Using PowerPoint in WebQuest for Teaching and Learning

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Using the PowerPoint (as the innovation) in WebQuest to create informational and motivational scenarios makes the activity desirable and fun for students as the tasks invite creativity, problem with several possible solutions and also help with multiple intelligence work.
Synopsis of Innovation

• First, the teacher finds resources for a particular topic on the Web.

• Then, the teacher devises activities catering to the different language abilities of the students that incorporate the information from the various sites. These tasks should be practical and interesting.
This innovation called using PowerPoint in WebQuest provides students with links to websites from which students can find information relevant and appropriate to the pedagogical task-based activities in the classroom. These internet resource materials are also relevant to the topic or theme to be taught in class.
• The various tasks given, cater to the multiple intelligences and different proficiency language levels of the students. Students get to "see the whole picture" at the beginning of the project, and have a better understanding of what they are trying to accomplish.
Objective of Innovation

• To fulfill the goals of the KBSM English Language Syllabus, “Therefore, the use of English for ICT has been included in the curriculum. English for ICT will enable learners to access knowledge on the Internet and to network with people locally and overseas.”
Objective of Innovation

• To make the activity desirable and fun for students. When projects are related to students' interests, ideas, past experiences, or future goals, they are inherently more interesting.

• Inquiry-based learning and cooperative learning instills teamwork and helps students take responsibility for their own learning. This innovation encourages independent learning and fulfills future needs.
Lesson : Introduction

• Project Dates : 1 – 15 August
• Grade Level : 14 – 16 years old
• Subject Area : English (Health)
• Topic : You Are What You Eat
Activities:

Students have to go through a few stages with the use of the PowerPoint.
STAGE 1:

Students will be introduced to a scenario
Stage 1 (Introduction)

Our world is under attack, please help us...

In response to the forces of fattening evil foods threatening our Earth’s children, a team of Super Heroes has risen to the challenge of keeping our people healthy. Called the Super Kids, they live, grow and train in a secret headquarters concealed deep beneath a health farm in Cameron Highlands. These heroes are about to embark on a tireless mission to use their powers to help protect people from an attack of obesity virus.
STAGE 2:

Students need to come out with solutions on how to overcome the problem (the tasks that the students need to accomplish)
THE TASKS

Different heroes have different roles in helping the people against the obesity virus

Click on them to find out.
Hi there, I'm Superbrocco. You can help me to destroy the Virus. All you need to do is to perform a Task in groups of four. Just click on the APPLE.

**Task A**

To fight the obesity virus, the people of Earth must take a balanced meal based on the food pyramid. In a group of four/five:

a) Explain what a balanced meal and a food pyramid is.

b) On a manila cardboard draw up a diagram of a food pyramid showing the different classes of food using cut out pictures.

c) Describe the servings to be consumed by a person for a healthy-balanced meal.
TASK FOR GROUP B

Hi...I'm Power Pine. Glad to meet you. Let's join together to fight the evil virus. There is only one way. Click on the button to know more.

Task B
WE MUST TEACH PEOPLE OF EARTH TO CHOOSE THEIR FOOD WISELY EVEN WHEN THEY ARE EATING OUT.
LET'S OPEN UP A HEALTH CAFÉ FOR OUR FRIENDS

Welcome
GET INTO A GROUP OF FOUR/FIVE PREPARE A PAMPHLET FOR DISTRIBUTION.
IN YOUR PAMPHLET:
A) ADVERTISE YOUR RESTAURANT BY GIVING SOME INFORMATION ABOUT YOUR RESTAURANT.
B) DRAW UP HEALTHY MENUS FOR ALL THE MEALS ON DIFFERENT DAYS OF THE WEEK.
TASKS FOR GROUP C

**Task 3**

In a group of four/five, plan a nutritious party:

a) Select a theme for your party  

b) Come up with an invitation card

c) Select nutritious menus for drinks, soups, salads, main dishes, snacks and dessert.

**HELP? CLICK ON ME!**
STAGE 3:

In the process of completing the tasks, students will use the links of resources preselected by the teacher from the PowerPoint.
Hi... I’m Super banana. I can help you by providing resources for you to complete your task. Click on Mr. Tomato for the resources...
EXAMPLE:

Food Pyramid
http://www.purchon.com/biology/diet.htm
http://www.answers.com/topic/balanced-diet
http://www.dietbites.com/article1002.html
http://www.brown.edu/Student_Services/Health_Services/Health_Education/nutrition/foodguidepyramid.htm
http://www.drpboby.com/Breads_ex.html
http://www.drpboby.com/nutrition.html
http://photobucket.com/images/food+pyramid/

Healthy party food
http://www.sparkpeople.com/resource/nutrition_articles.asp?id=912
http://www.healthy-fun-foods.com/
http://www.wisegeek.com/what-are-some-healthy-party-food-ideas.htm
http://www.eatingwell.com/
http://www.veg4health.com/recipes.html
STAGE 4:

Students will then present their work in class which will be evaluated by the teacher.
Students’ presentation
Background-before innovation

• Students - did not find the activities in class were engaging and challenging enough.
• There were not enough effective group activities and group presentation due to time constraints.
• Some students in the group were passive and would not participate actively in the group activities.
After innovation

When students had to use computers in the language learning process,

- they became very enthusiastic and could be seen to be highly motivated.
- students became very interested in the lesson and they were noted to be very alert in the class.
- they displayed high motivation when completing the tasks assigned to them.
• Students were aware group participation was important and that they had to be responsible for their own learning.

• They were more focused and worked as a team to complete the tasks.

• They were seen to be communicating with each other in the English language.
They showed confidence during group presentation in the classroom and made encouraging attempts to explain their work in the target language. "They learn by doing -- but they learn even better by talking about what they did."
Evidence of success

Teaching and Learning was carried out successfully. This is evident from:

- students’ group participation and attempts to communicate with each other in English while completing tasks.
- Students displayed heightened level of enthusiasm and confidence in using the English Language during presentation of their finished product.
Evidence of success

- This, we believe will enhance fluency in the language. Students showed satisfaction in this technique of teaching and learning and have expressed a need for this type of learning in future lessons.
Students’ Masterpiece...
Thank You