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WEBQUEST AS AN EFFECTIVE TOOL FOR MEDIA COMPETENCE FORMATION

The paper deals with webquests as one of the innovative and effective tools for students' media competence formation. The definition and the structure of the webquests have been specified. The example of the webquest «Creative resumes» and its implementation have been presented. Benefits and positive features of the webquest have been emphasized.

ВЕБ-КВЕСТ КАК ЭФФЕКТИВНЫЙ ИНСТРУМЕНТ ФОРМИРОВАНИЯ МЕДИАКОМПЕТЕНТНОСТИ СТУДЕНТОВ

В статье рассматривается веб-квест как один из инновационных образовательных инструментов формирования медиакомпетентности. Дано определение веб-квеста и рассмотрена его структура. Приведен пример веб-квеста «Креативное резюме» и его реализация. Подчеркнуты преимущества и положительные стороны веб-квеста.

The formation of students' media competence involves the use of appropriate methods and interactive learning technologies. Webquests can be considered as one of the innovative media literacy educational tools. The problems of using webquests as a type of project-based activity in the modern pedagogical discourse attracted attention of many researchers, in particular, R. S. Hurevych, A. A. Novykova, O. V. Fedorov, O. M. Shulhina, I. M. Sokol, Y. S. Polat investigated the didactic and functional potential of webquests, their role for the development of students' cognitive autonomy.

The term «webquest» consists of two components: «web» as an information space providing access to documents via the Internet; and «quest» as search, investigation. I. M. Sokol defines webquests as a game technology with such obligatory components as clearly defined tasks, rules, goals and a teacher managing and facilitating the process [1]. The webquest structure includes an introduction, tasks, a list of information resources, a task execution procedure, criteria for evaluating the tasks execution and achieved results.

We developed the webquest «Creative resumes» (<https://lashuknata.blogspot.com/p/web-quests.html>) for the second year students of Chernihiv National University of Technology. They were offered to join the webquest within the framework of the ESP curriculum aiming to study the topic «Employment» and to develop media

competence, communication skills and creativity. The purpose of the webquest was to study the history of a resume, a variety of media formats, to analyse the trade-offs of creative resumes formats, to select tools for a resume production. The webquest technology suggests the limited use of Internet resources, it is allowed to use only those links that were previously selected by the teacher to complete the tasks. For example, there is a list of Internet resources selected for the webquest «Creative resumes»:

<http://www.theresumeprofessionals.com/resume-formats-pros-and-cons/>;

<https://www.thebalance.com/creative-resume-pros-and-cons-2062648>;

<http://time.com/money/4621066/free-resume-word-template-2017/>;

<http://www.creativebloq.com/career/creative-resumes-11121419>;

<https://www.hongkiat.com/blog/creative-designer-resume-curriculum-vitae/>;

<https://www.pinterest.com/giveagradao/creative-cv->

<inspiration/?lp=truehttp://weare.guru/12-brilliant-cv-designs-that-youll-want-to-steal/https://vc.ru/19037-10-creative-resume>;

<http://ccgb.ru/articles/207578https://www.work.ua/articles/jobseeker/1252/>;

<https://bebusinessed.com/history/history-of-the-resume/>.

In the introductory stage, the webquest participants were informed that the company «VIKI studio» was looking for creative staff and waiting for their resumes, however, it was stated in the job advertisement that standard CVs are not accepted. Students selected roles and formed teams, distributed tasks, group members' functions, and developed strategies for project work.

Students' groups were divided into subgroups; they learned corresponding vocabulary and practiced its usage during various types of activities: reading, listening, writing and speaking. Each group received its specific role, purposes and tasks.

The group of «historians» had to study the history of the origin of the resume, the origin of this concept and the people who contributed to the promotion of the resume. The analyzed information had to be presented in the form of infographics or a timeline.

The group of «critical thinkers» investigated the classification of the resume, analyzed the advantages and disadvantages of different types, determined the professions appropriate for the particular type of resumes.

The group of «job-seekers» or «practitioners» searched for online tools for a resume production and developed their own resume: video-resume, resume-info, resume-presentation, resume-storytelling.

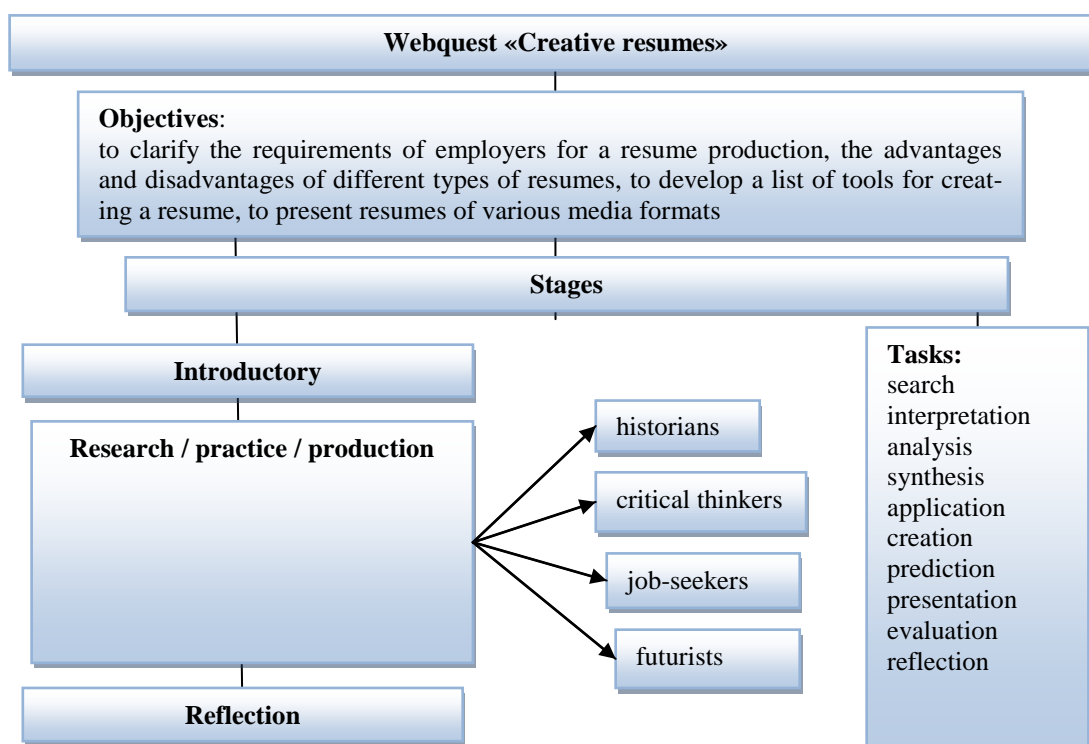
The group «futurists» tried to predict the usage of resumes in the future, to fantasize and design the resume of the future or its substitute.

In the research and practical stages, the students worked individually, in sub-groups, pairs, consulted with the teacher, exchanged information to achieve the ultimate goal: creating a presentation which would reflect the results of the research and designing their own creative resumes. This stage is usually distant; the students and the teacher used the latest technology for collaboration and information exchange: messengers, social media, Google-tools, phones, e-mail, etc. Students had to analyze critically the results of the productive tasks answering the critical media literacy key questions for construction:

1. What am I authoring?
2. Does my message reflect understanding in format creativity and technology?
3. Is my message engaging and compelling for my target audience?
4. Have I clearly and consistently framed values, lifestyles and points of view in my content?
5. Have I communicated my purpose effectively? [2, p. 47]

The structure and the process of the webquest is presented in the table 1.

Table1 — Structure of the webquest «Creative resumes»



In the final stage there was a demonstration of results, discussion, formulation of conclusions and proposals, evaluation of the presentation according to the criteria: introduction, body of presentation, visual aids, conclusion, language, delivery (table 2).

Table 2 — **Presentation evaluation sheet**

Introduction	5 Yes	1-4 To some extent	0 No
Introduced the topic clearly			
Outlined the main areas to be covered			
Body of presentation			
Main idea was communicated clearly			
Backed up ideas with examples where necessary			
Ideas well linked / sequenced. Sign posted sections of talk well. (eg. First, Next, etc.)			
Visual aids			
Added to presentation, relevant			
Conclusion			
Strong concise summary			
Language			
Explained specialist vocabulary where necessary			
Delivery			
Spoke at appropriate volume and at appropriate speed (didn't rush, used pauses well)			
Question and answer session			
Questions well answered			

Students evaluated their presentations, outlined their outcomes concerning the object of research, teamworking, marked new and useful points in their experience of media communication and production, identified the questions and problems which remained unsolved, analyzed technological, communication, organizational, personal problems they faced during the webquest procedure and tried to find ways how to avoid and prevent them.

Summing up, it is necessary to emphasize the advantaged features of webquests such as authentic materials usage, active methods of investigation, data research and collection, practical tasks related to professional activities; new media technologies implementation for self-expression and self-realization; increased motivation for students' emotional and intellectual activity; development of students' media competence and key skills of the 21st century: co-operation, communication, critical and creative thinking. Results of the webquests, depending on the material studied, can be presented in the form of an oral presentation, a multimedia presentation, infographics, a timeline, a web page, a post in social media, a post in the blog, a report for the conference / seminar or in any other appropriate format.

List of main sources

1. Сокол, І. М. Квест: метод чи технологія? / І. М. Сокол // Комп'ютер у школі та сім'ї. – 2014. – № 2. – С. 28–31. [Вернуться к статье](#)
2. Jolls, T. Literacy for the 21st Century: An Overview & Orientation Guide To Media Literacy Education / T. Jolls. – Center for Media Literacy, 2008. – 87 p. [Вернуться к статье](#)