**WebQuest**

**Activity Description**

A WebQuest ([Dodge, 1996](#)) is an inquiry-based scavenger hunt that is designed to promote collaboration and exploration. WebQuests are comprised of a series of connected tasks that require students to use higher order critical thinking skills while engaging with web-based resources. WebQuest activities can be completed as an individual or as a team over varying lengths of time (Example: 1-3 class sessions or an entire semester).

**Timeline**

Instructor Preparation (90-120 minutes); Student Participation (variable)

**Learning Outcome/s**

- Students will be able to analyze and solve exploratory tasks using critical thinking skills.
- Students will be able to manipulate web resources to complete required tasks.
- Students will be able to relate the WebQuest activity tasks to the selected topic.
- Students will be able to describe the process of a WebQuest and rate their experience.

**Tools & Resources**

WebQuest example sites; WebQuest delivery tool, text, images, websites, multimedia, and Web 2.0 tools; evaluation rubric

**Activity Implementation**

1. Review WebQuest examples to familiarize yourself with this activity in application. Make a note of features you would like to incorporate into your own WebQuest activity. (Example WebQuests: [Discovering and Uncovering Piaget](#); [Women of the Century](#); [College & Career Quest Exercise](#))
2. Select a topic and title for the WebQuest. Identify the big questions to be answered at the conclusion of the WebQuest. Write learning outcomes that align with the content and activities. Determine the length of the WebQuest (short or long).
3. Select a tool to deliver the WebQuest. WebQuests may be delivered using basic word processing software, LMS, or a website platform (Weebly, WordPress). When using a website, utilize a WebQuest template (QuestGarden) or create your own.

4. Outline the WebQuest by moving from the “simple and familiar to the more complex and new” (Dodge, 1996). A WebQuest should include the following structure:
   - **Introduction:** Present students with background information that introduces the topic and mission set before them.
   - **Task:** Select doable tasks that can be completed in the time allotted.
   - **Process:** Instructors need to break down each task into easily understood steps. Students should understand what needs to be accomplished in order to successfully complete each task.
   - **Evaluation:** Instructors should provide students with a rubric for how their work will be evaluated. Remember to indicate whether each group member will receive the same grade or if members will receive their own individual grade.
   - **Conclusion:** Instructors are encouraged to revisit the initial introduction and make connections between the topic and tasks. Instructors may also encourage students to continue their quest by exploring additional resources.
   - **Resources/Instructor Page:** Instructors should cite sources used to design the WebQuest. This page should also include information about the WebQuest, and if possible, be available to download as a shared resource to fellow instructors.

5. Build the WebQuest activity by gathering, posting, and arranging online materials including text, images, websites, and multimedia.

6. Direct students to access the WebQuest. Instructors should provide students with ample explanation regarding how to participate in the WebQuest, timeline and group expectations, as well as a rubric for how the tasks will be evaluated. If this is students’ first experience with WebQuests, provide additional information about what a WebQuest is, how it aligns with the course learning objectives, and what students should be able to do at the conclusion of the activity.

7. Indicate how students (individually or as a group) should submit each task.
Ideas for Assessment & Reflection

Using a rubric, instructors should provide detailed feedback to students and address any common themes/concerns through a post, course announcement, or video post. Additional assessment could be presented in the form of a quiz or reflective activity.

After reviewing instructor feedback, students should be encouraged to reflect on their experience participating in a WebQuest and summarize what they gained from this type of learning activity. Students should also be provided an opportunity to provide the instructor with feedback about what was successful about the WebQuest activity and what components need to be modified.

Readings & Resources

- WebQuest.org- [http://webquest.org/](http://webquest.org/)