

عنوان مقاله:

The Relationships between Web-Based Information Credibility Judgment, Critical Thinking, and Learning Styles of Iranian EFL University Students

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خلاصه مقاله:

The advent of Web ۲ tools and their features have allowed Internet users not only to seek information but also to generate and edit on-line information. However, excessive reliance of students, particularly EFL students, on the Internet has raised the issue of information credibility or quality of the information found online. This study sought to investigate the relationship between Iranian EFL university students' credibility judgment and their learning styles and critical thinking. It also intended to examine the extent to which the learners employ credibility judgment strategies to verify web-based information. To this end, ۲۱۲ Iranian EFL students, ۱۶۵ female(s) and ۴۷ male(s) (or add) students, received three questionnaires: Honey's (۲۰۰۴) Critical Thinking questionnaire, Kolb's (۱۹۸۴) Learning Style inventory, and the adapted version of Credibility Judgment questionnaire originally developed by Metzger, Flanagin, and Zwarun (۲۰۰۳). The results of descriptive as well as bivariate and multivariate correlation analysis revealed that, first, Iranian EFL students employ credibility judgment strategies at a moderate level, and second, critical thinking is a better predictor for credibility judgment behavior of EFL students than learning style. Moreover, three learning styles were significantly related to the currency sub-scale of credibility judgment. The findings can assist curriculum planners, policymakers, and instructors to develop plans for empowering EFL students with the skills they need to evaluate on-line information for accuracy, objectivity, authority, and currency.

کلمات کلیدی:

Regression Analysis, Web-based information validation, individual differences

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