Professional Development Institute

Flex Course Syllabus

Designing and Creating a WebQuest (3-12)

PDI Course Number: 75T02

UCSD Course Number: EDUC41477

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Would you like to learn how to develop a content-based WebQuest? A WebQuest is an excellent way to integrate content curriculum with technology and the Internet. This online course focuses on how to develop a WebQuest based on any content area. Teachers will learn to begin with content standards and then develop the WebQuest based on a theme or topic that addresses the standards. Internet search strategies will be emphasized in order to find WebQuest resources efficiently. Issues related to Internet safety for students will also be shared. Every step necessary to create a WebQuest will be explored in detail throughout the course, including setting goals and creating tasks, understanding the four filters, and creating the WebQuest assessment rubric. Teachers will also explore a variety of ways to program and share a WebQuest. Finally, teachers will learn how to share the strategies they learned with students, allowing them to create WebQuests on their own. By the end of this course, teachers will understand how to develop content-related WebQuests to share with their students as well as feel confident in teaching their students the WebQuest development process as well.

Educational Outcomes

1. Teachers will become familiar with WebQuests.
2. Teachers will explore at least three WebQuests.
3. Teachers will learn how to find resources on the Internet.
4. Teachers will learn about the importance of Internet safety.
5. Teachers will learn how to cite works used in WebQuests.
6. Teachers will learn how to properly format their WebQuests.
7. Teachers will explore potential WebQuest ideas for grades 3-12.
8. Teachers will learn how to guide the student process.
9. Teachers will learn the process for creating a WebQuest.
10. Teachers will identify standards they will teach in the WebQuest.
11. Teachers will program a WebQuest online.
12. Teachers will learn how to create a rubric for a WebQuest.
13. Teachers will explore ways to incorporate WebQuests into their curriculum.
14. Teachers will share their WebQuests with the class.
15. Teachers will learn how to teach students to make WebQuests.
16. Teachers will have students perform WebQuest peer evaluations.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Create a WebQuest (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- What is a WebQuest?
- Why Create a WebQuest?
- Explore WebQuests
- Researching Content on the Internet
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about using WebQuests. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Internet Safety
- Using Bookmarks
- Copyrights and Works Cited
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and/or video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Setting Goals for the WebQuest
- Setting Tasks for the WebQuest
- Four Filters
- WebQuest Ideas
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to using WebQuests to compliment the curriculum and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Creating a WebQuest

- Creating a Rubric
- Effective Formatting
- **Test #4**

Unit Five

- Create Your WebQuest
- WebQuest Programming
- Teaching Students the Process
- **Test #5**

Unit Six

- WebQuest Management
- Student WebQuests
- **Assignment #4**
  *You have developed portions of a WebQuest throughout the course. Please post your entire WebQuest or the URL to your WebQuest in the **Discussion Board** folder for Assignment #4. *****VIP***** Please make sure the subject line of your message posting includes the grade level and/or content area you teach. This will make it easy for teachers to search for postings they may wish to review within the Discussion Board based on their grade level or subject area.*
  Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

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