

Connecting Communities Empowering Transitions

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Empowering Transitions



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Module 5

WebQuests for Civic, Social and Economic Integration & Empowerment

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What to expect

Module five aims to

1. present and examine the structure of a WebQuest
2. support you to develop a micro-WebQuest that you can use in your youth work setting.



What is a WebQuest?



WebQuests

- WebQuests were designed by Bernie Dodge in 1995.
- They are inquiry-oriented educational tools that are based online.
- WebQuests are constructivist in their nature so they help learners to make their own meaning from their learning.
- When developed, a WebQuest harnesses the power of the internet to focus the attention of the learner on information.



Using WebQuests in a Youth Setting



WebQuests ...

- Focus the attention of young people on a particular subject area or task
- Develop the capacity of young people to use the internet to search for information
- Can be as long or as short as you wish and can be incremental in their difficulty level
- Empower a young person to be active in their own learning.



The Structure of a WebQuest



WebQuests

There are four main sections of a WebQuest

1. The Introduction
2. The Task
3. The Process
4. The Evaluation.



The Introduction

- Reflect on what topic are you currently working on in your practice.
- The introduction section of a WebQuest allows you to provide some background information to the learners.
- In this section, you can present some of the key themes, vocabulary, issues or concepts that the WebQuest will deal with.



The Task

- A WebQuest is action-orientated.
- In completing a WebQuest, learners will have to develop, produce or create an output – such as a poster, a podcast, an email.
- In this second section, the task (activity) should be clearly defined and realistic to complete.
- It will be a call-to-action for the young person.
- **Top tip**: Set real-world tasks that the learners can complete such as complete a CV rather than create hypothetical tasks.



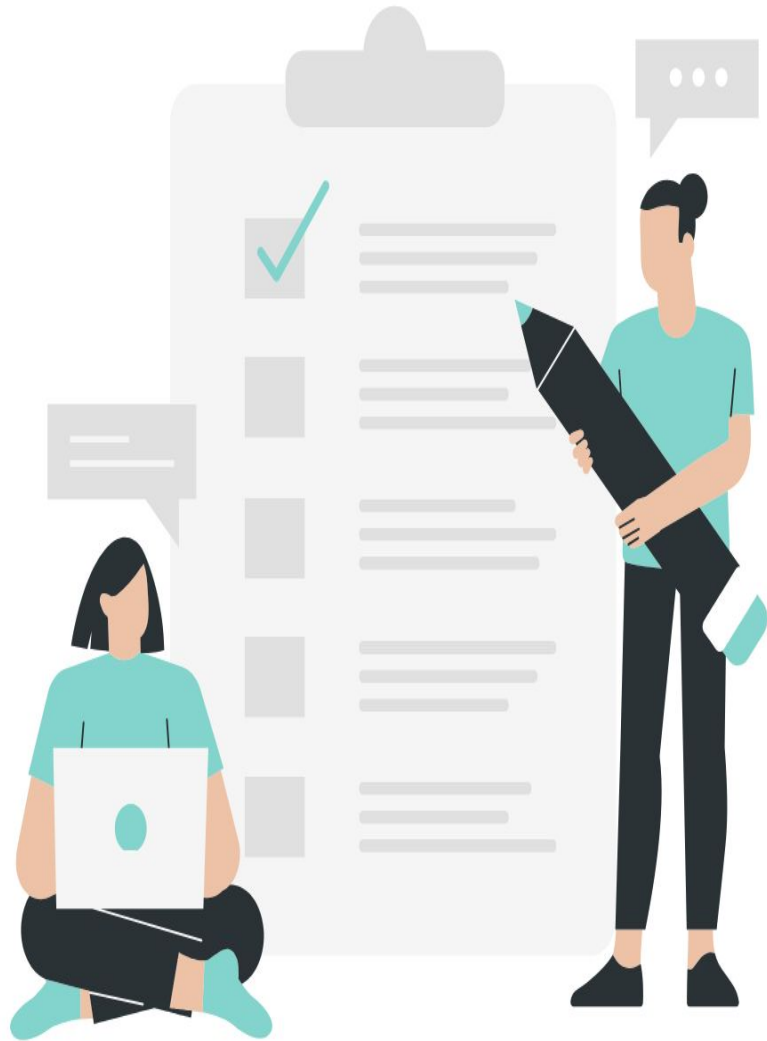
The Process

- Step 3 is the "doing" step of the WebQuest.
- Key information is presented alongside links for additional reading or watching to help the young person to learn more about the topic in a logical and guided way.
- Within step 3 are sub-tasks which each have their own call-to-action or "mini-tasks", such as jot down information, call a friend, or, make a poster.

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The Evaluation

- The final stage of the WebQuest is measuring the new knowledge acquired by the young people.
- Ask questions or provide quizzes based on information that was provided within the WebQuest.
- Try to provide opportunities for self-evaluation and thought-provoking questions.



Developing a WebQuest



When developing a WebQuest

- **Start at the end** – what do you want your young people to achieve / create / do by the end of the WebQuest?
- **Work backwards** – find resources and information that can help you to achieve this goal.
- **Finish at the start** – once you have found links and information, extract some of the key information and statistics and create the introduction section.



Tips for creating a WebQuest

- A WebQuest is an online tool so open a Word Document File and split it into four sections.
- If your learners are more visual learners, include some photographs or interactive elements to make the WebQuest more appealing for them.



Create your own
WebQuest



Tips for creating a WebQuest

1. identify a topic that would work well with the young people that they are working with,
2. provide a solution to the challenges that they are facing,
3. create an introduction (50-words)
4. create a task (20-words)
5. provide at least 2 different web based resources that will help the young people to tackle the challenge
6. offer one evaluation question.



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