The Components of a WebQuest

At a very basic level, the WebQuest is made up of six components:

**Introduction:** The introduction is intended to set the stage and motivate students to begin thinking about the subject the teacher has identified. The best introductions are creatively written and pull the students in, often basing the WebQuest on real world events or issues.

**Task:** The task is an important part of the WebQuest. It defines the purpose for using the WebQuest and informs the student of what the end result of the WebQuest will be. It is intended to be more than a retrieval of factual information and should require students to use critical thinking in order to accomplish the task. Dodge (1998) has identified several categories that WebQuest tasks could fall under: compilation tasks, mystery tasks, journalistic tasks, design tasks, creative product tasks, consensus building tasks, persuasion tasks, self-knowledge tasks, analytical tasks, judgment tasks, and scientific tasks. Most WebQuests will utilize a combination of two or more kinds of tasks that will require critical thinking on the part of the students.

**Process:** The process is where the teacher is able to provide some scaffolding for the students by laying out the steps required to accomplish the tasks. Included in the Process are how the students will be grouped and which roles are responsible for specific tasks. Graphic organizers may be used.

**Resources:** The resources are usually included as part of the process. Evaluating a site for its intended audience, author’s credentials, content - accuracy of facts, bias, style and functionality, and ease of navigation (Jacobson & Cohen, 1996) is essential before including it in a WebQuest. Additionally, a web site should offer more than text on a page. It should offer students something unique in the way of real time data, video, primary sources, or museum pieces.

**Evaluation:** The evaluation section gives students an overview of how they will be assessed on the task that has been assigned. It is clearly laid out, often in the form of a rubric.

**Conclusion:** The conclusion wraps the project up but not too completely. It leaves the door open for further exploration and may plant the seed of an idea for further study.