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Teacher Education in CALL Using WebQuests in the Social Studies Classroom Using WebQuests in the Social Studies Classroom Web-based Learning in K-12 Classrooms On The Use Of WebQuests And E-Learning In The English As A Foreign Language Classroom Using New Technologies to Enhance Teaching and Learning in History Computer Activities for the Cooperative Classroom Reading Assessment and Instruction for All Learners The Talent Development Planning Handbook National Educational Technology Standards for Teachers ENC Focus Partnerships with Business and the Community New media and task-based teaching / task-based learning: Web Quests Differentiating By Student Learning Preferences Research on Technology in Social Studies Education Gamification: Concepts, Methodologies, Tools, and Applications Differentiating by Student Interest Encyclopedia of Education and Human Development Algebra 2 Webquest and Project Resources Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation Online Professional Development for Teachers Teaching for Understanding with Technology Creating and Promoting Lifelong Learning in Public Libraries Practical Approaches to Foreign Language Teaching and Learning Building Content Literacy Revolutionizing Education through Web-Based Instruction Leading 21st-Century Schools Teaching History Online Differentiating Instruction for Students With Learning Disabilities Cool Tech Tools for Lower Tech Teachers Teaching and Learning with Virtual Teams Educating Engineers for Future Industrial Revolutions Conference proceedings. ICT for language learning Computational Science and Its Applications - ICCSA 2006 Calling All Foreign Language Teachers Language Learning with Technology WebQuests Teaching Music with Technology The Teaching Revolution Instructional Technology Tools

This book shows teachers how to differentiate instruction based on their students' learning preferences. Included are strategies and lesson plans for visual, auditory and kinesthetic learners; analytical, practical and creative learners; and multiple intelligences, etc. Also included are over 50 blackline masters which you can copy or download to use in your classroom. Aligned to the ISTE NETS standards for administrators, this guide provides an actionable plan for integrating new technology into teaching and learning and realizing measurable improvement. "This book investigates issues around teams in the virtual and hybrid classroom, offering a view of current research and practice on the subject of virtual and collaborative teams in teaching and learning"--Provided by publisher. With an increasing need to teach multiple literacies, WebQuests are as relevant today as they were at the dawn of the internet. They are adaptable to student needs as well as the curriculum, and they allow teachers to create material that focuses on student development in engaging and motivating ways that can, in turn, inspire collaboration, creativity, and linguistic development. Extremely student-centered but teacher guided, WebQuests offer access to authentic tasks through the use of a scaffolded learning approach based on constructivism and situated learning, and these tasks are completed through participation in an inquiry-based method. In this book, these pedagogical affordances are examined in light of the teaching of English to speakers of other languages (TESOL). Instructional strategies and activities along with tutorials on how to get started with WebQuests are included, along with photocopiable handouts and templates, evaluation techniques, and a comprehensive list of resources. Are you ready to take your students on the WebQuest of their lives? This text covers topics from MIDI and electronic keyboards to the Internet and the copyright law to most recent developments in hardware, software, and pedagogy. The accompanying CD-ROM provides end-of-chapter questions, activities and projects, lesson plans, web activities, demo programs and much more. "Makes a distinct contribution to program planning for gifted education. Provides great charts that illustrate the key basics for identifying change." —Tara McGuigan, Resource Teacher San Diego Unified School District, CA "The major strength of the book is its step-by-step process. There are plenty of charts and checklists that make the book user-friendly. Great planning guide." —Cheryl Brockman, Gifted Education Teacher Jonathan Alder Local School District, Plain City, OH Gain tools to custom-build programs that nurture students' strengths and talents! Gifted programs should be as innovative, unique, and ever-evolving as the exceptional students they serve. This comprehensive handbook provides the expert guidance and tools necessary for shaping a contemporary, inclusive talent development program tailored to students' individual needs and strengths. Rather than imposing a "one-size-fits-all" model, this guide offers a flexible six-stage framework for planning, implementing, evaluating, and enhancing gifted programs. The authors draw on current theory, research, and more than 20 years of professional experience with schools, districts, and state education agencies to provide proven approaches for designing new programs and reinvigorating existing ones. Practical tips and ready-to-use resources include: A CD-ROM with reproducibles, presentations, and templates aligned with each chapter Needs assessment and climate inventory exercises and resources Methods for constructing and implementing action plans Strategies for tackling logistics, including how to form planning committees and effectively lead the planning process Program goal-setting and evaluation tools Ideal for gifted education coordinators, administrators, and special education directors, The Talent Development Planning Handbook covers best practices from leading experts to inspire innovation, improvement, growth, and change for talent development that contributes to the total school program. Weaving together the latest knowledge and best practices for teaching children to read, this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners. Uniquely integrative, the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics. Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence-based instruction. Special features include Research Briefs, Tech Tips, Internet Resources, Reflection and Action Questions, and dozens of reproducible student activities and assessment tools. Bringing history teaching into the twenty-first century, Teaching History Online is a concise guide to developing and using internet resources in history instruction. It offers practical, jargon-free advice to help the history teacher develop online assignments, and provides an informed introduction to the myriad resources and tools available for use in the online classroom. Beginning with a chapter on the benefits of teaching and studying online, John F. Lyons goes on to address instructors' most commonly asked questions and concerns, including: designing an online class providing online alternatives to the lecture developing a user-friendly discussion board conducting assessment and dealing with classroom management issues. For historians interested in providing an online element to their traditional face-to-face classroom teaching, the final chapter shows how to develop successful hybrid/blended classes. An accessible introduction and valuable resource, Teaching History Online includes sample lesson plans, examples of online learning tools, and suggestions for further reading, helping those who use - or want to use - online resources to create exciting, interactive and rewarding learning environments. Visit the companion website, which includes extra reading and resources information at: www.routledge.com/textbooks/9780415482226. "Secondary teachers will find that this superb resource informs the teaching and learning of their students and provides many research-based strategies to enhance reading comprehension and written language in every area." —Johnneen Griffin, Director of Secondary Pupil Services Olentangy Local Schools, Lewis Center, OH "Sejnost and Thiese address the national literacy crisis with a practical guidebook that meets the needs of adolescent learners by focusing on the literacy skills needed for the 21st century. The strategies engage learners and create independence in content-area reading." —Rusti Russow, Director of Teaching and Learning Kankakee School District, IL Increase adolescent learners' success in all content areas! Responding to the challenges associated with teaching middle and high school students, this resource offers specific strategies teachers may use to incorporate reading, writing, and critical thinking throughout content instruction to increase learning. With step-by-step instructions, a wealth of examples, and numerous student reproducibles, the book presents an approach that secondary teachers can implement across all content areas. Roberta L. Sejnost and Sharon M. Thiese focus on research-based practices that increase comprehension and learning while meeting standards, including: Techniques that foster the acquisition and retention of specialized and technical content vocabulary Processes to help students better comprehend narrative and expository texts Approaches to help students use writing and speaking to process their new knowledge and make it their own Techniques for promoting the literacies needed to effectively use various media

sources Methods for scaffolding instruction for students with special needs Building Content Literacy is an ideal resource for delivering developmentally appropriate learning experiences and strengthening adolescent's academic achievement in every content area. Use the latest research to bring differentiated instruction to today's inclusive classrooms With flipped classrooms, response to intervention, and technology discussed as differentiated instructional tools, this book has it all Teachers need 21st century resources that help them provide high-quality, differentiated instruction for all students. In this new edition of his best-selling resource, William Bender draws on the latest brain research, technology, and educational initiatives to bring a new focus to differentiating instruction in the context of the Common Core State Standards. By weaving together differentiated instruction, Response to Intervention, and educational technology, educators can increase achievement among students with learning disabilities and also foster the development of 21st-century skills. This updated guide offers Specific strategies for differentiating instruction within an RTI framework and in the context of the Common Core State Standards Strategies for using technology to instruct and assess students with learning disabilities Teaching tips and concrete examples of brain-friendly instruction Guidance on a range of supportive instructional techniques Additional strategies based on the latest research in metacognition Up-to-date techniques such as using Khan Academy, flipped classes, and wikis to enhance learning in general and special education settings This new edition of Differentiating Instruction for Students With Learning Disabilities offers the tools and strategies educators need to maximize achievement for all students. Even though nearly every K-12 public school in the United States has broadband Internet access, the Web's vast potential as a teaching and learning tool has still not been realized. Web-based learning opportunities have been expensive, slow to develop, and time-consuming to implement, despite pressure on schools to adopt technology solutions that will cure their educational ills. Web-Based Learning in K-12 Classrooms: Opportunities and Challenges chronicles the up and downs of online learning and offers unique insights into its future, providing a comprehensive, curriculum-wide treatment of K-12 content areas (reading, science, mathematics, social studies), special education, counseling, virtual schools, exemplary schools, implementation issues, and educational Web sites. " ... Contains over 130 practical classroom activities suitable for beginners to more advanced learners, incorporating a wide range of up-to-date tools, such as mobile technologies and social networking"--Page 4 of cover. Despite technology's presence in virtually every public school, its documented familiarity and use by youth outside of school, and the wealth of resources it provides for teaching social studies, there has been relatively little empirical research on its effectiveness for the teaching and learning of social studies. In an effort to begin to fill this gap in research literature, this book focuses on research on technology in social studies education. The objectives of this volume are threefold: to describe research frameworks, provide examples of empirical research, and chart a course for future research endeavors. Accordingly, the volume is divided into three overarching sections: research constructs and contexts, research reports, and research reviews. The need for research is particularly acute within the field of social studies and technology. As the primary purpose of social studies is to prepare the young people of today to be the citizens of tomorrow, it is necessary to examine how technology tools impact, improve, and otherwise affect teaching and learning in social studies. Given these circumstances, we have prepared this collection of research conceptualizations, reports, and reviews to achieve three goals. 1. Put forward reports on how research is being conducted in the field 2. Present findings from well-designed research studies that provide evidence of how specific applications of technology are affecting teaching and learning in social studies. 3. Showcase reviews of research in social studies It is with this framework that we edited this volume, Research on Technology and Social Studies Education, as an effort to address emerging concerns related to theorizing about the field and reporting research in social studies and technology. The book is divided into four sections. The first section of the book includes three descriptions of research constructs and contexts in social studies and technology. The second section is focused on research reports from studies of student learning in social studies with technology. The third section contains research reports on teachers' pedagogical considerations for using technology in social studies. In the fourth and final section, we present work that broadly reviews and critiques research in focused areas of social studies and technology. This volume contains twelve chapters, each of which focuses on social studies content and pedagogy and how the field is affected and enhanced with technology. The volume includes research and theoretical works on various topics, including digital history, digital video, geography, technology use in the K-12 social studies classroom, and artificial intelligence. This unique guide offers practical strategies for using WebQuests to optimize learning in social studies, foster student inquiry and higher-level thinking, and promote greater intercultural understanding. Imagine the school of the future! The Teaching Revolution challenges educators to imagine schools the way they should be, with a "big picture" vision that includes student-driven curricula, interconnectivity, and targeted responsiveness to students' individual needs. The authors provide a futuristic and provocative discussion on combining three major instructional innovations—RTI, technology, and differentiation. Drawing on the growing 21st-century skills movement, the text engagingly weaves these three areas into a vision for school transformation that includes: Utilizing mobile technologies, Web-based instruction, and social media RTI that benefits all students and whole schools in their improvement efforts Project-based learning focused on answering real-world questions The symbiosis of RTI, technology, and differentiated instruction is so impactful that it will soon dramatically reform teaching. The Teaching Revolution will dare you to dream and guide you through the process of transforming education to become all that you can imagine. Provides instruction and advice for teachers on using technological advancements in the classroom, including wikis, social networking apps, and podcasts, and explains how to use each tool to help engage students and enhance lessons. Teaching for Understanding with Technology shows how teachers can maximize the potential of new technologies to advance student learning and achievement. It uses the popular Teaching for Understanding framework that guides learners to think, analyze, solve problems, and make meaning of what they've learned. The book offers advice on tapping into a rich array of new technologies such as web information, online curricular information, and professional networks to research teaching topics, set learning goals, create innovative lesson plans, assess student understanding, and develop communities of learners. Creating and Promoting Lifelong Learning in Public Libraries: Tools and Tips For Practitioners is the sequel to Lifelong Learning in Public Libraries: Principles, Programs, and People. On the one hand, Lifelong Learning in Public Libraries focuses on the information needs and the developmental and psychological characteristics of diverse library users of all ages. It endorses the use of ILI to promote lifelong learning in public libraries, both by borrowing techniques from academic and school libraries and by building on existing public library traditions of programming and outreach. This book also compares lifelong learning in public libraries to informal and nonformal education in museums, community organizations and agencies, places of worship, and other organizations. In addition, Lifelong Learning in Public Libraries describes basic steps that librarians can execute in order to get started. On the other hand, Creating and Promoting Lifelong Learning in Public Libraries focuses much more on how public librarians can specifically plan and implement their instruction with chapters on planning for instruction, using teaching methodologies, teaching with and about technology, and bringing ILI together with more traditional public library services, programming, and activities, such as reference and Readers' Advisory services, bibliotherapy, and cultural and literacy programming. Changes in ILI standards and comparisons of ILI with basic reading, media, digital, and cultural literacies are also described. Both books together should act as basic manuals for public librarians who promote lifelong learning. Creating and Promoting Lifelong Learning in Public Libraries also have helpful teaching hints for all librarians and other professionals who teach in a variety of settings. This volume addresses the need for a more considered and systematic approach to teacher education and training in Computer-Assisted Language Learning (CALL), in all its forms: Technology Enhanced Language Learning, Network-Based Language Learning, Information and Communication Technologies for Language Learning and so on. The 20 chapters of the book are divided into five parts: (1) foundations of teacher education in CALL; (2) CALL degree programs; (3) CALL pre-service courses; (4) CALL in-service projects, courses, and workshops; (5) alternatives to formal CALL training. The chapters cover a broad range of levels, environments, countries, and languages. Rather than simply offering inspired speculation, the chapters provide practical information to readers, reporting on what has actually been done in a wide variety of teacher education programs and courses around the world. In many cases, the chapters describe how programs and courses have evolved, and include either qualitative or quantitative research, or both, to inform the structure of CALL courses, tasks and activities. This book is a comprehensive guide to help foreign language teachers use technology in their classrooms. It offers the best ways to integrate technology into your teaching for student-centered learning. This practical book shows elementary school teachers how to differentiate instruction based on their students' situational and personal interests. It provides a large number of detailed and easy-to-use lesson

plans to help you create choices to increase student engagement and learning. Also included is a set of blackline masters which you can duplicate and use in your classroom. Grade level: 1, 2, 3, 4, 5, 6, e, k, p, i, t. This unique guide offers practical strategies for using WebQuests to optimize learning in social studies, foster student inquiry and higher-level thinking, and promote greater intercultural understanding. This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research. While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. *Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation* presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure. *Studienarbeit aus dem Jahr 2009 im Fachbereich Didaktik für das Fach Englisch - Pädagogik, Sprachwissenschaft, Friedrich-Alexander-Universität Erlangen-Nürnberg, Sprache: Deutsch, Abstract: 1. Was sind WebQuests? Unter einem WebQuest versteht man wörtlich übersetzt „abenteuerliche Spurensuche im Internet“ oder auch „Schnitzeljagd im Internet“. Diese Methode wurde 1995 von Bernie Dodge, San Diego State University, entwickelt (vgl. Schreiber, 2001,1). Es handelt sich um komplexe, computergestützte Lehr-Lern-Arrangements, die handlungs-orientiertes und autonomes Lernen fördern. Hierbei erhalten Schüler nach einer Einführung in ein reales Problem eine Aufgabenstellung, die sie mit Hilfe vorgegebener authentischer Informationsquellen bearbeiten (vgl. Gerber, 2004, 1). “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” (March, 2003). 2. Didaktischer Hintergrund “WebQuests beziehen sich auf Überlegungen einer konstruktivistischen Lerntheorie. Diese geht davon aus, dass den Schüler/innen Wissen nicht einfach wie mit einem Trichter einge-gossen werden kann. Vielmehr müssen sie es selbst erwerben (...)” (Moser, Theoretische Grundlagen für WebQuests, 2009). WebQuests - ein didaktisch wertvolles Konzept: Hierbei ist ein hohes Maß an Eigenständigkeit sowie selbstgesteuertes und kooperatives Lernen gefragt. Offene Lernformen wie Partner- und Gruppenarbeit, Projektarbeit oder Freiarbeit kommen zum Einsatz. Außerdem lernen die Schüler projektorientiert und setzen dabei das Internet, Multimedia sowie herkömmliche Medien ein. Durch gezielte Recherche und unter Verwendung von aktuellen, authentischen Informationen erarbeiten sie sich ein Unterrichtsthema selbständig. WebQuests bringen hohe Motivation und Freude am Lernen durch spielerische und moderne Lernformen mit sich (vgl. Moser, Lernen mit WebQuests, 2009). The use of instructional technology in twenty-first-century classrooms is not a subject to be debated. Rather, it needs to be embraced as a standard practice rather than an enriching activity. In *Instructional Technology Tools: A Professional Development Plan*, author L. Robert Furman presents a comprehensive guide to help educators embrace the use of instructional technology tools in the classroom. Answering the typical questions often posed by teachers and staff, Furman emphasizes the practical use of technology and introduces a breakthrough development called E-ProDev Days for offsite electronic professional development. He gives administrators the tools necessary to conduct fulfilling and meaningful professional development days, in-house or electronically, revolving around technology. *Instructional Technology Tools: A Professional Development Plan* also includes - professional development lesson plans; - tutorials for teachers and students; - sample sites where examples of each e-tool are available to share; - addresses to obtain the e-tools. Presenting a logical and practical approach to teaching a staff how to successfully use e-tools in their classroom, *Instructional Technology Tools: A Professional Development Plan* helps administrators help teachers to enhance their classrooms, manage time, organize themselves, and save money. The five-volume set LNCS 3980-3984 constitutes the refereed proceedings of the International Conference on Computational Science and Its Applications, ICCSA 2006, held in Glasgow, UK in May 2006. The five volumes present a total of 664 papers selected from over 2300 submissions. The papers present a wealth of original research results in the field of computational science, from foundational issues in computer science and mathematics to advanced applications in virtually all sciences making use of computational techniques. The topics of the refereed papers are structured according to the five major conference themes: computational methods, algorithms and applications high performance technical computing and networks advanced and emerging applications geometric modelling, graphics and visualization information systems and information technologies. Moreover, submissions from 31 Workshops and technical sessions in the areas, such as information security, mobile communication, grid computing, modeling, optimization, computational geometry, virtual reality, symbolic computations, molecular structures, Web systems and intelligence, spatial analysis, bioinformatics and geocomputations, contribute to this publication. Nearly all history teachers are interested in how new technology might be used to improve teaching and learning in history. However, not all history departments have had the time, expertise and guidance which would enable them to fully explore the wide range of ways in which ICT might help them to teach their subject more effectively. This much-needed collection offers practical guidance and examples of the ways in which new technology can enhance pupil engagement in the subject, impact on knowledge retention, get pupils learning outside the history classroom, and help them to work collaboratively using a range of Web 2.0 applications. The chapters, written by experienced practitioners and experts in the field of history education and ICT, explore topics such as: how to design web interactivities for your pupils what can you accomplish with a wiki how to get going in digital video editing what to do with the VLE? making best use of the interactive whiteboard designing effective pupil webquests digital storytelling in history making full use of major history websites using social media. *Using New Technologies to Enhance Teaching and Learning in History* is essential reading for all trainee, newly qualified and experienced teachers of history. It addresses many of the problems, barriers and dangers which new technology can pose, but it also clearly explains and exemplifies the wide range of ways in which ICT can be used to radically improve the quality of pupils’ experience of learning history. The proliferation of technology has affected all aspects of human life, yet the continuing possibilities of their effects on education have yet to be fully explored. When viewed separately, one may believe that only paltry solutions can be wrought from online and web-based education; however, when applied and studied in a dynamic, interactive sense, these advancements may alter the very notion of learning and education. *Revolutionizing Education through Web-Based Instruction* is a comprehensive, multi-disciplinary exploration of the emerging digital opportunities available to educators. This book presents contemporary theoretical frameworks as well as practical research findings that support the use of these new computer-assisted teaching techniques. The myriad of research-based topics featured in this book allow for a thorough, diverse discussion about education, technology, and the intersection therein. This title is an invaluable resource for instructors, students of education, and researchers and professionals in the fields of knowledge management. What does learning a language involve? Obviously, a rapid and definitive answer cannot be provided for this question since the aspects and situations affecting language learning are many and varied. From the role of culture to the use of new technologies in foreign language learning, this work aims to offer its readers some of the current research being carried out in different areas relevant to the topic. A long developing project has become reality thanks to the work of several researchers who are also experienced teaching professionals. In this sense, it is worth mentioning that most chapters of the book relate to different aspects of language learning within the classroom context which has resulted in realistic approaches to foreign language learning that can be of great help to those involved and/or interested in this field. Moreover, the clear division into sections allows readers to make their choice on how to proceed with the reading of the book depending on their thematic interests. Five sections make up this practical work: culture and language learning, human resources in language learning, language learning strategies, language learning software and language learning web resources. Serious games*

provide a unique opportunity to engage students more fully than traditional teaching approaches. Understanding the best way to utilize games and play in an educational setting is imperative for effectual learning in the twenty-first century. *Gamification: Concepts, Methodologies, Tools, and Applications* investigates the use of games in education, both inside and outside of the classroom, and how this field once thought to be detrimental to student learning can be used to augment more formal models. This four-volume reference work is a premier source for educators, administrators, software designers, and all stakeholders in all levels of education. This book contains papers in the fields of collaborative learning, new learning models and applications, project-based learning, game-based education, educational virtual environments, computer-aided language learning (CALL) and teaching best practices. We are currently witnessing a significant transformation in the development of education and especially post-secondary education. To face these challenges, higher education has to find innovative ways to quickly respond to these new needs. There is also pressure by the new situation in regard to the Covid pandemic. These were the aims connected with the 23rd International Conference on Interactive Collaborative Learning (ICL2020), which was held online by University of Technology Tallinn, Estonia from 23 to 25 September 2020. Since its beginning in 1998, this conference is devoted to new approaches in learning with a focus on collaborative learning. Nowadays the ICL conferences are a forum of the exchange of relevant trends and research results as well as the presentation of practical experiences in Learning and Engineering Pedagogy. In this way, we try to bridge the gap between 'pure' scientific research and the everyday work of educators. Interested readership includes policymakers, academics, educators, researchers in pedagogy and learning theory, school teachers, learning industry, further and continuing education lecturers, etc. Standards were developed to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support P-12 education. Seminar paper from the year 2018 in the subject Communications - Multimedia, Internet, New Technologies, grade: 2,3, University of Trier, language: English, abstract: In the following, an internet based activity, namely the WebQuest, is going to be observed by analyzing possible risks and benefits and its importance on the very relevant teaching aim of media literacy and competences referring to that. Then, a concrete example of such a task will be shown and an overall conclusion will be drawn in order to answer the initial question of this paper of whether the method of WebQuests is a useful one or not. Additionally, this paper justifies its relevance by the fact that WebQuests were not originally designed for language learning, so that creating one possibly is a challenge but the outcome will hopefully be supporting with regards to developing future WebQuests for the actual usage concerning me being a teacher. Being a modern (English) language teacher means to include the various forms of information technology (IT) available in the 21st century such as computers or even interactive whiteboards. IT can now add valuable extra dimensions to teaching English as a foreign language. Consequently, the usage of IT can definitely improve English language teaching for various reasons. Besides providing teachers with current material for every topic and easily overcoming geographical distance in order to observe relevant cultural aspects of the target language or to interact with native speakers, it is fun and therefore motivating for the students. The main goal of foreign language teaching is the mediation of competences which enable the students to communicate and overcome the language barrier. Concerning possible problems and risks, the time consuming aspect of WebQuests cannot be disregarded. They demand time beforehand and even though they can save teacher's time in the long term, WebQuests need to be nurtured when they are expected to perform over a longer period of time. The hyperlinks providing the learners with the sources need to be checked from time to time which means that WebQuests also need time in the long term.