

A COMPARATIVE STUDY BETWEEN OFFLINE AND ONLINE CLASSES AMONG STUDENTS

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Abstract:

Utilizing a pretest/posttest plan, understudy learning results were analyzed for internet learning and offline forms of a similar course educated by a similar teacher. The course was a master's-level research strategies course instructed in an advocate schooling program. Even though the two gatherings of understudies (online and offline) scored essentially higher on the posttest than on the pretest, there were no huge contrasts in execution between the two gatherings. Additionally, assessment of the understudies' course (teaching) assessments didn't uncover any critical distinction in mean course evaluations between the offline and online learning adaptations of the course.

Keywords: Learning Methodology, Online Classes, Offline Classes, Teaching Method **Introduction:**

Advanced education is getting progressively penetrated by innovation. The quantity of undergrads took on in any event one online training course has arrived at the millions and online advanced education enlistment has been developing at ten times the pace of grounds enlistment. In 2010, it was assessed that more than 6 million under grades took in any event one online course. In 2012, more than 30% of understudies took on internet learning courses were at the alumni level. Explicitly inside advocate instruction, online learning is getting progressively well known.

Recovery advisor instruction has been executing internet learning techniques for many years. In 2006, it was assessed that more than 54 percent of Center (Committee on Recovery Training) certify restoration guiding projects offered courses by means of online instruction. All things considered, this number has just developed throughout the most recent decade, given the expanding predominance of internet learning in advanced education. Notwithstanding the expanding measure of dependence on internet learning, data about the viability of such instruction is scant. More data about the cycle and adequacy of graduate understudy on the web learning is required,

especially related to advisor schooling.

Online schooling is described by the division of the instructor and learner(s) for the greater part of the length of the course. A few models of online schooling exist counting a completely distance, or advanced, model (understudies and staff never meet vis-à-vis) and a half and half model (understudies and staff meet vis-à-vis for a little, pre-decided part of the course). As innovation keeps on improving, colleges are including video conferencing innovation, which may keep on broadening the modalities accessible for internet learning. Online schooling offers numerous advantages to both educators and understudies including reduced drives, straight forward entry for students who have profession and family commitments, lower expenses to the college, higher availability of schooling for understudies with handicaps and understudies who live in geologically provincial territories, and expanded control for students with respect to how they devour the course data, in light of individual necessities and learning styles. Also, online instruction has been appeared to require more noteworthy degrees of understudy proprietorship and obligation regarding learning the course material.

In any case, a few difficulties to internet learning

exist including understudy impression of disengagement and absence of local area. Studies have featured the significance of teacher commitment and information about internet instructing and course material for productive learning results. Despite the fact that preparation of educators in both course material furthermore, online course conveyance are urgent to positive learning results, such preparing frequently doesn't occur adequately in advanced education. Student attributes, for example, inspiration and innovative solace level, can likewise impact the instructive results furthermore, likely advantage of online training.

Benefits of online learning:

This unmistakable blast in online schooling has changed the scene of advanced education. A huge swath of studies has been led in different fields, reliably demonstrating no critical contrasts in understudy learning results when online courses, mixture courses, and offline courses are analyzed. Across undergrad disciplines, internet learning has been demonstrated to be an adequate learning climate for understudies regarding learning results and information maintenance, thought about learning results for undergrad nursing understudies taking on the web or offline forms of an insights course. Understudies were evaluated all through the course with four tests and a combined score for those tests filled in as the learning result measure for the course. No huge distinction was found between learning results of the on the web and offline understudy gatherings. Another investigation by Lyke and Straightforward (2012) looked at the aggregate course learning for college understudies joined up with a general Brain research course (e.g., Hypotheses of Guiding). Understudies self-chose either the on the web or the offline course and took a sum of four tests throughout the span of the semester. In general, no critical contrast was found in learning results between the on the web and offline gatherings.

Nonetheless, expert projects that attention basically on relational abilities and making a difference connection, for example, master's level guide preparing programs, have been left to consider how online training finds a place with the customary model of offline guidance. With innovation invading the academic idea of

how we train experts to get capable at such a high touch calling, research is expected to assess adequacy. Advisor Instruction has nearly nothing decisive proof with respect to the viability of online showing techniques. Given the current shortage of information, further examination with respect to the viability of a wide range of Instructor Training center coursework is justified.

Benefits of offline learning teaching method:

The Gathering for Accreditation of Guiding and Related Instructive Projects (CACREP, 2016b) has expressed that all instructor training programs should take part in progressing assessment with respect to understudy execution on focused learning results. As such, it is basic that projects explore and report that understudies are, truth be told, learning the required material through different appraisal gauges over different focuses as expected. With proceeded with improvement of internet advising programs, this accreditation standard is especially significant as projects check the adequacy of online course conveyance.

One doctoral paper utilized recorded information to analyze the learning results (utilizing the Advisor Arrangement Exhaustive Test, CPCE) of 524 understudies who finished a master's level directing project through one of three sorts of learning modalities: on the web, half and half. The eye to eye program was conveyed in a completely offline design; the online program was conveyed completely in a distance design except for two courses which required a offline week serious segment where understudies met face-to-face for experiential learning; and the cross breed program was conveyed by means of online learning for the center, pedantic courses, while the experiential courses remembered for grounds gatherings during four ends of the week over the term of a scholarly semester. Meder (2013) found no critical contrast in the complete test scores when looking at the on the web and offline gatherings. In any case, the online gathering scored altogether higher than the mixture bunch on the test complete score. Results demonstrated huge contrasts between the on the web and mixture gatherings; the on the web bunch scored higher on five subscales of the test.

Furthermore, the online gathering scored fundamentally higher than the offline gathering on one of the test's subscales (e.g., Human Development and Improvement). Three of the eight subscales demonstrated no huge distinction between the three gatherings information demonstrated no subscales in which the online gathering scored essentially lower than the offline or half and half gatherings. The solitary essentially unique score was found on the Human Development and Advancement subscale, which demonstrated that the completely online gathering scored fundamentally higher. While these outcomes are primer, they give some proof of the adequacy of online guidance for advocate readiness. No single examination impeccably addresses all worries about the legitimacy of its decisions. With the deficiency of current result information contrasting on the web and offline learning, it is basic that advocate schooling research centers around this theme zone to all the more completely see how internet learning may affect learning results and in general preparing of master's-level advising understudies.

Disadvantage of Online and Offline Learning:

While viability and result information might be scant, advocate training and restoration guiding schooling analysts have zeroed in more explicitly on understudies' impression of understudy learning and commitment (Barrion Minton and Gibson, 2012). One guide training program looked at understudy impression of offline and mixture course models for a vocation advancement course (Chime and Gonzalez, 2013). The half and half course was held generally on the web, yet required four offline gatherings throughout the span of the semester. The two sorts of courses coordinated in necessities, schedule, course reading, and tasks. As a rule, the two gatherings of understudies discovered their connections all through the course to be adequate, albeit unique. Results demonstrated that understudies delighted in the two sorts of learning conditions and felt like they experienced adequate course guidance over the semester. Chime and Gonzalez (2013) noticed the significance of establishing a local area like climate online to duplicate what understudies gotten in the study hall. This idea

has been repeated in cross-disciplinary exploration as a vital part to supporting beneficial and important online schooling (Post and Arbaugh, 2007; Openshaw, Schultz, and Millington, 2008). An investigation finished with proficient advising understudies in the Assembled Realm appeared somewhat various outcomes in an examination finished with more than 200 understudies tried out either on the web or offline coursework (Blackmore, Tantam, and van Deurzen, 2008). This examination found that online learning understudies were essentially more happy with course materials, were altogether more happy with their instructors, and invested essentially more energy every week on course materials when contrasted and the offline understudies. Blackmore et al. (2008) appeared that no critical contrasts existed in those understudies who exited every methodology in terms of sex, age, wards, geological area, and monetary status. Blackmore et al. (2008) talked about the significance of encouraging a learning local area between understudies enlisted in the online courses to give compassion, backing, and input to different students. This idea of establishing a learning local area and community-oriented climate between the understudies has been consistently stressed all through the writing around there. Moore et al. (2006) regulated an open-finished study to understudies in an assistive innovation Recovery Advising course and discovered blended outcomes with respect to understudy insight. Five positive topics arose, including plan adaptability, improved PC furthermore, Web abilities, positive cooperation among schoolmates and trade of thoughts, valuable course materials, and data trade all through the course. Three negative subjects arose counting issues with innovation, feeling separated from colleagues, and the view of a lot obviously material (Moore et al., 2006). As a rule, understudies had the option to discover both positive and negative credits to the electronic course conveyance.

Murdock and Williams (2011) looked at understudy view of on the web or offline directing hypotheses courses utilizing a learning local area study. Results demonstrated no critical distinction in understudies' view of the learning experience. The two gatherings reacted that they encountered a feeling of local area inside the study hall, paying little heed to conveyance methodology. Moreover, the two

gatherings of understudies reacted that they felt associated with different understudies and the teacher, and felt a feeling of obligation concerning learning the course material.

Outside of advocate instruction programs, however relating to a substance course educated in the educational program, Summers et al. (2005) investigated contrasts in course fulfillment among on the web and offline measurements courses. Critical contrasts were found on seven of sixteen things wherein online course members evaluated these things essentially lower, indicating fewer fulfillments. Four of these things were teacher related, including: educator clarifications, teacher energy, educator receptiveness to understudies, and teacher premium in understudy learning.

Three things were class-related, including: nature of class conversation, nature of questions/issues, and assessment and reviewing. Curiously, a similar educator instructed both segments of the course, which outlines a portion of the difficulties of addressing understudy needs and assumptions in an online training climate.

Conclusion:

Guide instruction analysts should endeavor to satisfactorily explore any potential contrasts in viability identifying with internet learning. As the field constantly advances toward the consolidation of online learning courses and completely authorize master's-level and doctoral programs, it is fundamental to look at whether kinds of instructional methodology bring about contrasts in learning results for advising understudies. Since the advising field is a "high-contact" occupation, one in which human connections and relational associations are vital to the adequacy and estimation of the calling, any disparities in understudy impression of learning, just as real learning results between instructing modalities should be recognized. This examination gives proof of the equality of learning results for offline also, online learning guidance of a similar instructor readiness course educated by the equivalent educator, however extra examination is expected to duplicate the investigation with other substance territories and different educators.

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