The educational use of a website in the teaching of chemistry module on "Acids – Bases – Salts"

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Introduction

- This paper aims to present the development of a website that allows students to follow the theoretical material of the "Acids-Bases-Salts" subunit, enriched with images, graphics and video recorded phenomena.

- This way, unlike a typical school laboratory, it is permissible to study the everyday phenomena that are performing rapidly.

- Thus, more time is spent on the teaching activity aimed at linking phenomena and graphical representations.

Results

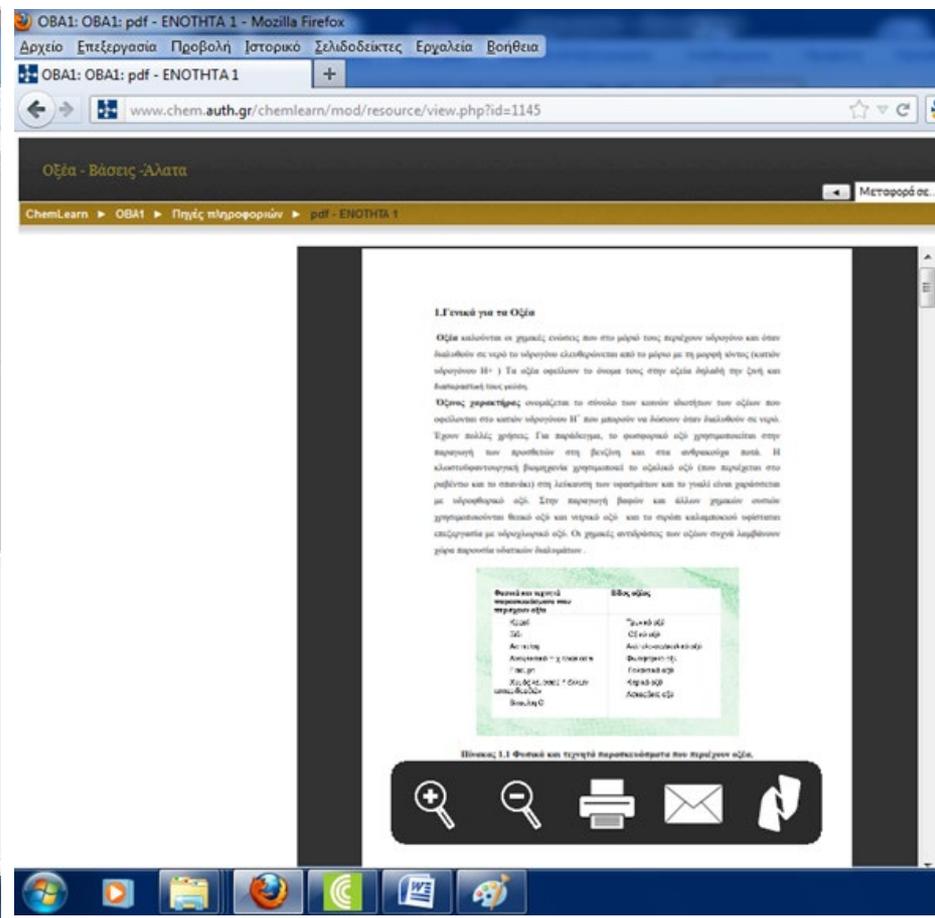Fig. 1. Snapshot of the website where a menu was inserted

Fig. 3. Preview of the theory file in.pdf format

Results

TABLE 1. Results of Factor Analysis

Variables	Loadings	Factors
I can set my own schedule and complete my work on time.	0.867	Factor A Self-activity in reading Eigenvalue 4.777
I can balance schoolwork with other activities.	0.873	
I read well and follow written direction well.	0.919	
When I encounter a difficult problem, I am willing to seek assistance from the proper people.	0.899	
I like to solve problems and try to figure things out on my own.	0.783	Factor C Self-activity in schedule Eigenvalue 2.093
I am motivated and can work without others pushing me to get things done.	0.933	
I am able to maintain a schedule and complete work without direct supervision.	0.942	
I am comfortable using a computer and the Internet.	0.935	Factor B Computer expiries Eigenvalue 2.498
I know how to open, modify, save and upload documents and I am comfortable navigating web pages and sending and receiving e-mail.	0.894	
I own or have daily access to a computer with Internet access.	0.944	
I am willing to access my e-course daily to check announcements, the schedule and teacher and student communication.	0.773	Factor D E-learning expiries Eigenvalue 1.411
I am prepared to learn to study in an E-Learning environment.	0.902	
I am prepared to learn the necessary skills required to be successful in the E-course.	0.849	

Results

TABLE 2. KMO AND BARTLETT'S TEST FOR THE PHASE A

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.712
Bartlett's Test of Sphericity	Approx. Chi-Square	1441.783
	df	78
	Sig.	0.000

TABLE 3. RELIABILITY ANALYSIS

Factors	Cronbach's a
F1: Self-activity in reading	0.940
F2: Computer expiries	0.924
F3: Self-activity in schedule	0.919
F4: E-learning expiries	0.795

Conclusions

- In the present work, has created abundant material both, in written form and in the form of educational videos, thus giving in the website the frame of an integrated virtual educational environment.

- The purpose of this paper has been twofold, firstly, in addition to the training on the respective subjects, the familiarization of students with the methods-techniques and tools of distance learning and the development of a participatory culture in lifelong learning; secondly, the proposed teaching interventions, which evolve within an environment of asynchronized distance teaching, has been achieved.

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Conclusions

- This interventions was enhanced the face-to-face teaching with various distance-learning activities, the extension of teaching time and the exploitation of the pedagogical philosophy principles of educational site, as a tool and mean of constructive and sociocultural learning.

- According the results of statistical analysis, the Technical support is the factor helps students to be more involved with the e-learning system.