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Abstract: This paper deals with the usage electronic supports for learning economics at the University of South Bohemia in Ceske Budejovice. The goal of this paper is to evaluate present usage of electronic supports for learning economics and determining other possibilities in their development. The basic method of collecting data was a questionnaire inquiry of full time and distance learning students. It was found that all respondents use electronic supports and most students consider it as very significant (significant and very significant). Students of full time study use these electronic supports more frequently than students of distance study. The larger part of students (more than 90%) primarily use electronic supports to obtain material and information. The percentage of students who use supports for other activities, namely for practising examples of studied subject matter for to easier understanding, is low. The authors conclude that electronic supports are integrated into the learning of economics, but still have only a supporting function in the traditional education format - passive learning. In the future it will be necessary to create additional electronic supports for active learning.

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