

*Ignite Your  
Classroom!*



# *Create a HyperQuest!*

Interactive, Student-Centered  
Multimedia Activities

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TCEA 2000 Conference





The phrase “HyperQuest” is meant to have you imagine a process where students are engaged in multimedia-based learning and presentations as part of classroom-based explorations with multiple information sources from multiple media types. The process of a HyperQuest is most closely associated with student activities that center around four “I” concepts: inquiry, investigation, integration and interaction.

The design of HyperQuests

also includes the “I” resource that is becoming the focus of many classrooms; the Internet. A HyperQuest provides a framework within which a student operates in an independent learning mode, yet is guided by teacher or student templates to use resources that provide appropriate content to the unit of study. These resources will include diverse options such as the Internet, CD-ROMs, laserdiscs, audio, motion video, animation, text, and digital cameras. The process of synthesizing, evaluating and presenting the individual findings, based upon those resources, is left to the student.

The creation of a HyperQuest centers around the use of HyperStudio as an authoring tool. The teacher (or student) creating the HyperQuest should have a comfortable understanding of how HyperStudio handles multiple forms of media and peripherals. The purpose of a HyperQuest can be multi-faceted. Primarily it serves as a means to conserve student time by focusing their effort to resources that have proven content to support the unit of study. This is not to say that the purpose is to restrict the student’s inquiry to a limited number of resources, but rather to give guided practice in using multiple types of resources and perhaps allow any time saved to be used in free-form research areas. HyperQuests can be designed to have students work with particular types of resources to demonstrate their value or practice their use. They can focus on a single content area or be designed around integrated concepts.

HyperQuests can be used to:

- ◆ introduce new concepts
- ◆ introduce new technologies
- ◆ enrich already developed curriculum
- ◆ create guided research activities



Using HyperQuests in the classroom gives the teacher an excellent opportunity for multitasking when classroom technology is limited. HyperQuests allow the students to access and progress through a quest as time permits.



## Planning for your HyperQuest

As you begin planning your HyperQuest, keep in mind that a HyperQuest should contain these elements at a minimum:

1. Introductory material to set the stage for the concept and environments that the student will be experiencing.
2. Well-defined task(s) that the student is expected to complete.
3. Main menu card that describes what navigation buttons are available to use throughout the HyperQuest.
4. Resources that the student can use to accomplish the stated task. These might include text to be read as part of the HyperStudio stack itself, references to print material that the student is encouraged to read, buttons that connect to laserdisc sequences for the student to view, buttons that connect to CD-ROM resources, animations, motion video, buttons that send email to identified experts or project mentors and links to Internet resources that support the unit of study.
5. Template cards that the student will use to complete a portion of their task. The activities requested of the student to complete might include researching multiple Internet sites and creating links in HyperStudio to those sites which best support the student's presentation, adding images taken with a digital camera or video camera, creating animations to visualize processes, audio recordings to further explain particular thoughts, text as necessary to finalize the communication of ideas and graphic images to accurately depict the findings. These template cards give a structure to the result of the HyperQuest.
6. Opportunities for collaborative work. This could be groups of students within a single classroom or students in remote locations using the Internet to make connections with each other.
7. Self evaluation opportunities throughout the HyperQuest to enable students to produce a high quality product.
8. The completed project given as a presentation for the class or other interested groups. This communication of the findings is an important concept that should be central to the successful completion of a HyperQuest.
9. Open ended topics that lend themselves to further exploration. A first completion of a HyperQuest may lead to further investigation by other students building off of the earlier result.



## Designing your HyperQuest

The overall structure of most HyperQuests is similar in design. Background information on the topic under investigation, guidance and access to useful resources and directions on activities to complete are all included on **Task Cards**. Corresponding cards where students place the information they discover or create can be called **Project Cards**. The teacher's responsibility is to first preview and identify those resources that the students will be guided to use as part of their investigation. Next, the teacher needs to create the **task cards** that the students use as their directions for completing specific tasks. Next corresponding **project cards** are designed for the students to use in reporting their findings. Our primary goal in creating these HyperQuests is not to assess students on their use of HyperStudio tools, but rather to assess how they gather, evaluate and synthesize the information the task cards guide them to complete. In some quests, students are given sequential tasks that guide them to complete their project cards. Each instruction/task card, for the students would have Background Information and the Task to be completed. After completing the task, students read and determine what they are expected to create on their Project Card. They use the Project Card Button to take them to the corresponding project card to record their findings. (*Figure 1*).



Figure 1

When finished with a project card (*Figure 2*), students click on the Task Button to return to their instruction card. Before attempting another task, students proofread the instructions to be sure they have completed their card correctly. Students continue on with their quest by clicking on an icon to take them to the next task card.

Typically this type of HyperQuest would have students complete all of the tasks included.



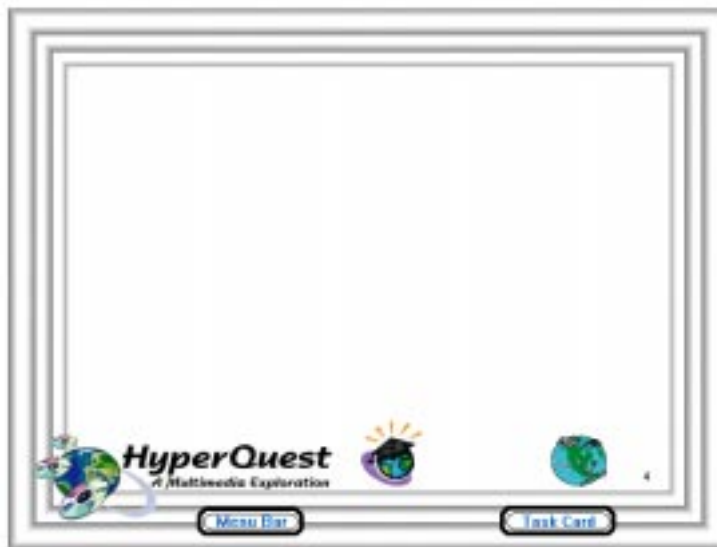


Figure 2 (Project Card for students to report their findings.)

A second form of a HyperQuest would use a more interactive design where a “menu” or “navigation” card would allow student choice in the selection of tasks. This design would allow teachers to modify the number of tasks required based on student ability but it would also eliminate a HyperQuest design where each task builds on information discovered in a previous task (*Figure 3*).



Figure 3

However, each task card still has a corresponding project card. Keep in mind that HyperQuests could be designed with only a single resource (such as the Internet) being used by students.



# Creating your HyperQuest

Now that you have a good understanding about planning and designing HyperQuests, let's start creating one! The steps below will guide you through designing a quest where students are able to choose which order to complete their tasks. As discussed on page 4, this quest will use a “navigation/menu” card to list the resources that will be used to complete the tasks.

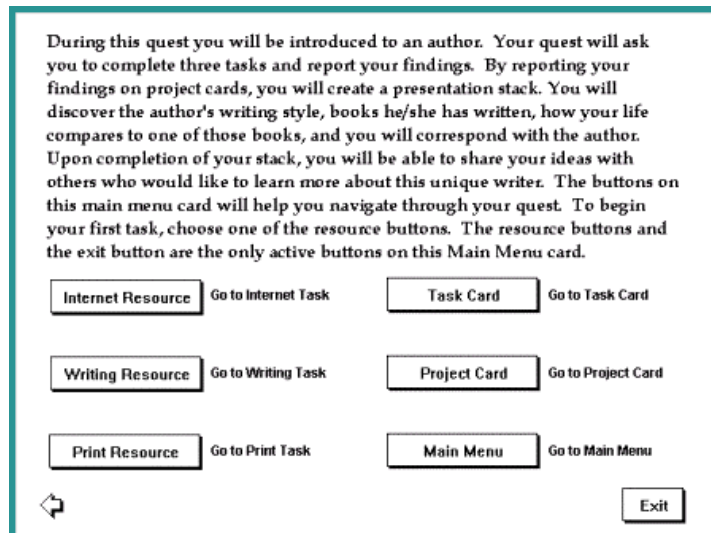
## 1. Create a Title Card

The title card gives the topic of the HyperQuest. Be sure to include a button to move to the “Main Menu Card”. A text field may be included for students to write their name. Simple graphics may be added to enhance the design quality.



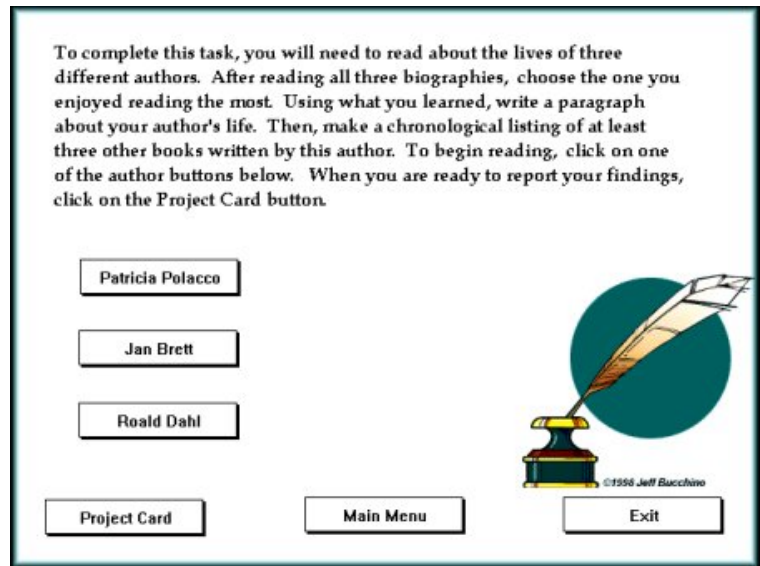
## 2. Create a Main Menu Card

The main menu card contains an introductory paragraph that describes the quest. Resource buttons that connect the students to specific task cards are added and connections made as each task card is added. Be sure to include an Exit button and a button that returns to the title card.



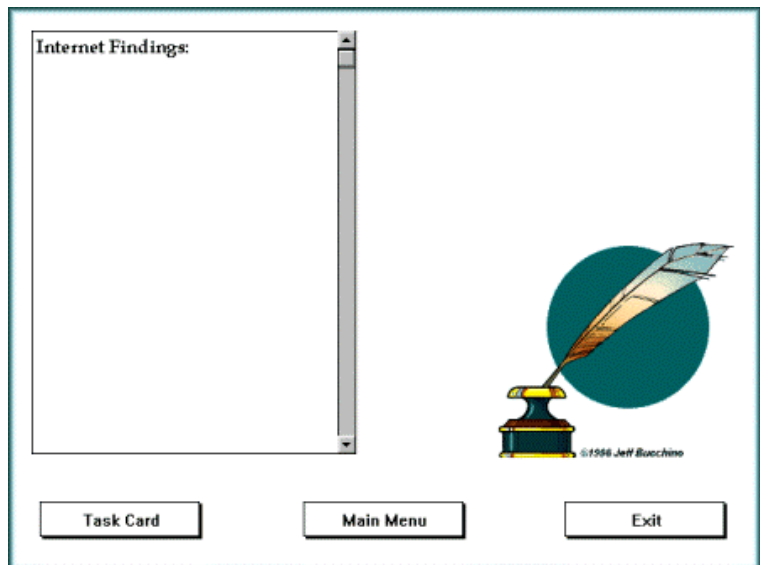
### 3. Create a Task Card

Each task card that you create should include a brief description of the task, what resource to use to complete this task, and expectations for the corresponding project card. A task card should contain only one type of resource (text, laserdisc, Internet connection(s), print resources etc.) to help students organize their information. Each task card should contain a button that connects to a corresponding project card, one that allows students to return to the main menu card, and an exit button.



### 4. Create a Project Card

A project card should be created for each task card in your stack. The project card may contain a text box for students to report their findings easily. You may also want to leave space for a graphic or student drawn illustrations to be added. Buttons should be included that connect to the corresponding task card, one allowing students to return to the main menu, and an exit button.



**As you continue to build your HyperQuest, remember to include a Task Card and a Project Card for each activity that you intend for the students to complete.** The time needed for students to complete their HyperQuest depends on the number of tasks you've included in the quest and the quality of work you wish to receive. Evaluation is a critical component of the overall HyperQuest experience. Be sure to have your expectations set and communicated to the students before they begin their quest. Understanding how to assess a HyperQuest is very important and essential to helping students produce quality work. Below is a brief discussion on assessment as well as a sample rubric and student checklist for your use.

## Assessing your HyperQuest

As educators we know assessment is an essential component of any classroom environment. We also know there is a need for a variety of assessments to better understand how students are progressing. Many educators are placing performance assessment at the top of their list to best evaluate students' understanding of specific concepts. Even though there is a need for standardized testing and traditional assessments such as: multiple choice, fill in the blank, and short answer, performance assessments give us more complete evidence as to what students have actually learned. Completing a HyperQuest is one way to assess students' ability to apply what they have learned to create a product. Assessing the HyperQuest itself requires new thought and new rubrics designed for multimedia writing.

The fact that a HyperQuest requires students to create work of their own by being responsive to the resources made available to each particular task is an excellent model of performance assessment design. As HyperQuests are utilized, teachers are able to observe actual student performance and evaluate performance on previously established criteria. When HyperQuests are used in the classroom, students are assessed on both the process and the end results of their work. Many times a HyperQuest will include real-life tasks, which require students to use higher-order thinking skills to complete their quests. Students completing a HyperQuest are assessed on their accomplishment of completing a content rich HyperStudio stack. It is our job to help students see the importance of completing tasks to the best of their ability. HyperQuests enable students to improve their performance by completing tasks that are designed to encourage quality products.

If HyperQuests are going to be used as one type of performance assessment, teachers must have assessment tools that encourage student success. Rubrics, checklists, and self-assessments are valuable tools to help the teacher/student evaluate performance. Rubrics and checklists should be given to students as the task is assigned so they know exactly what is expected. As teachers create rubrics they may choose to include students in the process. Even though there are a variety of generic rubrics available to educators, there is a need for teachers to create their own. When creating a rubric, keep in mind it is not a grading system but a way to set expectations for high quality work. Rubrics should be designed with the following elements incorporated:

- ◆ Levels of excellence
- ◆ Specific criteria
- ◆ Specific indicators that describes what the various levels of excellence look like for each criteria



When creating levels of excellence always include an even number of levels. This forces a judgement and does not allow for a “middle of the scale” decision. Words or numbers can represent levels. Select specific criteria that focus on quality of the performance the students have demonstrated by completing the HyperQuest. When deciding on indicators, be sure they are descriptive but not judgmental. Indicators should give a clear picture as to what the level looks like in the finished product. Shown below is a sample of a rubric that could be used to evaluate a HyperQuest. Keep in mind however, specific criteria will change according to the types of tasks the students are asked to complete in their quest.

	<b>Novice</b>	<b>Apprentice</b>	<b>Professional</b>	<b>Master</b>
<b>Content Accuracy</b>	No relevant content	Some content was reported accurately	Most findings reported accurately	All findings reported accurately
<b>Task Directions</b>	Did not complete any task as directed.	Completed some tasks correctly.	Completed all task correctly	Completed all tasks correctly and elaborated on most.
<b>Product Quality</b>	Incomplete sentences with little or no punctuation, no creativity displayed when adding artwork or graphics.	Some complete sentences with some punctuation mistakes, some creativity displayed when adding artwork or graphics.	Most sentences complete with few punctuation mistakes, creativity displayed on most added artwork or graphics.	Complete sentences with proper punctuation, creativity displayed on all added artwork or graphics.

Shown on the next page is a checklist that your students may find helpful. Remember that rubrics and/or checklists should be given to students prior to beginning their HyperQuest.



# Student Evaluation Checklist for HyperQuests

HyperQuest Investigation \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

Project areas to check:

## Completeness

1. All assigned task cards completed on corresponding project cards \_\_\_\_\_
2. All work proofed for grammar, spelling and multimedia content \_\_\_\_\_
3. Used required resources on each project card \_\_\_\_\_
4. Completed project stack operates as an independent presentation \_\_\_\_\_

## Classroom Work

1. If a collaborative project, have all members had an opportunity to experience all the technologies used? \_\_\_\_\_
2. Have all students been given adequate preparation in the technologies they're expected to use? \_\_\_\_\_
3. Have students attempted to determine the authenticity and validity of all sources used? \_\_\_\_\_
4. Are all sources cited properly and credit given where due? \_\_\_\_\_

## Design

1. Project stack contains basic parts: title screen, menu or navigation card, original writing and art as required \_\_\_\_\_
2. Pleasant contrast between text, buttons, and backgrounds \_\_\_\_\_
3. Text used is easy to read (consider fonts, sizes, colors and styles) \_\_\_\_\_
4. Navigation buttons all operate correctly \_\_\_\_\_

## Creativity

1. Original artwork has been used as well as other art in creative ways to illustrate the project \_\_\_\_\_
2. Writing samples are interesting and contain information related to the defined task \_\_\_\_\_
3. Included art, sound, video and other multimedia elements are consistent with the project card theme \_\_\_\_\_
4. Has the appropriate balance of graphics and sound versus text been used? \_\_\_\_\_

For a comprehensive look at rubrics visit the following site:

<http://www.interactiveclassroom.com/neg-cont.html>

The time needed for students to complete their HyperQuest depends on the number of resources you've provided students to use in the HyperQuest and the quality of work you wish to receive. Evaluation is a critical component of the overall HyperQuest experience, so have your expectations set and communicated to the students before they start the project.

This gives an example of how to begin planning, designing, creating, and assessing a HyperQuest. Certainly a HyperQuest can evolve over time and I encourage you to begin with a version that perhaps uses only one or two resource types to see what success your students have with the process. Although this takes quite a bit of setup work by the teacher at the beginning, the quality of work that the students can produce in an efficient manner will make the task seem very gratifying. More information on HyperQuests and sample quests for you to download can be found at the HyperQuest Internet site: (<http://k-12.pisd.edu/hyperstudio/hyperquest.html>).

See other quests that workshop participants have created at: (<http://www.alamo-heights.k12.tx.us/campuses/cambridge/tips/resources.htm>)

Please be willing to share any HyperQuests you complete. Your experience will undoubtedly be valuable for the next person who attempts this process. Fully designed HyperQuests are available from the HyperStudio Network (<http://www.hsnetwork.com>).

## *HyperQuest* *A Multimedia Exploration*

