

QUIZLET AND ITS EFFECTIVENESS TO FACILITATING COLLABORATIVE LEARNING AS PERCEIVED BY SELECTED HUMANITIES AND SOCIAL SCIENCE TEACHERS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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KEYWORDS

*humanities and social
sciences; collaborative
learning; online learning;
quizlet; interactive tools;
vocabulary acquisition*

ARTICLE ID

AASGBCPJMRA-B25825

Chapter 1 presents a study that explores the effectiveness of Quizlet as a tool for promoting collaborative learning, as perceived by selected Humanities and Social Sciences (HUMSS) teachers at Bestlink College of the Philippines. The study utilizes a descriptive-exploratory research design and applies a purposive sampling technique to gather relevant data. Information was collected through survey questionnaires to assess Quizlet's impact in key areas such as interactive features, practice tools, vocabulary development, learning outcomes, student engagement, and collaborative learning strategies. This research aims to determine how the use of Quizlet can effectively enhance collaborative teaching and learning experiences among HUMSS teachers in the institution. Chapter 2 discusses the research methodology used in this study, which applied a descriptive-exploratory quantitative approach to investigate the effectiveness of Quizlet in promoting collaborative learning among selected Humanities and Social Sciences (HUMSS) teachers at Bestlink College of the Philippines. A total of ten participants were selected using the purposive sampling technique to ensure that only those familiar with Quizlet were included. The research instrument was a survey questionnaire composed of three sections: (1) the role of Quizlet in collaborative learning, (2) the effectiveness of Quizlet, and (3) the problems encountered while using the platform. The questionnaire was validated through content validation, reliability testing, and a review for language clarity and accuracy. Data collection was conducted face-to-face, with the questionnaires distributed and immediately retrieved from different classrooms to ensure a high response rate. The collected data were analyzed using frequency, percentage, ranking, and mean to convert qualitative perceptions into quantifiable results. Ethical considerations included obtaining informed consent from all participants and ensuring confidentiality of their responses. The overall goal of this chapter is to provide a systematic approach to understanding the perceived effectiveness of Quizlet in enhancing collaborative learning among HUMSS teachers. Chapter 3 presents the analysis and interpretation of data on the effectiveness of Quizlet as a collaborative learning application for teachers. The results showed that participants strongly agreed on the positive impact of Quizlet in facilitating collaborative learning. Among the evaluated components, vocabulary acquisition ranked the highest with a weighted mean of 3.58, highlighting its strong influence on the learning process. In response to the findings, the researchers proposed an action plan aimed at enhancing the use of Quizlet and maximizing its effectiveness in promoting collaborative learning among Humanities and Social Sciences teachers. The study examined the effectiveness of Quizlet in supporting collaborative learning, particularly in areas such as interactive tools, practice activities, and vocabulary development. Findings revealed a high level of agreement among participants regarding Quizlet's positive impact on collaborative learning. Despite these positive results, certain challenges were identified. To address issues such as poor internet connectivity, cheating, and distractions during app usage, the researchers proposed a targeted action plan aimed at improving the overall effectiveness of Quizlet in educational settings.

RECOMMENDED CITATION

Abrio, C. G., Azores, J., Ballester, J. L., Berja, S. J., Jove, J., & Virtudez, A. (2025). Quizlet and Its Effectiveness to Facilitating Collaborative Learning as Perceived by Selected Humanities and Social Science Teachers at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 34.