

Title of Session: WebQuests for History and Geography

Moderator: Bernie Dodge

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Room: Hot Tub Conference

BernieD: Small group tonight.

DavidWe: Hi, Bernie

KakiS joined the room.

BernieD: Hi Kaki

KakiS: hi

BernieD: Time for introductions, I guess. I'm Bernie Dodge, a professor of Ed Tech at San Diego State University.

BJB2: before we begin, a reminder if you are new to Tapped in to go to the ACTIONS menu in the top right of the chat window and DETACH

DavidWe: I'm David Weksler. I help teachers learn more about educational technology and I admire Bernie Dodge a lot. I'm in northern New Jersey, near New York City

BernieD blushes

BJB2: I'm an art teacher in Pennsylvania

RongX: I'm a student of SDSU, GA.

DavidWe smiles

KakiS: first time at Tapped In. I'm curious. Sonoma, CA--continuation hs teacher

ShannonA: I'm Shannon. I'm a third grade teacher in California.

BernieD: Dearly beloved....

BJB2 chortles

BernieD: Tonight we're going to look at some example WebQuests created within the last month on QuestGarden, the new online authoring environment. We'll focus

on the use of specific design patterns that are particularly appropriate for teaching history and geography..

BernieD: Before we start, let me ask those of you who teach history or geography at any level:

DavidWe is excited about tonight's session

BernieD: How do you make these subjects come alive with technology? If you had to abstract what magic there is that is unique to technology in these content areas.... how would you describe it. What can technology do for history and geography that textbooks can't?

DavidWe . o O (Library of Congress has great online stuff - History)

ShannonA: I've shown videos before. I did an Underground Simulation once on the computer

BernieD: And what was compelling about either of those?

ShannonA: the kids felt like they were there

KakiS: interactive materials--and videos or materials that show development and changes over time...

BernieD: Because of the realism and drama of the video? And the acting out part of the simulation?

ShannonA: Exactly

BernieD: Well... can the web do that, too?

ShannonA: It's hard for third graders to conceptualize "a long time ago." They think 200 years ago was so long ago.

BernieD: Even the Beatles are ancient.

ShannonA: The Underground Railroad simulation was something I found on the web for Black History

BernieD: Well...

BernieD: the usual answer to my question is to list all the primary source documents on the web and

BernieD: the cultural, artistic resources that help us know other places and times, and

BernieD: the up to date links to exotic places in the present. And to all that I say:

BernieD: So what.

BernieD: It's not enough that we have great things to ogle.

BernieD: What matters is what we ask learners to DO with them.

BernieD: And that boils down, in my one-trick-pony view of the world, to the Tasks part of a WebQuest.

BernieD: Any disagreement so far?

ShannonA: Nope

BJB2 would never disagree with Bernie

RongX: No

BernieD waves cattle prod menacingly at BJ.

BernieD: So...

DavidWe smiles

BernieD: One way to think about this topic is to think about successful patterns of WebQuests that include

BernieD: a Task and a scenario that fits in with what we typically teach in the realms of History and Geography.

BernieD: That is, we want kids to realllllllly understand the people, the places and the themes that shape our world.

BJB2 nods

BernieD: Let me show you a list of these design patterns.

BernieD: <http://webquest.sdsu.edu/designpatterns/all.htm>

BJB2 . o O (hold down the ctrl key on your keyboard when you click on the url)

BernieD: (Klicken Sie on the Blau Thinge, bitte)

BernieD: Each of these patterns has its own range of applicability, examples and a template.

BernieD: Some of them are very clearly and exclusively tied to History/Geography.

BernieD: Alternate History, for example.

BernieD: <http://webquest.sdsu.edu/designpatterns/AH.htm>

BernieD: The idea is that to create an alternative time line, you really have to have a good grip on the real sequence of events.

BernieD: <http://webquest.org/questgarden/lessons/02906-050927184538/>

BernieD: Here's an example that was just created in the QuestGarden. Not much to look at, but pedagogically pretty cool.

BernieD: What do you think?

BJB2 wonders if valuing property more than freedom is such a far stretch?

ShannonA: I really like this webquest. I like how it takes you through every step of the project

BernieD: hmmm... it's like those surveys they do in which many Americans think that parts of the Bill of Rights are a bad idea (without being told what they were rating)

DavidWe nods

BernieD: <http://webquest.sdsu.edu/designpatterns/SD.htm>

BernieD: Here's another design pattern. The idea is that to understand a time and place, put yourself there in the first person by writing a diary.

BernieD: <http://webquest.org/questgarden/lessons/05942-051023202615/index.htm>

BernieD: Here's an example. Not visually spiffy yet, but looks like tasty learning.

BernieD: What thinkst thou?

BJB2: I like the diary idea

BJB2: you could do something cool with hand made paper

BJB2: collaborate with the art specialist

BernieD: You mean have them keep the diary on papyrus? Cool. Frigid, even.

BJB2: yeah

BJB2: I'd also like to see some of the information presented in drawings

BernieD: <http://webquest.org/questgarden/lessons/03946-051006140957/index.htm>

BJB2: using hieroglyphics

BJB2: and the art style of the time

BernieD: Here's one that's prettier, but..... (I'll see if you can figure out the But).

ShannonA: I really like how this one encourages the students to make connections to themselves

BernieD nods

BernieD worries, though.

BernieD: So what, me worry? Why?

BernieD: Because I see this one as having a bit of funclutter.

KakiS: no depth, no real new knowledge involved--but fun

BernieD: There are little activities here that don't really support the chronicle aspect of this lesson (which I like a lot). A bit of busywork.

BernieD: On the other hand, it's aimed at 1st graders, so we need to calibrate our expectations to that.

BJB2: I also like the idea that the students are to create a tree house to take them on future journeys to the past

BernieD: Sounds like a sequel is in the works...

BernieD: Day of the Dragon King IV: Journey to the McCarthy Era.

KakiS: do we assume class discussion about the zodiac and multiple clay warriors in graves, and ideograms vs. whatever our alphabet is?

BernieD: Well... you've all been too quiet. I'm going to open the floor to discussion or to a Buffy-like portal to Hell, your choice.

ShannonA: I have a question

BernieD: Go Shannon! Hurray!

ShannonA: I did a webquest last year for professional development, and my instructor gave us a template. How do I do this on my own? I have no programming background whatsoever

BernieD: Funny you should ask.

BJB2 smirks at Bernie

BernieD: Go to <http://webquest.org/questgarden/> (but don't go there now. No time.)

BernieD: There you will find step by step guidance on how to create a WebQuest. All of tonight's examples came from there.

BJB2: Shannon, you also can go to www.tappedin.org/transcripts to read past discussions led by Bernie

ShannonA: Awesome! Thank you. I think what I've realized is that many of us teachers can take our units that we've been doing for years and make them more accessible to the students with just a few hours of tweaking and creating a webquest.

BernieD agrees, mostly.

BernieD: Other questions or comments?

ShannonA: Do these conversations get sent to us via email so I can remember the links, etc

BJB2: yes, Shannon.

ShannonA: Thank you. Obviously this is my first time joining a conversation

BJB2 . o O (all TI members receive a transcript when they log out)

BJB2: I hope you'll join other discussions, too, Shannon!

BernieD retroactively agrees with Kaki's comments about lack of depth long ago.

ShannonA: I definitely will. This has been extremely resourceful

BernieD: Well... I'm afraid I have to go pick up my son from a math study session (alleged).

BJB2: Thanks, Bernie. Sorry we didn't have more participation. You always lead such interesting discussions

BernieD: Motion to adjourn?

BJB2 pounds the gavel

KakiS: so it's exciting and entertaining and educational, but many of my students, even in HS, have such a bad grip on the basics; ELL and IEPs and drugs.

KakiS: too late, I guess

ShannonA: maybe that's the idea

BJB2: Kaki, you might want to join the Special Ed group...

BernieD: You've got a hard job, K, at the end of the chain.

BJB2: and the alternative ed group

ShannonA: Try to get your high school kids engaged. I know it's hard, but maybe that's one area they will excel in

BJB2: I teach in a male juvenile correctional facility.

DavidWe: BJ wins, I think

ShannonA: that must be extremely difficult

KakiS: they engage, for about 3 minutes

BernieD: Wait wait... I teach on Death Row!

KakiS: I AM on death row

BJB2: Just mention it to let Kaki know that many teachers face similar situations...

BJB2: especially if they teach in an inner city school

BernieD: And you do a great job of creating an online community for them, BJ. You are a marvel.

DavidWe hopes Bernie has a webquest about DNA evidence getting people OFF Death Row

KakiS: actually, I love teaching here--what I find is they often refuse the challenge of thinking--- they just want to get by

DavidWe agrees with Bernie

BernieD: The fact that we have a death row when no one else does would make a good WebQuest, too.

BJB2: Kaki, it's a learned behavior

DavidWe notes that there are certain consolations being an educator in Sonoma, California

DavidWe nods

KakiS: I have no idea what you're talking about. . . .

BJB2: where are you located, Kaki?

BernieD: Well caballeros, I must go. Good night all. Hope to see you here again in January.

ShannonA: bye

BJB2 waves goodnight to Bernie

DavidWe: Thanks Bernie. Great to "see" you

KakiS: It's true--Sonoma, CA, heart of wine country, thanks for the chat.

DavidWe: Good to meet you, Kaki. Please come back

DavidWe: Ciao

BJB2 waves goodnight