

## Using a WebQuest In Your Business Education Classroom

Is your school district concerned about students surfing the Web? Do you need a motivational tool? Do you want to include higher-level thinking skills in your business classes? If you answered yes to these questions, you might want to consider using a WebQuest.

With WebQuests, learners are provided with a scenario, task, and asked to solve the problem with a product. WebQuest exercises are directly connected to the curriculum, and learners view relevant Web resources that have been checked by the instructor. Teachers who use WebQuests often collaborate with other disciplines to develop well-designed activities.

If the learning goal is knowledge acquisition, a short-term WebQuest will be incorporated into the instruction. A short-term WebQuest will be completed within one to three class periods. Treasure or scavenger hunts are examples of short-term WebQuests in which the learner is asked to locate facts. An example of one is found on page 90 of the Assessment Chapter of the Nebraska frameworks on computer ethics  
<http://www.nde.state.ne.us/BUSED/PDF/assessment.pdf>.

A long-term WebQuest extends and refines knowledge. Learners are provided with a “real life” problem, which expands their knowledge beyond fact-finding. Working in small groups, the learner will analyze the material, use their creativity and higher-level thinking skills, and demonstrate an understanding by creating a product. A long-term WebQuest will be completed between one week and a month and may incorporate a single discipline or be interdisciplinary.

Numerous long-term WebQuests may be found on the Web simply by using the keywords, *WebQuest* or *Web quest*. In my research, I found WebQuests for budgeting, ethics, career searches, stock market, and many others. A good source for WebQuest examples is <http://academic.wsc.edu/redl/classes/tami/wqsites.html>. Bernie Dodge and Tom March (<http://edweb.sdsu.edu/webquest/webquest.html>) who developed the WebQuest lesson plan have excellent resources. In addition, one may want to consult Kathy Schrock’s web page (<http://discoveryschool.com/schrockguide/webquest/webquest.html>).

A well-designed long-term WebQuest will have five critical attributes: introduction, task, process, resources, evaluation, and conclusion. The introduction sets the stage for the activity and should peak the interest of the learner. A product or verbal presentation (description of the accomplishment) constitutes the second attribute, the task. The learner will be provided with detailed instructions through the process attribute. Resources are usually a list of web pages, which the instructor has located and checked. Not all resources may be used and other print material may be included in this attribute. Evaluation, an important attribute, may be in the form of paper, oral report, multimedia presentation, or etc. Learners should know in advance how they will be evaluated and the use of rubrics may be the most appropriate tool. Consult the Assessment Chapter of the Nebraska Business Education Frameworks for assessment examples and rubrics (<http://www.nde.state.ne.us/BUSED/PDF/assessment.pdf>). The final attribute is conclusion. This attribute will bring closure to the WebQuest with students reviewing what they have learned.

Using WebQuests can be a very productive learning tool for the business education classroom. WebQuests instills creativity and extends learner's knowledge. Do explore the Web for possible WebQuest activities!



# From Clunker to Classic-- Graduation Present

## Introduction

You have just graduated from college and have landed that “big” job. As a graduation present, your grandparents and parents wish to provide you with the down payment on your first new, not used, car. Their gift to you is \$3,000.

As a savvy consumer, you have read the advertisements in newspapers and magazines. However, you have decided to use the Web to assist your purchasing decision. Your graduation gift is burning a hole in your pocket, and you have solicited the help of several friends who will assist you in searching the web regarding car manufacturers, safety, insurance, and financing. With your current salary and budget, you have limited yourself to a maximum budget of \$400 (loan payment and insurance).

You and your parents have decided that your car will be given to your younger sister. Thus, you will not have a car for trade-in.

In the following WebQuest, you will use your team of friends and the resources on the Web to learn about buying a new car. Each one of your friends will research a designated area and share the information. So start your search to move from “clunker to classic!”

## Tasks

- Work with three to four classmates. Your team may assist each other.
- Select three to four vehicles to compare and contrast.
- Prepare an Excel spreadsheet calculating your loan payment, total amount paid, and interest paid for the vehicles. Use the PMT function. All team members will be asked to explain the PMT function. Insurance cost should be displayed in a cell.
- Prepare an Excel spreadsheet or Word table highlighting the advantages and disadvantages of each car. (include specifications, gas mileage, insurance, etc).
- All sheets should be integrated into a Word file (traditional memo format) with key points about financing a vehicle. Address the memo to your instructor.
- Presentation to the class of the vehicle selected and why.

## Process and Resources

In this WebQuest, you will be working with three to four classmates. Each group will answer the above tasks. As a member of the team, you will explore selected automobile Web sites.

You will start with your team members and yourself with some general background information before dividing into “expert” roles.

### **Part 1—Background information for you and your friends.**

Workings with your team and using the selected web sites below, select at least two or three cars you may want to purchase. Select ones that appeal to you. Team members should all be informed of the automobiles everyone will be researching.

<http://www.autovantage.com/> (Under Car Buying Services, Select a Report, Select New Cars. Click on View Specs)

<http://www.edmunds.com>.

<http://www.edmunds.com/edweb/doitusef/howtobuy.html> (updated Edmunds guide)

<http://www.carwizard.com/>

<http://www.autosite.com/>

<http://www.autobytel.com/>

<http://www.smartcarguide.com/process/Page1.htm> (steps 1-3)

### **Part 2—“Expert” Roles**

Your graduation gift is burning a hole in your pocket and you have asked your friends (team members) to each research specifications about your purchasing decision. You and your friends will select one of the roles and research the requested information.

Read through the web sites appropriate for your position. If you print the page(s), underline the key points. You may copy sections you feel are important to an Excel or Word file.

Remember to write down or copy/paste the URL of your web site for documentation.

Be prepared to focus what you have learned to share with your other team members to assist in your group project.

#### **Insurance Researcher**

Insurance will be a contributing factor in the car purchase. Research the cost to insure each of the vehicles that may be purchased using the selected web sites. Your friend, the graduate, has a good driving record, a non-smoker, and has not taken any defensive driving courses. Include the findings in an Excel spreadsheet.

<http://insurance.yahoo.com/a1.html>

<http://www.4autoquotes.com/cgi-bin/quote.cgi>

#### **Financial Researcher**

Read and summarize the key points when financing an automobile. Include this in your written report.

Find out the average interest rate for purchasing a new car. Use the PMT function (use the Help Menu) in Excel to calculate the monthly cost of each vehicle. Include in your spreadsheet, the loan amount and total amount and interest paid for the duration of the loan. Remember you have \$3,000 for a down payment and nothing to trade.

<http://www.bankrate.com/brm/green/auto/1a.asp>

[http://www.quicken.com/banking\\_and\\_credit/bankrate/newauto.dcg](http://www.quicken.com/banking_and_credit/bankrate/newauto.dcg)

### **Safety Researcher**

Your new position may require travel in heavy congested areas. Like most people, safety ranks high among your purchase considerations. Using the selected web sites, research the safety ratings for each of the potential vehicles.

<http://www.crashtest.com/default.htm>

[http://www.highwaysafety.org/vehicle\\_ratings/ratings.htm](http://www.highwaysafety.org/vehicle_ratings/ratings.htm)

### **Conclusion-Sharing Information**

Research has been collected about the different aspects of purchasing a new vehicle. You and your friends are now “experts.” Come together as a group and share your information. Assemble the information collected in a group Excel spreadsheet. Integrate your sheet(s) into a Word file. Present to the class your findings and vehicle selection. Each person should speak on the topic for which they did research.

### **Evaluation**

Rubrics will be used for evaluating the project. A spreadsheet rubric (page 72) and group cooperation rubric (page 95) from the Assessment Chapter of the Nebraska Frameworks will be utilized. (<http://www.nde.state.ne.us/BUSED/PDF/assessment.pdf>)