DETERMINANTS of INTERNET USE for INTERACTIVE LEARNING: an EXPLORATORY study


WHICH STUDENTS USE THE INTERNET MORE OFTEN FOR INTERACTIVE LEARNING?

The students who use it the most are those for whom the Internet proves useful.

1. RECOGNITION
The most skillful learners use the Internet to interact in learning, regardless of whether their work is recognized or not in the context where they study.

2. MOTIVATION
The students who seek learning not focused on economic purposes use the Internet more often regardless of whether that effort is appreciated or not in their field of study.

3. GENDER AND AGE
Girls and young adults are the groups who most use it.

4. EXTRACURRICULAR USE
Practical use such as entertainment and research is more common the older and more mature the student is.

NOTES: ASPECTS TO BE TAKEN INTO CONSIDERATION

1. ENCOURAGING rewards for use by incorporating them into assessment.

2. EXTENDING the use habit to other purposes or to other times.

3. ENHANCING digital skills up to a high level before using the Internet for educational innovation.

4. PROMOTING the extra-academic use linked to communication and networking.

Advice:

1. To spread the utilization of the Internet for interactive purposes in an effective and egalitarian way.