The Internet can be a valuable resource for planning and teaching. In this unit, we will develop a WebQuest to help you understand the potential of the Internet in education and to provide you an opportunity to practice and hone your web publishing skills. WebQuests are inquiry-based learning modules that use the web to immerse students in complex problem-solving activities. This project will bring together many of the activities and readings that we explore in class by leveraging the Internet’s capacities as a teaching, learning, and curriculum resource and tool.

Directions. For this course, you will develop a sample WebQuest with the following components:

1. Teacher Materials Page.
   - Background. A paragraph explaining the topic and why it is relevant, important, etc.; the age and developmental characteristics of the target audience of students and a brief explanation of why this unit of study is worthwhile and valuable.
   - Standards. A paragraph explaining which content standards your WebQuest unit will address. Use the DPI Model Academic Standards (http://www.dpi.state.wi.us/standards/) to outline how this unit fits into the goals for students in the state of Wisconsin. Remember, doing a WebQuest should involve skills and knowledge from multiple content areas.
   - General Goals and Specific Objectives. Based on the standards you have selected (above), write a brief paragraph outlining the broad goals for your WebQuest and its specific objectives in terms of what students will know and be able to do as a result of completing your WebQuest activity.

2. WebQuest for Students.
   - Introduction. This section provides background information and assigns students’ roles. For example, “you are a member of a research team” or “you are an astronaut....” Often this communicates why the topic is important to study. Try to engage students intellectually and emotionally.
   - Task. Tells students what they will accomplish by the end of the WebQuest. In one WebQuest, the task was to gather information and analyze data about planets to decide which planet to colonize. Be as specific as possible.
   - Process. In this section, guide students through the steps needed to accomplish the task. Define specific actions, worksheets, scavenger hunts, research, etc. that is required. They may be arranged in numerical order or however else you choose. Include at least three steps in the activity that require students to use online (and/or offline) resources.
   - Resources. This section consists of an annotated list of resources – such as books, videos, articles, people, museums, and websites – that students will use to complete the task. Each resource must be identified and described so students will know in advance how each resource can be used. The resources listed should be age-appropriate and content-rich.
   - Evaluation. Describe the final project that will serve as students’ culminating product (the way in which the task is to be realized). What do students need to turn in to the teacher? Design the final product such that, through its completion, students demonstrate how well they have met the standards you selected (above). This section may reiterate information in the task and process sections (above) but rewritten so that is specifies the form and content of the final product. Be sure to provide criteria (such as a rubric) that can be used for self-assessment by the students themselves as well as by the teacher for final assessment purposes.
   - Conclusion. This section outlines a brief activity in which students reflect on what they have learned, how well they enjoyed the WebQuest, and/or what remaining questions they have.

DUE DATE: This WebQuest unit is due at the end of class on February 28.