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Perceived vs Actual Learning in Virtual and In-Person Classes

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PERCEIVED LEARNING AND ACTUAL LEARNING IN ONLINE VS IN-PERSON CLASSROOM ENVIRONMENTS

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Background

- As the popularity of online classes increases, it is important to understand how the use of these classes affect students' learning.
- There is a lot of conflicting science when looking at the success of students using online learning platforms (Bettinger et al., 2017); (Kemp & Grieve, 2014)
- Many students negatively view distance learning, yet their attitude towards distance learning can predict their readiness and ability to learn in this environment (Drennan et al., 2005); (Hergüner et al, 2020); (Serhan, 2020).
- We studied perceived and actual learning in online vs in-person learning environments.
- **Hypothesis 1: Students will learn more in in-person learning environments.**
- **Hypothesis 2: Students will perceive to learn more in online learning environments.**

Method

- 48 students were assigned to either an in-person learning group, which would meet in a traditional style, or an online learning group, which met on zoom.
- Students were then presented with a lecture about first aid and CPR.
- After watching the lecture, students took a perceived learning quiz (the PALFAC), which asked them to rate how much they felt like they learned.
- Students then took an actual learning quiz, where they answered multiple choice questions about the content of the lecture.

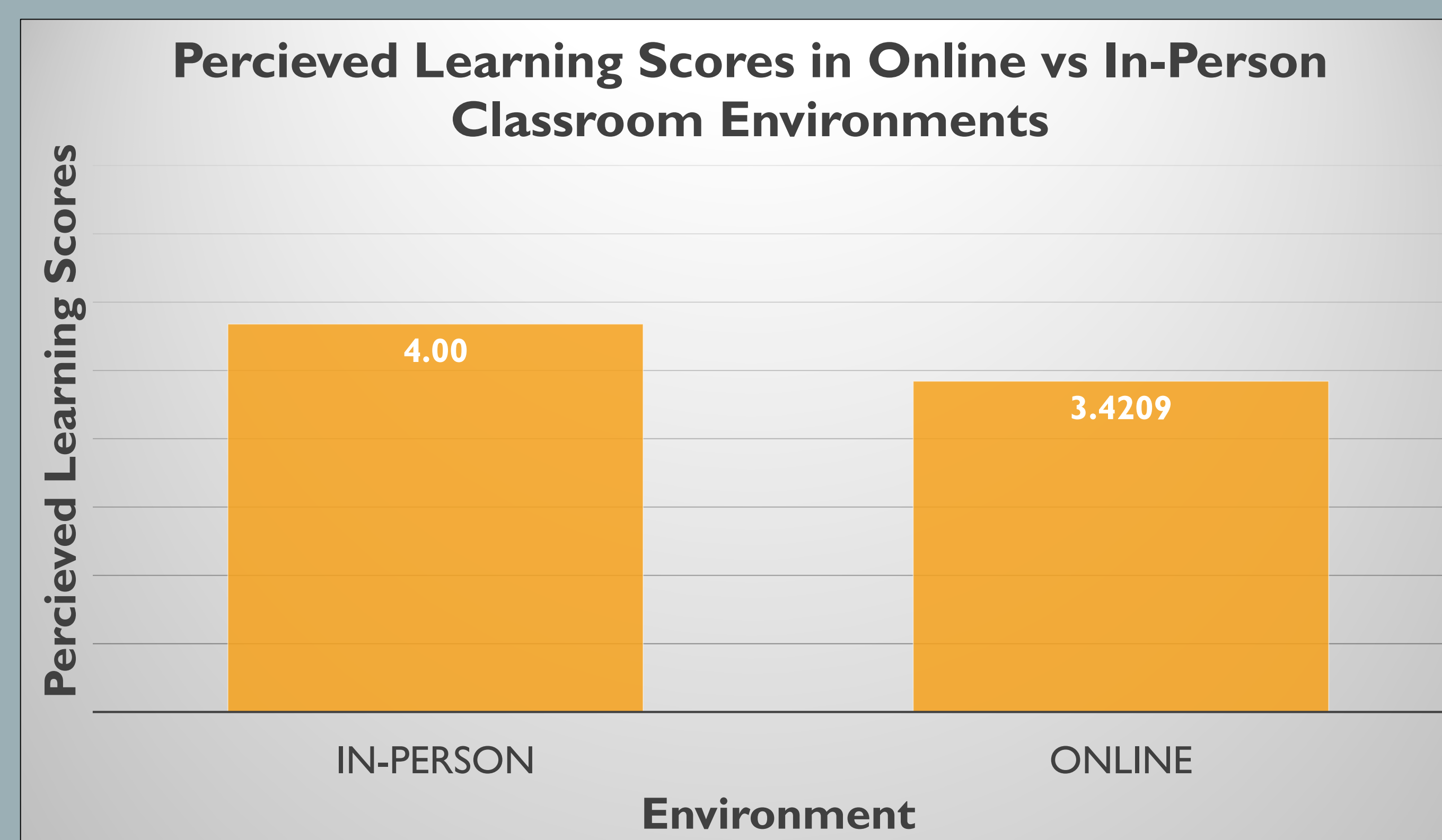
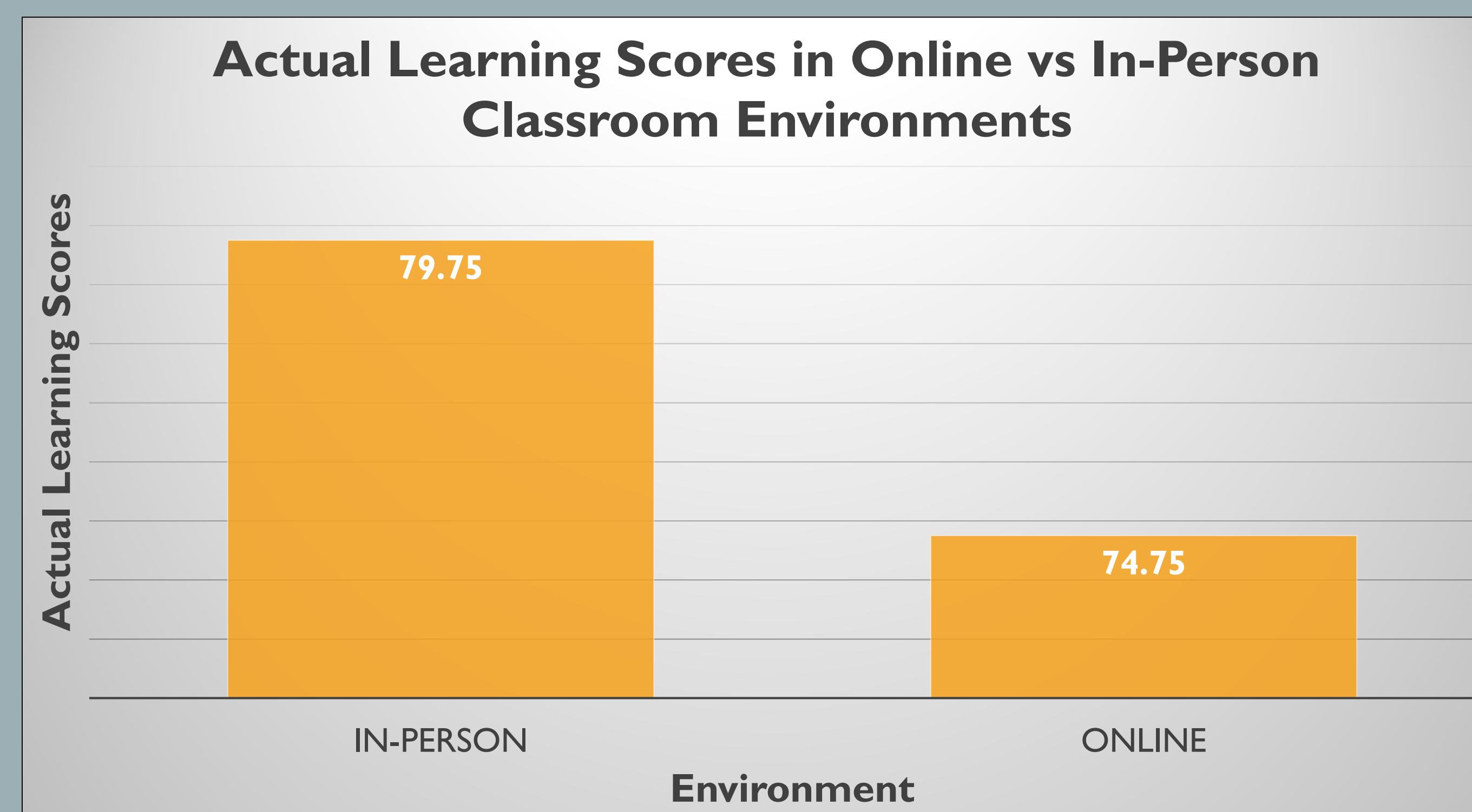
Results

Perceived Learning

- Using a t-Test, we determined there is no statistical difference between the Zoom lecture environment and the in-person lecture environment for perceived learning, $t(46) = 1.50, p = .14$

Actual Learning

- Using a t-Test, we determined there is no statistical difference between the Zoom lecture environment and the in-person lecture environment for actual learning, $t(41.43) = 1.58, p = .12$.



Conclusions

- Our results showed that there is no difference between actual or perceived learning for Zoom and In-Person lectures.
- **Our hypotheses were not supported.**
- This could be due to several factors, most notably the small sample sizes.
- Our data from the actual learning condition was trending in the way that we had predicted, with those in the Zoom environment scoring lower than those in the in-person environment.
- This study could also be expanded upon by looking at multiple different types of learning environments such as mixed learning platforms, Socratic learning, hands-on learning, etc., as well as looking at the long-term effects these learning environments have on students perceived and actual learning.

References

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