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Name of the article: A Comparative Analysis of Student Engagement, Learning, and Satisfaction in Lectures Hall and Online Learning Setting

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In the article “A Comparative Analysis of Student Engagement, Learning, and Satisfaction in Lectures Hall and Online Learning Setting” by Rabe-Hemp, Wollen and Sears Humiston, one will gain insight to two different learning environments from student perspectives. The study compares a traditional face-to-face classroom with an online setting through the use of pre and post course surveys, the final course grade, participation, contact among participants, and student reflection. The goal of the study was to determine if one setting was more beneficial or preferred within the student population.

The study found that the knowledge was driven by the style of learning and the preferred choice of teaching in the two different settings. They found that students in the online course were more independently driven while being more reflective of their learning and participating in the online discussions. On the other hand, the students in the face-to-face class found their learning to be more collaborative as they worked with classmates.

The article does not claim one style of learning, face-to-face or online, to be more beneficial or preferred. Instead they found that the choice between either settings should be dependent on the learner’s responsibility. Face-to-face settings tend to place the responsibility on the instructor as they provide and deliver the information. However, online settings offer

the instructor a role as a facilitator and moderator rather than a deliverer. In this situation, students need to play an active role in learning the information.

This article covers information that is pertinent to the field of distance education and traditional classrooms as it gives specific measures of analysis and student reflection. It is relevant to what we are learning throughout this course as we can see the benefits and challenges of instructing through an online format. I have appreciated better understanding the outlook from the instructor perspective as well as having the knowledge and reflection as an online learner. This study has been proven to be valid as it offers research limitations and areas for further investigation while completing a detailed analysis within their framework.

As this study focuses on the comparison of a traditional classroom setting and an online format, it is useful for my role as an educator because I can better understand the role of responsibility in each learner. I will have a variety of students who take on different levels of responsibility. There will be students who are more independently driven and some who would prefer the teacher takes ownership and delivers the content. In order to meet the needs of my students, I can provide choice through independent, small group, and whole class activity. I can also consider the pros and cons of offering a flipped classroom when appropriate.

This article has changed my thinking as we have discussed aspects of student collaboration in online courses, but I have not considered the importance of ownership that the student needs to encompass. Online courses require the student to be responsible for their learning. An online student needs to be self-disciplined, organized, and participatory within the learning process. An online instructor facilitates the learning, but does not require the involvement that is placed in a traditional classroom.

References

- Rabe-Hemp, C., Woollen, S., & Humiston, G. S. (2009). A Comparative Analysis of Student Engagement, Learning, and Satisfaction in Lecture Hall and Online Learning Settings. *Quarterly Review of Distance Education, 10(2)*, 207-218.