

In-class Education vs. Online Education

The quarantine measures caused by the coronavirus pandemic enhanced the shift towards online education, applying modern Internet-based technologies and social media. The majority of people had a chance to experience online education and compare it to the standard face-to-face mode in brick-and-mortar learning institutions. Online universities provide an instant exchange of information that students can approach everywhere and every time they want. In contrast, traditional classes provide remarkable experience through classroom activities. Although online learning is evolving rapidly, in-class learning is still more effective and should be prioritized.

Convenience

On the one hand, online learning saves time that can be further dedicated to essential tasks. For instance, individuals do not have to get up early to prepare for and traveling to school. Online learning avenues make it possible to join the class wherever the student is. Modern social media supports the instant exchange of information, soft copies of resources needed for the study. Students can exchange files directly with a teacher or with their classmates.

On the other hand, online education is impossible when there is no Internet connection or a suitable device. As García and Weiss (2020) identified, remote learning caused by Covid-19 upheaval tends to fail because of inferior access to computers, monitoring of academic achievements, and high student absenteeism. Moreover, teachers were found not ready to instruct online education effectively. The least prepared and low-income students' learning process and development were disrupted and interrupted. The reduced learning time impedes students' performance and leads to higher absenteeism.

Innovation

Online education reserve room for peculiar innovations and unique learning strategies.

Different digital platforms applied by instructors provide a new type of experience and collaboration. For instance, the online learning environment accompanied by video, audio, and illustrations allows teachers to apply a very engaging gamification strategy. The system of leaderboards, score/ranking, and rewards encourages individuals to take on challenging tasks (Antonaci, Klemke, and Specht 2019). Nevertheless, only in-class education can provide students with practical sessions. It makes remote courses unsuitable for many professionals such as nurses, surgeons, or scientists.

Motivation

It is not a secret that any learning instruction must have clear goals, expectations, anticipated outcomes, and experiences to render students' greater motivation. The research conducted by Alario-Hoyos et al. (2017) highlighted that online courses are more suitable for more mature and experienced individuals who have clear objectives (obtaining a certificate or enhancing knowledge). Their self-regulated learning is usually driven by high intrinsic (enjoyment) motivation that is stronger than extrinsic (usefulness of classes and tasks). Learning independence is of high priority to achieving satisfactory results in online learning. Sumbawati et al. (2020) found that face-to-face activities develop skills necessary for remote learning, such as confidence and independence. Lack of responsibility, discipline, motivation, and external encouragement (school environment, family) may lead to younger students' adverse learning outcomes. The majority of them need personalized tutoring to be in step with the course. For instance, many assignments require direct help, clear example, and instructor feedback as the material is too difficult.

To conclude, although online education strategies and facilities have significantly improved, the traditional learning approach is still superior. The former saves time physically isolating individuals, whereas in-class education is more affordable for low-income students enhancing their communication skills. Online education was found to be more innovative,

involving modern digital means. Instead, in-class one is a way better in mastering practical skills. In terms of motivation, it is way more difficult for instructors to encourage and motivate students in the online environment. Young people usually need help and tutoring, making e-learning more suitable for adult learners. Thus, online education is better for andragogy, while the in-class model fits better for pedagogy.

References

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