Exploring the Role of Schema Development and its Impact within the Digital Vocabulary Application Quizlet

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ABSTRACT

This action research study describes the impact of schema development within the digital vocabulary application Quizlet on mid-level seventh grade iCivics students' achievement and their perceptions of achievement. It examines how students use schema development strategies and technology to construct their knowledge of essential vocabulary concepts. Specifically, this study examined the way these students used the study modes and games of the flashcard-making application Quizlet to develop schema while interpreting vocabulary concepts using schemata strategies. The identified problem of practice of this study explored and describes the use of technology at a basic level, one that does not promote schema development of vocabulary. This study examined the way students use Quizlet as a formative tool to acquire higher-order thinking skills through schema development of novel vocabulary concepts. The purpose of this research study was to explore how students construct their knowledge of essential vocabulary necessary to do well on formative and summative assessments. This research was an attempt to find out if and how the use of schema development strategies through the full use of Quizlet would impact student achievement. It also was interested in discovering the perceptions students held about Quizlet and its impact on their achievement. This action research study employed a convergent parallel mixed methods design and the data collection methods used were informal interviews, a pre and post test, a pre and post survey, a summative post test, and a pen a paper formative and summative assessment. Quantitative data was analyzed using Schoology that propagated student's scores and

aggregated the data into normal distribution graphs. Qualitative data was analyzed through priori coding of information provided by Quizlet. Survey monkey provided qualitative and quantitative statistics from the pre and post survey. The results of this study revealed that students who applied the schema development strategies model by the teacher-researcher and who used four or more study modes and games increased their achievement scores. Students perceived Quizlet as an advantageous tool attributing to their success especially on summative assessments when core teachers created the flashcards and Quizlet Live games. The implications of this study suggest the continued use of schema development strategies and a more efficient use of Quizlet for all students and by all teachers in this context.