



EMPLOYMENT OF THE WEBQUEST MODEL FOR PROFESSION DEVELOPMENT

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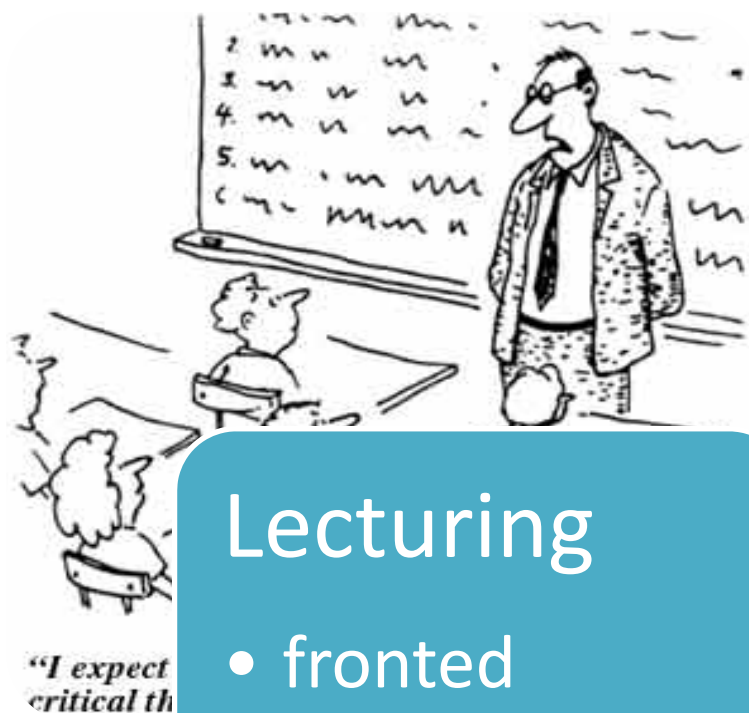


Outline

1. Background of the study
2. Literature review
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4. Analysis & discussion
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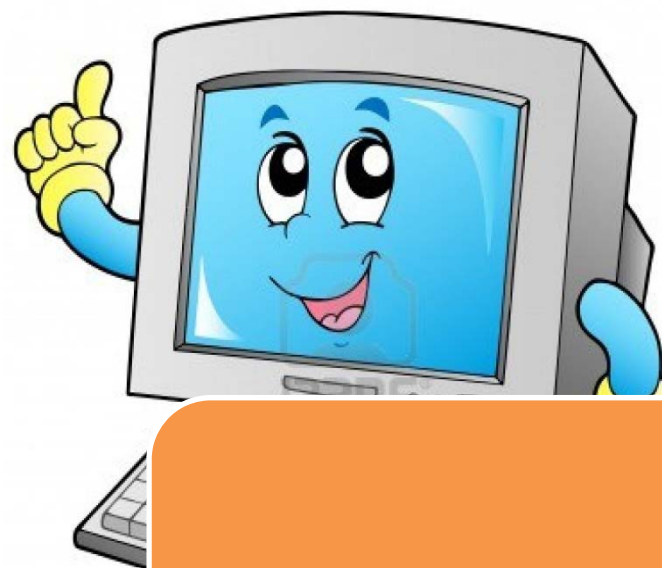


1. BACKGROUND OF THE STUDY



Lecturing

- fronted teacher
- submissive sts



WebQuests



2. LITERATURE REVIEW

- The WebQuest model
 - 1995
 - Bernie Dodge & Tom March
 - San Diego State University
- “Information is public. It doesn’t become knowledge until we make it private” (Tech & Learning, 2014)



2. LITERATURE REVIEW

- What is a WebQuest?
- “an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis, and evaluation” (Dodge, 2001)



2. LITERATURE REVIEW

Categorization (Dodge, 1997)

- short-term WebQuest:
 - several pds
 - make sense of information → transformation
- longer-term WebQuest:
 - 1 week → months
 - struggle data with higher-order thinking skills → ‘product’



2. LITERATURE REVIEW

Construction: 5 critical attributes

- Introduction: presented with the background of the task
- Task: pose the problems → solutions
- Process: clearly-stated steps showing well-selected websites
- Evaluation: methods of assessment
- Conclusion: bring closure to the activity (& extending and refining knowledge to other domains)

(Schrock, 2002; Bauer-Ramazani, 2004; Robinson, 2014)



2. LITERATURE REVIEW

“Five Rules for Writing a Great WebQuest” (**FOCUS**)
(Dodge, 2001)

1. **F**ind Great Sites

- *Master a search engine: **AltaVista**[®], **Google**[®] & **Northern Light**[®]*
- *Probe the deep Web: make use of “archives of newspapers and magazine articles, databases of images and documents, directories of museum holdings, and more”*
- *Don't lose what you find: **bookmarks**, **backflip** → keep track of your great sites*



2. LITERATURE REVIEW

2. Orchestrate Learners and Resources

- *Organizing resources*: exploit all the available computers
- *Organizing people*: assign students with appropriate roles → successfully cooperative learning
 - positive interdependence
 - promotive interaction
 - individual and group accountability
 - interpersonal and small group skills
 - group processing



2. LITERATURE REVIEW

3. Challenge Your Learners to Think

- *Taking your learners to task*: authentic problem-solving tasks → higher-level thinking skills (analyzing and synthesizing) → better preparation to be a successful citizens in the future professions
- *Design*: design a task → work together creatively, doing research and learning negotiation
- *Journalistic tasks*: learners ought to “take on a persona” → create an account or simulated diary as in a real time and place
- *Persuasion amid controversy*: search for authentic controversies worldwide



2. LITERATURE REVIEW

4. Use the Medium

- *People*: like *ask-an-expert*, *ePALS*, *e-mail links*
- *Conversation*: *QuickTopic*
- *Selective Glitz*:
 - *FindSound* (searching for sounds by using key words)
 - *Earthcam* (find Webcam views for any topic)



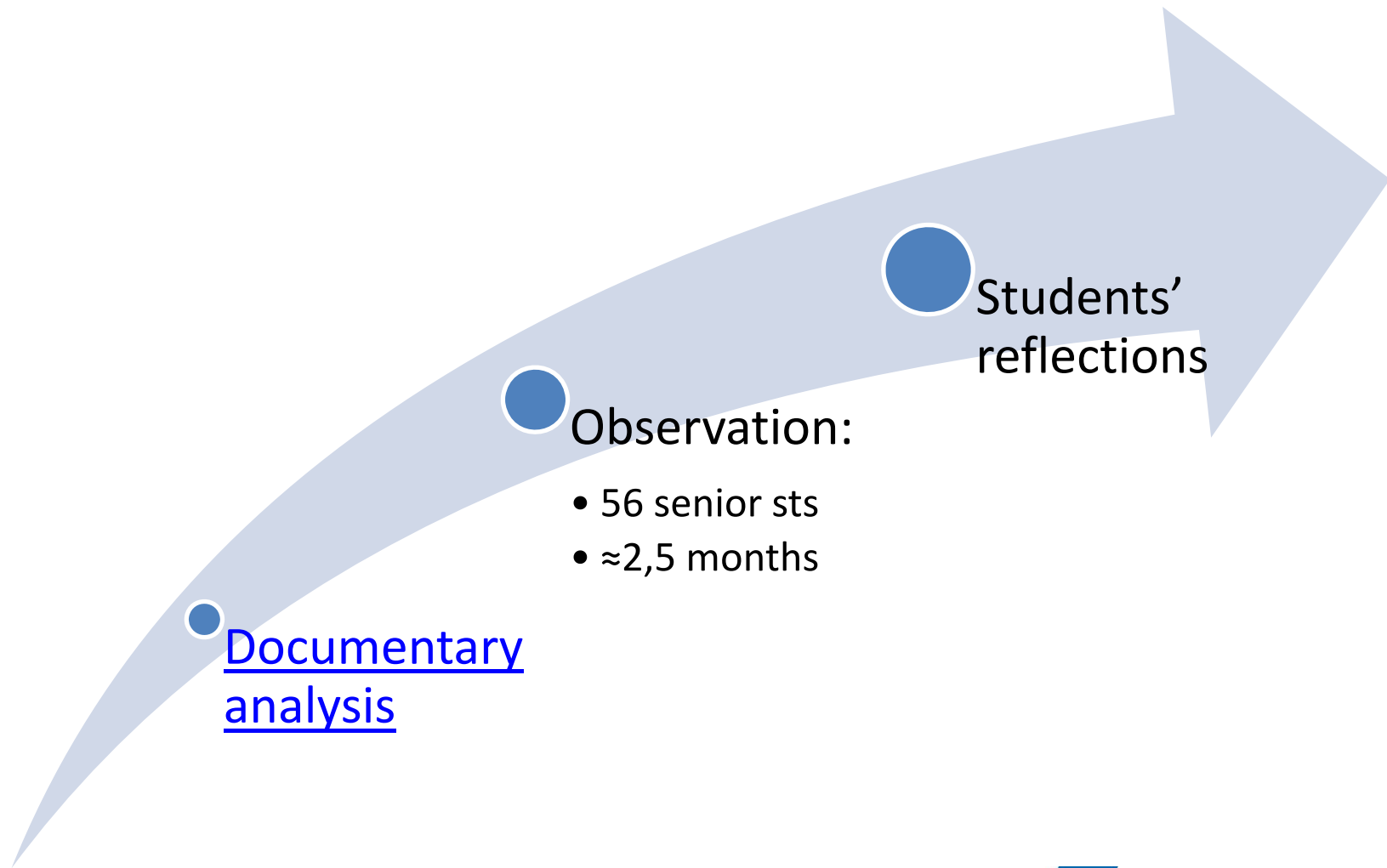
2. LITERATURE REVIEW

5. Scaffold High Expectations

- *Reception*: supply guidance for learning such as “observation guides, tips on how to conduct interviews, and online glossaries and dictionaries”
- *Transformation*: transform what they read into knowledge employing skills like “comparing and contrasting, finding patterns among a number of similar objects of study, brainstorming, inductive reasoning, and decision making”
- *Production*: produce things that they have never produced before under the scaffolding of “templates, prompted writing guides, and multimedia elements and structures”



3. METHODOLOGY & PARTICIPANTS





4. ANALYSIS & DISCUSSION

- Nearly almost all of sts: WebQuests help scaffold high expectations such as transformation and production (Dodge, 2001)
 - revise and check previous knowledge → feedback
 - speaking tests (objectives, format, validity and reliability, selection of test items/techniques, marking assessment, scorer training, etc.
 - exposed to speaking tests in PET, KET, IELTS → evaluation



4. ANALYSIS & DISCUSSION

- scaffold high expectations
 - learnt how to select, consider, and refine principles for assigning weights and assessment
 - significance of teaching and testing speaking skills
 - had an overview on how to teach speaking skills
 - logical procedure to design a speaking test
 - acquainted with administering a speaking examination
 - gain knowledge about regulations and policies on English teaching and learning imposed by Vietnamese MOET
 - hands-on experience
- => **VEHICLE** for profession development



4. ANALYSIS & DISCUSSION

- WebQuest: challenge the learners to think (Dodge, 2001)
 - authentic problem solving → “took the respondents to task”
 - felt the emergency of a speaking test for NHSGE
- Beneficial Process stage:
 - information resources
 - a student: found other interesting and useful online materials for her own use in the future
 - detailed step-by-step guidelines
 - Timeline showing deadlines



4. ANALYSIS & DISCUSSION

- Promote collaboration
 - encouraged sts to learn cooperatively
 - “learn, share, discuss, exchange ideas and opinions freely with friends”
 - “two heads are better than one”
- Improve reading proficiency
 - analyze, synthesize and evaluate data
- Showcase time



4. ANALYSIS & DISCUSSION

- Challenging and demanding task
 - do the things that they have never done before: designing a speaking test for NHSGE
 - maintaining reliability and validity for a speaking test (subjective scoring)
- Shortage of group work skills
 - hard to assign jobs for group members
 - some members worked hard while others did not
 - “so many men, so many minds” → wasted time → majority rule



4. ANALYSIS & DISCUSSION

- Lack of time management skill
 - absenteeism in group meetings
 - Causes: mismatched class schedules, part-time jobs, health problems, transportation, etc.
 - not allocate time to read all info. on websites
 - Resources
 - Ought to register to download info.
 - Vocabulary (websites)
 - too much information to cover
- weak learners: lost at the beginning



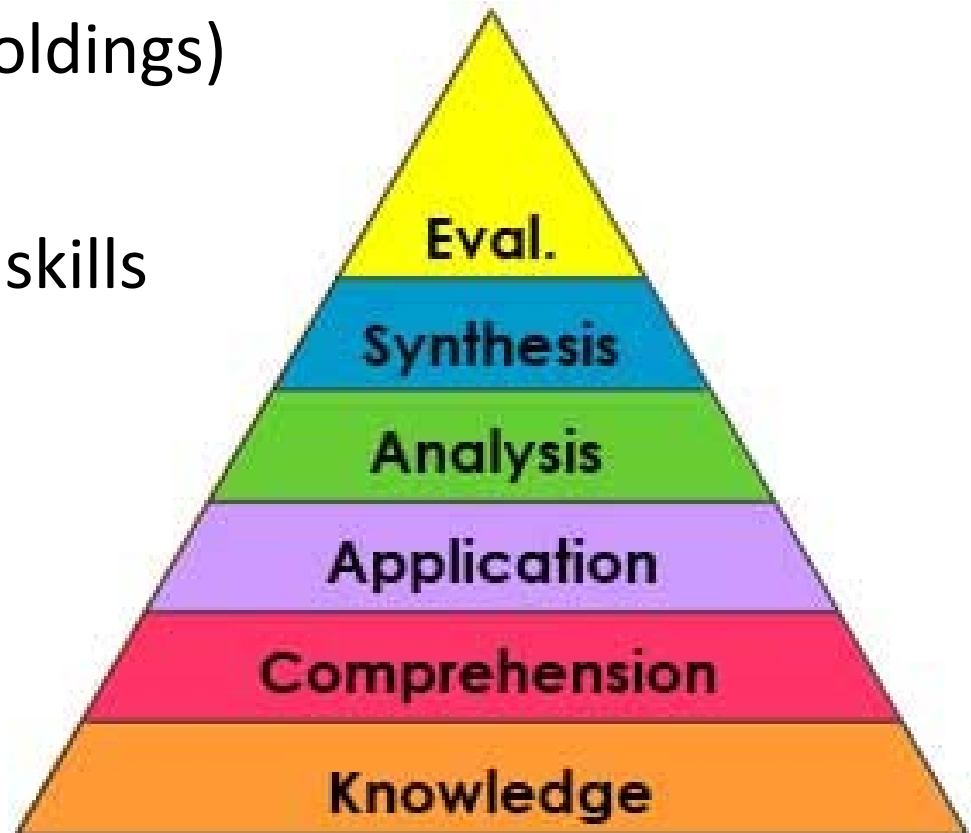
4. ANALYSIS & DISCUSSION

- Awkward students
 - refused to ask questions
- Process stage (Pre-test part)
 - Diff. to find volunteer twelfth graders → hard to carry out
- Lacking professional public speaking skills
 - A st: her group representative “does not fully demonstrate what our group want to tell the class and the teacher”



5. CONCLUSIONS

- The WebQuest concept
 - constructivism (scaffoldings)
 - cooperative learning
 - higher-level thinking skills





5. IMPLICATIONS

- Task:
 - doable and challenging
 - “take learners to task” (authenticity → engaging
 - a needs analysis → class profile
- Equipping students with basic
 - Computing skills
 - group work skills
 - time management skills
 - presentation skills
 - organize training



5. IMPLICATIONS

- Great websites
 - searching
 - keeping track of
 - *AltaVista*[®], *Google*[®] and *Northern Light*[®] (Dodge, 2001)
- Teachers: cooperative and supportive facilitator



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Thank You

Q & A