Abstract
In this work we show the results obtained in the Project called: “The development of a pedagogical design from a socioconstructivist point of view for learning - teaching situations mediated via computers.” The work was done comparing two different courses that shared the same pedagogical design. We focus on supporting two concepts that had measured significantly in a previous Project, about the academical achievement y higher students’ satisfaction: interaction and tutorials. Through a quasi experimental design, we work on different populations to prove if this relationship was still there on courses of different characteristics. The results obtained show the strength of these variables in the quality definition of educational processes under technological support not only via distribution lists but virtual campus as well.

Keywords
Distance education, socioconstructivism, tutoring, interaction.