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Annotated Bibliography

Research Question: How do the behaviors of college students differ in online vs. face-to-face classes?

- 1.) Bettinger, E. P., Fox, L., Loeb, S., & Taylor, E. S. (2017). Virtual classrooms: How online College courses affect student success. *American Economic Review*, 107(9), 2855-75. <https://pubs.aeaweb.org/doi/pdf/10.1257/aer.20151193>.

This article investigated the attitudes and success of students in online courses versus Face to Face (F2F) instruction. The two conclusions that we noticed throughout all of our research articles were 1) Increased student withdrawal from class and school for online learning and 2) In some cases we see increased test performance however students seem to have decreased understanding of material in online learning environments. The article that I read gives information beneficial to both of these conclusions. The team analyzed data from over 70,000 undergraduate students who took classes both online and in person over a 4-year period. The students selected took at least 1/3 of their classes remotely. The team then measured information learned by examining the grades of the students, and also investigated perseverance or motivation in the courses. In almost all cases the Students were less successful when taking online courses, and along with decreased GPA students taking a majority of online courses were more likely to drop the course or leave the university all together.

- 2.) Bourdeau, D. T., Griffith, K. V., Griffith, J. C., & Griffith, J. R. (2018). An Investigation of the Relationship between Grades and Learning Mode in an English Composition Course. *Journal of University Teaching and Learning Practice*, 15(2), 3.

This article focused on the relationship between learning modes in an English Composition course. The participants were Embry-Riddle Aeronautical University (ERAU) Worldwide. Although this research was only on English Composition Course, it was the best class to do a Worldwide study on because the grading scheme was all the same for everyone. The result of the research was that online students are more likely to withdraw than in-person students. Although online students are more likely to get more A's, they are also more likely to get C's, D's, and failing grades. The article also states that online students don't comprehend the same amount of information that in-person students do. Overall, the researchers concluded that "grades, pass/fail percentages and withdrawal rates differ significantly among different modes of learning."

- 3.) Aguilera-Hermida, A. P. (2020, September 09). College students' use and acceptance of emergency online learning due to COVID-19. Retrieved from <https://www.sciencedirect.com/science/article/pii/S266637402030011X#cebibl1>

This article focuses on the struggles of transitioning from in-person to online classes. 270 students took an anonymous 36-question questionnaire and said that in-person classes resulted in much better learning. Some statistics showed that grades improved in online classes, but the overall learning and understanding of the material had decreased. Along with grades, online learning had taken a mental toll on many of the students. They struggled to stay motivated and get their assignments done on time, and it didn't make it any easier with the fact that they lacked a personal connection between their classmates and professors. Another big common struggle with online classes was the successful use of technology. It's fairly easy to get frustrated with technology when most students would rather be in person anyway. Overall, this study showed a great decrease in attitude for the students when switching to online classes.

- 4.) Lubofsky, D. (2020, October 18). The unfortunate reality of an online college education. Retrieved February 26, 2021, from <https://www.theknightnews.com/2020/20/18/the-unfortunate-reality-of-an-online-college-education/>

This article concentrates on the individual and personal struggle a student has during zoom classes for colleges that are teaching online. The students in this article decided to speak out anonymously about their zoom experiences. With these results, there are many different things these students had to say. The students from Queens College go on to tell the readers about the countless distractions that come with online classes as well as evidence of instances that teachers suddenly stop teaching because of their own distractions and other worries. One student goes on to say that it's only something that could happen on zoom. More claimed that the class scheduling was troublesome, and the way teachers are teaching is becoming repetitive. Overall, this article and study proved that students are having a harder time than one might think with learning through online classes.

Conclusions:

1.) Increased withdrawal from class and school for online learning.

After examining the similarities between our group's articles the first conclusion we can draw is that when in an online learning environment students and instructors are more likely to be withdrawn and not motivated to work. Although "withdrawn" is a broad term we chose it because we feel it covers a large amount of the inhibiting behaviors that are found in online

instruction. Students are less likely to form quality relationships with classmates and instructors, and will have less interaction in general. Participation goes down a significant amount in online based classes compared to Face to Face. Another large issue with Online interaction seems to be the large number of distractions for both students and instructors when in class. Whether it is internet issues or outside distraction the quality of learning done in an online environment is significantly worse than in face to face.

2.) In some cases we see increased test performance however students seem to have decreased understanding of material in online learning environments.

Along with a decreased number of students being motivated to learn when in an online environment the second conclusion that our group came to was that the grades and academic performance of students in online courses compared to Face to Face are significantly worse. It is interesting to note however that students in some cases had an increase in testing performance, but the overall retention of quality information and understanding of material was worse. The group students in one of the articles had a mean for online GPA (2.7) a whole point lower than the average for their face to face classes (3.8). Another statistic from one of the articles shows that in the grades recorded online instruction had the highest number of A grades, whereas face to face instruction had the highest number of B,C, and D grades. This information is relevant to our research question because it shows that there may be a reason to favor face to face classes over online learning. Unless some of the major issues of online instruction such as distraction, disengagement, and lacking communication are addressed we believe people will begin to return to face to face instruction.

