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| **Web Quest** | **Ill Structured Problem? Complex? Messy? No single correct answer?** | **Problem mirrors real life? Provides context, challenge, and motivation?** | **Students as decision makers with roles and responsibilities?** | **Teacher as a cognitive guide/coach?** | **PBL?** |
| **Rain Forest** | Yes, there are many components to this assignment, but there is not problem to be solved. Students are required to research a rainforest and are given questions to answer based on the hypothetical scenario, but there is no solving, strictly research. | It is similar to real life explorations but more research is involved then motivating problem solving. Students are to discover why they should be concerned about the rainforest and what they observe in the rainforest, but there was no cause and effect to the situation. | Students have responsibilities and different roles in creating a multi media report. Each group member is a designated researcher on a specific area. All expert roles deal with researching each area of the rainforest, but once again, the students are not being challenged to answer a dynamic question. | The teacher has evaluation aspects and a rubric to assess the students. no guidance is addressed. | No.  There is simply no ill structured problem. This activity is an interesting twist on a research assignment, but the students weren’t required to solve a problem that was presented to them. |
| **Radically Reduced Radiolarians** | Yes. The problem deals with radiolarians and their extinction, but there is nothing to be solved. This situation deals with research of the organism presented in order to convince congress to financially support research. A main question is presented with many possible answers but there is no complex problem to be solved. | Yes. This research deals with budgets and useful organisms that are applicable to daily life. The motivation factor is convincing congress to accept the research. On the other hand, there is no question answered or problem solved. | Students need to make the decision on how they will argue the significance of the organism and are responsible for creating a power point presentation. Again, this activity is more research based and not problem solving. | The teacher is needed to evaluate their work and the team cooperation. No guidance is addressed. | No.  This was also a research assignment. I had a difficult time classifying this activity because the problem seemed to be: will congress be convinced to financially support this research, but this was not the main dynamic question. Including the budget was a way of making the research more interesting. |
| **Solve It With Logic** | Yes. A major problem is presented with the students’ responsibility to solve the murder mystery. Supporting information is required to solve the issue. Depending on their evidence, it could be possible to have more than one suspected murdered, but one correct answer is the most likely. | Yes, this is a real life situation. Murder mysteries resemble forensic sciences and crime solving skills. The students will be motivated to solve the crime. This activity is interesting and complex. | Students will be required to create a case file bases on various evidence. They will go through witness interviews and photos to solve the mystery in a scientific fashion. | Teacher is required to assess the students on their evidence gathering skills. Students are required to professionally present their findings to the teacher for a grade. An entire teacher page is presented with standards, materials, and what is to be expected of the students. There is also a section describing how students should be evaluated. | Yes.  A problem is presented with an objective to solve the murder mystery. A crisis was given to the students as they were required to use evidence in their findings. |
| **Don’t Drink the Water** | The problem addressed the purity of the water. A problem is presented stating that many people have fallen ill due to the water. The students are then required to cure the diseases and find out the issue at hand. | Food and water borne illness is a common problem seen today. The challenge is finding the microorganism that caused the diseases while also curing them. The motivation factor includes solving the mystery behind the not so clean water. | Students are given tasks with many responsibilities including identifying the organism, finding ways to get rid of it, and validating their findings and solutions. This activity requires students to go beyond finding the issue to create a solution as well. | It is noted that the teachers will grade according to identification of the correct pathogen and correct scientific experimentation methods. Teacher will be present to guide students in proper direction. | Yes.  This activity showed that a problem caused an illness. The students were required to figure out the illness and discover ways to cure it. This goes beyond simple research and Implements problem solving skills. |