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In-Cult



Educational Methods
WEB-QUEST
Permanent University
University of Alicante, Spain

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Method structure description:

Name of the method: Web-Quest

Name/institution of the contributor: Universidad Permanente, Spain

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Photos:



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Short info:

Organiser: Universidad Permanente, UPUA, Universidad de Alicante

Target Group: all ages

Time required for preparation: 1 hour

Time required for implementation: 1 hour (30 minutes for the task, plus 30 minutes for presentations)

Venue/place (inside, outside): classroom and online work

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Suitable time: any time or a time close to a national festivity or festival

Possibility to implement online: Yes. The activity in its original format has a blended-learning approach, insofar as students must use computers and web-page resources. Another option consists in using a blog or forum where participants can read other classmates' contributions, thus allowing for the web-quest to be conducted totally online.

Short description of the method (max. 100 words):

A web-quest can simply be defined as a constructive activity based on a search of information on the Internet that concludes with a systemic activity fostering collaboration, analysis, induction and even creativity. The idea was originally devised by Bernie Dodge in February 1995 with Tom March's assistance. Following Bernie Dodge, a web-quest has to meet the following criteria: the task should be doable and interesting; information sources on the web must be used; support needs to be available throughout the process; and the task should be completed with a closure.

Implementation of the method within the project (max. 100 words):

This type of class activity is perfect to use and disseminate the internet resources produced by the In-Cult project. Different types of web-quests can be proposed, since a wide variety of topics can be studied: comparison between festivities; food and celebrations across Europe; the difference between tangible and intangible heritage; the role of families in heritage, etc. Playing the games could help to shape the closure of this activity too.

Step-by-step description of the method (max. 200 words):

- ① The teacher must prepare an introduction giving some background information; for example, what immaterial heritage is.
- ② A doable and interesting task has to be designed; for instance, students will look for traditions resembling their own in other European countries and prepare a presentation. Topics could include dancing, food, Christmas, Easter, music, religion, festivals or theatre, among others.
- ③ A set of online information sources required to complete the task should be made available, including the knowledge, interview, and links sections of the In-Cult project.
- ④ Teachers should provide learners with a description of the process that they should go through when accomplishing the task, breaking it into accurately described steps.
- ⑤ Some guidance on how to arrange the acquired information is needed. This can take the form of guiding questions or directions to complete organisational frameworks such as timelines, concept maps or cause-and-effect diagrams.

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⑥ Finally, it is important to prepare a session that brings the quest to an end, reminds learners what they have learned, and perhaps encourages them to extend the experience into other domains. For example, exhibits, a presentation, a fair, a debate, online games, etc.

Teaching and Learning (max. 100 words):

Being preferably conducted in small groups, this method promotes collaborative work. It is a constructive activity meant to foster various cognitive skills such as: classifying, comparing, analysing, creating, linking with other disciplines, etc. Most importantly, students need to critically compare their findings with their own experiences, additionally offering a different insight into the information they have come across on the web. This type of experience should also be used to teach students what information they can trust on the Internet and how to look for reliable sources, which makes it highly advisable for language teachers.

5 Keywords:

WebQuest, Internet search, creativity, constructivism, blended learning.

Possible training tools, material, resources to use (e.g. flyer, roll-up etc.):

The In-Cult webpage, internet links, and computers.

Method dissemination possibilities:

Students' presentations and reflections could be posted online, for example using a blog or an online collaborative noticeboard.