WebQuest Report

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WebQuest Report

Multimedia Design Project Assessment (MDPA) Report Template

Product URL: http://lifecycleatthezoo.weebly.com

Analysis

I am a second-grade teacher at an elementary school in Smyrna, Georgia. My school is located in the Concord Covered Bridge-Ruff’s Mill Historic area near the remains of several early pioneer communities and Civil War battlefields. Over the years, my school’s enrollment has multiplied. The city has grown from a sleepy rural town into a bustling community. My school is a Title I school that receives financial assistance from the state, due to the high numbers of children from low-income families. Of the 676 students attending, 41% are Black, 38% are Hispanic, 18% are White, and the other 4% are Multiracial or Asian /Pacific. Islander. In addition, 77% of our students are eligible for free/reduced meals.

I have the pleasure of teaching 20 students, 13 are boys and seven are girls. Out of the 20 students in my class, three are African American, nine are Hispanic, three are Multiracial, and five are Caucasian. I have 17 students that receive free/reduced lunch. I am with my students all day, except for when they attend specials (P.E., Art, Music, Media Center) for 45 minutes or lunch for 30 minutes. Five of my students receive Early Intervention Program (EIP) services for math and reading, and nine of my students receive English as a Second Language (ESOL) services. I service my EIP students within my class, while the ESOL teacher comes in to support students who receive specialized services from her. I have one student who qualifies for special education services due to a learning disability (LD), he qualified the last day of school, so his services will begin next school year. Consequently, there is no use of Assistive Technology (AT) within my classroom.

Whether it is playing with tablets, computers, or cell phones at home, my students have had some exposure to technology. To build off students’ skills my school has purchased many devices such as classroom computers (six), mobile carts (one laptop cart and three iPad carts), and computer labs (two). I have three iPads and five desktop computers. If needed, I can either go to the computer lab or check out iPads and laptops. One of my school’s technology goal is to use the devices that are purchased to support whole class instruction, independent work, centers or small group, and independent learning. Students in my class only know how to use a few productivity tools such as Microsoft Word, KidPix, Graph Club, and a few other instructional software.

Before this course, my comfort level in using technology was at a low, but this class has improved my teaching performance. As a result, I am confident in my teaching practices when it comes to developing content-based technology lessons that foster higher-order thinking skills, creativity, and problem-solving tools. I knew that my students are more than capable of using technology for more than writing a report, gaming, and drill and practice. So, I decided to develop, and inquiry-oriented lesson better known as a WebQuest that would be implemented during center rotation. Read below to find out more about the WebQuest.

**Lesson Title:**Life cycles at the Zoo

**Standards Assessed:**

**Content Standards:**

**Science: S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.**

1. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

**ELA:**

**ELAGSE2W7:**Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**Technology Standards:**

**ISTE Standards**:

**Standard 5:**Computational Thinker; Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

**Standard 6:**Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Standard 7:**Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Essential Question(s):**

● How do I identify the life cycle of an animal?

**Learner Objectives:**

After this WebQuest:

* Students will determine the sequence of the life cycle in a mammal, bird, amphibian, or insect

**Dispositional Objectives:**

● Students will work with a partner to complete a WebQuest.

**Special Accommodations:**

● Embedded audio recording

● Graphic organizer

● Word bank

Design

A WebQuest requires six main elements; introduction, task, process, resources, evaluation, and conclusion. However, my WebQuest has seven elements; introduction, task, process, evaluation, conclusion, credits, and teacher page. Let’s take a look at my introduction, task, and process. In the introduction of a WebQuest, the problem and scenario is established.

My introduction would start by asking students what do you call a person who studies animals. Then, the introduction let students know that people who study animals are called zoologist. Next, the introduction informs students that Zoo Atlanta wants to develop an exhibit about animal life cycles, but they are having a hard time deciding what animal to feature. They have hired them as a zoologist to help them learn about tigers, flamingos, salamanders, and honeybees. The introduction reminds students that they already had a chance to study life cycles, so they are pretty much experts in identifying life cycle. The introduction also gives students a preview of the task which is to gather information about one of the animal’s listed, and to develop a PowerPoint presentation stating facts and reasons why their animal should be displayed in Zoo Atlanta’s exhibit. Since students might not know what a zoologist is, I prepared a mini lesson using PowerPoint and Jing to explain what a zoologist is, what they do, what are the different types, their job duties, and the requirements of becoming a zoologist.

The next two elements go hand and hand to me, the task and the process. The task states what students would do by the end of the WebQuest. During my task phase, I explain that students will have the chance to work with a partner to gather information about an animals’ life cycle and create a PowerPoint. I also stress that it is vital for them to decide, together, the animal they will be researching. On the other hand, the process tells students the exact steps they need to complete to accomplish the task.

My process has five major steps:

**Step 1:** Click on the google document and signup for an animal.
**Step 2:** Download the Zoo Research Guide.
**Step 3:** Complete the Zoo Research Guide using blendspace.

**Step 4:**Use the Zoo Research Guide handout to create a PowerPoint presentation. The PowerPoint presentation should include:

**Step 5:**Practice rehearsing your presentation.

For my WebQuest, I chose to use blendspace as an online resource. Blendspace is a technology tool that allow teachers to create interactive lessons. This tool allows teachers to upload videos, documents, books, PowerPoints, links and a great way to integrate technology in the classroom. The blendspace for this WebQuest included videos, articles, and a student-friendly search engine about tigers, flamingos, salamanders, and honeybees.

There are many aspects of differentiation in this WebQuest. First off, student groups will be based on flexible grouping. Secondly, students are given a choice in deciding what animal they would like to research. Thirdly, the blend space created for this WebQuest offers multiple ways for students to gather information about their animal, which is one of the core principles of UDL. Students will be given Multiple Means of Representation (MMR) through videos, articles, and search engines. This WebQuest also provides principles of UDL by including a built-in auditory tracking system which supports struggling readers. This feature is also a form of AT for students who need repeated direction or support with listening comprehension. To differentiate this lesson, even more, teachers could have students create a model to go along with their presentation or chose another way to represent their research (Prezi or PowToon).

To develop this WebQuest, I had to first think of a topic that would be engaging as well as challenging. My students enjoyed learning about the life cycle of butterflies, so I thought I would create a lesson around life cycles. Incorporating Multiple Means of Representation was challenging for me because I did not know much about online project, online publishing, and productivity tools to use to support learning for all students. As a result, I had to research current emerging technologies to enhance learning experiences aligned with student content standards and student technology standards. I came across blendspace which ended up being the perfect tool for UDL and differentiation. Although it took me over 20 hours to create this WebQuest the results are rewarding.

Here are my references I used to create my WebQuest:

* Blendspace
* Creating4theClassroom
* Google docs
* PebbleGo
* Pixabay

**Websites:**

All Things Animal TV. (2014, September 10). *FLAMINGOS: Animals for children. Kids videos. Kindergarten | Preschool learning* [Video file]. Retrieved from https://www.youtube.com/watch?v=Pz3XiJac57w

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Implementation

This WebQuest should be implemented as part of a center rotation after students have already have had the chance to learn about the lifecycle of familiar animals in their area. It is imperative for students to know already how to create a PowerPoint and navigate blendspace for this WebQuest is not a technology lesson, but an inquiry-oriented lesson that is technology rich. This WebQuest could also be used for enrichment purposes.

I was not able to implement this project, but if I were, I would implement this project in the computer lab for two days. I would make sure that my students were familiar with navigating the blendspace website, login into PebblGo, and can create a PowerPoint presentation. To ensure equitable access to the internet while implementing the WebQuest, I would make sure that students are paired and that each pair has access to the WebQuest. If this lesson goes smoothly with my students, I will collaborate with other teachers on my grade level. I would assist my colleagues by modeling the WebQuest and supporting them as they enhance the digital learning environment within their classroom.

Evaluation

To assess students learning, I would use a rubric to grade their PowerPoint presentation. The rubric will include three categories; content, presentation, and attractiveness. Since this is a science lesson that focuses on the life cycle, the content of the presentation will be the most critical aspect of the rubric. In addition to using the rubric, I would also use formal observation and make anecdotal notes throughout the implementation of the project.

To test my product design, I worked with three adults, giving them a usability test. Using the “think-aloud” method, I asked my volunteers to perform many tasks as they navigated through my WebQuest. For example, read through the introduction of the WebQuest. What do you think this WebQuest is about? Using the usability test helped me know if my project was well designed and what changes I needed to make to improve my product.

Here is a picture of an adult navigating through my WebQuest:



Reflection

Creating this WebQuest forced me to apply all the skills that I learned in this multimedia class to effectively design an engaging lesson that promoted higher-order thinking skills, creativity, and problem-solving. Creating this lesson also forced me to research technology-based tools that align to state standards and technology standards to enhance students learning experiences. I think I did a great job developing a WebQuest in general and providing Multiple Means of Representation. Looking back, I wished I would have included self-assessments and peer assessments to increase student engagement and to expand student feedback. If I were to create another WebQuest, I give students a choice in their end product as well as integrate other technology tools to gather information such as ebooks.

I believe that WebQuests are great tools to support learning because it gives students the opportunity to learn through experience. In the WebQuest I created, students had to create a PowerPoint presentation with specific criteria. This task, creating a PowerPoint, would be very doable because students in my classroom would have already had experiences with creating PowerPoint presentations. Looking back, I would make sure to give my students more choice by picking their group and deciding what end product they would use.

As a result of this project, I have learned that I am more than capable of effectivity integrating technology into my teaching practice that includes digital tools that engage students in authentic learning, support and enhance higher-order thinking skills,  and make use of differentiation and assistive technology. I also learned that I am a perfectionist, so it is imperative that I give myself ample amount of time to create lessons like this.

    If teachers/colleagues want to develop a WebQuest, I would tell them to go for it because it is such a great tool to support inquiry, reinforce the curriculum, and help create problem solvers. I would suggest starting with a template that incorporates backward design. I would also suggest collaborating with a teammate to create a WebQuest because it is very time consuming, yet rewarding.

References

What is a WebQuest. (2004). Retrieved from https://www.thirteen.org/edonline/concept2class/webquests/index.html