

The Effect of Using Microsoft Teams on Achievement and Self-Learning Skills among Undergraduate Students in the School of Educational Sciences at the University of Jordan

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Abstract

The study aims to examine the effect of using Microsoft Teams on achievement and self-learning skills among undergraduate students in the School of Educational Sciences at the University of Jordan. The study sample consisted of two groups, who were registered in the Child Computerized Programs course during the first semester of 2022/2023, selected intentionally, and distributed randomly: the experimental group consisted of (46) students and the control group consisted of (42) students. To achieve the study objectives, two instruments were developed: an achievement test which consisted of (25) questions, and a self-learning skills scale which consisted of (30) items; the validity and reliability of the study's instruments were also verified. To answer the study questions, the arithmetic means, standard deviations, the analysis of covariance (ANCOVA), and multivariate analysis of covariance (MANCOVA) were calculated. The results of the study showed that there were statistically significant differences between the means of degrees of achievement and the degrees of self-learning skills measured due to the variable method of teaching and in favor of the experimental group taught using Microsoft Teams. Based on the results of the study, the researcher recommends generalizing the experience of teaching using the Microsoft Teams application in the rest of the educational subjects and all courses, preparing the course materials to suit the use of Microsoft Teams, working on developing and providing the necessary requirements for teaching using the Microsoft Teams, and holding training courses for instructors on how to use it.

Keywords: Cloud-based team collaboration software, Communication platform, Education, e-Learning, Jordan