

**Course: \*EDEE 435, Social Studies Methods II (grades 4-6), Fall/Spring, 2010-11**  
**Signature Assignment: *Social Studies Integrated Webquest***

**e. Brief Description:** Teacher candidates create a short duration, integrated social studies, grades 4-6, Webquest via the Internet. In this inquiry-oriented activity, most or all of the information used by learners is drawn from the Internet. Candidates design Webquests that ensure learners' efficient use of time by focusing on using information rather than looking for it, and supporting learners' higher-level thinking, analysis, synthesis, and evaluation skills. ACEI standards addressed are 2.4, 3.1, 3.4, 3.5, and 4.0.

**Instructions to Candidates:** Your signature assignment for this course is the creation of an integrated social studies Webquest for grades 4-6. Your Webquest will consist of the following critical attributes: an *introduction* that sets the stage and provides some background information; three to four *tasks* that were doable and interesting; *information sources* needed to complete each task, i.e. tradebooks or web documents; a description of the *process* the learners should go through in accomplishing each task; *guidance* on how to organize the information acquired, i.e. concept maps or timelines; and a *conclusion* that brings closure to the quest.

Within cooperative learning groups of three or four, you will create a Webquest over the course of the semester. The directions are as follows:

1. *Peruse* various social studies Webquests via [www.zunal.com](http://www.zunal.com), see the Webquest menu located on the left hand side of page
2. *Create* an account, see Get Started Today! Go to <http://www.zunal.com/register-form.php> (be sure to use one username and password, something everyone can remember)
3. *Visit* the Building Blocks of Webquest site, Go to <http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm>, to read information about the critical attributes of a Webquest. Begin with "introduction", then read "task", "process", "evaluation" and lastly "conclusion".
4. *Brainstorm and Use Building Blocks* sheet to begin and create your Webquest [provided by instructor]
5. *Read and Frequently refer* to the Webquest Checklist [provided by instructor]
6. *Review and Discuss* the Webquest rubric with your partners [provided by instructor]
7. *Complete and Turn-in*, the task role sheet, identifying who is responsible for each component of the Webquest.
8. *Be ready to present* your Webquest during finals week.

\*EDEE 435 was not taught in AY 2011-12. It will be taught in fall 2012: Block 3, EDEE 442.

**FALL 2010**

ACEI Standard	n =	Range of scores	Mean	Standard deviation	Candidates who achieved target
2.4	19	1-2	1.58	.51	58% 11/19
3.1	19	1-2	1.95	.23	95% 18/19
3.4	19	1-2	1.58	.51	58% 11/19
3.5	19	1-2	1.95	.23	95% 18/19
4.0	19	2	2	NA	100% 19/19

**SPRING 2011**

ACEI Standard	n =	Range of scores	Mean	Standard deviation	Candidates who achieved target
2.4	20	1-2	1.55	.51	55% 11/20
3.1	20	1-2	1.30	.47	30% 6/20
3.4	20	1-2	1.81	.40	81% 17/21
3.5	20	1-2	1.90	.31	90% 18/20
4.0	20	1-2	1.80	.41	80% 16/20

## REFLECTIONS

Overall, 87 percent of teacher candidates during fall 2010 were able to construct meaningful Webquests. With regards to integrating and applying knowledge of instruction, using communication to foster classroom collaboration, and implementing formal and informal assessments, teacher candidates met three out of the four ACEI standards. They were most successful with ACEI standard, 4.0, assessment for instruction. During the creation of the Webquest, teacher candidates selected appropriate formal and informal assessments. This was apparent with a score of 100 percent with a standard deviation of 2. The selected assessments allowed the Webquests' tasks to be properly graded. Moreover, it is important to state that 95 percent of teacher candidates with a standard deviation of .23 could in fact plan and implement instruction based on classroom students' interests, learning and learning theories. Because each Webquest was designed for grades fourth through sixth, teacher candidates' kept in mind grade-level appropriateness such as web materials, web documents and language usage. Thus, 95 percent of teacher candidates with a standard deviation of .23 used effective media communication techniques to foster active inquiry.

Overall, 64 percent of teacher candidates during spring 2011 were able to construct meaningful Webquests. This was a decrease of 23 percent compared to the fall semester. Teacher candidates struggled with the ability to integrate and apply knowledge for instruction. As stated in the Spring 2011 data table, six out of twenty or 30 percent of teacher candidates met this standard. In particular, connections across the curriculum were the most difficult area to address within the Webquest. Additional emphasis on teaching social studies via other content areas such as language arts or the arts is greatly needed. Because this group of teacher candidates had difficulty identifying information that connected across the curriculum, the instructor will provide more examples of how to teach social studies within content. Most importantly, the methods course will address how not to teach social studies in isolation. It is also accurate to state, social studies is not consistently taught in grades K-6; thus, integrated social studies is not consistently being model out in the field especially during the spring semester due to standardized state testing. Therefore, social studies content may or may not been seen by teacher candidates. This can create an application gap between what is learned in the social studies methods course and reality. This gap can easily transfer to the creation of a Webquest design.

During both fall 2010 and spring 2011, evidence suggests that social studies content application needs improvement. Although both semesters reveal more than half of teacher candidates know and understand, the major concepts and modes of inquiry from the social studies; they lack the application of social studies. More practice with application of social studies is necessary as well as more modeling of social studies by classroom teachers. This application practice will take place in the methods course and it will be recommended for classroom teachers to provide more application practice.