Introduction

The inclusion of technology in education has generated different effects on students' academic performance. The technology results in improved learning, but it can also cause problems related to distraction that may negatively affect students' academic success.

Discussion and conclusions

Sample

2013 students from 31 face-to-face universities in Ecuador, 51.7% of whom were women and the remaining 48.3% men.

The instrument based on the questionnaire of "The Internet Catalonia project" (UOC, 2003) and on questionnaires of the Digital Literacy in Higher Education project (DLINHE, 2011).

A number of student classifications were established with the non-hierarchical K-media algorithm based on the utilization of technological tools in the learning process and according to the students' willingness to use technology.

The chi-square statistic and Pearson's R as well as Linear and Tobit regression were used for the relations search, where academic success and level of plagiarism acted as dependent variables.

Method

If we relate the number of queries sent by students to the teacher and academic success: the more queries the less the student fails.

Participation in academic forums has a negative impact on academic success since they can be considered a distracting factor.

Results

Classification of students based on years of experience

- 48% have low experience if they connect fewer hours per day and have been Internet users for fewer years.
- 32% of students have high experience.

Classification of students based on interaction

- 68% have low experience if they connect fewer hours per day and have been Internet users for fewer years.
- 32% of students have high experience.

Classification of students based on academic activities

- 89.3% el grupo de trabajo académico bajo según la cantidad de videos académicos que se miran y por el número de horas dedicadas a la búsqueda de información.
- 9.9% el grupo de trabajo académico medio.
- 0.8% el grupo de trabajo académico bajo.

Relations

- The level of knowledge about the Internet affects the amount of information the student connects per day, as the number of hours increases, so do the levels of student plagiarism.

If we relate the number of queries and the students to the teacher and academic success, these queries become a significant factor in academic performance.

Participation in academic forums has a negative impact on academic success, which may be considered a distracting factor.