

**Resources:** Resources for getting the information. Contains a list of the information sources (web sites and web pages) students should use to complete the task.

**Evaluation:** This section describes the evaluation criteria needed to meet performance and content standards. The rubric evaluates the work of each student team and should relate specifically to the central task.

**Conclusion:** The conclusion brings closure and encourages reflection. Wraps up the activity and gives students a chance to reflect on what they've learned. It encourages learners to think beyond WQ.

**Teacher Page (option):** The teacher page includes information to help other teachers implement the WQ, including target learners, standards, notes for teaching the unit, etc.

#### 4. HOW?

The basic necessities for using and creating WQs for teaching and learning are (a) access to a computer, (b) means of connecting to the Internet, (c) an Internet account, and (d) an e-mail address.

We believe that keeping some basic principles in mind makes the process of using and creating WQs simpler and clearer. These principles relate pedagogy rather than to technology and they are learning goals, teaching guidelines and planning tips.

*Learning goals* should accompany the use of Internet for WQ activity and they are: critical learning, creative mastery of new technologies, collaborative learning and cross-cultural learning. WQs help students not only receive information but also for collaboratively producing it, besides it magnifies the importance of cross-cultural learning in civic affairs, academia, in business, etc. It also helps learners think critically at the macrolevel by considering how new information technologies are helping reshape social, political, and economic contexts.

*WQ Teaching Guidelines* will help teachers to achieve the above goals. First of all teaching with WQ is the incorporation of project-based learning. When students work on projects they can solve problems that are similar to what they will later have to solve in real world life. Project work also helps ensure that Internet activity moves beyond chatting. Project work goes with another approach, student-centered learning when a role of the teacher becomes a "guide on the side".

WQ is well-suited for international teams of students to explore common ground on a conflict or for solving a global problem. Putting the above guidelines into effect is a complex process and we can name the main *planning tips*:

- it is better to do a few tasks and do them well than to take too much the first time.
- make clear guidelines, list of assignments and a time line for project-based WQ.

Before starting to create WQ the teacher should decide if he really needs to create a WQ from scratch?

You can easily adapt existing WQs to your needs:

<http://webquest.sdsu.edu/adapting/index.html>

Search Bernie Dodge's WebQuest Site

<http://edweb.sdsu.edu/webquest/matrix.html>

Tom March's Best WebQuests

[jittip://bestwebquests.com](http://jittip://bestwebquests.com)

But if while looking through a lot of WQs a fresh idea came into your mind why not to create your own WQ?

The process of creating WQ isn't always linear, but there are some standard steps [B.J. Dodge, 2004], which might be taken for creation of your own WQ:

1. Choose a topic appropriate for WQ: <http://webquest.sdsu.edu/project-selection.html>
2. Select a design for your topic: <http://webquest.sdsu.edu/designpatterns/all.htm> Write up the task and describe the roles for students. Choosing a task is the most difficult part.
3. Complete the Evaluation section in the student template. Duplicate it in the teacher template.
4. Find a set of resources to provide the information needed by students (role-players) to cope with the task. If you have any doubts about the legitimacy of a site, check it out with Fagan's URL Info tool: <http://www.faganfinder.com/urlinfo/> designing the process is the most time-consuming part of creating WQ.
5. Complete the Introduction and Conclusion.
6. Polish your WQ: <http://webquest.sdsu.edu/finepoints/>