Center for Professional Development
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Independent Study Online Course Syllabus

Course Number: TEC 942
Course Title: WebQuests: Implementing Technology Integration

X Online ☐ Correspondence

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Overview: What is a WebQuest?

Here is how three popular, long-time WebQuesters describe a WebQuest:

1. The WebQuest, popularized by Bernie Dodge of San Diego State University, is a learning activity that focuses on developing higher-order thinking skills for learners. As the creator of the WebQuest concept, Bernie defines WebQuests as follows: "A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation." Bernie Dodge (http://www.cui.edu/celt/CELT/WebQuest/webquest_intro.htm)

2. "WebQuests provide teachers nationwide an opportunity to implement interdisciplinary units while enhancing technology skills and meeting content standards for school improvement. This student-centered, inquiry-oriented approach for grades K-12 guides student usage of web-based information to solve problems, which engage them in higher-level cognition skills. Increased student motivation is established when students are asked to understand, hypothesize, or problem-solve authentic tasks given within WebQuests. Rubrics, which are incorporated for each WebQuest, are utilized to measure student accountability." Linda Hampton, Grade 3-5 Technology Teacher, Williams Middle School, Sturgis, South Dakota.

3. "A good WebQuest includes intriguing questions, an interesting problem, rich and relevant resources, and the creation of an original product to demonstrate student learning. Students become involved and engaged, working together, considering options

and debating issues."
Maureen Yoder (https://daretodifferentiate.wikispaces.com/file/view/webquest.pdf)

Course Description

The course is designed to assist participants in learning about, using, and creating the increasingly popular WebQuest. Individuals will work independently on a number of online assignments designed to familiarize them with the philosophy and theory behind the WebQuest model. The culminating project will be the creation of one's own unique WebQuest, which incorporates national content and technology standards into one of their curricular units. The course focus will provide teachers with strategies, steps, guidelines, tools and resources for developing standards-based WebQuests that require critical and creative thinking skills. The course is suitable for teachers of all grade-levels and subjects. Participants will need access to the Internet.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

All course materials are available through the course website: http://www.frespac.net/WebQuest/

Rationale and Purpose

1. WebQuests promote critical thinking and problem-solving for students of all ability levels.

2. WebQuests take participants from surfing the Internet as merely a consumer to becoming a producer and contributor to the Internet.

3. WebQuests work within copyright laws involved with using Internet materials. This provides an opportunity to model and teach character and values
.
4. WebQuests are particularly appropriate for developing tolerance for differing viewpoints and unfamiliar beliefs and practices.

5. WebQuests are one of the best ways for the average teacher to achieve the ISTE* NETS** themselves and with students.

*ISTE = International Society for Technology in Education
**NETS = National Educational Technology Standard

Student Learning Objectives (standards addressed by each)

At the conclusion of the course participants will be able to:

1. Present an overview of WebQuests (NETS I) (NBPTS 1)
2. List the components of a WebQuest (NETS II, III) (NBPTS 1)
3. Evaluate WebQuests (NETS II, IV, V) (NBPTS 1)
4. Locate resources that will help them create their own great WebQuests (NETS II, V) (NBPTS 3)
5. Design their own WebQuest relating to their curriculum (NETS I, II, III, IV, V) (NBPTS 2)
6. Identify standards addressed by their WebQuest (NETS II, III, V) (NBPTS 2, 3, 5)
7. Design a WebQuest rubric (NETS IV, V) (NBPTS 3)
8. Use technology to locate, evaluate, and collect information from a variety of sources (NETS I, IV) (NBPTS 3, 5)
9. State legal requirements with regards to copyright and plagiarism (NETS III, IV, VI) (NBPTS 4)
10. Properly cite Internet resources (NETS V, VI) (NBPTS 4)
11. Display positive attitudes toward teaching with technology (NETS III, V) (NBPTS 1, 5)

Evidence of Student Learning:

Each assignment is focused on a component of WebQuests. The course culminating project then demands mastery of each component in order for each student to create their own unique WebQuest. The completion of the culminating project then ties together all assignments and provides evidence of authentic assessment of student learning in the most practical way.

Standards Addressed in This Course:

National Educational Technology Standards

One of the strengths of WebQuests is that they offer a method for content-specific technology integration in K-12 settings. WebQuests address each of the ISTE* Student NETS**, particularly the second part of number six: "Students employ technology in the development of strategies for solving problems in the real world."

More specifically this course particularly addresses each of the six standards of the ISTE Teacher NETS which are listed here:

I. Technology operations and concepts.
II. Planning and designing learning environments and experiences.
III. Teaching, learning, and the curriculum.
IV. Assessment and evaluation.
V. Productivity and professional practice.
VI. Social, ethical, legal, and human issues.

Each of the WebQuest Desired Student Outcomes is tied to one or more of these ISTE Teacher NETS as indicated by the Roman numerals after each Desired Student Outcome.

As noted above, all of the ISTE teacher standards are addressed, but particularly II and III.

II. Planning and Designing Learning Environments and Experiences: Teachers plan and design effective learning environments and experiences supported by technology.

III. Teaching, Learning, and the Curriculum: Teachers implement curriculum plans that Include methods and strategies for applying technology to maximize student learning.

Teachers:
A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
B. Use technology to support learner-centered strategies that address the diverse needs of students.
D. Manage student learning activities in a technology-enhanced environment.

*ISTE = International Society for Technology in Education
**NETS = National Educational Technology Standards

National Standards for the Teaching Profession

The National Board for Professional Teaching Standards (NBPTS) has established high and rigorous standards for what accomplished teachers should know and be able to do. These standards represent a professional consensus on the aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, these standards also incorporate the essential knowledge, skills, dispositions and commitments that allow teachers to practice at a high level. These standards are grounded philosophically in five core propositions.

The WebQuest course contributes to each of the core propositions and addresses many of the NBPTS Standards as follows:

NBPTS Core Propositions

For more information and full text of the *What Teachers Should Know and Be Able to Do* go to www.nbpts.org/UserFiles/File/what_teachers.pdf

Each of the WebQuest Desired Student Outcomes is tied to one or more of these NBPTS Core Propositions as indicated by the cardinal numerals after each Desired Student Outcome.

1. *Teachers are committed to students and their learning.*
   WebQuests motivate students to participate in the learning experience. WebQuests provide unique opportunities to develop respect for individual, cultural, religious and racial differences.

2. *Teachers know the subjects they teach and how to teach those subjects to students.*
   WebQuests add to the instructional repertoire allowing teachers to create multiple paths to learning the subjects they teach.

3. *Teachers are responsible for managing and monitoring student learning.*
   WebQuests allow teachers to create, maintain and alter instructional settings to capture and sustain the interest of their students, while making effective use of instructional time an resources.

4. *Teachers think systematically about their practice and learn from experience.*
   WebQuests create settings that enable teachers to demonstrate capacities that are prerequisites for intellectual growth – the ability to reason, take multiple perspectives, be creative and take risks, and experiment and solve problems.

5. *Teachers are members of learning communities.*
   WebQuests assist teachers in finding ways to work collaboratively and creatively with world, national and local community members, as well as parents, engaging them productively in the scope of a WebQuest.

NBPTS Professional Teaching Standards

The National Board of Professional Teaching Standards (NBPTS) has identified certain commonalities that characterize the accomplished practice of teachers. These professional characteristics of accomplished teachers are reflected in the NBPTS Standards. The WebQuest course addresses many of these standards as follows:

☐Knowledge of students – Participants will create WebQuests that demonstrate their knowledge of students' abilities, interests, aspirations and values.

☐Knowledge of content and curriculum – WebQuest course participants will draw on their knowledge of subject matter and curriculum development in deciding what is important and appropriate to learn in fashioning their WebQuest and course assignments.

☐Learning environment – WebQuest participants will produce a culminating project that will establish a caring, inclusive, stimulating and safe educational experience.

☐Respect for diversity – WebQuest assignments help participants produce an atmosphere that fosters respect and appreciation for individual differences.

☐Instructional resources – WebQuest participants will create and assess a rich and varied collection of WebQuest examples and resources.

☐Meaningful applications of knowledge – WebQuest participants will explore and produce WebQuests that helps their students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

☐Family involvement – WebQuest participants will make it possible for parents to participate in their WebQuest creations.

☐Contributions to the profession – WebQuest participants will make it possible for other educators to access their WebQuest creation for feedback and/or classroom use.

Common Core Standards

The Common Core State Standards Initiative is a state-led effort coordinated by the national Governors Association Center for Best practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

For WebQuest students whose Culminating Project is in the content areas of English Language Arts or Mathematics, the required accompanying WebQuest lesson plan should address the Common Core Standards. See http://www.corestandards.org.

Assignments and Assessment

Seven Assignments	50%
Final WebQuest Product	50%

The Seven Assignments

Each of the seven assignments deal with one of the standard components of the typical WebQuest. Each component is presented as a mini WebQuest (about using and creating

WebQuests), but also includes tasks for gaining familiarity with the various WebQuest attributes and to springboard you into the building of your own unique WebQuest. Each of the seven assignments are completed online and submitted electronically to the instructor for evaluation and feedback.
Assignment 1: The WebQuest Introduction
Assignment 2: The WebQuest Task
Assignment 3: The WebQuest Process
Assignment 4: The WebQuest Resources
Assignment 5: The WebQuest Assessment
Assignment 6: The WebQuest Conclusion
Assignment 7: The WebQuest Additional Components

The Final WebQuest Product (Culminating Project)

The Final WebQuest Product is a culminating project in which the student applies the knowledge gained in the seven assignments to the creation of their own unique WebQuest including a lesson plan for classroom use. A variety of options for presenting the final WebQuest Product are available.
See attached Web Quest Grading Rubric

Grading Scale

A	90% and above
B	80% - 89%

CR	80% and above
NC	less than 80%

Technology Requirements

Required Computer Capabilities

Minimum Computer Capabilities Necessary for Course:
1. Use of and familiarity with a computer that has Internet access.
2. Ability to "surf" the World Wide Web.
3. Ability to navigate to a specific Internet Web site.
4. Access to and ability to send and receive e-mail.

Additional Recommended Computer Capabilities:
These Recommended Computer Capabilities are not required for success in the course but may prove useful.
1. Ability to send e-mail attachments.
2. Ability to create web pages. See Appendix for location of free Web based tutorials.

3. Ability to incorporate graphics into web pages.

Instructor/Student Contact

Course instructor, George Smith, is readily available and easily accessible by surface mail, e-mail, discussion board, or phone to answer questions, provide clarification, offer suggestions, and give advice. The instructor will initiate dialogue in a welcome email. As the course progresses, the instructor will provide appropriate e-mail feedback as each assignment is received. Upon completion of the course the instructor will provide feedback on the culminating project. Feedback will include notation of excellence as well as description of deficiencies with suggestions for correction, improvement and/or completion.

References and Resources

http://www.zunal.com/
http://webquest.sdsu.edu/adapting/
http://warrensburg.k12.mo.us/webquest/
http://midgefrazel.net/lrnwebq.html
http://webquest.sdsu.edu/finepoints/
http://tommarch.com/learning/prewrite.php
http://school.discovery.com/schrockguide/webquest/webquest.html
http://www.thirteen.org/edonline/concept2class/webquests/index.html
http://webquest.sdsu.edu/materials.htm
http://www.webquestdirect.com.au/whatis.asp
http://projects.edtech.sandi.net/staffdev/tpss99/upgrades/index.htm
http://www.msfiedler.com/wq/
http://www.teachersfirst.com/summer/webquest/quest-a.shtml
http://www.emints.org/webquest/index.shtml
http://www.classbrain.com/artteach/publish/article_70.shtml
http://www.noodletools.com/index.php
http://www.techtrekers.com/webquests/
http://www.uen.org/utahlink/tours/
http://www.field-guides.com/
http://www.internet4classrooms.com/vft.htm
http://www.theteachersguide.com/virtualtours.html
http://campus.fortunecity.com/newton/40/field.html
http://oops.bizland.com/vtours.htm
http://www.uh.edu/~jbutler/anon/anontrips.html

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu

Grading Policies and Rubrics for Assignments

The final grade is based on points accumulated from the eight course projects as follows:

90-100 points (90-100%) = letter grade A
80-89 points (80-89%) = letter grade B

To earn a grade of "Credit" a minimum of 80 points (80%) must be earned. Course work falling short of 80 total points will not receive credit. The assignment of project points is at the discretion of the instructor based on the quality of each project submitted.

The course projects are to be submitted either through the U.S. Mail, or by email. Keep a copy of your mailed coursework in the event something gets lost in the mail. If you would like your mailed assignments returned, include a stamped, self-addressed envelope for this purpose.

Please review the TEC942 Grading Rubric on the course website
http://www.tec942.net

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.