The Impact of Collaborative Learning on Web Quest Strategy Used in Learning Educational Psychology

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ABSTRACT

This article is aimed to investigating the influence of a web quest strategy on achievement, and whether collaborative learning can maximize the effectiveness of a web quest used as a medium in teaching and learning educational psychology among the female students at Al Majmaa University in Saudi Arabia. Quantitative and qualitative approaches were used in this strategy to investigate the effectiveness of using web quest as a medium of teaching and collaborative learning in Educational Psychology. The questionnaire used was an adaption from the study of Dodge. Each item in the questionnaire was based on a Likert scale which is scores of 1,2,3,4 and 5. While, for the quantitative study, a total of 33 students participated in the interview in order to identify the perception towards collaborative learning and web quest use. Study individuals consisted of 65 female students enrolled in the faculty of education at Al Majmaa University in Saudi Arabia, in the academic year 2014-2015. These women were distributed into two groups; the first group was the experimental group consisting of 33 students who studied using a web quest strategy and the other group was the control, consisting of 32 students who were taught using the conventional method. The results indicate that collaborative learning did not show positive influence, web quest used alone still shows improvement on students’ learning outcomes.

KEYWORDS

Critical Thinking Skills, Collaborative, Educational Psychology, Learning, Motivation, Social Skills, Strategy, Web Quests

1. INTRODUCTION

The new vision of developing education focuses on knowledge economy in Saudi Arabia by employing technology in education and preparing a generation of learners able to deal with technology and use it effectively. Undoubtedly, raising the level of outputs is the basic goal of the development process that requires students who know about the modern technology to help them construct the knowledge and employ it in their life.

Educators confirm that helping the students at different studying stages to learn the concepts in an effective way is a fundamental objective of the basic education, and learning the concepts facilitates

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learning the educational content, increasing its fixation in the memory, improving the students’ abilities in achievement and education, and employing the educational experiences (Qatawi, 2007).

Web Quest Strategy is considered one of the most important strategies that links between the educational planning of the educational process in an accurate form and between using the Internet. It is considered a constructive educational pattern that based on the learner model as a traveler and explorer, and it assured the interaction between the learners and the teacher during the educational process. Additionally, it reflects the idea of the modern teaching that relies on the latest technology as a source of knowledge (Lacina, 2007; Wang & Hannafin, 2008).

The Web Quest Strategy is defined as purposeful educational activities, guided by enquiry that depends on searching processes in the Internet to reach the correct information with less time and effort and to develop the students’ mental capabilities. It is an educational mean which aims at presenting a new learning system through integrating the Internet in the educational process, it is a flexible learning mean that can be used at all stages from school to the university, and even in all the courses and majors (Al-Hila & Nofal, 2008)

Sen & Neufled (2006) see that this strategy is a cognitive journey in the Web to reach the correct information with less effort and time to develop thinking, this strategy makes the learning process an interesting process to the students that increases their motivation and participation in the classes.

Collaborative learning encourages students to gain knowledge in form of group and, increased participation in group discussion. Each member of the group will discuss and assist team members in problem. While, traditional teaching is different with collaborative teaching whereas the role of teacher is to give information to students (chafe, 1998). In other word it called as teacher centre learning that is can be seen more to chalk-and –talk style. In study by Nayerah Baghchehgi (2011) found that most students in that class are silent, inactive and just listen what was taught by lecturer. This method encourages students to work individually and compete against one another and normally concerned with the improvement of their own grade. (Manlunas, 2011). This situation is difference with cooperative learning method that required students to concentrate and pay attention to receive information from other friends and require communication among all members

March (2003) stated that learning always occurs in social situations and that learning is both a social and a personal phenomenon. The sharing of multiple perspectives tends to increase the knowledge learned and the satisfaction derived from the process. There is evidence from traditional classroom environments, non–traditional face to face environments, and from on–line environments to indicate that collaboration can enhance learning. What do we mean by collaborative learning and in what ways can it positively affect learning?

Many studies have found that using Web Quests enhanced vital cooperation and collaboration among students, which is vital for student development (Gorgui, Gorgui, González, & García de la Santa, 2006; Lara & Repáraz, 2007; Murray & McPherson (2009) ; Torres, 2007). Murray and McPherson (2009) mentioned that Web Quests support group work. Working collaboratively, students improve speaking skills through verbal interaction with peers. When students work in groups, they discuss assignments and this leads to vocabulary exchange. According to Torres (2007), using Web Quests has the ability to promote collaboration and cooperation among students while using the target language, and this interaction in turn fosters responsible and independent learning and achieves social skills learning.

The web quest consists of the following elements (Ismael & Abdo, 2008).

- **Introduction:** That provides the students with the cognitive background about the lesson’s topic in a way that induces their motivation.
- **The Task:** It is the most important and basic part of the web quest and includes the sub tasks, such as the collection, design, creative production, persuasion and issuing the rule, and other tasks.
- **The process:** At this stage the mechanisms are determined and explained clearly to the students, also the steps they will make to accomplish the educational tasks.
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