

The Application of Loose WebQuest on Foreign Spouses Issue

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ABSTRACT

The researcher chose WebQuest as one of the topic for the term paper in the course of Gender Education in Hsing Wu College. Focusing on the issue of “foreign brides” in Taiwan, the researcher has devised a series of curriculum and came up with seven open-ended questions for the students who chose this option. These students divided into different groups to answer 5 of the 7 questions. During the process of the collaborative learning, they got to choose to play the role of a marriage counselor, an elementary school principal, the foreign spouse, the child of the foreign spouse, the minister who is in charge of the immigration policy, or the minister of education and attempt to reach an agreement.

With the resource limitation, the researcher chose the blog as the platform for interacting with students. Only three reference websites are provided in this project, and the researcher encouraged the students to use key word searching in order to get more online resources. This kind of practice is defined as “loose WebQuest” in this study; however, the researcher still provided reports and literatures related to foreign spouses and explained the features and methods regarding WebQuest in details. When writing the learning sheet, the students had to provide their own opinions as the roles they played and the websites they made reference to. At the same time, the team members also had to reconcile with one another and focus on the task, while the researcher evaluated the teams’ performance from the aspects of “professionalism,” “learning sheet writing ,” “team integration,” “website browsing,” and

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“clarity and feasibility of the opinion.” At the end of the term, the researcher used the *WebQuest Teaching Effectiveness Scale* to understand the attitudes, suggestions, and feelings of the students participating in this loose WebQuest project.

The students participating in this study were from the department of applied technology. The scale was filled by 26 students, who stated that the loose WebQuest motivated them to do their assignments well and that they were willing to continue using this method in the future as it helped them understand the roles they played. In addition, they also believed this project helped stimulate their thinking and the ability to gather information to solve problems. On the other hand, they had mixed opinions regarding team delegation and did not believe loose WebQuest stimulated creativity. The statistical analysis shows that the *WebQuest Teaching Effectiveness Scale* has good internal consistency, and the principal components analysis (PCA) has yielded four factors, which are “creativity and thinking,” “consensus facilitation,” “role understanding,” and “team work.”

Some of the suggestions they had are valuable to teachers who wish to design their own WebQuest teaching plans, providing clear role definition in collaborative learning, considering the appropriateness between different roles and WebQuest missions, and distinguishing individual and team performances. The four students who shared what they had learned on this project had positive opinions for this assignment and believed it helped them understand foreign spouses by seeing things and communicating from a different perspective. The team work, communication, and collaborations in this loose WebQuest project were regarded as very good learning experiences.

Keyword: foreign spouses, loose WebQuest, consensus building tasks