

INVESTIGATION OF TECHNOLOGY ACCESS EFFECTS ON STUDENTS PERCEPTION FOR ONLINE ENVIRONMENT IN BLENDED LEARNING

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Abstract

In this study, the effect of access to technology on student perceptions of the course web page in the blended learning environments was investigated from various angles. Semi-experimental design with post-test control group was used in the study. This study was conducted with 51 students attending to the 6th grade. There are 24 students in the experimental group and 27 students in the control group. Students in the experimental group have netbooks distributed during the first semester of the 2011-2012 academic year under a project. Some of the students in the control group participated in the process by using their computers at home and some of them using the information technology laboratory of the school. At the end of the implementation, "Literacy Level Perception Scale of Information Technologies" and "Online Course Perception Scale" were applied to the students. When the findings from the two groups' t-test comparisons are examined, it is understood that access to technology has a significant effect on on-line course perceptions. However, there was no significant difference between the two groups in the comparison of scores according to ICT literacy level.

Keywords: Access to technology, blended learning, student perceptions, online learning environment.