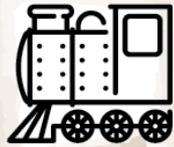


# PAST-TIMES



**Online Training**

# Module 2: How to Develop Webquests

## *Unit 2.1. Defining a webquest*



# Assessment criteria for webquests

- ▣ Based on some years of experience, some criteria were identified to assessing bestwebquests;
- ▣ Although people may use a variety of templates or formats to write their webquests and that not all of these incorporate the same sections, some criteria can be applied;
- ▣ These criteria are essentially focused on what's going on in the minds, hearts and values of learners;
- ▣ Bear in mind that few webquests come up with a full 24 points. It is not about perfection but about understanding how to construct effective web-based learning.

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>



# Assessment criteria for webquests

- ▣ Let's see the criteria and its scale:

Item	Low	Medium	High
Engaging Opening / Writing	No attempt made to appeal to learners.	Honestly attempts to appeal to student interests.	Has that something that compels attention.

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>

# Assessment criteria for webquests

- ▣ Let's see the criteria and its scale:

Item	Low	Medium	High
<b>The Question / Task</b>	No real Question and / or a fuzzy Task. Maybe what's asked for is lower level thinking or info retrieval.	There is at least an implicit Question and a Task that targets higher order thinking. All this may not be totally clear.	Clear Question and Task. These naturally flow from the introduction and signal a direction for sophisticated learning.

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>

# Assessment criteria for webquests

- ▣ Let's see the criteria and its scale:

Item	Low	Medium	High
<b>Background for Everyone</b>	No attempt to access prior learning or build common background.	Some mention of addressing a common body of knowledge. (May not happen within the activity.)	Clearly calls attention to the need for a common foundation of knowledge and provides needed (Web?) resources.

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>

# Assessment criteria for webquests

- ▣ Let's see the criteria and its scale:

Item	Low	Medium	High
<b>Roles / Expertise</b>	No Roles / use of perspectives or Roles are artificial and may lack inherent conflict of interest.	Roles are clear and realistic. They may be limited in scope, but do evoke conflict.	Roles match the issues and resources. The roles provide multiple perspectives from which to view the topic.

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>

# Assessment criteria for webquests

## ■ Criteria and Scale:

Item	Low	Medium	High
<b>Use of the Web</b>	This activity could probably be done without the Web.	Some resources reflect features of the Web that make it particularly useful such as images, audio, interactivity, current information, etc.	Uses the Web to access at least some of the following: interactivity, multiple perspectives, multimedia, current information, etc.

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>



# Assessment criteria for webquests

- ▣ Let's see the criteria and its scale:

Item	Low	Medium	High
<b>Transformative Thinking</b>	No Transformative thinking. (This is not a WebQuest, but may be a good Knowledge Hunt).	Higher level thinking is required, but the process for students may not be clear.	Higher level thinking is required to construct new meaning. Scaffolding is provided to support student achievement.

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>



# Assessment criteria for webquests

- ▣ Let's see the criteria and its scale:

Item	Low	Medium	High
<b>Real World Feedback</b>	No feedback loop included.	The learning product could easily be used for authentic assessment although this may not be addressed or it only happens in the classroom.	A feedback loop connecting learners to the Real world is included in the Web page and an evaluation rubric is probably provided (early on!).

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>



# Assessment criteria for webquests

- ▣ Let's see the criteria and its scale:

Item	Low	Medium	High
<b>Conclusion</b>	Minimal conclusion. No mention of student thinking or symmetry to intro.	Returns to the intro ideas. May sum up the experiences and learning that was undertaken.	Clear tie-in to the intro. Makes the students' cognitive tasks overt and suggests how this learning could transfer to other domains/issues. Probably calls attention to the assumptions / hidden agendas inherent in the WebQuest itself. Sophistication keeps increasing.

Source: <http://web.archive.org/web/20050623151944/http://bestwebquests.com/bwq/matrix.asp>

# Assessment criteria for webquests

▣ The values in the assessment matrix are:

- low = 1 each
- medium = 2 each
- high = 3 each

▣ And then, it's just sum and get the result:

13 - 15 = ★ ★ ★

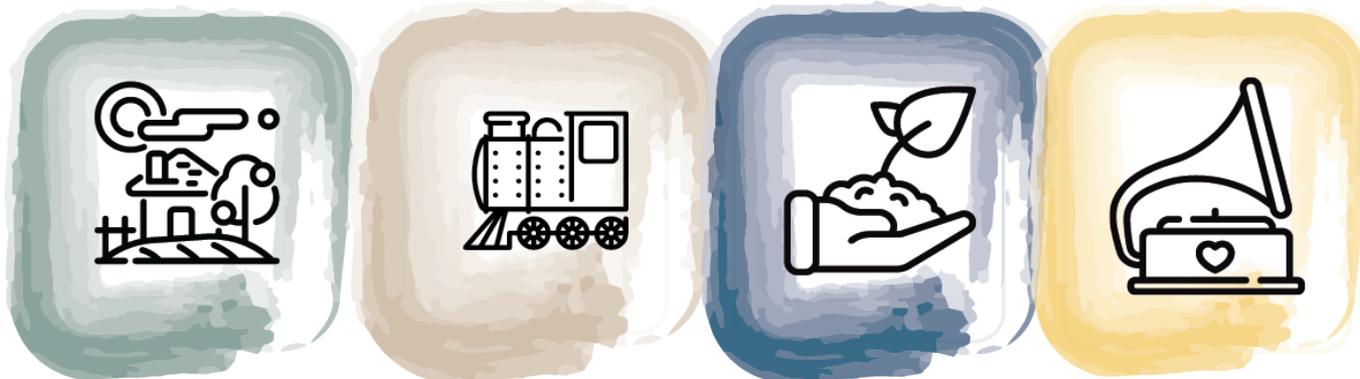
16 - 19 = ★ ★ ★ ★

20 - 24 = ★ ★ ★ ★ ★

Thank you for your  
attention



# PAST-TIMES



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