

As author W. Haddad said in the book Technologies for Education, "If we are going in the wrong direction, technology will get us there faster". Learning can take many avenues and one of them is Webquests. There are a number of places that Clark & Mayer could include Webquests into E-Learning. Since the chapter does not discuss the effectiveness of the various online social learning facilities, but rather the components of the different facilities. One place that Webquests could be added is in table 12.1 discussing the various online facilities in which collaborative learning take place. Another place is in the "Group Roles and Assignments in CSCL" since many of the Webquests are group activities and the importance of clearly defining every learners role.

In table 12.1 on pages 259 and 260, Clark and Mayer list a number of social networks used for virtual, collaborative learning such as chat rooms, email, wikis, and many others. They go on to list the description of the facilities as well as the applications of the different networks. A Webquest is a widely used avenue in education that should be included on the list. Although Webquests are controversial in their effectiveness, this is not what the chapter or even the list is about. The table is only there to inform the reader about the different online tools available to educators in which to facilitate collaborative learning. Although Webquests were only introduced in 1995, the other tools are strictly online facilities so they are relatively newer avenues as well. Webquests are also widely used in education, having learners use various web resources to complete a task in various subjects and topics so why not let readers know about yet another resource that they can use as an educator.

Another section in which Clark & Mayer could include Webquests is the section titled "Group Roles & Assignments in CSCL." If a Webquest is properly constructed, all members of the group have a specific role to accomplish the task. If the task is open-ended or a structured

controversy of a topic, all learners will learn better if they properly know their roles. As Clark & Mayer discuss that when the assignment was student moderated, they were more likely to construct higher-level results. In an instructor moderated assignment, students are gaining only a focused view of the learner while when students are moderating a group, the learners are more likely to discuss both views of the opinion as well as a greater freedom to critique in order to improve the quality of the outcome of the task.

Although it is not fully confirmed that Webquests are effective for learning, they are still a widely use collaborative facility that is worth mentioning for Clark & Mayer. The authors make a list of online avenues used for collaborative learning so why not include Webquests if they are just creating a list, not discussing the effectiveness or popularity of the facilities. Since Webquests should require a good definition of roles and it is the learners' job to come up with the final product, they could also include Webquests in their section on group roles.