Supplementary Notebook (RTEP - Brazilian academic journal, ISSN 2316-1493)

TOURIST WEB QUEST AS FORM OF INTERACTIVE EDUCATIONAL CIVIC AND PATRIOTIC PROJECTS

Mikhail A. Sarancha [1]

[1] *Russian State University of Tourism and Service, Moscow, Russia, mialsar@yandex.ru.*

Abstract: *Educational projects dialectically preserve the country's culture and its development based on innovation through rationalization of thinking and the formation of the world picture of a human, their education, and the eradication of prejudice. Their application in the context of citizenship and patriotism is especially relevant in the framework of countering the purposeful distortion of the results of the Great Patriotic War in the international arena. One of the most effective forms of such enlightenment is tourist web quests, which are the subject matter of the present study. The study aims to develop a didactic model for the use of tourist web quests as a form of interactive educational civic and patriotic projects. The main research methods include analysis and synthesis, analog, comparative and descriptive approaches, modeling, as well as system-based, comprehensive, process, and situational approaches. The article deals with the issues of the origin of web quests as educational technology, their structure and organization, and the experience of their application in practical activities. The authors propose a model of the didactic system of tourist web quests as a form of interactive educational civic and patriotic projects, as well as their structure, taking into account the compositional approach to the formation of the plotting. It is shown that the tourist web quest necessarily involves its mental perception as a real journey with specific goals and movement in space with going beyond the habitat in both virtual and real spaces.*

Keywords*: web quest, civic consciousness, patriotism, educational project, tourism, digitalization.*

INTRODUCTION

The development and implementation of educational projects ensure the succession in the country's development, preserving, on the one hand, traditions and customs, the existing way of life, while on the other hand, it provides opportunities for innovation that helps to move forward (Orekhov & Komrakov, 2016). Educational projects based on current scientific and cultural foundations are focused on the formation of a human worldview, their education and upbringing, the eradication of political (especially propaganda and manipulation of mass consciousness), everyday, economic, spiritual, and other prejudices, and the rationalization of thinking. One of the main directions of enlightenment is civic consciousness and patriotism. This factor is

particularly relevant in the light of the distortion in the international arena of the results of the Great Patriotic War.

Tourism, as one of the basic contemporary social phenomena, is a forceful and effective means of educating civic and patriotic sentiments because it is based on the actual knowledge and feeling of the traveling person of his country, its history and culture, nature and society. The development of modern information and communication technologies makes it possible to virtualize tourist activities, to carry them out without physical movement in space.

One of these forms is a tourist web quest. The subject of the present study is a tourist web quest as a form of organizing interactive educational civic and patriotic projects. The study aims to develop a didactic model of using tourist web quests as a form of interactive educational civic and patriotic projects. The main research methods include analysis and synthesis, analog, comparative and descriptive approaches, modeling, as well as system-based, comprehensive, process, and situational approaches.

LITERATURE REVIEW

In the scientific and practical literature, the web quest is mainly considered as an educational category. In the English language, a web quest means a combination of search activity (quest) and the World Wide Web (web). Not infrequently, a quest is also understood as a way of plotting activities (games, adventures, tasks, excursions, etc.) in which the characters overcome obstacles to achieve the goal.

The idea and concept of a web quest were first proposed and developed in 1995 at the University of California, San Diego, by B. Dodge and T. March. The authors defined a web quest as "a search-oriented activity in which some or all of the information that students interacted with came from resources available in the World Wide Web" (Dodge, 1995).

March emphasizes that web quest is a framework for learning that uses links to the necessary resources on the world wide web, as well as an authentic task to motivate students to explore problems without the proposed answers, developing individual experience and teamwork skills when searching for information and transforming it into deeper understanding by the students themselves (March, 2004; Tuan, 2011).

The authors note that web quests are best used in educational situations that "lend themselves to scenarios that are open to multiple perspectives or interpretations, that require the transformation of information from multiple sources, and that cover a genuine problem or complex issue" (Lim & Hernandez, 2007). From current perspectives, it is believed that the theory and practice of web quests embody the principles of constructivism, which assumes that "people create their unique meaning based on their sensory experience and the subsequent integration and reflection of this experience" (Dennen et al., 2018).

To date, in domestic and foreign theory, methodology, and practice, the problems of using web quests in educational and learning activities have been worked out within a wide range due to the relative universality of the concerned technology. Along with works named previously, the studies of the following authors should be noted: G.A. Vorobyov (2004), R. Zheng (2005), R. Kundu and K. Bain (2006), J. Allen and M. Street (2007), E.I. Baguzin (2011), C. Chang (2011), C. Yang (2011), O.L. Osadchuk (2012), E. M. Shulgin and O.A. Obdalova (2013), S. Leung and W. Zafer (2013), C.V. Dennen (2018), V. Liang and D. Fung (2020), et al. The situation is different with tourist web quests, which

have become widespread in practice but have not received specific scientific and methodological understanding. This is especially true for the direct use of tourist web quests as a form of interactive educational civic and patriotic projects.

RESULTS

The classic structure of a web quest proposed by Dodge is as follows:

1. The Introduction is focused on familiarization with the theme of the web quest, the story, and the characters (if any). It includes the title, subject matter, and topic of the web quest, as well as indicates the importance and value of a web quest in studying the topic, describes the problem situation, distributes roles (for teamwork) and their functions, etc.

2. The Task section clearly explains the upcoming task that will be performed during the web quest, the conditions of its execution, the result, and the form of its presentation. This section motivates students through the wording and content.

3. The Process section contains a step-by-step description of the work process (intermediate tasks, actions, parameters for their implementation, recommendations, distribution of responsibilities of participants or groups, etc.).

4. The Resources section contains lists of hyperlinks to web pages selected in advance by the teacher as an aid to students. Here teacher can also list materials used to create a web quest.

5. The Assessment section contains a detailed description of criteria and parameters (standards) for assessing the performance of the task, which will be used by the teacher and students when assessing the results, as well as for self-assessment, and mutual assessment.

6. The Conclusion section implies summing up, reflecting on the activities and results obtained within the framework of feedback between the teacher and students. It provides a description of what students who complete the web quest will learn (Shulgina & Obdalova, 2013; Yang, 2014).

7. Sometimes a web quest is supplemented by Teacher Page, which contains methodological recommendations for teachers who will want to use and adapt the web quest for their classes.

Further this structure has received a large number of variations depending on the areas of web quests application. The sections of introduction, task, execution, and assessment became most popular. In particular, the need for a preparatory stage was especially highlighted. It is assumed that this stage aims at thematic, technological, and critical and analytical training of trainees for the web quest. For example, E.M. Shulgina and O.A. Obdalova propose the following algorithm for using web quests:

I. The preparatory stage (for the teacher) consists of the following steps:

Step 1. Selecting and structuring problem situations according to the thematic component.

Step 2. Setting the level of training and defining the task of each role component.

Step 3. Selecting authentic Internet resources according to certain tasks of the web quest.

Step 4. Determining the time limit for each stage of working with information.

Step 5. Determining the terms, forms, and presenting the result.

Step 6. Determining assessment criteria according to the level of skills formation.

II. The main stage (for all participants of the web quest) consists of three stages:

A – Introductory stage;
B – Research stage;
C – Presentation stage.
A. The introductory stage consists of three steps:
Step 1. Selecting and formulating the problem;
Step 2. Formulating the final result and assessment criteria;
Step 3. Breaking down into small groups and distributing roles/subthemes.
B. Research stage consists of the following steps:
Step 4. Working individually with the material from Internet resources.
Step 5. Working in small groups: exchanging of information.
C. Presentation stage is carried out within the following steps:
Step 6. Presenting small group results;
Step 7. Exchanging information from small groups and presenting the overall result;
Step 8. Assessing and summing up the results (Shulgina & Obdalova, 2013).

It should be noted that along with the classic didactic use of web quests based on the tourist component, outside of education and enlightenment systems, web quests are widely used as a tourist product in the form of plot activities to achieve certain goals by characters through adventures and overcoming obstacles. At that, attention should be paid to the essential properties of the tourist component of web quests.

First of all, tourism is a geographical phenomenon that involves the movement of a tourist in a space, as well as exiting from the habitat. It involves territories that generate tourist flows (habitat), transit territories, and tourist destinations. At that, it does not matter what environment it is implemented in, whether in real space using web services as the organizational component (including, for example, forming augmented reality) or in a virtual environment involving pseudo-tourists' move in the virtual space wherein virtual space can be both reality or fictional model (like in computer games), or their combination.

No less important essential characteristic of tourism is the travel purpose, which in the framework of tourist web quests of educational projects dedicated to civic and patriotic themes, at first glance, should be directly determined by their immediate purpose. However, here it is necessary to remember that a tourist web quest will only become a tourist one when its participants, even in a virtual implementation environment, will mentally perceive the web quest as a real journey with movement in space and going beyond the borders of the habitat. For example, even active web surfing on tourist attractions scattered around the world within the framework of a web quest will not be able to become touristic until it acquires the above-mentioned essential component.

The tourist web quest must be built taking into account the basic components of the storyline compositions:

1. Prologue;
2. Exposition;
3. Set-up;
4. Development of action;
5. Culmination;
6. Denouement of the plot;
7. Epilogue/post-position, lyrical digression.

This ensures the manageability of the participants' perception of the web quest material (forming impressions and experience) and its final effectiveness, as well as ensures the integrity of the web quest as a tourist event. It is important to pay attention, especially when organizing a web quest in a virtual environment, to the basic strategic empirical modules for forming participants' experience: sensory experience (sight, sound, touch, taste, smell, etc.); emotional and sensory experience; thinking experience (cognitive) refers to the client's intelligence to create a cognitive, problem-solving experience that creatively attracts customers. This experience is aimed at targeting clients to convergent and divergent thinking through surprise, intrigue, provocation, etc.; operational experience (action) is formed based on behavior, lifestyle, and interaction; experience of relationships, connections (belonging) goes beyond the personal feelings of a human, connecting them with something beyond their current state (for example, the desire for a future "idealized self" to which they want to relate; or the need to be positively perceived by other people, connecting a person with a broader social system).

Educational projects, like any project, are characterized by several key features: they include a set of temporary interrelated and sequential activities; have a targeted nature (as social projects, they are focused on solving specific topical problems of specific target audiences); they bring unique results, which is recognized as positive in its social significance; they are characterized by spatiotemporal and resource constraints; as well as manageability. Tourist web quests as a form of such projects can act as single one-time short-term events or as a set of heterogeneous activities integrated into a single tourist program. From the didactic and systemic standpoint, tourist web quests as forms of interactive educational projects of civic and patriotic nature can be presented in the form of the model described below.

The basis of the didactic system is the interaction of the educator and the student through a tourist web quest (a form of enlightenment), which integrates a significant part of the project content. The educator forms its backbone, however, the project is implemented within the framework of the direct activity of the student, focused on obtaining knowledge through a web quest. At that, the identification of a social problem (for example, a civic or patriotic theme), its elaboration, and implementation of goal-setting on its basis serve the initial premise of the entire enlightenment process. Taking into account external and internal factors, based on the goal, activities are developed to achieve it, i.e. obtaining the result of educational activity. Educational activity in its organizational essence is pedagogical, and therefore, it should be based on didactic laws, patterns, principles, and rules.

As in any human activity, the key role in the organization of educational activities is played by the motivation of the parties to a relationship (not only educators, students but also public organizations, educational institutions, etc.). Methods, means, technology, and control of enlightenment are of cross-cutting importance for the didactic process. Methods are ways of mutual activity of the educator and students (in tourist web quests, they can acquire didactic forms of individual, frontal, and teamwork, as well as their combination), aimed at solving didactic tasks; they answer the questions “How to educate?” and “How to be enlightened?”. Concerning the enlightenment, these subjects can be divided into educator’s methods of work and students’ methods of work; concerning the source of knowledge – on the verbal (story, conversation, lecture, discussion, etc.), visual (images, video, audio, multimedia, etc.) and practical (exercises, laboratory work, games, etc.). Depending on the nature of the cognitive activity of

students, M.N. Skatkin and I.Ya.Lerner divide methods into explanatory and illustrative, reproductive, problem presentment, partial search (heuristic), and research (Vlasova, 2020).

The means in the didactic system are tools of enlightenment aimed at achieving the goal of enlightenment, answer the question "How and with what to enlighten?". These are objects, technical means, and devices, educational and visual aids that affect the sensory system of students and facilitate their perception and study of educational material (Shestakova, 2018).

The technology of enlightenment, as an algorithm-driven sequence of actions aimed at achieving the goals and objectives of enlightenment, is of great importance in the integration of the components of the didactic system within the framework of the web quest. Control, in turn, ensures the establishment of a relationship between the planned and achieved learning goals, both in general and at individual educational project phases. The target result of an educational project is at the output of the didactic system. In the framework of tourist web quests, this result requires a comprehensive diagnosis and reflection, as well as making adjustments if necessary.

From the standpoint of the structure within the framework of tourist web quests as a form of interactive educational civic and patriotic projects, four sections can be distinguished, namely, organizational, research, presentation, and reflective and estimative:

1. Organizational section:
1.1. Introduction;
1.2. Motivating;
1.3. Revealing and updating the initial worldview and knowledge;
1.4. Goal-setting;
1.5. Task-setting;
1.6. Algorithm and resources;
1.7. Material and technical facilities;
1.8. Instruction and planning;
1.9. Final result;
1.10. Indicating assessment criteria.
2. Research section:
2.1. Cognitive activity;
2.2. Generalization.
3. Presentation section:
3.1. Preparing the presentation;
3.2. Presenting the results.
4. Reflective and estimative section:
4.1. Reflection;
4.2. Assessment;
4.3. Conclusion.

The organizational section is responsible for the first stage of the tourist web quest. It begins with an introduction, which aims to familiarize the student with the title and theme of the web quest, its plot, characters, and the problem to be solved. Naturally, the introduction should flow into the formation of motivation, which in subsequent activities should be manifested at all stages in one form or another to ensure that the web quest is interesting for participants. In particular, it should be based on showing the significance and value of the web quest for both participants and society. A mandatory

component is the identification and updating of the initial worldview and knowledge on the topic of the web quest among the enlightened, which forms a reliable foundation for future activities.

As part of the goal-setting, the orientation of educational activities is formed to achieve a specific goal in the form of a tourist web quest. The task section contains a clear and accurate explanation of the upcoming task of the web quest, the conditions for its implementation. The algorithm and resources section includes a detailed step-by-step process, provided with resources (including links) for completing the tasks of the web quest by the enlightened students.

The technological foundation of the tourist web quest can be not only technologically obsolete concept of hyperlinks and surfing through them but also other forms, such as panoramic tours, using panoramas of streets and houses (e.g. Google and Yandex), 360o videos, three-dimensional games; VR, AR, and MRE; web maps and interactive tourist facilities; the web-camera quests, and much more. Material and technical facilities include corresponding minimum and optimal requirements (for example, the requirements for CPU power, special software, GPS, etc.) to implement the web quest. After the goal, the task, and the execution algorithm are known, the participants get instructions and plan the tourist web quest, the eventual result and the form of its presentation are discussed and announced. Special attention should be paid to the assessment criteria that the participants of the web quest should initially know and understand which provides a serious organizational foundation for the entire event.

The research section includes the direct cognitive activity of the enlightened person in the framework of the web quest for the task given to him with the algorithm and resources, as well as subsequent activities to generalize the obtained materials. The research stage can be carried out both in individual and group forms, even more often – in their sequential combination.

Preparation of the presentation of the materials received by the students includes the formation of the idea of the presentation, the creation of its project, construction, design, and testing. The result is a presentation of the outcomes according to the requirements of the task and the algorithm. The reflective and estimative section is the last stage in the tourist web quest, it implies reflection of the conducted event and the results obtained, as well as their assessment according to the assessment criteria, and the final summing up of the educational tourist web quest.

CONCLUSION

Tourist web quests are one of the most effective forms of interactive educational civic and patriotic projects. This tool is particularly relevant in connection with the wide and active development of information and communication technologies and the rethinking of social relations in the context of the COVID-19 pandemic. The virtual training format, based on tourist components, is more loyally perceived by the younger generation and, as the twenty-five-year experience of technology development shows, increases the effectiveness of training.

From the structural and content standpoints, tourist web quests can vary greatly depending on the solved tasks. The proposed model of the didactic system of using tourist web quests as a form of interactive educational civic and patriotic projects is based on the classical approach of contemporary domestic pedagogy, integrating into it the tourist web quest as a form of mastering the content material, as a component of

motivation formation, technology construction, and control, applied methods and means, determining goal setting and results, as well as their comprehension. The developed structure of tourist web quests, along with traditional sections, contains large fragmentation to simplify working with it as a basis, implies the use of a compositional approach in the formation of the plot of the web quest and the preservation of the essential properties of tourism as a social phenomenon.

However, it should be noted that the use of tourist web quests also carries several difficulties and disadvantages, such as demanding competence in the field of information and communication technologies of developers, educators, and students; difficulties in forming a web quest based on the tourist component with all its features; virtual implementation of web quests forms specific sanitary and medical requirements of the process organization and bears additional threats to the health of children; it requires additional training of the students towards critical thinking and working with information; lack of speech and dialogical activities of the students without the use of group formats; access to the Internet and corresponding requirements for material and technical equipment; increase in the preparation time of educational events, and much more.

In conclusion, it should be noted that the tourist web quest as a form of interactive educational projects is just a tool with all its advantages and disadvantages. Its value is determined by the specific tasks to be solved, depends on the specific organizers, developers, educators, and students, as well as the current situation. Many years of experience in using web quests have shown their high adaptability and effective applicability to a wide range of tasks. Therefore, a tourist web quest can be useful as both a basic and additional form of organizing educational civic and patriotic projects.

ACKNOWLEDGMENTS

The article was written within the grant project of the Ministry of Science and Higher Education of the Russian Federation aimed at organizing events to promote patriotic education of citizens of the Russian Federation (agreement No. 075-15-2020-558 of 10 June 2020).

REFERENCES

1 Allen, J., & Street, M. (2007). The quest for deeper learning: An investigation into the impact of a knowledge-pooling WebQuest in primary initial teacher training. British Journal of Educational Technology, 38(6), 1102–1112.

2 Baguzina, E.I. (2011). Web quest technology as a didactic means of forming foreign language communicative competence: on the example of students of a non-linguistic university: Dissertation of the candidate of pedagogical Sciences. Moscow: Moscow Humanities University.

3 Chang, C., Chen, T., & Hsu, W. (2011). The study on integrating WebQuest with mobile learning for environmental education. Computers & Education, 57, 1228-1239.

4 Dennen, V.P., Burner, K.J., & Cates, M.L. (2018). Information and communication technologies, and learning theories: Putting pedagogy into practice. In: G.J. Voogt, R.C. Knezek, K.W. La (Eds.), Second handbook of information technology in primary secondary education (pp. 143–160). New York: Springer International Publishing.

5 Dodge, B. (1995). WebQuests: A technique for internet-based learning. Distance Educator, 1, 10–13.

6 Kundu, R., & Bain, C. (2006). WebQuests: Utilizing technology in a constructivist manner to facilitate meaningful pre-service learning. Art Education, 59(2), 6–11.

7 Leung, C.B., & Zafer, U. (2013). Advantages and Disadvantages of Classroom Instruction with WebQuests: Connecting Literacy and Technology. Journal of Reading Education, 38(2), 31-38.

8 Liang, W., & Fung, D.B. (2020). Development and evaluation of a WebQuest-based teaching programme: Students' use of exploratory talk to exercise critical thinking. International Journal of Educational Research, 104, 101652. https://doi.org/10.1016/j.ijer.2020.101652.

9 Lim, S.L., Hernandez, P. (2007). The WebQuest: An illustration of instructional technology implementation in MFT training. Contemporary Family Therapy, 29, 163-175.

10 March, T. (2004). The Learning Power of WebQuests. Educational Leadership, 61(4), 42-47.

11 Orekhov, V.D., & Komrakov, E.S., eds. (2016). The concept of educational activities "Education for the future". Zhukovsky: ANO VO "International Institute of Management LINK". Retrieved from: http://openlearning.ru/otkrytaya-akademiya-prosveshcheniya/kontseptsiya-prosveshcheniya.html.

12 Osadchuk, O. L. (2012). The use of web-quest technology in independent work of students of pedagogical higher education institutions in the disciplines of the professional cycle. Teacher education in Russia, 2, 175-180.

13 Shestakova, L.S. (2018). On the issue of didactic teaching tools used in the educational process. World of pedagogy and psychology: international scientific and practical journal, 11(28), 108-113.

14 Shulgina, E.M., & Obdalova, O.A. (2013). Organization of managed Independent activity of students by means of web-quest technology as a condition for successful formation of foreign language communicative competence. Bulletin of Tomsk state University, 376, 162-167.

15 Tuan, L.T. (2011). Teaching Reading through WebQuest. Journal of Language Teaching and Research, 2(3), 664-673.

16 Vlasova, L.E. (2020). Methods, forms and means of training. Educational social network nsportal.ru. Retrieved from: https://nsportal.ru/shkola/rodnoy-yazyk-i-literatura/library/2020/02/04/metody-formy-i-sredstva-obucheniya.

17 Vorobyov, G.A. (2004). Web quest technologies in teaching socio-cultural competence (English, linguistic university): Dissertation of the candidate of pedagogical Sciences. Pyatigorsk: Pyatigorsk State Linguistic University.

18 Yang, C.H., Tzuo, P.W., & Komara, C. (2011). WebQuests and collaborative learning in teacher preparation: A Singapore study. Educational Media International, 48(3), 209-220.

19 Yang, K.-H. (2014). The WebQuest model effects on mathematics curriculum learning in elementary school students. Computers & Education, 72, 158-166.

20 Zheng, R., Stuky, B., McAlack, M., Menchane, M., & Stodart, S. (2005). WebQuest as perceived by higher education learners. Tech Trends, 49(4), 41-48.