



“ONLINE vs. FACE-TO-FACE CLASSROOM INSTRUCTION: A COMPARITIVE ANALYSIS”

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Abstract:

“Technology is just a tool, in terms of getting the kids working together and motivating them, the teacher is the most important” - Bill

Gates

The main aim of the study is to identify the perception of post graduate students on receiving instruction through online or regular classroom instruction. The students were used with the face to face classroom instruction. But now the time has changed there is a drastic change in teaching and learning process, as there is a rapid advancement of technology. The research has been done to contextualize and compare the teaching and learning effects of this teaching and learning process through online and face to face instruction. No doubt teacher faces difficulties in the initial stage but in the later stage it changes. The present study is an example to compare and contrast the online and face to face instruction. The 50 post graduate students were administered the self-prepared questionnaire through Google form. The same were analyzed systematically. The results revealed that post graduate students were favorable for the face to face instruction. Suggestions for further research include focusing on online and face to face interaction can be adopted in both qualitative and quantitative method.

Key words: classroom instruction, online, face-to-face, blended learning and perception

Introduction:

There is a drastic change in the higher education which is increasingly filtered by the technology. In 2010, it was estimated that over 6 million college students took at least one online course (Allen & Seaman, 2011). In 2012, over 30% of students enrolled in online learning courses were at the graduate level (U.S. Department of Education, 2014). Specifically within counselor education, online learning is becoming increasingly popular.

New advances in Internet-based technology have brought challenges and opportunities to education and training, particularly through online instruction. While online



instruction is gaining popularity, it is not free from criticism. Many educators and trainers do not support online instruction because they do not believe it actually solves difficult teaching and learning problems (Conlon, 1997). Additionally, students have more time to respond to discussion questions than when they are face-to-face in a time-designated classroom. The ability of the electronic classroom to deliver instruction in a 24/7 format means that learning is no longer confined to exact periods (Schrum, 2000). Students can access courses whenever they have a question or can interact with classmates whenever they choose.

Need and significance of the study:

Online education offers many benefits to both instructors and students. As there is a continuous improvement in technology, including videoconferencing technology where they can use audio-visual communication. Also there are many studies which have highlighted the importance of instructor engagement and knowledge about online teaching and course material for gainful learning outcomes. Therefore the author tried to find out the perception of post graduate students towards online vs. face to face instruction.

Review of literature:

1. **Jasmine Paul & Fellica Jefferson** (2019) the purpose of this research was to determine which teaching method proved more effective for over the 8-year period. A growing number of students are now opting for online classes. They found the traditional classroom modality restrictive, inflexible and impractical. No significant difference in student performance between online and face-to-face learners overall, with respect to gender, or with respect to class rank were found. A potential exists for increasing the number of non-STEM majors engaged in citizen science using the flexibility of online learning to teach environmental science core concepts. Moreover, the results of this study serve as a backbone for future meta-analytical studies.
2. **J J Arias & Swinton** (2018) the study utilizes random assignment of the registrants of principles of macroeconomics class into two alternative venues: online and face-to-face. The pre and post test had both standardized and instructor specific questions. Students in the face to face section have statistically significantly higher exam scores and statistically significantly greater improvement on the post-test instructor questions. These mixed results suggest that both course objectives and the mechanism used to assess the relative effectiveness of the two modes of education may play an



important part in determining the relative effectiveness of alternative delivery methods.

3. **Ozcan Gulacar** (2013) conducted a comparative study of an online and a face to face chemistry course since there was a lack of focus on online chemistry courses. The author compared the success of students instructed in an online or face to face general chemistry course for non-majors. The author found that there were no significant differences between online and face to face courses when comparing the various chemistry topics covered in the exams.

Operational terms defined:

1. **Classroom instruction:** means the part of the training/course which takes place in a classroom and which utilizes effective teaching methods like lecture, discussion etc. In this study the researcher used the term to identify the perception of students towards this type of instruction.
2. **Online:** is the subsystem connected through computer for use. The researcher has used the term online as one of the mode of teaching and learning process.
3. **Face-to-face:** means when the instructor and students are involved in the teaching-learning process in the same time. The same meaning has been implemented in the present study.
4. **Blended learning:** is a style of education in which students learn through digital as well as online media. In this study the researcher tried to blend both methods and compared the same.
5. **Perception:** means awareness of something, intuitive understanding or insight. In this study the author tried to find out the insight of students.

Objectives of the study:

1. Compare the online and face-to-face instruction and to analyze the same.
2. Highlight the importance of online and regular classroom teaching.
3. Identify the perception of post graduate students' towards online and face-to-face teaching.
4. Assess the perception of students towards online and regular classroom teaching.

Research questions:

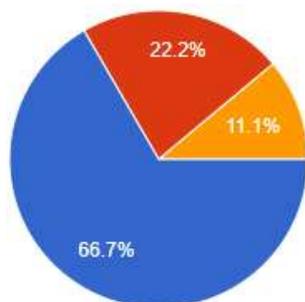
1. What is the impact of students on online and face to face instruction?
2. Whether post graduate students will develop positive perception in online or face-to-face instruction?

Methodology:

1. **Sample and sampling technique:** For the present study the researcher has chosen 50 post graduate students through purposive sampling technique.
2. **Method:** The descriptive survey method was adopted to study the perception of post graduate students of the department of sociology in the University.
3. **Tool:** Self prepared questionnaire was administered to the students to obtain the data. Questionnaire was forwarded through Google form.
4. **Statistical technique:** percentage analysis was used.

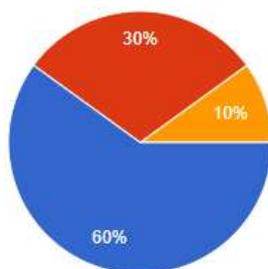
Data analysis and interpretation:

1. Do you think online mode of learning is difficult for teaching-learning process?



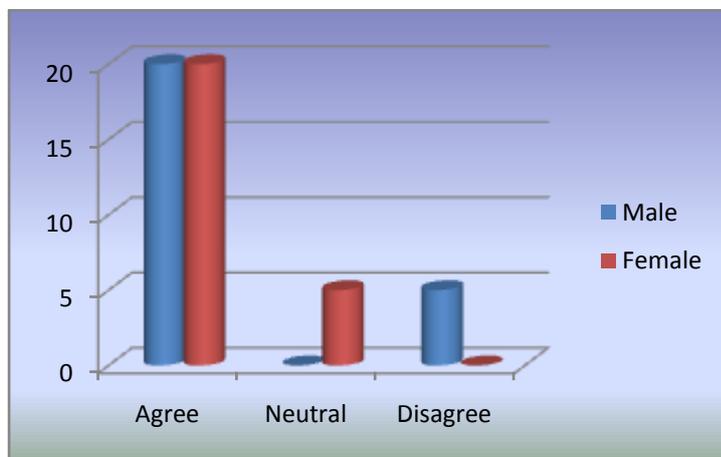
The pie diagram reveals that 66.7% students agree, 22.2% of them are neutral and 11.1% disagree. Therefore we can say that post graduate students opined that online mode of learning is difficult to learn.

2. Face to face instruction is more simple and easy to follow.



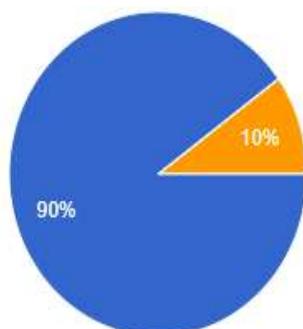
The pie diagram clearly reveals that 60% of them agree, 30% neutral and 10% disagree with the given statement. Therefore, we can conclude that post graduate students can follow instruction easily.

3. Is there any difference between online and face to face instruction?



The above table chart reveals that almost all the post graduate students agreed with the above mentioned statement.

4. There is a lack of social dimension in online learning.



● Agree
● Neutral
● Disagree

The pie diagram reveals that 90% students agree, and 10% disagree. Therefore we can say that post graduate students opined that there is a lack of social dimension in online learning.

Findings and suggestion:

Generally, the face-to-face students indicated a more positive perspective on the learning environment characteristics than the online students. Considering the fact that the face-to-face class met in person once a week for a 3 hour period throughout the semester, the differences in student interaction levels are to be expected. Students in face-to-face courses can more easily get together for an extended period of time to discuss class projects, work out any differences of opinion, and build social relationships. In contrast, online students do not have similar opportunities, although the technology provides a surrogate form for similar interactions. This suggests that the online environment may lack the strong social dimension that is beneficial to face-to-face classroom experiences.



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