

The WebQuest as accessible strategy in social studies subject

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Abstract---

The objective of this work has been to present a technological and educational resource, to work on the subject of social studies, such as it is the WebQuest, aimed at the students of the tenth grade of Basic General Education of the Fiscal Education Unit Simón Bolívar, located in Ecuador. The WebQuest is a research oriented that helps the teacher to make proper use of the Internet in the classroom; In addition to being accessible, it promotes self-employment and is based on cooperative and collaborative learning. It was proposed to use the templates offered by the tool Google Sites, also, the social network WhatsApp to share the link of the Site to the class group, due to the evidence found from the academic documents reviewed, the use of this strategy is of great benefit so that students are motivated and appropriate of the knowledge provided by the teacher.

Keywords--- WebQuest, Cooperative and Collaborative Learning, Google Sites, WhatsApp.

Introduction

In the midst of the health crisis that the world is going through due to the Covid-19, teachers have had to bet on the use of Information and Communication Technologies (ICT) in their classes, in order to perfect themselves, they must prepare furthermore, researching on virtual platforms, online teaching resources and active methodologies, which promote the autonomy that students would give way to being active and aware of their own teaching-learning process (Sanz, 2020).

It is very important to mention that the teacher must prepare himself, also dedicate time to the exploration of ICT, currently many are not dedicating enough space to it, one of the causes could be due to not belonging to the digital age (Gilster, 1997; Aragonese, 2001; Kellner, 2004; Koehler, 2007; Camps, 2009). In this order, it can be said that the use of ICT has to be taken with a sense of belonging by a significant and numerous groups of teachers, otherwise the changes would not be relevant (León, 2012).

The incorporation of ICT is also a matter of adaptation, the good news is that in Ecuador, according to León (2012), they have been receptive to the application of these technologies in the classroom, however, this may not be enough, since It requires great leadership from managers and creative projects from educators.

At the beginning of the 21st century, there were already teachers prepared to face virtual education and capable of planning in an innovative way, logically the question could also arise: what strategies could be implemented in this global crisis by educators who are not so skilled in the use of ICT and still achieve optimal use of Internet resources in your classes? It is notable to note that there are technological strategies and tools that are so easy to use that they could be used by educators.

In the educational field, there are the WebQuest (WQ), which is one of the most accessible pedagogical strategies and one of the most used by education professionals to integrate the riches offered by the Internet in the curriculum (Adell, 2004). Previously, the topic of active

methodologies had been raised, so it is good to clarify that when this topic is emphasized, it must be understood that they are all those methods, strategies and techniques that teachers use to support their teaching process as a action that manages to promote the active participation of the student (Labrador, 2008).

Regarding cooperative learning, a term that cannot be missed in the use of WQ strategy and that is when a division of tasks is demanded between the members of the work group, another term that cannot be missed is that of collaborative learning that seeks to create opportunities or spaces where individual and group qualities are developed based on the debate among students when looking for new concepts (Peña, 2010).

Taking into account that autonomy, active student participation, cooperative and collaborative work are significant factors that teachers must take into account in their classes, it can be stated that it is where the use of strategies such as WQ becomes valuable, since that numerous needs demanded by apprentices can be addressed in the face of the threatening changes in the curricula of the 21st century (Ramírez, 2017).

The article was based on presenting the use of the WQ, in the subject of social studies, thus demonstrating that it is not necessary to be an expert teacher in the use of ICT, to be able to transmit knowledge online in the moments so pressing for the global crisis, it is enough to take accessible strategies and tools that offer their free services, easy to use, that just by seeing a tutorial can be mastered.

As antecedent of this study, the “Proposal of a WebQuest model for teaching geography in secondary education with the application of Google Sites” presented by the author Corporan (2015), where a proposal of WebQuest is exposed and details the steps for its elaboration.

Another study of relevance was the one carried out by the author Sánchez (2017) since it analyzed experiences and points of view of a teaching community, related to education with collaborative learning and use of the WebQuest in the area of social sciences, said author focused in the existing relationship of these two great didactic concepts with the gain of minimum required competences and their possible use to instruct in pedagogical knowledge. This study demonstrated the need in education to integrate the achievement of ICT in the teachers' study networks.

Likewise, the end of master's work carried out by the author Roy (2011) also stands out, a WebQuest is used that involves an innovation in two different points: teaching and learning, to develop mathematical skills in social science contexts (environment, know the city). The author tried to assess the type of knowledge that was acquired. The results were considered satisfactory, it can be said that the organization of the WebQuest allows autonomy on the part of the student.

Materials and Methods

Students studied: tools used

The main purpose has been to present a technological and educational resource to work on the subject of social studies, the theme worked on as an example was: Beginning of the 20th century, characteristics of the expansion of the industry, international trade and colonialism in the early twentieth century, the research focused on students.

Specifically, the WQ is proposed for tenth grade EGB students from a popular school located in Ecuador, in the rural town of Sosote in the Canton Rocafuerte. The work was based on the action research methodology, since what you want to achieve with the application of the WebQuest is a pedagogical change (new teaching strategies) in the Educational Unit and in turn learn from the results obtained (Kemmis, 1988).

For the WQ proposal, a search was made for the most sought-after generators, educational portals (Eduteka, Educared, among others), forums, social networks were reviewed, taking into account the qualities of each generator, one was adapted well to the needs of the students and the teacher, in which they were able to include resources and at the same time allow an attractive interface, resulting in a very pleasant template in particular of the Google Sites tool.

It also plans to use the social network WhatsApp, and create a group called: *Estudios Sociales 10mo. "A"*, to incorporate all the students in the class, and then the WQ link will be sent, in addition the space would serve to clarify doubts, share resources and provide feedback. Finally, it can be said that the proposed WQ can become a learning method that allows the teacher of the subject to work in a pleasant, useful and motivating way.

Analysis and Discussion of the Results

The WebQuest and its fundamental characteristics

After the bibliographic review carried out, important topics and / or concepts such as the following can be detected:

A WebQuest is a didactic resource that is aimed at research in which a portion Most of the resources are taken from the Internet. It was invented in 1995 by Dodge and March, both from the San Diego State University faculty payroll in the United States of North America, they wanted students to use time effectively and focus more on utilization. from the information provided by the teacher than in looking for their own, in addition to achieving analytical thinking, synthesis and high evaluation (Dodge B., 1997).

One of the main characteristics of the WQ is that they have a constructivist foundation, they boast not of a simple repetition of knowledge, but that they are an ordered way of constructing learning in which superior cognitive processes such as: analysis, synthesis, hypothesis development etc. Teachers have the central role of mediating and controlling learning, since they aim at investigating different sources of information, solving problems and understanding (Sáez, 2010).

Difficult tasks require group work, where each student must have a specific role, and in accordance with their role they must begin their work. In this opportunity, the work that each member does autonomously should be considered in common with the group, in order to learn to work cooperatively. Each member is important and necessary. The WQ come to invigorate the self-esteem in the students since they look for cooperation and collaboration to solve common tasks (Sáez, 2010). In general, the characteristics of the WQ itself and the routine that has been made of them shows their great utility in these times when virtual teaching is required, without a doubt, students are led to achieve a valuable learning, in addition to being shown a correct way to digest existing information on the Internet. There are some characteristics that confirm this methodological imagery and must be taken into account, observed in figure 1.

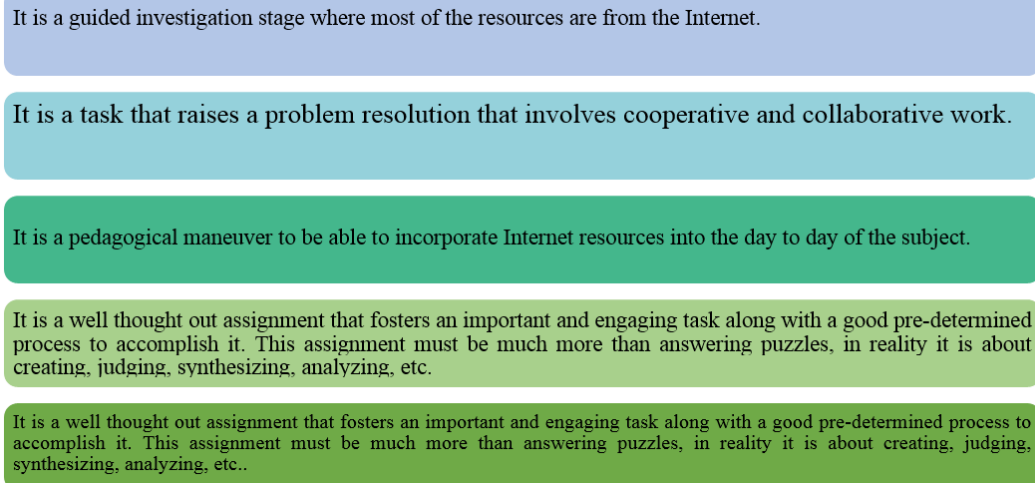


Figure 1. Characteristics of the WebQuest (Roig, 2005).

Theoretical foundations of the WebQuest

The QW pedagogical strategy is based on constructivist concepts. When students see teachers in a role of counselors and carry out task-centered activities such as discovery and exploration in which they are able to actively understand and process information by elaborating their personal structure, the correlation of Constructivism with a Piagetian air (Martín, 2011).

The predominance of typical concepts of socio-constructivism is evident, which emphasizes the context and social interaction within the teaching-learning process, as well as group sharing, and precisely, one of the primary doctrines for the elaboration of a WQ is Jerome Bruner's "scaffolding", a word that implies the concepts of "Zone of Proximate Development" and "mediation" by Lev Vygotsky (Martín, 2011).

The theoretical positions that support and sustain the relationship between WQ and Seymour Papert's Constructionism represent a valuable contribution if it is assumed that according to the author, the learning process is more effective if the apprentice is able to experience how the construction of an end result is , being the protagonist of said process which makes it possible to acquire a significant product in this act (Martín, 2011).

The WQ is clearly accessible and consistent with other methodologies such as project work, Problem Based Learning (ABP) and cooperative work, as mentioned by Area (2006), the WQ strategy includes the use of ICT and didactic actions that have their origin in the "new school", which began at the end of the 19th century. Figure 2, explains in detail each point in the structure of a WQ, consists of: introduction, tasks, process, resources and evaluation, you must take into account the characteristics of the students and previous knowledge they have before applying the strategy.

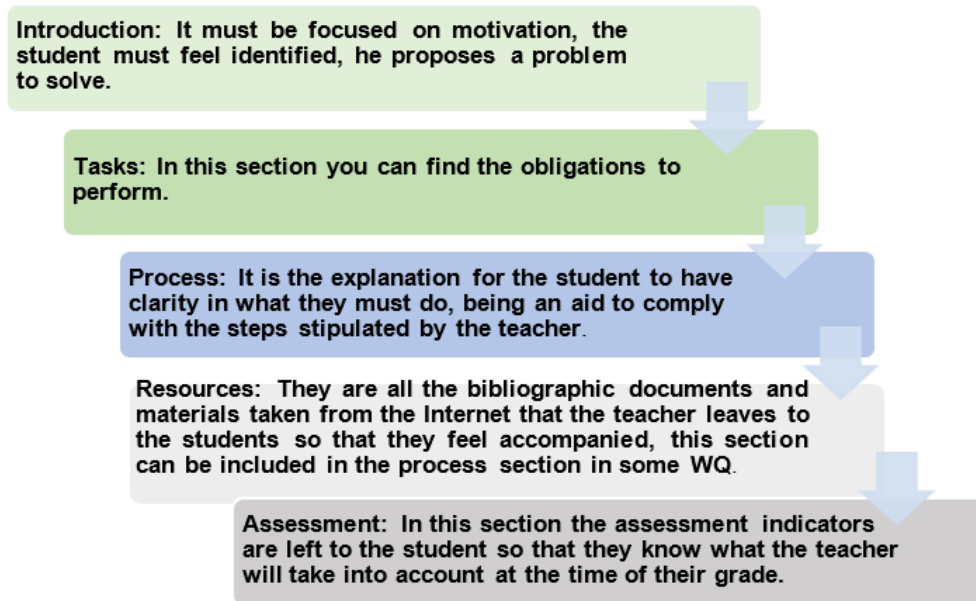


Figure 2. Structure of a WebQuest (Pérez, A. 2005).

In figure 3, the types of tasks that are applied for the development of a WebQuest are observed, they must be used according to the needs of the students, and they vary according to each teacher, several are also often used to evaluate a topic in particular.

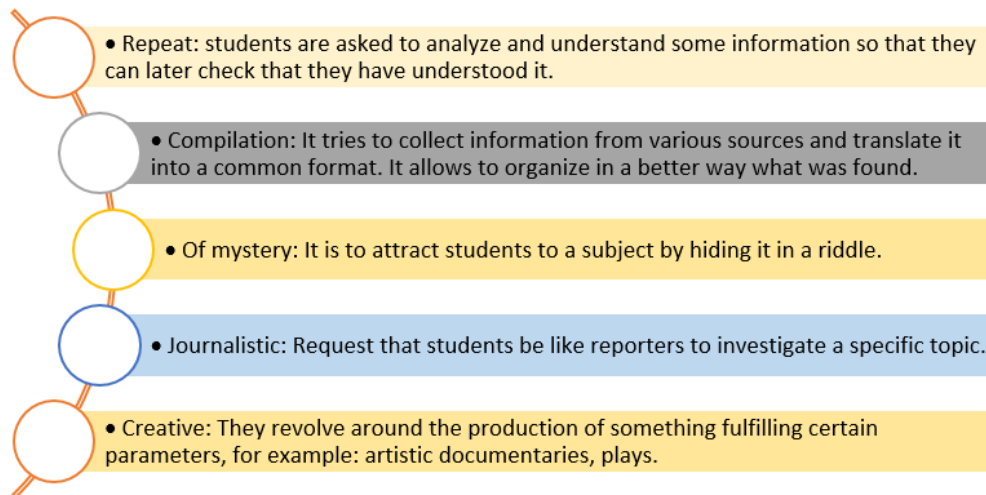


Figure 3. Types of tasks (Dodge, 2002).

At a general level, teachers have seen the need to investigate and prepare to be able to tackle the world crisis optimistically, the migration from face-to-face to virtual is already a fact, it has been a sudden change, but at the same time a challenge that must be assumed with responsibility.

Students from various sectors and social classes need their teachers, now is when education professionals must get ahead, motivating and giving that knowledge expected by thousands and thousands of young people, it is not easy, so this research presents the proposal of QW, to provide a grain of sand and show the world that you should not be an expert in the use of ICT, to offer accessible and user-friendly alternatives to educational actors.

The proposal of the use of the WQ according to the bibliographic review allows the establishment of a good climate during classes, the roles of both the teacher and the student

change, the teacher is rather a mediator and the student manager of their own knowledge, it is possible to break the barriers of space-time because all the activities are reflected in an online platform, which is helpful not being a face-to-face classroom, the tasks can be carried out in a long time or simply in the course of a class if it is a particular content.

The Google Sites tool is located within the Google for Education Suite, and its templates are of great help to be able to capture an WQ in an orderly way, the suggestion of use of the social network WhatsApp is very pertinent in these times of global crisis, taking Keep in mind that sometimes students do not have another tool.

The proposal was developed to respond to time constraints and demonstrate that teachers should not be experts in the use of ICT, to apply enjoyable pedagogical strategies. Figure 4 shows an example with a real social studies theme, that is, a proposal from WebQuest for social studies, tenth grade).

Introduction
Welcome to this WebQuest of the Social Studies course!
Block: History and identity. Latin America and the world system.
Topic: Early 20th century.
Would you like to know how the new century began amid conflicts and new realities?
Let's do it!

Task: The mission of this WebQuest will be: to collect, interpret and present the characteristics of the expansion of the industry and how it influenced societies. To do this, you will have to investigate: the development and consequences of the great industry of the early twentieth century, locomotives, the industries of the early twentieth century, the social classes of the early twentieth century and current.

Process: You must submit a format with the information collected, then there will be an exhibition (all in groups of 3 people), at the end the teacher will ask questions to each member of the group. Each will have a specific role. So: first decide who will be the members of each group, then choose who will assume each role: coordinator (organizer), secretary (who takes notes) and communicator (speaker), they must prepare a PowerPoint presentation, finally, they will proceed to do a raffle to find out the order in which the exhibitions will be held.

Recommended Resources
1. <https://www.portafolio.co/economia/finanzas/industria-siglo-xx-251144>
2. [251144https://rieoei.org/historico/oeivirt/rie01a04.htm](https://rieoei.org/historico/oeivirt/rie01a04.htm)
3. <https://bit.ly/37c6LH5>

Evaluation
Rúbrica y/o lista de cotejo. Ver: <https://bit.ly/3h8JRFp>

Figure 4. WebQuest proposal for social studies, tenth grade

Shown in Figure 4, the WQ proposal displayed, this will allow highlighting the value of the application of this strategy, where teachers and students will strengthen their digital skills.

It is noteworthy that the content used is from a real topic, in this case it is from social studies (tenth grade of EGB), the type of task is compilation, its use is very pertinent, since it helps to strengthen the ability to synthesize, the students will have to review the resources provided by the teacher, take notes and interpret them, and then present them in groups.

Conclusions

The QW in this XXI century, must be taken into account as a strengthening strategy in the teaching-learning process, they are very useful not only in the social sciences, but also in other academic areas, they give students access to manage autonomously their time and are more

involved in making use of the information provided by the teacher from reliable sources, than in obtaining it for themselves.

It is a fact that the use of this strategy is becoming popular, and it is because it allows content to be worked in an orderly way and the use of ICTs to be involved in the school curriculum, in addition, they can be used with students from primary to university level, but for This must be planned very well, in a way that adjusts to the particular needs and complexities of each group.

Finally, it is important to point out about the value of using this type of strategies in the midst of the global crisis due to the Covid-19 virus, where teachers are required to have the great responsibility of reaching their students and educating them from home, one of the The best way to do this is, of course, with a WQ, which does not require large expenses or time. Only by using the Google Sites templates and knowing how to navigate the basics on the Internet can the contents of a subject be presented in a new way. It is hoped that this work will contribute as a valuable help to those teachers who currently do not know the best way to instruct their students in times of pandemic.

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