

STUDENT ATTITUDES, BELIEFS AND KNOWLEDGE ABOUT BLENDED LEARNING METHOD

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Abstract

The purpose of this study was to determine students' beliefs and attitude about blended learning method. Two classes with an instructor teaching differential equations were studied. All of the students were exposed to the same concepts. The control group was taught in a traditional face-to-face manner with very little technology support while the experimental group was taught in a blended learning environment. Data collection consisted of a mixed-methods approach. The data collected through survey, interviews, document analyzed and classroom observations. The researcher is left to conclude that during the process of designing course materials, instructors should take advantage of social media. Even most of the students believed the advantages of the blended learning, some of the students underlined disadvantages of the blended learning. Result showed that main advantages of the blended method are easy access to course materials and give access to course from anywhere and anytime.

Keywords: Blended Learning, Mathematics Education, Student' Educational Policy, Motivation.