Title: On the Relation Between WebQuest and the Promotion of Technological Literacy

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Abstract:
The academic potential of the Web helped to generate the WebQuest as a particular format of instructional design, which is claimed to promote the technological literacy of learners. This paper concentrates on the description of the relation between WebQuests and the promotion of technological literacy. It is based on the research into the nature of technological literacy, particularly that related to WebQuests. Data collection instruments are designed and analysis of classroom WebQuest integration will be conducted as support. The purpose of this research is to investigate the effectiveness of WebQuest as an instructional design on the improvement of technological literacy with K-12 students. The research methodology and part of the resulting implications will be discussed.

Introduction:
According to statistics, nearly 2/3 web-surfers nowadays are school-age students. Some people even label the present generation at school as “generation.com”. Educators are trying to detect and make use of the potential of web in its academic perspectives. In reality, however, the frustration on web-surfing prevents the web-based instruction from being effectively integrated into curriculum.

The curriculum and instruction expectation of exploring the resources and attributes on the Web helped to generate the WebQuest as a particular format of instructional design, which is claimed to promote the technological literacy of learners. The gradually growing WebQuest development and integration into curriculum generated numerous WebQuests, from the basic format created by Bernard Dodge and the further developed formats by people like Tom March.

This brief paper presentation concentrates on the description of the relation between WebQuests as an instructional design and the promotion of technological literacy with K-12 students. A systematic overview of WebQuest will be introduced through providing an online database of sites for the research supporting WebQuest in addition to sites on how to create WebQuest, based on Bernard Dodge’s model and Tom March’s model. Pros and cons, and assessment of WebQuest for classroom use will be discussed. It will also discuss WebQuest from the perspectives of instructional design, the contemporary application of WebQuest in various disciplines and the research into the nature of technological literacy, as proposed and stipulated by various technology and education institutions. For the end purpose of evaluating the effectiveness of WebQuest in promoting technological literacy with K-12 students, data collection instruments are designed and analysis of classroom WebQuest integration will be conducted as support.