Item	2nd Case Study
Introduction	This case study is based on the experience of teaching the use of WebQuest to future educators in the module of foreign languages belonging to the 'Máster de enseñanza de profesorado de educación secundaria obligatoria y bachillerato, formación profesional y enseñanza de idiomas'.
	The subject taught, for five academic years since 2009, is 'Innovation and Research'. The main aim of this subject is to help students become familiar with the use of new technologies which have recently been introduced in secondary school centers in Andalucía. Information and Communication Technologies (ICT) have a number of widely recognised advantages for the new teaching methodology demanded by ESHE. We agree with Pennock-Speck (2009) who states that "if our university and state universities are to remain at the forefront in teaching and research in the future, we have to make sure that we implement ICT as effectively as possible in the new degree" (p. 183).
	It is in this last unit where we teach the use of WebQuests, given that it is an ideal activity to combine face-to-face learning with autonomous and cooperative work. March (2003) defines it in the following way:
	"[a] WebQuest is a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes" (p. 43).
	It is a didactic resource based on the constructivist learning and on the cooperative methodology that is very successful at the moment in pre-School, primary and secondary level.
	Our main aim is to show them that WebQuests are different from other web-based lessons in that they go beyond simply answering questions. The focus is on using information rather than looking for it. They require higher thinking skills such as problem solving, analysis, synthesis, and creativity. The task can be almost anything. For instance, students can be asked to design a collage, make a powerpoint presentation, write an essay, perform a play, etc.
Type of institution involved	Higher Education
Title of the methodology used	Teaching the use of WebQuests to master students in Pablo de Olavide University
Type of educator	Academic Lecturers
Tool/tools used	In the subject taught, 'Innovation and Research', students carry out several tasks, such as devising an activity according to the new methods of teaching and learning (blended learning, e-learning, tandem learning and cooperative learning). Besides, we decided to introduce WebQuests, since they had never heard of them. For that purpose, classes in an IT classroom take place. We also make them design their own WebQuest in groups of two (three maximum in some cases).
	Students are shown the WebQuest generator chosen (http://aula21.net/Wqfacil/intro.htm), which facilitates the task, since it is quite intuitive. The template shows that the WebQuest is comprised of six components:

- Introduction: the intent of the introduction is twofold: first, to orient the learner by setting the stage and explaining the main goals. Second, it should capture their attention.
- Task: it is a description of what the learner will accomplish during the exercise.
- Process: the process identifies the steps the students should go through to achieve the task. It also includes the online resources they will need.
- Resources: this is "a list of [websites] which the instructor has located that will help the learner accomplish the task. The resources are pre-selected so that learners can focus their attention on the topic rather than surfing aimlessly" (Lambert, n.d).
- Evaluation: it describes how their performance will be evaluated, and it is often in the form of a scoring rubric.
- Conclusion: the conclusion brings closure to the quest. It summarises what the learners will have achieved by completing the WebQuest and often encourages reflection about what was learned.

After investigating and learning how to implement this activity, students design Web Quests with diverse up-to-date topics that catch their pupils´ attention and interest and make the tasks authentic: carnival, portraits, trips, tsunamis, inventions, multiculturalism, sports, mobile phones, etc., some of them interdisciplinary, and applied to two different levels, primary and secondary education.

Main Challenges, Key Success and Enabling Factors

The use of the Internet provides a good exposure to the target language and makes students more independent. The WebQuests generated in groups achieve the following objectives:

. Learning to design a WebQuest through a constructivist based approach to education and inquiry-based instruction.

. Developing the task through blended and cooperative methodologies.

. Designing WebQuests to be implemented in their specialty as future educators.

. Evaluation through a specific rubric for evaluating WebQuests.

. Cooperative evaluation.

	The results of this practice in the last years have been very positive. Many of the students are able to carry out their WebQuests in schools in the final period of the master. They find the experience and results extremely satisfactory, since, by implementing ICT in the teaching process, students´ autonomy and motivation are fostered, they assure.
Lessons Learnt and Recommendations	The European Space of Higher Education (ESHE) is bringing about structural changes and new pedagogical approaches. In this paper we have proposed blended and cooperative learnings through the use of WebQuests, a student-oriented teaching approach, in order to foster autonomous learning. The positive results achieved shows that teaching tools such as this one can help teachers integrate the Internet into the curriculum while creating fun instructional activities that motivate students.
Country	Spain
Name of the Institution/ Education Center	Universidad Pablo de Olavide, Sevilla, Spain Source: https://files.eric.ed.gov/fulltext/ED565800.pdf