

Ardora - Creating a webquest

www.webardora.net

The WebQuest model was developed by Bernie Dodge in 1995. He defined it as "an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web".

From that moment, different templates (documents ready to create a webquest scheme, where it is specified the type of content that should go in each section) and online webquest generators (websites with a step-by-step model, often under an already established design and, by definition, only functional if we are connected to the Internet) began to appear.

Ardora allows us to go one step further. It offers the possibility of generating the webquest without being connected to the Internet, the opportunity to choose our own design and at the same time providing an attractive and functional outcome. Furthermore, we can do all this without any knowledge of HTML language for designing web pages.

For the implementation of a webquest model with Ardora, we are going to use two different types of multimedia activities: "Text and images" and "Tabs and Accordions". Those activities provide very simple containers in order to create our webquest.

1.- INTRODUCTION.

The purpose of the Introduction section of a WebQuest is two fold:

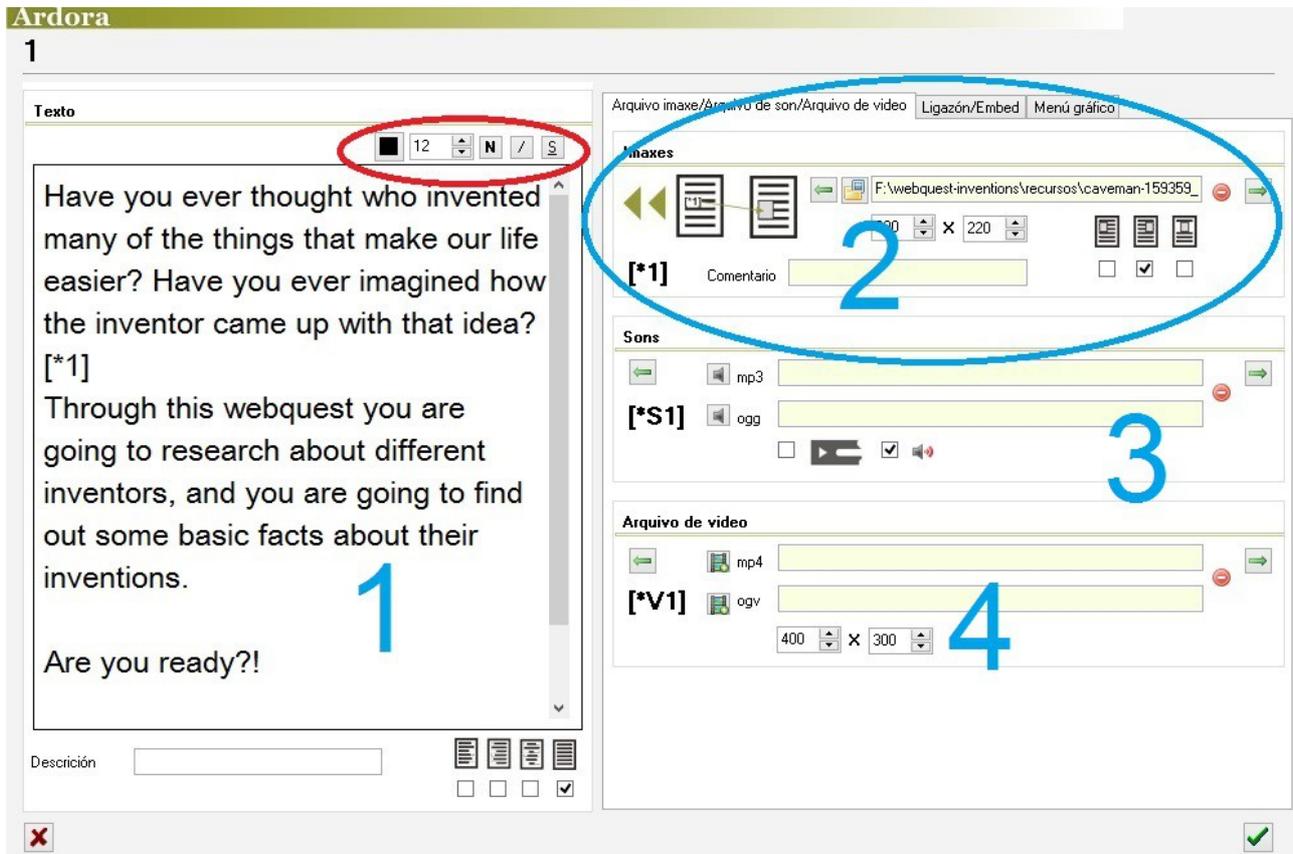
- a) Orient the learner about what's coming.
- b) Raise some interest in the learner through a proposal that will be attractive, realistic and relevant to their training.

It is important that the text is short and attention-grabbing. In our example it will also include a multimedia element to enhance that introduction.

To do this, once we have chosen the option "**Text and images**", we will have to double click on the first row of the table to enter data (see the manual of this activity); then we will see a screen similar to the image below:

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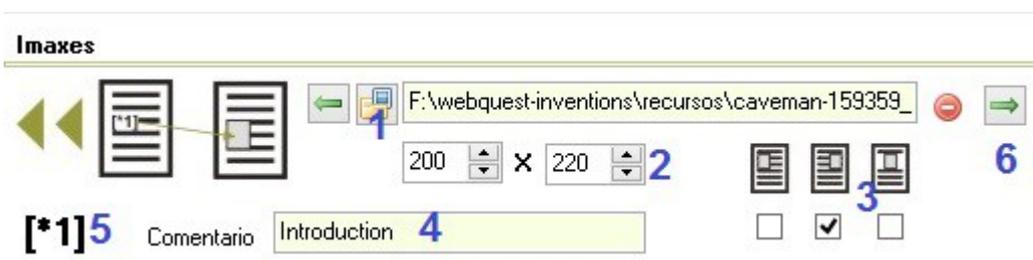
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In the field on the left side (1) we will write the text that will be part of the introduction. We can choose the colour for that text, size and format (red circle).

On the right side, there are the multimedia elements that can be inserted into our introduction page. You can include a picture, as in this example (section 2), or insert an audio file (3) or even a video file (4).

In this example we have inserted an image. Let's examine this field in more detail:



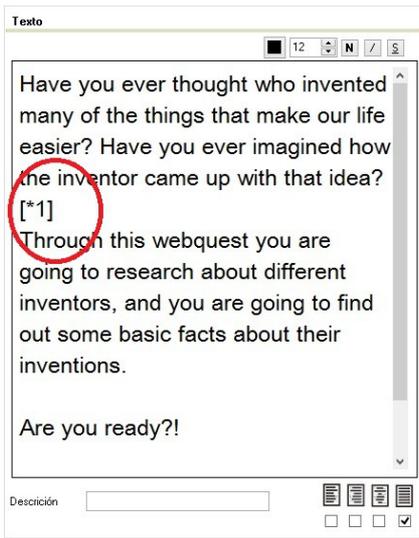
By clicking on the yellow folder (1), we will open a browser that

will allow us to add an image. We can define the size for that image in field 2;

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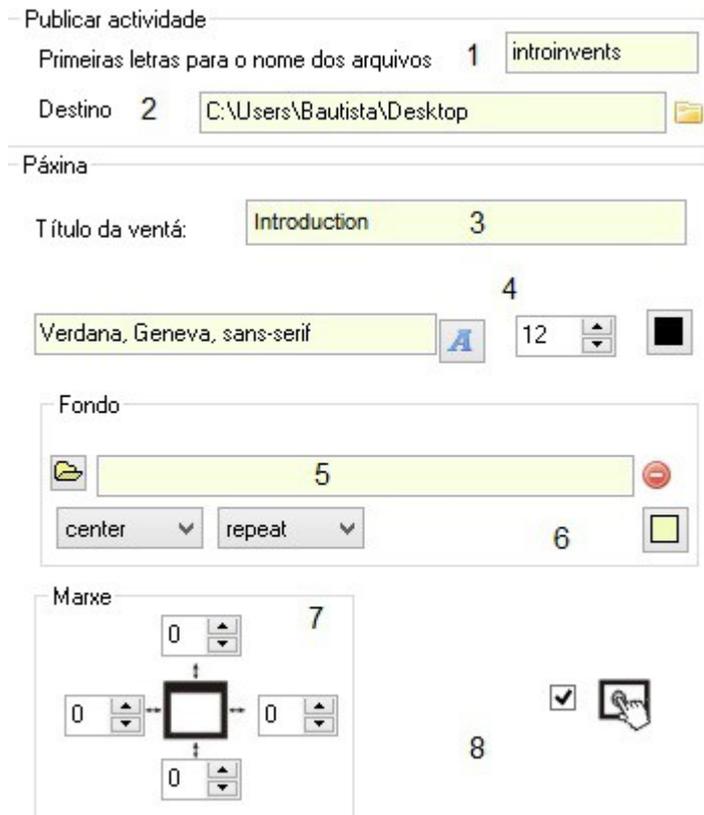
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we can also decide the position for the image on our website, and add a comment in field 4; this text will be displayed whenever we move our mouse over the image once the page is published. Pay attention to field number 5: that will be the code "[* 1]" identifying our image.



If we return for a moment to the left part of the picture, we see that the code is on our design and therefore we have to conclude that there will be an image there to be shown.

If we want to add more images, we just need to click the green arrow (6).



Once we accept and return to the "1.- Content" screen, we can still continue defining elements of our website:

In this field (1), we will indicate the name of the folder that will contain our activity. In the field number 2, we will determine the location of that folder.

In field 3, we choose the window title (it will be shown at the top of the browser). This title can be formatted (font, size and colour)

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in field 4.

We could also determine a background in field 5 and define how it will behave using the drop-down lists that are just below; in this field (6), we can choose the background colour for our page. In this section (7) we will determine the margins (see the activity tutorial), while activating the box number 8 we will get an activity compatible with any touch device.

We would only need to publish the activity and check the final result:

Have you ever thought who invented many of the things that make our life easier? Have you ever imagined how the inventor came up with that idea?

Through this webquest you are going to research about different inventors, and you are going to find out some basic facts about their inventions.

Are you ready?!

Enjoy yourself!!!!



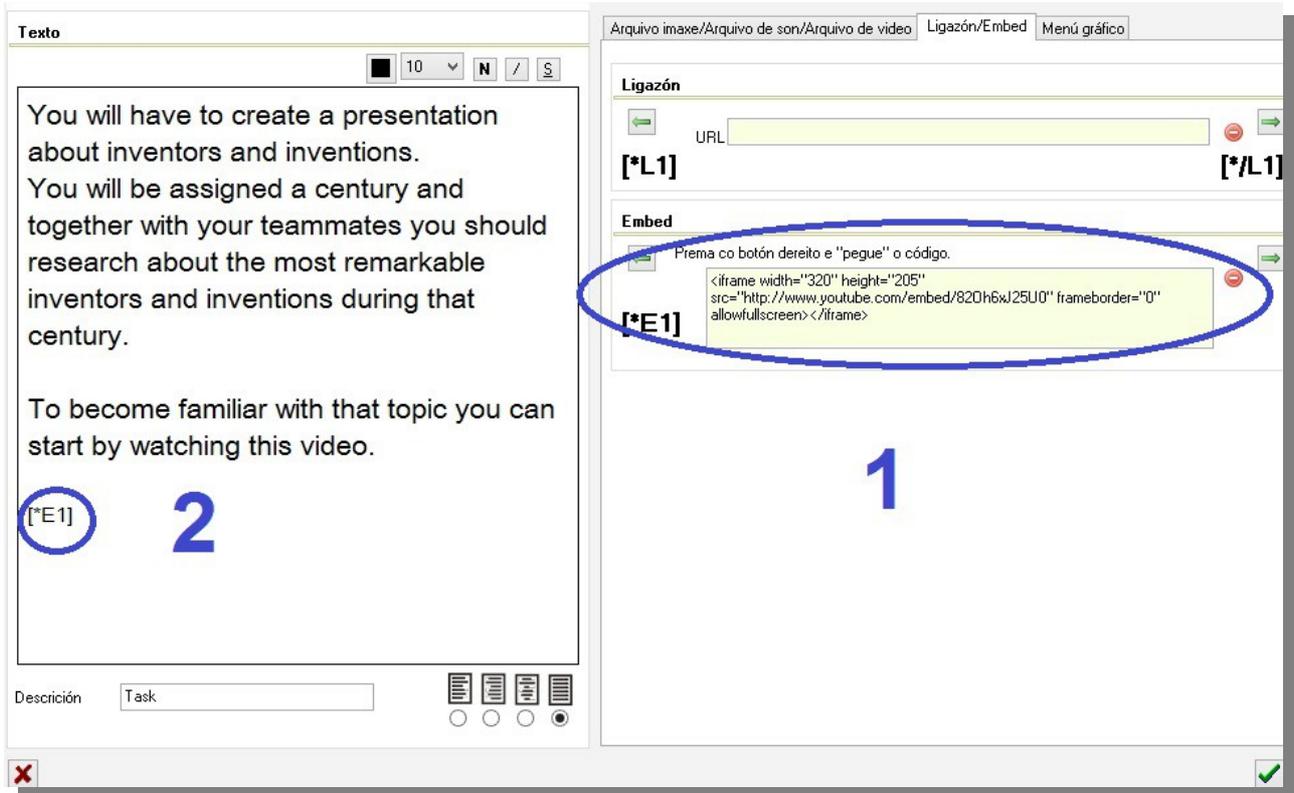
2.- TASK.

In a WebQuest students must process all the information provided and develop a product that will answer the formulated problem. The task, therefore, will be formulated in terms of the final product. It focuses learners on what they are going to do at the end of the webquest. It describes succinctly and clearly what the end result of the learners' activities will be. It would be important to give the task a motivating character. The student must consider it to be attractive, feasible and, as far as possible, connected with reality.

As we did with the introduction page, we will create the task page exploiting the potential of the activity "Text and images". Note in particular the image below:

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In this example we explain to our students what their final product (task) is. In order to make them think about the task they have to perform, we are going to display an embedded video on that page. Let's learn how to do it.

To do that, we proceed as explained in the previous section, "Introduction". We should write the text appearing on our page on the left side of the screen and on the right side, we are going to choose the "Link / embed" tab.

Once you locate the video you want to embed, click on "Share" and then "embed" and you'll get an HTML code that will allow you to embed this object in your page. You should take into account that many codes require the user to add the **http:** protocol just after the term "src =" because without those characters the object would not work when we try to play it locally. This code must be pasted in the field (1) of the previous image.

So that we can see the embedded video on our website, you just need to write the code `[* E1]` in the editing screen on the left side (2).

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Once published, this is our final result:

You will have to create a presentation about inventors and inventions.
You will be assigned a century and together with your teammates you should research about the most remarkable inventors and inventions during that century.

To become familiar with that topic you can start by watching this video.

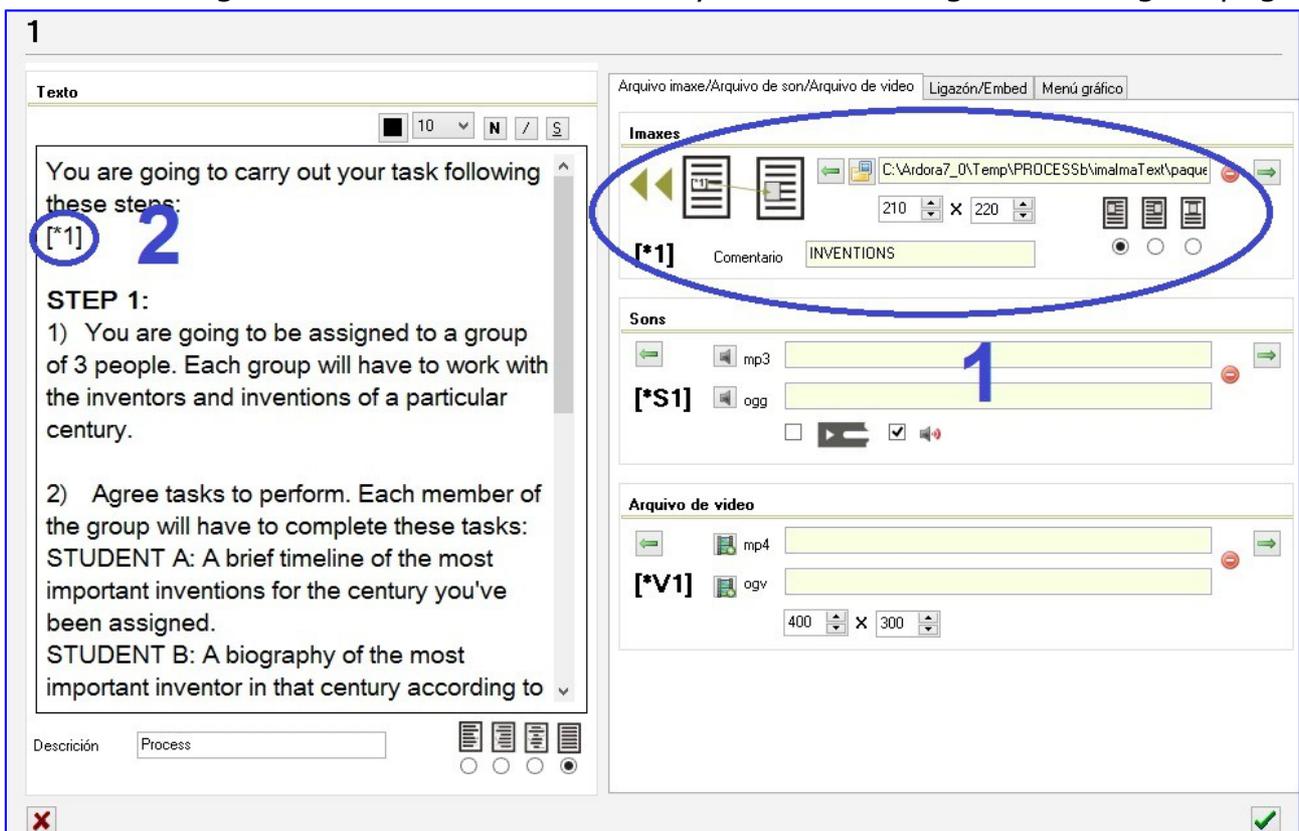


3.- PROCESS.

The process suggests steps learners should go through in order to complete the task. It may include strategies for dividing the task into previous activities, subtasks, or intermediate tasks, if any; it also determines how many people each group and the roles to be played by each group and / or each participant in detail. Our students should know clearly what to do and in what order, so it is a good idea to number the steps in an ordered sequence.

Once again we use the media activity "text and images" to design a page

1



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explaining the process: We have explained how to do it in previous pages in this tutorial, so we won't insist on the obvious things: In the example you can see how an image is inserted (1) and then it becomes part of our project by typing the code in the right place (2).

Once it has been published, this is the final result:

You are going to carry out your task following these steps:



STEP 1:
1) You are going to be assigned to a group of 3 people. Each group will have to work with the inventors and inventions of a particular century.
2) Agree tasks to perform. Each member of the group will have to complete these tasks:
STUDENT A: A brief timeline of the most important inventions for the century you've been assigned.
STUDENT B: A biography of the most important inventor in that century according to your group.
STUDENT C: Which of the inventions in the century you studied most influenced the world? Why do you think so?

STEP 2:
1) Group work: It is usually said that "need is the mother of invention". Well, you have to come up with a new idea for an invention. It doesn't necessarily have to be a product. You can think of something you need to improve or a new technique to learn some vocabulary, a new cards came, a strange but funny sport ... Use your imagination!!
3) Create a presentation with all the information you got.
BE CREATIVE!!!

4.- RESOURCES.

All necessary resources should be included so that the task can be carried out according to the intended process by presenting them at each stage.

They consist of links to Internet that teachers previously selected: articles, music, drawings, books, interviews ...

It is convenient to check the pages previously to ensure that the links work perfectly, that they don't include inappropriate information and, as far as possible, without any advertising.

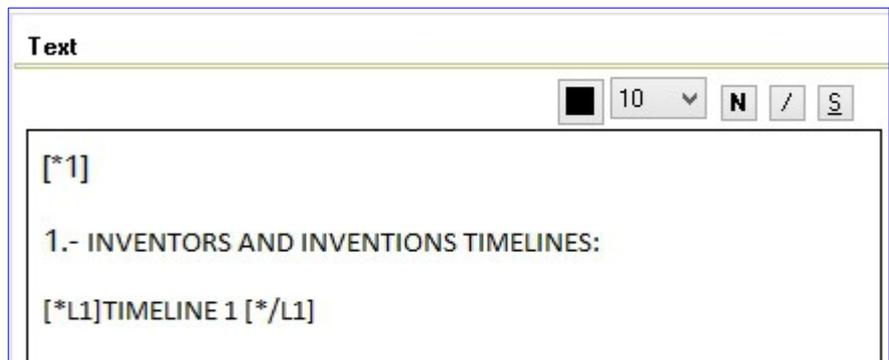
We will again use the media activity "Text and images" to create this page with the desired links. We choose the "Link / Embed" tab, and paste the URL address to be visited.

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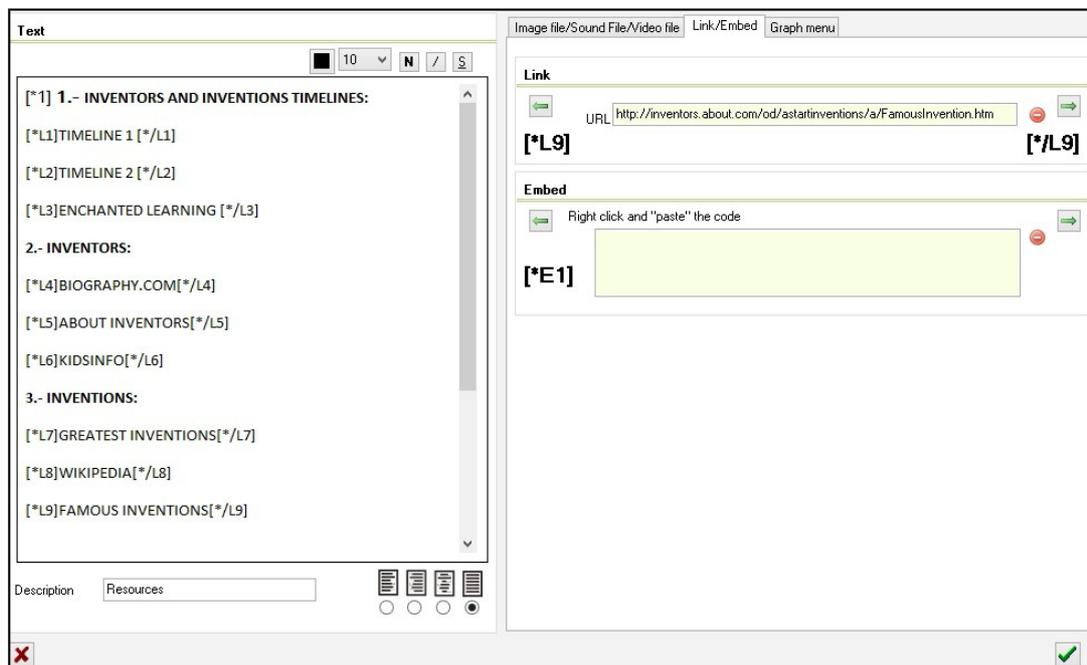
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Notice the codes below: `[* L1]` and `[* / L1]`. We need them to insert the link into the editing screen at the beginning and end of a word or phrase to establish the link: In the picture on the right we can see a practical example: in this case, if they click on the sentence: "Timeline 1" students will be directed to the URL established in the upper picture.



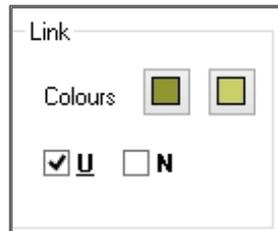
If you need more links, just return to the "Link / embed" tab and click on the green arrow to continue editing more links. At the end we can get something similar to this screen:



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After clicking on the "validate" button, we will return to the editing tab, where we can choose the colour for our links:



In the colour box on the left we can choose the colour the link will show before the user clicks on it; on the right, the colour of that link once it was pressed. At the bottom we must choose if we prefer our link to be underlined (U) or bold (**N**)

When we publish the activity we can get a page similar to the one below:

USEFUL RESOURCES:



1.- INVENTORS AND INVENTIONS TIMELINES:
[TIMELINE 1](#)
[TIMELINE 2](#)
[ENCHANTED LEARNING](#)

2.- INVENTORS:
[BIOGRAPHY.COM](#)
[ABOUT INVENTORS](#)
[KIDSINFO](#)

3.- INVENTIONS:
[GREATEST INVENTIONS](#)
[WIKIPEDIA](#)
[FAMOUS INVENTIONS](#)

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5.- EVALUATION:

This section describes the levels of competence and performance that can be achieved. The criteria with to assess our students should be accurate, clear, achievable and specific to each WebQuest.

It is highly recommended that our students know in advance the criteria we are going to use to evaluate them.

Normally in each webquest you offer a rubric with the evaluation criteria. You can choose several options: You can download one of those available in the web since Ardora allows you to insert external files to your project very easily; You can also develop a website using only plain text just to explain what the assessment criteria will be or even (see image below) you can create your own rubric in a document, take a screenshot and save it as an image and then add it to the website. We can create this page again with the activity "Text and images" as we have seen throughout this tutorial.

This could be our final result:

You are going to be evaluated according to this rubric:

	POOR 1	AVERAGE 3	EXCELLENT 5	SCORE
GROUP WORK	Not very active participation and cooperation within the group.	Acceptable active participation and cooperation.	Excellent participation and cooperation.	
INDIVIDUAL WORK	You are not responsible for your individual activities and they're not finished.	Some activities are not finished and / or the content is not appropriate.	All your tasks are properly finished.	
INVENTION	It is not an original idea and /or it is not developed as required.	Not very creative, but it was well planned and developed.	Excellent and very creative job!	
GRAMMAR AND VOCABULARY	A lot of mistakes in grammar and vocabulary.	Some grammar mistakes and not always a good use of vocabulary.	Correct grammar and use of vocabulary.	
FINAL PRODUCT	Lack of information and wrong layout. Not very creative.	Acceptable management of the information collected and a good layout.	Excellent management of information and a good layout.	

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6.- CONCLUSION:

In a webquest, the conclusion allows us to congratulate the students for arriving to the end of his quest; it also encourages reflection about the process, collecting what was learned and how we can extend and reuse the knowledge acquired in the future.

As we've done with the other pages, we are going to create a web page with the option "text and images" illustrating what we have already explained:



Congratulations for having finished this webquest. I'm sure you now understand much better the impact that technology and inventions have had on human civilization, as well as the influence that some famous inventors have had in our lives. Remember that this was not achieved without their hard work!!

By the way, I hope you become a millionaire with your invention!!! ;-)

7.- CREDITS AND ACKNOWLEDGEMENTS:

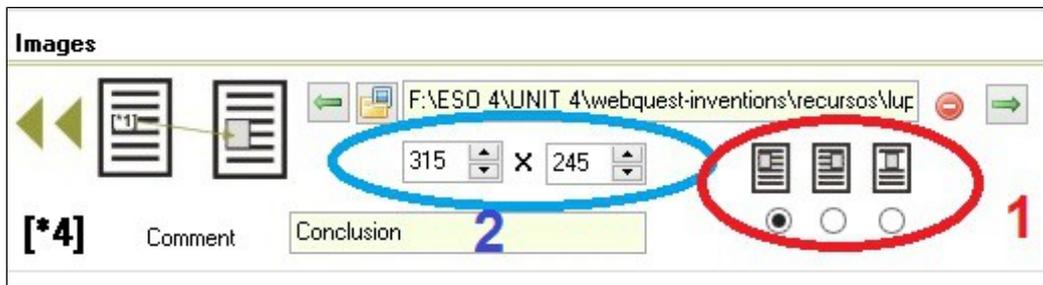
You should have in mind that it is convenient to use images, texts, videos or sounds that are under public domain or under a Creative Commons licensed which allows reuse. In this case it is advisable to include references to all sources, preferably by adding a link to the original page containing the source. Also if you are inspired by other webquest, you should include the link to these in thanks.

In our example we will use the usual activity "Text and images". In this case, we are going to incorporate the images used in the work presented here, we are also going to achieve that when the user clicks on the images, this fact will redirect us to a link to the original page containing the image.

The first thing to be done is incorporating all the images as we have explained earlier in this tutorial:

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Remember that in Section 1 (red area) we can choose where we will set the image in relation to the other elements in our website. In this case, I would prefer to have the four images in a row, so I'll choose this alignment. It would also be interesting from an aesthetic point of view, that all the images offer a similar size, so we can use the preview button and modify the parameters of section 2 (blue area) to resize all the images with similar dimensions.

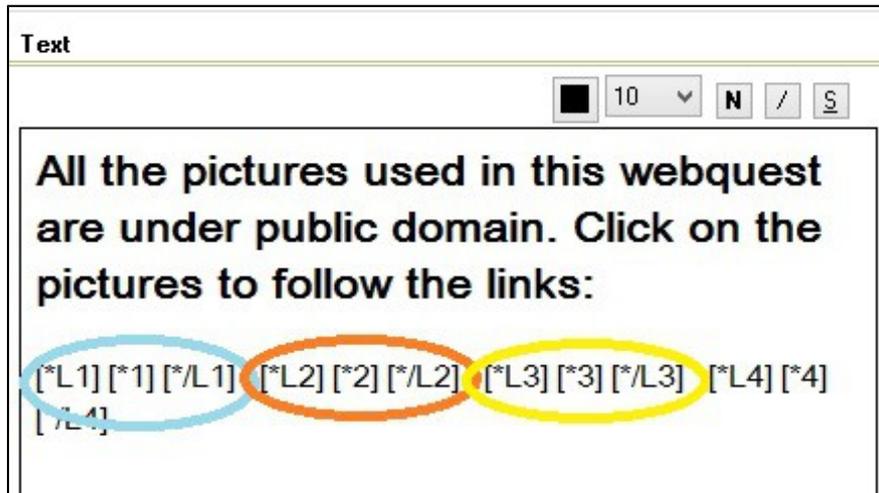
As we have already done in this tutorial, we will use tab 2 "Link / embed" to establish the URL's we need to give credit to each of the images:



Once all the pictures and the links are inserted, we turn to the editing screen on the left side to write the code for the images and links. Have a look at this screen shot:

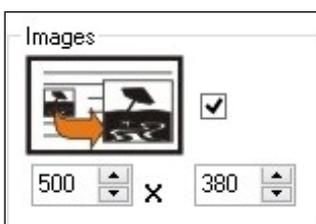
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The code we are writing shows that whenever the users clicks on picture 1 `[*1]`, they are redirected to the web page previously established as a link. As we have seen before, to establish a link we need to write a code before `[*L1]` and another after `[*/L1]` the image `[*1]` we want to link. We'll do the same with picture 2 `[*2]`, etc.

This is a picture of our activity already published:



In this example we will explain another function offered by Ardora. If we activate the box you can see on your left you will see how the image expands and it is displayed in a pop-up image with the specified size parameters (width x height) indicated on this field.

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This is our final result:



8.- Creating the structure:

a) Text and images.

Ardora offers several options for creating the structure of a whole project as a webquest.

We will try two different options so that you can choose the one that suits you. First of all we are going to explain how to create the project with the same activity with which we have created the individual pages: "text and images".

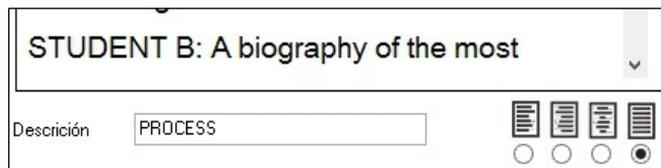
If you choose this option, you will have to create all the pages in a single file: To do that, just click on each of the rows of the table in the "Content" screen, and follow the steps seen in this manual for each case. Once designed each and every page you will see them on the table as you can see in the image below:

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Página		
N.	Description	Text
1	INTRODUCTION	INTRODUCTION:...Enjoy yourself!!!!
2	TASK	TASK:...[*E1]
3	PROCESS	PROCESS:...BE CREATIVE!!!
4	RESOURCES	USEFUL RESOURCES:...OUS INVENTIONS[*L9]
5	EVALUATION	EVALUATION:...[*1]
6	CONCLUSION	CONCLUSION:...our invention!!! ;-)
7	CREDITS	CREDITS:...[*L4]
8		
9		
10		

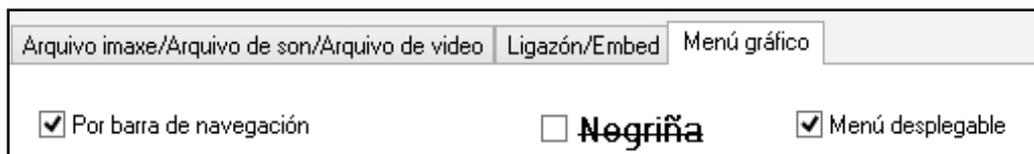
Now, it's time to remember the "description" field we completed at the end of the edit screen of each of the pages. This description will be important in a moment.



STUDENT B: A biography of the most

Descripción: PROCESS

We will have to insert a navigation bar which allows us to move from one page to another easily. To do that, we should choose these options tab 3 "graphic menu" of each page.



Arquivo imaxe/Arquivo de son/Arquivo de video Ligazón/Embed Menú gráfico

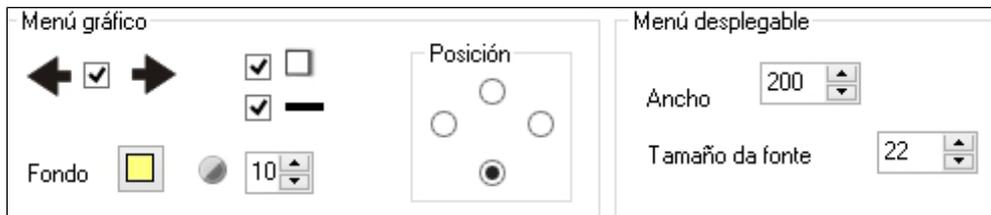
Por barra de navegación **Negriña** Menú desplegable

In this case, it seems important that the project contains a navigation bar and a drop-down menu, so check those two boxes. For the role of the "Bold" box, please check the tutorial related to this activity in [Ardora's website](#). You must verify that the graphical menu containing these two boxes checked in each of the pages you need to insert into your project.

Back in the editing screen, you can determine some more options about the navigation bar:

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We need to activate the checkbox which allows incorporating the arrows to navigate between pages, we can also choose the background of this navigation bar, its position in relation to the pages and the width of the dropdown menu that will allow us to go from one page to another without necessarily going to the next one. Check the tutorial for this activity in Ardora's website to learn how to set up the different options you can see here.

This is our final result:

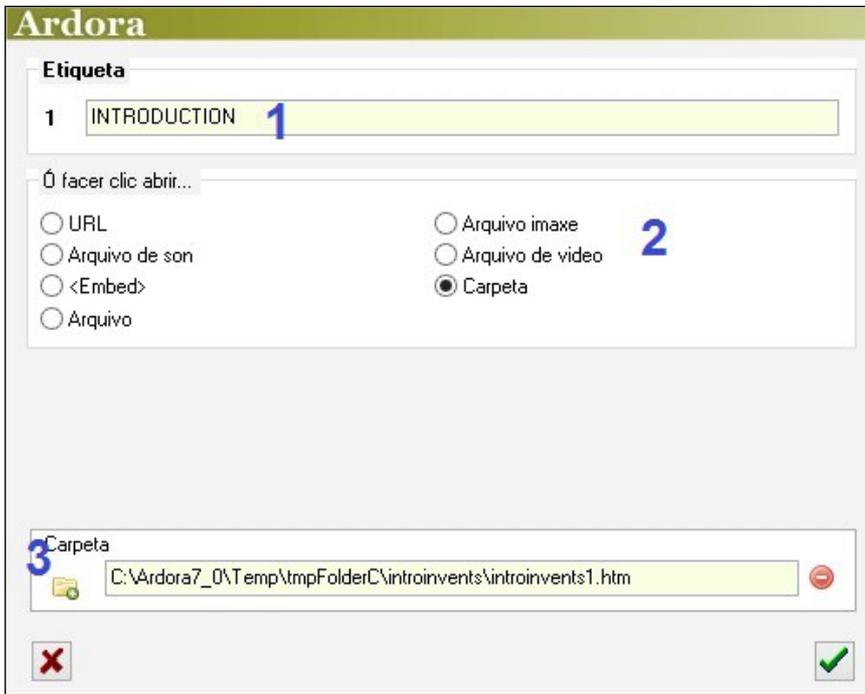
The image shows a screenshot of a webquest page in Ardora. The page has a light green background. On the left, there is a yellow box containing a table of contents with the following items: INTRODUCTION, TASK, PROCESS, RESOURCES, EVALUATION, CONCLUSION, and CREDITS. The text of the 'INTRODUCTION' section is visible, starting with 'Have you ever thought who invented many of the things that make our life easier?'. To the right of the text is a cartoon illustration of a bearded man with a large head of hair, wearing a green tunic and grey pants, sitting on the ground and holding a large white wheel. At the bottom of the page, there is a yellow navigation bar with a blue circular icon containing a speech bubble and the number '1' on the left, and a blue circular icon containing a right-pointing arrow and the number '2' on the right.

By clicking the dropdown menu (1) we will have access to the desired page. If you click on the arrows (2) you will go to the next page.

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b) Tabs and accordions.



Another interesting option that Ardora offers to create the structure of a webquest is the media activity "Tabs and Accordions."

Open the activity and double click on the table. A popup window will allow us to choose the content of each page opens:

In field 1 we need to insert the label for the button. When the users click on it, it will take them to that page.

In field 2 we have to choose the type of content which will be shown in that page. In our case a "folder" containing the Web page created with the activity "text and images". Select the htm file in field 3.

We will have to do the same for each of the pages contained in our webquest. When finished, we can see all the pages inserted in the editing screen.

The screenshot shows a table titled "Faga doble clic para introducir datos". The table has two columns: "Nº" and "Etiqueta". The data is as follows:

Nº	Etiqueta
1	INTRODUCTION
2	TASK
3	PROCESS
4	RESOURCES
5	EVALUATION
6	CONCLUSION
7	CREDITS

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The image shows a configuration panel for a webquest. It is divided into three main sections: 'TemaUI', 'Tipo:', and 'Posición'.
- 'TemaUI': Contains a dropdown menu currently showing 'base' and a button labeled 'jQuery ui'.
- 'Tipo:': Contains three radio buttons for selecting the layout: 'Pestanas horizontais' (which is selected), 'Pestanas verticais', and 'Acordeón'.
- 'Posición': Contains two checkboxes. The top checkbox is checked, and the bottom one is unchecked.

By using the arrows we can rearrange the pages and remove them with the red button after selecting it. The other menu will be important for the final appearance of the webquest: In "TemaUI" you have a dropdown list so that you can choose a theme for the colour of the tabs and the general layout of the pages (make any necessary "previews" until you find the most suitable).

With the "jQuery ui" button we can incorporate other compatible themes from the Internet. The "type" menu allows you to choose the type of final presentation of our webquest.

Finally use the menu "position" to choose where the tabs will be shown: at the top or bottom of the page. (Make any necessary "previews" until you are satisfied with the final result):

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INTRODUCTION

TASK

PROCESS

RESOURCES

EVALUATION

CONCLUSSION

CREDITS

Have you ever thought who invented many of the things that make our life easier? Have you ever imagined how the inventor came up with that idea? Through this webquest you are going to research about different inventors, and you are going to find out some basic facts about their inventions.

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