STUDENTS' OPINIONS ON BLENDED LEARNING

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ABSTRACT

E-learning was acknowledged by most educators and researchers as a savior, even an only alternative in education field, especially in the following years of its emergence. However, with the rise of its limitations, the idea of bringing face-to-face learning and e-learning together to complete each other has occured. Blended learning is a method emerged as a result of this sentiment. The new education alternatives which have been discovered as a consequence of the researches and the studies may seem so engrossing but the crucial points are the consequences derived by implementations and the opinions of the students about them.

For this purpose, a survey was carried out at Hacettepe University, Education Faculty, and Biology Education Section. For the research, blended learning was implemented within the frame of Special Teaching Methods course. 20 students who attended to the course constituted the working group. A multiple-choice test of 54 questions was prepared to get students' opinions and applied to them at the end of the semester. Thus, students' opinions about the blended learning application were acquired; besides, the opinions in accordance with achievement level and forum page's frequency of participation in the internet site which is prepared for blended learning application were analyzed. According to the mean ($\bar{x}$) and the standard deviation (ss) that was obtained from the analysis of students' responses given to the questions, it was determined that the students' views about the application of blended learning are quite favorable. While analyzing the responses of students who had high success level was more favorable, it was observed that the frequency of participation to the forum pages did not affect the students' answers.

Keywords: Blended learning, face-to-face learning, e-learning, distance learning.

INTRODUCTION

The computer which has succeeded to penetrate into every aspect of our lives in a quite short time, now become an indispensable part of all communal process. It is impossible to be oblivious to computers in educational field just like any other fields.

According to Alkan (1997), increasing burden of education, rapid growth in student population as well as in amount of information, lacking of teacher, questioning individual talents and differences are the basic elements that encourage demand for computers.z Computers which are perceived as a savior in educational field for most educators and researchers, especially at the times when it was first developed, are still accepted as an only alternative in educational field (Setzer and Monke, 2001; Setzer, 2000).

The role of a teacher in education has begun to be negotiated; while some claiming that teacher's position has changed from person who has to know everything to a person who is supposed to guide, others has started to perceive preceptorship as a profession about to become extinct (Kent and McNergney, 1998). With the discovery of the internet, emergence of virtual class environments and the incredible rise in ease and convenience of access to all kind of information put the possibility of lessening the importance of face-to-face learning environments on the agenda (Postman, 1993). Hereupon, researchers designed e-learning environments, insomuch that some universities and establishments applied programmes which they were to carry out their education only with e-learning and set about to search the accuracy of this possibility (Fung and Yuen, 2006). However, particularly in the last decade, studies and practices about this subject have shown us that e-learning has some drawbacks, too (Singh, 2003).

The limitations of face-to-face learning could not be refused for sure; however, thanks to appearance of the disadvantages of e-learning in the course of time, idea of combining two historically separate education systems one of which has being run for ages while the other has only about fifteen year-past emerged (Pfeiffer, 2006). Here is this method, blended learning, aroused as a result of this idea.

It is possible to run into different definitions and explanations in different sources but there is still some ambiguity and disagreement about the meaning of the term *blended learning*. One of the most general definitions of blended learning is handled in the report written by Singh and Reed (2001) for Centra software. According to that, blended learning is a learning programme where more than one delivery mode is being implemented for optimization of learning outcome and cost. Again, in the same report, researchers states that blended learning focuses on optimizing achievement of learning objectives by applying the right technologies in order to match the right personal learning style to transfer the appropriate skills to the right person at the right time.

To clarify the definition of blended learning, it is better to dwell on a subject. In blended learning, combination of different education systems to create a new education method is not the point, but their use together in a harmony and balance to rise up the education quality in question. According to Osguthorpe and Graham (2003), it is managed as highlighting their strengths.

Clark and Meyer (2003) also define blended learning shortly as a kind of education method which combines diverse education models and takes advantage from every sort of technology, yet they indicate that it may express different meaning to different people. Although, it is made various definitions of blended learning, most of them have particular common concepts. Graham, Allen and Ure (2003) lined up the most common of them as follows:

> - Combination of instructional modalities,
> - Combination of instructional methods,
> - Combination of online and face-to-face instruction.

Becoming not too comprehensive like others, researchers generally accentuate on the third concept instead of the first two while working on the definition of blended learning. If it is noticed, in third concept, combination of two different historically separate education methods is highlighted and in fact, this subject excites researchers most when it comes to blended learning (Bonk and Graham, 2006).

Researchers of Stanford and Tenesse Universities have reached noteworthy results that blended learning alone is much better than face-to-face learning and e-learning (Singh and Reed, 2001)

As a result of a self-paced enrichment program which had being applied over 10 years for gifted youth at Stanford University, it was determined that only slightly more than half of their highly motivated students would actually complete their programs. At the end of the research related to this problem, it was observed that the issue was a mismatch between the students' desired learning style-interactive, social, mentored learning and the program's delivery format. Therefore, they included live e-learning into their program to get rid of the problem, as a result of which student completion rates raised up to 94%.

Another research carried out at the University of Tennesse's Physician's Executive MBA (PEMBA) program for mid-career doctors indicates that blended learning programs could be completed in about one half of the time and at less than half of the cost and also with approximately 10% better learning outcome in comparison to traditional classroom learning format achieved (Singh, 2003). The outcomes of the research of Akkoyunlu and Soylu related to blended learning reveals the fact that students enjoyed being in blended learning environment. It was also analyzed that students' participation into the forum page in the web site designed for blended learning environment and face-to-face learning affected their achievement level in a positive way (Akkoyunlu and Soylu, 2006).

According to Bersin and Associates (2003), blended learning has become a popular term in educational field and trade society even it is a brand new concept. American Society for Training and Development states that blended learning as one of the top ten trends showed up in the information delivery industry (Rooney, 2003). In addition to this, some researchers foresee that blended learning will get ahead of other technology based educational systems in the years ahead (Masie, 2002).

It is a fact that, last century has introduced quite a few alternatives to us in the field of education just like any other fields. With each passing day, a new educational method is improved and new terms are appended to education literature. If these alternatives are more useful, practical, cost effective and fruitful, there is no point to give up or resist to them. Following the new trends and developments of one's own area is vital to make progress and keep up with the times for both himself/herself and the society which he/she lives in.

Although these innovations seem so riveting, the results derived from applications and students' opinions about them are crucial. There is no point to use it if an educational method does not meet the students' requirements howsoever it seems so sophisticated, developed or practical. In this study obtained from this idea, it is tried to observe opinions of students about this new education alternative, blended learning, which offers so much thing to us. It is also tried to determine the students' views about blended learning in respect of their achievement level and forum page's frequency of accession in the internet site which is prepared for blended learning application.

RESEARCH METHODOLOGY

There are three goals of this study: to determine the students' opinions in general, in accordance with their success level and forum page's frequency of accession in the internet site.

Working Group

20 students who participated into the course of Special Teaching Methods at Hacettepe University, Department of Secondary School Science and Mathematics, Biology Education Section constitute the working group of the research.

Data Collection Process

Personal Information Form for Computer Using Frequency

4-questioned, multiple choice personal information form was developed as taking the experts' opinion to analyze the students' experience and frequency of their computer usage and forum pages in web sites and their availability of accessing the internet.

Environment Evaluation Form

It was elaborated a multiple-choice test of 54 questions to get the students' opinions with the assist of the experts. The prepared items divided into 3 main parts: questions concerning internet environment, face-to-face environment, and blended learning environment in general. To form this assessment item, 15 open-ended questions were devised. The first seven of the open-ended questions was aimed to figure out students' expectations on blended learning. At the beginning of the course, students were called for responding them after a short presentation on how the application would be carried out.

Four of the open-ended questions were to acquire opinions, suggestions and feelings of the students about the implementation process and they were asked in every four weeks, in other words in fourth and eighth weeks, 2 times in total, following the first lesson. The rest four-question group was aimed to get opinions of the students about blended learning in terms of their achievement level. These questions were responded by the students in the week before the term end. At the end of the term, with examination and evaluation of the students' responses to the open ended questions, a multiple choice form of 54 questions was developed. The reliability factor of the prepared assessment item was calculated as 0.712.

Achievement Examinations

In the course of the term, it was applied 2 intermediate exams and one final exam. The results derived from those examinations were also used to analyze if there was any relation between the students' success level gained from the examinations and their opinions on blended learning. The achievement level was scaled as follows: 0-82: Low, 82.01-92: Medium, 92.01-98: High

Attendance Frequency Form

Students' frequency of participation into forum page recorded and this data was employed to figure out if there was any relation between their participation into forum page and their opinions on blended learning. The attendance frequency was scaled as follows: 0-3: Low, 4-11: Medium, 12-18: High.

Implementation Process

Arrangement Before the Implementation

Before the implementation, *personal information form for computer using frequency* and *open-ended questions* were prepared. In addition to them, a web site was designed to create an electronic environment.

Designing the Internet Environment

Before beginning to application, the web site (www.ozelogretimyontemleri.com) was designed to form the internet environment of blended learning. It was elaborated to

make its design simple and easily understandable. 7 titles lined up below were created for the web site:

1. **HOMEPAGE:** It is the introduction page appearing on the screen when web site is first opened. In this page, there is a short explanation of the web site and also about blended learning.

2. **CONTENT:** The content which was to be administered during the term was examined before the process and divided into 6 parts. It was thought that meeting in face to face environment biweekly would be enough hence the content was updated in every two weeks. The files of the content was prepared in *pdf.* format

3. **QUESTIONS:** Questions part was formed into two sections: *Questions related to the content,* and *discussion questions related to the content.* By preparing the questions, it was aimed to call students' attention to the essentials of the topic and make students think about it. As in the content part, when click onto questions tab, the file is opened in *pdf.* format.

4. **ANNOUNCEMENT:** It is the section which students can find some information about the course such as course hours, course dates, exam dates, exam results, etc. It was designed in order to provide every kind of development and news about the course that is easily accessible for students.

5. **LINKS:** Other web sites and forum pages related to the course which are thought that students could take advantage and also strengthen and enhance their knowledge were put into this section.

6. **FORUM:** The reason of developing the forum page which is one of the most important parts of blended learning was to provide an environment in which students could share their ideas and concerns with their friends and an instructor and also ask their questions to them.

7. **CONTACT:** Contact informations which students can reach an instructor in case of any malfunction in the web site or forum pages are included in this section.

Implementation

Implementation process started in spring semester in 2006-2007. At the first lesson, a presentation was made to students to explain about how blended learning would be applied and how they were supposed to use the forum page and web site. Right after the presentation, open-ended questions were distributed to find out their expectations. At the same day, students were enrolled as a member of the forum page with a user name and a password. At the first lesson, students were informed of the expectations. Those expectations were:

> ➢ Studying the content before attending to face-to-face sessions.
> ➢ Trying to answer the questions and discussion questions published in the web site before attending to face-to-face sessions.
> ➢ After examining the content and trying to answer the questions using the link section and forum page in the web site, discussing and trying to clarify the subjects which are not understood, sharing your ideas with your friends and instructor, deepening the subject.
> ➢ Attending to every class with the content, questions and discussion questions related to the content.

It was communicated with the students on forum page until meeting in face-to-face environment in between every two weeks. In face-to-face environment, the subject was administered with questions and discussion questions without spending time to explain

the content. In course of the term, two intermediate exams and one final exam were applied.

It was met in face-to-face environment seven times. Open-ended questions were distributed four times in every four weeks throughout the term. In the light of the data derived from open-ended questions, a multiple-choice test of 54 questions was developed and applied to the students after the final exam.

FINDINGS AND DISCUSSION

In the answers given to the open-ended questions which were designed to find out students' expectations and opinions about the application at the first lesson, most of the students were concerning about their friends who does not own any personal computer and internet facility.

However, with the analysis of the answers given to the *personal information form for computer using frequency*, it was observed that students had not got any serious difficulty concerning either internet or computer access. This situation means that students' physical environments were convenient for the internet environment of blended learning application. After all, convenience of physical environment is a quite crucial element at implementation of an innovation on a new environment successfully (Bottino et al., 1998; Chen at all., 1999).

Students' Opinions on Blended Learning Standard deviations (ss) and means (x) obtained from the analysis of the students' responses to the questions in 4-item *environment evaluation form*, concerning the internet environment of blended learning, are indicated at Table 1.

The results are scaled as: 0-1.33: Low, 1.33-2.7: Medium, 2.7-4: High. First and foremost, in the answers given to the multiple-choice questions, students stated that they had not come across with any technical problems in the web site and found the site simple, understandable and clear.

This evaluation has become a really important factor for students' more positive approach to blended learning. The studies about this subject reveal us that breakdown of the technical facilities or visual convenience of the web sites affects the individual preferences in technology based applications (Tüzün, 2006).

Table: 1
Questions and findings on internet environment of blended learning application

QUESTIONS	n	$\overline{x}$	Ss
Could you easily connect to the website?		3.90	.308
Was website understandable for you?		3.95	.224
Did the website motivate you to learn this lecture?		2.95	.605
Did electronic environment give you the freedom of self-paced learning?	20	3.05	.887
Is the electronic environment really necessary to administer this lecture?		3.25	.639
Was the content downloaded from the content section understandable?		3.85	3.66
What do you think of the opportunity to get the content through		3.40	.681

the content section before meeting at the face-to-face session?		
Could you study the content downloaded from the web site before attending to class?	3.10	.968
Did *the questions related to content* section assist you in strengthening your knowledge?	3.65	.587
What do you think the opportunity to reach the information related t the course through the *announcement* section?	4.00	.000
Did you use the *links* section to widen your knowledge related to the content?	2.53	.841
Could you easily use the forum?	3.84	3.75
Did you enjoy the forum?	3.42	.507
Did the forum motivate you to learn?	2.74	.653
Did the forum expand your communication with your friends?	2.65	.671
Did the forum expand your communication with your instructor?	3.25	.716

As it is shown at Table 1, students found the contents, questions and discussion questions related to the content quite understandable, educational and useful. Moreover, most of them consider an access to reach the content and an opportunity working on it before face-to-face meeting as a big advantage. Below are some of the answers related to this point:

> *"Through the internet, we download the content administered at the lecture. In other lectures, we do not know what to learn from where because of not being given any documents. This problem has been resolved."*
> "The best part of the lesson is acquiring the course content before the class."
> "Reaching the content before the lecture and sincere atmosphere at the class are the best parts of this application."
> "In other courses, we run after the instructor's notes before the exams. This problem has been resolved with this method."

It is quite noticeable that the majority of the students gave the similar answers to the questions related to the content in the form. Normally, a source book is suggested to the students in almost every course.
However, in this application, calling for students in order to deepen and widen their knowledge via the internet or forum, the content elaborated simple and clear.

It is avoided from verbalism and unnecessary extensions as much as possible. Either in the questions or in the discussion questions, parts which are supposed to be noticed by the students are particularly emphasized. To sum up, elimination of unnecessary details of an ordinary source book, and also addition of instructor's own notes might be the reasons of the positive approach to the content section.

It is concluded from obtained data that although the students could not deepen the content using forum and links section before attending to class, they were reading it at least once and trying to answer the questions and discussion questions related to the content. Generally, in order to run this application properly, students' self-directedness was found enough.

As Osguthorpe and Graham (2003) indicated, one of the aims of the blended learning is to increase personal agency. The desired student model is the one who develops self-awareness and self-discipline in his/her own education.

In this sense, they are offered different kind of alternatives they might need during their education thanks to blended learning. Students' gaining freedom of self-paced is also another goal of blended learning. The following comments are quoted from students' responses to the questions about this issue:

> "Without any limitations or restrictions, I can study either at class or at home."
>
> "I can study at the time and place that I want. It feels pretty good."

Every student who took the course considers the opportunity to reach the information about the course through the *announcement* section in the web site as an important and comforting facility.

Studies and researches carried out about blended learning implies that individuals employ blended learning in order to provide opportunity for different pedagogical approaches and also to provide convenience and flexibility for communication (Frederick, 2007).

According to *personal information form for computer using frequency*, even if the most of the students had not got any experience about using forums, they had not faced any problems while using it. The comments of the students concerning forum could be summarized as follows:

> "We can ask our questions which shined on our minds without hesitation in the forum. We can get a quick answer."
>
> "In my opinion, sharing our ideas in forum is a real fun, besides one can analyze the subject while writing there. Sharing thoughts with the people that you know is also enjoyable."

Table: 2
Questions and findings on face-to-face environment of blended learning

QUESTIONS	n	$\bar{x}$	Ss
Could you easily adapt to face-to-face environment?		3.95	.224
Was face-to-face environment enjoyable?		3.65	.489
Did face-to-face environment motivate you to learn?		3.50	.607
Could you share your ideas and feelings freely in face-to-face environment?		3.75	.639
Did face-to-face environment affect your communication with your friends in a positive way?	20	3.05	.826
Did face-to-face environment affect your communication with your instructor in a positive way?		3.75	.444
Do you study the content before attending to class?		3.30	.733
Was it enough for you to be in face-to-face environment biweekly?		3.65	.489
Is face-to-face environment really necessary for this course?		3.60	.503

As a matter of application, the students were required to download and study the content, questions and discussion questions related to the content before attending to

the face-to-face environment and deepen their knowledge using the links section and forum. Thus, not spending time with explaining content, subject was run with the questions and discussion questions related to the content.In this way, the students had more right to speak, reflected their opinions about the subject which leads them to find the opportunity to debate the topic with their friends and deepen it. Furthermore, the desks at the class were designed as a circle thinking that it would be more convenient for discussion and conversation environment.

The answers given by the students about this issue are lined up below:

> "Face-to-face learning environment affected my success significantly. We are finally rid of boring traditional classroom environment."
> "We are no longer passive at the lectures. We master the subject and share our ideas due to studying before attending to the course. It makes us feel worthy."
> "The topic is run in a wide range and we learn practical information which we can use in the future. My interest to the topic has increased."
> "When class hours are extended, it feels bored. To me, it is enough to meet in the class biweekly. I believe it increases the learning performance."
> "It is not monotonous like other classes. My motivation has increased tremendously."
> "I learn and understand better when I discuss the subject at the class. The knowledge becomes more permanent"
> "Instructor's approach and attitude to the students really affect me."
> "Course environment, localization of the desks, running of the subject, giving the right to speak to everyone and opportunity to express ourselves are the best aspects of this application."
> "Sharing my thoughts without hesitation has strengthened my learning and understanding."

Table: 3
Percentages (%) and frequencies (f) of the answers about students' preferences concerning blended learning environments

QUESTIONS	n	f	%
Face-to-face environment		18	90
Internet environment	20	2	10

Although students gave favorable responses to both face-to-face environment and internet environment, a surprising result occurred when it comes to choose one of them. 90% of the students preferred face-to-face environment to the internet environment.The results given at this phase of the study are overlapping with other existent literature data relating to the similar studies (Thorne, 2003; Akkoyunlu and Soylu, 2006).

In the studies carried out at Stanford and Tenesse Universities, there were some findings about the issue that the electronic environment is not sufficient alone and learning outcome can only be optimized by including face-to-face environment to the learning programme (Singh and Reed, 2001).

While Molinari (2003) states that the reason behind abstaining from electronic environment is its lack of spontaneous and sincere atmosphere in face-to-face environment, Islam (2002) connects it to the decreasing motivation for staying away

from other students during the learning process. A few answers of the students concerning this matter are lined up below:

> "In my opinion, students must be educated by an instructor in face-to-face environment. I am that kind of student to say at least."
>
> "Face-to-face environment is certainly necessary. To run the lecture in a complete virtual environment would cause to lose the enthusiasm for the course."
>
> "My expectations from this method are to run the lecture in an enjoyable, social environment, to improve my communication with other people and to understand the people who think different than me. Computers alone might not enough for this."
>
> "Internet environment is useful but I prefer face-to-face communication for virtual environment."

According to Dziuban, Hartman and Moskal (2004), students prefer experiencing their learning process in an accustomed environment. Answers of a student about this matter are as follows:

> "I am used to devote all my energy to catch instructor's words and try to jot down notes in each lecture. I am also used to use the internet for checking e-mail, chatting with friends and doing research about the assignments given in classes. That is why it was not easy for me to adapt to this new method."
>
> "I have not forum-using habit. I need to adapt myself to this new way of learning method."

Students' Opinions on Blended Learning Related to Their Achievement Level

Table: 4

Means ($\bar{x}$) and standard deviations (ss) of the answers given by the students concerning the blended learning application in accordance with their achievement level

QUESTIONS	n High 3 $\bar{x}$	Ss	n Low 9 $\bar{x}$	ss	Difference
Did website motivate you to learn this lecture?	3.00	.577	2.75	.500	0.15
Could you easily use the forum?	4.00	.000	3.50	.577	0.50
Did you find the forum enjoyable?	3.57	.535	3.50	.577	0.7
Did forum motivate you to learn?	3.14	.690	2.75	.500	0.39
Could you share your ideas and feelings freely in forum?	3.71	.488	3.50	.577	0.21
Was face-to-face environment enjoyable?	3.86	.378	3.75	.500	0.11
Did face-to-face environment motivate you to learn	3.71	.488	3.75	.500	- 0.4
Could you adapt easily to blended learning method?	3.86	.378	3.67	.577	0.19
Was blended learning application enjoyable?	3.57	.535	3.25	.500	0.32
Did blended learning method meet your expectations?	3.43	.535	3.25	.500	0.18
Do you want blended learning method to be implemented to other lectures, too?	3.57	.535	3.25	.500	0.32

	x̄	Ss	x̄	ss	
Is blended learning the appropriate method for you	3.43	.535	3.25	.500	0.18
Did blended learning affect your success level in a positive way?	3.29	.488	3.00	.000	0.29

As it is observed from the table, students who have higher success level (GPA) gave more positive answers comparing to the others. This result lead us to the conclusion that the students who develops more positive attitudes, adopt the method more and also this attitude render them more successful. Researches and studies carried out related to this issue reveals that developing a positive approach towards a subject affects the success level (Norton and Irvin, 2007). Some of the answers of the students who have higher cumulative degree (GPA) are as follows:

> "Downloading the course material and attending to the class as well-prepared, affected my success level."
> "During the class, it is called upon us to speak. Sharing our feelings easily, asking our questions without hesitation affected our learning significantly."
> "First of all, I can get the answers of my questions from my instructor and friends in a short time by using forum. It is really good for knowledge permanency. Otherwise there is a strong possibility to forget our questions until we meet in the classroom."

A couple of answers of the students who have low cumulative degree (GPA) are as follows:

> "I sometimes print out the content in the last minute before I come to class. That is why I can not study to the topic earlier and I can not master the subject that much.
> "I could not take advantage of forum. I have only entered once since the beginning of the term. If I could have used it more effectively, I might have gained better scores.

Students' Opinion on Blended Learning Related to Their Forum Access Frequency.

Table: 5

Means ($\bar{x}$) and standard deviations (ss) of the answers given by the students concerning blended learning application in accordance with their forum access frequency

QUESTIONS	n High 3		n Low 9		Difference
	$\bar{x}$	Ss	$\bar{x}$	ss	
Did website motivate you to learn this lecture?	3.00	.000	2.78	.667	0.22
Could you easily use the forum?	3.67	.577	3.78	.441	-0.11
Did you find the forum enjoyable?	3.67	.577	3.22	.441	0.45
Did forum motivate you to learn?	3.00	1.000	2.44	.527	0.56
Could you freely share your ideas and feelings in forum?	4.00	.000	3.22	.833	0.78
Was face-to-face environment enjoyable?	3.67	.577	3.56	.527	0.11
Did face-to-face environment motivate you to learn?	3.33	1.155	3.33	.500	0
Could you adapt easily to blended	3.67	.577	3.75	.463	-0.8

Question					
learning method?					
Was blended learning application enjoyable?	3.00	.000	3.44	.527	-0.44
Did blended learning method meet your expectations?	3.00	.000	3.44	.527	-0.44
Do you want blended learning method to be implemented to the other lectures, too?	3.33	.577	3.56	.527	-0.23
Is blended learning appropriate method for you?	3.33	.577	3.22	.441	0.11
Did blended learning affect your achievement level in a positive way?	3.00	.000	3.22	.441	-0.22

As it is observed from the table, students' forum access frequency does not affect their opinions about the blended learning application. The students who do not use forum so often gave answers which are above the average. An answer of a student who had never entered to the forum is as follows:

> "I have adapted to blended learning method so easily. It is a good feeling to come to the class as prepared. Even though I could not use the forum, I supported this method for providing us to strengthen the friendly relations among our friends, discussing the unknown stuff and giving a new interpretation to the topic. Although I could not use computer effectively, I feel that I am better at using it in my last couple of tries."

Again, a few answers which are given by a few students whose forum access frequency are below the average are as follows:

> "Unfortunately I could not use the forum so often but I like the opportunity of speaking and discussing environment at the class."
>
> "Above all having a website which belongs to us is great. It makes me feel comfortable. We were using the computer in every aspect of our lives. In this way, it entered to the classes, too. I can not give so much time visiting the forum. Unfortunately, I can not take advantage of this method as much as I want; but, I know that if I want to, I can share my thoughts with my friends and an instructor using my computer from my home and also at the class. I wish this method would have been implemented in other lessons, too."
>
> "I could not use forum effectively. In fact, I did not feel any need to enter. The content was so clear and our instructor was giving all answers to our questions at the class. If the course was more compelling, and our instructor was not so caring, I would have needed the forum more."
>
> "Technology must penetrate into schools and be used more effectively. In my opinion, blended learning is one of the best methods. It should be implemented in every lesson."
>
> "I hope this method will help me to improve my computer-using ability. This is one of my expectations about it."
>
> "Actually, I learned so much on behalf of computer-using through this application."
>
> "The best aspect of this method is being led to computer use. We know now how to use forum."

As it is understood from the answers, even if the students could not use the forum effectively, their questions' being answered in electronic environment in a relatively short time and the opportunity to communicate with their friends and an instructor whenever and from wherever they want make them feel confident. Furthermore, students want to be close to the technology and they feel need of it in a sort of way.

CONCLUSION AND RECOMMENDATIONS

This study which is prepared with the foresight that students would give the positive reaction to the blended learning confirmed our expectations. A majority of the students marked the most favorable responses in the form and most of them indicated that they considered blended learning enjoyable, and easily adaptable. The most surprising result derived from this study is the students' preference about the blended learning environments. Although, they gave the most positive answers for both environments (internet environment and face-to-face environment) of blended learning, when they were required to choose one of them, 90% of the students preferred face-to-face environment to the electronic environment.

According to the data obtained from the study, students find face-to-face environment more advantageous for improving their communication with their friends and instructors. These results brought into sharp relief the reason of necessity of this new method.It is also figured out that the more students' achievement level raises, the more favorable answers they give about the method. This situation leads us to the conclusion that students who developed a positive approach to the application, adopted blended learning environment more than others and this approach render them more successful.It is not possible to make the same comment for forum access frequency. Rise or decrease on forum access frequency did not affect students' views on blended learning. Students who do not use the forum page so often also gave quite favorable answers.

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