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Classification, Structure and Stages of a Web-Quest

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ABSTRACT: The article raises the problems of using the classification, structure and stages of web quest technology in the educational process. Web-quest technology classification is divided into 3 principles, they are based on the duration of completion, by subject content, by type of tasks performed by students.

KEYWORD: classification, structure, stages.

INTRODUCTION

In our age of information society, the ability to independently obtain knowledge and improve one's qualifications is an indicator of professionalism. The ability to make informed, reasoned decisions, that is, to take responsibility, is one of the main values of education. It's no secret that the modern educational process is no longer conceivable without the use of information and communication technologies. Free access to information and the rapid development of modern information technologies create new conditions for the field of education, in particular for organizing independent work for students.

In our opinion, in the context of implementing a competency-based approach, modern technologies such as web-quests and distance learning can be used to organize students' independent work. These technologies improve students' ability to work with information located on different media, plan their activities, and increase interest in studying disciplines and interdisciplinary courses.

MATERIALS AND METHODS

B. Dodge identifies three principles for classifying web quests.

1. Based on the duration of completion, web quests are divided into short-term and long-term.

The educational goal of short-term webquests is the acquisition of knowledge and its integration. The result of a short-term webquest will be a large amount of information that the student will have to cope with. This webquest is designed for a period of one to three class sessions.

The educational goal of a long-term webquest is to expand and clarify knowledge. The result of a long-term web quest will be a deep analysis of the collected knowledge and its transformation into some new understanding, presented to the readers both online and outside of cyberspace. The duration of such a webquest is from one week to a whole month of study time.

Forms that long-term webquests can take:

a database in which categories are created by students themselves;

microcosm, which represents the physical space through which students can move;

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an interactive story or court case created by students themselves;

a document that describes an analysis of a controversial situation, puts forward a position (opinion, theory) that students need to approve or refute;

a fictitious person who can be interviewed live. Questions and answers are invented by students after studying the characteristics of this person.

2. By subject content: mono-projects and interdisciplinary web quests. In other words, webquests can cover a separate problem, academic subject, topic, or can work in conjunction with other subjects. As practice shows, interdisciplinary web quests are more interesting and intense. At the same time, the development of such quests requires more time, knowledge and cooperation with other teachers.

3. By type of tasks performed by students:

retelling - demonstrating an understanding of a topic based on presenting materials from different sources in a new format: creating a presentation, poster, story;

planning and design - developing a plan or project based on given conditions;

self-knowledge - any aspects of personality research;

compilation - transformation of the format of information obtained from various sources: creating a book of culinary recipes, a virtual exhibition, a time capsule, a cultural capsule;

creative task - creative work in a certain genre: creating a play, poem, song, video;

analytical task - search and systematization of information;

detective, puzzle, mysterious story - conclusions based on contradictory facts;

achieving consensus - developing a solution to a pressing problem;

assessment - justification of a certain point of view;

journalistic investigation - objective presentation of information (separation of opinions and facts);

persuasion - winning over opponents or neutral persons to one's side;

scientific research - the study of various phenomena, discoveries, facts based on unique online sources.

RESULT AND DISCUSSION

Webquests have been used for a long time and have acquired a clear structure. Most authors, based on the general structure developed by B. Dodge, develop their own webquests, consisting of the following components:

Introduction - a statement of the topic, a description of the main roles of the participants, a quest script, a work plan or an overview of the entire quest. The goal is to prepare and motivate students. Therefore, motivating and cognitive values are important here.

Task - a clear and interesting description of the problematic task and the form of presentation of the final result:

a problem or riddle that needs to be solved;

a position that needs to be formulated and defended;

the product to be created;

the abstract to be created;

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report or journalistic report;

creative work, presentation, poster, etc.;

The task must be problematic, clearly formulated, and have educational value.

Process (Execution) - an accurate description of the main stages of work; guidelines for action, useful tips for collecting information (checklist of questions for analyzing information, various tips for completing a particular task, "blank" Web pages for reports, recommendations for using information resources, etc.). From a methodological point of view, the material should be distinguished by the relevance, diversity and originality of resources; variety of tasks, their focus on the development of high-level thinking skills; availability of methodological support - auxiliary and additional materials for completing tasks; when using elements of a role-playing game - an adequate selection of roles and resources for each role. Here you can specify links to resources and not allocate a separate section for them.

Evaluation - a description of the criteria and parameters for evaluating the completion of a webquest, which is presented in the form of an evaluation form. Evaluation criteria depend on the type of educational tasks that are solved in the webquest. The methodological assessment is subject to the adequacy of the presented assessment criteria to the type of task, the clarity of the description of the assessment criteria and parameters, and the ability to measure the results of the work.

Conclusion - a brief and accurate description of what students will be able to learn by completing this webquest. There should be a connection here with the introduction.

Credits (Materials Used) - links to resources used to create the webquest. This section can be combined with the Process section.

TeacherPage (Comments for teachers) - methodological recommendations for teachers.

The following stages of work on a webquest are distinguished.

1. At the first stage, the teacher carries out preparatory work, introduces the topic, and formulates the problem. Topics are selected so that when working on them, the student deepens his knowledge of the subject being studied or acquires new knowledge. The topics should be interesting and useful for students, so that the student can choose something to his liking and work, recognizing the need to solve the problem at hand. Several students can choose the same topic, the more interesting the discussion of the results will be, since the works can cover the topic from different points of view. Students become familiar with the basic concepts on the chosen topic and materials from similar projects. It is possible to work in groups when completing assignments.

2. At the stage of completing the task, students' research skills are formed. When searching for answers to questions posed among a large amount of scientific information, critical thinking, the ability to compare and analyze, classify objects and phenomena, and think abstractly develop. Students acquire the skills to transform received information to solve problems.

3. At the stage of formalizing the results of activities, the completed research is comprehended. The work involves selecting the most significant information and presenting it in the form of a website, html page, slide show, booklet, animation, poster or photo report. At this stage, the role of the teacher as a consultant is very important.

4. Discussion of the results of work on web quests can be held in the form of a conference so that students have the opportunity to show their work, realizing the significance of the work done. At this stage, such personality traits as responsibility for the work performed, self-criticism, mutual support and the ability to speak in front of an audience are established.

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5. The final stage is evaluation, but a preliminary (before the start of work) announcement of its principles is mandatory for a webquest. Evaluation criteria vary (based on time of presentation, originality, innovation, etc.). The assessment summarizes the experience that the student gained while performing independent work using webquest technology.

The criteria for the methodological evaluation of web quests, which were developed by B. Dodge and T. March, are aimed at determining the degree of implementation of the assigned tasks in each section of the quest:

Introduction - motivating and educational value.

The task is problematic, clear in formulation, cognitive value.

The order of work and the necessary resources - an exact description of the sequence of actions; relevance, diversity and originality of resources; variety of tasks, their focus on the development of high-level thinking skills; availability of methodological support - auxiliary and additional materials for completing tasks; when using elements of a role-playing game - an adequate selection of roles and resources for each role.

Evaluation - the adequacy of the presented evaluation criteria to the type of task, the clarity of the description of the evaluation criteria and parameters, the ability to measure work results.

Conclusion - relationship with the introduction, an accurate description of the skills that students will acquire by completing this webquest.

A webquest is a complex task, so the assessment of its completion should be based on several criteria focused on the type of problem task and the form of presentation of the result.

B. Dodge recommends using from 4 to 8 criteria, which may include assessment:

research and creative work,

quality of argumentation,

originality of work,

skills of working in a small group,

oral presentation,

multimedia presentation,

written text, etc.

It is very important at the final stage, when the completed work is publicly presented, to organize a constructive discussion.

Open evaluation of your own work and the work of your colleagues allows you to learn to be correct in making comments, identify the most interesting findings in completed tasks, and formulate your own evaluation criteria.

Let's consider the general criteria for evaluating a webquest and the rationale for these criteria from best to worst.

1) Understanding the task

The work demonstrates an accurate understanding of the task.

2) Completing the task

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Works from different periods are evaluated; conclusions are reasoned; all materials are directly related to the topic; sources are cited correctly; information from reliable sources is used.

3) Result of work

Clear and logical presentation of information; all information is directly relevant to the topic, accurate, well structured and edited. A critical analysis and assessment of the material and a definite position are demonstrated.

4) Creativity

Various approaches to solving the problem are presented. The work is distinguished by a strong individuality or expresses the point of view of a microgroup.

A web quest, using Internet information resources and integrating them into the educational process, helps to effectively solve a number of practical problems: the quest participant receives an additional opportunity for professional examination of his creative abilities and skills; learns to use the information space of the Internet to expand the scope of his creative activity, etc.

Designing a webquest based on a technological map

Let's consider the elements of the structure and requirements for developing a quest.

1) The name should be short, attractive and original. The focus of the quest. An academic subject or one of the areas of educational activity is indicated as a priority - patriotic, environmental, aesthetic, etc. (mono-quest) or a group of educational subjects and a set of educational areas (interdisciplinary or complex quest).

2) Goal and objectives. The goal is general in nature and must be diagnostic. When determining goals and objectives, educational standards serve as a guideline.

3) Duration. An educational quest can be developed for one lesson, a series of lessons, a week or another time period (short-term or long-term).

4) Age of students/target group. Taking into account the age characteristics of students (preschoolers, primary, secondary or high school students, youth, adults) and their educational needs, including the specifics of health.

5) Legend. A legend is a fictional story about events or personalities that precede the start of the game. When developing it, creativity is encouraged: exaggeration of events, changing famous characters, etc. So, thanks to imagination, you can end up in any place or create a planet in the quest.

6) Quest heroes. The authors of the quest offer a list of heroes and their characteristics. Quest characters can be either completely fictional or real. The choice of roles for quest participants is prescribed by the rules: drawing lots, division according to some criteria depending on the purpose and content of the quest.

7) Main task/main idea. The main task must be of a problematic nature. J. E. Farreni's task types can be considered when designing the main task. Creativity and inspiration will help you diversify the types of assignments.

8) The plot and progress along it. Represents a series of events in the game (basic diagram), for example, a sequence of stages, stations, for the passage of which rules for advancement are developed, bonuses or penalties can be applied. It is advisable to include traditional elements in the plot: exposition, plot, development of action, climax and denouement. The plot is limited in time, both historically (the game can take place in any historical era) and physically.

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9) Tasks/obstacles. To advance through the plot, along with the main task, additional tasks of various nature are developed; It is desirable that problematic ones be offered among them.

10) Navigators. Various tips, markers, landmarks that help organize a targeted search aimed at solving both main and additional tasks.

11) Resources. To complete the quest, students can be offered various resources: a list of references, including Internet sources, educational sites; multimedia presentations; videos, including social ones; electronic gadgets; devices and materials, etc.

12) Criteria for assessing students' activities. The criteria are developed by the teacher depending on the type of tasks offered and the educational "product" being performed.

13) The result of the quest is an educational "product" and reflection. The result must be correlated with the completion of the main task, for example: a problem has been solved, a riddle has been solved, a discovery has been made, etc. An educational "product" can be a social video, a booklet, research results, etc. Reflection is organized by the teacher both in various aspects (cognitive, emotional-value, volitional and social), and using a variety of techniques (reflective screen, self-assessment of work, "emoticons", etc.).

CONCLUSION

As a result of completing web-quest tasks, students learn a lot of new things and learn to work with network services. They have the opportunity to show their creativity. But the most important thing is that they learn to communicate, discuss problems and find a common solution.

Quest technology is a technology that combines a targeted search while completing the main problem and a series of auxiliary tasks with adventures and (or) a game based on a specific plot.

The concept of this technology is based on the idea of organizing independent activities of students for the purpose of their personal development in a team while solving the main problem of the quest (central task), completing additional tasks and moving through the plot using navigators, tips, and information resources on the Internet. When implementing technology both in lessons and in extracurricular activities, it is necessary to create a friendly atmosphere and stimulate students to independent search and creativity.

Thus, quest technology, like any pedagogical technology, has an invariant part, represented by structural elements and requirements for their content, reflected in the technological map. Variability is realized in the creativity of the teacher who will develop the legend, plot, etc. taking into account pedagogical skills, the specifics of students and the capabilities of the educational organization.

Designing an educational quest in the logic of the system-activity approach presupposes, when determining the goals and objectives of the quest, its content and instrumental content, an orientation towards educational results as a system-forming component of the standard: subject, meta-subject and personal results specified by State Educational Standard.

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