learnIT2teach

Create A Webquest For Your OSLT / ELT Class

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John Allan
Jim Edgar
Nancy Van Dorp

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What are webquests and how can they be used in Occupational-specific Language Training or Enhanced Language Training?
Webquests are inquiry-based, collaborative projects that require learners to use the Internet to conduct research and solve a real-world problem. Projects can be designed to focus on problems or issues related to a specific occupation or field of study.

What are the benefits of webquests in OSLT/ ELT?
Many students find this type of student-centred learning to be motivating. Webquests designed for labour market language training immerse students in the language of a particular profession and they help prepare them for the dynamics of the workplace. Participants in webquests work on simulated real world problems or issues using the language of that occupation. This language can be reinforced in a variety of ways, such as having students submit written reports or deliver oral presentations. In sum, webquests engage learners because they help students develop language, teamwork and critical thinking skills in their chosen fields. Many students also appreciate the opportunity to do meaningful, web-based research.

Sample OSLT WebQuest

- *A New Bridge for the Nation's Capital*
  <http://learnit2teach.ca/teslontario2012/webquest.bridge/ncc_bridge_webquest.htm>
  A webquest for Algonquin College's Internationally-trained Civil Engineering Technologist OSLT program (2008)

Further Reading

- *Internet Content-based Activities for English for Specific Purposes* (María José Luzón Marco)
  <http://exchanges.state.gov/englishteaching/forum/archives/docs/02-40-3-g.pdf>
- *Designing WebQuests for an English for Construction Course* (Concepción Orna Montesinos)
  <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.103.4846>

WebQuest Resources from PowerPoint

- *WebQuest.Org: Creating WebQuests* <http://webquest.org/index-create.php>
- *WebQuest Resource Page*
  <http://academics.smcvt.edu/cbauer-ramazani/Links/webquests.htm#ESL_Web_Quests>
- *Zunal.com* <http://www.zunal.com/>

WebQuest 101Video (from PowerPoint)

- http://www.youtube.com/watch?v=o4rel5qOPvU

Sample Webquests from PowerPoint

- *Technology: To Buy or Not to Buy* <http://questgarden.com/61/07/5/080221060851/>
- *Genetic Engineering: What will our Future look like?*
  <http://questgarden.com/112/06/8/101023150156/process.htm>
- *Teacher, have you thought about me? A multiple intelligences webquest for adult learners of English*
  <http://www.eslgo.com/classes/mi/index2.htm>
- *Work and Travel Webquest* (for general ESL) <http://jasonbarnaby.tripod.com/>
- *Modals* (for general ESL) <http://www.zunal.com/webquest.php?w=152942>
- *Passive Voice* (for general ESL) <http://www.zunal.com/webquest.php?w=152950>

A New Bridge for the Nation's Capital

A Practice WebQuest for the Internationally-trained Civil Engineering Technologist OSLT course

Designed by Jim Edgar
~~edgarj@algonquincollege.com~~



Introduction

You and your team of engineering consultants have been hired by the National Capital Commission to act as advisors on the construction of a new bridge across the Ottawa River. Planners at the NCC want to build the bridge at Kettle Island, but they are depending on you to recommend which type of bridge would be best. Your team must brief them on different types of bridges, then recommend the most suitable type for their needs.

The Task

In order to successfully complete this webquest, your team will have to:

document in a written report the different types of bridge structures, including:

- their history
    - interesting facts: world's longest, highest, oldest, most unusual, most famous, etc.
    - samples (e.g. drawings, photos, etc.)
    - why this type is most appropriate
    - limitations, in general
    - limitations, Ottawa River context
- identify the most appropriate type of bridge structure for the crossing at Kettle Island (see the "Councillor wants to replace ferry" article in the Additional Hand-outs/Documents
- prepare and deliver a persuasive presentation (with a minimum of eight PowerPoint slides), based on your report, explaining the different types of bridges, and justifying your group's choice
- include a glossary of related technical vocabulary with your report

The Process

- First you'll be assigned to a team of 4 students.

- Each team member will be responsible for researching one type of bridge. This will include writing a report, delivering a presentation, and editing each other's work. The four types of bridges are:

1. arch bridge
2. beam bridge
3. suspension bridge
4. cable-stayed bridge

- In addition to research responsibilities, your team members will have to divide responsibility for these tasks:

  - **senior advisor** - writes (and presents) a comparison of the different bridges, and recommends the most appropriate type (with valid reasons).
  - **junior editor** - writes the report introduction; coordinates editing of report
  - **presentation coordinator** - coordinates the PowerPoint presentation so it is cohesive; introduces topic, and participants; handles conclusion; edits other students slides (both language and content) to ensure PowerPoint is cohesive
  - **publisher of the report** - responsible for printing and binding of report; must ensure the report design is consistent, i.e. uses the same font, size, etc., prepares table of contents, appendix, etc.

Recommended Web Sites

- Geometry of Bridge Construction: The four kinds of bridges and some combinations
- Build a bridge (includes Shockwave simulation)
- Bridge photo gallery (links)

Additional Hand-outs/ Documents

- If you thought the lawn-chair fight was bad ...
- Councillor wants to replace ferry

Evaluation

This project will not be assessed; however you will receive feedback using the following rubrics:

Part A: Evaluation of Written Work Written Work Total =_____ /40

		Excellent		Good		Satisfactory		Needs Improvement			Very Weak	
1.	**Presentation** Times New Roman/Arial 12, 1.5 spacing, no colour (unless essential for graphs, etc.), no borders , no irrelevant graphics, heading capitalized, correct use of bold font, correct format of bibliography, document is collated	10	9	8	7	6	5	4	3	2	1	0
		Excellent		**Good**		**Satisfactory**		**Needs Improvement**			**Very Weak**	
2.	**Organization** introduction, development, conclusion, headings, sub-headings, appendix/glossary	10	9	8	7	6	5	4	3	2	1	0
		Excellent		**Good**		**Satisfactory**		**Needs Improvement**			**Very Weak**	
3.	**Accuracy** sentence structure, grammar, punctuation, spelling	10	9	8	7	6	5	4	3	2	1	0
		Excellent		**Good**		**Satisfactory**		**Needs Improvement**			**Very Weak**	
4.	**Research** range of sources, complete bibliography, appropriate graphics with captions	10	9	8	7	6	5	4	3	2	1	0

Part B: Evaluation of Oral Presentation

Oral Presentation Total = _____ /40

		Complete/Informative							***Incomplete/ Uninformative***
1.	**Content** – Planning, Relevance, Fulfils task **Task Fulfilment** –all parts of task fulfilled	8	7	6	5	4	3	2	1	0
		Appropriate							***Not Appropriate***
2.	**Communicative performance** Delivery – includes attitude, body language, eye contact, use of notes, enthusiasm, audience contact and awareness, Audibility - pace, volume Organization of themselves & materials	8	7	6	5	4	3	2	1	0
		Appropriate							***Not Appropriate***
3.	**Spoken Language** Accuracy, fluency & appropriate register Mechanics - pronunciation / stress / intonation	8	7	6	5	4	3	2	1	0
		Used Well							***Not Used***
4.	**Language accuracy of PowerPoint** NB - More than 2 errors = 0 points **Visual Presentation** – layout, style, appropriacy of graphics and PPT tools, ability to use PPT effectively	8	7	6	5	4	3	2	1	0
		Well fielded							***Was Completely Thrown***
5.	**Fielding questions** – ability to argue and explain	8	7	6	5	4	3	2	1	0

Part C: Evaluation of WebQuest

WebQuest Total =_____ /20

		Exemplary	*Accomplished*	*Developing*	*Beginning*
1.	**Information** Depth of answer	5 All questions were answered in depth and rationales for the answers were clearly stated.	4 3 All questions were answered in depth, but rationales for the all the answers were not clearly stated.	2 Not all questions were answered in depth, or greater than 2 rationales for the all answers were not clearly stated.	1 0 All questions were not answered in depth – or at all.
		Exemplary	*Accomplished*	*Developing*	*Beginning*
2.	**Task** Completeness of answer	5 All areas of the task were addressed and handled with a high degree of sophistication. The plan followed by the team.	4 3 At least one area of the task was not addressed. The plan followed by the team demonstrated a great deal of thought.	2 At least two areas of the task were not addressed. The plan followed by the team demonstrated a moderate level of thought.	1 0 The task is incomplete and/or it is apparent that little effort went into the development of the task.
		Exemplary	*Accomplished*	*Developing*	*Beginning*
3.	**Process: Teamwork** (students must indicate which parts they have written)	5 It is evident that a mutual effort and a cohesive unit created the final product.	4 3 The team worked well together, but could have utilized each other's skills to a better degree.	2 The team had problems working together. Little collaboration occurred.	1 0 The final product is not the result of a collaborative effort. The group showed no evidence of collaboration.
		Exemplary	*Accomplished*	*Developing*	*Beginning*
4.	**Process: Originality** (may include how well the project has been paraphrased)	5 The ideas expressed by the body of work demonstrate a high degree of originality.	4 3 The ideas expressed by the body of work are mostly original. The group may have improved upon a previous idea.	2 The ideas expressed by the body of work demonstrate a lowdegree of originality.	1 0 There were no original ideas expressed in this project.

Conclusion

This practice webquest used bridge construction in the Ottawa area to get you started in problem-based learning. Now that you've experienced a webquest, you should be ready for something more challenging.

Credits & References (teacher's page)

The following web sites were referred to in the development of this webquest:

- http://www.dedham.k12.ma.us/webquest/spring2003/cp/structurequest.htm

Based on a template from The WebQuest Page
http://webquest.sdsu.edu/LessonTemplate.html

====section 1==========

Put the Title of the Webquest Here

A WebQuest for OSLT/ELT
Designed by Put Your Name Here
Put Your E-mail Address Here
Put some interesting graphic representing the content here

====Important==========

Based on your decision while in the Design Pattern page (http://webquest.sdsu.edu/designpatterns/all.htm) you will alter the section below by cutting and pasting.

Delete this section all of the red text

====section 2==========

Introduction
This document should be written with the student as the intended audience. Write a short paragraph here to introduce the activity or lesson to the students. If there is a role or scenario involved (e.g., "You are a detective trying to identify the mysterious poet.") then here is where you'll set the stage. If there's no motivational intro like that, use this section to provide a short advance organizer or overview. Remember that the purpose of this section is to both prepare and hook the reader.
It is also in this section that you'll communicate the Big Question (Essential Question, Guiding Question) that the whole WebQuest is centered around.

====section 3==========

The Task
Describe crisply and clearly what the end result of the learners' activities will be. The task could be a:

1. problem or mystery to be solved;
2. position to be formulated and defended;
3. product to be designed;
4. complexity to be analyzed;
5. personal insight to be articulated;
6. summary to be created;
7. persuasive message or journalistic account to be crafted;
8. a creative work, or

9. anything that requires the learners to process and transform the information they've gathered.

If the final product involves using some tool (e.g. the Web, podcast, video), mention it here.
Don't list the steps that students will go through to get to the end point. That belongs in the Process section.

====section 4==========

The Process
To accomplish the task, what steps should the learners go through? Use the numbered list format to automatically number the steps in the procedure. Describing this section well will help other teachers to see how your lesson flows and how they might adapt it for their own use, so the more detail and care you put into this, the better. Remember that this whole document is addressed to the student, however, so describe the steps using the second person.

First you'll be assigned to a team of 3 students...
Once you've picked a role to play....
... and so on.

Learners will access the on-line resources that you've identified as they go through the Process. You may have a set of links that everyone looks at as a way of developing background information, or not. If you break learners into groups, embed the links that each group will look at within the description of that stage of the process.

In the Process section, you might also provide some guidance on how to organize the information gathered. This advice could be suggestions to use flowcharts, summary tables, concept maps, or other organizing structures. The advice could also take the form of a checklist of questions to analyze the information with, or things to notice or think about. If you have identified or prepared guide documents on the Web that cover specific skills needed for this lesson (e.g. how to brainstorm, how to prepare to interview an expert), link them to this section.

====section 5==========

Evaluation
Describe to the learners how their performance will be evaluated. Specify whether there will be a common grade for group work vs. individual grades.

	Beginning 1	**Developing 2**	**Accomplished 3**	**Exemplary 4**	**Score**
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

		performance.			
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
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====section 6==========

Conclusion
Put a couple of sentences here that summarize what they will have accomplished or learned by completing this activity or lesson. You might also include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson.

====section 7==========

Credits & References (teacher's page)
List here the sources of any images, music or text that you're using. Provide links back to the original source. Say thanks to anyone who provided resources or help. List any books and other analog media that you used as information sources as well.

Based on a template from The WebQuest Page
http://webquest.sdsu.edu/LessonTemplate.html

Save this File as a PDF document for use with your students.