

learned in the seventh grade will be the basis for the subsequent years. Thus, it is important to learn this lesson permanently.

3. Methodology

A literature review method was used in the study and the study was carried out in two stages. In the first stage, the emergence of WebQuests, the drafting process, design steps were studied and a comparison was made to create a WebQuest that can be used in mathematics lessons by the help of examining the literature. In the second stage, with the help of the information obtained from the first stage, a sample WebQuest which is about the coordinate system was created for mathematics lessons.

4. Information about Prepared WebQuest

Information about which steps should exist on the WebQuest was summarized above. Based on this information about the WebQuest prepared for study is as follows:

Once WebQuest page is opened, a homepage appear in front of the students. On this page, the name of activity is called "Let's Travel The Earth!". In addition, a returning world picture is remarkable.

At the entrance of the WebQuest, a scenario with a small picture is given to motivate students and to gather their attention. Scenario was built on finding positions of the countries located in different continents on Earth.

At the task section expectations from the students have been listed in detail. It was asked to work in group consisted of four people after this task expected to make a power point presentation.

The part of sources of information can be given on the part of task, but on this WebQuest, it appears to be a separate section. Examples of WebPages are given to guide learners in terms of fulfilling their duties.

On the step of the process, by giving a table, after writing the latitude and longitude values of countries, to show their on the world map is asked.

A rubric for assessment is created by the researcher. On this rubric, tasks defined previously to students are presented in 1 items and 3-grading were formed according to each suitable level of them.

In the part of the conclusion, by giving information about what the result obtained at the end of this activity is and what gains they can reach beyond them, the students have been encouraged. A logo that shows their greetings has been given.

5. Conclusions and Recommendations

The most important influence of WebQuest on the learners in the learning process is interest and curiosity. Because of consisting actively interact with the computer and internet; it increases the interest and curiosity of learners in learning. It can be motivating and it can improve the capabilities of students. The students included in the subject starts all relevant stages with their existing skills.

In addition, the use of WebQuest as a teaching material motivates students. Especially in the teaching of mathematics courses including abstract concepts as the structure of it, this part is very important. The construction learning takes part by researching easily with the sources on their own. A support done in this way can be used in the science or social areas, and even decision-making about the conditions of the real-life experiences. According to McKenzie (1999) the support is defined as "While learner is searching for the answer to any problem or any question, to organize and support the study or inquiry wanted from learner in order to avoid too much away and lost on the road."

It ensures the learning process enjoyable and allows opportunities to people who prepares while expressing their self-expression. An opinion on this subject is as follows:

The most important component in learning with WebQuest is to develop in students the ability to apply new knowledge to learned previously (Polkan et al, 1998). According to Dodge (2001), Web adventures must go beyond telling again, learn the true knowledge thoroughly, practice the knowledge, and use this knowledge in problem

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