Journal of Advances and Scholarly Researches in Allied Education
Vol. 16, Issue No. 6, May-2019, ISSN 2230-7540

Study of Resources Available on the Internet for Subject Learning and To Create a Guide

Dilip Sonwani[1]* Sunita Yadav[2] Dhanlal Jaiswal[3]

[1] Assistant Professor, Sonkar College, Mungeli (C.G.)

[2] Assistant Professor, Sonkar College, Mungeli (C.G.)

[3] Assistant Professor, D.P. Education College, Bilaspur (C.G.)

Abstract – The development of the Internet on the planet gives numerous opportunities to numerous individuals around the globe from various perspectives. At the point when students are thought of, the utilization of the Internet is for the most part for social and entertainment purposes. Nonetheless, it is clear that the Internet gives social association and entertainment, yet additionally academic and scientific information too. Furthermore, the Internet can be utilized as a tool to learn the most recent news all around the globe just as getting any sort of information that fills various needs, for example, learning more information about a hobby or health. In this manner, it tends to be said that the Internet is the wellspring of spreading information rapidly to an enormous crowd and of going past the constraint of existence. In the light of the above information, it is indispensably essential to urge students to utilize this important source to get any sort of information they need in their academic studies.

Keywords: Internet, Education, Prep School, Academic Use of Internet

----------X----------

INTRODUCTION

One of the themes in the present society related to educational researches is the manner by which students learn the subjects. As our reality is developing so quick, the educational researchers and specialists are attempting to discover the ways for agreeing learning improvements with development improvements. The humankind will develop alongside learning and can be bear the cost of this to its abilities (Azizi and Yeshodhara, 2013 b).

One of the fundamental Components of value in higher education is the nature of teaching - learning process. The nature of this Component depends on the nature of teaching and learning performance. The approaches vicissitude of learning brain research from behaviorism to cognitivism and constructivism have provided theoretical establishment for teacher towards the selection of appropriate strategies of teaching and achieve the desired level of learning.

INTERNET

Internet is largest tools for securing update information and provides e-resources to their users so majority users draw in to the internet for accessing update information. Internet is a world's largest networks of computers that is worldwide networks of computers networks and through the internet we can access information anywhere by remote accessing. This network makes it possible for many people to communicate information, to share information each other same interested persons and work on same materials in multi-media positions. Internet is very useful sources of information and mean of correspondence which we can get and send the information faster structure anywhere on the planet. The use of internet has been worldwide and consistent in the society, researchers and students for getting update information. The internet is a World Wide collection of computer networks, cooperating with each other to exchange information utilizing a typical software standard. Internet users can share the data or any information in different structures as like sound, video text, realistic with the help of satellite linked. The size, scope and design of the internet permit users to connect easily through personal computers and phone numbers, exchange electronic mail with friends and colleagues with accounts on the internet, access information with multimedia that include voice, video, text, photographic images and access diverse perspectives from around the globe. Internet is the shared worldwide registering network. It is a network based on standards including Internet

Protocol, Simple Mail Transfer convention and the Doman Name System which enable worldwide correspondence between connected registering devices.

Present and future of internet –

In the present day the development of internet has been consistent and it is developing at a quick place. Internet has a become tools and significantly change in every aspects as like social, economical, educational, medical and telecommunication fields. With the help of internet users can access information in very fastest and acquire update knowledge on every field. Internet has emerged as the present greatest medium of progress and has steadily become a piece of the imperative infrastructure of worldwide, economic, social and political life. Over the previous decade emerging electronic mail and web and sites have become some portion of the everyday routine so increased billion users of internet on the planet. In the modern computerized era ceaselessly increased internet users due to the development of awareness regarding features of internet. Internet users increased double after just two years due to the it's easy to access and other benefits of internet.

Internet is being used for distributing for ideas and it is effective tool for storage and retrieval of information so majority users draw in to internet for any work. Internet has provide different services to the users as like creating information, browse of information, access needed information, search needed information and communicate information to each other by means of internet so in very brief timeframe internet become a mainstream tool in modern era. Internet is a source of information and provides different information to the users, for example, electronic journals, electronic books, e-databases, technical reports, preprints, library inventory, e-mail based information service, scientific data sets, patents, standards, current pages of electronic journals, online educational materials for study etc. Presently a day's internet has become a piece of library because bookkeeper ought to provide all information to the users by means of internet and electronic mail. Internet role is very indispensable in changing the library resources and services to the users so in the advanced library every single educational material provide to the users by means of internet with multimedia groups. Internet provides connections to different library site, specializing in all practically every subject and they can be directly accessed from part of the world.

Online learning

Online learning is education that takes place over the Internet. It is often referred to as "e-Learning" among other terms. However, online learning is only one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a conventional study hall. Distance learning has a long history and there are several types available today, including:

- **Correspondence Courses:** conducted through regular mail with little interaction.
- ***Tele courses:*** where content is delivered by means of radio or television communicate.
- ***CD-ROM Courses:*** where the student interacts with static computer content.
- ***Online Learning:*** Internet-based courses offered simultaneously as well as no concurrently.
- ***Mobile Learning:*** by means of devices, for example, cellular phones, PDAs and computerized sound players (iPods, MP3 players).
- By a long shot the most famous methodology today is online learning. As per the Sloan Consortium, online enrolments continue to develop at rates faster than for the broader student populace and institutes of higher education expect the rate of development to continue increasing. Some of the key discoveries:
- Over 1.9 million students were studying online in the fall of 2003.
- Schools expect the number of online students to develop to over 2.6 million by the fall of 2004.
- Schools expect online enrollment development to accelerate — the expected average development rate for online students for 2004 is 24.8%, up from 19.8% in 2003.
- The majority all things considered (53.6%) agree that online education is basic to their drawn out strategy.
- A majority of academic leaders believe that online learning quality is already equal to or superior to face-to-face guidance. (The "no noteworthy difference" phenomenon.)

The Internet: Its Benefits and Problems

The facts confirm that the Internet is a great source of information. Its value as a resource is immeasurable. Unfortunately, to get this benefit we have to address a cost. In some cases this comes as loss of protection. The Internet and the computerized world are a piece of the open sphere; therefore, our speech must be measured and revised to be appropriate for this realm making our

free speech be limited. Access to the Internet is likewise restricted to a certain gathering of people. One has to possess a computer, or have access to one to be able to make use of its benefits. Internet access is uneven, therefore out of line. The other potential problem with the Internet is the access that people with obscure intents or with low profound quality have to it. Anyone with the means to a computer can be online with our innocent children. Are their intents innocent moreover?

In the realm of education, the Internet can be a great resource for information. Research can be easily planned and implemented for the benefit of the two students and educators. Unfortunately, this takes us back to the issue of limited access. Some students are more readily exposed and connected to this source than others. It would be out of line for educators to expect all students to access Internet sources for their education, unless this is implemented as a component of the curriculum.

The Internet is a great research tool. The majority of the students at the university level ought to be proficient at utilizing it. I likewise realize that these abilities are better learned when educated since early on; therefore, the sooner we teach students to use the internet (as a serious resource) the faster the students will get it and be able to learn to reap its benefits. The Internet is an open gathering and in that capacity, it is accessible to a wide range of people.

Teaching students to be disparaging of what they research on the net can help them to be more basic overall. I feel that a method of teaching basic evaluation of sites is by having the students access or fabricate their own (class) web-site. To implement this at the elementary, middle school and secondary school level probably won't be easy. Most schools are hooked up to the Internet for research however accessibility of servers is short or non-existent. Servers are required for setting up a class or student's web-site. The chance is interesting and worth exploring. A student or a whole class would benefit from the experience and knowledge that would be gained by their exposure with this endeavor.

Available resources

In spite of the fact that the search terms used were not exhaustive searching was stopped when just a few new sites, or types of site, were being located. In surveying the range of resources available to students wishing to learn how to use the Internet as an examination tool, a number of categories emerged into which the majority of resources could be placed. The accompanying category definitions, and their going with conversations, were based upon the evaluation of sites discovered utilizing both a search engine (Google) and a directory (Yahoo). In each case, searching strategies were employed that attempted to emulate those used by web-users of shifting degrees of competency and experience, with the goal that some sites were discovered 'easily', while others required more intensive, insightful searches. The importance of this to the overall evaluation of a resource is discussed later.

Category 1 – University/College Library and Affiliated Services

The most prevalent type of resource, and the one well on the way to be encountered by inexperienced web users performing essential searches, is that produced by educational institutions, basically for internal use by their own students. The results suggest that most Higher Education Institutions have widespread access to the internet, and of these most will feature some type of resource-based help for students so as to enhance their examination aptitudes with the internet. The same number of these resources have an on-line version, the all-out number of pages falling into this category is considerable.

The structure, and the scope, of this type of resource can shift considerably from organization to establishment, as is evidenced by the sites recorded in this survey. Some, for example, St Andrews College's (UK) snappy checklist11, and the University of Albany's (US) resource 12, are just a collection of short online help sheets. Others, for example, the University of California at Berkeley (US)13 receive a more structured instructional exercise approach, featuring in-depth examination of the principles being educated, and containing useful exercises. There is additionally some minor departure from the method extolled for evaluating web resources, in that some institutions, for example, Eastern Illinois University (US)14, promote specific scoring systems, whereas others provide a more general framework for evaluation, permitting students to decide for themselves how significant a given aspect of a site is based on context. Examples include the resources provided by the University of Wisconsin (US)15 and the University of Newcastle Upon Tyne (UK) 16.

Despite these varieties, however, the overall scope of these resources is generally universal. The underlying principles remain the same, even however the measure of space and words given over to talking about the subject varies enormously

Category 2 - 'Academics' Pages

The second type of resource is related to the first, yet rather than being the result of a centralized, 'official' outlet for research information inside a university, these are resources produced independently by academics for their students use. They are often located on an establishment's servers.

An example is 'Virtual Salt'. The site features a mixture of discursive pieces on the theories and principles behind effective searching, evaluating, and other aspects of web-based research, just as including some helpful, mnemonic-based checklists of things to consider. While this latter aspect of 'Virtual Salt' is like the kind of resource provided by sites falling into Category 1, the majority of the site is unquestionably more concerned with theory to be considered a framework of useful help. Indeed, 'Academics' pages, for example, this are more relevant to people researching the demonstration of researching for and of itself, rather than students wishing to learn how to perform internet research. Accordingly, they additionally contain considerable bibliographies.

Category 3 – Government/Institution Funded Resources/Initiatives

The sites that are perhaps the most comprehensive, and often the most editorially solid, are those created through government and additionally establishment initiatives. They are often intended for a wider audience than those resources falling into the initial two categories, and along these lines may have less of an academic leaning, yet as the principles of good searching and evaluation are generally cross-disciplinary, this is anything but a significant disadvantage. Indeed, some sites, for example, the RDN Virtual Training Suite (UK), contain general advice just as subject-specific help.

These sites often have a decent range of off-site interfaces that can help students wishing to read further on the subject, and as the sites are generally part of funded projects these connections tend to be maintained. However, the disadvantage with these sites is discovering them in any case; while neither hidden behind authentication systems nor possessing especially obscure or indulgent URLs, the sheer wealth of Category 1 sites means they don't readily emerge from the kind of searches likely to be performed by an inexperienced user. Sites, for example, the 'Internet Detective' (UK) appear numerous pages into an essential Google search, by which time the inexperienced user who needs to discover this resource may have given up. It does appear relatively easily on Yahoo!, yet just if a manual hierarchy search is performed utilizing the site's directory structure, rather than its more heavily promoted search feature.

Category 4 – The Lone Gunmen/women

The last internet category identified records for that generally old style of websites; the private, one-man-or-woman-authored treatise. Such sites can differ greatly long, motive, content and of course quality. Some, for example, Study Guides and Strategies, which employs user feedback as a quality mechanism and has been translated into more than 20 different languages, are more extensive.

Category 5 – Hard Copy Resources

There are a variety of books, and chapters or sections in books available to help students locate information on the WWW. Likewise with web resources the extent, and usefulness, of these varies greatly, extending from a few passages in general examination skills books, for example, Mcllroy to complete books, often aimed at a specific sector, for example, Kiley 2Medical Information on the Internet. This latter example in spite of the fact that not intended as a student study guide does contain information that could be used thusly. One significant disadvantage of printed copy information is its currency. The Internet is as yet evolving, and Web sites are often unique, with content changing, and moving. Even if the information is excellent when it is written all things considered, connections to web sites suggested may become obsolete rapidly, perhaps even before the book has reached the bookshops.

Student requirements

Ability levels and earlier use of the internet varied widely over the members with the vast majority of the gatherings having a mixture that helped to stimulate conversation. Even however most students had already received at any rate one showed session most students perceived themselves to have poor skills and voiced concern about being asked to use an online guide, expressing a preference for an educated methodology. Complete instructional exercises (Category 3) were seen as something that they might be asked to use as a feature of a course, rather than something that they would discover for themselves. This carried with it an expectation that the mentor would have carried out any requisite quality checks. Slaouti additionally discovered this expectation in her research where students expected that any connection recommended by a lecturer ought to be completely quality checked by the lecturer. There was wide agreement from the students in this investigation that this type of guide ought to be introduced to them by the coach, and that further help or assistance when they encountered problems was an essential requirement for this type of guide.

There was consistency in some areas of content requested, with all the gatherings expressing that any guide used ought to contain more than simply the mechanics of utilizing search tools. All the students wanted help with leading refined, targeted searches. Ease of access and a simple interface was mentioned by some gatherings, alongside the capacity to simply use the help that was relevant to them at that time. Some gatherings believed that any help or instructional exercise used ought to be subject specific, alongside the expectation this

would include quality checked connects to further subject based web sites.

The majority of the students wanted problem understanding assistance rather than a structured 'work through' instructional exercise. Helpsheets or help with resolving problems were mentioned by everything except one gathering. IT confident members of two gatherings were glad to consider help being provided through online means, despite the fact that this was not supported by the less IT confident or skilled members of those gatherings. In spite of the different professional gatherings included in the research there was no interview bunch that had fundamentally differing views to the others. The measure of enthusiasm for online instructional exercises and bolster varied somewhat between the gatherings however those students who had a preference for this type of help were consistently in the minority.

The problem of utilizing online resources to help students develop their online information skills was raised by several of the gatherings who saw a conundrum in that without the skills and knowledge imparted by the online course they wouldn't have the capacity to locate the course in any case.

REVIEW OF LITERATURE

Goria,S.(2012) He examine numerous academic e-journals are accessible in Indian libraries they are under consortium. Government has been spending huge add up to provide e-resources to Indian libraries through different consortium like N-List, UGC Data net etc. So it is very essential to every users ought to be latest knowledge and there teaching process. Different new technologies are provide latest information to users for setting aside time and cash, for example, RSS feeds, e-mail, Google readers, Google search engine, Wikipedia, online encyclopedia, and online word reference. In this paper researcher indicate that e-resources are very useful and update for users especially academic and researchers. Through the e-journals users ceaselessly updates and maintaining a strategic distance from the duplication of research work. It is reality t cap the role of library professional has been increased knowledge expansion and to provide very update eresources to the users for their teaching learning process. Library staff provides regular technological and how to use of e-resources training for their users

Papert (1980) studied on 'Children, computer and powerful idea'. He understood the importance of computerized media and how it could be used to enable children to learn better inside a constructivist learning environment. He believed that with the goal for children to assemble and adjust their ideas, the customary tools, for example, pencils, copies and texts were inadequate. He felt that computers were the appropriate tool to enable the learner to take control of the learning process. He found that a complementary relationship exists between technology and constructivism, the implementation of each one benefiting the other. Recent attempts by educators to integrate technology in the classroom have been inside the context of a constructivist framework.

Vaishali and Kumar (2004) He in this research most preferred information sources is printed like books, periodicals, thesis, technical report ,patent and another printed materials. Internet, e-journals, e-books, e-thesis, e-reports and other electronics information were the lowest ranked information sources because of they were not available in a large portion of the libraries, In India the majority of libraries located in provincial

El-Hindi (1998) conducted concentrate on 'Constructivist teaching with Internet'. He assumed that learning through the Internet is very compatible with constructivism. Constructivism assumes that learners are active and inquisitive and the process of knowledge development on the Internet is in keeping with these standards. The Internet is a powerful resource to help learners' characteristic interest. The Internet rethinks the idea of the teacher as the sole source of knowledge, by giving a huge universe of information. He found that by utilizing the Internet, teachers can concentrate less on being the center of learning and take into account more discoveries with respect to the student. Instead of being passive recipients listening to their teachers, students can devise their own particular manners of gathering information. Effective use of the Internet can help teachers move toward encouraging constructivist learning environments

OBJECTIVES:

The aim of the study was to identify the resources available to help students to explore the students' priorities in online guides.

METHOD

Semi-experimental method was used in the research. Gatherings are tested once before the beginning of the experiment and once after the end of the experiment. The test, which is carried out toward the beginning, is termed pre-test and the test which is carried out after the application is termed post-test (Karasar, 2002; Çepni 2007). This figure includes an experiment gathering and a benchmark group, yet members can't be determined arbitrarily. On the off chance that there is certifiably not a huge difference between pre-test purposes of gatherings, it very well may be said that gatherings are equivalent. While hypotheses are testing , focuses which show the change from pre-test to post-test of the two gatherings are

compared to determine whether a huge difference is between the focuses (Bulduk, 2003; Christensen, 2004).

The universe and the sample

This investigation was carried out with 37 students in an examination centre.

Data collection tool and data analysis

"Achievement test about triangles" was carried out as data collection tool in the research. While the achievement test was preparing, it was benefited from the textbook and different references. 5 focuses was given for each correct question in the achievement test, which comprise of all out 20 questions. Hence the highest score to be gotten is 100 focuses. The content of the test was chosen in compliance with target and behaviors in Mathematics Instruction Program. Assessments of 3 mathematics teachers and 3 field educators were taken to provide content and face legitimacy of the achievement test.

The last type of the achievement test is carried out to 125 eighth grade students who are different from experiment and control bunches so as to do its pilot scheme and specimen investigation. KR-20 reliability coefficient of multiple-choice assessment instrument, which took its last frame and have 20 questions was founded .78. The obtained data were constructed with investigation of "t" test at 0.05 significance level. For this, it was benefited from SPSS 11.5 (Statistical Package for the Social Science) package in computer environment.

Use of experiment gathering

This examination includes subject of the "Triangles and Algebra" unit and sub-learning area and learning space of which is respectively triangles and geometry in the Mathematics program of the Ministry of Education. The investigation was carried out in 2,5 weeks (in 10 course hours) by lesson teacher. Before completing the achievement test, it was given as pre-test so as to test whether there was a critical difference between the experiment and control gatherings, after doing it; it was given as post-test so as to compare the achievements. The conventional teaching methods were used in charge bunch in the research. Teaching of the "Triangles" subject being sub-learning area of the "Triangles and Algebra" unit was carried out in lesson process by the experiment gathering. The attainments are as per the following: (I) determines correlation between entirety or difference of lengths of two edges and length of third edge of triangle, (ii) determines correlation between edge lengths of triangle and angle measures opposite these edges, (iii) designs a triangle, which sufficient number measures of its elements, is given, (iv) inscribes median, perpendicular bisector, angle bisector and height on triangle. Lesson contents were carried out in study hall environment by internet-based application as package. In this manner it was benefited from information technology during lecturing and interactive applications were carried out over internet.

FINDINGS AND INTERPRETATIONS

In this part, discoveries obtained from pre-test and post-test utilizations of "Achievement test about triangles" of experiment and control bunches were evaluated. Whether or not a critical difference was in pretest scores of students in charge and experiment bunches was analyzed utilizing Independent Samples t Test. The results of the examination are appeared on Table 2.

Table 2: T-test Results of Pre-test of Students in Experiment and Control Groups

Groups	N	$\overline{X}$	s	t	P (significance level)
Control group	19	51,68	13,66	-0,270	.789
Experiment group	18	50,38	15,55		

As seen on Table-2, when it is looked at analyses of t-test done depending on pre-test results of control and experiment gatherings, a statistically huge difference couldn't be found between bunches carried out internet-based education and conventional method before beginning education(t =-0,270, p=.789>0.05). The average of the test of control bunch was 51,68 and the average of the test of experiment bunch was 50,38. This result shows that preliminary information concerning the subject of students in bunches is close toward the beginning. The scores obtained from posttest of gatherings studying the "Triangles and Algebra" unit whit internetbased education (experiment gathering) and conventional method (control gathering) were compared utilizing Independent Samples t Test and the obtained values are appeared on Table-3.

Table 3: T-test Results of Post-test of Students in Experiment and Control Groups

Groups	N	$\bar{X}$	s	t	P (significance level)
Control group	19	56,42	10,03	3,058	0,004
Experiment group	18	67,22	11,02		

As seen on Table-3, as a result of the analyses of t-test done in compliance with the results of the post-test, a statistically significant difference was found between the groups studying with internet-based education and conventional method (t= 3,058, p=0,004< 0.05). The average of the test of control group was 56,42 and the average of the test of experiment group was 67,22. As a result, it has ensured that there is a significant difference in favour of experiment group between success levels of the experiment group studying with internet-based education and the control group studying with conventional method.

RESULT, DISCUSSION AND SUGGESTIONS

As a consequence of the investigation named "internet for subject learning and to create a guideof The Internet-Based Instruction" it was specified that the distance between students ought not be a problem in internet-based education, even if students are away from each other for a significant distance and miles due to their geographical position, they can be close to each other. Even in the event that they are in the same study hall environment, they can be away from each other for a significant distance and miles. It was emphasized that everything depends on whether or not student need to learn. It tends to be mentioned that students utilizing internet as per their purposes can for the most part develop their skills of conveying, researching, reaching the information, fellowship and students increasing their skills will come more advantageous situation in the matter of the usage of information technologies (Akbaba and Altun, 2000).

It is observed that teaching of triangles subject by means of Program-based over internet is more effective on students' success in correlation with conventional methods. Its reason can be explained with the way that students experience with learning materials catering to great numbers of senses in education environment, their attention against lesson increase or their inspiration levels against lesson become a decent level. It follows from comparable studies carried out in this direction that the usage of technology in education environment strike positive harmonies on students (Taş, Köse and Çepni, 2006). It is observed that education applications carried out by comparative projects increase academic achievements of students. In Physics field, Karamustafaoğlu and his friends (2005) inferred from their investigation named "Simple Harmonic Motion" that education carried out by recreation program with dynamic system on experiment bunch is more successful in examination with education carried out by conventional methods on control gathering. Appropriately, as a consequence of Hırça and his friends (2011's) study named "The Effects of Developed Materials Considering 5E Modal On Students' Attitudes To Conceptual Change And Physics Lesson: The Example Of "Work, Power, Energy" Unit" they come to a resolution that it tends to be said that utilizing different materials, binding together of subjects with everyday life, being enriched of materials to be used in visual sense, blend of conceptions with games and shows in video, that student is actively located in education activities are significant with regards to remove their negative attitudes against physical science lesson and to endear students to material science. After this type of instructional materials had been carried to study halls with the help of technology, positive effects occurred on their mental development. Instructional projects are software which present content of subject to be educated, provide probability to practice for learning of content, give feedback, evaluate students' performance, orientate students, the entirety and the substance of them ,provide an active learning environment by accepting that teacher's role (Kuzu, 2007). Those below have been suggested in consequence of the investigation.

CONCLUSION

Internet-based education programs, which call and stand out for students, must be used more frequently. It ought to be set up sufficient substructures concerning internet-based projects for the way that these embody learning and contribute to students' academic achievement in a positive manner. It is observed that internet cater to every field of life and there is increase in number of connecting to internet by mobile. These types of utilizations in compatibility with mobiles can go far toward standing out for students and they can use the applications, while they are spending time on mobiles. It ought to be for the most part focused on research and development services oriented internet-based education programs. Projects carried out in this direction ought to be supported and it ought to be focused on curriculum development efforts carried out with students. Teachers ought to be raised awareness about internet-based education applications and applications ought to be basically indicated them at a push.

REFERENCES

[1]. Akkoyunlu, B., Yılmaz, E. (2005). The Information Literacy Levels, Usage Frequencies and Reasons of Internet of

Teacher Candidates. Education Researches, 19, pp. 1-4.

[2]. Altun, A. (2003). Electronic Literacy. The National Education Journal, 158, pp. 1-9.

[3]. Benoit, P. J., Benoit, W. L., Milyo, J. & Hansen, G. J. (2006). The effects of traditional versus web-assisted instruction on learning and studentsatisfaction. University of Missouri, Missouri.

[4]. Burgess, J. (2006). Blogging to learn, learning to blog: In: Bruns, A., Jacobs, J. (eds.). (2006). Uses of Blogs. Pp. 104–114. Peter Lang, New York.

[5]. Çepni, S. (2007). Introduction to research and project studies (Revised edition). Trabzon: Celepler Printing.

[6]. Çetin, Ö., Çakıroğlu, M., Bayılmış, C. and Ekiz, H.(2004). The Importance of Education for Technologic Development and The Position of Internet-based Instruction in Education. The Turkish Online Journal of Educational Technology. Vol.3(3).

[7]. Derviş, N. and Tezel, Ö. (2009). The Effect of Computer-based Education in Science and Technology Lesson on Student Successes and Scientific Thinking Skills. I. International Educational Researches Congress, (1-3 May 2009). Çanakkale.

[8]. Erkunt, H. and Akpınar, Y. (2002). Internet-aided and Internet-based Education: An Example of Corporate Education Management System. The Notice Book of Open and Distance Training Symposium, 23-25 May, Anadolu University, Eskişehir.

[9]. Hangül, T. and Üzel, D. (2010). The Effect of Computer-based Education on Student Attitude in 8th Grade Mathematics Teaching and Student Views about Computer-based Education. Necatibey EducationFaculty Electronic Science and Mathematics Education Journal, 4(2), pp. 154-176

[10]. Kara, Y. and Yeşilyurt, S. (2007). A Research about the Effect of Lesson Software Regarding Cell Divisions on Student Successes, Misconceptions, Attitudes against Biology. Ç.U. Education Faculty Journal, 3(34), pp. 41-49.

[11]. Karaduman, B. and Emrahoğlu, N. (2011). The Effect of Computer-aided and Computer-based Instruction Methods on Academic Achievement and Memorability in Teaching of “The Granular Structure of Substance” Unit. Kastamonu Education Journal, 19(3), pp. 925-938.

[12]. Laurillard, D. (1992). Learning through collaborative computer simulation. British Journal of Educational Technology, 23 (3), pp. 164-171.

[13]. Nentwich, M. (2003). Cyberscience – Research in the age of the Internet. Austrian Academy of Science Press, Vienna.

[14]. Warren, A., Brunner, D., Mair P., & Barnet, L. (1998). Technology in Teaching and Learning: An Introductory Guide. London: Kogan Page.

Corresponding Author

Dilip Sonwani*

Assistant Professor, Sonkar College, Mungeli (C.G.)