

HERITAGE ALIVE!

Pilot Action Implementation Plan for HERITAGE ALIVE! Learning Quests

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1 Introduction

1.1 *The EU CADSES Project HERITAGE ALIVE!*

World Heritage sites are important drivers for regional development—both economically for promoting cultural tourism and traditional crafts as well as socially for strengthening the cultural identity of the local and regional population. However, World Heritage sites often find it difficult to mediate the abstract and complex concept of World Heritage to their local community and visitors; and they often lack novel (technology-driven) approaches to exploit the economic and social potential of this heritage.

HERITAGE ALIVE! comprises a network of World Heritage sites and applicants that seek to utilise new media and technologies to better exploit the social and economic potential of their shared heritage and to enhance the mediation of cultural heritage to both the local community as well as tourists. Against this framework the project both develops and implements concrete Pilot Actions: Learning Quests and a Virtual Tourist Guide.

1.2 *Short description of Learning Quests*

The Learning Quest model is based on the Learning Quest model developed by Professor Bernie Dodge (University of San Diego) and Tom March in 1995. According to Bernie Dodge's article "*Some Thoughts About Learning Quests*" a Learning Quest "...is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet..."¹

HERITAGE ALIVE!, however, adopts a more open approach as it specifically seeks to integrate new media and technologies (in particular the Internet) with the physical cultural heritage (World Heritage): Through the use of new media users should be encouraged to "communicate" and interact with their physical heritage, and thus get a better understanding of their cultural heritage. But although HERITAGE ALIVE! uses the Learning Quest model, it is not restricted to the use of the Internet. Accordingly HERITAGE ALIVE! adopted the term Learning Quest as the quests in the project aim at integrating new technologies—in particular the Internet—with activities in the physical space (World Heritage): e.g. users are encouraged to use the Internet, but also to visit libraries, museums, palaces or other historical places or buildings—and interview experts.

Central to the notion of Learning Quests and Learning Quests is the transformation of knowledge. "The main critical attribute of a Learning Quest", Tom March points out, "is to facilitate this transformation of information into a newly constructed, assimilated understanding."² Also Learning Quests [Learning Quests] integrate both individual as well as group related tasks: Users are encouraged to fulfil specific tasks and to transform this information in a new understanding through group activities. To further develop this central

¹ Bernie DODGE, *Some Thoughts About Learning Quests*, 1995. Download: http://LearningQuest.sdsu.edu/about_Learning_Quests.html,

² Tom MARCH, *What Learning Quests Are (Really)*; Download: http://bestLearningQuests.com/what_Learning_Quests_are.asp, .

notion Tom March has provided a more detailed definition of Learning Quests (which also applies to HERITAGE ALIVE!'s concept of Learning Quests):

“A Learning Quest is a scaffolded learning structure that uses links to essential resources on the World Wide Web [or other means in Learning Quests] 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 Learning Quests [Learning Quests] do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect their on own metacognitive processes.”³

Against this background Learning Quests were developed and implemented in the form of Pilot Actions in three HERITAGE ALIVE! sites: Urbino (Italy), Gorlice (Poland) and Kardjali (Bulgaria).

1.3 The HERITAGE ALIVE! Learning Quests

The three Learning Quests addressed different target groups and different challenges. The Urbino Learning Quest was aimed at the local arts/design students in Urbino (university level); the Gorlice Learning Quest was aimed at school children in Sekowa and Binarowa (aged 13-15); and the Kardjali/Perperikon Learning Quest was aimed at school children from two local school classes in Kardjali (aged 15-16).

The Urbino Learning Quest enabled students to develop a promotional plan for the city of Urbino aimed at boosting tourism, and to develop innovative input on improving Urbino's potential in attracting and welcoming tourists. In the Gorlice Learning Quest students performed various tasks in a educational game like online application, concerning the Wooden Churches in Sekowa and Binarowa. Those students who were able to complete all the levels of the game were awarded a diploma. The main objective of the Kardjali/Perperikon Learning Quest was to assign students to work out a web based tour guide of the ancient archaeological site of Perperikon (near Kardjali) and the whole region, targeted mainly at other students of the same age group. The tour guides present the historical periods and civilizations, the social and economic relations, myths, legends and heroes.

1.4 The Objective of this Document

The objective of this document is to provide general guidelines for implementing Learning Quests in different contexts, based on the experience acquired during the three different Learning Quests (Gorlice, Kardjali, Urbino).

The guidelines encompass the technical and organisational processes carried out during the implementation of the Learning Quests as well as the user and take-up evaluation process. While the first one focuses on the provider/organiser of Learning Quests, the latter one focuses on the user experiences during the trial process of the Learning Quests. The results of the implementation plan for Learning Quests will, on the one hand, be used to document the Learning Quest. In addition, such results will be useful to collect feedback in order to

³ Tom MARCH, *What Learning Quests Are (Really)*; Download: http://bestLearningQuests.com/what_Learning_Quests_are.asp.

refine and improve the Learning Quest model for the mediation of cultural heritage. The results should also provide a framework for other World Heritage and cultural heritage sites to develop and implement similar solutions.

2 Good practises for Learning Quests

According to the formal definition of Tom March, "A Learning Quest 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 Learning Quests 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."

In other words, a Learning Quest is an assignment which asks students to use the World Wide Web to learn about and/or synthesize their knowledge a specific topic. A "true" Learning Quest, as originally designed by Bernie Dodge and Tom March, requires synthesis of the new knowledge by accomplishing a "task," often to solve a hypothetical problem or address a real-world issue. Simpler web activities designed for students to investigate and collect new knowledge from web-based sources can also be a more engaging and effective replacement for read-the-chapter-and-complete-the-review-questions. This working paper will guide the reader through the basics to create a simple or more elaborate activity.

- The assignment can be given **on paper**, certainly the simplest and most portable option. For an example, opening the web site <http://www.teachersfirst.com/winners/wilder.pdf> , it is possible to print out a simple "on paper" Learning Quest on Laura Ingalls Wilder.
- A Learning Quest assignment can also be given **on the web itself** by sending students to a web page which serves as the "home base" for the student's information search. For an example, you can click on <http://krist4.googlepages.com/birdsofanotherfeather> to see an "on the web" Learning Quest based on Harper Lee's book To Kill A Mockingbird.
- You can also present a Learning Quest using some other multi-media software such as Hyperstudio or Powerpoint.

The quality of a Learning Quest depends on the ideas and thought that go into in more than on flashy presentation technologies. It is easy to create a mediocre Learning Quest, and it is far more difficult to create quest that really works well.

Underpinning the Learning Quest model is an aspect of cognitive psychology that says that if we want people who may be new to an endeavour to perform at more expert levels, we should examine what experts do and then prompt novices through a similar experience. The classic example of this approach is the writing process. Rather than ask elementary school students to write to the theme "How I spent my summer vacation," we might ask them to brainstorm, draw pictures, list, or free associate before helping them think about an audience and the descriptive details surrounding one particular incident. This prompting learners to perform beyond their current cognitive skill set is known as scaffolding or procedural facilitation and has been shown to positively affect student achievement (Bereiter and

Scardamalia, 2005⁴; March, 1993). Scaffolds are "temporary frameworks to support student performance beyond their capacities..." (Cho & Jonassen, 2002⁵). Examples of scaffolding are "activities that help students develop the right mindset, engage students with the problem, divide activities into manageable tasks, and direct students' attention to essential aspects of the learning goals" (Ngeow & Kong, 2001). Given ongoing practice tackling advanced intellectual tasks in this way, the level of support is "faded" as the skills are internalized.

Such scaffolding is at the heart of the Learning Quest model as defined above. Actually, the integrated scaffolding of specific research-based strategies is "what happens" in the mysterious "black box" of transformation. The main strategies that Learning Quests provide are:

- Motivation Theory
- Questioning - Schema Theory
- Constructivism
- Differentiated Learning
- Situated Learning
- Thematic Instruction
- Authentic Assessment
- Overt Metacognition
- Learner-centred psychological principles

In this way, Learning Quests are not anything new. What they are is a way to integrate a number of sound learning strategies while also making substantial educational use of the Web. Interestingly, while these educational theories have made good sense for quite a long time, it is taken the Web and related communications technologies to chip away at the Berlin Wall of traditional education to make the above strategies not just good ideas, but essential. If you disagree with this, stop reading now and relax. It is your students who will make all the adjustments: submit essays from www.schoolsucks.com, send each other real-time exam answers by SMS, or quietly sit in class, heads bowed over books, listening to Pink Floyd on wireless headphones ("We do not need no..."). From a safe distance it probably looks like what's going on in many classrooms today...

Thus, if we recognize that the Web and other information and communication technologies require a more authentic, learning-centred approach, a Learning Quest's scaffolded structure allows us to put the ideas that educational theorists have championed for decades into practice today. As we noticed in the three different context we applied the Learning Quest models, these are very powerful tool to motivate students and to push them to learn deeply a

⁴ Scardamalia, M. and Bereiter, C. (2005). *Knowledge Building: Theory, Pedagogy and Technology*. In K. Sawyer (Ed.), *Cambridge handbook of the Learning Sciences*.

⁵ Cho, K., Jonassen, D. (2002), The effects of argumentation scaffolds on argumentation and problem solving, *Educational Technology Research & Development*,

specific topic, using a teaching method playfully. Second, according to the experiences acquired during the Heritage Alive! project, through the Learning Quest method the cultural awareness and understanding of local communities have been decidedly improved.

2.1 Why bother?

Why should we take the time to create a Learning Quest? The best reason is that, like any carefully planned lesson, a good Learning Quest makes learning interesting for students. Beyond that, however, several other factors make Learning Quests a powerful learning tool, according to the Heritage Alive! experience:

- First, a good Learning Quest puts the power of the web behind the selected topic. You can show students - or let them discover for themselves, not just tell them. Web sites can take your students anywhere in the world.
- Learning Quests are a way to let students work at their own pace, either individually or in teams.
- A Learning Quest enables students to explore selected areas in more depth, but within limits that you have selected. This makes Learning Quests ideal for classes that combine students with different ability levels.
- Learning Quests offer a different, more dynamic approach to teaching the value of research.
- Learning Quests can also increase the "comfort level" of students using the Internet for learning activities. While students are probably already computer literate, a properly designed Learning Quest can help students become creative researchers rather than simply "surfing" from one site to another⁶

2.2 Learning Quest are an authentic task to motivate students' investigation.

For over twenty years, John Keller's ARCS Model of Motivational Design (Keller⁷, 1983,1987) has provided a well-respected and reasoned approach to increasing students' willingness to expend effort in their pursuit of learning. In brief, real Learning Quests should pass the ARCS filter: Does the activity get students' Attention? Is it Relevant to their needs, interests or motives? Does the task inspire learners' Confidence in achieving success? Finally, would completing the activity leave students with a sense of Satisfaction at their accomplishment? The best way to address Attention and Relevance is to choose some dimension of a topic that students would find compelling and then create an authentic learning task related to it. The element of Confidence is addressed by the scaffolding that prompts students at critical stages of the process. Furthermore, a benefit of Learning Quests created by the delivering teacher is that he or she can augment or fade scaffolding as best suits learners. As for Satisfaction, selection of an authentic Task and establishing reliable sources for legitimate Real World Feedback increase the likelihood that students

⁶ Dodge, B. J. (2000, June). *Thinking visually with WebQuests* [Online]. Presentation at the National Educational Computing Conference, Atlanta, GA. Available: <http://edWeb.sdsu.edu/Webquest/tv/>

⁷ <http://www.arcsmodel.com/>

participating in the Learning Quest will experience the full cycle of motivation from Attention to Satisfaction⁸.

The project evoked great interest and involvement of local people. In every school there were groups of teachers and students who supported the works. The information about the project spread across the villages, and many individual people offered their help. The project, initially a small school enterprise, soon received major attention from the entire village and its people. Even though most people realized how precious and special the historical and cultural heritage is, many of them really discovered the treasures of their motherland thanks to the project. Many people started looking at their local territories from a different perspective. So far they thought that it was a boring place, but now they have learnt that it has something to offer. People are now proud of their place of living, and the importance of the historical patrimony, which they did not realize. The local community became much more integrated, where people started working together to solve the problem concerning access to the Internet. Everybody realized how important modern technologies are nowadays and "the web is the World's biggest Encyclopaedia". Another positive aspect of the project is the cooperation between different stakeholders, schools in Binarowa and Sękowa, the school of art and the municipality in Urbino, and the school and the municipality of Kardjali. All these stakeholders now are aware of their situation and their great potential based on the world heritage from the UNESCO list. All these stakeholders decided, in different ways, to continue their cooperation.

The project greatly broadened students' knowledge about the buildings from the UNESCO list in many aspects: religious, historical, cultural, or even architectural. Moreover, the learning process was not at all easy, but everybody was eager to take part in it, according to individual plans of work.

2.3 Characteristics for a good Learning Quest

So what makes a Learning Quest a success? First and foremost, a well-designed Learning Quest puts content in context. It lets students learn about a topic as part of a larger framework. In some cases, a Learning Quest can also let students explore a topic as part of an interdisciplinary unit. For an example, take a look at "The Roaring Twenties: Meet the People Who Made the Decade Roar"

(<http://www.primarysourcelearning.org/teach/lq/013/index.htm>), an interdisciplinary Learning Quest for middle school language arts and social studies. The Learning Quest concludes with both a short paper and a "dinner party" with students portraying chosen figures from the 1920s.

In addition, according to the Heritage Alive! lesson, the following characteristics can be underlined:

- Most Learning Quests also have a "hook." This can be a treasure hunt, a game, or some other activity which is embedded in your quest. The simplest "hook" is the collection of facts and information from the various sites which make up the quest. The student or team with the most information then becomes the winner. These "hooks" can be more elaborate, and since they are an important motivating factor, you should use your

⁸ Dodge, B. J. (1995) *Some thoughts about WebQuests* [Online]. Available: http://edWeb.sdsu.edu/courses/edtec596/about_Webquests.html

imagination in creating incentives for your own students. For instance, in Gorlice the best students were awarded with a special degree, named “Guardian of the World Heritage”. The Municipality of Urbino agreed with the school of art on awarding the best students in Learning Quest implementation, giving them the possibility to participate to the Heritage Alive! final conference. In such meeting, the students will present the output of their promotional campaign to promote the cultural tourism in the city of Urbino.

- Good Learning Quests also rely on material that is age and ability appropriate. The web contains everything from nursery rhymes to postdoctoral papers, and finding information that is written and presented at a level that will appeal to your students can be one of the most challenging aspects of creating a Learning Quest. The web’s wealth of information also makes Learning Quests a great way to provide lessons which can be experienced at multiple levels. Your links can include a few resources for high-ability students, as well as some for students with limited abilities. By grouping these, a Learning Quest can be a challenge for students of several ability levels. For instance, during the Heritage Alive! project we applied the Learning Quest model to students of different ages, from 13 -15(Gorlice) year old, 15-17 year old (Kardjali) to 18-19 year old (Urbino). The results obtained but these different three experiences have been very successful. The project greatly broadened students’ knowledge about the buildings from the UNESCO list in many aspects: religious, historical, cultural, or even architectural. Moreover, the learning process was not at all easy, but everybody was eager to take part in it, according to individual plans of work.
- Learning Quests can be collaborative. Students can work individually or in teams, depending on classroom circumstances and your preference. In all three different experiences of Learning Quests, all students worked first individually or in small groups and, in a second step, together. In such way, they had the possibility to express their individual creativity and different point of views about a specific topic. Further, they confronted their opinion and found a synthesis and a common proposal on each topic. That is a fundamental way to learn how to work in a team and how to share different opinions without imposing one over the other.
- A good Learning Quest is also highly visual. The web is a visual medium, and your presentation will be far stronger if it includes sites with lots of pictures, maps, animations, or even sounds. These are teaching tools that keep students’ interest.
- Good Learning Quests are easy to use. Students should be able to move easily from one location to the next without a lot of tedious mouse-work. This is one reason that a Learning Quest which is in itself a web page can be attractive.
- Even the best Learning Quest will not help much if it does not relate to the rest of your class materials. The more closely your Learning Quest ties into the rest of your in-class content, the more powerful it will be in helping your students learn the topic – regardless of how and where it is presented.
- Finally, a well-designed Learning Quest contains some sort of built-in evaluation mechanism. This frequently relates to the hook or task that students must complete as part of the quest, but it may also include other tasks or assignments. During the implementation of the individual tasks, pupils made use of academic publications, articles and popular scientific books. They searched the Internet, libraries and archives.

Participants had the chance to interview, consult and work with various experts – teachers, museum and library employees. The final results of the individual tasks was a product of team work⁹

2.4 The basic form of a Learning Quest

According to the most popular models, there are five basic components of an average Learning Quest¹⁰ :Introduction, Task, Process, Evaluation, and Conclusion

Introduction

The purpose of the Introduction section of a Learning Quest is twofold. It orients the learner to the task ahead and grabs their interest, drawing them into the project. A good introduction makes the topic seem...

- relevant to the learner's past experience
- relevant to the learner's future goals
- attractive, visually interesting
- important because of its global implications
- urgent, because of the need for a timely solution
- fun, because the learner will be playing a role or making something

The Task

The Task block in a Learning Quest is a description of what the learner will produce by the end of the exercise. It could be a product, like a HyperStudio stack or PowerPoint presentation, a written report, or an oral presentation.

There are several kinds of Learning Quest Tasks. Three examples would be; persuasion tasks, consensus building tasks and journalistic tasks. To find a listing of those tasks, and more about each type of task, go to a page posted by San Diego Public Schools.

The Process

The Process block in a Learning Quest is where the teacher suggests steps learners should go through in completing the task. It may include strategies for dividing the task into subtasks, descriptions of roles to be played or perspectives to be taken by each learner. The instructor can also use this place to provide learning advice and interpersonal process advice, such as how to conduct a brainstorming session.

^{9 9} Tom MARCH, *What Learning Quests Are (Really)*; Download: http://bestLearningQuests.com/what_Learning_Quests_are.asp

¹⁰ Dodge, B. J. (2000, June). *Thinking visually with WebQuests* [Online]. Presentation at the National Educational Computing Conference, Atlanta, GA. Available: <http://edWeb.sdsu.edu/Webquest/tv/>

The Process description should be relatively short and clear. For example, Week 1 of Cheryl Rondestvedt's **Ocean Pollution/Solution** (<http://edweb.sdsu.edu/triton/PollSol/Week1.html>) unit involves students doing a lot of activities, but the steps are clearly specified.

Older versions of Learning Quest had a separate Resources portion which listed web pages and other materials. This Resource portion has now been teamed up with the Process portion to intertwine the resources into the actual steps the learner will need to accomplish the task. These resources are pre-selected for the learner so attention can be focused on the topic. These resources are not restricted to only those found on the web. For example, a wide range of resources, such as videoconferencing, audio conferencing, textbooks, audiotapes, laser diskettes and face-to-face interaction with others could be used as additional resources.

Very often, it makes sense to divide the list of resources so that everyone in the class examines them, while others are read by subsets of learners who are playing a specific role or taking a particular perspective. By giving separate data sources to learners, you ensure the interdependence of the group and give the learners an incentive to teach each other what they've learned.

The Evaluation

The Evaluation block is a new addition to the Learning Quest model. Clearly, if we are going to justify the expense of using the web for learning, we need to be able to measure results. Since the learning we are looking for is at the loftier reaches of Bloom's Taxonomy, we cannot gauge it (readily) with a multiple-choice test. Therefore, an alternate evaluation is needed, such as a rubric. The rubric is an authentic assessment tool which is particularly useful in assessing criteria which are complex and subjective.

In the San Diego-Biarritz Comparison Unit by Susanne Hirsch, Janice Thiel¹¹ developed a rubric for evaluating the web pages created in French by the students. This rubric examines six different aspects of the student product and establishes four benchmarks for each aspect. It is intended to be printed out and given to the evaluators who could be teachers, parents or peers.

Evaluation rubrics would take a different form depending on the kind of task given to the learner. An example of an oral presentation rubric, Mindtools for the Classroom, includes timing, delivery and content, while this multimedia presentation rubric, Hyperstudio Project Evaluation Rubric, includes graphical design, interactivity for the user, and enhancements.

The Conclusion

The Conclusion section of a Learning Quest provides an opportunity to summarize the experience, to encourage reflection about the process, to extend and generalize what was learned, or some combination of these. It is not a critically important piece, but it rounds out the document and provides that reader with a sense of closure.

One good use for the conclusion section is to suggest questions that a teacher might use in a whole class discussion to debrief a lesson.

¹¹ <http://www.internet4classrooms.com/evaluation.htm>

2.5 Before the beginning of the Learning Quests

Before starting to set up your Learning Quest model and research of data, think about your Learning Quest in the way you would any other lesson and ask these questions:

- What do I want my students to learn as a result of this lesson?
- Why is this information important?
- Where does the information fit into the specific context of this unit?
- How does this information fit into the broader curriculum?
- How can this information can help students make connections across subject areas or different field of knowledge?

For an example, take a look at Discover the Renaissance (<http://www.gfalls.wednet.edu/staff/dlawrenc/The%20Renaissance/Renaissance%20WebQuest%202.htm>) a Learning Quest to broaden students' understanding of this historical period.

For example

Let's take a look at three examples of how Learning Quests can help meet instructional objectives in creative fashion.

Elementary - **Ancient Egypt** (<http://www.iwebquest.com/egypt/ancientegypt.htm>) – Here is an extensive Learning Quest created by a teacher in Massachusetts for his elementary students. This quest has lots of different layers and pathways. It is almost an adventure in itself.

Middle School – **World Heritage in Gorlice District** (www.UNESCO.gorlice.pl). The fundamental aim was to involve children and youngsters who – firstly – will be the authors of materials concerning the role World Heritage Sites in the Gorlice region, and – secondly – will obtain next degrees of knowledge through educational game on the existing information basis. In this way, the teacher wanted to make aware local people and the young of importance our heritage and make them natural and spontaneous “ambassadors” and “promoters” their home region and country.

High School – **The Reinassance Heritage in Urbino** (<http://www.comune.urbino.ps.it/heritagealive/english/index.html>) – The *Urbino Learning Quest* requested students to develop a promotional plan for the city of Urbino aimed at boosting tourism, and to develop suggestions on improving Urbino's potential in attracting and welcoming tourists

For more examples visit the [TeachersFirst Learning Quest Collection](http://www.teachersfirst.com/tchr-quest.cfm) (<http://www.teachersfirst.com/tchr-quest.cfm>)

According to the three Learning Quests carried out during the Heritage Alive! project, we realized that approaching own and others' abilities should be realistic; the plan of action should be innovatory, but at the same time the aims must not be too general or too far-reaching

2.6 Designing for limitation

Before you begin designing your Learning Quest, you should also consider the operating constraints under which the quest will be used. If you ignore this practical, nuts and bolts stuff now, your quest may not come off in the way you want it to. For example, consider the following:

- If you want students to work on the Learning Quests in class, will you have enough computers? Should you have students work in teams rather than individually?

- If you will be using a computer lab, will the Learning Quest instructions be compatible with lab rules about talking, etc.?
- If you are allowing young students to work on a Learning Quest at home, do you have some assurance that parents will be on hand to support and supervise the activity?

These are just examples of the factors you may want to consider before you start developing your Learning Quest. Remember Murphy's law, and anticipate the unexpected! With reference to the Heritage Alive! Learning Quests, the "Learning Quests" were very well accepted in the schools and institutions involved. It worked well within the school curriculum, and it offered an unusual approach to the topic, still focusing on the things known to the students: their own villages and the region. It is also worth mentioning that working on the plan resulted in very good mutual understanding of both schools. Well-prepared plan, clear and accepted by everybody is not only very important, but it also makes it easy to put it into practice. Devoting precious time for defining our aims does pay in the future¹²

2.7 What is included?

Once you have figured out the instructional objectives for your Learning Quest, what elements should that quest have to be effective? A well-designed Learning Quest will include at least the following three elements:

- **A "road map."** This is the list of web sites or locations which you want your students to visit. This section should include an introduction which explains the purpose of the Learning Quest and the object of the search, hunt, or other "hook" that you've built into your quest. **Design your map carefully!** Clarity here will help your students understand the quest and stay on task.
- **A task sheet.** Depending on the structure of your quest, this sheet could be a scoring mechanism, answer sheet, or even a list of clues. Regardless of the precise structure, however, this sheet is used to record the results of the quest. There may be one sheet per student or one per group, depending on how you want students to complete the assignment.
- **A summary presentation.** Good Learning Quests require students to show what they have learned. Age, ability, time, and circumstances will all govern how much latitude you give your students in presenting their findings. Remember, though, that the web is a multimedia tool, and if you can allow students a wide range of flexibility in presenting their findings, you will carry this approach back into the classroom long after the computers are turned off.

¹² Ritchie, D; & Dodge, B. J. (1992). Integrating Technology Usage across the Curriculum through Educational Adventure Games. Paper presented at the Annual Conference on Technology and Teacher Education (Houston, TX, March 12-15, 1992). ERIC Document Reproduction Service Document #ED 349 955

2.8 The search begins

Now that you have defined the elements of your Learning Quest, you are ready to begin locating materials to include.

At first, according to our experiences students were afraid to take part in the project, as they did not clearly know what they were expected to do. Thus, there was the impression that the project is too complicated and beyond their abilities. However, after a first preliminary training, the students become much involved in the project and started to understand what they should have done¹³.

When all the doubts had been explained, students understood that the “Learning Quest” project has nothing to do with school routine and compulsory homework, but it involves their close neighborhood, city, the churches, the archeological site from the UNESCO World Heritage List. It is a developing educational game, in which a student is a free subject, crucial for the success of the project. From that moment on, they became actively involved in the work.

Showing the greatest and the most famous places from the UNESCO World Heritage List is very important. Making someone aware that our churches are on the same list as those great and famous buildings is often a big surprise and shock. It is then easier to convince someone how great financial benefits can follow such a prestigious distinction (others did it, and so can we!). You just have to refer to the best and the greatest!

In general, we suggest three strategies to get started. Both assume that you have already selected a topic for your Learning Quest.

Option 1 - Look at TeachersFirst

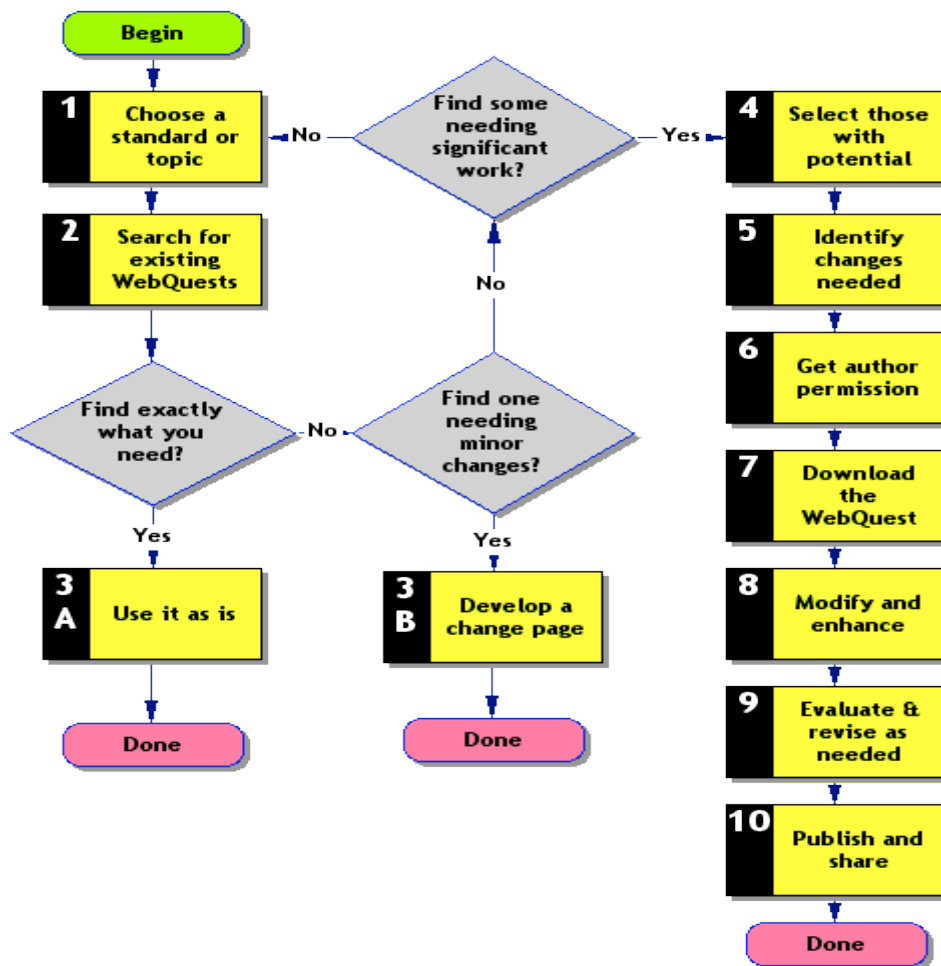
TeachersFirst has thousands of web resources listed by topic and grade level. While you probably will not be able to build an entire Learning Quest from these resources, chances are that you should be able to find one or two good sites that will get you started or give you ideas. Try this option first, if you wish, then move on to option 2

Option 2 - Research by Wandering Around

If you have already found at least one web site for your topic that you like, try reviewing the links contained on that site. If the authors were good at their craft, they will lead you to other interesting sites. If you find this to be the case, bookmark these sites for future reference. Continue reviewing references until you no longer find sites that are applicable to your topic. If you do not find other usable sites (and sooner or later this will happen) move on to Option 3.

¹³ Bergman, M. K. (2000). *The deep Web: Surfacing hidden value*. *BrightPlanet.Com* [Online]. Available: www.completeplanet.com/Tutorials/DeepWeb/index.asp

Adapting and Enhancing Existing WebQuests



Source: <http://www.teachersfirst.com/tchr-quest.cfm>

Option 3 - Structured Researching

Most of the serious digging for Learning Quest sites results from structured searching. This is the process of using search engines to find and bookmark sites that may be useful for your Learning Quest. Web searching is something of an art, and it can be endlessly frustrating if not done properly. Here are some tips to keep your searches fruitful.

2.9 Search Engines

There are many ways to search the web. The most important considerations for teachers are site reliability and readability. Of course, saving valuable time is important for you, too. TeachersFirst recommends Google for two reasons. First, Google ranks the results by a combination of popularity and reputation. If other reputable sites refer to one of the sites on your list of results, Google moves it "up" the list of results. Second, Google is the widest-reaching search engine available, so you will be able to find just about anything a Pre-K-to-12 teacher could want.

Search terms

You do need to use the best possible search terms. If you do not find what you need within the first two pages of results, try changing your search terms. If your search term is too vague, you will get a list of 300,000 possible matches; if it is too specific, you will get nothing. Common sense is the best guide. If you want information on the role of women in the Civil War, simply enter civil war women. Remember that quotation marks tell Google that you want that exact term in that exact order, glued together, as in a title: "A Light in the Forest" or a two word term: "developmental delay." If the exact order of the terms does not matter, do not use quotation marks. Sometimes adding a specific term can help narrow the results to the type of activity you want. Some helpful ideas for teachers: Add "virtual tour" (in quotes to get the two-word term) to the name of the place you want students to visit, as in "white house" "virtual tour" (notice the two-word terms, each in quotes). Add kids or facts to get sites with the basics on a topic, as in rocks kids for sites on rocks appropriate for elementary students. Try adding interactive if you only want sites with highly-interactive pages, not just pages and pages of text. Once you get a list of possible sites, you can begin reviewing them.

2.10 Reviewing Search Results

Once you have an interesting-looking list of search results, you can do some initial detective work even before you start looking at individual sites.

Check the URLs – A site's URL can tell you a lot about the quality of the content it might contain. College and university sites typically end in ".edu" and can often be a great source of accurate information. For K-12 teachers, other schools' pages are often a useful resource. These sites often end in ".k12.us".

URLs which include a tilde "~" near the end are typically personal sites. In a college or university site, they may have been created by students or faculty, and it is wise to be sure whether you are looking at a scholar's work or a freshman's project. This is even more the case with personal pages posted on other sites like Geocities or other large Internet providers. While some of these "labours of love" can contain highly credible information, others are apt to be less reliable. Review these with extra care.

Check member sites and questionable sources. Some URLs indicate that they are created by "members" or "users", such as urls that include aol, tripod, comcast, the word members, angelfire, and other free web page services. Always check "about this site" to see who created it, and make sure it is not from an 8th grader. Similarly, wikipedia can be written by anyone. Though their content is often quite accurate, offering it as a "reliable" source is not teaching your students to evaluate their sources. About.com lists of links are collected by self-nominated "experts" who collect sites for about.com. The credentials of these experts are never provided (and the lists usually include annoying pop-ups and advertising).

What's the Site's Intent? – For whom was the site originally created? A civil war site designed for military historians might be interesting to your fourth graders, but its emphasis probably will not match yours. Be sure that your sources deal with your topic in a way that fits your own needs.

Check the Reading Level – Many sites written for general audiences may frustrate younger readers. Use this [web-based tool](http://juicystudio.com/services/readability.php#readweb) (<http://juicystudio.com/services/readability.php#readweb>) to check web site readability.

Open TWO windows on the internet: one for possible web sites and one with this tool, ready to go. Simply copy and paste the URL (web address) from the address bar when you are looking at the web page you want students to use. Paste it into the space on this site and click "Calculate Readability." Juicy Studio will give you a Gunning Fog Index score and a Flesch-Kincaid Grade level for the web page you provided. Be sure to read the explanations

of what these scores mean! Note: This tool does not check an entire SITE, just the actual page you were looking at when you copied the URL. To be sure your students can read the entire site, select a page that is text-intense as the one you "test." As in any content reading book, illustrations, captions, and other graphics will help your students "read" any page, but sometimes they just need to be able to read the words!

What About Other Students' Work? – The web is a great way to share student accomplishments. Just remember that posting something on the web does not guarantee its accuracy. The cautions regarding personal pages apply doubly to student projects posted on the web. If you wouldn't give it a passing grade in your class, why include it in your Learning Quest?

Dealing with Bias – Sooner or later, you will find a site that "takes a point of view" either overtly or in more subtle fashion. Depending on the age of your students, you can either filter this bias in your selection of resources or include sites which have specific points of view. If you introduce diversity of opinions, try to find a way to balance the pros and cons of the issues discussed.

2.11 Organizing Your Sites

Once you have selected a group of sites that fit your needs, take a look at them as a group. Are there common themes or contrasts that your Learning Quest could incorporate? Do the various sites offer different opinions, approaches, or perspectives on the topic? The strength of a Learning Quest is its ability to combine resources to bring out these themes.

Figure out how to write your quest so that students move logically from one site to another. Ideally, you would like to have a single, obvious path from one site to the next. In reality, you may have to make suggestions to students on how they should view sites, depending on their progress through the quest. Remember, though, that your students will be relying on you to provide the connections that hold your quest together. The old speakers' adage: "Tell 'them what they are going to see; tell 'them what they are seeing; tell 'them what they saw," also applies to Learning Quests.

You will undoubtedly find some sites that offer great resources, but they just do not fit into your Learning Quest plan. Save these anyway, because you will likely find a use for them later. The easiest way to do this is by book marking them in your browser.

The success depends on several factors. One of the most important ones certainly is acting in accordance with the world standards, available on the Internet and used during the project work. Also the below things are very important:

- the project participants should have an influence on the Internet page, as it is very stimulating for them,
- the project participants should be aware that their work has been published on the Internet, and it is like an exhibition of their work- it is yet another motivating factor.

2.12 Packaging Your Quest

Finally, you can make your Learning Quest available online for use at school and at home. These tools give you a way to post them online:

- Filamentality: a simple tool to make your Learning Quest of lists of links available to your students online
- TeacherLearning Quest: a free option if you are willing to let other teachers use your Learning Quest (read the user terms)
- Learning Quest Simple Tool another option
- Blogs2Teach tool and directions for making an online Learning Quest

- A VERY simple, one-page tool from Canada

2.13 Trying the Finished Product

When you first try out your Learning Quest with your class, do not expect the results to be perfect. Like any lesson, a Learning Quest may take a little tweaking to get right.

Of course it can happen that students are not enthusiastic about the project at first. If we do something new, something that nobody has done before, it is only natural that people hesitate or show no interest, as they cannot compare their work with anything else. The organizers' duty is to be ready for such reactions. We have to take into consideration the following:

- Students have a right not to understand what you mean. Use (as far as possible) clear language, and if something is ambiguous- try to specify it, e.g. showing some examples,
- Students have a right to be afraid. Think in advance how to help them, and how to convince them that "the devil is not so black as he is painted",
- Students work very hard during the project, so they deserve a prize. It can be a symbolic prize, agreed on by the cooperating schools,
- You have to dispel fears and doubts by explaining and convincing- have good arguments!
- According to our experiences during the Heritage Alive! Project, we kindly suggest to take into consideration the following hints:

If the students want more – Give them more! Find some additional sites, go after higher level content, or expand on the information in class. For expanded independent study, see if there's an "ask the expert" site that deals with your topic. You can also collect a reading list or a set of off-line activities for those who want more information.

If they do not get it – try re-examining your task. Is this quest something that introduces completely new information, or does it follow logically from what you've already studied? Sometimes all it takes is a better introduction.

If they get bored – you might want to add more higher-level content or sites with more visual material.

If they cannot follow the directions – be more explicit, break things into smaller steps, or slow down the pace.

If they do not remember anything once the computer is turned off – try stating the connections more explicitly in your instructions.

If the computers do not work – (and this will happen sooner or later) have a back-up lesson, or set up your quest so that it can easily be swapped with another element of your unit.

If a site is down – Planning is an important element in curing this one. Check your sites a few hours before the class to be sure everything is working. If a major component of the quest is unavailable, you may have to postpone the quest

2.14 Presenting Your Students' Results

Students learn in different ways, and Learning Quests are a great way to let students follow their interests or play to their strengths within an assigned theme. Small group projects allow students to do the portion of the task that address their "intelligences" (see Howard Gardner's **Multiple Intelligences**). Individual projects make it easier for the teacher to determine who did the actual work, however.

The most effective Learning Quests have a “real world” task that students try to accomplish: a presentation to the board of directors of the Art Museum, a design for a war memorial, etc. These tasks require the students to take the new knowledge they have gained and synthesize it into a “product” of some kind. The exact product will depend on your time available, skills you are trying to teach, and the age level of the students.

Try to provide the opportunity for students to show their strengths by taking different roles within their group or different project options:

- written projects, such as reports, booklets, scripts, letters, editorials
- multimedia presentations
- visual/artistic displays or posters (with an oral explanation, if necessary)
- performances or role-play
- mathematical spreadsheets or charts

If you provide a **clear rubric** of the expectations for the different options, your students can use their imaginations to meet expectations their own way.

In some cases, promoting the project must not be neglected! All possible media should be used, even if their influence on the project seems small. The news about the project spread quickly and widely, increasing the number of unexpected supporters.

Working on the project integrated many people on several levels:

- Students in the working groups
- Teachers within each school
- Each school with one another (it is particularly visible in case of Binarowa, Sękowa and Kardjali)
- Schools with institutions and organizations in a particular village or town
- Inhabitants of each village or town

As a result, local people and organizations intermingled and initiated many new enterprises, and the school started cooperating with one another beyond the limits of the project.

2.15 The evaluation of results

Once received all documentation from students involved in the Learning Quests, the final task is carrying out an evaluation of the all process. The focused of the evaluation phase will be on how to set up the Learning Quests according to the good practises learnt during the project. The guidelines for the drafting this paragraph will refer to the following matrix¹⁴

¹⁴ Tom MARCH, *What Learning Quests Are (Really)*; Download: http://bestLearningQuests.com/what_Learning_Quests_are.asp,

	Low	Medium	High
Engaging Opening / Writing	No attempt made to appeal to learners.	Honestly attempts to appeal to student interests.	Has that something that compels attention.
The Question / Task	No real Question and / or a fuzzy Task. Maybe what's asked for is lower level thinking or info retrieval.	There is at least an implicit Question and a Task that targets higher order thinking. All this may not be totally clear.	Clear Question and Task. These naturally flow from the introduction and signal a direction for sophisticated learning.
Background for Everyone	No attempt to access prior learning or build common background.	Some mention of addressing a common body of knowledge. (May not happen within the activity.)	Clearly calls attention to the need for a common foundation of knowledge and provides needed (Web?) resources.
Roles / Expertise	No Roles / use of perspectives or Roles are artificial and may lack inherent conflict of interest.	Roles are clear and realistic. They may be limited in scope, but do evoke conflict.	Roles match the issues and resources. The roles provide multiple perspectives from which to view the topic.
Use of the Web	This activity could probably be done without the Web.	Some resources reflect features of the Web that make it particularly useful such as images, audio, interactivity, current information, etc.	Uses the Web to access at least some of the following: interactivity, multiple perspectives, multimedia, current information, etc.
Transformative Thinking	No Transformative thinking. (This is not a WebQuest, but may be a good Knowledge Hunt).	Higher level thinking is required, but the process for students may not	Higher level thinking is required to construct new meaning. Scaffolding is provided to support student achievement.

		be clear.	
Real World Feedback	No feedback loop included.	The learning product could easily be used for authentic assessment although this may not be addressed or it only happens in the classroom.	A feedback loop connecting learners to the Real world is included in the Web page and an evaluation rubric is probably provided (early on!).
Conclusion	Minimal conclusion. No mention of student thinking or symmetry to intro.	Returns to the intro ideas. May sum up the experiences and learning that was undertaken.	Clear tie-in to the intro. Makes the students' cognitive tasks overt and suggests how this learning could transfer to other domains/issues. Probably calls attention to the assumptions / hidden agendas inherent in the WebQuest itself. Sophistication keeps increasing

In such case, we are able to evaluate from an independent point of view the results and the output of the Learning Quests project. Thanks to this final stage, we are able to understand deeply which are the strengths and weakness of our project and we can learn from the past experience how to avoid mistakes in the future.

We will certainly avoid a lot of complications, if we check the possibilities and competences of our partners in advance. It may be the case that things look quite optimistic and promising, but then during the project the expectations and requirements are not met. There is a great need of confronting our original intentions with the expectations of students - their perception and hopes are undoubtedly different from ours from the very beginning. They sometimes notice small things we would never pay any attention to.

It became quickly clear that the project is a very useful educational tool, far from school routine and boredom, but at the same time enhancing strictly educational aims. "Learning Quest" proved to be a great method of teaching and learning.

3 METHODOLOGY AND EVALUATION

3.1 The Objective of this Document

This document is the "Overall Evaluation of Learning Quests Report" according to Heritage Alive! application form, Work Package 4, task 4.7.

First of all it is worth mentioning that overall assessment of the three so different and various Learning Quests is a great challenge. The Learning Quests were aimed at different participants and their strategic goals were different, however, they had a common basis – to promote the WH Site, rise people awareness and create future scenario for the benefit of all. In respect of that issue, the “Overall Evaluation of Learning Quests Report” tries to show common features of the three “Learning Quests”, their principal and crucial moments along with solutions for occurred problems.

The main objectives of the document are:

- to show the variety of the implemented Learning Quests,
- to evaluate the three Learning Quests,
- to draw general conclusions,
- to make recommendations for potential executors in the future

Evaluation encompasses the technical and organisational evaluation as well as the user & take-up evaluation. While the first one focuses on the provider/organiser of Learning Quests, the latter one focuses on the user experiences with Learning Quests. The evaluation results will, on the one hand, be used to document the Learning Quest Pilot Actions and, on the other hand, to collect feedback in order to refine and improve the Learning Quest model for the mediation of cultural heritage. The results of this evaluation will feed into a concrete Implementation Plan which will targeted at World Heritage and cultural heritage sites to develop and implement similar solutions. Structure and layout of the “Overall Evaluation of Learning Quests Report” is based on splendid templates and documents prepared by Andreas Strasser, Salzburg Research, for evaluation each of Learning Quests in respective WH Sites.

3.2 Methodology

According to the HERITAGE ALIVE! work plan the evaluation of the Learning Quest consists of three parts: technical evaluation, organisational evaluation and user and take-up evaluation. The technical and organisational evaluation were implemented in combination (they were both evaluated from the perspective of the organisers of the Learning Quest) while the user and take-up evaluation (based on user feedback) was implemented separately.

The aim of the technical and organisational evaluation was to identify problems and challenges that have arisen during the planning and implementation of the Learning Quest from the perspective of the organisers of the Learning Quest (the project partners from Urbino, Kardjali and Gorlice and their respective stakeholders, in particular teachers/instructors or heads of schools/universities). The technical and organisational evaluation is based upon questionnaires which were filled in—as detailed as possible—by the respective project partners in co-operation with their organising stakeholders (i.e. school teachers of the participating classes or university instructors). The user & take-up evaluation is based on a questionnaire which was completed (after the completion of the Learning Quests) by all students who have participated in the Learning Quests. The results of this feedback will feed into the Implementation Plan (Task 4.8), which will serve as a Manual to for other World Heritage and cultural heritage sites to implement similar solutions for their respective sites.

4 The HERITAGE ALIVE!! Learning Quests

All three Learning Quests are aimed at different target groups and have different objectives. The Urbino Learning Quest is aimed at local arts/design students in Urbino (age of 17-19); the Gorlice Learning Quest is aimed at school children in Sekowa and Binarowa (age 13-15);

and the Kardjali/Perperikon Learning Quest is aimed at school children from two local school classes in Kardjali (age of 15-16).

4.1 The Urbino Learning Quest

The Urbino Learning Quest was aimed at local arts/design students from the Urbino State Institute of Art (Istituto Statale D'Arte - university level). The total number of students was 39 and ages ranged from 17 to 19.

The Urbino Learning Quest requested students to develop a promotional plan for the city of Urbino aimed at boosting tourism, and to develop suggestions on improving Urbino's potential in attracting and welcoming tourists. In order to better understand the city and find the best and most effective ways to promote it, in general the students actively sought the answers for the following questions:

- should Urbino be focusing on attracting more "generic" tourism or specialized visitors?
- how is the city currently positioned and should this be changed? What attracts whom?
- which aspects of our world heritage status are more appealing? Does this status limit us in any way?

The main objectives of the work were:

- actively involve the students in getting to know the city through the study of various resources (on-line, print and direct observation)
- investigate the complexity of dynamics relative to the promotion of a city, keeping in consideration the needs of different interest groups (stakeholders)
- motivate the students towards teamwork through the utilization of innovative communication technologies.

The team was divided into the three major interest groups representing the city of Urbino: the citizens, the university and the businesses. In order to acquire the necessary cultural perspective, the students analyzed the needs and expectations of each group. They were asked to identify the city's needs (Objective) their audience (Target), and the relevant key messages that most appeal to this audience (Positioning) as well as the most effective ways to convey them. Those three aspects of the work were included in Communications Brief, which integrated various viewpoints.

URBINO

The *Urbino Learning Quest* requested students to develop a promotional plan for the city of Urbino aimed at boosting tourism, and to develop suggestions on improving Urbino's potential in attracting and welcoming tourists.

At the beginning of this WP, **the top 5 priorities** of Urbino were:

- To promote the city cultural heritage, with particular attention to historical city center and its monuments, belonging to the World UNESCO Heritage;

- To collect useful information and share it with all stakeholder in order to carry out the city management plan for UNESCO, which the City has to present to the Ministry for Cultural Heritage;
- To investigate the complexity of dynamics relative to the promotion of a city, keeping in consideration the needs of different interest groups (stakeholders);
- To actively involve the students in getting to know the city through the study of various resources (on-line, print and direct observation);
- To motivate the students towards teamwork through the utilization of innovative communication technologies;

At the end of this activity, the following **goals** have been achieved:

- To create awareness in the mind of the target audience.
To position Urbino as an alternative to the other “historical” Italian cities (Venezia, Roma, Firenze).
- To develop a valuable “real life” learning experience that will successfully engage the participant’s interest while yielding usable data for the city – all within the project’s parameters as defined by the HERITAGE ALIVE! guidelines.
- To get our youth involved in understanding the value of their city and the complex mechanics behind promoting a city – including taking in consideration not only their immediate needs but also those of other citizens/interest groups.
- To keep students informed and acquainted on new information technologies are strategic tools for concretely improving the capacity to promote the cultural heritage (monuments, arts, museums but also craftsmanship, music, gastronomy, etc) connected to the UNESCO site of Urbino city and its territory towards a broader and more diversified tourism.
- To optimize the results brought by the research analysis carried out during the Learning Quests implementation, with the aim of promoting new suggestions for the definition of the UNESCO Management Plan for the City of Urbino. Therefore, the local government has been selected as referring subject for coordinating the realisation of the UNESCO Management Plan “Historical centre of Urbino”, in accordance with the other stakeholders involved in protecting and promoting all the monuments and arts which are in the UNESCO site of Urbino.

4.2 The Gorlice Learning Quest

The Gorlice Learning Quest is aimed at school children in Sękowa and Binarowa (age 13 - 15). Originally, the number of participants was 18 students from Sękowa and 15 student from Binarowa (1st stage of the programme). At the end of the implementation (2nd stage of the programme) there were in total 85 students.

The top 5 priorities of Gorlice Learning Quest were:

- developing people's awareness of churches placed on UNESCO World Heritage List
- making young people cultural “ambassadors” and promoters of UNESCO WH
- promoting regional cultural heritage connected with UNESCO WH
- involving local and regional authorities, schools, institutions, parishes and the locals

- testing completely new method in educational process: game-like approach, involving ICT

One of the most visible feature of the Gorlice Learning Quest was a game-like approach. The main idea of the approach was to go through five levels of knowledge, which symbolically represent five periods in the region's history: Settler, Inhabitant, Builder, Industrialist and Guardian of Heritage.

Through this approach the pupils learned how to study historic resources and stimulate others, residents as well as visitors, to think about and develop a deeper understanding of the region. The Gorlice Learning Quest was divided into two stages. In a first stage, the students were invited to find out and write about the history of the region based on documents, images and interviews with inhabitants and academics that relate to the churches and their role in the social live of the region. They had to complete various tasks, similar to different levels of an educational game, concerning the Wooden Churches in Sękowa and Binarowa. Results of the work have been made available for online. In a second stage, every willing student could participate in the game-like learning quest by the agency of the Internet and check his knowledge filling in the tests. All students received the diplomas and titles in accordance with a number of points they had obtained in the tests ("Settler" "Inhabitant", "Builder", "Industrialist", "Guardian of Heritage")

GORLICE

In the *Gorlice Learning Quest* students had to complete various tasks, similar to different levels of an educational game, concerning the Wooden Churches in Sekowa and Binarowa. Students able to complete all tasks were awarded a diploma.

At the beginning of this WP, **the top 5 priorities** of Gorlice were:

- developing people's awareness of unique and precious churches placed on UNESCO World Heritage List;
- making young people cultural "ambassadors" and promoters of UNESCO WH;
- promoting regional cultural heritage connected with UNESCO WH;
- involving local and regional authorities, schools, institutions, parishes and the locals;
- testing completely new method in educational process: game-like approach, involving ICT;

At the end of this activity, the **following goals** have been achieved:

- Most people realized how precious and special the churches are, many of them really discovered the treasures of their motherland thanks to the project. Many people started looking at their village from a different perspective. So far they thought that it was a boring place, but now they have learnt that it has something to offer. People are now proud of their place of living, and the importance of the churches, which they did not realize.
- The project greatly broadened student's knowledge about the buildings from the UNESCO list in many aspects: religious, historical, cultural, or even architectural. The churches became deeply rooted in student's cultural awareness, and they clearly defined the identity of the people. Students learnt to be more resourceful and active, and it required a lot of planning, task division, and good teamwork. They are aware of their cultural heritage and became spontaneous and natural promoters of their region.

- The impact of implementation of the “LQ” is great in case of promoting WH Sites: a dozen or so press articles in local and regional newspaper and magazines were released, two T spots were made by regional television; information concerning “LQ” were constantly published in several web pages. The “LQ” evoked great interest of Polish National UNESCO Committee in Warsaw which representative took part in ceremony of ending the programme.

The project evoked great interest and involvement of the authorities, schools, institutions, parishes and local people. The local community became much more integrated - people started working together.

1) “LQ” was a combination of traditional methods (text, photo) with new ones

(audiovisual aids, tasks to be done, levels of knowledge like in a game, using computers and the Internet, checking one’s knowledge in a number of tests). Students liked very much the way in which their knowledge could be checked and evaluated. Writing tests with the use of computers was very attractive, as it did not remind of regular school tests; it was more of a computer game. Next extremely stimulating factor was creating a web page by students. They were enthusiastic about the idea of presenting themselves and their work on the Internet. It was a great reward for them, as they could show what they did to their friends, families, and other students. The students happy to discover, that they not only work on the project, but that they can decide what should the website contain and what it should look like.

4.3 The Kardjali Learning Quest

The Kardjali/Perperikon Learning Quest is aimed at school children from two local schools i.e. Yordan Yovkov” Secondary School and “Hristo Botev” Foreign Languages. Both are located in Kardjali. In the implementation of the “Learning Quest” took part 36 students between the age of 15 and 17. In general the learning quest on the ancient town of Perperikon was about the history as well as today’s importance of the site in the regional development.

The main objective of the Kardjali/Perperikon Learning Quest was to assign students to work out a web based tour guide of the ancient archaeological site of Perperikon (near Kardjali) and the whole region, targeted mainly other students of the same age group. The students were divided into 10 teams taking into account their interests. In each group the students studied the site and developed a good understanding of its role for the whole region in different historic times. On that basis the students developed and discussed own ideas of how the site could be presented and promoted in interesting ways to Bulgarian and international visitors. During implementation of the Learning Quest was created the tour guide which presents the historical periods and civilizations, the social and economic relations, myths, legends and heroes relevant to Perperikon.

A mix of virtual and physical resources was considered to be the most appropriate approach in promoting Perperikon. The online part of this mix has been published on the website of the Municipality of Kardjali and Web spaces that attract a young audience.

KARDJALI

The **main objective** of the *Kardjali/Perperikon Learning Quest* is to assign students to work out a web based tour guide of the ancient archaeological site of Perperikon (near Kardjali) and the whole region, targeted mainly other students of the same age group. The tour guides present the historical periods and civilizations, the social and economic relations, myths, legends and heroes. The operative objectives were:

- To promote the historical site of “Perperikon” as an important part of Bulgaria’s cultural heritage.

- To present its rich past and its development during the period of various civilisations.
- To motivate the young people in the town of Kardjali to find out more not only about the rich history of Perperikon, but also about the whole region of the Eastern Rhodopes.
- To increase the knowledge and skills of pupils in the field of new technologies and the opportunities provided by Internet in terms of searching and presenting information.
- To establish active partner relations among all stakeholders in order to protect and preserve the cultural heritage of the region and the opportunities for socio-economic development which it provides.

At the end of this activity, the **following goals** have been achieved:

- Pupils designed a virtual tour guide called “Perperikon” for other pupils and with its help they presented the historical complex and its development during the different historical periods.
- Learning Quest Perperikon provided a chance for young people to find out more about the rich history of the Eastern Rhodopes and as a result to appreciate it.
- Participants gained a lot of experience in the field of Internet research and developed their skills in terms of working with the new technologies.
- Different teams consisting of experts working in various institutions were established during the implementation of the Learning Quest and these experts provided consultations to the pupils. The pupils from the two schools also established partner relations.

4.4 Short description of the three concepts of Learning Quests adopted

The Municipality of URBINO developed its Learning Quests according to the following items:

1) Learning quest approach

Objective: Develop a valuable “real life” learning experience that will successfully engage the participant’s interest while yielding usable data for the city.

Students will be asked to:

- Develop a promotional plan for the city aimed at boosting tourism;
- Submit suggestions on improving the city’s potential in attracting and welcoming tourists.

2) Content focus

- Marketing Seminar, Web sites, Text Books, UNESCO.
- Presentation of concept and sample campaign materials.

3) Storyboard

Students will be asked to develop a promotional plan for Urbino aimed at boosting tourism.

The Promotional Plan will include:

Message: WHAT they intend to communicate.

Target Audience: to WHOM will they communicate the message.

Implementation: HOW they intend to communicate the message (print, web, video).

As source materials, students will be asked to research:

- The city's heritage and interest points - cultural and leisure;
- The city's current UNESCO status and the benefits/responsibilities this entails;
- The city's current potential in attracting and welcoming visitors;
- Past and current promotional efforts;
- Promotional efforts/plans successfully implemented by other similar cities/regions.

Additionally, the students will attend a preliminary Marketing Communications Seminar taught by Mr. Andrea Luminati.

In order to mimic a “real life” situation, the class will be split into 4 interest groups (City Administration, Urbino University, Urbino Chamber of Commerce and Urbino Citizens) and asked to negotiate objectives in order to develop a single Promotional Plan that will address all – or most – of the city’s needs. Finally, all students will be “reunited” into one single ADVERTISING AGENCY responsible for the development of promotional materials. The resulting Promotional Plan will be presented during a final “Client Presentation” that will also include suggestions on how to enhance the city’s potential in attracting and welcoming tourists.

4) Stakeholders

Students of a local Arts/Design School who currently study Advertising Design and their respective professors.

5) Implementation team

Contact person, teaching staff: Ms. Miriam Gavioli, Ms. Silvia Bicchiarelli, Mr. Andrea Luminati. Pedagogical validation: Ms Miriam Gavioli. Marketing Consultant /Creative Director/Technical Coordinator: Mr. Andrea Luminati Learning Quest coordinator: Mr. Tarcisio Porto.

6) Technical requirement

Internet Access, audio-visual recording and editing equipment. Design and layout tools.

GORLICE developed its Learning Quests according to the following items

1) Learning quest approach

The fundamental aim was to involve children and youngsters who – firstly – will be the authors of materials concerning the role World Heritage Sites in the Gorlice region, and – secondly – will obtain next degrees of knowledge through educational game on the existing information basis. In this way we wanted to make aware local people and the young of importance our heritage and make them natural and spontaneous “ambassadors” and “promoters” their home region and country.

2) Content focus

All materials made by children and youngsters were placed in the Internet on the special website. In those materials we were going to show how much history of the churches is

connected with a history of the whole region in every aspect: economical, social, ethnic, in case of morals and customs and in the lifetime single human being as well as. Means, measures, materials and techniques used by pupils during implementation of the “Learning Quest” exclusively depend on pupil's inventiveness and creativity.

3) Storyboard

There were involved two schools, one from Binarowa and second from Sękowa (WH Sites). The implementation was divided into two stages. During first stage special group of students worked out respective elements of the story. When they fulfilled their task correctly they went to the next level of knowledge. The main point of 1st stage that the pupil should overcome five levels of knowledge which are reflection in general five periods in district's history. During 2nd stage the others checked out themselves by filling out the tests on the website. Obtaining of some amount of points allowed students to get a title appropriate to the level. After every level, the pupils were entitled to get a diploma confirming their knowledge and skills. The best – those who reached to the fifth level – received the diplomas and gifts from the authorities of the school and the district.

4) Stakeholders

There were involved the students from two schools in Binarowa and Sękowa. Generally speaking, project concerned the 13 to 15 aged group of students.

5) Implementation team

The team consisted of three people from Administrative District of Gorlice, 4 teachers from schools in Binarowa and Sękowa, 2 translators and web designer. The team was supported by RTVG – Gorlice Regional Television.

6) Technical requirement

On every stage of the project only basic computer skills are required (MS Office). Very advanced issue – technical or organizational - will be solved by professional staff.

KARDJALI developed its Learning Quests according to the following items

1) Learning Quest Approach

Learning Quest Approach was used for the first time in Bulgaria. There were two major objectives. The first objective was to promote the historical complex of “Perperikon” as being part of the world cultural heritage, as well as to popularise its rich history and its development during the different periods of the history. The second objective was to motivate young people in the town of Kardjali and stimulate them to find out more about the past not only of the historical complex of Perperikon, but of the whole region as well. The team decided to use the web-based Learning Quest and the mixed approach, namely, a mix of web and physical resources. This approach was selected on the basis of the available data about Perperikon and the history of the region. Mostly, this data can be found in books, research papers and articles. Web-based data is available but on a smaller scale. This approach was selected also because of the little experience that pupils in Kardjali have regarding research carried out with the help of Internet. Besides, this approach provided an opportunity for the pupils to develop their computer skills as well.

2) Content Focus

First, the major task which the team decided to assign to the pupils was to prepare materials for the virtual tour guide “Perperikon” and the region which was intended for other pupils from their age group. These materials aimed to present the development of Perperikon in the light of the different historical periods and civilisations, also the economic and historical relations, the myths, legends and heroes. While drawing up the detailed concept, the team decided also to include tasks regarding the sources, the historiography and the history of research about Perperikon. The purpose of these tasks was to motivate pupils to learn more about the scientists and experts who have carried out research works on this site and who still continue carrying out excavations.

3) Storyboard

The team of people who drew up the detailed concept of “Perperikon” Learning Quest consisted of experts from Kardjali Municipality and CESAS, experts at the Regional Museum of History in Kardjali, teachers in History, Geography and Information Technology from the pilot schools. Perperikon’s history was divided into certain periods – Prehistory, Thracian civilisation, Hellenistic, Roman and Byzantine periods, as well as the Middle Ages. While carrying out the tasks pupils were asked to find out and present historical facts, social and economic relations, myths and legends, as well as information about prominent people who lived during these periods. There were also individual tasks in terms of studying the historical sources, the historiography and the history of research carried out at this site.

Pupils from the two pilot schools established several teams, then each team studied one of the historical periods and prepared presentation materials about the particular period, all being intended for other pupils. As an outcome of the research which had been carried out, each team prepared part of the virtual tour guide. The teams selected the format, content and type of the materials on their own, namely – text and photo materials, all being included in the section. The design and the format of the virtual tour guide “Perperikon” is also a final product of the activities which had been carried out by the pupils.

4) Stakeholders

Target groups are two classes – pupils between the age of 15 and 17 /8th – 9th grade/ at two schools in the town of Kardjali – “Yordan Yovkov” Secondary School and “Hristo Botev” Foreign Language School. One of the classes follows the standard educational programme, while the other includes additional intensive lessons in history. Other stakeholders are the teachers in History and Information Technologies in these schools, as well as the experts at the Regional Museum of History and the Tourism Expert in the municipal administration of Kardjali Municipality.

5) Implementation Team

The implementation team consisted of Nadejda Tzvetkova /Kardjali Municipality/ - technical co-ordinator; Daniela Mihaylova – expert at the Regional Museum of History in Kardjali; Stanka Valova and Valeri Shanev – teachers in History; Nuray Nuri and Birol Sadula – teachers in Information Technology.

6) Technical Requirement

In order to carry out their tasks pupils used the camera and the computer labs of the two pilot schools, MS Standard Office и HTML Editor. The books and the academic articles were

property of the Regional Museum of History and the Library in the town of Kardjali. Kardjali Municipality provided to the pupils transportation to Perperikon.

4.5 How the Learning Quests have been developed and implemented by each partner

URBINO

The **background and theme** of the Learning Quests

The Theme chosen by the Urbino Municipality Team for the implementation of the Pilot Action is the development of a communication plan aimed at increasing tourism to the city by focusing the attention towards the architectural/cultural heritage of the historical center – a UNESCO World Heritage site since 1998. The Learning Quests **model adopted** (here can be inserted the Web Quest presented to students or drafted out with students: e.g. “Promoting Urbino”. Or, eventually, the web site link where the web quests can be found is <http://www.comune.urbino.ps.it/heritagealive/english/index.html>)

The target (here the partners should describe how the target group for WQ has been selected, the type of school, the students’ age). First contacts with the Urbino State Institute of Art (Istituto Statale D’Arte) began in October. Upon careful scrutiny this school was chosen as the most suitable place in which to carry such experimentation since Advertising Graphic Design -- which characterizes the technical profile of the curricula -- is a fundamental and unavoidable element for the realization of a promotional campaign. Following several encounters with the Scholastic Executive Manager, in which our Technical Personnel illustrated the project’s generalities and specifics, the school formally accepted the project and provided two groups of students currently enrolled in the school’s Advertising Graphic Design program. The total number of students was 39 and ages ranged from 17 to 19. The school enthusiastically embraced the project and many professors immediately lent their support by including it in their own programs. The only inconvenient was that the school chose to not respect the schedule we proposed by extending the preparation phase of the communications plan (development of promotional materials) throughout the entire scholastic year. The school also chose to devote the proposed Trail-Phase solely to the definition of the campaign’s objectives as well as its positioning strategy and target audience.

The **goals** of Learning Quests (here the partners should describe which is the goals of the working team in the implementation of the WQ, with reference to educational, cultural and social goals. Perhaps the most satisfying aspect of the Learning Quest was seeing the students actively seek the knowledge to better understand their city and the best and most effective ways to promote it. The reader should keep in mind that these students are enrolled in a Design/Art School and as such are continuously exposed to the production side of promotion, still, in this formative experience they were stirred to analyze the strategic aspects of the cultural/artistic heritage they have at their disposal and that they often are not aware of. Main objectives of the work were:

- Actively involve the students in getting to know the city through the study of various resources (on-line, print and direct observation)
- Investigate the complexity of dynamics relative to the promotion of a city, keeping in consideration the needs of different interest groups (stakeholders)
- Motivate the students towards teamwork through the utilization of innovative communication technologies.

The **used methods** (here there should be a more detailed description of what already mentioned above in “Method”. In other words, each partner should describe the approach method with students and the school, the scheduled guided visits of the city, monuments and sites) Starting in December various preliminary seminars were carried out with the two

groups of students aimed at illustrating both the project as well as the fundamental communication techniques needed to create a promotional message. During the first encounter the students were presented with the **Learning Quest** and the tasks that they would be required to carry out. Successively the students were divided into the three major interest groups representing the city of Urbino: the citizens, the university and the businesses – each group nominated a representative. In order to acquire the necessary cultural perspective, the students analyzed the needs and expectations of each group through the following phases:

- Research of necessary information via a list of supplied websites
- Direct examination of the heritage to value and promote
- Development of a questionnaire to administer to the actual representatives of the three interest groups. Next, the students presented the needs and expectations of each group that surfaced through their research and, following a group discussion, selected the objectives, positioning strategy and the target audience for the development of the communications plan.

The **results achieved** (here the output/results achieved through the WQ should be mentioned. What motivated the students was the fact that their project was indeed based on a real challenge that the city is currently facing – how to overcome the ever-decreasing tourism and position Urbino as a relevant destination. This, added to the fact that the Municipality was truly interested in the outcome as a source of ideas and inspiration, gave this experience a whole new meaning and an unprecedented level of excitement and relevance. Considering the students had previously only worked on fictitious campaigns, playing an active role in their city's future gave them the "charge" they needed to truly get into the right spirit. On a related note, and considering the age of the students (late teens) it is very important to note that it is through these experiences that the typical sense of "alienation" and disinterest towards the city/community can be overcome. Our students understood the value of their city and actively processed this value as it translates into the needs of others. As an added value, it is worth noting that this empowering exercise/project will not only help them appreciate and learn to respect their city but also achieve greater success in their careers – this through a new set of skills they learned including: Elaboration of marketing concepts, active vs. passive thinking, strategic thinking, empathy, evaluation skills, creating effective promotion/advertising, the different meanings of "value", "needs" vs. "wants"... etc.

As far as the resulting products are concerned, each group worked on the development of a questionnaire that was then administered to the interest groups, the citizens of Urbino, business owners, and the professors and administrative personnel of the Urbino "Carlo Bo" University.

GORLICE

The **background and theme** of the Learning Quests

Wooden churches in Binarowa and Sękowa, located in Administrative District of Gorlice, were inscribed on the UNESCO's World Heritage List relatively not long ago, in 2003. As a result, we have to grant that awareness of inhabitants – how precious are those churches and how prestigious is the registration – is very low. Generally speaking, people at large do not appreciate our unique objects and their role in the Gorlice region and the whole country.

Our aim was to change that attitude and situation. The Learning Quests **model** adopted (here can be inserted the Web Quest presented to students or drafted out with students: e.g. "Promoting Urbino". Or, eventually, the web site link where the web quests can be found.

Here you can find details and see what were made by students from Binarowa and Sękowa during “LQ” implementation: www.UNESCO.gorlice.pl

The **target** (here the partners should describe how the target group for WQ has been selected, the type of school, the students’ age). In case of selection of the student’s group we had two options: to involve students from larger towns (Gorlice and Biecz) or to choose students from villages Binarowa and Sękowa, where the churches in fact are. The latter was more complicated the first was easier. There are plenty of secondary schools in Gorlice and Biecz and average age of the potential participants could reach 19 years and what follows their abilities and access to the resources would be much higher. In Binarowa and Sękowa there are only two schools and the age of students reached only 15 years: it was obvious that their abilities and opportunities of using library, museums etc. are debatable. Eventually we made a decision that the most suitable solution is to implement the “LQ” in Binarowa and Sękowa. Justification of the choice was simple: Binarowa and Sękowa are WH Sites, and developing people’s awareness especially the young in terms of cultural heritage plays pivotal role in local development.

The **goals** of Learning Quests (here the partners should describe which is the goals of the working team in the implementation of the WQ, with reference to educational, cultural and social goals.

- To convince young people that not everything is lost in their villages, and that a lot can still be done with the great monuments and the cultural heritage, which is the most important value of these lands.
- To teach teenagers pro-active attitude and good “ambassadors” of their motherland (even if it will not prevent them from leaving)
- To make the tasks for students as much interesting as it possible
- To encourage the students to ask questions, look for answers, search through reference books and other sources of information, and analyze them properly
- To provide the students knowledge how to work in team
- To cause that the students learned some specific skills connected with the computer science and had to find some solutions and show their resourcefulness
- To encourage local people and organizations to intermingle and initiate many new enterprises, and the schools to start cooperating with one another beyond the limits of the project.

The **used methods** (here there should be a more detailed description of what already mentioned above in “Method”. In other words, each partner should describe the approach method with students and the school, the scheduled guided visits of the city, monuments and sites)

Activity	Time
1. Establishment of contacts with two schools: in Sękowa and Binarowa. 2. Working out the basic assumptions of the “Learning Quest”	August 2006
Establishment of the implementation team consists of teachers: three teachers from Sękowa	August 2006

one teacher from Binarowa	
<p>Recruitment of the eager students in the Sękowa and Binarowa schools:</p> <p>18 students from Sękowa take part in the "Learning Quest"</p> <p>15 students from Binarowa take part in the "Learning Quest"</p> <p>Age: 13-15 years</p>	August/September 2006
<p>Implementation of the 1st stage of the "Learning Quest" – developing of the content for bi-lingual website:</p> <p>selection of subjects among students</p> <p>making of texts according to assumptions of the "Learning Quest" (Settlers, Inhabitants, Builders, Industrialists, Guards of Heritage)</p> <p>making films about objects inscribed into World Heritage List</p> <p>interviewing inhabitants and professionals occupying the churches</p>	September/October 2006
<p>Study tour of the students from school in Sękowa:</p> <p>St Philip and Jacob church in Sękowa</p> <p>Władysław Długosz's palace and estate (gardens)</p> <p>catholic and orthodox churches placed on the Wooden Architecture Route</p> <p>new church in Sękowa, built by industrialists from 19th century</p>	October 2006
Evaluation and correction of the material	October 2006
<p>Implementation of the 1st stage of the "Learning Quest" – developing of the content for bi-lingual website:</p> <p>collecting of the press materials</p> <p>collecting of the addresses concerning of region and the churches</p> <p>collecting of the photos concerning of the churches</p>	November/December 2006
<p>Study tour of the students from school in Binarowa:</p> <p>St Michael Archangel church in Binarowa</p> <p>catholic and orthodox churches placed on the Wooden Architecture Route</p>	December 2006
Evaluation and correction of the material	December 2006

Participation of the external experts: support of local television support of professional photographers participation of the web designer	October/November/December 2006
Development of the website www.UNESCO.gorlice.pl	November/December 2006
Development of the 2 nd stage of the “Learning Quest” – creating of the computer programme which will enable students to take part in tests	December 2006/ January 2007

To this moment implementation of the “Learning Quest” proceeded without major problems. Unfortunately, during implementation of the 2nd stage surprisingly problems with the Internet occurred. According to plan the implementation should have looked like as follows:

- 2nd stage will last two weeks. After first week programme will be evaluated and corrections will be made if needed.
- Every student from Sękowa and Binarowa schools can take part in the 2nd stage.
- There will be created respective web page in the www.UNESCO.gorlice.pl website.
- There will be 10 tests consisting of 10 questions each on the web page.
- Questions will be concerned the churches inscribed into WH Site and the whole region. All answers will be easy to find on the website.
- At the beginning every student will have to fill in a form concerning her/his personal data: name, surname, age, school, class.
- Next, every student will answer for 10 questions.
- Time for making the test will be limited to 10 minutes.
- After 10 minutes the test will be blocked and student will have to option – to leave the test and web page or – by press the button – send the filled test to the project coordinator (the operation will be going on automatically)
- The project coordinator will evaluate a correctness of the test and grant the student title adequate to her/his level of knowledge.
- All results of the tests will be presented during evaluation of the “Learning Quest”.
- Every student will receive a diploma with confirmation of her/his status (i.e. Builder, Industrialists) and the best of them – Guards of Heritage – will receive their titles and diploma during especially solemn ceremonies (the end of the school year) in presence of authorities of Administrative District of Gorlice, Sękowa, Biecz and Binarowa community, priests from churches in Sękowa and Binarowa.

Departures from the plan:

- 2nd stage lasted more then 5 weeks from 2nd of February to 14th of March 2007.
- There were 12 tests for Sękowa and 7 tests for Binarowa; each of them consisted of 15th questions.
- Finally, we had to resign of time limitations.

- There were great ceremony in Gorlice with participation of the authorities of Polish National UNESCO Committee from Warsaw and Lead Partner from Salzburg, students, teachers, priests and mass media. The students received diplomas and prizes.

Taking into account the departures mentioned above, implementation of “LQ” proceeded as follows:

Implementation of the 2 nd stage of the “Learning Quest”: announcement of the principles and terms of the 2 nd stage of the “Learning Quest” the test phase	January/February/March 2007
Announcement results of the “Learning Quest” – information concerning achievements of the students in both 1 st and 2 nd stages	March 2007
Evaluation of the “Learning Quest”	March/April 2007

The **results achieved** (here the output/results achieved through the WQ should be mentioned)

- Finally in the “LQ” took part 85 students, 11 of them received the highest title “Guardian of heritage”
- The Web page www.UNESCO.gorlice.pl has been established both as a tool for implementation of the “LQ” and final product with strong promotional function.
- Films and 13 audio recordings have been made; making them was the task for the students and now they play great role in promotion of the HERITAGE ALIVE! Project, WH sites and Gorlice region as well
- All the goals mentioned above have been achieved.

KARDJALI

The **background and theme** of the Learning Quests

The theme of Learning Quest Perperikon was to create a virtual tour guide for students which presents and illustrates the development of the historical site during the ages. The Learning Quests **model adopted** (here can be inserted the Web Quest presented to students or drafted out with students: e.g. “Promoting Urbino”. Or, eventually, the web site link where the web quests can be found. “Perperikon” virtual tour guide is available at the web-sites of CESAS, Kardjali Municipality and the two pilot schools – “Yordan Yovkov” Secondary School and “Hristo Botev” Foreign Language School.

The **target** (here the partners should describe how the target group for WQ has been selected, the type of school, the students’ age)

The project team selected the pilot schools having in mind their profile. “Hristo Botev” Foreign Language School specializes not only in intensive foreign language learning, but provides opportunity for intensive lessons in History as well. While “Yordan Yovkov” Secondary School’s profile includes training in entrepreneurship as well. Both schools have

already realized initiatives regarding the protection and popularization of the cultural heritage in the region. The implementation of Learning Quest “Perperikon” received the full support of the managing board of the Regional Museum of History – Kardjali and the two pilot schools. The director of the museum and the principals of the schools recommended the experts and the teachers in History, Geography and Information Technology who were to take part in the implementation team of Learning Quest “Perperikon”. Teachers preliminarily discussed the action with the pupils in their schools, and suggested the classes to be included in the implementation of the project. The team introduced the approach to the pupils and they themselves decided whether or not to participate. 36 pupils between the age of 15 and 17 /18 pupils from each of the two schools/ took part in the implementation of Learning Quest “Perperikon”.

The **goals** of Learning Quests (here the partners should describe which is the goal of the working team in the implementation of the WQ, with reference to educational, cultural and social goals.

The major goals which the team had set during the implementation of Learning Quest “Perperikon” were to promote the historical site of Perperikon as being a part of the cultural heritage in Bulgaria, also its rich past and its development during the different periods of history, as well to motivate young people in the town of Kardjali to learn more about the rich history not only of Perperikon, but also of the whole region of the Eastern Rhodopes. While carrying it out we tried to develop the knowledge and skills of the pupils in the field of new technologies and the opportunities which Internet provides in terms of searching and presenting information. The other goal was to establish active partner relations among all stakeholders in order to protect and preserve the cultural heritage of the region and the opportunities for social and economic development which it provides.

The **used methods** (here there should be a more detailed description of what already mentioned above in “Method” . In other words, each partner should describe the approach method with students and the school, the scheduled guided visits of the city, monuments and sites) The method Learning Quest is being used for the first time in Bulgaria. Several of its elements have been used during the educational process, but never the overall concept of the method. Pupils had no previous experience as far as this kind of research is concerned. Experts at CESAS, Kardjali Municipality, the Regional Museum of History and teachers at the two pilot schools took part in the implementation of the detailed preparation of the concept. The team decided to use the web-based Learning Quest and the mixed approach, namely, a mix of web and physical resources. This approach was selected on the basis of the available data about Perperikon and the history of the region. Mostly, this data can be found in books, research papers and articles. Web-based data is available but on a smaller scale.

This approach was selected also because of the little experience which pupils in Kardjali have regarding research carried out with the help of Internet and regarding new software products. Besides, this approach provided an opportunity for the pupils to develop their computer skills as well. The major task which was assigned to the pupils was to prepare materials for the virtual tour guide “Perperikon” for other pupils. While preparing the detailed concept, the team decided to include tasks not only about the historical development of Perperikon during the different periods, but also historical and geographic characteristic features of the whole region, sources, historiography and history of research regarding the site. These tasks aimed at motivating pupils to learn more about the whole region, also about the scientists and the experts who have carried out research on the site and who still continue doing this.

Learning Quest “Perperikon” included individual as well as group tasks. Individual tasks covered the stages of gathering, analysing and summarising the information, while the group tasks aimed at developing the skills to work with the Internet and new technologies.

The participants from the two pilot schools formed 10 teams, the number of people in each team varying between 2 and 4 people, who studied a particular period of the history of Perperikon and then prepared presentation materials about the period. They carried out their research during time when they were not at school. While carrying out their tasks pupils were assisted by teachers in History, Geography and Information Technology. They met with archaeologists and historians, discussed their activities with them and also visited Perperikon and the Regional Museum of History in the town of Kardjali. They used the library stock and the archives of the museum and the library in the town of Kardjali. As an outcome of the research activities, each team prepared part of the virtual guide. The teams selected the format, content and the type of the materials, text and photo materials, themselves. With the help of the group tasks they created its design and format.

The **results achieved** (here the output/results achieved through the WQ should be mentioned). Young people who participate in *Perperikon Learning Quest* designed “Perperikon” virtual tour guide for pupils, which reveals the development of the site during the different ages. This guide is available in English and Bulgarian languages and it can be seen at the web-sites of Bulgarian partners: Centre for Economic and Social Analyses and Strategies and Kardjali Municipality, as well as at the web-sites of the two pilot schools in the town of Kardjali – “Hristo Botev” Foreign Language School and “Yordan Yovkov” Secondary School. Learning Quest “Perperikon” provided opportunity to these pupils to learn about and appreciate the rich history of the Eastern Rhodopes region. Participants gained experience in searching, analysing, summarising and presenting information which had been gathered from different sources – Internet, academic journals and interviews with experts at the Regional Museum of History – Kardjali. Pupils developed their skills in terms of working with new technologies. During the process of implementing the Learning Quest there was established a team of experts who work at different institutions, but who provide consultations to the pupils. The participants from the two schools also established partner relations.

		historical and socio-economic patrimony not easily is considered in a complex job table. When we try to explain the reasons why such patrimony belongs to the World Heritage, things are subsequently getting more and more complicated.
Integration of stakeholder	Issues related to the internal process for decisions	The first phase has been characterized by a difficulty, among the institutional stakeholders, because they did not have the perception on how concretely the UNESCO World Heritage can support local development processes
Collection of material	No negative experiences	The collection of materials was successfully completed because both the Municipality of Urbino and other institutions involved gave a tribute to set up a huge database through different supporting tools
Development of web platform	No negative experiences	

Phase: IMPLEMENTATION OF THE PILOT ACTION: PILOT ACTION TRIAL

Phase	Issues	Solutions for incurred problems
Trial phase	Some problems mentioned above.	Like in all evaluation and verification phases, it is always difficult to define exactly the full attainment of the planned objectives. Substantially, however, we are able to affirm that the evaluation supports and schemes have been very helpful and we did not find substantial problems
Supervision of students	Before selecting a working group, things are usually chaotic	Managing a complex run with a group of "teen-agers" always represents a huge problem from a managerial profile. After a first phase of group identification and the definition of some rules, things improve.

Phase OVERALL ASSESSMENT

Phase	Issues	Solutions for incurred problems
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Lessons learned	Preliminary difficulties in conceiving the LQ as an educational tool.	At the beginning, the working group had some difficulties in conceiving the LQ as a facilitation tool for learning because it was very complex
Supervision of students	Some difficulties in promoting an innovative tool	Usually such planned and programmed tools are not used in the schools and that fact represented a difficulty to understand the added value of a LQ.

During the implementation of the Learning Quests, **GORLICE** found the following issues and adopted the following solutions for incurred problems

Phase	Issues	Solutions for incurred problems
Concept development	Limited contribution of the schools in preparing the basics of the project	Tightening of cooperation with schools: at least three phone calls per week per school free and permanent access to project coordinator's private mail box for every teacher involved in programme visiting schools at least one time per two weeks and personal discussion with the teachers visiting office by the teachers according to needs
	Too broad topics	Changed and corrected topics – permanent work of the teachers; in case of crucial issues decision were made by project coordinator
	Not precisely formulated project tasks	As mentioned above
Involving students	Students were afraid of the challenge and lack of experience	This problem disappeared very quickly, as the project was very attractive, so the students were eager to take part in it.
	Lack of time	Teachers were very helpful in this respect, organizing the work of groups and individual students in a way which would not affect students' everyday duties too much. The most active students were given high marks in History and Civics, as the project deals

		with topics connected with these subjects.
Integration of stakeholder	<p>A certain degree of distrust of some institutions</p> <p>Apprehension of using the materials lent by some people or institutions to their disadvantage</p> <p>Wasting time on waiting for permits</p>	<p>It is important to inform all the interested institutions about the project works all the time.</p> <p>It was often necessary to convince someone for a very long time to lend a given item, which of course affected the pace and quality of students' work.</p> <p>There were many reasons for this. One of them was the fact, that in 2006 there were numerous serious thefts and attempts of burglaries to local churches within the district of Gorlice. As a result, the procedures one has to undergo before being allowed to use the churches for purposes other than religious, are much stricter now.</p>
Collection of material	<p>Little access to necessary books</p> <p>Lack of necessary equipment</p> <p>Limitations caused by copyright</p> <p>Fear of some people to publish their family photographs</p>	<p>Such problems were quickly solved, thanks to professional help of libraries and museums.</p> <p>The situation in that issue was improved and finally solved by participation, contribution and support of Regional Television Network</p> <p>This process was very difficult and time-consuming (discussing the conditions, writing contracts, etc).</p> <p>As mentioned above</p>
Development of web platform	Not enough money	We've made the platform on the framework the money granted.

Phase IMPLEMENTATION OF THE PILOT ACTION: PILOT ACTION TRIAL

Phase	Issues	Solutions for incurred problems
Trial phase	<p>Badly adjusted computer network</p> <p>The participants would like to know the results of the tests immediately</p>	<p>The students tried to use every computer in the vicinity, they visited each other's houses, or went to Internet cafes in nearby towns. People started working together to solve the problem concerning access to the Internet. Project coordinator assumed access to the Internet in other schools in the vicinity.</p> <p>According to the programme, evaluation and summing up was to follow the test stage. It came as a surprise to the organizers, that the students were against such an order of events. Impatient teenagers wanted to know the results straight away, and they were really disappointed to hear that they had to wait. It is a matter of discussion, what would be better- announcing the results immediately, or after finishing one of the project's stages.</p>

Phase OVERALL ASSESSMENT

Phase	Issues	Solutions for incurred problems
Lessons learned	Preliminary difficulties in conceiving the LQ as a educational tool.	At the beginning, the working group had some difficulties in conceiving the LQ as a facilitation tool for learning because it was very complex
Supervision of students	This approach provides pupils opportunity to acquire and improve new skills – analysis of different types of information, as well as work in a team and Internet search.	Usually such planned and programmed tools are not used in the schools and that fact represented a difficulty to understand the added value of a LQ.

During the implementation of the Learning Quests, **KARDJALI** found the following issues and adopted the following solutions for incurred problems

Phase	Issues	Solutions for incurred problems
Concept development	There was established a team of experts and teachers in History, Geography and Information Technology from the two pilot schools, and they all became familiar with the Learning Quest method; The detailed concept of Learning Quest "Perperikon" was in conformity with pupils' level of knowledge.	The topic concerning Perperikon's history covers a wide range of information because the development of the site covers a very long period of time. Information about the historical site is present in various academic publications and it is not properly arranged. These problems were solved by re-discussion of the concept, determining the chronology of the periods and assigning tasks which are as concrete as possible.
Involving students	- Pupils showed extreme interest.	
Integration of stakeholder	-We received the full support and assistance of all stakeholders.	
Collection of material	Classifying the existing information about Perperikon that is available in different academic literature and articles, which is appropriate for pupils from the selected age group. Collected rich photo materials about the region and Perperikon.	We faced some difficulties when providing the articles and publications due to limited editions. Unfortunately, for the time being there exist a small number of on-line information sources about Perperikon.
Development of web platform	- Teachers and experts who participated in the team gained new skills in working with new technologies	Teachers in History and Geography had basic knowledge in Information Technology. During the process of designing the Web-platform they found out about the opportunities which IT-based technologies provide in terms of interactive presentation of teaching materials.

Phase IMPLEMENTATION OF THE PILOT ACTION: PILOT ACTION TRIAL

Phase	Issues	Solutions for incurred problems
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<p>Trial phase</p>	<p>Pupils gained new knowledge and skills in terms teamwork and ability to work archive units</p> <p>Pupils learned more about the history of the Eastern Rhodopes</p> <p>Participants improved their skills in terms of searching in the Internet and working with IT</p>	<p>Pupils faced difficulties during the process of analysing the available information. The large-scale research of the site was initiated about six years ago, and at present there exist various hypotheses among the different academic circles regarding the periods of development of Perperikon. Very often these hypotheses are contradictory;</p> <p>The ability to work with new software products is not largely popular in educational programmes, and this required additional consultations with the teachers in Information Technologies.</p>
<p>Supervision of students</p>	<p>Pupils showed increased interest in Perperikon's history</p>	

Phase OVERALL ASSESSMENT

Phase	Issues	Solutions for incurred problems
<p>Lessons learned</p>	<ul style="list-style-type: none"> - Pupils realized the importance of the cultural and historical heritage for the development of the whole region. - Established and improved partner relations among stakeholders in order to preserve the cultural heritage of the region and also in order to utilize it for the purpose of the social and economic development of the region 	<p>“The History of Perperikon” covers a very long period of time. The subject matter is vast. More time is needed in order to study in detail the different periods and aspects of life at Perperikon. This is the reason why the themes were focused on the overall development during the different periods, without the necessity of asking for detailed description and study of all possible aspects.</p>
<p>Supervision of students</p>	<p>This approach provides pupils opportunity to acquire and improve new skills – analysis of different types of information, as well as work in a team and Internet search.</p>	

5 Appendix

5.1 Technical and Organisational Evaluation Template

The technical and organisation evaluation is based on the positive and negative experiences of the organisers of the Learning Quest. The open questionnaire was filled in by the respective project partners in co-operation with their organising partners—i.e. school and university teachers.

1.) Concept development and Pilot Action set-up

a.) Concept development	Positive/negative experiences	Rationale/Explanation
What <i>negative experiences</i> did you make in developing the Learning Quest concept (e.g. basic idea, theme, tasks to be solved)?	1.) A very complex and wide plan of the project, with too many stages to be carried out.	The initial assumptions were very ambitious, and they certainly deserved appreciation, but later it occurred that it is not possible to carry out all of them, due to the lack of money and time. Moreover, the plan was not precise enough, and the participants had many doubts and fears connected with it. Therefore, some plans had to be corrected or simplified.
	RECOMMENDATION	Be creative and realistic! Approaching own and others' abilities should be realistic; the plan of action should be innovatory, but at the same time the aims must not be too general or too far-reaching.
	2.) Not enough cooperation with schools and participants during the	Even though it seemed that there was good contact with the schools, there were many differences in interpreting the topic

		initial phase of the project.	of the project, and methods used to work on it. Both organizers and participants needed more cooperation and contact with the partner.
	RECOMMENDATION		<p>No cooperation between schools and institutions means disaster!</p> <p>Planning the “Learning Quest” project needs constant cooperation of schools and other participants from the very first moment. Schools must evaluate each aspect of the project; they have to be not only a partner or a participant, but also a co-author of the project.</p>
<p>What <i>positive experiences</i> did you make in developing the Learning Quest concept (e.g. basic idea, theme, tasks to be solved)?</p>	1.)	Creating a good, interesting and innovatory plan.	<p>Generally speaking, the “Learning Quests” were very well accepted in the schools and institutions involved. It worked well within the school curriculum, and it offered an unusual approach to the topic, still focusing on the things known to the students: their own villages and the region. It is also worth mentioning that working on the plan resulted in very good mutual understanding of both schools.</p>
	RECOMMENDATION		<p>Good plan is a half of success!</p> <p>Well-prepared plan, clear and accepted by everybody is not only very important, but it also makes it easy to put it into practice. Devoting precious time for defining our aims does pay in the future.</p>

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b.) Involving students	Positive/negative experiences		Rationale/Explanation
<p>What <i>negative experiences</i> did you make in convincing students/school classes to participate in the Learning Quest?</p>	1.)	<p>Students' fear of taking part in something unknown and not clearly understood.</p>	<p>At first, students were afraid to take part in the project, as they did not clearly know what they were expected to do. Thus, there was the impression that the project is too complicated and beyond their abilities.</p>
	<p>RECOMMENDATION</p>		<p>You must become a PR expert!</p> <p>Of course you can feel offended that the students are not enthusiastic about the project at first. If we do something new, something that nobody has done before, it is only natural that people hesitate or show no interest, as they cannot compare their work with anything else. The organizers' duty is to be ready for such reactions. We have to take into consideration the following:</p> <p>Students have a right not to understand what you mean. Use (as far as possible) clear language, and if something is ambiguous- try to specify it, e.g. showing some examples,</p> <p>Students have a right to be afraid. Think in advance how to help them, and how to convince them that "the devil is not so black as he is painted",</p> <p>Students work very hard during the project, so they deserve a prize. It can be a symbolic prize, agreed on by the cooperating schools,</p> <p>You have to dispel fears and doubts by explaining and convincing- have good arguments!</p>
<p>What <i>positive experiences</i> did you make in convincing students/school classes to participate in the Learning</p>	1.)	<p>Students' involvement.</p>	<p>When all the doubts had been explained, students understood that the "Learning Quest" project has nothing to do with school routine and compulsory homework, but it involves their close</p>

Quest?		neighbourhood, city, the churches, the archeological site from the UNESCO World Heritage List. It is a developing educational game, in which a student is a free subject, crucial for the success of the project. From that moment on, they became actively involved in the work.
	RECOMMENDATION	Show aims without cramping students' freedom. When you do something full-heartedly, and there is no limit to the used methods, this work will certainly be effective and attractive. If the aims of a project are closely connected with places or problems close to the participants and their everyday lives, achieving success is much easier.

c.) Integration of stakeholders	Positive/negative experiences	Rationale/Explanation
What <i>negative experiences</i> did you make in including the relevant local and regional stakeholders (persons or institutions whose authorisation you needed; or persons or institutions who/which participate in the Quest or contribute resources)?	1.) Misunderstanding the main idea of the project.	Some institutions did not notice the benefits which could be obtained from the project. It seemed to them to be far from everyday problems of local community. They did not understand the connection between a prestigious UNESCO List and actual benefits for the region. They also had doubts concerning the materials used for the project.

	RECOMMENDATION	Example of others works! Showing the greatest and the most famous places from the UNESCO World Heritage List is very important. Making someone aware that our churches are on the same list as those great and famous buildings is often a big surprise and shock. It is then easier to convince someone how great financial benefits can follow such a prestigious distinction (others did it, and so can we!). You just have to refer to the best and the greatest!
Which <i>positive experiences</i> did you make in including the relevant local and regional stakeholders (persons or institutions whose authorisation you needed; or persons or institutions who/which participate in the Quest or contribute resources)?	1.) Surprisingly good cooperation with parishes, experts, institutions and individual persons.	The involvement of so many institutions and people was really surprising. Also teachers and experts who were not initially involved in the project showed their interest. Cooperation with parishes, religious organizations and entrepreneurs was just perfect.
	RECOMMENDATION	It's always a good time and place to talk about the project! Promoting the project must not be neglected! All possible media should be used, even if their influence on the project seems small. The news about the project spread quickly and widely, increasing the number of unexpected supporters.

d.) Collection of material	Positive/negative experiences	Rationale/Explanation
What were your <i>negative experiences</i> in collecting and	1.) Significant differences in access to	There was a big difference here between Gorlice, Kardjali and Urbino. Gorlice, or, strictly speaking, Binarowa and Sękowa

providing resources (e.g. off- and online texts, images, audio-video material, experts that can be consulted), which students should use to complete the Learning Quest?		the materials.	(the villages taking part in the project) and Kardjali have too few materials to carry out the project fully. An additional problem was a technical one- students from Binarowa and Sękowa lack proper equipment of good quality, needed to work on the project. Students from Urbino had no problems of this kind whatsoever.
	RECOMMENDATION		In advance check carefully access to materials and possibilities! It is especially important when partner institutions differ considerably in the level of technological and logistic possibilities. It is one more important issue of planning "Learning Quest" project- we have to be brave, but also realistic.
What were your <i>positive experiences</i> in collecting and providing resources (e.g. off- and online texts, images, audio-video material, experts that can be consulted), which students should use to complete the Learning Quest?	1.)	Excellent cooperation during the phase of collecting materials.	The working teams cooperated in perfect harmony, in Urbino, Kardjali and Gorlice. All the problems, visible mostly in Binarowa and Sękowa, were solved thanks to creativity and efficiency of the students, as well as the involved institutions and volunteers.

e.) Development of the Web platform	Positive/negative experiences	Rationale/Explanation
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<p>What <i>negative experiences</i> did you have when you set-up the Web platform to feature the Learning Quest?</p>	1.)	Big differences concerning the process of creating the page.	As it has been already mentioned before, there was a big difference between Gorlice and Urbino and Kardjali. Urbino faced no difficulties, but Gorlice, Binarowa and Sękowa had to deal with too little money available to work on the page.
	RECOMMENDATION		<p>Plan things with a dose of imagination, but do not try to foresee everything!</p> <p>It has to be said once again- proper planning of activities and costs is a great plus of our project. We have to be imaginative, but also remember that not everything can be foreseen. In case of a mistake or difficulty, there should be an additional source of materials and money that can be used.</p>
<p>What <i>positive experiences</i> did you have when you set-up the Web platform to feature the Learning Quest?</p>	1.)	Easy process of creating a functional page	Creating the page went smoothly, and it was a great joy for the participants.
	RECOMMENDATION		<p>Act in accordance with the standards and make yourself noticed!</p> <p>The success depends on several factors. One of the most important ones certainly is acting in accordance with the world standards, available on the Internet and used during the project work. Also the below things are very important:</p> <p>the project participants should have an influence on the Internet page, as it is very stimulating for them,</p> <p>the project participants should be aware that their work has been published on the Internet, and it is like an exhibition of their work- it is yet another motivating factor.</p>

2.) Implementation of the Pilot Action: Pilot Action Trial

Trial phase and supervision of students	Positive/negative experiences		Rationale/Explanation
Which problems did you encounter during the trial phase?	1.)	Computer network.	<p>Negative experiences in this field mainly involved unexpected problems with the computer network in the schools in Binarowa and Sękowa. However, it occurred that the students had some detailed and specific remarks and suggestions concerning the use of computers in the initial phase of the project. Although they were a little bit discouraged by the problems with the Internet, they still said that they were eager to get to know the results of the tests as quickly as possible, and not when the entire project would be over.</p>
	RECOMMENDATION		<p>Trust and check!</p> <p>We will certainly avoid a lot of complications, if we check the technical possibilities of our partners in advance. It may be the case that things look quite optimistic and promising, but then during the project the expectations and requirements are not met. There is a great need of confronting our original intentions with the expectations of students- their perception and hopes are undoubtedly different from ours from the very beginning. They sometimes notice small things we would never pay any attention to.</p>
What positive experiences did you make during the trial phase?	1.)	Broadening the participants' knowledge, skills and sense of awareness.	<p>The partakers were greatly involved in the innovatory "Learning Quest" project. The fresh approach to the topic was very inspiring for the students. The fear of misunderstanding the idea of the project quickly disappeared, and everybody worked in a very responsible and mature way.</p> <p>As a result, their sensitivity to some topics and phenomena considerably increased, and they understood that they worked</p>

		<p>on things reaching far beyond the present of the nearest future. The students learnt to ask questions, look for answers, search through reference books and other sources of information, and analyze them properly. They also gained knowledge of working as a team.</p> <p>It must be also noted that the project was an important lesson of some specific skills connected with the computer science (in case of problems, the students had to find some solutions and show their resourcefulness).</p>
	2.)	<p>Using the experiences from the “Learning Quest” project in school curriculum.</p> <p>Another important aspect of the project is its influence on school curriculum. The innovation of the project works, after a short period of doubt, was fully accepted by the schools, which are now convinced that the methodology of the project is helpful in the educational process and in creating a typical school curriculum.</p>

3.) Overall assessment

a.) Lessons learned	Positive/negative experiences	Rationale/Explanation
<p>What were your main <i>negative lessons</i> from doing the Learning Quest?</p>	<p>1.) Difficult beginning of the project.</p>	<p>The initial difficulties were caused by the following:</p> <p>Innovative character of the project- “Learning Quest” as an idea, project and method was totally new in all the three places where it was carried out (Gorlice, Kardjali, Urbino). That is why the possible project partners were careful and distrustful, mostly fearing their own lack of experience,</p> <p>Usefulness of the project- potential partners, focusing on traditional educational methods, were not certain if the ideas offered by the “Learning Quest” would be really functional in</p>

			<p>the process of education and development of local awareness, Flow of information- when preparing the project, and later during the project itself, it was noticed that the system of exchanging ideas did not work well enough, which naturally caused conflicts and delays.</p>
	2.)	Lack of time.	<p>In all the three partner schools the planned time limits and deadlines were too optimistic, and certainly the effectiveness of work would have been greater if the time had only allowed.</p>
<p>What were your main <i>positive lessons</i> from doing the Learning Quest?</p>	1.)	<p>Significant growth of students' awareness of the issues concerning the world's cultural heritage.</p>	<p>As it has been already mentioned before, it is one of the most striking outcomes of the "Learning Quest" project. Students, teachers, local communities, and other people involved, learnt how to understand and respect the uniqueness of the cultural heritage and its value for everyday, practical aspects of life (a fascinating unification of their own village and the UNESCO World Heritage List).</p>
	2.)	<p>Broadening knowledge and skills.</p>	<p>This is one more noteworthy effect of the project. Students got a lot of theoretical and practical knowledge. First of all, they learnt a lot about the places of cultural heritage in several aspects: religious, historical, sociological and social. The project encouraged them to do more independent research- working in libraries, searching the Internet, analyzing scientific dissertations, doing own research, or consulting experts. Such great experience will certainly come in handy in the future.</p>
	3.)	<p>Involvement and integration of a variety of backgrounds and social groups. Establishing partner contacts between them.</p>	<p>Working on the project integrated many people on several levels:</p> <p>Students in the working groups</p>

		<p>Teachers within each school</p> <p>Each school with one another (it is particularly visible in case of Binarowa, Sękowa and Kardjali)</p> <p>Schools with institutions and organizations in a particular village or town</p> <p>Inhabitants of each village or town</p> <p>As a result, local people and organizations intermingled and initiated many new enterprises, and the school started cooperating with one another beyond the limits of the project.</p>
	4.)	<p>Discovering the rules of the “Learning Quest”.</p> <p>It became quickly clear that the project is a very useful educational tool, far from school routine and boredom, but at the same time enhancing strictly educational aims. “Learning Quest” proved to be a great method of teaching and learning.</p>
What would you do differently in retrospect?	1.)	I would intend more time for planning phase
	2.)	I would simplify and specify the topic
	3.)	I would provide perfect means of communication between the participants
	4.)	I would initiate the project faster

5.2 3.4 User & Take-up Evaluation

All students taking part in the Learning Quests completed the following questionnaire after their Learning Quest had been concluded.

Here are the overall results:

Please try to answer the following statements by attributing values from 1 – 7 (1 – agree very strongly; 7 do not agree at all)	1	2	3	4	5	6	7
The Learning Quest was thematically relevant.		x					
The theme of the Learning Quest was interesting.		x					
The Learning Quest was practice-oriented.			x				
The presentation of the Learning Quest (interface) was appealing.		x					
The objectives of the Learning Quest were sufficiently explained by the Learning Quest website and/or the instructor.	x						
The tasks were understandable and clear.		x					
The level of difficulty/complexity of the tasks was adequate (neither too easy nor too difficult).			x				
The individual tasks were interesting.		x					
The individual tasks were multifaceted.		x					
The level of personal and/or online support to complete the tasks was sufficient.	x						
The various material/sources indicated to solve the tasks were appropriate for solving the tasks.	x						
The material/sources indicated to solve the tasks were of high quality.	x						

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The role of each participant was clearly defined.		x					
The distribution of tasks among team members was appropriate.	x						
Team tasks effectively incorporated/integrated the findings of the individual tasks.		x					
I was able to actively participate in the Learning Quest.		x					
Completing the Learning Quest considerably extended my understanding of the local cultural heritage.		x					
Completing the Learning Quest considerably extended my appreciation for value of the local cultural heritage.	x						
I/my group received sufficient feedback throughout the Learning Quest.		x					
The aims of the Learning Quests were achieved.		x					
Overall assessment of the Learning Quest (1 highest, 7 lowest)		x					
What I did like in particular?	<ul style="list-style-type: none"> • I was able to use all the knowledge I gained in school in a practical scenario • learning many new things about the WH Sites and the region and looking at the region through many different perspectives learning, and teaching others, what they have the idea: • LQ is valuable learning tool • I could ask questions about the WH Sites all the people that they would normally be afraid to ask • learning for learning's sake working in a team was interesting • visiting WH Sites, museums, libraries 						
What I did not like in particular?	<ul style="list-style-type: none"> • technical problems with the Internet • lack of sufficient time in order to summarize the existing information and to design the final product • that experience was too short 						

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<p>How could the Learning Quest be improved?</p>	<ul style="list-style-type: none">• more meetings with the other school• the Internet should work without problems• more practical tasks – interviews with the locals, etc.• there should have been more useful materials at the beginning of the project• extend the experience (time-wise), make it last longer• make it a integral part of our school's program
<p>Other remarks I would like to make:</p>	<ul style="list-style-type: none">• thanks to the LQs the WH Sites started to be more appreciated in spite of some difficulties,• the project met all our expectations• such projects should be organized more often the teamwork was great• it was a wonderful experience!• repeating the experiences like this is strongly needed.

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