανόνες, διαθέσιμος χρόνος κ.λπ.

Επισκόπηση του υλικού και των συνδέσμων

Διατίθεται μια προεπιλογή συνδέσμων.
Αυτό επιτρέπει στους μαθητές να αντλήσουν πληροφορίες από το Διαδίκτυο, οι οποίες συμβάλλουν στην επίλυση της εργασίας ή του προβλήματος. Αυτό εξοικονομεί χρόνο. Επιπλέον, μπορούν να παρέχονται παραπομπές σε περαιτέρω βιβλιογραφία, άλλο υλικό που είναι διαθέσιμο, για παράδειγμα, σε μια βιβλιοθήκη.

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Βήματα σχεδιασμού WebQuest III:

Πληροφορίες αξιολόγησης

Κάθε WebQuest πρέπει να αξιολογείται. Η αυτοαξιολόγηση από τους μαθητές (αναστοχασμός σχετικά με τη δική τους διαδικασία εργασίας και την ποιότητα των αποτελεσμάτων) έχει μεγάλη σημασία.
Εάν είναι δυνατόν, η (γραπτή) ανατροφοδότηση της εργασίας τους από τον καθηγητή είναι χρήσιμη.
Τα κριτήρια αξιολόγησης μπορούν να γνωστοποιηθούν στους μαθητές.

Συγκεντρωτικά στοιχεία

Περίληψη των εμπειριών και ενθάρρυνση για προβληματισμό σχετικά με τη διαδικασία, η επέκταση ή η γενίκευση είναι σημαντική.
Μπορεί να δοθεί έμφαση στα «διδάγματα που διδάχθηκαν» και στην «ενσωμάτωση στο δικό μας κόσμο γνώσεων».

Παρουσίαση

Η παρουσίαση του αποτελέσματος και η ανταλλαγή ιδεών βοηθούν στο να αποκτηθεί μια γενική εντύπωση των εργασιών που έγιναν.

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Παιδαγωγικό πλεονέκτημα: WebQuests - μια μαθητοκεντρική προσέγγιση

- Οι διαδικτυακές δοκιμασίες αποτελούν μια ευκαιρία να εργαστούν με μαθητοκεντρικό τρόπο στην τάξη και να χρησιμοποιήσουν τους υπολογιστές και το Διαδίκτυο με σύνεση.
- Προϋπόθεση, ωστόσο, είναι οι εκπαιδευτικοί να ασχολούνται με τις βασικές πτυχές της θεωρίας της μάθησης, τουλάχιστον σε κάποιο βαθμό.
- Τα WebQuests μπορούν να θεωρηθούν ως δομικά στοιχεία για ένα άλλο μάθημα.

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Στοιχεία δημιουργίας WebQuest

Τεχνικές γνώσεις

- Επεξεργασία ιστοσελίδων
- Αναζήτηση στο διαδίκτυο
- Δημιουργία συνδέσμων και φορμών

Παιδαγωγικές γνώσεις

- Δημιουργία σκελετού μαθήματος
- Συνεργασία και συμμετοχή
- Κονστρουκτιβισμός

Δείτε παρόμοιες ιδέες στο https://strategiesforspecialinterventions.weebly.com/webquest.html

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ΕΡΓΑΣΙΑ

Τι είδους γνώσεις χρειάζεστε για να δημιουργήσετε ένα WebQuest;:

- **Τεχνικές γνώσεις**
- **Επιστημονικές γνώσεις**
- **Γνώση προγραμματισμού**
- **Παιδαγωγικές γνώσεις**

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INTERFACE

A4:
Ο ρόλος του εκπαιδευτικού/εκπαιδευτή

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Ρόλος των εκπαιδευτικών/εκπαιδευτών

1. Σχεδιαστής του WebQuest
2. Ερευνητής και διοργανωτής
3. Πάροχος πληροφοριών
4. Παροχή συμβουλών
5. Απολογισμός από την οπτική του μέντορα
6. Αξιολογητής
7. Σύνοψη και βοήθεια στην εξεύρεση συμπερασμάτων

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INTERFACE

Β. Φάση κατάρτισης

συνεδρία εργασίας σε μικρές ομάδες

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INTERFACE

Εργασία 1

- Μεταβείτε στην επιλογή Δημιουργία WebQuest: https://www.createwebquest.com/
  Εγγραφείτε και δημιουργήστε ένα σύντομο WebQuest για ένα θέμα. Είστε ελεύθεροι να επιλέξετε το θέμα.

- Έχετε 60 λεπτά.
  Παρακαλώ, συνεργαστείτε με ένα άλλο άτομο.

- Στη συνέχεια, όλοι θα πρέπει να μοιραστούν τις ιδέες τους και να παρουσιάσουν το WebQuest σας σε μια σύντομη παρουσίαση.

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Εργασία 2

- Ρίξτε μια ματιά στο https://www.createwebquest.com/life-martin-luther-king-jr Συζητήστε με ένα άλλο άτομο τα πλεονεκτήματα και τα μειονεκτήματα αυτού του WebQuest. Δημιουργήστε μια λίστα με τα υπέρ/κατά.

- Έχετε 45 λεπτά. Παρακαλώ εργαστείτε ομαδικά.

- Στη συνέχεια, ο καθένας θα πρέπει να μοιραστεί τις εντυπώσεις του με βάση αυτά που όλοι καταγράψατε και να παρουσιάσει τους καταλόγους υπέρ/κατά.

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Συγχαρητήρια!

Ολοκληρώσατε την ενότητα Δ με θέμα το WebQuests στην εκπαίδευση!

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Formação contínua de formadores e Manual para validação de competências

Parte A: Competências digitais para formadores.

Módulo D: Os *WebQuests* como estruturas de aprendizagem!

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INTERFACE

A Introdução

B Fase de formação

Sobre o tema
Os *WebQuests* como estruturas de aprendizagem.

Trabalho em pequenos grupos
Os *WebQuests* como estruturas de aprendizagem.

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A:
Introdução ao tema
Os *WebQuests* como estruturas de aprendizagem

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INTERFACE

A1:
O que é um *WebQuest?*

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O que é um *WebQuest*?

O *WebQuest* é uma atividade orientada para a investigação em que os formandos obtêm toda a informação da Internet. Os formadores fornecem os documentos que incluem ligações a websites para que os formandos utilizem a informação, de acordo com a atividade designada.

Abuhasnah, R. (2015): Examples of Webquests. www.edutopia.org/discussion/examples-webquests-science

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O que é um *WebQuest*?

Os *WebQuests* foram inventados por Bernie Dodge em 1995, na Universidade Estatal de San Diego.

Segundo o autor, um *WebQuest* é uma *atividade orientada para a investigação em que parte ou a totalidade da informação com que os formandos interagem provém de recursos da Internet.*

Dodge, B. (1997). Some thoughts about WebQuests. Obtido a 15 de agosto, 2003, a partir de WebQuest Homepage, San Diego State University: webquest.sdsu.edu/about_webquests.html

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Qual é o **objetivo de um *WebQuest*?**

O objetivo da utilização do *WebQuest* é incentivar os formandos a utilizar a informação em vez de a recolherem e a participarem em debates relevantes ao longo da formação em contexto de sala.

Abuhasnah, R. (2015): Examples of Webquests. www.edutopia.org/discussion/examples-webquests-science

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INTERFACE

Qual é o objetivo de um *WebQuest*?

O objetivo da atividade de aprendizagem online baseada em investigação é promover resultados de aprendizagem "transformadores", conseguidos através da leitura, análise e síntese de recursos online.

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning.
www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Exemplo:
Leia com atenção a informação disponibilizada nos *links* abaixo.

webquest.sites.uff.br/equilibrio-ionico-e-potencial-de-acao/

www.createwebquest.com/sistema-nervoso-humano-8a-classe-biologia

Que diferenças encontra entre o *WebQuest* sobre o equilíbrio iónico e o potencial de ação e o *WebQuest* sobre o sistema nervoso humano 8.ª classe de biologia?

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INTERFACE

A2: Utilização e conceção de *WebQuests*!

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Razões para utilizar e conceber *WebQuests*:

1. **trazer ideias contemporâneas para a sala de formação;**
2. **avaliar a história, temas ou acontecimentos;**
3. **criar um produto;**
4. **lidar com situações autênticas da vida real;**
5. **fomentar a motivação e a imaginação.**

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning.
www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Conceção I: Tarefas para os formandos num *WebQuest*:

- tarefas para recontar;
- tarefas para compilar;
- tarefas jornalísticas;
- tarefas para persuadir;
- tarefas para conceber;
- tarefas de produção criativa;
- tarefas para criar de consenso;
- tarefas de mistério e detetive.

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Conceção II: O que utilizar num *WebQuest*:

- utilizar websites comerciais e não comerciais;
- criar um website próprio ou um blogue (por exemplo, com o wordpress.org), ou um MOOC (por exemplo, com moodle.com/pt-br), para fornecer aos formandos o cenário, o problema e as tarefas.
- também pode criar o seu próprio website com informações individuais para garantir que as informações necessárias estão disponíveis para os formandos.

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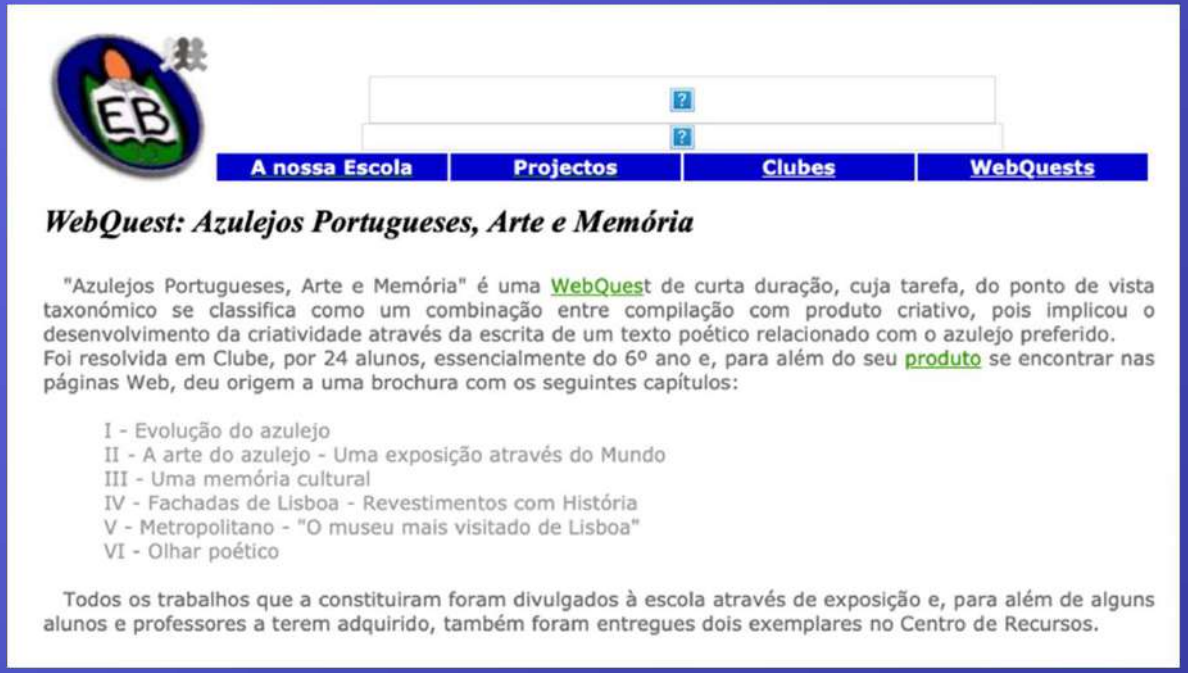
Exemplo:
arquivo.pt/wayback/20040130232002/http://www.educom.pt/eb23qmar/webquest/azulejo/index.htm



A nossa Escola | Projectos | Clubes | WebQuests

WebQuest: Azulejos Portugueses, Arte e Memória

"Azulejos Portugueses, Arte e Memória" é uma WebQuest de curta duração, cuja tarefa, do ponto de vista taxonómico se classifica como um combinação entre compilação com produto criativo, pois implicou o desenvolvimento da criatividade através da escrita de um texto poético relacionado com o azulejo preferido. Foi resolvida em Clube, por 24 alunos, essencialmente do 6º ano e, para além do seu produto se encontrar nas páginas Web, deu origem a uma brochura com os seguintes capítulos:

I - Evolução do azulejo
II - A arte do azulejo - Uma exposição através do Mundo
III - Uma memória cultural
IV - Fachadas de Lisboa - Revestimentos com História
V - Metropolitano - "O museu mais visitado de Lisboa"
VI - Olhar poético

Todos os trabalhos que a constituiram foram divulgados à escola através de exposição e, para além de alguns alunos e professores a terem adquirido, também foram entregues dois exemplares no Centro de Recursos.

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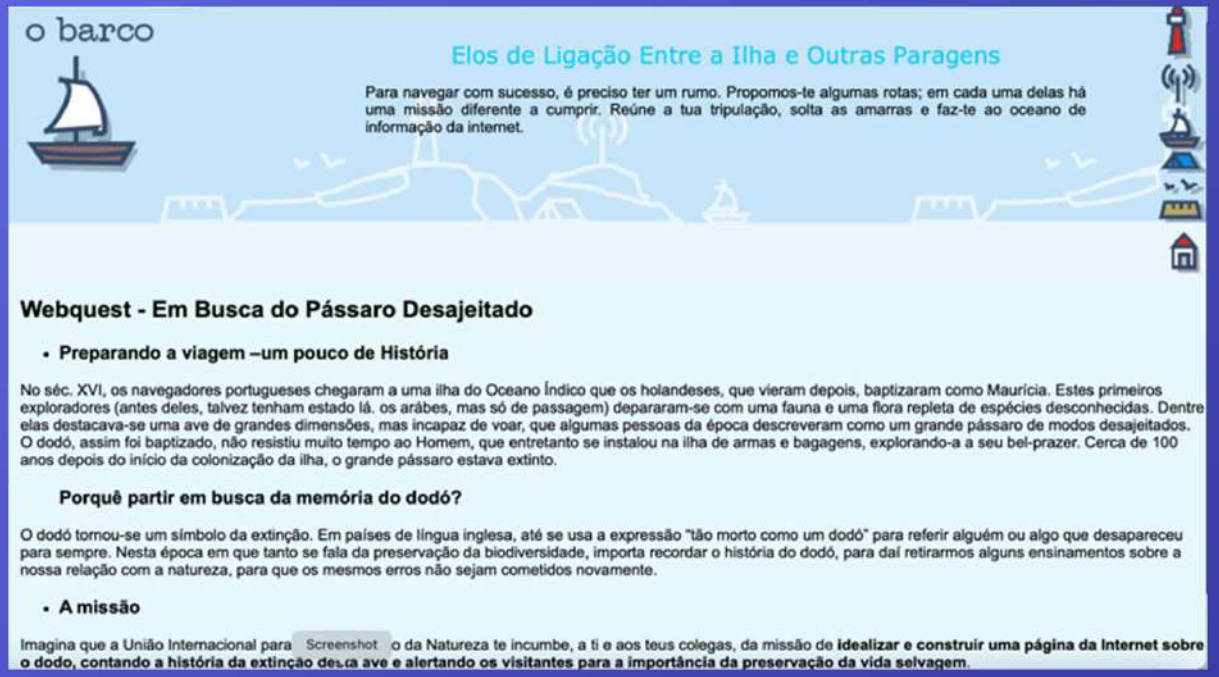
Exemplo: arquivo.pt/wayback/20030624090137/http://redeciencia.educ.fc.ul.pt/berlenga/actdodo.htm



o barco

Elos de Ligação Entre a Ilha e Outras Paragens

Para navegar com sucesso, é preciso ter um rumo. Propomos-te algumas rotas; em cada uma delas há uma missão diferente a cumprir. Reúne a tua tripulação, solta as amarras e faz-te ao oceano de informação da internet.

Webquest - Em Busca do Pássaro Desajeitado

- **Preparando a viagem –um pouco de História**

No séc. XVI, os navegadores portugueses chegaram a uma ilha do Oceano Índico que os holandeses, que vieram depois, baptizaram como Maurícia. Estes primeiros exploradores (antes deles, talvez tenham estado lá. os arábes, mas só de passagem) depararam-se com uma fauna e uma flora repleta de espécies desconhecidas. Dentre elas destacava-se uma ave de grandes dimensões, mas incapaz de voar, que algumas pessoas da época descreveram como um grande pássaro de modos desajeitados. O dodó, assim foi baptizado, não resistiu muito tempo ao Homem, que entretanto se instalou na ilha de armas e bagagens, explorando-a a seu bel-prazer. Cerca de 100 anos depois do início da colonização da ilha, o grande pássaro estava extinto.

Porquê partir em busca da memória do dodó?

O dodó tornou-se um símbolo da extinção. Em países de língua inglesa, até se usa a expressão "tão morto como um dodó" para referir alguém ou algo que desapareceu para sempre. Nesta época em que tanto se fala da preservação da biodiversidade, importa recordar o história do dodó, para daí retirarmos alguns ensinamentos sobre a nossa relação com a natureza, para que os mesmos erros não sejam cometidos novamente.

- **A missão**

Imagina que a União Internacional para Screenshot o da Natureza te incumbe, a ti e aos teus colegas, da missão de **idealizar e construir uma página da Internet sobre o dodo, contando a história da extinção desta ave e alertando os visitantes para a importância da preservação da vida selvagem.**

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Quais são as tarefas típicas de um *WebQuest*?

- Tarefas matemáticas, tarefas de recontagem, tarefas coordenadas.
- Tarefas de compilação, tarefas de persuasão, tarefas de conceção.
- Tarefas de apresentação, tarefas de categorização, tarefas de negociação.
- Tarefas de controlo, tarefas de elaboração de relatórios, tarefas de criação de consenso.

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INTERFACE

A3:
Como criar um *WebQuest*?

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Etapas da conceção de um *WebQuest* I:

Introdução

A introdução dá a conhecer um tema. Deve despertar a curiosidade e o desejo de obter mais informações por parte dos formandos.

Apresentação das tarefas e dos problemas

As tarefas e/ou problemas são apresentados de forma clara e precisa. Se necessário, podem ser completados com sugestões dos formandos. No entanto, devem ser evitadas tarefas puramente reprodutivas.

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Etapas da conceção de um *WebQuest* II:

Informações sobre a organização do trabalho

Para além das tarefas, são fornecidas informações sobre organização do trabalho: sugestões para as etapas individuais do trabalho, a forma de organização (trabalho em grupo ou individual, divisão de uma tarefa global em sub-tarefas individuais, regras básicas, tempo disponível, etc.).

Visão geral do material e das ligações

É disponibilizada uma pré-seleção de ligações. Permite aos formandos obter informações da internet que contribuem para a resolução da tarefa ou do problema. Permite ainda poupar tempo. Além disso, podem ser fornecidas referências a outra literatura e a outros materiais que estão disponíveis, por exemplo, numa biblioteca.

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Etapas da conceção de um *WebQuest* III:

Informações sobre a avaliação

Todos os *WebQuests* devem ser avaliados. A autoavaliação pelos formandos (reflexão sobre o seu próprio processo de trabalho e a qualidade dos resultados) é de grande importância. Se possível, é útil fornecer um *feedback* por escrito sobre o desempenho do formador. Os critérios de avaliação podem ser divulgados aos formandos.

Elementos de síntese

É importante fazer um resumo das experiências e incentivar à reflexão sobre o procedimento, a expansão ou generalização. A tónica pode ser colocada nas "lições aprendidas" e na "incorporação no próprio mundo do conhecimento".

Apresentação

A apresentação dos resultados e a partilha de ideias ajudam a obter uma impressão geral dos trabalhos realizados.

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Mais-valia pedagógica: *WebQuests* – uma abordagem centrada no formando.

- Os *WebQuests* são uma oportunidade para trabalhar de forma centrada no formando em sala e para utilizar os computadores e a internet de forma sensata.
- A condição prévia, no entanto, é a de que os formadores lidem, em certa medida, com os aspetos subjacentes à teoria da aprendizagem.
- Os *WebQuests* podem ser vistos como blocos de construção para uma outra sessão.

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Elementos para a criação de *WebQuests*:

Conhecimentos técnicos

- Edição Web
- Pesquisa na Internet
- Criação de ligações e formulários

Conhecimentos pedagógicos

- *Scaffolding*[1]
- Colaboração e cooperação
- Construtivismo

1. Sobre o que significa *scaffolding* em educação ver: www.helioteixeira.org/ciencias-da-aprendizagem/o-que-significa-o-termo-scaffolding-em-educacao/

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Que tipo de conhecimentos são necessários para criar um *WebQuest*?

- conhecimentos técnicos;
- conhecimento científico;
- conhecimentos de programação;
- conhecimentos pedagógicos.

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INTERFACE

A4:
O papel do formador

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Papel do formador

1. criador do *WebQuest;*
2. investigador e organizador;
3. prestador de informações;
4. fornecer sugestões;
5. mentor de avaliação;
6. avaliador;
7. resumir e ajudar a chegar a conclusões.

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INTERFACE

B. Fase de formação

Sessão de trabalho em pequenos grupos.

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INTERFACE

Tarefa 1

- Criar um *WebQuest* em: www.createwebquest.com/
  Registe-se e crie um pequeno *WebQuest* sobre um tema.
  A seleção do tema é livre.

- Dispõe de 60 minutos.
  Por favor, colabore com outra pessoa.

- Em seguida, partilhe as suas ideias com os restantes grupos e mostre o seu *WebQuest* numa breve apresentação.

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Tarefa 2

- Ver o *WebQuest* www.createwebquest.com/claudia-graça/pre-história-de-onde-tudo-começa
  Em pares, crie uma lista de prós e contras sobre este *WebQuest.*

- Têm 45 minutos.
  Por favor, trabalhe em grupo.

- Em seguida, partilhe as suas impressões com os outros grupos com base no que escreveram apresentando as suas listas de prós e contras.

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INTERFACE

Parabéns!

Dominou o módulo D sobre *WebQuests* na educação!

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INTERFACE

Consórcio:

MINDSHIFT Talent Advisory

spectrum RESEARCH CENTRE

EEO GROUP

AUXILIUM

CARDET
CENTRE FOR THE ADVANCEMENT OF RESEARCH & DEVELOPMENT IN EDUCATIONAL TECHNOLOGY

UNIVERSITÄT PADERBORN
Department Wirtschaftspädagogik
WiPäd
Business and Human Resource Education

LATVIJAS UNIVERSITĀTE

ACUMEN TRAINING

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INTERFACE

INTERFACE

Kvalifikācijas celšanas programma un instrumenti prasmju novērtēšanai

A daļa: digitālo pedagoģisko prasmju veidošana Profesionālās izglītības pasniedzējiem

D modulis: WebQuests kā mācību metode!

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INTERFACE

A Ievads

B Apguves fāze

Par tēmu
WebQuests kā mācību metode

Darbs grupās par tēmu
WebQuests kā mācību metode

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INTERFACE

A:
Ievads tēmā
WebQuests kā mācību metode

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INTERFACE

A1:
Kas ir
WebQuest?

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INTERFACE

Kas ir WebQuest?

„WebQuest ir uz meklēšanu/jautājumiem orientēts nodarbību formāts, kurā skolēni iegūst visu informāciju no tīmekļa. Izglītotāji nodrošina saviem izglītojamiem dokumentus, kas ietver saites uz tīmekļa vietnēm, lai izmantotu informāciju atbilstoši darbībai. "

Abuhasnah, R. (2015): Examples of Webquests.
https://www.edutopia.org/discussion/examples-webquests-science

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INTERFACE

Kas ir WebQuest?

WebQuests izgudroja Bernijs Dodžs 1995. gadā no Sandjego štata universitātes. Pēc viņa teiktā, WebQuest ir "uz meklēšanu/jautājumiem orientēts nodarbību formāts, kurā daļa vai visa informācija, ar kuru izglītojamie mijiedarbojas, ir no resursiem internetā".

Dodge, B. (1997). Some thoughts about WebQuests. Retrieved August 15, 2003, from the WebQuest Homepage, San Diego State University: http://webquest.sdsu.edu/about_webquests.html

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INTERFACE

Kāds ir WebQuest mērķis?

"WebQuest izmantošanas mērķis ir mudināt izglītojamos izmantot ievākto informāciju un piedalīties jēgpilnās diskusijās."

Abuhasnah, R. (2015): Examples of Webquests.
https://www.edutopia.org/discussion/examples-webquests-science

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Kāds ir WebQuests mērķis?

Uz jautājumiem un izziņu vērsts tiešsaistes mācību aktivitātes mērķis ir veicināt transformatīvus mācīšanās rezultātus, kas tiek sasniegti, lasot, analizējot un sintezējot tiešsaistes resursus.

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Vai redzat atšķirību resursos, veicot WebQuest uzdevumu par mitozi?

Piemērs: WebQuest par augu dzīvi?

Apskatiet

http://urbanext.illinois.edu/gpe/index.cfm

Apskatiet

http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

http://urbanext.illinois.edu/gpe/index.cfm
http://www.differencebetween.net/science/difference-between-animal-mitosis-and-plant-mitosis/

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A2: WebQuest izmantošana un dizains (struktūra)!

. . . .

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Iemesli WebQuests izmantošanai un izstrādei:

1. **Mūsdienīgu ideju ieviešana nodarbībās**
2. **Vēstures tēmu vai notikumu izvērtēšana**
3. **Produkta izveide**
4. **Tikt galā ar autentiskām dzīves situācijām**
5. **Veicināt motivāciju un iztēli**

Fernandez, S. / Steward, T. / Hill, E. (2022):
WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Dizains I: **Uzdevumi izglītojamiem WebQuest:**

- Uzdevumu atkārtošana
- Kompilācijas uzdevumi
- Žurnālistikas uzdevumi
- Pārliecināšanas uzdevumi
- Dizaina uzdevumi
- Radošie izstrādes uzdevumi
- Vienprātības veidošanas uzdevumi
- Mistērijas un detektīvu uzdevumi

Fernandez, S. / Steward, T. / Hill, E. (2022): WebQuests in Online Learning. http://www2.hawaii.edu/~erikhill/learningobjects_webquest/index.html

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Dizains II : ko izmantot WebQuest veidošanai

Izmantojiet komerciālas un nekomerciālas vietnes

- Izveidojiet savu platformu vai emuāru (piemēram, ar blogger.com) vai MOOC (piem., ar MOOCit.de), lai sniegtu izglītojamiem instrukcijas, problēmas, ko risināt un uzdevumus.
- Varat arī izveidot savu platformu ar individuālu informāciju, lai pārliecinātos, ka nepieciešamā informācija ir pieejama izglītojamiem

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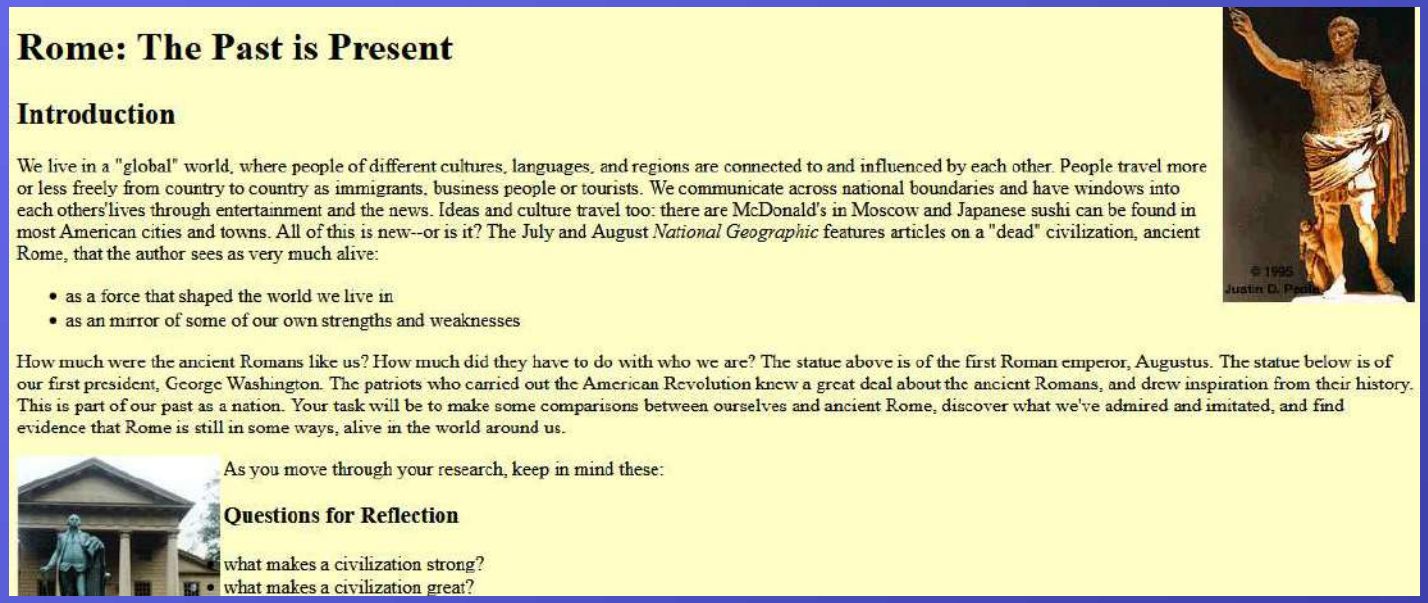
Piemērs:

https://web.archive.org/web/20120603233249/http://kathyschrock.net/webquests/FOULKE/rmindex.htm



Rome: The Past is Present

Introduction

We live in a "global" world, where people of different cultures, languages, and regions are connected to and influenced by each other. People travel more or less freely from country to country as immigrants, business people or tourists. We communicate across national boundaries and have windows into each others'lives through entertainment and the news. Ideas and culture travel too: there are McDonald's in Moscow and Japanese sushi can be found in most American cities and towns. All of this is new--or is it? The July and August *National Geographic* features articles on a "dead" civilization, ancient Rome, that the author sees as very much alive:

- as a force that shaped the world we live in
- as an mirror of some of our own strengths and weaknesses

How much were the ancient Romans like us? How much did they have to do with who we are? The statue above is of the first Roman emperor, Augustus. The statue below is of our first president, George Washington. The patriots who carried out the American Revolution knew a great deal about the ancient Romans, and drew inspiration from their history. This is part of our past as a nation. Your task will be to make some comparisons between ourselves and ancient Rome, discover what we've admired and imitated, and find evidence that Rome is still in some ways, alive in the world around us.

As you move through your research, keep in mind these:

Questions for Reflection

- what makes a civilization strong?
- what makes a civilization great?

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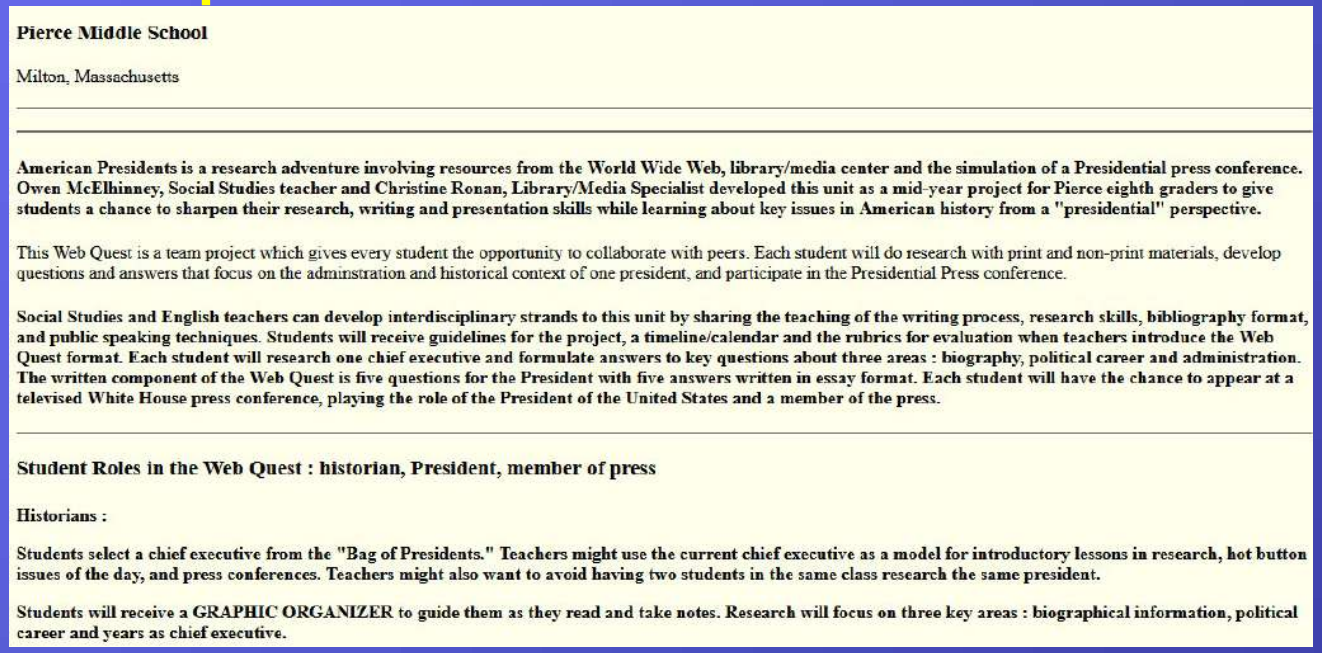
Piemērs:

https://web.archive.org/web/20130615150435/http://kathyschrock.net/webquests/RONAN/index.htm



Pierce Middle School

Milton, Massachusetts

American Presidents is a research adventure involving resources from the World Wide Web, library/media center and the simulation of a Presidential press conference. Owen McElhinney, Social Studies teacher and Christine Ronan, Library/Media Specialist developed this unit as a mid-year project for Pierce eighth graders to give students a chance to sharpen their research, writing and presentation skills while learning about key issues in American history from a "presidential" perspective.

This Web Quest is a team project which gives every student the opportunity to collaborate with peers. Each student will do research with print and non-print materials, develop questions and answers that focus on the administration and historical context of one president, and participate in the Presidential Press conference.

Social Studies and English teachers can develop interdisciplinary strands to this unit by sharing the teaching of the writing process, research skills, bibliography format, and public speaking techniques. Students will receive guidelines for the project, a timeline/calendar and the rubrics for evaluation when teachers introduce the Web Quest format. Each student will research one chief executive and formulate answers to key questions about three areas : biography, political career and administration. The written component of the Web Quest is five questions for the President with five answers written in essay format. Each student will have the chance to appear at a televised White House press conference, playing the role of the President of the United States and a member of the press.

Student Roles in the Web Quest : historian, President, member of press

Historians :

Students select a chief executive from the "Bag of Presidents." Teachers might use the current chief executive as a model for introductory lessons in research, hot button issues of the day, and press conferences. Teachers might also want to avoid having two students in the same class research the same president.

Students will receive a GRAPHIC ORGANIZER to guide them as they read and take notes. Research will focus on three key areas : biographical information, political career and years as chief executive.

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Uzdevums

Kādi ir visbiežāk sastopamie WebQuest uzdevumi?:

- Matemātiskie uzdevumi, Pārstāstīšanas uzdevumi, Saskaņotie uzdevumi
- Kompilācijas uzdevumi, Pārliecināšanas uzdevumi, Dizaina uzdevumi
- Prezentācijas uzdevumi, Kategorizācijas uzdevumi, Sarunu uzdevumi
- Pārbaudiet uzdevumus, ziņošanas uzdevumus, vienprātības veidošanas uzdevumus

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A3: Kā izveidot WebQuest?

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INTERFACE

Soļi WebQuest izstrādē I:

Ievads

Ievads veicina izpratni par tēmu. WebQuest autentiskuma dēļ tam vajadzētu rosināt izglītojamos zinātkāri un vēlmi iegūt vairāk informācijas

Uzdevumu un problēmu izklāsts

Uzdevumi un/vai problēmas ir izklāstīti skaidri un precīzi. Ja nepieciešams, tos var papildināt ar izglītojamo ieteikumiem. Tomēr ir jāizvairās tikai no reproduktīvu uzdevumu izmantošanas.

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Soļi WebQuest izstrādē II:

Instruktāža par uzdevumu izpildi

Papildus uzdevumiem tiek sniegta informācija, kā tos veikt: ieteikumi, darba forma (grupas vai individuālais darbs), kopējā uzdevuma sadalījums atsevišķos apakšuzdevumos, pamatnoteikumi, laiks utt.

Pārskats par materiāliem un saitēm

Ir pieejamas izmantojamās interneta saites. Tas dod iespēju izglītojamiem iegūt informāciju no interneta, kas veicina uzdevuma vai problēmas risināšanu. Tas ietaupa laiku. Papildus var sniegt atsauces uz turpmāk lasāmo literatūru, citiem materiāliem, kas pieejami, piemēram, bibliotēkā.

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Soļi WebQuest izstrādē III:

Novērtējuma informācija

Katrs WebQuest ir jānovērtē. Liela nozīme ir izglītojamo pašnovērtējumam (pārdomām par darba procesu un rezultātu kvalitāti). Ja iespējams, noder pasniedzēja sniegta (rakstiska) atgriezeniskā saite par izglītojamā darbu. Vērtēšanas kritēriji var tikt izglītojamam atklāti.

Apkopojot elementus

Svarīgs ir pieredzes apkopojums (to paplašinot un vispārinot) un iedrošinājums pārdomāt darba procesu (atbilžu iegūšanu).
Tas var būt fokuss uz jauniegūtajām atziņām un to savienošanu ar jau esošajām zināšanām.

Prezentācija

Rezultāta prezentācija un dalīšanās ar idejām palīdzēs gūt vispārēju priekšstatu par paveiktajiem darbiem.

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Pedagoģiskais pluss: WebQuests — uz izglītojamiem centrēta/ vērsta pieeja

- WebQuests ir iespēja strādāt ar izglītojamo centrētu pieeju, jēgpilni izmantot datoru un internetu.
- Svarīgi, lai pasniedzējs nodarbībā turpinātu izmantot mācīšanās teoriju aspektus.
- WebQuests var tik izmantots kā pamatelements dažādu nodarbību veidošanā

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WebQuest izveides elementi

Tehniskās zināšanas

- Web rediģēšana
- Meklēšana internetā
- Saišu un veidlapu izveide

Pedagoģiskās zināšanas

- Zināšanu konstruēšana
- Sadarbība un sadarbība
- Konstruktīvisms

Līdzīgas idejas var apskatīt: https://strategiesforspecialinterventions.weebly.com/webquest.html

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Uzdevums

Kādas zināšanas nepieciešamas, lai izveidotu WebQuest?:

- **Tehniskās zināšanas**
- **Akadēmiskās zināšanas**
- **Programmēšanas zināšanas**
- **Pedagoģiskās zināšanas**

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A4: Pedagoga loma

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Pedagoga loma

1. WebQuest dizainers
2. Pētnieks un organizators
3. Informācijas sniedzējs
4. Instrukciju sniedzējs
5. Apspriešanas (Debrīfinga) mentors
6. Vērtētājs
7. Apkopo un palīdz izdarīt secinājumus

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B. Apguves fāze

Darbs grupās

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INTERFACE

1. uzdevums

- Izveido WebQuest:
  https://www.createwebquest.com/
  Reģistrējieties un izveidojiet īsu WebQuest par jūsu brīvi izvēlētu tēmu.

- Jums ir 60 minūtes.
  Lūdzu, sadarbojieties ar kādu no kolēģiem. .

- Pēc tam ikvienam vajadzēs dalīties idejās un īsā prezentācijā parādīt savu radīto WebQuest.

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Task 2

- Apskatiet https://www.createwebquest.com/life-martin-luther-king-jr Diskutējiet ar kolēģi par šī WebQuest plusiem un mīnusiem. Izveidojiet par/pret sarakstu.

- Jums ir 45 minūtes. Lūdzu, strādājiet grupās.

- Pēc tam ikvienam būs jādalās iespaidos, pamatojoties uz to, ko , kas tika izdiskutēts un jāiesniedz par/pret saraksti.

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INTERFACE

Apsveicu!

Jūs apguvāt D modulis: WebQuests kā mācību metode!

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