

Assessing an E- learning and B- Learning Model – A Study of Perceived Satisfaction

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Abstract— This study analyzes a postgraduate program, which has moved from face-to-face to b-learning and e-learning model, which has proved challenging for both students and lecturers in terms of adapting to the new environment.

Our aim is to analyze these processes, initially through a medium-term study on students' perceived satisfaction within the use of a Virtual Learning Environment and a social network.

We conducted semi-structured interviews to students to verify their perceived satisfaction on the program content and structure, as well as on its teaching methodology. We aimed to assess how useful students considered the new tools, articulating first and second stages of Kirkpatrick's Evaluation Model (Kirkpatrick, 1998).

Taking the results coming from our reading of learning processes, we have then moved on to a second stage, focusing on evaluation of learning, i.e. through analysis of the grades obtained by the students. Hands-on and practical work are determinant for the assessment of learning, in such a way that the objectives held by each subject are fulfilled. The evaluations showed positive results, showing no differences between the students on an e-learning format and those on the b-learning method.

Index Terms— Computer Supported Collaborative Learning, blended-learning, e-Learning, perceived satisfaction, Learning Evaluation Model.