WEBQUESTS AS A METHOD OF COLLABORATIVE TEACHING

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Abstract

The question of information and communication technologies (ICTs) utilization is very broad and in recent years has attracted several studies especially how it relates to discourses on teaching in higher institutions of learning. Apart from making it possible for students to gain knowledge better, ICTs have proved its relevance for teaching processes too. Through various studies conducted globally, findings show that the level of integration of ICTs in teaching has reached an appreciable level.

Keywords: Collaboration, learning, Web Quest, scaffold, teacher-centered, pupil-oriented

Introduction

Collaborative learning is an approach to teaching and learning, the basic idea of which is that the students gather in groups to jointly solve the problem, the problem of creation of a product. Collaborative learning is based on the idea that the teaching is a natural social act, during which the participants talk to each other. Doctrine occurs in the communication process.

In all situations of real life, when people have to work in a team, it suggests some relationship and interaction between people that identify human abilities, qualities, the contribution of each to the common cause, etc. The underlying premise of collaborative learning is based on the cooperation of members of the group, rather than individual competition, where the person is opposed to the other members of the group.

In an atmosphere of collaborative learning, students have the opportunity to talk with each other, to express ideas, to argue and defend them, share dissimilar beliefs, ask about other than their own point of view, that is, to be actively involved in the learning process.

Collaborative learning can be easily integrated in the class-lesson system in several ways. Some of them require careful preparation (eg, long-term projects carried out by students), while others can be used with little or

no training (for example, the inclusion of for a lecture or an offer to discuss their views with the neighbor).

That the transition to teaching in collaboration forms of educational activities as lectures, notes and listening to the teacher are not excluded permanently and continue to exist in the students' discussions and other forms of active learning activities. Regardless of the method and the number of substituted lectures, the goal remains the same: *to get the process with the "teacher-centered" learning "pupil-oriented" training.*

At the heart of collaborative learning is the idea that knowledge is socially produced by communities of people and that the teaching is a natural social act, during which the participants talk to each other, that is, the teaching takes place in the communication process. Exchanging ideas, thoughts, feelings, experiences, people processed this information into knowledge, come to understand what is acceptable and meaningful to others in the community. That if a member of the community to learn how to listen and hear his colleagues, he will learn to construct their own knowledge. Thus, using the idea of collaborative learning can solve the following methodological problem:

• Improving the efficiency of learning. The student learns better if he is able to speak, declare, interact with other members of the team;
• Improving literacy of speech and writing. From the ability to speak and communicate with other members of the team depends on the ability of students to write correctly and logically.

In the process of social interaction between students create a learning community of people who possess the knowledge and ready to acquire new knowledge in the process of communicating with each other, the joint cognitive activity. Any member of this community may join the knowledge already created by mankind through communication with more knowledgeable people.

Cooperative learning is more prescriptive than collaborative learning, more controlled by the teacher. That is, cooperative learning, as opposed to collaborative learning, suggests greater structuring activities of students, more guidance and supervision by a teacher for this activity. While collaborative learning is an approach to teaching and learning, the basic idea of which is that the students gather in groups for joint problem solving. Collaborative learning is based on the idea that learning occurs in the process of communication, so the social aspect of this approach is more important than in the framework of cooperative learning.

And you can learn in a different way, when next to you your comrades, who can ask if something is not understood, you can discuss the decision the next task. And if your success depends on the success of the whole group, then you can not not be aware of their responsibility for the

progress and success of your comrades. From the awareness of this fact the authors of teaching in collaboration are repulsed. During training all will do mistakes. Only one needs more time and effort to master the material, other less. How to do it - it is a technique!

Practice shows that learn together not only easier and more interesting, but also much more efficient. And it is important that this efficiency is not for only academic success of students, it concerns their intellectual development, but also moral. Help others to solve any problems together, share the joy of success or failure of bitterness - and of course, how to laugh, sing, and enjoy life.

Web Quest

The main idea of collaborative learning - learning together, and not just something to perform together! These thoughts are the basis of collaborative learning.

Web Quest as an educational tool has recently been widely adopted in the K-16 education. However, its basic principles and functions are not well understood, that led to inconsistencies in practice. This study defines the basic constructs Web Quests perception teachers and the factors influencing their perception. The survey was conducted on teachers recruited from a single large research university in the United States and professional mailings. The results show three designs are perceived by teachers as critical for Web Quests: constructivist problem solving, social interaction and scaffolded learning. The results also show that variables such as goal Web Quest use, years of study, years of using web quests and gender to predict, to varying degrees, the perception of teachers on Web Quests. Talk made on how to structure identified can be used to improve online teaching and learning. Suggestions for further research are included by studying the impact of social, psychological and emotional factors on the learning process of students in Web Quests.

It provides teachers with educational framework to create a meaningful online learning. Well-designed Web Quest contains six steps: Introduction; the problem; information sources; description of the process; evaluation; and an conclusion. Student-centered and inquiry-based Web quest, usually built around a scenario of interest to students, who work in small groups, following the instructions in the Web Quest model. Look for information from the web links provided by the teacher, analyze and synthesize information, and then present the solution to the problem. Students collectively contribute to the understanding of issues of considerable widely and deeply. Continuing formative assessment, which often takes the form of headings used to assess student learning, that aims to help students grow, not only to notice their mistakes.

Web Quest as an effective training tool is characterized by deep assimilation of new knowledge through of critical thinking. Studies show that Web Quest is supported by four main structures: critical thinking, application of knowledge, social skills and skaffolded learning.

The objective of this study was to investigate the perception of teachers and determine the content of Web Quests variables that significantly predicted perceptions of teachers. Thus, the research questions for the study were:

1) What factors are perceived by teachers as crucial for Web Quests?

2) What variables that affect the perception of such?

To predict the perception of teachers on the web quests were performed hierarchical regression analysis. Four variables gender, goal Web Quest use, years of teaching and years of using Web Quest were used as predictors based on the results of the correlation analysis. In order to predict these variables were introduced: The aim of Web Quest use, Web Quest years use, years of study and gender.

The discussion of the findings was focused on the research questions proposed earlier:

1) What are the factors perceived by teachers as critical to the WebQuests?

2) What are the variables that affect such perceptions?

The finding implies that teachers believe that teaching critical thinking skills and application of knowledge must be located in a constructivist learning environment that would be "to engage students and require them to solve problems and build skills that are most meaningful to them.

The Web Quest is one of a training model that was acquired by teachers and students for their easiness to design, develop and use in the classroom.

But it is at the same time problems for those who are not able to understand the basic principles of design and web quests, and are also confused about the design and implementation of web quests in teaching and learning. The aim of this study was to identify the constructs in the perception of teachers that put in the model Web-Quest, as well as variables that can affect the perception of teachers on the web quests.

The results of this research have expanded our theoretical and practical understanding of Web Quests.

Theoretically, this research has helped us to reach beyond traditional theoretical basis of web quests and to think about other aspects of web quests as a learning tool. That is, instead of focusing on the components of critical thinking skills and application of knowledge, emphasis is now placed on

constructivist learning, which includes critical thinking and knowledge application.

In practice, the findings offer the opportunity to reflect on current teaching practice Web Quest. For example, instead of having to limit yourself to just the development of interpersonal and small group skills, positive interdependence, individual accountability, and so on, the practice of social cooperation should go beyond its traditional conceptual framework and include skills from other areas, such as knowledge of the application. Therefore, qualified teachers, instructional designers and other professionals in the field of education must recognize the unique features of web quests for the design and development that will benefit students at all levels. Designing and developing Web Quests is a complex process that involves careful planning by putting in perspective all the variables that can affect student's learning**,**, including social, psychological, cognitive, developmental, and so on. In the future, research should be investigated by the relationships among these variables to better understand the complexity of Web Quest learning. Although this study identified three constructs as perceived by teachers critical to Web Quest design and development, further empirical research is needed to validate the constructs in practice.

Our understanding of web quests will be limited if the identification and verification of structures listed applies only to the model of the web quests, without considering the impact of pedagogical and affective factors in learning. Therefore, in future research to expand, to investigate the relationship between the perception of teachers, pedagogy and affective domain.

We can point out such features of web quests is that some or all of the information presented on this site for independent or group work students are actually on different websites. Due to the same active hyperlinks, students do not feel, but work in a single information space for which is not a significant factor in the exact location of a particular portion of the educational information. The student is given the task to collect materials on the Internet by a particular topic, to solve a problem using these materials. Links to sources are part of the teacher, and they can often find themselves using conventional search engines. The completions of the quest are their own web pages on the subject, or some other creative works in electronic, printed or verbal.

It is worth noting that all (from the work process to the scoring criteria) is discussed with the students, in what appears collaboration between students and teachers. By itself, Web Quest presents a list of resources - from teach-yourself up links to sites on the Internet where students will be easier to find the information you need, without getting to third party sites and does not waste time. Work can be carried out in small

groups, which contributes to the formation of active mutual assistance between the students.

Conclusion

In conclusion I want notice that the technology Web Quest is aimed at forming qualities and skills of the 21st century. Activities within the Web Quest involves a creative approach to the task. During this process develops the ability to work together to solve educational problems. Teamwork, responsibility for the result of joint activity is also the result of application of technology Web Quest. Based on the above, we can conclude that the technology Web Quest aims to achieve results that meet the requirements of GEF (global environment facility). Whether it is optimal for the formation of metasubject and universal educational activities? - The controversial issue. The success of the use of technology Web Quest in the educational process depends on many factors. One of them is teacher professionalism, his creativity.

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