**Title of Session:**  WebQuests - There Must Be 50 Ways to Scaffold Your WebQuest
**Moderator:**  Bernie Dodge
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Room: After School Online

**BJ:** we usually start these discussions with introductions
**BJ:** I'm an art teacher in Pennsylvania
**BernieD**: I'm a professor of Ed Tech in San Diego.
**JanineL**: I'm an instructional technology consultant in Michigan
**VickiTM**: I'm an instructional facilitator in S.C.
**YiWeiL**: I am a full-time graduate student
**AdrianneH**: I'm an ed tech prof in Louisiana; couple of my students are here too.
**CarolWH**: I teach fifth grade in Georgia
**CindyP** joined the room.
**TiffanyLP**: I am a business teacher in Louisiana
**ShannonF** joined the room.
**RosellaO**: I am a pre-service teacher at CSU Dominguez Hills.
**MichaelAl**: I teach second grade in California
**MattM**: I am a computer science teacher from San Diego and student of edtec at SDSU
SusanR: I am a K to 8 Occasional Teacher in Ottawa, Ontario.
**YiWeiL**: I do not have any teach experience
**RhondaDC**: I'm a Computer Science teacher in a military boarding high school in Georgia
**CarolB**: I'm a media ed teacher currently unemployed in North Carolina. Student in several of Bernie's classes
**ShannonF**: I am a SPED teacher in Jasper GA, grades 6-8.
**CindyP**: I am a counseling major, pre-service teacher in Woodstock, VA
**BJ** hands the virtual floor over to our discussion leader, Bernie Dodge
**BernieD**: Thanks, BJ.
**BernieD**: What a varied and distinguished group!
**BernieD**: Tonight's topic is scaffolding.
**BernieD**: I scheduled this as the topic this month to force myself to update some pages that I've presented here before several years ago.
**BernieD**: The things I'll show will probably be new to most of you, even if they're old to me and to Cynthia Matzat.
**BernieD**: Here's our blurb:
**BernieD**: You can line up great web sites and devise clever tasks but if all your learners aren't ready for the challenge, you won't get the most out of your WebQuest. How can you provide temporary support that allows everyone to act more like experts than they really are?
**BernieD**: I think this topic is critical. The presence of appropriate scaffolding can make all the difference between a C WebQuest and an A one.

**BernieD**: Let's start with a diagram that describes what I mean by scaffolding. It's a picture of what constructivist teaching is all about.
**BernieD**: Take a minute to look at this picture.
**BernieD**: http://webquest.sdsu.edu/TV/imgs/TVwithWQ15.gif
**BernieD**: Our job as constructivist teachers (and WebQuest makers) is to arrange useful inputs, support the transformation of information into new forms, and guide students into making products that represent the acquisition of new knowledge. Is this self-explanatory?
**BernieD**: Questions?
**ElizabetJS**: Yes, it's self explanatory.
**BernieD**: I guess so!
**RosellaO**: Could you give us an example?
**BernieD**: There are three places where the process can go awry, though. If learners can't understand what they're looking at or retain it for later use, then that input is wasted on them. We need to intervene to make sure that doesn't happen. Support that helps assure that learners get what we show them is what I call a reception scaffold. That's the first ladder in the diagram.
**VickiTM**: Got it.  It's the kind of thing I was teaching to teachers todaywith using Thinking Maps.  Not technology, but the same idea.
**BernieD**: Here's an example.
**ElizabetJS**: As students are allowed to manipulate new things they will begin to develop new ideas.
**BernieD**: In a given WebQuest about global warming, I might line up inputs like
**BernieD**: the actual Kyoto Treaty, or a set of reports by scientists.
**BernieD**: As transformation activities, I might ask students to list and
organize the various claims
**BernieD**: made for and against the existence of global warming, or I might ask them to prioritize the economic effects of the treaty.
**BernieD**: As outputs, I might ask them to craft a persuasive speech or write a short skit depicting life in 2060.
**MichaelAl**: That's great for older students, but what about for younger students?
**BernieD**: Same things, only different. You set your standards lower for younger kids.
**CarolWH**: Would the transformation activities be web quest tasks?
**RhondaDC**: That makes sense.
**BernieD**: Transformation for 3rd graders might mean taking some information about another place and writing a diary as if they lived there.
**MichaelAl**: What about for students that are struggling to read in the primary grades?
**VickiTM**: Sounds like transformation is a study or learning activity and output is an assessment.
**BernieD**: More accurately, the task would require transformation. The outputs are closer to the task.
**JanineL**: so production scaffolds help complete the task?
**BernieD**: Hmmm... I see output as a tangible artifact that can be assessed.
**BernieD** nods to Janine.
**BernieD**: Let's look at that first step ladder.
**BernieD**: First, let's define scaffold.

**BernieD**: A scaffold is a temporary structure that allows learners to act as if they were more expert than they really are.

**BernieD**: Over time, one expects learners to internalize the scaffold until it isn't needed any more.

**VickiTM**: A leg up?

**BernieD**: Yes.

**BernieD**: A reception scaffold is something that helps learners to perceive, understand, organize and retain relevant information. Examples include glossaries, reading, observation and listening guides, interview protocols, and note taking frameworks. Reception scaffolds are designed to take care of the fact that some students, some of the time, aren't fully prepared to make sense of and fully make use of the information we bring to them from more authentic and messy sources.

**BernieD**: Here's a list of reception scaffolding types.

**BernieD**: http://webquest.sdsu.edu/scaffolding/reception.html

**ShannonF**: This scaffolding sounds like it would be a great benefit to my SPED students.

**MichaelAl**: is that on your website?

**BernieD**: And to all students, I think.

**BernieD**: Yup

**BernieD**: Just taking a look at the first row...

**BernieD**: How many times have you shown something unusual to your students and they just didn't appreciate it?

**MattM**: too often

**BernieD**: Or know what part to look at?

**RhondaDC**: Almost everyday!

**ElizabetJS**: Yes, how do you get them to focus?

**BernieD**: The web enables us to instantly bring in strange new things to look at, and some kids just don't know how to parse it.

**BernieD**: The guide for looking at photographs is a handy thing to bring out in such cases.

**RosellaO**: this is very nice and extremely usable.

**BernieD**: http://webquest.sdsu.edu/processguides/photographs.html

**BernieD**: These process guides were written so that you can just link to them where appropriate from within your WebQuest. Or you can rewrite them in language closer to what your kids will understand.

**MattM**: Hey, this slows them down and gets them to direct their thinking.

**ElizabetJS**: Wow, this will get them to focus and will allow for a great discussion.

**BernieD**: Similarly, most kids aren't adept at interviewing an adult and pulling information from them. The interviewing guide is designed to give them that kind of help.

**BernieD**: http://webquest.sdsu.edu/processguides/interviewing.html

**BernieD**: You can see a more specific interview protocol here: http://projects.edtech.sandi.net/kimbrough/holidaycelebrations/interviewpage.htm

**CarolWH**: Very applicable for a variety of grade levels

**MichaelAl**: yes the process can be implemented with practice at the lower grades

**RhondaDC**: This looks like something that will be great for the boys in my classes.

**BernieD**: Boys are less verbal for awhile, I know.

**RhondaDC**: You haven seen the ones I teach!!

**MattM** decides not to comment.

**BernieD**: Another problem that we all face is that not everyone has the same vocabulary. Rather than dumb down what we expose them to, we can provide help with unfamiliar words in a number of ways.

**BernieD**: Click on the word "link" in the third row.

**BernieD**: By embedding links to Information Please or Dictionary.com in your pages, you can allow yourself the luxury of using words that your top kids already know, and encourage the other kids to click when they see something they don't understand.

**BernieD**: Any questions or comments so far?

**CarolWH**: Great way for students to look up unfamiliar words without breaking up their train of thought.

**CindyP**: GREAT for students who would not ask out of embarrassment.

**ElizabetJS**: They will not interest in what they are doing.

**BernieD**: And they might adopt the habit of going to those sites on their own. My son, without prompting, bookmarked wikipedia and dictionary.com on his own laptop. He looks up anything he hears and doesn't know... all on his own.

**ShannonF**: That is great, being that I need to teach my students on level vocabulary even though they are performing below level.

**MattM**: wikipedia?

**CarolWH**: Any suggestions on shortcuts to hyperlink words when creating webquests in the busy teacher time frame?  dictionary.com?

**MichaelAl**: what ages are those links for?

**CindyP**: I would like to bookmark on my laptop, I sometimes need thesaurus or glossary help.

**BernieD**: Down to grade 4 or 5, maybe.

**BernieD**: Shortcuts? Just look up the word yourself and copy the link that results. Takes 10 seconds.

**MichaelAl**: ok

**BernieD**: Wikipedia is a great resource.

**BernieD**: http://www.wikipedia.org

**RhondaDC**: Sounds good.

**CindyP**: Thanks.

**MattM** goes to wikipedia and observes.

**BernieD**: It's an encyclopedia being written by tens of thousands of volunteers.

**ReneGst3**: How reliable?

**ElizabetJS**: These are all very helpful resources. Thanks.

**MattM**: Wikipedia looks good.

**BernieD**: Dunno... It's always seemed reliable to me. Anyone can correct a page written by someone else, so it's self-fixing.

**ReneGst3**: Sounds interesting.  I'm new too

**CarolWH**: Maybe for older kids, but that much information would thoroughly confuse elementary students.

**BernieD**: It's a great example of a "wiki", and that's a whole topic unto itself.

**BernieD** agrees with Carol.

**BernieD**: There are kid-friendly references out there, but many of them don't generate a unique URL for each thing you look up, so you can't make a link to a specific word,

**RhondaDC**: It looks good to me but I have to agree with Carol, I think it would also confuse my middle schoolers.

**BernieD**: OK... then just bookmark it as a tool for your own edification I guess.

**RhondaDC**: Not just that, I'll use it for my high school classes.

**AdrianneH**: The multilingual feature is a plus.

**BernieD**: Back to reception scaffolds...

**BernieD**: One of my favorite scaffolds is the features chart.

**BernieD**: It's very simple, yet it's a powerful way to see patterns in information.

**BernieD**: Look at the Fables WebQuest that came out of the fine EMINTS program in Missouri.

**BernieD**: http://emintsteachers.more.net/williaml/fablequest/index.html

**BernieD**: Ordinarily, it might be hard to notice the attributes that keep turning up in fables.

**BernieD**: But by keeping your notes on a single page and checking things off as you see them, you can begin to see the forest, too.

**BernieD**: http://emintsteachers.more.net/williaml/fablequest/matrix.htm

**RhondaDC**: I like this, it gives me ideas for my 7th graders.

**BernieD** likes the idea of ideas.

**MattM**: That is definitely scaffolding.

**ElizabetJS**: This simplifies the explanation of fables

**ShannonF**: I saw almost the very same thing at a seminar I went to last Tuesday!

**CarolWH**: great organizational chart.  very visually friendly

**BernieD**: Finally, and this is primarily for high school kids, there are org charts.

**MattM**: Wow, I should have used this idea on my DEL assignment.

**BernieD**: If you want your kids to understand how some human organization hangs together, perhaps while they're doing a WebQuest on some social issue, you can help them with an org chart.

**BernieD**: The WTO WebQuest listed here would benefit by including a link to the WTO org chart. Or... better still....

**BernieD**: It would benefit if the author had provided a partially completed org chart and had the kids complete it by exploring web and print resources about the organization.

**BernieD**: This would be useful in looking at Congressional subcommittees, cities, companies, and so on.

**BernieD**: And... it's a structure widely used by adults.

**BernieD**: That's it for reception scaffolds.

**BernieD**: Again... this is to support kids as they acquire information.

**BernieD**: Questions or reactions?

**BJ** left the room (signed off).

**CarolWH**: Great information and some very useful web sites

**BernieD**: BJ's gone. Quick... let's ransack the place! [Ed note: I saw that, Bernie! ;-)]

**MichaelAl**: now I see that the scaffolding you have talked about can be adapted to any age level

**RhondaDC**: You have given me some great resources and useful web sites. Thanks.

**ElizabetJS**: Thanks for the sources, students will make better connections to what they are learning.

**ShannonF**: You have given me some great ideas and ways I can support my students. Thanks.

**BernieD**: There's more, but I see that we're running out of time.

**VickiTM**: Thanks for ideas I can use in the WebQuest I'm trying to design. My first!

**CindyP**: I am beginning to see the theory in practice, thank you for spending time with us tonight.

**TiffanyLP**: Thank you for the information and the web sites

**BernieD** wishes Vicki great success.

**YiWeiL**: Thanks for sharing this information...

**YiWeiL**: I learned a lot

**RhondaDC**: When can we meet with Bernie again. This has been most helpful.

**BernieD**: If you'd like to do this again....

**CindyP**: I would love another session with Bernie.

**MattM**: Yes, I agree.

**YiWeiL** nods

**BernieD**: The next WebQuest chat will be on Wednesday, November 12 at 4pm Pacific Time.

**RhondaDC**: I would love to have another session with Bernie.

**ReneGst3**: Thanks for the info

**CarolWH**: I would love to explore the other types of scaffolds.

**ShannonF**: I can't wait!

**JanineL**: great! Thanks so much for your time & efforts

**MattM**: Can you do the next stages of the scaffolding?

**AdrianneH**: Great. I'll be there.

**BernieD**: We'll do more on scaffolding in December.

**RhondaDC**: Looking forward to November

**CarolB**: Thanks again Bernie! Stay safe!

**BernieD** waves to the crowd through the smoky air.

**AdrianneH**: Thanks. Good information tonight!

**MattM**: Agreed

**MichaelAl**: thank you

**RhondaDC**: Bye Bernie--stay away from the fires. Good luck till next time.

[Ed. Note: this discussion took place during the terrible California fires around San Diego.]

**VickiTM** heads off to a slightly less confused think session on Webquests