Abstract

The main purpose of this study/paper is to get to know the attitudes, satisfaction, and academic performance of undergraduate students who participate in Blended Learning courses as well as their use of online communication tools. A quantitative and qualitative methodology of the collection and analysis of data (questionnaires, discussion groups and analysis of online communication) was used to understand how this new training method was developed in 334 undergraduate students. Students showed a positive attitude toward the internet and the method was presented as satisfactory for students and it appeared to increase academic performance. Results showed that the uses made by students in discussion forums were fundamentally focused on social and informal aspects.

Keywords: blended learning, students' attitudes and satisfaction, online communication.

1. Introduction

The gradual, but in turn indispensable, incorporation of ICT in a university context is creating new necessities that focus on the appearance of new decisive variables in the teaching-learning process, as well as the necessity of studies that guide and establish theoretical-practical models to approach these new formative methods supported in telematic nets.