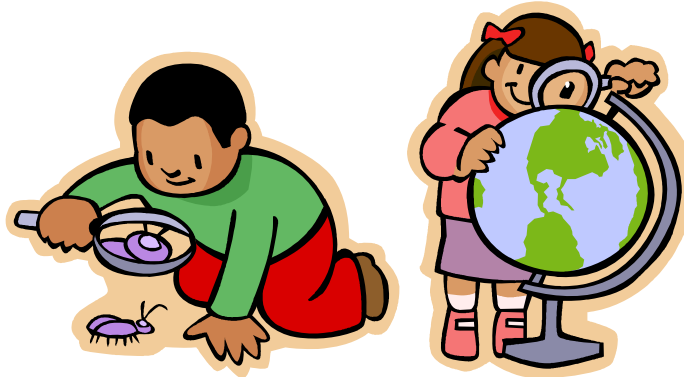


Internet Scavenger Hunts & WebQuests

for
Problem Solving and Questioning Skills



Learning is an act of exploration!

By
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Essential Question: How can teacher stage learning scenarios that lead students to both mastering content and utilizing both higher order thinking skills and questioning strategies?

Today's Objectives:

- Define and identify components of WebQuests and Scavenger Hunts
- Create a scavenger hunt that includes thinking questions that are divergent and innovative
- Create and post a WebQuest that includes a scavenger hunt
- Determine if WebQuest and Scavenger Hunts would be appropriate to assign as student projects

What Is Collaborative Learning?

Teaching can be either teacher centered or student centered. When most of us went to school teaching was at least 90% teacher centered. Today instructional strategies have shifted to a more student centered approaches. Which is best? It depends. While there are still times and places for direct teaching, we find that students are more engaged and attend more to task when they were working together in groups of two or more, mutually searching for understandings, solutions, or creating a product to solve problems. Students learn through exploration, application, and inquiry.

What is a WebQuest?

A WebQuest is an inquiry-oriented Internet based lesson model in which most or all the information that learners work with comes from the web. <http://webquest.org/index.php>

Activity 1: Explore and Evaluate WebQuests

- Explore WebQuests: Working in Teams of 3 select and score one WebQuest based upon Bernie Dodge's Rubric: <http://webquest.sdsu.edu/webquestrubric.html>
 - <http://webquest.sdsu.edu/designpatterns/all.htm>
 - <http://webquest.sdsu.edu/taskonomy.html>
- Look at some instructional design tasks and check the example WebQuest. Evaluate them on how well they:
 - Engage the interest of students
 - Address the curriculum
 - Require the use of lower skills to solve problems based upon higher order thinking
- Search for more examples: <http://webquest.org/search/index.php>
 - Are all WebQuest a WebQuest
 - How is a WebQuest Structured?
 - <http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm>

What is a Scavenger Hunt?

According to Wikipedia, “An Internet scavenger hunt is a fact-finding exercise where students answer a list of questions or solve problems as they practice information seeking skills. A hunt can serve as a powerful tool to introduce the study of a new subject or to supplement the exploration of various sides of an issue.

Although hunts frequently move from web site to web site, some direct a student's exploration of a single, content rich site. The single site strategy is employed to introduce users to the elements of a highly sophisticated site like the [Library of Congress](#) site, the government site [Thomas](#) or the [Smithsonian](#) site. This permits the teacher to highlight the key areas of a web site.”

http://en.wikipedia.org/wiki/Internet_scavenger_hunt

Activity 2a: Exploring Scavenger Hunts

Preview the Scavenger Hunt ;

- Hola Mexico! <http://facultyfp.salisbury.edu/rdroyer/mexicoth.htm>
- African Artifact Scavenger Hunt - <http://www.nationalgeographic.com/xpeditions/activities/10/index.html>
- Mississippi River (**open Mississippi River Scavenger Hunt Student Worksheet**) - http://www.educationworld.com/a_lesson/00-2/lp2120.shtml
-

Answer these questions:

- Based on Bloom’s Taxonomy, where do most of the questions fall?
 - <http://www.teachers.ash.org.au/researchskills/dalton.htm>
- What is the most interesting question? Why?
- What is the most important question? the least important?
- Is there an “essential or BIG question” that moves students to higher order thinking?
 - <http://questioning.org/Q7/toolkit.html>

Activity 2b:

If you assigned students to create a scavenger hunt using http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm , how would you evaluate the finished product? Go to RubiStar and create a rubric for your students.

<http://rubistar.4teachers.org/index.php>

- Note: When asking students to create a product, students should be evaluated both on product and process

Can You Answer The Following?

- How would you compare and contrast a WebQuest and a Scavenger Hunt. Which one could be substituted for a UNIT or TOPIC of study?
- Which would be the most useful to do a collaborative lesson requiring higher order thinking skills?
- Which would be the most time consuming?
- Do students have to have mastered all basic skills before they are allowed to work on a WebQuest?
- How is a WebQuest organized?
- How important is the questioning skills of a teacher in producing a hunt or a quest that engages students in higher order thinking skills?

Activity 3: Your First WebQuest

DOWN WITH TEACHER STRESS: Create a WebQuest

INTRODUCTION: An Invitation to Learning

Do you have one lesson that you are not truly happy with and feel it is not quite getting the job done? Do you have new curriculum that you need to cover and you are tired of doing the same old thing? Do you feel like you just don't have the time to really develop a new lesson?

If the answer to any of the above is yes, then you have stress. Today we will try to lower that stress by spending the day developing a WebQuest with various tasks and activities that you can take back and use next year. Plus we will find other WebQuests that have already been written on the Internet so you do not have to reinvent the wheel.

Our motto today is, "Work Smarter, Not Harder" Today your job is to **Think Different, Be Unique, Be Global, Be Cross Curricular, Be Focused on TEKS/TAKS, Have Fun.**

TASK: The End Results of Your Efforts

Today you will work in teams of 2 or 3 to create a WebQuest for a topic of your choosing that can be used in your classroom next year. When completed, you can input your page into Filamentality to post it online. You will do a final presentation to the class at the end of the day.

Your WebQuest will have a rubric for evaluation and will be based upon one of Bernie Dodge's design patterns. At least one activity should include a Scavenger Hunt that related to the topic and a minimum of 5 Web resources for students. You should also require students to turn in a works cited page using MLA formatting. You may NOT request your students to SEARCH for more than 10% of the activities; Your lesson should include a collaborative/cooperative learning activity.

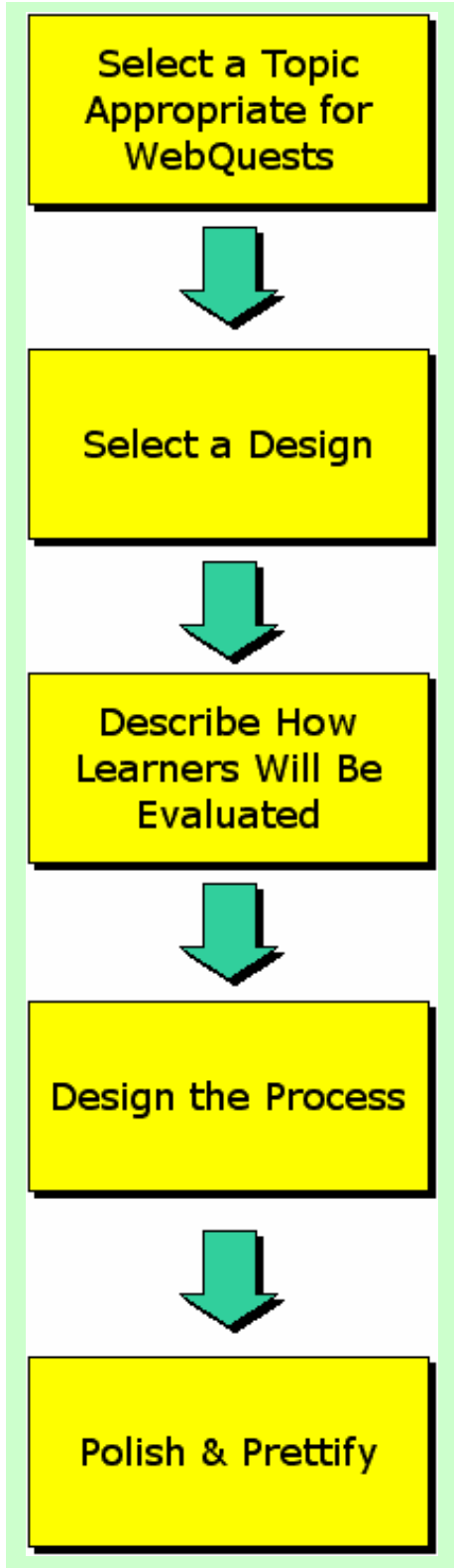
Roles:

- Team Leader
 - Posts finished product
 - Sets link from WebQuest to Scavenger Hunt
 - Checks resource links and mechanics of site
 - Aligns activities with TEKS
 - Collaborates with team in designing the Quest and writing an engaging INTRODUCTION.
 - Checks for balance of higher order and lower order thinking skills
- Researcher and Technician
 - Collaborates with team in designing the Quest and writing an engaging INTRODUCTION.
 - Locates and bookmarks Internet resources for the Quest
 - Locates non Internet resources for the Quest
 - Fills out the resources on the appropriate section of the Design Template
 - Learn how to use Filamentality and instructs other team members
- Puzzlemaker
 - Collaborates with team in designing the Quest and writing an engaging INTRODUCTION.
 - Develops a Scavenger Hunt and posts it using Filamentality

- Shares resources with the team's researcher
- Develop an "essential question" for the WebQuest.

Process: How Will The Task Be Accomplished?

Utilize the WebQuest Design Process: <http://webquest.sdsu.edu/designsteps/index.html>



Pick a curriculum area and subject. Think BIG and look for global ideas. Which is the bigger idea, Immigration or Migration? The broader the big idea the more interrelated the learning becomes. -

Go to the Design Patterns at <http://webquest.sdsu.edu/designpatterns/all.htm> and select your pattern. Then download both the teacher and student templates. When they open, select and paste into Word. Save each new Word File to your desktop folder.

1. First identify what you want your students to understand; the big essential question and the subsidiary questions. The essential question should be answered by answering the subsidiary questions.
2. Ask, "How will students prove to you they have in-depth understanding and the basic knowledge and skills?"
3. Identify tasks and skills that will reflect their level of understanding and learning.
4. Define roles and establish responsibilities
5. Create a rubric to guide students to success

1. Structure the learning environment with a step-by-step process. Remember, success builds success.
2. Gather your resources and evaluate.
3. Engage in the construction process to develop tools and resources.

When finished, post resources, scavenger hunt and WebQuest to Filamentality. <http://www.kn.pacbell.com/wired/fil/H>

RESOURCES:

- Questioning Toolkit <http://questioning.org/Q7/toolkit.html>
- Rubric Maker <http://rubistar.4teachers.org/index.php>
- Design Patterns <http://webquest.sdsu.edu/designpatterns/all.htm>
- Posting at Filamentality <http://www.kn.pacbell.com/wired/fil/>
 - Take the tour: <http://www.kn.pacbell.com/wired/fil/tour.html>
- Citation Maker http://myt4l.com/index.php?v=pl&page_ac=view&type=tools
- Search tools to use: You may not use Google or Yahoo... Try something new
 - Ikeepbookmarks.com <http://www.ikeepbookmarks.com/kaybass>
 - Searches resources other teachers have already found
 - Managing Teacher Internet Sites
 - Creating Scavenger Hunts
 - Resources

EVALUATION:

Your WebQuest will be evaluated on both process and product. Two tools will be used as the basis of the evaluation:

- The Five Rules for Writing a Great WebQuest - <http://webquest.sdsu.edu/documents/focus.pdf>
- Bernie Dodge's Rubric for Creating a WebQuest - <http://projects.edtech.sandi.net/staffdev/rubric.htm>

Your WebQuest should include all required elements:

- An Essential Question
- A Scavenger Hunt – Posted
- A WebQuest Posted that requires students to
 - Create a works cited page
- Five or more resources that allow students to successfully accomplish all tasks
- Rubric for scoring
- Only one search allowed:
 - You may not use Google or Yahoo
 - Pick search tools appropriate to the task and the age/grade level of students
- The main project should be collaborative/cooperative
 -

Your presentation to the class will be evaluated based upon your content and communication skills.

Managing Teacher Internet Sites

The only time students should be using search engines is when teachers are teaching search strategies. Teachers should identify the sites they expect students to use because:

- Teachers know the content and students are less likely to plagiarize
- The sources have already been identified as having instructional value

You will create an on-line system of organizing your resources at a free Web site – IkeepBookmarks.com

- Go to: <http://www.ikeepbookmarks.com/kaybass>
- Click **iKeepBookmarks.com** in the upper left corner
- Click CREATE NEW ACCOUNT
 - Deselect “REMEMBER BY LOGIN ON THIS COMPUTER
 - Account should be listed
 - Write down your user name and password
- Create a new bookmark by clicking ADD on the Green Line
 - Type the address <http://www.ikeepbookmarks.com/kaybass>
 - Enter a title such as Kay’s Awesome Links
- Add Pop-up to your bookmarks/favorites
- Use the pop-up to bookmark the following sites
 - RubiStar Rubric Maker - <http://rubistar.4teachers.org/>
 - Citation Maker (formal MLA & APA citings)
http://myt4l.com/index.php?v=pl&page_ac=view&type=tools
- Create a folder for today’s topic:
 - Click ADD on the yellow bar

Finding Internet Resources

- Find 3 strong Internet sites that could be used in teaching your topic.
- Correlates with core curriculum content and skills
- Provides information that goes beyond who, what, and where
- Would enrich, enhance, and reinforce concepts being taught
- RULES – You can not use any of the major search engines. Try some new search tools and see what you can find. Remember, learning is an act of exploration.
- Use the search feature on IkeepBookmarks.com
 - [Search Tools for Kids](http://www.tekmom.com/search/index.html) - <http://www.tekmom.com/search/index.html>
 - [Noodle Tools](http://questioning.org/Q7/toolkit.html) - <http://questioning.org/Q7/toolkit.html>
 - [KartOO](http://www.kartoo.com/en_index.htm) - http://www.kartoo.com/en_index.htm
- If time allows, download one photo that can be used as a graphic. Be sure to bookmark the site and include the citation in your bookmarks notes/description
 - Citation Maker http://myt4l.com/index.php?v=pl&page_ac=view&type=tools

Creating a Scavenger Hunt

The process:

- Identify an idea/concept/topic to reinforce or introduce.
- Search for web sites.
- Develop questions related to those sites. Include higher order questions.
 - Include an essential question
- Write an introduction to the activity
- Have one final BIG activity/question that will tie everything together and relate directly to the essential question.
- Save it to a web site or give students a paper handout.

Asking the Questions

Using the Questioning Tool Kit - <http://questioning.org/Q7/toolkit.html> and Bloom's Alignment Verbs - <http://www.teachers.ash.org.au/researchskills/dalton.htm>, develop a minimum of 5 questions plus an essential question based upon the sites you bookmarked.

Topic:		
Essential Question:		
Site Name:	Web Address:	
Questions:	Question Type	
1.		
2.		
3.		
Site Name:	Web Address:	
Questions:	Question Type	
4.		
5.		
6.		
Site Name:	Web Address:	
Questions:	Question Type	
7.		
8.		
9.		
Site Name:	Web Address:	
Questions:	Question Type	
10.		
11.		
12.		
Putting it All Together: One activity or big question that reflects the essential question		

Creating the Hunt on the Internet

Free sites for posting:

- 4Teachers.org - <http://4teachers.org/> Look for Web Poster Wizard
- Filamentality – <http://www.kn.pacbell.com/wired/fil/>
 - Click on SEARCH Filimentality and enter the word “hunt”.
 - See how your hunt will appear when done.
- TrackStar - <http://trackstar.4teachers.org/trackstar/index.jsp>
 - Select FIND A TRACK and enter “scavenger hunt” to see what your page would look like
- When finished posting, we will bookmark it on Kay’s Ikeepbookmark site.

Resources:

Kay's Links: <http://www.ikeepbookmarks.com/kaybass>

Questioning Strategies and Bloom's Taxonomy

- Questioning Tool Kit - <http://questioning.org/Q7/toolkit.html>
- Classroom strategies to engender questioning - <http://www.fno.org/toolbox.html#Questioning>
- Bloom's Alignment Verbs - <http://www.teachers.ash.org.au/researchskills/dalton.htm>

Scavenger Hunts

- What is a scavenger hunt - http://en.wikipedia.org/wiki/Internet_scavenger_hunt
 - Sample Scavenger hunts
 - Hola, Mexico <http://facultyfp.salisbury.edu/rdroyer/mexicoth.htm>
 - ---

<http://www.nationalgeographic.com/xpeditions/activities/10/index.html>
 - Mississippi River http://www.educationworld.com/a_lesson/00-2/lp2120.shtml
- Free sites for posting:
 - 4Teachers.org - <http://wizard.4teachers.org/index.php>
 - Filimentality – <http://www.kn.pacbell.com/wired/fil/>
 - Click on SEARCH Filimentality and enter the word “hunt”.
 - TrackStar - <http://trackstar.4teachers.org/trackstar/index.jsp>
 - Select FIND A TRACK and enter “scavenger hunt” to see what your page would look like

WebQuests

- What is A WebQuest <http://webquest.org/index.php>
- Concept to Classroom: <http://www.thirteen.org/edonline/concept2class/webquests/index.html>
- Find a Good WebQuest:
 - <http://webquest.org/search/index.php>
- WebQuest about WebQuest
 - Elementary <http://webquest.sdsu.edu/webquestwebquest-es.html>
 - Middle School <http://webquest.sdsu.edu/webquestwebquest-ms.html>
 - High School <http://webquest.sdsu.edu/webquestwebquest-hs.html>
- Using WebQuest in the Classroom http://www.internet4classrooms.com/using_quest.htm
- 5 Rules for Writing Great WebQuest - <http://webquest.sdsu.edu/documents/focus.pdf>
- Components of A WebQuest http://www.internet4classrooms.com/using_quest.htm
 - Rubric for Evaluating WebQuest <http://webquest.sdsu.edu/webquestrubric.html>
 - WebQuest Design Process – 7 Steps <http://webquest.sdsu.edu/designsteps/index.html>
- Select a topic <http://webquest.sdsu.edu/Images/selection.gif>
- Design Patterns <http://webquest.sdsu.edu/designpatterns/all.htm>

- Process Guides <http://webquest.sdsu.edu/processguides/>
- Taxonomy of Tasks <http://webquest.sdsu.edu/taskonomy.html>
- Finding WebQuest
 - <http://webquest.org/search/index.php>
 - http://www.internet4classrooms.com/using_quest.htm
 - <http://www.kn.pacbell.com/wired/fil/>
- Sites to create WebQuests
 - [Filimentality](#) a fill-in-the-blank tool that guides you through picking a topic, searching the Internet, gathering good Internet links, and turning them into online learning activities: Free.
 - Quest Gardens - \$20 a year. Created by Bernie Dodge, father of WebQuests.
 - [Italian Unification Instant WebQuest](#) Instant WebQuest is a web based software for creating WebQuests in a short time. \$0.
 - [The Fantastic Four and World War III PHPWebQuest](#) PHP WebQuest is a WebQuest Generator that allows teachers to create WebQuest without the need of writing any HTML code or using web page editors. The program supports images uploading, and resizes images is necessary Cost: Free. Must be installed on your own server.
- Useful Resources
 - <http://webquest.org/index-resources.php>
 - Thomas from the Library of Congress <http://www.loc.gov/index.html>
 - Check Thomas Jefferson <http://thomas.loc.gov/>
 - Smithsonian <http://www.si.edu/>

General Tools

- RubiStar Rubric Maker - <http://rubistar.4teachers.org/>
- Citation Maker (formal MLA & APA citings)
http://myt4l.com/index.php?v=pl&page_ac=view&type=tools
- Search Tools
 - [Search Tools for Kids](#)
 - [Noodle Tools](#)
 - [KartOO](#)