А.А. Корюкова, А.А. Лаврова
Уральский федеральный университет имени первого Президента России Б. Н. Ельцина
Екатеринбург, Россия

Использование web-квестов в процессе обучения

В статье проанализировано понятие «web-квест», описана его структура, охарактеризована классификация его разновидностей. Особое внимание уделено рассмотрению различных типов web-квестов в зависимости от формулировки задания.

The use of Web Quests in the process of education

The Internet swiftly entered the life of the humankind in the 20th century. It took us less than ten years to face the fact of its spreading all over the world, including the developing countries [2]. It has become not only the hugest information resource in the world, but has introduced improvements in technology, communication, online entertainment and, of course, education.

The Internet provides instant availability of vast stores of information in real time. One seeking an education used to have to be physically near the information he wished to learn. Learners got to go to school, listen to a teacher and have access to a library. Nowadays, with the Internet, students have instant access to information on almost any subject. Teachers might use it to supplement their lessons, and a number of prestigious universities have opened up free online lectures and courses to every student in the world. Widespread use of the Internet has opened up a substantial amount of knowledge to a much broader range of people than ever before. So today the way people can get the information can be described by one phrase: "any time, any place, any path, any pace".

Today there are many forms of electronic education. WebQuest is one of them. A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web [3]. The model was developed by Bernie Dodge at San Diego State University in February, 1995 with early input from Tom March.

A WebQuest has six essential parts:

1. Introduction. The introduction section provides background information, roles for students to play (such as a research scientist, an architect, a designer or a journalist) and an overview of the learning goals to achieve.

2. Task. The task is a formal description of what students will have accomplished by the end of the WebQuest.

3. Process. The process section provides a description of the steps learners should go through in order to accomplish the task.

4. Resources. This section of the WebQuest consists of a list of the resources (such as links or bookmarked Web sites) that students might need to complete the task.

5. Evaluation. This section consists of a list of the fair, clear, specific standards and the criteria by which students' performance will be evaluated.

6. Conclusion. This step allows for reflection by the students and summation by the teacher.

The task section is the most important part of a WebQuest. It provides a goal and focus for student energies and it makes concrete the curricular intentions of the designer [1].There are twelve types of the task section:

1. Retelling Tasks. Sometimes all you need is to read information and show that you understand it. Students can report on what they have learned from the Internet by creating PowerPoint presentations, posters, or short reports. These are the least challenging but the most commonly used WebQuests.

2. Compilation. This one is a task for students to take information from different sources and put it into a common format, like a cookbook or a deck of cards. This task provides learners with practice in making selection choices and explaining them, as well as organizing and paraphrasing information drawn from a number of sources.

3. Mystery. Everyone loves a good mystery. Sometimes all teachers have to do to lure students into a topic is to wrap it in ат interesting puzzle or detective story. A well-designed mystery task requires synthesis of information from a number of sources. The task should be created in the way that it cannot be solved by simply finding the answer on a particular page.

4. Journalistic. Students have to act like reporters covering the event. The task involves gathering facts and organizing them into an

account within the usual genres of news and feature writing. This time accuracy is important and creativity is not.

5. Design. A design task requires students to create a product or plan of actions that accomplishes a pre-determined goal and works within specified constraints. The key element in a design task is to build in authentic constraints.

6. Creative products. A creative task leads to the production of something within a given format. It can be a painting, a play, a skit, a poster or a song. Students are allowed to be more imaginative than in design tasks. There should be something unique in every creation and a teacher should be able to tell which work belongs to which student.

7. Consensus building. A consensus building task requires different (even opposite) viewpoints to be articulated, considered, and accommodated where possible.

8. Persuasion. A persuasion task requires from students to develop a convincing case that is based on what they have learned. Persuasion tasks might include presenting at a mock trial, writing a letter or producing a poster or videotaped ad designed to sway opinions.

9. Self-knowledge. The essence of a self-knowledge task is to allow the learner to answer personal questions about themselves. It provides a greater understanding of oneself.

10. Analytical. In analytical tasks, learners are asked to look closely at one or more things and to find similarities and differences, to figure out the implications for those similarities and differences. They might look for causes and effects of different events and be asked to discuss their meaning. Tables, schemes or diagrams can be the result of this task.

11. Judgment. A judgment task presents a number of items to the students and asks them to rank or rate them, or to make an informed decision among a limited number of choices. It is important to get learners to explain and defend their system of evaluation.

12. Scientific. The task in which students have to create scientific articles or presentations based on scientific information found on the Internet.

The advantages of using WebQuests in the process of education:

1. WebQuests allow students to use higher level and critical thinking.

2. Students can work on the task at home or library.

3. WebQuests stimulate learner's imagination.

4. WebQuests encourage effective and structured use of Internet time.

5. Students can improve their social skills. WebQuests are more often group activities, so learners have to communicate with each other and share information.

6. WebQuests allow students to use up-to-date information and resources.

7. WebQuests encourage learners to view their activity as something 'real' and 'useful'. This leads to more effort, greater concentration and a real interest in achievimg the task.

8. It is something different.

Список литературы:

1. Frederick Li, Jianmin Zhao, Rynson Lau, Qing Li, Denis McLeod. Advances in Web Based Learning. Berlin, Springer-Verlag Berlin Heidelberg, 2008.

2. Internet in Education. URL: /http://iite.unesco.org/pics/publications/en/files/3214612.pdf / (дата обращения: 18.12.2016).

3. WebQuest.org.URL: / http://webquest.org/ (дата обращения: 18.12.2016).