

## What is it?

To begin, here is the [link](#) that my classmates, Michele Drager and Liz Mansure created for this class.

A webquest, as defined at [this site](#), is as an inquiry-oriented activity in which most or all of the information used by students is online. A webquest normally consists of the following information: an introduction, task, process, list of resources, evaluation and conclusion. Webquests are meant to be worked on in groups collaboratively to promote learning and cooperation. Dr. Penny provided the class with a link that gave [direction](#) that other teachers have created to give us direction and inspiration. (Additionally, here is a good tutorial [site](#), for teachers.) Two of my classmates and I collaborated to create a webquest entitled, *Saving Our Animals*, that focused on a science lesson for a fourth grade classroom.

Student groups were asked to choose from a list of endangered animals in Pennsylvania, provided in the webquest, and research information about their animal that included the following information: features, adaptations, habitats, why their animal is endangered (we only chose animals who were listed as endangered), what is being done to change their fate, what we can do to help, and why we should care that the animal is endangered. Each group member was assigned a role and given a worksheet to guide the research, done online, for their particular role. Once each group member completed his or her portion of the research they were instructed to begin sharing the information they compiled to create a complete picture, or concept map, of their animal using the software program Kidspiration (Note: If you don't have access to Kidspiration software, there is a free site, [this one](#), that would be a good substitute.). After the group collaborated they were asked to create a comic book together with a content guide that would help them organize the story of their animal, using the software program Comic Life (Note: If you don't have access to Comic Life there is a free site, [this one](#), that would be a good substitute.).

## So What?

One of the ISTE NETS for Teacher's for 2008, currently in draft form only, that connects significantly with the final project of the webquest follows:

3. Model Digital-Age Work and Learning: c. communicate relevant information and ideas effectively to students, parents and peers using a variety of digital-age media and formats.

I believe our webquest aligns with the above standard because it required students to use their higher-level thinking skills to analyze and personalize why they or anyone else should care about endangered animals, and the conservation of the endangered species habitats. The narrator of the comic book was the animal that each group chose. The purpose of the comic book was to give the endangered animal a voice, to inform the public about what is happening to that animal and what can be done to help the animal. There is a Wild Resource Festival held each year and when the project was completed it was our goal to send the completed comic books to the festival to hopefully be handed out or displayed.

## Now What?

The webquest once again hits my goal of collaboration amongst students in the classroom and collaboration as a teacher with the students' parents on the head. I definitely plan to incorporate webquests into my future classroom that meet the needs of the age group I will have the privilege of teaching. The product of this particular webquest is again another great way to collaborate with the community at large and to present important information in a fun and creative way, all the while challenging the students to utilize higher-order thinking skills to personalize and analyze why this information is important to all of us. It helps them to apply their knowledge and generate ideas that would foster life-long learning skills. Again, it would be a great product to include in an end of year portfolio so that they can see all that they have accomplished.