The effect of web quest and team-based learning on students' self-regulation

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Abstract

Introduction

In this study, the authors aimed to examine the effects of cooperative learning methods using Web Quest and team-based learning on students' self-direction, self-regulation, and academic achievement.

Method

This is a comparative study of students taking a course in mental health and psychiatric disorders. In two consecutive years, a group of students were trained using the WebQuest approach as a teaching strategy (n = 38), while the other group was taught using team-based learning (n=39). Data gathering was based on Guglielmino's self-directed learning readiness scale (SDLRS) and Buford's self-regulation questionnaire. The data were analyzed by descriptive test using M (IQR), Wilcoxon signed-rank test, and the Mann–Whitney U-test in SPSS software, version 13. $p<0.05$ was considered as the significance level.

Results

The results of the Mann–Whitney U test showed that the participants' self- directed (self-management) and self-regulated learning differed between the two groups ($p=0.04$ and $p=0.01$, respectively). Wilcoxon test revealed that self-directed learning indices (self-control and self-management) were differed between the two strategies before and after the intervention. However, the scores related to learning (students' final scores) were higher in the WebQuest approach than in team-based learning.

Conclusion

By employing modern educational approaches, students are not only more successful in their studies but also acquire the necessary professional skills for future performance. Further research to compare the effects of new methods of teaching is required.

Keywords: Clinical, Nursing, Training, Students, Learning, Internet, Problem-based learning