10.1 Multi-media WebQuests

Using an application of your choice, Create either a multimedia (PowerPoint, Hyper Studio etc…) or Hypermedia presentation (web page or PP with links embedded) summarizing the Paper by Bernie Dodge: Some Thoughts about WebQuests.

Pretend you were presenting at a conference or a teacher/parent group - "What is a Webquest?"

10.2 Search Engines

1. Your readings shared a variety of search engines, web crawlers, and subject specific search. In your words how would you explain the difference between these and what do you see as an advantage /disadvantage to each?
2. Distinguish/analyze the differences between 3 **educational search engines** and post for others to see and discuss. Make sure to include a discussion related to the search engines "help" sections. [Remember to read the Searching Information from the searching readings/class notes]. Some of the readings might also be helpful in sharing analysis and evaluation protocol/rubrics.

10.3 Web Evaluation

There are numerous sites/criteria/perspectives on evaluating websites, although they often have a lot of overlap. Your readings share several evaluation criteria checklists.

Attach an individual website evaluation rubric **THAT YOU FIND USEFUL**(i.e. come up with your OWN personal criteria that **YOU** judge websites on -- **OR SHARE** the existing rubric you use).

1. Choose ONE website and critique it based on your criteria/rubric.
2. Then discuss your rubric and individual evaluation criteria in this discussion thread.
3. Compare and dialogue with others regarding their rubric with yours.

10.4 Three Categories of Websites

Today's websites can be divided into three categories: **text-based** (online textbook), **semi-interactive** (online textbook with some interactive activities and examples), and **fully interactive**, **constructivist designed sites with hyperlinks**, examples, simulations, etc.

- Based on your interpretation of the three categories, list 1 example of each related to an education topic (i.e., find one example of a "textbook type" website, one

example of a semi- interactive site and one example of a fully interactive educational site)-try to pick the same topic
- Do you think each of these sites can be used successfully in the classroom?
- Is today's student prepared for the web-based immersion that the most advanced sites demand? Why or why not?

10.5 Simulations
As you are going through the ETPRO "**simulation**" resources, keep in mind the definition and characteristics as discussed in the text reading (Text Robyler chapter 4), and the "types" of simulations as discussed from the reading.
There are several simulations under the domain of science and many listed in the ETPRO resource site. Take a look at:

Blood typing
Explore_Learning Gizmos
Try one of the many available Java Applets from Hamlet
Explore one of the simulations from the Illuminations site
Explore one of the Physics Virtual Labs and Simulations

For each of the above,
- does it meet the specifications of a simulation as discussed in the reading? Why or why not?
- Which "type" of simulation would each of the above fall under?
- What are advantages of students utilizing these type of activities? Teachers? Parents?

10.6 Science Resources
In the ETPRO resource site there are a variety of science resources. Visit one of the sites you are unfamiliar with (or from the ETPRO Science and Math Link) and reflect on the content, multimedia format, and mode of engagement. How might you be able to incorporate this into a future class?