

Title of Session: Experiencing a WebQuest

Moderator: Bernie Dodge

Title of File: 20050324webquest

Date: March 24, 2005

Room: After School Online Room

BJB2: Bernie, do you want to get started?

BJB2: . o O (kind of a big group to do intros with)

BernieD: Yes... let's start. No intros necessary or we'll be here all night.

BernieD: As a protocol that I sometimes use when the group is this large, let me ask that you all ask for the floor before typing to us. To ask a question, type a ?. To make a comment,, type a !, then wait to be called on.

BernieD: Tonight we're going to grapple with the problem of ramping up WebQuests so that higher level thinking is engaged. This seems to be the greatest challenge faced by teachers who are transitioning from traditional pedagogy.

BernieD: if you look at the majority of WebQuests that are out there, that's the part that novice authors miss. Their lessons tend to be at the knowledge level of Bloom's taxonomy. That's not good enough.

BernieD: Since figuring out how to get to a higher level is itself a job that requires higher level thinking, what better way to deal with it than in a WebQuest?

BernieD: Tonight we're going to try something new. We're actually going to experience a WebQuest online in the one hour that we have together here.

LeniD joined the room.

BernieD waves gallantly to Leni.

BernieD: I'm going to assign you to one of two roles. Half of you will adjourn to my private office to interact with each other while the other half will stay here. Then we'll come together for some whole-group discussion.

BernieD: I've never done this before, but I'm game if you are.

CatherinBP: I'm game

JeffL: [to Bernie] sounds good!

BernieD: Before we begin, does anyone have any questions or comments? Type a ? or ! and wait to be called on.

SummerGst15: I'm new at this, but I'll do the best I can

BernieD: OK... I guess we're ready.

BernieD: Take a look at <http://webquest.sdsu.edu/higherquest/index.html>

SarahMW: ?

BernieD: Yes Sarah?

BJB2: if you have a pop up blocker, hold down the control key on your keyboard

SarahMW: What if a pop up blocked that site?

TonyaJ joined the room.

BernieD: BJ anticipated your question telepathically.

BJB2: Sarah, try holding down ctrl

KristinMS: a!

BernieD: Go Kristin

KristinMS: thanks for the control suggestions I would have been sitting here for hours trying to figure out how to open that

BernieD: OK... click on Introduction and read that.

BernieD: <http://webquest.sdsu.edu/higherquest/intro.html>

TonyaJ: Would parenting skills be a good topic for a webquest?

BernieD: Not calling on those without the floor. Sorry.

BernieD: Go ahead and look at the Task.

BernieD: As with most WebQuests, the Task statement is short and sweet. It's just a description of what we're going to accomplish, not how.

BernieD: OK... on to the Process.

BernieD: <http://webquest.sdsu.edu/higherquest/process.html>

BernieD: As with many WebQuests, this one has roles. I'm going to assign you to one of these two perspectives. And here's how:

BernieD: If your screen name here begins with A to L, you're a Verbalist.

BernieD: If it's M through Z, you're a complexitologist.

BernieD: Are there any questions before we break into groups?

BernieD: Raise your hand to be recognized.

JeanneM: ?

BernieD: Yes Jeanne?

StacieLS: a?

BridgetM: I was late. OK to hop in?

TonyaJ: ?

JeanneM: How much time do we have to review these five sites?

BernieD: I will keep the time. About five minutes per site.

JeanneM: ty

BernieD: Stacie?

StacieLS: my question has been answered

BernieD: Tonya?

BernieD: (Bridget, you're a verbalist.)

TonyaJ: This is my first time in Tapped In and I wanted to know how do I access the websites while in Tapped In

LisaWar: Sorry, I am still not on the webquest. Everytime I try to log on, it disables the Tapped In chat.

BernieD: You just click on the link.

BJB2: Lisa, open a new browser window and type in the url

BernieD: And the URL is <http://webquest.sdsu.edu/higherquest/process.html>

BernieD: OK... all the verbalists stay in this room.

BernieD: That is, ASO.

JeanneM: ?

BJB2: if you are going to join Bernie, when you see him leave this room click on the ONLINE tab to the left of the chat window, single click on **BernieD** and then click on the door icon at the bottom

BernieD: I'm going to go to my office now. When you see me disappear, click on the online tab and select my name (**BernieD**). Then click on the doorway at the bottom of the screen to follow me.

BernieD: (great minds)

BJB2 grins

BernieD left the room.

Session in Bernie Dodge's office

Room: Bernie Dodge's Office

BernieD: Still waiting for the rest of the M-Z's.

BernieD: OK... we're almost all here. Welcome!

SarahRN: ?

BernieD: OK... go ahead and read the links for you complexitologists.

BernieD: That is, step 2 in the process <http://webquest.sdsu.edu/higherquest/process.html>

BernieD: If you don't have PowerPoint on your computer, click on the QuickTime link.

SarahRN: ?

SeanF: ?

BernieD: Go Sarah

SarahRN: my computer wouldn't allow pop ups - when I allowed pop ups, I lost the chat and don't have the url....yet again.

BernieD: Are you in the lab with your classmates?

SarahRN: I'm in your office with you

BernieD: OK... I don't know what to do for you. You need to enable popups to proceed

BernieD: Sean?

RhondaAH: ?

SarahRN: I did, could you give me the url again?

BernieD: <http://webquest.sdsu.edu/higherquest/process.html>

SeanF: can't access the link, even with ctrl and typing it in; says url not found

BjB: <http://webquest.sdsu.edu/higherquest/index.html>

SeanF: ok;

SeanF: aol's no good for this

BernieD: (or much else)

StacieLS: ?

BernieD: Go Stacie

RhondaAH: I was thrown off by my computer. Where do I need to be?

BernieD: <http://webquest.sdsu.edu/higherquest/process.html>

BernieD: Read the link for the complexitologist.

StacieLS: I have been unsuccessful opening the Complexitologist links but have the verbalist ones

BernieD: OK... go back to ASO and be a verbalist.

BernieD: Take 2 more minutes to look over the link.

KathrynRC: I am a second grade teacher in Santa Ana

BernieD: OK... any questions on the Complexitologist piece?

BernieD: OK... given the silence, it's time to look at the first WebQuest while keeping your role in mind.

BernieD: Look at <http://www2.franciscan.edu/Webquests/fiestafoodfun/> and decide where it stands in terms of higher level thinking skills.

SarahMW: !

BernieD: Sarah?

SarahMW: I do not think it is higher level.

BernieD: Why not?

SarahMW: Because the students really do not have to put much thought into it.

BernieD: What elements of complexity does it lack?

SarahMW: It teaches life skills not really content.

MaryBl: !

SummerGst15: !

SarahMW: Where is the Math?

BernieD: Go Mary

MaryBl: It lacks synthesis

ShannonMM: !

BernieD: Go Summer

SummerGst15: The task is very focused-very few elements

BernieD: Good.

BernieD: Shannon?

ShannonMM: You can't judge a book by its cover. It looks good but the process seems dull and not very engaging.

BernieD agrees with Shannon

PatriciaL3: The lesson barely scratches the complexity surface.

SarahMW: !

SummerGst15: I can't imagine it keeping the interest of any students I know.

BernieD: We have to move on to the next one.

BernieD: Take a look at <http://fc.hbu.edu/%7Estabedw/webquest.htm>

SarahMW: !

BernieD: Yes Sarah

SarahMW: This is better! It has a lot of rich content. There is integration of Math and History content.

BernieD: Ok. Anyone else?

SeanF: !

BernieD: How do the elements of complexity come into play?

BernieD: Go Sean.

MaryBl: !

SeanF: seems to be regurgitating info they discover

SeanF: tho' they have to do some troubleshooting

BernieD: Seems like none of you read the complexity document.

BernieD: Go Mary.

PatriciaL3: Students are applying knowledge in a new way in their inventions.

SummerGst15: !

MaryBl: I disagree. They seem to need to read much and synthesize what they've read. Similar to the analogy on the complexity link--read a number of sources--then create

BernieD: And the initial task of developing a new instrument seems pretty complex, no?

MaryBl: ?

BernieD: Yes Mary?

SummerGst15: !

MaryBI: Could you clarify your comment?

BernieD: Which one?

MaryBI: I can't hear your inflection...I think that reading the info and developing an instrument based on the info read IS a complex task

BernieD: It is.

BernieD: But is it evaluated?

BernieD: OK.... time is up. Come join me in the other room.

SummerGst15: I agree that the task is a complex one-coming up with a new instrument is very open-ended. It also has the element of complexity in that there are multiple sources to view and synthesize.

BernieD left the room.

Bernie2Gst3: Maggi, Tonya, Raymond, you need to be in the other room.

Bernie2Gst3: Tonya, Rona, Maggi, follow BernieD to his (my) office.

Bernie2Gst3: Go ahead and read the link for you verbalists.

Bernie2Gst3: That is, step 2 in the process
<http://webquest.sdsu.edu/higherquest/process.html>

JeffL: ?

Bernie2Gst3: Go Jeff

JeffL: Did you set a time for this portion of the activity?

Bernie2Gst3: About 5 minutes.

JeffL: Thanks

Bernie2Gst3: Take 2 more minutes to look over the verbalist link.

JeanneM: I have 2 more to go

Bernie2Gst3: You've all seen Bloom before, right?

BJB2 nods

ChinChiC nods

KristinMS: oh yes I am a student teacher and am required to use it in everything I do

Bernie2Gst3: Any questions on the Bloom link?

Bernie2Gst3: OK... given the silence, it's time to look at the first WebQuest while keeping your role in mind.

CatherinBP: yes, I'm here...the order is from lower to higher yes

Bernie2Gst3: Look at <http://www2.franciscan.edu/Webquests/fiestafoodfun/> and decide where it stands in terms of higher level thinking skills.

JeanneM: ?

Bernie2Gst3: Go J

JeanneM: I thought we were already starting so I am now done looking at all the webquests

JeanneM: I thought we had the next five minutes to get through them

Bernie2Gst3: You can't have looked at them in much detail, then. Take another look at the first one.

BJB2 thinks fiesta doesn't go past knowledge

CatherinBP: !

JasonDe: I'm not sure it extends itself to very much to higher level thinking

Bernie2Gst3: Go Catherine.

BridgetM: Oops - I thought written report is evaluation of experience but there's synthesis in the poster

JoyE: !

Bernie2Gst3: Joy?

JasonDe: following instructions basically

Bernie2Gst3: Please ask for the floor before typing.

CatherinBP: I agree. Most is knowledge, but what about the math part where they must double the recipe?

JoyE: I think this may be beneficial for ESOL students

JoyE: It would allow for practice in English and make them feel comfortable - you could expand this to their *home* country.

TonyaJ: !

Bernie2Gst3: What level of Bloom would you say this is?

Bernie2Gst3: Tonya?

HuangGst7: !

AliciaT: !

Bernie2Gst3: Go Huang

CatherinBP: thinks doubling is Application (solving).

Bernie2Gst3 agrees

HuangGst7: It's more like evaluation

Bernie2Gst3: Really? How so?

KristinMS: a?

KristinMS: oops a!

Bernie2Gst3: Go K

JanCo: !

AliciaT: !

Bernie2Gst3: OK.... we're going to move on to the next one.

KathyB: !

KristinMS: I personally don't feel this goes much beyond the comprehension level because though they are creating a poster they are given very specific directions as well as places to find it and are simply finding the answers

StacieLS: !

TonyaJ: !

Bernie2Gst3: Take a look at <http://fc.hbu.edu/%7Estabedw/webquest.htm>

JeanneM: !

Bernie2Gst3: Yes Jeanne

JeanneM: I think the new world instrument was knowledge based with traces of comprehension coming through

ChristinRi: !

Bernie2Gst3: Christin?

TonyaJ: !

Bernie2Gst3: Tonya?

ChristinRi: I agree. The assignment also jumps from this identification stage right to an application stage without much time for comprehension or application

KristinMS: a!

KathyB: !

TonyaJ: I do think there was a lot of comprehension for 4th and 5th graders

Bernie2Gst3: The task of creating a new instrument looks like pretty higher level, no?

JoyE: !

JeanneM: !

BJB2 agrees with Bernie

JanCo: !

KristinMS: **KristinMS** agrees wholeheartedly with Bernie

JanCo: Agrees with Bernie...

JeanneM: !

Bernie2Gst3: But does that task actually get evaluated?

Bernie2Gst3: Go Jeanne

JanCo: !

Bernie2Gst3: Go Joy

Bernie2Gst3: Go Jan

JanCo: It does not really get evaluated but it does get classified...

Bernie2Gst3: Hmmmm

JeanneM: I agree that the task is higher level but we were asked to evaluate the verbs and with the terminology that is used it seems like comprehension is only shown a little (with no evaluation)

Bernie2Gst3: If it doesn't get evaluated, is it really important?

IsabelP: ?

JeanneM: !

KristinMS: a?

JoyE: I think that it is fun activity for students, but make sure the evaluation is through enough to cover all aspects - including the invention

Bernie2Gst3: Go Isabel

IsabelP: are we thinking of the verbs or of the complexity?

JeanneM: !

Bernie2Gst3: Blooms. You're all verbalists, here.

IsabelP: thinking about verbs, it seems to be knowledge for me

KathyB: !

JeanneM: I think it depends on the task as to whether it is evaluated. What is the outcome you are wanting your students to achieve?

JanCo: ?

Bernie2Gst3: The Complexitologists are joining us now.

Bernie2Gst3: Zowie. Over 40 users.

Bernie2Gst3: OK, muchachos y muchachas....

Bernie2Gst3: Time doesn't permit us to complete this WebQuest, but if it did...

Bernie2Gst3: We'd go through the other three separately, and then come together here in one group to argue about the rank ordering of the lessons.

JeanneM: !

JeanneM: ?

Bernie2Gst3: I've done this activity a few times now and it's interesting to see how it provokes discussion.

GeorgeF: Bernie, Can you give us the rank order as you see it?

BJB2 . o O (provokes is a good adverb)

TonyaJ: Thank you Bernie

Bernie2Gst3: Hmm... Let me give you all a minute to glance at the other three, and then I'll tell you.

SarahMW: Thank you!

Bernie2Gst3: Go to <http://webquest.sdsu.edu/higherquest/process.html> and quickly look at the other three.

Bernie2Gst3: Take one more minute.

JeanneM: Is there a time or way that we can come back next week to finish?

Bernie2Gst3: The URL will still be there.

Bernie2Gst3: But I won't.

JeanneM: No, I mean for discussion

JeanneM: oh ok

BernieD: OK...

BernieD: I think it's very clear that the first one is at or near the bottom.

BernieD: The solar system trip is also very low level

BernieD: It looks great, but it's really at the knowledge level.

KristinMS: a?

TonyaJ: ?

BernieD: On the other hand, the new world instrument one is complex, but needlessly complicated to figure out.

BernieD: The promising thing about inventing a new instrument gets lost in a blizzard of other reading. It ends up in the middle in terms of level of thinking.

TonyaJ: Would the adjective webquest be complicated also?

BernieD: The last two are at the higher levels, and if I had to choose the highest it would be the one about the ancient wonders of the world.

JeffL smiles

KristinMS: though I did not have time to look at the solar system one intently it appeared to be quite high since students are required to take the info. they have found, analyze it, then recommend a planet to the other students which would be evaluation wouldn't it

KathyB: ?

BernieD: Pretty much, but they could have done more with requiring the menus to adhere to a creative theme.

BernieD: Go Kathy

SummerGst15: I agree that the seven wonders would be most complex

KathyB: What age group do you think would best handle the ancient wonders quest?

BernieD: Hmm... middle school.

BJB2 wishes the musical instruments was better...it has a lot of potential.

KathyB: ?

JeanneM: are we out of time?

BernieD: OK... I'm afraid we're out of time. I hope that gave you a taste of what it's like to learn from a WebQuest and that you'll be more likely to design your own at a higher level.

JeanneM: thank you for your time

KathyB: Thank you.

SummerGst15: Thank you!

SarahRN: thanks so much

CatherinBP: Thanks Bernie!

BridgetM: thanks

GeorgeF: Ed 566 students please return to my office. Thanks

ChristinRi: Thank you

StacieLS: thanks Bernie

BJB2: This was great, Bernie. I'm STARTING to understand

StacyG: Thank you

HuangGst7: thank u!

CarolMu: Thank you it was great.

TonyaJ: thanks Bernie

PatriciaL3: thanks.

LynneAW: thanks!

MaryBl: Thank you, Bernie!

ShannonMM: That was fun and interesting. Thanks!

BJB2 . o O (only has taken me how many years?)

KristinMS: thanks for taking time out to lead us through some webquests

JanCo: thanks Bernie

IsabelP: thanks bernie, it's a good way to think about the problem of high level thinking and webquests. I'll go through it again

IngridGst11: Muchas gracias