How to Do a WebQuest

A WebQuest is a technology-based inquiry activity. If the project is long and involved, the WebQuest can be considered equivalent to a traditional research project. Rather than produce a research paper, you create an electronic website. A WebQuest integrates text, pictures, sound, video, and Internet links. WebQuests can use electronic documents exclusively, or they can use books and other resources not found on the Internet. With Web 2.0, web-based tools such as blogs, wikis, podcasts, and social media can be embedded in basic WebQuest. This resource focuses on a basic WebQuest. If you have never constructed web pages, then you need to determine whether you have access to a computer program for creating web pages and do a tutorial before embarking on developing your WebQuest project.

# Explore Various Topics

To start narrowing down the topic for your WebQuest, explore several websites on dance that focus on topics that you might consider for your WebQuest. Identify what elements and designs you found attractive and inviting. You might wish to view one of the following sites as a starting place.

* New York Public Library for the Performing Arts: Jerome Robbins Dance Collection  
  [www.nypl.org/about/divisions/jerome-robbins-dance-division](http://www.nypl.org/about/divisions/jerome-robbins-dance-division)
* Library of Congress: An American Ballroom Companion: Dance Instruction Manuals  
  <http://memory.loc.gov/ammem/dihtml/dihome.html>
* Victoria and Albert Museum Theatre and Performance Collection: Dance  
  [www.vam.ac.uk/page/d/dance](http://www.vam.ac.uk/page/d/dance)
* StreetSwing.com  
  [www.streetswing.com/histmain/index.htm](http://www.streetswing.com/histmain/index.htm)

# Select a Topic

Develop a central question to explore and answer a research question. Once you determine a topic and question to answer through your WebQuest, begin your focused Internet search.

# List Your Sources

Create a document listing each Internet address, the title for the site, and a brief description of what the site includes. These resources may include the following:

* Experts
* Databases
* Current reports
* Contrasting viewpoints

As your list increases in size, you can organize your topics and subtopics as they relate to your WebQuest.

# Types of WebQuests

A WebQuest can be an individual assignment or a group project. Either you or your instructor will determine the length and depth of the WebQuest. It can be either a short- or long-term project. The following are some determining factors:

* Your technology capabilities
* Size of your class
* Expectations of the project within the class structure

If the WebQuest is a short-term project, it will span one to three class periods. The focus will be on acquiring knowledge from a variety of sources and synthesizing it.

If the WebQuest is a long-term project, it can take several weeks or months to complete. The purpose is to analyze a larger collection of information and synthesize it in a way that will answer the research question.

If the WebQuest is a group project, then each person in the group will assume specific roles, such as the following:

* Producer
* Creator
* Researcher
* Reporter

Regardless of whether it is an individual or a group project, several documents should accompany the WebQuest. One is the process sheet that outlines the steps either you or the group went through to accomplish the WebQuest. Another is an evaluation rubric that you, the group, or the instructor developed for the project.

Create your outline for the WebQuest, using the following format as a worksheet.

# Parts of the WebQuest

A WebQuest has several parts, similar to those of a lesson plan and a traditional research paper.

## Title

You might not have a title when you begin the WebQuest. If not, type in a working title or the topic until you can determine a title for your project.

## Introduction

Write a short introductory paragraph to the WebQuest. This is where you set the stage and the tone for the activity. If a role or scenario is involved, such as “You are a detective trying to identify the mysterious plot,” this is where you’ll set the stage. If there’s no motivational introduction, use this section to create a short organizer or overview of the topic. Provide the readers with some background information to ground them before taking them on the WebQuest.

## Question or Task

Determine a central question to answer or a task that is achievable within the time frame allotted for the project. The question should be interesting to you, and most important, it should be relevant to the course.

The question can take the form of a guiding question. It can also be a request to complete a task, such as creating a concept map (visual representation of concepts) that results in the creation of new web pages. Creating a concept map and then determining the relationships between concepts will demonstrate your understanding of the project and what you are trying to achieve.

## Resources

List all Internet sites, books, photos, videos, and music from your research that you need to create a WebQuest. When listing the online sites, write a brief description of each site. The following are some information sources:

* Web sites
* E-mail from experts in the field
* Video conferencing
* Searchable databases on the Internet
* Books and documents
* Bibliographies

Organize your research in relation to the WebQuest. The following are some methods of organization:

* Flow charts
* Summary tables
* Concept maps
* Web pages you create that use the information you have researched and include links to the original sources
* A checklist of questions to help you analyze the information and identify things to think about or focus on

## The Process

1. Introduce the topic to your audience.
2. Pose the guiding research questions or identify the task.
3. Identify the problem and how you intend to solve it.
4. Understand the expectations for the length of the project and the requirements set for organizing and presenting the material.
5. Develop a series of Web pages that answer the question or explain the task.

## Conclusion

Write a summary of what you have accomplished or learned by completing a WebQuest. You might also include some questions about future WebQuests.

# Evaluate

Evaluate your process and product. You, the group, your instructor, or all of you create a rubric for evaluating the process, skills, and product.

# WebQuest Follow-Up

* E-mail the WebQuest evaluation and conclusion to your instructor.
* Place your WebQuest on the school’s intranet site.
* Present your WebQuest to classmates.

For more information about developing a WebQuest or using online authoring tools, visit <http://zunal.com>.

It is a free authoring website for WebQuests. On the website use the word “dance” to see examples for different grade levels.