

Comparing Students' Opinion between Web Based Learning and Face to Face Learning Processes

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Abstract—Although web based learning has many advantages, traditional learning environments are still preferred by some students. Especially, if the students come from the traditional learning environment, they resist on to study in the same way. We also met the similar reactions from the students who had been given a computer course in a web based learning environment. In order to compare students' opinion, qualitative data were collected from web based learners who followed computer education courses in three different learning environments at Ankara University with a matched group of traditional learners in two different period of learning times. As qualitative data the following questions were asked: (1) Do you like the period of learning time and learning method of this course? (2) Do you prefer another course in a same way? (3) Do you have any contribution from this course? The responds are discussed and compared with each groups.

Keywords—Web based learning (WBL), students' perceptions about WBL, learning environments in web.

I. INTRODUCTION

THERE are a lot of researches which emphasizes effectiveness of distance education by comparing face to face education. Until 1995, researches had focused on that "there are no significant differences between face to face and distance education on achievement, satisfaction, attitude, opinion subjects" (Verdiun and Clark, 1991; Clark, 1983 and Simonson, Smaldino, Albright and Zyacek, 2006). These researches contain data that explain distance education exhibits equal learning consequences and experiences with face to face education.

From the end of the 1990, equality theory which is about internet based applications defends that face to face and distance education students refer equal learning experience. With this theory it is emphasized that distance education applications must be designed based on face to face learning. Simonson expressed that if equal applications provided to distance and face to face students, equal learning experiences

and consequences would be come out. Equality in that theory refers that despite distance and face to face education students obtain different experiences they are equal (Simonson, 2000). Because different learning environments are exists for each online students and face to face students. All students will obtain equal learning consequences and experience with the appropriate activities (Simonson et al., 1999).

Achievement, satisfaction, attitude, opinion come foreground from equal learning outputs which students will gain. On the other hand, students' opinions are another one of the significant variables. Opinions are important because they reflect students' situation in education, problems which they meet in education process and preferences of learning. Therefore, students' opinions can be examined to see problems of face to face and distance education and whether they prefer or not (Horzum, 2003).

In literature related with students' opinion that both students and instructors have positive attitudes to usage of technology in technology instruction (Christenson, 2002; Sweaney, 2001). So it is expected that learning outcomes and students' opinions will be different in environments which computer lesson is delivered by distance education and face to face education. Furthermore, Davidson-Shivers and others (2004) pointed out that students are satisfied and have positive attitudes towards Web supported education (80%) and to Web based education (100%).

Two important points come out from these researches: Firstly students' opinions differentiate in face to face and distance educations by technology based technology instruction. Secondly, how much activities in internet based education are closer face to face learning, the same amount of the learning outcomes is closer to each other. So students' opinions are exhibited with application of internet based education activities by presentation, application and both of them (presentation and application).

The main purpose of this research is to exhibit and compare the attitudes of the students that deliver computer lesson once a week, twice a week, face to face or internet based in three different learning environments.

II. METHOD

This research is a qualitative study which is implemented within the framework of comparison of static groups. Here, there is information about study group, data collecting tools, collecting of data and analyzing of data in this research.

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Study Group:

160 first and second grade students of Ankara University of Faculty of Educational Sciences are participated to this research in 2005-2006 spring term. Participations are pre-service teachers of Primary School Education (PSE), Preschool Education (PE), Psychological Guidance and Counseling (PGC) departments. This research is conducted on Word Processor Program in computer lesson which is taught in first and second grades. Because experimental processes will be held in internet environment, before the study, training was given about learning management system where the study material will be used and usage of contents.

There are mainly 5 different groups as follows: There are three different internet groups which have different learning environment. First group as a demonstration group follows the web site with animations, listening and just observing the practices. Second group can be called as practice group that explain all details what students do when they open the word process step by step. There is no presentation of topics except commands. The last internet based group named as combined group is presented all presentations, animations, observing practices and than they were do all practices by themselves.

One of the face to face groups follows the lecture once a week per one hour and each course cover practices for retention.

Another second face to face group meets two hours per two weeks. This group also does practices at the end of the each course.

Data Collecting Tool, Collecting of Data and Data Analyze

In this study, it was asked to student who learned in different learning environment and with different learning styles, to write their opinions about "if this lesson is provided benefit for them or not" and "whether they want to take similar lesson with this method or not" with a data collecting tool. At first, collected data was transformed to digital data and analyzed regarding to the categories. After that, answers were interpreted based on student groups. Transformed data were presented by percent and frequency then answers which were found significant and impressive, were presented as written. Students' real names hadn't been used in this study because of academic ethic and a nickname was used for each student according to it's gender.

III. FOUNDINGS

In this section, data from survey about opinions of students regarding whether this lesson provided benefit for them or not and whether they want to take similar lesson with this method, is presented sequentially.

OPINION OF STUDENTS REGARDING THIS LESSON WHETHER IT PROVIDED BENEFIT FOR THEM OR NOT

Proportion of students who stated this lesson has provided benefit for them is %57(91), stated this lesson has partly provided benefit for them is %27(44) and stated that this lesson hasn't provided benefit for them is % 16(25). Nearly half of students showed that this lesson has provided benefit for them. There are nearly 11-15 student, mentioned courses

has provided benefit for them, who deliver courses regularly on internet, it is seen that they formed more of the half of their group. However proportion of students who deliver courses face to face with lecturer twice a week and mentioned courses has provided enough benefit for them is %67. Proportion of students who deliver courses face to face with lecturer ones a week and stated courses have provided enough benefit for them is %40. Further more, the proportion of students who mentioned this lesson has provided benefit for them completely or partly is %80, so this means proportion is too high. Changing of this proportion between groups and results of this is presented below.

OPINION OF STUDENTS IN DEMONSTRATION GROUP REGARDING THIS LESSON WHETHER IT PROVIDED BENEFIT FOR THEM OR NOT

Proportion of students in demonstration group who express that this lesson has provided benefit for them is %48(11), stated this lesson has partly provided benefit for them is %35(8) and mentioned that this lesson hasn't provided benefit for them is %17(4). Nearly half of students in demonstration group showed that this lesson has provided benefit for them. Students explained that this lesson has provided benefit for them because they use new knowledge in their homework and they are able to do some new processes on computer, they overcame their computer phobia and their new experiences would be helpful for their other lessons. One of the students who is named *Meltem* said that she has learned most of thing that necessary for her on computer and now she is able to do new things that she wasn't before, *Cenk* said that he use his new knowledge in other lessons, these courses provide him facility and it will be very useful in the future, *Armağan* said that she wasn't interested in computer and she was afraid of using at but now she got used the computer by this lesson, *Ekrem* said that he has learned to use computer in this lesson and now he is able to do what he wants on computer after lesson, *Güzin* said that these subjects are very useful for her homework which are difficult to do for her.

Students who expressed this lesson has partly provided benefit for them, explained the reasons of that as; they studied to this only for exam, lecturer should taught instead of internet, they didn't feel qualified and they didn't make any effort. Among the students *Banu* said that she studied because of necessity for exam and knowledge that she learned in lessons was not enough, *Fatma* said that she has learned Word but not enough, she had not interest for computer but now it is increased and it is better to learn from the lecture for a good understanding,

Students, who pointed out this lesson has not provided any benefit for them, explained the reasons of that as; they had taken same or similar lessons and courses before. Among the students *Funda* said that she took this lesson before when she was in middle and high school and she had a computer so she'd learned only details and shortcuts are important of them, *Emel* said that she had taken computer lesson before so she hadn't learned no more but general information and these were only repeating for her, *Hayriye* said that because she had

gone to computer course before, she hadn't learned anything more.

OPINION OF STUDENTS IN PRACTICE GROUP REGARDING THIS LESSON WHETHER IT PROVIDED BENEFIT FOR THEM OR NOT

Proportion of students in practice group who stated this lesson has provided benefit for them is %62(13), stated this lesson has partly provided benefit for them is %19(4) and stated that this lesson hasn't provided benefit for them is %19(4).

Students explain that this practice has provided benefit for them because they have learned to use computer, they are able to do their works on computer, they overcome to their computer phobia, they have learned new thing for their professions and their new knowledge is useful for their other lessons. Among the students; *Hale* said that this lesson provided for her to learn basic information about Word and Excel and this lesson was very useful because it was practical, *Ilknur* said that she hadn't any information about computer and she had computer phobia before she took this lesson but now she got out of these prejudgments, *Tülay* said that until she had taken this lesson she was using computer only for internet and she didn't know activities as writing, preparing presentation, *Öykü* said that she had learned intelligence for her profession.

Students who stated this lesson has partly provided benefit for them, explained the reasons of that as; generally they had taken this lesson before or method or materials had some problems. Among these students *Ebru* said that she remembered a lot of things which she had learned when she was high school but it was only memorizing, *Ahmet* said that they couldn't take advantage of this lesson because of materials' problem but shortcuts that he learned were very useful for him, *Ash* said that she couldn't find any computer for lesson so she had difficulties to learn but she had learned a lot of shortcuts, *Koray* said that method of lesson was not to useful and different methods might be tried.

Students who mentioned this lesson has not provided any benefit for them, explained the reasons of that as; they had taken same or similar lessons and courses before and they had difficulties in learning on internet. Among these students *Hasan* said that he was bored because the courses that they learned were the simplest and he knew all of them before so different ones could be taught, *Zeliha* said that she hadn't learned from the courses which was on internet and instead of this she would prefer lecturer told the lesson, *Neriman* said that they faced with a lot of interruptions and because the lecturer hadn't told, they had to learn from computer but program errors prevented it.

OPINION OF STUDENTS IN COMBINED GROUP REGARDING THIS LESSON WHETHER IT PROVIDED BENEFIT FOR THEM OR NOT

Proportion of students in combined group who stated this lesson has provided benefit for them is %68(15), stated this lesson has partly provided benefit for them is %14(3) and stated that this lesson hasn't provided benefit for them is %18(4). More of the half of students in combined group showed that this lesson has provided benefit for them.

Students explain that this computer lesson has provided benefit for them because generally they have learned to use computer, they are able to do their works on computer, they overcome to their computer phobia, they have learned new thing for their professions and their new knowledge is useful for their other lessons. Among these students *Selvi* said that she had learned a lot of unknown thing for her, she hadn't know writing in Word, making a table and preparing a slide before but now she learned and with these programs, she thinks she would be able to do homework in future classes and she would prepare very creative works and she believes that her homework would be more permanent and out of monotony and furthermore she expressed she had learned practical usage of computer like shortcuts, unknown keyboard buttons and different usage of mouse, *Feriha* said that she had learned Word and this program would be very useful especially after school, *Selda* said that before this lesson she hadn't been able to learn her exam results on internet but after lesson she could write in Word although slowly and prepare slides.

Students, who pointed out that this lesson has partly provided benefit for them, explained the reasons of that as; generally they had taken this lesson before or method and materials had some problems. Among these students, *Tülin* said that she had taken this lesson three times in high school, so she had learned only addition to her knowledge, *Fahri* said that he had learned only basic activities so he couldn't learn details, *Deniz* said that she made effort to take advantage of lesson as she could but studying on internet was very difficult.

Students, who mentioned this lesson has not provided any benefit for them, explained the reasons of that as; they had taken same or similar lessons and courses before and they had difficulties in learning on internet. Among these students, *Süleyman* said that classes and computers was not enough so the courses which were on internet, were not efficient, *Aynur* said that she couldn't learn anything because courses were on internet but she made effort to learn.

OPINION OF STUDENTS WHO TOOK COURSES FROM LECTURER REGULARLY EVERY WEEK REGARDING THE LESSON WHETHER IT PROVIDED BENEFIT FOR THEM OR NOT

Proportion of students who took courses from lecturer regularly every week that expressed this lesson has provided benefit for them is %40(17), stated this lesson has partly provided benefit for them is %43(18) and stated that this lesson hasn't provided benefit for them is %17(7).

Students explain that this computer lesson has provided benefit for them because they have learned to use computer generally, they are able to do their works on computer, they overcome to their computer phobia, they have learned new thing for their professions and their new knowledge is useful for their other lessons. Among these students, *Didem* said that she achieved new knowledge and she was using Word but now she could use different functions of that program, *Diyar and Ertan* said that before starting this lesson they hadn't know anything about computer but now they learned, *Yadigar* said that she learned useful things for daily life and school and

especially Power Point would be very helpful for her future profession, *Derya* said that she had overcome her computer phobia and she learned using computer with base line, *Zarife and Serçin* said that they would use their new knowledge in other lessons.

Students, who stated this lesson has partly provided benefit for them, explained the reasons of that as; generally the course time was not enough and they couldn't do enough practice. Among these students, *Fahriye and Fahri* said that they hoped to learn more but the limited time effected their learning, *Doruk and Tarık* said that some courses were taught very fast, *Begüm* said that she couldn't understand why she learned and did in lessons, learning was only in class and they hadn't practice enough, *Hale* said that she had learned limited information because of one hour per a weekly lessons, because she had only an hour internet opportunity her learning was effected, *Nur* said that lecturer didn't take care of student enough and students who know more than others did faster while another part couldn't learn important points.

Students who expressed this lesson has not provided any benefit for them, explained the reasons of that as; they had taken same or similar lessons before, learning in that course were not permanent and because of limited time practices were passed very fast. Among these students *Aslı* said that she had taken this lesson before and she hadn't learned anything different from before, *Soner* said that he couldn't use computer in lessons and he forgot everything after lessons, *Hülya* said that because she knew all of the subjects that were taught in class she couldn't learn anything new, *Sonnur* said that they had problems because of fast practices.

OPINION OF STUDENTS WHO TOOK COURSES FROM LECTURER TWICE A WEEK REGARDING THIS LESSON WHETHER IT PROVIDED BENEFIT FOR THEM OR NOT

Proportion of students who took courses from lecturer twice a week that mentioned this lesson has provided benefit for them is %67(35), stated this lesson has partly provided benefit for them is %21(11) and stated that this lesson hasn't provided benefit for them is %12(6).

Students explain that this computer lesson has provided benefit for them because they have learned to use computer, they are able to do their works on computer, they overcome to their computer phobia, they have learned new thing for their professions and their new knowledge is useful for their other lessons. Among these students, *Hayri and Zülfikar* said that their superficial knowledge became extensive and they became to prepare effective homework with their learning, *Elif and Erinç* said that they could do their works which are on computer, before this lesson despite they had a computer in their home they didn't use to it but after this lesson they were able to do basic processes, *Semra* said that despite she had taken computer lesson while she was in high school, she learned lots of new thing and right now she could use computer programs effective, *Salim* said that his computer phobia was decreased and he could prepare his presentations on computer, *Öner* said that it would be helpful for finding a job in the future, *Gülşah ve Asiye* said they had learned a lot of unknown thing and these would be helpful for their future

profession, *Emin and Salih* said that this lesson was permanent because opportunity of practices.

Students, who mentioned this lesson has partly provided benefit for them, explained the reasons of that as; generally the course time was not enough, they couldn't do enough practice and lecturer didn't take care of them adequately. However they stated that they overcame their computer phobia and they became aware of that they should consider computer. Among these students, *Elvan and Şennur* said information was very theoretic, *Derin* said that she had learned most of the subjects by herself with trial and error method, *Duru* said that class was so crowded that she couldn't learn adequately but she became aware of she should consider computer, *Melda* said that sometimes courses were very theoretic, *Ferit* said that before this lesson he was afraid of touching computer but now he overcame his this phobia.

Students, who mentioned this lesson has not provided any benefit for them, explained the reasons of that as; they had taken same or similar lessons before, education was too rapid because of twice a week lessons, lecturer couldn't take care of them individually, practices were not enough. Among these students *Aysun* said that she couldn't consider lessons adequately, she couldn't take any benefit because of fast lessons, *Aliye* said that she couldn't transfer her knowledge to practices because the lessons were theoretic and she couldn't repeat lessons, *Sabri* said that his interest to this lesson was decreased because of twice a week courses, *Feyyaz* said that he was late in courses because lecturer couldn't take care of him individually and he was bored in lessons, *Bennu* said that she had taken a computer lesson previously so she remembered them but this lesson was too theoretic for her, *Saliha* said that she couldn't follow lesson so she didn't understand anything despite computer was not too hard for her, *Halide* said that courses were too superficial so she had learned everything before while she was doing her homework for other lessons.

In respect of the data above, most of the students who are in groups that deliver courses from internet and from lecture regularly every week, pointed out that this lesson had provided benefit for them. However most of the student who deliver courses from lecturer twice a week mentioned that this lesson partly provided benefit for them.

Students who emphasize this lesson has provided benefit for them, explained the reasons of that as;

- While they didn't know to use computer after this lesson they've learned.
- They are able to do some operation which they weren't before this lesson.
- They've overcome their computer phobia with courses
- Subjects that they learned in courses are helpful for the other lesson.
- Subjects that they learned in courses will be useful for their profession in the future.

While explain the reasons of students who stated this lesson provided benefit partly and this lesson didn't provide any benefit for them, we must discuss this in two parts as the first group who took courses face to face and the second group who took courses on internet. Because if we look the students'

answers it can be seen as answers of the face to face students are similar while the answers of the students, who took courses from internet, are similar.

Answers of the students that deliver courses on the internet who mentioned that this lesson has partly provided benefit for them and this lesson hasn't provided benefit for them were;

- Problems of the internet and computer had negative effect in courses which were delivered on internet.
- Problems of the method and materials had negative effect in courses which were delivered on internet.
- Motivation was not high because of slow connecting speed and disused computers
- Student preferred to learn from lecturer instead of learning from internet and this means changing in classic teaching methods had negative effects on learning.
- Although students learned in courses which were on internet, still they didn't feel themselves qualified.
- Students didn't make effort adequately
- Students previously knew most of the subjects which were taught in courses.

Answers of the students that deliver courses face to face;

- Their learning had effected negatively because of limited course time
- Inadequately practicing effected them negatively
- Inadequately concerning effected them negatively
- Students learned subjects previously which was taught in this lesson.

In respect of the data above, courses which were delivered on internet provided benefit and permanent learning for students because; it provided adequate time and opportunity for practice, presentation and following information, and also students used these learning in other lessons and in their future professions. Although face to face students mentioned crowded classes and limited time problems, they explained similar reasons.

On the other hand, students in internet based education who mentioned that this lesson has provided partly or any benefit for them, explained the reasons of that as technical problems and unusual teaching method for them. Basic technical problems were slow internet connection and computers, loading materials very slowly etc. There are not significant variations in answers that are in different internet based applications. However face to face students focused on limited time and crowded classes. They expected that their lecturer take care of them individually and did adequate practices because these problems effected their learning negatively. A basic variation stand out in face to face application; students who had taken courses twice a week thought because of limited time they took very superficial lesson, they couldn't practice, they couldn't follow lessons, lecturer didn't take care of them individually while students who took courses once a week thought only lecturer didn't take care of them individually and limited time.

OPINION OF STUDENTS REGARDING WHETHER THEY WANT TO TAKE A LESSON SIMILAR THE METHOD OF THIS LESSON OR NOT

Proportion of the students who wanted to take a lesson similar with the method of this lesson is %52.5 and who didn't want to take is %47.5 in this investigation. This means nearly half of the students want to take a similar lesson and half of them don't want. Proportion of the all groups is also fifty-fifty in this investigation. Variation of the proportions in groups and reasons of it are explained below.

TABLE I
OPINION OF STUDENTS REGARDING WHETHER THEY WANT TO TAKE A LESSON SIMILAR THE METHOD OF THIS LESSON OR NOT

Group			Yes	No	Total
Internet Based Instruction Groups	Presentation	f	10	13	23
		%	43	57	
Groups	Pracitce	f	11	10	21
		%	52	48	
	Combined	f	12	10	22
		%	55	45	
Face to Face Instruction Groups	Regularly every week	f	21	21	42
		%	50	50	
	Twice a week	f	30	22	52
		%	58	42	
Total		f	84	76	160
		%	52.5	47.5	

OPINION OF STUDENTS IN DEMONSTRATION GROUP REGARDING WHETHER THEY WANT TO TAKE A LESSON SIMILAR THE METHOD OF THIS LESSON OR NOT

Proportion of the students in demonstration group who wanted to take a lesson similar with the method of this lesson is %43 and who didn't want to take is %57 in this investigation. This means most of the demonstration group doesn't want to take a lesson similar with that method. Reasons of that are explained below:

Students, who stated they want to take a similar lesson again, explained the reasons of that as; in practical lessons, they could follow and practice on content by their own so this made learning easier and with this application they obtained permanent learning. However these students emphasized those technical problems must be eliminated. *Sami* said that the method was comfortable and courses were visual so this improved their learning, but because course were only in the class and there were limited audio tools, they faced some difficulties, *Cahit* said that studying g on computer was very good but because there were few computers and programs had some errors they faced some difficulties and if these problems would eliminated he could mind taking a similar lesson, *Hüseyin, Nermin, Aylin and Meltem* said that courses were suitable for learning because they could have watched again and again and it provided for them learning by seeing, *Ayşen* said that she had chance to practice what she had learned, *Mahmut* said that practical lessons provided permanent learning for him but crowded groups and limited time caused some problems.

Students, who mentioned that they don't want to take a similar lesson again, explained the reasons of that as; this

method was not suitable for their lessons, courses were not effective, qualified and profitable and beneficial so learning environment was problematic. *Tamer* said that learning on internet hadn't provided permanent learning, so he prefers to take courses from lecturer, *Hayri, Ömür, Berrin, Ruhan, Burhan and Yasemin* said that learning on internet was not effective, qualified and profitable and beneficial, *Pervan* said that they couldn't understand because of crowded and problematic environment.

OPINION OF STUDENTS IN PRACTICE GROUP REGARDING WHETHER THEY WANT TO TAKE A LESSON SIMILAR THE METHOD OF THIS LESSON OR NOT

Proportion of the students in practice group who wanted to take a lesson similar with the method of this lesson is %52 and who didn't want to take is %48 in this investigation. This means most of the practice group wants to take a lesson similar with that method. Reasons of that are explained below:

Students, who pointed out that they want to take a similar lesson again, explained the reasons of that as; generally they could practice on content by their own so this made learning easier and with this application they obtained permanent learning. However these students emphasized those technical problems must be eliminated. Among these students, *Elif* said that this method could be useful in other lessons which was on internet, learning by practicing provided permanent learning, *Zeliha* said that this lesson provided one to one practice, *Nesrin* said that this new method was very comfortable both for students and lecturer, so this method could be used especially in numeral lessons, *Selin, Seçil, Akif, Selim and Selman* said that method was very good because it provided learning practical but computers and audio tools would be functioned better and also time too limited so difficult subjects must be taught in a longer period.

Students, who mentioned that they don't want to take a similar lesson again, explained the reasons of that as; the problems that they faced in practices effected their learning negatively, this method was not suitable for their learning and they couldn't learn with such a method. Among these students, *Öykü* said that in this application she faced with too much problems so she learned slower, *Nezaket* said that learning on internet was too difficult and it didn't provide benefit, so she had to work by herself, *Elif* said that distance education application was not too useful and time was too limited for a effective computer lesson, *Gül* said that giving a lesson on computer only by listening was not useful, because she knew all subjects before she didn't have problems but for a unknown subject this method was not useful, this method was too subjective.

OPINION OF STUDENTS IN COMBINED GROUP REGARDING WHETHER THEY WANT TO TAKE A LESSON SIMILAR THE METHOD OF THIS LESSON OR NOT

Proportion of the students who wanted to take a lesson similar with the method of this lesson is %55 and who didn't want to take is %45 in combined group. This means more of the half wants to take a similar lesson. Reasons of that are explained below.

Students, who mentioned that they want to take a similar lesson again, explained the reasons of that as; they could study, follow and practice on content by their own so this made learning easier and with this application they obtained permanent learning. However these students emphasized those technical problems must be eliminated. Among these students *Hayriye* said that because everyone had one computer and lessons were practical, it was very useful for them, computer lesson could be helpful for her improvement, *Tanju* said that practical lesson was very good because lesson without any practice could be only in memorization and abstract, by this lesson he could construct his knowledge for future, *Selin* said that she wanted take a similar lesson because she had listened whenever she wanted, *Basri* said that practical lessons were always more useful, *Duygu, Aliye, Merve* said that if this lesson would have qualified method and condition, it could be useful for other lessons, *Nur* said that methods were quiet educative but time was too limited for a good learning.

Students, who pointed out that they don't want to take a similar lesson again, explained the reasons of that as; exchange of method from lecturer based learning to internet based learning, effected their learning negatively. Among these students, *Halil* said that all knowledge was logged on computer so they made effort to learn from there, *Göksu* said that number of computer were not enough and method was not adequately student centered, *Nesrin* said that it was not effective to listening everything from computer, *Özkan* said he had difficulties at beginning and he had time problems, *Şevval* said that course would be delivered in longer time period, *Raziye* said that a lesson hadn't been understandable by listening from computer.

OPINION OF STUDENTS THAT TAKE COURSE FROM LECTURER ONCE A WEEK, REGARDING WHETHER THEY WANT TO TAKE A LESSON SIMILAR THE METHOD OF THIS LESSON OR NOT

Proportion of the students who wanted to take a lesson similar with the method of this lesson is %50 and who didn't want to take is %50 in once a week group. This means proportion is fifty fifty for answer that they want to take a similar lesson or not. Reasons of it are explained below.

Students, who stated they want to take a similar lesson again, explained the reasons of that as; generally practical lessons were enjoyable for face to face educations so they didn't get bored and with the diving class into groups solved the time problems. *Aliye* said that she wanted take similar lesson because it was practical but she thought time was limited, *Fahri* said that practical lesson always decreased learning time and added visually, *Erhan* said that method was not boring, *Hüsnü* said that method was enjoyable, *Hale* said that dividing class into groups was really useful, because crowded classes would not have provided benefit, *Şevval* said that because courses were short, lesson was not boring, *Sümeyye* said that this lesson improved them about computer, *Derin* said she would mind take a similar lesson if it were longer, *Duru* said that method was good but time was too short, so if the courses would be longer it could be more useful, *Mahmut* said that method effected positively their learning, *Diyyar* said that

method was very useful but practices were not enough, seeing only one time was not permanent.

Students, who mentioned they don't want to take a similar lesson again, explained the reasons of that as; because the courses were practical, time was too limited and lecturer couldn't take care of individually. Among these students, Nur said that they couldn't comprehend everything because time was too limited and lecturer couldn't take care of them individually, there was delay and difficulties in practices, so these problems could be cause misunderstanding in other lessons, Mine, Pelin and Tuba said that a lot of subjects were taught in too short time and because of the practices subjects couldn't have completed, Adil and Bekir said that lecturer couldn't take care of them individually, Esin said that method was not effective, all new subjects had finished without any practice, although everybody had their own computers but they couldn't use them for practices in courses, too many things had taught in one hour and this was not effective, İnci said that time was too short and they couldn't hear everything that lecturer told, Gül said that courses were not very effective and active, Derya said that lecturer should have taken care of students individually in practical lessons but time was too short for that, Gülnur said that courses were practical but lecturer couldn't take care of individually even sometimes her sound couldn't heard.

OPINION OF STUDENTS THAT TAKE COURSE FROM LECTURER TWICE A WEEK, REGARDING WHETHER THEY WANT TO TAKE A LESSON SIMILAR THE METHOD OF THIS LESSON OR NOT

Proportion of the students who wanted to take a lesson similar with the method of this lesson is %58 and who didn't want to take is %42 in twice a week group. This means more of the half wants to take a similar lesson. Reasons of it are explained below.

Students, who stated they want to take a similar lesson again, explained the reasons of that as; generally practical lessons were enjoyable for face to face educations but time was too limited. Among these students, *Gülcan* said that this lesson had provided benefit for her development, the lesson were very enjoyable as being both practical and theoretical, because practices had been done with lecturer so learning was more permanent, *Özgür* said that everything in this lesson was more permanent and because this experience will be useful in his future profession he would mind to take a similar lesson, *Emin* said that computer lesson was necessary for other lessons and daily life, practical lessons decreased the learning time and one computer for everybody was a important point, *Berrak* said that learning with trial and error was more permanent for mind but only one practice was never enough so repeating was necessary, *Orhan* said that using computer was very good, *Duru* said that she had learned new things which would be helpful in the future.

Students, who expressed they don't want to take a similar lesson again, explained the reasons of that as; because the courses were practical, time was too limited and lecturer couldn't take care of individually, they had difficulties to follow practices, they couldn't associated all subjects because of twice a week lessons and they couldn't improve their

learning. Among these students, *Bennu* said that lecturer couldn't take care of them individually, because the course time was too limited they couldn't catch up the lecturer, when they had had a problem lecturer couldn't help all of them, if there has been two lecturer it could be better, subjects had been taught too fast and subjects had finished before course time and practices started, they had learned something with trial and try method, *Elif* and *Melih* said that they hadn't had any repeat opportunity in practical lesson when they missed some subjects and while lecturer was telling practical course, if something had disturbed their concentration, they all broken off lesson, *Orhan* said that courses were too boring, theoretical subjects were boring so instead of that practical lessons could be better, *Salim* said that twice a week lessons were not good because everything could be forgotten easily, *Özgür* said that because the limited time they couldn't practice, twice a week lessons were disadvantage and all subjects wouldn't be taught in one lesson, *Sümeyye* said that time was too limited for such a lesson, practices hadn't been learned in one lesson and twice a week lessons hadn't provide to students improve their learning.

With respecting to the data above we can see that proportion of students who willing to take a similar lesson again is nearly fifty-fifty in their own groups. While explain the reasons of students who mentioned they want to take a similar lesson again or not, this must be held in two parts as the first group who took courses face to face and the second group who took courses on internet.

When we look the students who took courses on internet they explained reasons as;

- Practical lessons increased learning and provided permanent knowledge because they were presented by following and practicing
- Individual practicing provided permanent learning
- This method was very comfortable for both students and lecturer
- There was content which all students could practiced and studied on it, so learning was suitable in that way
- They obtained practical permanent knowledge with these lessons.

On the other hand when we look the students who took courses face to face, explained reasons as;

- They didn't bored with practical lesson in face to face application
- They improved their learning by practices

While explain the reasons of students who stated they want to take a similar lesson again or not, we must discuss this in two parts as the first group who took courses face to face and the second group who took courses on internet. Because if we look the students' answers it can be seen as answers of the face to face students are similar on the other hand the answers of the students who took courses from internet, are similar too.

Answers of the students that deliver courses on the internet were;

- This method was not suitable for their lesson
- This methods was not effective, qualified and beneficial, so the environment was not suitable for learning

- This method was not suitable for them and it was not possible to learn with such a method
 - Technical and infrastructure problems effected their learning negatively
 - Exchange of method from lecturer based learning to internet based learning, effected their learning negatively.
- Answers of the students that deliver courses face to face;
- Their learning was affected negatively from limited time courses
 - Because this lesson was practical, time was not enough and lecturer couldn't take care of individually.

In general, face to face students focused on limited time and crowded classes. A basic variation stand out in face to face application; students who had taken courses twice a week thought because of limited time the took very superficial lesson, they couldn't practice, they couldn't follow lessons, lecturer didn't take care of them individually while students who took courses once a week thought only lecturer didn't take care of them individually and limited time.

IV. RESULTS AND RECOMMENDING

Data which is obtained from mainly two open ended question could be put under two topics in this research. These were; "the courses were beneficial or not" and "did students want to take a similar lesson again". Firstly, opinions about "were the course beneficial or not" asked from these topics. Nearly half of the students, who participated in this research, showed that this lesson has provided benefit for them. There are nearly 11-15 student, stated courses has provided benefit for them, who deliver courses regularly on internet and from lecturer every week and it is seen that they formed more of the half of their group. However students who deliver courses face to face with lecturer twice a week, stated courses hasn't provide enough benefit for them. Students who stated this lesson has provided benefit for them, explained the reasons of that as; they didn't know usage of computer before this lesson but after courses they've known, they were able to do unknown processes after courses, they overcame their computer phobia after courses, knowledge that the learned in this lesson was useful for their other lessons and this experiences would help them in their future professions.

On the other hand, students, who mentioned this lesson has not provided benefit for them, explained the reasons of that as there were technical problems and inadequate motivation for students in internet based application and inadequate practices because of limited time for face to face students.

Students that took courses on the internet, who expressed they want to take similar lesson explained that because they followed and practiced what they learned, everything was permanent; students that took course face to face explained that practical lessons were not boring. As a result students that were in internet based application stated different reasons for taking a similar lesson. On the other hand student in internet based application who didn't want to take a similar lesson mentioned that method was very unusual for them. In addition it is seen that computer and internet problems have negative effects on student learning. With respecting these results,

while importance of orientation education and minimum technical problems come foreground for positive learning of student in internet based applications on the other hand importance of supporting face to face applications with internet based or supported lessons because of limited time and limited individual practices come foreground.

Simons' equality theory is confirmed with data above. Simonson expressed that if equal applications provided to distance and face to face students, equal learning experiences and consequences would be come out. Equality in that theory refers that despite distance and face to face education students obtain different experiences, they are equal to each other. Opinions of students, that are in face to face and internet based applications, about whether they want to take a similar lesson and whether this lesson provided benefit for them are not same but very similar. It was seen that both of the methods have negative and positive sides because of their characteristics. So respecting to this result, importance of a blended/hybrid learning method come foreground that is developed without these problematic sides. Therefore, studies will be conducted that compare satisfaction, attitude, opinions and success of face to face, internet based and blended learning applications.

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