Using a Webquest as a Methodological Strategy for Active Learning in Higher Education Virtual Environments

Faculty

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Summary

It Is a Good Practice:

- because it is an initiative
- that enables students to work on certain contents of the course from home, and to work collaboratively as a group to build those contents
- using the activity referred to as a Webquest

Description

The practice described below is particularly effective for generating innovation in higher education learning by using a Webquest.

This learning activity encourages students to develop two topics from the course contents proposed by the professor.

From a pedagogical perspective, this activity places a major responsibility on students by assigning them a feasible task whose fulfillment involves a long process. To develop the contents successfully,
students have to research, analyze, synthesize, understand, transform, create, judge, evaluate, and reach a consensus with the workgroup, in order to finally publish and share their findings. It can be viewed as a research activity in which students have an active role in their learning, significantly improving their knowledge about the subject matter.

Categories

- Engage the Group: this category includes the practices implemented by the professor/tutor to harness cohesion within the group, encourage active participation, and promote a pleasant, motivating work environment.
- Active Learning Strategies: practices that encourage individual students to take responsibility for their own learning and actively build their own knowledge.

Category/Indicators Table

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Faculty Voices
How the activity is developed: "We set up small groups, and each group is assigned one or several sections from the project they are all working on together. Each group is familiar with and has access to the necessary material (bibliography) for working on the section it has been assigned. Since the work is collaborative, students have to get organized and assign tasks for each one of the members. Then they write their section and upload it to the shared website. At the end, each member can make corrections or elaborate on the information provided by others; all members have editing privileges to the document. One member of each group is in charge of dividing it into sections and organizing it.

The Moodle tools used in this practice are the Forum, where students can get organized and discuss contents, and the Wiki, where they post the contents that they build together.

So far, the experience has been highly satisfactory, although it does require a lot of correcting and supervising from the professor. If this is not done, the results are bound to be fairly disorganized."