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Afrolatinos WebQuest

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Course Project: As a final Project, you and a partner will be building a WebQuest. The objective of a WebQuest is to introduce and teach new ideas and topics to students in a creative and structured way. In order to do this, you must understand the main topic and where to find the information. A lot of the Afrolatinos information is on the web, and is not organized. These WebQuests will provide new students or anyone interested with a main page of information that will answer to different Afrolatinos topics and questions. Attached to this syllabus, you will find a checklist that you must complete throughout the process and turned in with your final work.

The creation of the WebQuest will follow these steps:

a. In order to have a clear idea of what a WebQuest is, go to http://www1.teachersfirst.com/summer/webquest/quest-a.shtml.

b. **Preparation:** Like a final paper, a WebQuest has thesis, an introduction, body, and a conclusion.
   i. Your thesis and basic research will be done on your Annotated Bibliography. Though you will be working in pairs, this step will be an individual performance. Up to this point, you will share a thesis, but not necessarily the same outline. You must not repeat your resources. Further instructions for the Annotated Bibliography below.
   ii. The outline included on your Annotated Bibliography must be a road map on how you plan to structure your WebQuest:
      1. Introduction: A brief narrative that explains the main topics of your thesis and the task objective of the WebQuest –the product the learners will achieve at the end of the quest (a final paper, an oral presentation, or a review).
      2. Body: A WebQuest is compose of 2-3 tasks that the learner should perform in order to acquire and internalize new knowledge. On the body of your outline you should: (a) Describe what kind of learners will be your audience -1st year Trinity students or seniors in high school-; (b) Describe your 2-3 tasks. These tasks must be structured as an accumulative process for the final product. For example, if your WebQuest objective is an oral presentation, the tasks you choose should reflect this process. EXAMPLE: Task 1: Identify resources and vocabulary; Task 2: Written review of 2 of these resources; Task 3: Organization of the oral presentation. ; (c) You must include Possible Assessment- checklists, short answer question: How you, as an evaluator, will be able to assess your learners' work?
      3. Conclusion: A brief narrative describing what are your expectations on the WebQuest an what kind of outcome the learners will achieve.
   iii. Jeremy Donald is our technological contact at Coates Library. He produced a module on how to create a WebQuest and the tools you might need. Watch this on T-learn before starting the construction of your WebQuest.

c. **The WebQuest construction**:
   i. You must make an appointment and meet with Jeremy Donald (jdonald@trinity.edu) **after watching the WebQuest module on T-learn**. He will guide you through the steps on how to create a dynamic webpage on Google Sites that will help you to structure your WebQuest. You must be prepared for this meeting, as Dr. Donald will assess 5% of your grade.
   ii. On the date stated on the calendar, you must send your "draft" quest to the

professor. This draft should include at least the introduction and the 1ˢᵗ task of your WebQuest, and a brief narrative (1pg, double space) with a reflection on how the process has been for you and your partner. This reflection will be also individual work and is 5% of your course project grade.

 iii. On the date stated on the calendar, you must have expanded your WebQuest –if not finish- in order to be prepared for peer review. The professor will group the pairs in order for each to try and proofread the WebQuests. Every pair will have a checklist, provided by the professor, to evaluate the work and that must be turned in to the professor and the WebQuest's creators after the proofread. This peer review will also be 3% of your grade.

 iv. On the date stated on the calendar, you will send your final WebQuest to the professor. This should also include another individual reflection (3-5pgs, double space) in which you will describe how the creation of the WebQuest will help the learners to understand your topic on Afrolatinos, how this process helped you to understand and learn your topic, how this will be helpful for others to learn about Afrolatinos, and assess the work you and your partner did on the WebQuest.

 v. At the end of the semester, all WebQuests will be available from a "Mother page" the professor will prepare in order to share it with all the Trinity community and anyone that wants to learn more about Afrolatinos.

2. <u>Annotated Bibliography</u>: In order to start working on your WebQuest, you must prepare an Annotated Bibliography. For this, follow these steps:

 a. **Choose a topic** considering the discussions in class and the readings we've completed about Afrolatinos. It can be related to the Afrolatinos representation (in music, literature, film, or art) or the Afrolatinos experience in general (cultural manifestations in a specific country, African heritage in specific regions in Latin America and how their culture is kept alive, civil rights defense, Afrolatinos in US, etc).

 b. **Create an outline that will develop your topic on the WebQuest.** For more information, go to point ii under "Preparation" of the WebQuest.

 c. **Annotated bibliography**. You must look for 3-5 articles that will help you develop the background information on your WebQuest and will give you perspective on how to enhance the learning experience on it. These articles must come from different resources: at least one (1) book chapter, two (2) academic journals, one (1) internet resource –NOT Wikipedia-.

 d. **At least a week before the due date, make an appointment with Jason Hardin at Coates Library (**<u>jhardin@trinity</u>.edu**).** He will revise your annotated bibliography and make suggestions on how to improve it. Be sure you have a **draft of your annotated bibliography** before going to see him. If you need help on finding resources, he will be more than happy to help you, but you must be prepare. He will evaluate 5% of your grade.

 e. **Turn in by email (**dabreuto@trinity.edu**)** on the date stated on your calendar by 4pm.