

**University "St Kliment Ohridski" - Bitola  
Faculty of Education - Bitola**



**TEACHER**  
*International journal*

University “St. Kliment Ohridski”  
Faculty of Education – Bitola

# TEACHER

*International journal*

Bitola, 2013

**Publisher**

Faculty of Education - Bitola  
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CIP - Cataloging in Publication,  
National and University Library "St. Kliment Ohridski" - Skopje.

TEACHER: Journal of the Faculty of Education - Bitola /  
[Editorial Board Acad. Grozdanka Gojkov ... ] Year XII, No. 2 (2013) -  
- Bitola: Faculty of Education, 2013 -. - 29 cm., 315 p.

Unspecified

**ISSN 1857- 8888**

University "St. Kliment Ohridski" - Bitola, Macedonia  
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With the opinion of the Ministry of Culture no. 07-2699/2 from 15.04.1998, for the journal "Teacher" is paid preferential tax rate. In accordance with Article 20, paragraph 8 of the VAT Law (Official Gazette 44/99), for the journal "Teacher" is paid a tax of 5%.

The journal has no commercial nature.

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## FOREWORD

The Second edition of the scientific journal UCITEL represents a new, continuous pedagogical development in the affirmation of new phenomenological emergencies in the pedagogical theory and practice. The specter of the theoretical and empirical papers of the scientific-educational editorial board from Macedonia, Serbia, Albania, Kosovo enriches this international journal, by which the European and the Balkan pedagogical dynamical communication is being noted. The reflections of the papers from the fields of pedagogy, psychology, sociology, mathematics, informatics sciences, literature, linguistics and other social and natural sciences simply underline the interdisciplinary projections that deal with significant pedagogical phenomena. It is of special importance to be noted that starting from this issue the papers in the UCITEL journal through EBSCO will become available for the scientific- research interests worldwide.

The gratitude will be extended to the University “St. Kliment Ohridski” Bitola, which with its suggestions gave a significant contribution in the internationalization of the papers, that is, the journal UCITEL in the EBSCO database.

An inevitable part in this gratitude is aimed towards the editorial teams, which with its analytical and skilled evaluations contributed for qualitative and professional selection among the received papers. The journal aims towards enlarging the field of interest by accepting more scientific and occupational papers and to include more eminent European and worldwide recognized experts from the field of education.

Also, the tendency of the Editorial board will be constantly promoting the journal UCITEL with which the Faculty of Education from Bitola will be the promoter of the internalization of the pedagogical current in the Republic of Macedonia.

We leave to the readers to enjoy in the rich pedagogical mosaic, going through the pages of our journal in which professional experiences from our environment are being synthesized.

We are also especially grateful for their interest and their critical observations that are being aimed towards improvement and reaching European and world-level standards in the field of publishing.

With respect,  
The editorial board



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## **WEBQUEST AS A TEACHING STRATEGY<sup>2</sup>**

### **Abstract**

If we take into consideration the fact that the students function in contexts in which international webbing and sharing information for various purposes is increasing, then we can hypothesize that Internet use should have important role in the teaching process. Therefore, this paper aims to present general picture about the WebQuest as a teaching strategy. Constituents of the WebQuest and the types of the tasks that the teacher can design will be exposed.

*Key words: WebQuest, teaching strategy.*

### **WEBQUEST: TERMINOLOGICAL DETERMINATION**

The teacher's role in the traditional classroom can be best described by listing these words: lecturer, knowledge transferor, resources of knowledge, teacher, director, initiator, authority, frequent use of the verbal methods only, frontal teaching, non-flexible time framework, discipline, individual learning,... Therefore, the main role of the teacher in the traditional way of teaching was to make a transfer of the knowledge that s/he possesses to his/her students by giving lectures. The teacher has active, and the student has passive role in this kind of educational settings.

The modern teaching, on the other hand, is based on different ideology and concepts about the teacher-students relations in the process of learning and teaching. The contemporary teaching is constant challenge for the teacher and the students, because all the subjective factors in the classroom are active participants in the learning process. The teacher is not the only source of knowledge anymore. Other sources of knowledge are: the students, representatives of the local community, and representatives of the wider national and international community. The exchange and modification of the knowledge is enabled by the use of constant or from time to time communication among the subjective factors through print and electronic media. The student has to put his/her own efforts in order to personalize the learning process, to relate to his/her previous experiences and to find sense and meaning of the object of studying and researching. In addition, the principle of connecting theory to practice and the principle of student's creative activity should be obtained. The student should be active participant in the process of his/her own learning. Because of the fact that the interactivity among the students and teacher is a key factor in the process of learning, cooperative and collaborative learning is motivated and organized. Therefore, the teacher is

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<sup>2</sup> Specialized paper

not a person who transfers knowledge, but s/he is a: mediator, initiator, motivator, organizer, helper,... in the contemporary education. Information Communication Technology has also a great impact on the conceptualization of the contemporary education. The use of WebQuest as a teaching strategy supports and enables cooperative and collaborative learning.

WebQuest as a concept originates from Bernie Dodge (1995) professor of educational technology at the San Diego State University. He was trying to lead his students – future teachers in the process of investigating content on the Internet in order to engage their higher cognitive abilities (analysis, synthesis, evaluation). Shortly after, Tom March who worked in the same university developed first WebQuest format. Bernie Dodge is the author of the official web page that supports the WebQuest as a teaching tool with this url: [www.webquest.org](http://www.webquest.org). In order to answer the question what the WebQuest is we will try to make terminological determination at the very beginning of this paper. The term WebQuest is a compound word that includes two words – web and quest. *Web* stands for World Wide Web (w.w.w.) which represents pages that can be accessed by using web browser and a *quest* is a *long search for something especially for some quality such as happiness* (Oxford: Advanced Learner's Dictionary). According to that, WebQuest can be defined as a quest that a person undertakes by accessing pages from the World Wide Web. *A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing* (Dodge, 1995). The most important thing when organizing WebQuest is that the teacher must spend some time in order to find appropriate content on the World Wide Web that can be used as a learning material, to mark them and to relate them to specific analytical tasks and objectives that the students should do later on. There for, the student is not very autonomous when comes to selection of the sites that will help achieve the goals, but is independent in the process of sketching his/her own way of doing it by selecting the order of the pages that will be visited such as the time that will be spent on specific assignment.

Depending on the time frame that the WebQuest is implemented, there are two types of webQuests: 1. Short term (2-3 teaching classes) and 2. Long term (4-12 weeks). Use of these two types of WebQuests depends on the age of the students, time needed for completion of the tasks and the didactic goals. WebQuest is usually conducted by using the group or tandems work in the classroom. In addition, the WebQuest can be implemented with the individual students' work, as well for the students that are more independent in their work, can't participate in the class or gifted students. Long term WebQuest is a great teaching and learning strategy for organizing project based learning.

## **2. WEBQUEST'S COMPONENTS**

The WebQuest is consisted of six components: introduction, task, process, resources, evaluation and conclusion.

### **2.1. Introduction**

In the introduction there is an announcement of the research topic. The teacher can give short information on the subject of research, and then can ask questions as a motivation for undertaking the activities that are required by the WebQuest. The aim of the introduction is to capture the students' interest in a way that will recall their pre-knowledge, will provoke their thoughts and will open some problematic issues. Photographies, pictures or description of some events could also take part in the first part named Introduction.

## **2.2. Task**

The task should inspire, provoke esthetical responses and should involve elaboration of an interesting and important topic that is relevant to the students' needs. This is a part where the educational objectives are described and explained. The description can take form of a question, and can start with this formulation: *At the end of this quest you can answer these questions:...*(and the questions are listed). Before the objectives are identified, the teacher has done some research on the Internet in order to choose the appropriate web pages that will be offered in the WebQuest. At the end, the students can make Multimedia Presentation of the results and the conclusions, to publish them on a web page, to maintain collaboration to another institution during the quest and so on.

## **2.3. Process**

In this part the teacher explains the activities that the students should undertake. If the process of doing the quest is complex, then each step of the activities should be thoroughly explained. The students can be engaged in groups, because the WebQuest also can help in enabling cooperative and collaborative work. The teacher can organize the process in various ways. Model 1: The students are divided in several groups. Each group is assigned the same task, i.e. the same WebQuest, and the frames of the group each student has specific role that is important for completion of the task. The realization of the objectives can be divided to each of the students in a way that they should gather the results in one place and have a whole picture at the end. Model 2: The students are divided in groups. Each student in a group has a role related to the communication and organization of the group work, for example: leader of the discussion, note taker, internet researcher and so on. After the quest they all sit together and organize discussion on the topic and gathered information. They share experiences and thoughts in the process of coming to conclusions. Model 3: The students in one class get one WebQuest. Then, the teacher divides them in several groups. Each group receives one or two tasks, i.e. one or two questions that are part of the WebQuest. That means that every group get different task of the same WebQuest. The time that the task should be completed, the roles of the students and the way of presentation of the results are precised.

## **2.4. Resources**

The teacher should offer a list of web pages or other sources of information as word documents for examples, excel sheets, photos, pictures, video or audio material that are part of the hypertext. There is an option where the students can be directed to certain documents that are not part of the World Wide Web, but they are placed in one computer or computers that are connected by they are connected to each other by making hyperlinks to them. In that case, the student can open the links by clicking Ctrl and left click on the mouse or right click of the mouse, choose open Hyperlink.

## **2.5. Evaluation**

Every WebQuest should contain part in which the way of assessing students work will be stated and explained. The assessment should be objective and supported by evaluation rubric where different parts of the students' work will be evaluated: taking responsibilities, undertaking the activities, answering the questions in print and oral form, the way they have presented their work, individual participation in the group and so on. The students should know what the teacher is expecting as desired behavior during the work. Therefore, some general and specific standards for evaluation should be provided at the beginning of the quest in this part named as Evaluation.

## 2.6. Conclusion

Discussion follows in order students to bring up some important issues about the problem that they were investigating. It is also an option for the students to suggest some other way for WebQuest organization.

Example of a WebQuest with its 6 components follows here in the text.

# COWS ARE FATTER THAN GOATS<sup>3</sup>

## Introduction

In this chapter you will learn which animals can be found in a farm. Eddy, Cindy, Lin and Oscar are going on a farm where they will meet the farmer and his animals.



## Task

Listen and read the dialogue between the children, which is in the textbook.

Once you have finished listening and reading you will do a research (divided in small groups) concerning farms and animals. This will help you to:

- learn the new vocabulary words about the animals;
- learn more about animals (what do they eat, how do they live)
- be familiar with the life on a farm.

Then you should try to draw a farm.

### Draw a farm

After drawing the farm, you should write the most important things about them in the given brochure:

### Brochure:

## Process

After listening and repeating the vocabulary chorally, you should work in groups (each containing 6 students - five of them read articles about farms, animals, basic terms about life on the farm, and the sixth student in each group take notes of everything that the rest of the

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<sup>3</sup> Dimitrovska, Lj. (2011). *Cows are fatter than goats*, WebQuest as part of the exam *ICT in the language and literature teaching* on master studies at the Faculty of education-Bitola under the mentorship of Daniela Andonovska-Trajkovska

students have read) an discuss about what you have read and noticed. If it is possible organize yourselves in a way that one student reads only articles about cows, other about pigs for example and so on. Someone should present the results of the group work.

## Resources

You will read about life on a farm and animals now. Read the offered articles:

### Basic Terms

<http://h2g2.com/dna/h2g2/A604270>

### Sheep

<http://www.kiddyhouse.com/Farm/Sheep/>

### Goats

<http://www.ncagr.gov/cyber/kidswrld/general/barnyard/goats.htm>

### Cows

<http://kiddyhouse.com/Farm/Cows/>

### Ducks

<http://kiddyhouse.com/Farm/ducks.html>

### Pigs

<http://www.ncagr.gov/cyber/kidswrld/general/barnyard/pigs.htm>



Maybe some of you are more interested on what human characteristics animals would have according to their own characteristics. Read the following story and articles if you are interested.

Story: <http://www.ask.com/questions-about/Human-Characteristics-in-Animals>

## Evaluation:

Brochure Completion	Questions answered (Total 6)	Descriptions (poor or explicit)	Grammar (rare, frequent or constant grammatical errors)	Vocabulary used (poor, good or excellent use of vocabulary)	Total points:

Drawing	Poor	Enough	Correct	Interesting	Amazing

Number	Organization of the work	Organization of information	Facts presented (relevant or irrelevant)	Correctness on adequacy of facts.	Grammar and Vocabulary Use	Total

## Conclusion

You have learned a lot about life on a farm and animals that can be found there. But still there are many things to be learned. Consult your teacher if you didn't understand something or if you want to learn more.

Congratulations for the good job!!!!



### 3. TYPES OF TASKS IN THE WEBQUEST

There are many ways of posing questions and types of tasks that can be employed when WebQuests are being used. Dodge (2002) identifies several types of tasks: retelling, compilation tasks, mystery, journalistic, design, creative product tasks, consensus building, persuasion tasks, self-knowledge, analytical, judgments and scientific tasks. We will make free interpretation of the tasks in continuation.

- **Retelling tasks**

Retelling is a teaching strategy that helps student develop his/her own culture of speech and also a tool for the teacher to recognize whether the student has understood previously read text. The retelling may be conducted orally, but it can also take written form by using the Word or Power Point Presentation.

- **Compilation tasks**

This is a type of WebQuest that asks from the students to create a bigger picture of a topic that is under study. For example, the teacher can ask students to identify important music events during some period of time, to make a list of Macedonian poets after the Second World War, or to compile recipes of Macedonian dishes. This activity also includes retelling, but it also includes making a compilation of something.

- **Mystery tasks**

These are very interesting tasks for the students, because the assignment starts with a mystery that they would like to solve. Who made the pyramids? Is there extraterrestrial life? What is in the center of the Earth? These are only few examples of questions that the teacher can give to the students as part of mystery tasks when preparing the WebQuest. This type of tasks are more difficult to be managed as part in the WebQuest, because the teacher has to think very wisely in order to identify the specific steps and web pages that will give the students unrepeatable experience to find out information step by step, and not everything at once.

- **Journalistic tasks**

If the students present the obtained results from journalist point of view then journalist tasks are structured in the WebQuest. The activities include gathering of the data from various web pages as well as presenting the results by respecting the journalist style of writing.

- **Design tasks**

These kinds of tasks ask from a student to create a product or an action plan for achieving specific set of goals in certain frames as a limitation. Examples: designing a living room for a family consisted of two adults and two small children; designing a trip, designing a holiday,...

- **Creative product tasks**  
Creative product tasks include making a picture, writing a poem, short story, radio-play, short drama, making a poster, inventing a game or a musical composition etc.
- **Consensus building tasks**  
When the students are given questions that are somehow controversial and therefore can cause emergence of different thoughts and attitudes in the frames of a working group there is a need of consensus building in order to accept a common attitude. Examples: Do you support abortion? If a poor man is hungry would it be right to still bread?
- **Persuasion tasks**  
There are people that will not agree with our attitudes. Therefore the teacher should develop persuasion skills at the students, i.e. negotiating skills. For that purpose, the students can be put in a situation to prepare a poster, video material, presentation and so on in order to persuade the group has opposite attitudes.
- **Self-knowledge tasks**  
There are specific tasks that are developing self-knowledge at the students. Students can be guided in the process of finding information on the web and advised to practice that on themselves. Tests that measure specific features of their personality are available on the World Wide Web.
- **Analytical tasks**  
This type of tasks ask students to analyze objects, events, living beings in a way that they will be perceived as a structure consisted of elements. The elements and its mutual connections, its function will also be a part of the analytical process that the students will be engaged in. A Venn diagram can be used for comparing two terms or two things that has different and common characteristics.
- **Judgments**  
Sometimes the teachers can ask the students to evaluate certain products, events, characters' actions in the analysis of literary text and so on.
- **Scientific tasks**  
Scientific tasks include research for answering a question that asks usage of scientific methods. When the students approach the problem, they formulate hypothesis as possible solutions to the problem. Then, they gather the necessary data in order to verify the hypothesis and after that they draw a conclusion. When the research is done, the students present their work.

## CONCLUSION

The WebQuest is a powerful teaching strategy that motivates and directs students' search on the Internet. The students are highly aware for the quest for a specific knowledge by knowing the objectives, the tasks that they should undertake, the process, the way of presenting the gained knowledge and at the end the way the evaluation will be done. Therefore, the students take responsibility for their own learning. The teacher searches the World Wide Web for appropriate web pages that can later offer to the students as part of the WebQuest. The WebQuest is excellent strategy for cooperative and collaborative learning development, because in the process of the realization of the tasks students can be organized in various groups according to their needs and the specificity of the objectives. There are many opportunities for WebQuest implementation in the teaching process, because the teacher can choose among variety of tasks for the students' development of different

cognitive abilities such as knowledge and understanding, application of knowledge, analysis, synthesis and evaluation.

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