

Many studies that were implemented about the influences of web-based learning on students' attitudes do not agree on the issue of whether it makes positive changes in attitudes towards science and science lessons. (Francisa, Katz, Susan, & Jones, 2000; Mitra, 1998). Perceived benefits of taking a web-assisted course, and the actual value associated with the interactive and communication features of web-assisted instruction may have helped to shape students' attitudes towards science. Hoffman (2002) noted that since students are active learners and since they are responsible for their own learning, it is reasonable to expect a favourable attitude towards the medium of delivery. Similarly, students also expressed a positive attitude about web-based technology. The more they used it, the more comfortable they felt with the course and mode of interaction (McBride as cited in Hagir & Mohamed, 2003). The finding supports the literature (Choi, Lim, & Leem, 2002; Beard, Harper, & Riley, 2003) reporting that web-based learning develops a positive attitude towards science education.

The findings of this study added empirical support for the positive effect of web-based learning. Reaching to the content easily and obtaining the knowledge with less effort can explain the difference in attitude toward a science course. The web site of the course provided the students with opportunities to read and analyze the content. In the web site the students could use many links in which they could find related information. These conditions affected the progress in their attitude. As the literature suggests, the development of positive attitudes is related to the easy involvement of the students in activities in the web site of the course (Manuel, 2001; Matuga, 2001).

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