

Title: Online Vs. Face-to-Face: Pilot Study of a Comparison of Student Outcomes with Random Assignment

NOTE: Preliminary – Please do not quote without the authors' permission.

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Abstract:

In a pilot study to demonstrate the feasibility of a larger scale experiment, we randomly assign the registrants for a Principles of Macroeconomics class into two alternative venues: An online environment and a traditional face-to-face environment. Both sections of the class were taught by the same professor with the same course objectives. We find that the students in the face-to-face environment perform better in terms of overall exam scores. A comparison of change in pre-test and embedded post-test scores on the TUCE, however, shows little difference in student performance between the two delivery modes. The results suggest both that course objectives and the mechanism used to assess the relative effectiveness of the two modes of education may play an important part in determining the relative effectiveness of alternative delivery approaches.

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## *Introduction*

Online educational opportunities have blossomed as parents, students, college and university administrators and state and federal legislatures try to grapple with the problem of increasing education costs. The advantages of offering courses online are numerous: There is a perception that online classes are a more cost-effective way to offer some courses. Students and teachers need not physically meet in a classroom. Therefore, people in remote areas can have access to courses to which they might not have had access otherwise. In the case of asynchronous courses, students can more easily fit their learning time into their schedule. This allows more flexibility, particularly to the non-traditional students who may have family or work obligations not normally associated with the traditional undergraduate student population. More students can consume the material at the same time without concerns of classroom capacity.

At the same time, the demands of the 21<sup>st</sup> Century workplace require students to master a more sophisticated set of skills than past generations. A college degree in and of itself is not as important as the mastery of needed skills for many employers (Calderon and Sidhu 2014). Herein lays the conundrum: Does the online classroom represent a reasonable substitute for the traditional face-to-face classroom? Are the skills that students master comparable between the two delivery approaches?

For all of the advantages online classes offer, doubts remain as to whether or not online education can live up to its promises. Although the online approach offers freedom, it requires more discipline from both students and educators. Students must take the effort to complete the material within the required time frame. They need to muster the discipline to progress through the class in a timely manner – a discipline traditionally imposed by the class schedule. When a class does not meet in a particular place or at a particular time educators must plan in advance to ensure that all material is available and assessed in a timely manner. Educators must also make sure that the person getting credit for the class is, indeed, the person who does the work in the class. But, perhaps the most important concern is whether or not online courses offer learning opportunities that are comparable in quality to traditional face-to-face courses. Such assessment is notoriously difficult to conduct.

While many educators have offered various opinions of the efficacy of online classes, there is, as of yet, no definitive ruling on the value of online learning relative to face-to-face learning. Numerous factors impede progress in our understanding. First, there is no concrete definition of what it means for a class to be an “online” class. For some, it means that some ancillary content such as lecture notes or

practice quizzes reside in an electronic format easily accessible to students while the classroom itself remains in the traditional format. For some, it means that all content – lecture videos, PowerPoint slides, class notes, quizzes, chat rooms – exist exclusively in electronic format. Various mixes of the approaches are legion. Of most interest to us are the forms of online teaching that can be thought of as complete substitutes for the face-to-face format.<sup>i</sup> Second, it is very difficult to devise an experiment that isolates the effect of having a class online relative to a traditional face-to-face class. The research community in general frowns upon (with good reason) using students as test subjects without imposing strict conditions to guarantee the welfare of the students involved. Therefore, strict laboratory experiments are pretty much out of the question. Nevertheless, to test the efficacy of the online delivery format one would want to avoid asking students to volunteer to take the online class as opposed to the face-to-face class. Given the choice, most students would gravitate toward the class format in which they believe they are most likely to excel. This self-selection problem will bias any comparison between the two venues. In fact, an extensive literature search conducted by the U.S. Department of Education in an effort to summarize the research concerning the efficacy of online delivery of course content found no experimental studies prior to 2006 of sufficient design and data. In this study we describe a protocol for constructing a random assignment experiment that we hope will be a model for others to replicate.

While student self-selection is a hurdle, so is instructor self-selection. Just as students would normally gravitate toward the course venue in which they expect to do the best, instructors tend to gravitate toward their relative strengths given the opportunity. It is difficult to compare student outcomes when you cannot control for instructor input. We address one facet of this problem in that the same professor teaches both sections of the course. We do not address the problem completely, however, because with only one professor we cannot tell how much of the observed effects of differing delivery methods are due to characteristics unique to him. Therefore, we hope to encourage others to replicate our study in which the same professor teaches students in both venues. Through the accumulation of multiple replications of the study we hope to be able to control for instructor selection issues.

In this study we present what we believe to be a workable protocol for a much larger study to determine the role online education can play in higher education. We address the selection issue present in most previous studies by describing both how we set up a “randomized” experiment<sup>ii</sup> and how we got IRB approval for our experiment. We describe the assessment process by which we

compare the face-to-face students with the online students. We present the characteristics of the two groups of students and the results of our assessments of their performance. But before launching into our study, we review the existing work in the area and highlight some of the areas in which we believe we offer some advancement.

### *Background*

Initially, the online environment was used as a tool to augment the traditional delivery of classroom material. Consequently, there are many studies that demonstrate that utilizing online material in addition to lecturing has positive benefits. In one such study, Coates and Humphries (2001) show that having online material available is useful but stress the importance of students actively engaging in the material for it to have its full effect. Passive interaction (such as reading other students' posts) had little impact on student performance. Van der Merwe (2011) is another good example of studies that show the positive effect of supplementing a traditional classroom experience with an online component. While there is fairly strong consensus that additional resources will generally improve outcomes (Means et al. 2010), such results are neither surprising (although, diminishing marginal returns ought to kick in at some point) nor particularly informative concerning the comparative efficacy of online delivery. More inputs, provided that their marginal productivity is positive, should generally lead to an increased measure of output – but at an increased cost of production.

#### *i. Early comparisons (no random selection)*

The early economics literature that examines the evolution of the online course format attempts to control for selection issues by modeling the choice of class venue using observable student characteristics. Heckman (1979) corrections for selection bias and 2SLS approaches are commonly accepted as reasonable second best ways to address the problem when random selection is not available (See for example Coates et al. 2001).

Those studies that directly compare online delivery to face-to-face delivery provide conflicting evidence. For example, Coates et al. (2001) show that the online format generally results in lower test scores. They find, however, that for those students who choose the online format, it probably resulted in higher grades than they would have achieved had they taken the same course in the traditional classroom. Their analysis points to a problem that bedevils much of the early research in the area: Most studies rely on data gathered from different sections of a class where students choose which section they would rather attend. Coates et al. show that the population of students that volunteers to

take an online class is systematically different than those who choose to register for the face-to-face class.

In fact, one would expect the rational student to gravitate toward the venue in which she anticipates being more successful.<sup>iii</sup> Cao and Sakchutchawan (2011) for example, find evidence both in their review of the existing literature and in their own study that female students, older students, working students, part time students and students with family obligations tend to gravitate toward online courses at higher rates than their counterparts. This provides some evidence that, given the choice, different types of students will select modes of pedagogical delivery that they anticipate will best suit their needs. And to the extent that these characteristics are linked to expected success in an academic discipline, one would expect selection bias to be a confounding issue.

The evidence in Coates et al. (2001) also suggests that students do, in fact, self-select into the different types of class, but not always to their advantage. Coates and Humphries (2001) conclude that the online delivery puts some students, particularly underclassmen, at a disadvantage compared to the more traditional face-to-face approach. They find the results disconcerting because, among other things, the rapid increase in the use of online classes in principles classes primarily serves underclass students.

Two other economic papers of note grapple with the issue of comparing the online to the face-to-face classroom. Navarro and Shoemaker (2000) examine two different classrooms, an MBA level class and an undergraduate Principles of Macroeconomics class. Their intent is to examine course design, research design and the research results of their comparison of the two educational approaches. They note that they are constrained by their institution from randomly assigning students to the two different types of class. Instead they examine the different characteristics of the groups of students who self-select into the online format as compared to those who self-select into the face-to-face format. They find that for their MBA students the face-to-face students outperform the online students in all measures of performance (but most differences are not statistically different). But, for the undergraduate students, the one measure of comparison used (a set of 15-question short essays) showed the online students outperforming the face-to-face students. The difference was statistically significant at the 99% level.

The second paper of note is Brown and Liedholm (2002) which examines three different approaches to economic education: the traditional live approach, a hybrid approach where lectures are augmented with online material, and a strictly online approach. They focus on the impact student characteristics

have on measured performance in the different modes of delivery. But, they cannot control for student selection. They find that students in the live classroom score significantly better than those in the online class and slightly better than those in the hybrid class.<sup>iv</sup> One would have expected the extra educational effort on the part of the professor to have at worst no impact.

It is also worth pointing out that Brown and Liedholm (2002) include an analysis of two different levels of questions. Simple questions – definitions and recollection questions – prove no more difficult for the online students than for the face-to-face students. More advanced questions – questions requiring application of concepts to problems – were measurably more difficult for the online students than the face-to-face students. Taken together with the Coates et al. findings and the concerns of Coates and Humphreys (2001), the results of Brown and Leidholm (2002) suggest a tension between the students who are most likely to succeed in an online class and the material best suited for an online class. Introductory material seems best suited for online classes, while more mature students seem better suited for online classes.

*ii. Studies with random selection*

Notably missing from the discussion are studies that approach the problem from a true experimental angle. As many of the existing studies note, it is difficult to create an environment in which students are randomly assigned into a face-to-face classroom and an online environment. For all of the careful attempts to control for selection bias, very few studies eliminate it through their experimental design. One exception is Figlio, Rush and Yin (2013). They design an experiment where they randomly assign registrants for one large section of an introductory microeconomics course into an online section and a live section. To entice participation they promise students who participate in the experiment a half-letter grade boost in their final course grade. They monitor student attendance to prevent students who are in the online section from attending live lectures. And, they modify the computer access of students registered for the live section to prevent them from viewing the material intended for the online students. They compare the students who volunteer for the experiment to those who chose not to participate and find that they are statistically similar in all but three measured characteristics. The volunteers had higher GPAs but lower SATs. Also, the volunteers were about ten percentage points less likely to have a mother who graduated from college.

The online class consisted of video tapes of the live lectures in addition to supplemental material common to both section. One concern of the authors is that although they restrict the students in the live section from accessing the online lectures from their student accounts, they cannot monitor the

students' use of other computers. In their overall assessment of the experiment Figlio et al. find no statistical difference between the performances of students in the two sections. But, when they look at some of the sub-groups of students they find some evidence that students of Hispanic descent perform better in the face-to-face classroom. They also find males and low-achievers do better in the face-to-face section.

A second exception is the study of Joyce, Crockett, Jaeger, Altindag, and O'Connell (2014). They also manage a random selection of students into two class formats. They examine, however, the impact of more classroom time rather than a strict comparison of an online format to a traditional face-to-face format. Their two groups of students have access to the same online material but one group has two 75-minute face-to-face classes per week while the other group has only one 75-minute face-to-face class per week. Although the students with more face-to-face time with the professors do better on the measures of students' success (an accumulation of test scores throughout the semester), they conclude that the difference is small enough to justify the substitution of online material for face-to-face classroom time.

#### *Randomized Enrollment Procedure*

In this study we develop an approach which we believe addresses some of the critical shortcomings of many of the existing studies. First, like Figlio et al. we randomly assign students to two sections taught simultaneously by the same professor. Unlike Figlio et al. (2013) the online section is not just video tapes of lectures. Rather, the professor designed the section to be specifically online. This includes the use of shorter mini-lectures and discussion-based interaction that strives to create a sense of community amongst the students and instructor. The idea behind this type of online course design is that optimal learning can only, "take place when a student is actively involved within a social context (Bender 2012, page 23)." A second change we make is that we pretest and posttest students using questions from the macroeconomics Test of Understanding in College Economics (TUCE). This second modification allows us to examine the different results between testing of instructor-specific material and standardized material.

Administratively, the main challenge was to randomly assign students into the two sections. Since this required an enrollment process quite different from the norm, the cooperation and collaboration of the university Registrar was essential. We received approval to conduct the experiment from our campus Institutional Review Board in February 2013. Later that same month, we sent an e-mail to all business majors who had not yet taken principles of macroeconomics, inviting them to participate in random enrollment into one of two sections, one of which would be online (See Appendix). The only incentive offered for participation was a guaranteed spot in the class. Since this is a required course for all business majors, course sections often fill up quickly with students on 'wait lists' trying to enroll. Participation was slightly lower than we originally anticipated. Ideally, we would have offered more of an incentive to participate in the experiment.

The invitational e-mail included a link to a secure website along with a password where students could sign up for random enrollment. The e-mail and website made it clear that by signing up they were giving us permission to make anonymous use of their confidential administrative data. The e-mail also explained that if students were unhappy with their section assignment they could drop the class, but they would not be allowed to switch to the other section.<sup>v</sup> Any such switches would obviously introduce selection bias into the experiment. Throughout the semester only two students dropped the class (one from each section). Three additional students, however, appeared to have effectively dropped the class in that they stopped taking tests and participating in class.<sup>vi</sup>

The e-mail and website also informed the students of the days and times that the face-to-face class would meet so they could keep that time open when registering for other classes. Everyone participating in the study was required to meet on the first day of class to be randomly assigned to each section, to take a pre-test and to receive instructions for the rest of the semester. To assign sections the instructor printed each student's name on a strip of paper and placed it inside a basket. The instructor



then went around the room having each student draw names from the basket. Students were alternatively assigned to the online and face-to-face section based on the names drawn. One down-side of waiting until the beginning of the fall semester for section assignment was that some students were anxious to know their assignment and e-mailed the instructor throughout the summer asking about the timing of random assignment. It is understandable that some, if not many, students disliked the uncertainty of not knowing their section assignment. Another possible inconvenience was that students who ended up in the online section would have been able to register for a class during the face-to-face class time if they had known their section assignment sooner.

### *Course Structure*

Aplia by Cengage was the learning platform used for both sections for exams, homework, course materials and class announcements. The exam grades comprised 65% of the course grade for both sections. The homework grade was 20% of the overall grade for both sections. The exams and homework assignments were the same and were administered through Aplia for both sections. The remaining 15% varied across sections. Students in the online section were required to respond to weekly discussion questions. The instructor would occasionally post a response to guide and focus the discussion. I would also provide more extensive feedback when the discussion was closed for each question. The main purpose of discussion questions in online classes is to replace the intellectual engagement and sense of community that comes with in class, face-to-face interaction. (See Hammond (2005) for a review of the purported benefits of asynchronous online discussion.) Students in the face-to-face section were assigned three short papers in place of online discussion.

The mini lectures were available to the online section only. Most of these mini lecture were short Word documents written by me, but a few were power point slides made by me with my own audio recordings to accompany the slides. These mini lectures, along with my commentary and feedback to

the discussion question responses, was meant to substitute for face-to-face lectures. The reading list for the online class contained numerous links to short videos that helped illustrate important concepts. I showed most of these videos to my face-to-face class during lectures.

### *Data*

We obtained student administrative data from the Registrar's Office. Table 1 presents data for students as a whole, those in the face-to-face section, and those in the online section. The characteristics of the two sections closely mirror each other (granted, the class itself is fairly homogenous to begin with) which demonstrates one of the important aspects of the random selection process – many of the differences among students that characterize past studies is not present. One observation worth noting, however, is that the students in the online section seem to have slightly better measures of human capital prior to the class starting (math SAT equivalent scores, high school GPA, and institutional GPA) than the face-to-face students. The differences are not big, but if they were to introduce any bias into the study it would probably be in the direction favoring the online section. Table 2 summarizes the stated majors of the students in each section. Again, all but a few students have declared for various business majors with a few non-business students mixed in.

We use two measures of student performance. The first measure is improvement on the pre-test questions. The pre-test administered on the first day of class consisted of thirty multiple-choice questions. Twenty questions were drawn from the third edition of the TUCE exam, and the remaining ten were drawn from the instructor's old exams. Twenty-six of these questions reappeared on one of the three exams given throughout the semester. Four questions did not appear again because the corresponding material was not covered in the course. In hindsight, we would have used these questions again to serve as a benchmark and to examine the hypothesis that students benefit just from having seen a question before. The second measure of student performance in our study is the overall

percentage grade on the three course exams. The face-to-face section took the same online exams as the online class to eliminate differences in performance due to differences in exam format or administration. As previously stated, exam grades accounted for 65% of the overall course grade for both sections.

Thirty-seven students agreed to participate in the study. One student from each section eventually withdrew for a total thirty-five students taking the course. Eighteen were enrolled in the face-to-face section and seventeen in the online section.

### *Concerns*

As this study represents a pilot study, we were careful to note situations in which we thought the experiment could be improved. Following are situations in which we think different studies could shed light on whether or not problems exist in the design.

There were many students in the face-to-face section who knew someone in the online section, so the possibility of cross-contamination does exist. We could not gauge the extent to which face-to-face students had access to the online material (the sample was small enough to prevent online students from attending the live lectures).

We noticed that the face-to-face section had unusually good attendance relative to a typical face-to-face section of macro principles. This may have been a random occurrence or it could have been an indication of the Hawthorn effect in that students, knowing they were in a study, altered their typical responses. It could also be an effect of the class being smaller than average for a Principles of Macroeconomics class.

Because the students had to agree to partake in the experiment in advance, there may be a selection bias arising from the possibility that the willingness to participate in randomized enrollment

could be correlated with other student characteristics associated with learning and academic performance. That is, those students willing to participate may be systematically different from the general student population in some meaningful way. If this is the case it would reduce the ability to generalize from the observed results.

We did not have an exit survey ready for when students asked to withdraw from the class. In both cases, the survey was sent after the withdrawal form was signed. Although both students verbally agreed to complete the survey, neither one did. It would be beneficial to know why students withdrew from the experiment. Unfortunately, there was no way in our institution to force the students to fill out the exit survey.

Participation was lower than we would have liked. Typically, a section of Principles of Macroeconomics will enroll 65 students. We believe that the low participation numbers were due to the small incentive (although our students have average-time-to-completion rates that are now above 5 years, perhaps they do not consider early completion of core courses to be a sufficient benefit). A more generous enticement may be required, or a more thorough advertisement of the experiment might be sufficient. We doubt, however, that the seemingly generous offer of one-half of a letter grade as offered by Figlio et al. for participation in their study would be authorized at our institution.

One of the errors we made (as noted above) was we neglected to post-test some of the TUCE questions that pertained to topics that were not covered during the semester. It would have been useful to post-test those questions (and not count the results toward the final grade) in order to determine what level of learning was occurring simply because students had seen certain questions in the pre-test. In larger studies one could then control for the background level of human capital development.

## *Results*

Comparisons of the different measures of student achievement in the two sections of the Principles of Macroeconomics course appear in Tables 3 and 4. Table 3 first compares the average scores on the pretest and the posttest. We remove the 4 questions from the pretest scores that do not appear in any of the posttest assessments. The overall change in scores from the pretest to the posttest for the two sections are statistically indistinguishable as are the pretest and the overall posttest scores. Interestingly, when we examine the difference in the two sets of pre- and posttest questions a bit of a difference (although, not in a statistically significant sense) takes shape. A comparison of the TUCE questions used as the pretest and then later embedded in tests to serve as the posttest measurement shows that the gains to the online students are about three-quarters of a point higher than the face-to-face class students. While, a similar comparison of the instructor-generated questions shows the opposite measure – the face-to-face students show almost a full point greater improvement than the online students. Table 4 shows a similar discrepancy. In an assessment of overall exam performance, average grade totals favor the face-to-face students by more than 10 points (which is not statistically different from zero at the ten percent level of significance for a two-sided test).<sup>vii</sup> While the observation might be interpreted in many different ways, it does point to the importance of making clear how one intends to measure the effectiveness of different teaching modes.

We do not at this point attempt to statistically model an educational production function as is common in much of the literature. Because the nature of our pilot study precluded gathering a sufficiently large pool of participants we do not anticipate any additional insight to come from regression analysis.

### *Conclusions*

This study does not attempt to model the different factors that contribute to student learning. The sample size does not allow for anything more than a suggestion that the two approaches in question led

to very similar results. Rather, we hope to motivate others to replicate the experiment in different disciplines and institutions in an effort to build a systematic assessment of the relative merits of online learning as compared to the traditional face-to-face classroom. There are a number of interesting anecdotes that arise from this study that are worth more meticulous examination. For one, the difference in relative performance on the standardized questions and the instructor specific questions suggest two different questions: 1) Are some levels of learning better facilitated by online classes than others? And 2) Are there nuanced learning objectives in classrooms that can only be transmitted in a face-to-face environment? By incorporating both questions from the TUCE and instructor-specific questions in a pre- and post-test format, we believe these questions can be reasonably addressed. A second line of inquiry is raised by the fact that our data is relatively homogeneous to a number of student characteristics. We cannot, for example, examine issues of race or ethnicity due to the lack of observations. Yet, studies such as Figlio et al. find that the format of the class has much different impacts on Hispanic students than it does on other groups of students. An examination of data from other environments would allow researchers to revisit the findings of Figlio et al.

We hope that other researchers will find this an instructive study. We also hope that they will pick up the challenge to definitively test the hypothesis that the online environment is a reasonable substitute to the face-to-face environment.

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Tables:

	Total n=35	s.d.	ftf n=18	s.d.	Online n=17	s.d.
<b>SAT</b>	558.57	60.76	556.11	64.25	561.18	58.70
<b>Equivalent</b>						
<b>GPA*</b>	3.36	0.35	3.27	0.38	3.46	0.29
<b>% male</b>	0.49	0.51	0.56	0.51	0.41	0.51
<b>White</b>	0.91	0.28	0.89	0.32	0.94	0.24
<b>Black</b>	0.06	0.24	0.06	0.24	0.06	0.24
<b>Hispanic</b>	0.03	0.17	0.06	0.24	0.00	0.00
<b>Age (birth year)</b>	1993.37	0.88	1993.28	1.02	1993.47	0.72
<b>Inst. GPA</b>	3.19	0.46	3.18	0.46	3.20	0.48

\* one observation missing for transfer student who is in the face-to-face class

<b>Majors</b>	total	ftf	Online
<b>Management</b>	12	7	5
<b>Accounting</b>	6	3	3
<b>Marketing</b>	6	2	4
<b>Economics</b>	3	2	1
<b>Psychology</b>	2	0	2
<b>Mgmt. Info. Systems</b>	2	1	1
<b>Business, Undecided</b>	1	0	1
<b>Environmental Science</b>	1	1	0
<b>Political Science</b>	1	1	0
<b>Pre-Mass Communication</b>	1	1	0

<b>Table 3</b>						
	Total	s.d.	FTF	s.d.	Online	s.d.
<b>Pretest</b>	8.26	2.09	8.47	2.10	8.06	2.14
<b>Post test</b>	17.53	5.68	17.82	4.82	17.24	6.57
<b>Change</b>	9.26		9.35		9.18	
<b>TUCE</b>	Total	s.d.	FTF	s.d.	Online	s.d.
<b>Pretest</b>	4.35	1.47	4.47	1.28	4.24	1.68
<b>Posttest</b>	9.56	4.05	9.29	3.75	9.82	4.43
<b>Change</b>	5.21		4.82		5.59	
<b>Instructor</b>	Total	s.d.	FTF	s.d.	Online	s.d.
<b>Pretest</b>	3.91	1.33	4.00	1.58	3.82	1.07
<b>Posttest</b>	7.97	2.15	8.53	1.81	7.41	2.37
<b>Change</b>	4.06		4.53		3.59	

<b>Table 4: Exam Grade Average (percent)</b>					
<b>Total</b>	s.d.	FTF	s.d.	Online	s.d.
<b>70.59</b>	19.13	75.59	15.24	65.29	21.29

Appendix:

Exhibit 1: Email to students

**E-mail for Students: “On-line versus Face-to-face Instruction: A Pilot Study”**

**Subject:** Guaranteed and randomized enrollment for Econ 2105 – Principles of Macroeconomics

Dear Student,

You are invited to participate in random section enrollment for Econ 2105 in the fall semester of 2013. This is part of a University research study examining the relative effectiveness of on-line instruction. The benefit for you is a guaranteed seat in the class. If you agree, you will be randomly enrolled in one of two sections: a traditional face-to-face class that meets twice a week or an on-line class. If you agree, there is a 50 percent chance that you will be enrolled in the on-line section. This will be the only on-line section of Econ 2105 – Principles of Macroeconomics – offered in the fall and spring semesters. Both sections will be taught by the same instructor, and will be capped at 45 students. The face-to-face class will be on Tuesday and Thursday from 11:00 am until 12:15 pm.

You are being invited to participate in this study because you are a rising sophomore and you have indicated that you plan to be a business major. Econ 2105 is a prerequisite for many business courses and is required in Area F for all business majors.

The on-line class will meet face-to-face only once at the beginning of the semester. If you are unhappy with your assigned section, you may drop the class. However, you will not be able to switch to the other section involved in the study.

“Participation” entails allowing us to use the anonymous data generated by the study and a possible exit survey. If you later choose not to participate in the study, you can still remain in your assigned section of the class. Refusal to participate will not affect your course grade in any way.

If you are interested in participating, please go to [GCSUECON2105](http://GCSUECON2105) to indicate your willingness to participate in the study and to sign-up for randomized section assignment. Your password to access the website is *GCSUmacroprinciples*. Once in the website, you will be asked to enter your GCID. Afterward, you will receive a follow-up e-mail to confirm your acceptance and enrollment.

I hope you will choose to participate in this important study as the results will help us better understand the relative merits of offering on-line courses relative to traditional face-to-face classroom setting.

Thank you,

GEORGIA  
COLLEGE  
REQUEST TO CONDUCT STUDIES WITH HUMAN  
SUBJECTS

This sample form may be used to prepare to submit a new protocol to the Georgia College IRB. All submissions are completed online (irb.gcsu.edu) as of January 2010. DO NOT SUBMIT THIS FORM.

Annual renewals for a previously approved protocol are submitted using the form included in your approval email.

1. Protocol Title:
2. Date Research will begin: \_\_\_\_\_ Date of expected completion: \_\_\_\_\_
3. Principal Investigator & Administrative Contact (individual responsible for completing paperwork):  
Name: \_\_\_\_\_ Email: \_\_\_\_\_  
Phone: \_\_\_\_\_ Campus Box or Mailing \_\_\_\_\_  
Address: Department/section: \_\_\_\_\_
4. Supervising Faculty (for student conducted research):  
Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone: \_\_\_\_\_ Campus Box or Mailing \_\_\_\_\_  
Address: Department: \_\_\_\_\_
5. Associated Personnel  
Name: \_\_\_\_\_ Email: \_\_\_\_\_  
Phone: \_\_\_\_\_ Campus Box or Mailing \_\_\_\_\_  
Address: Department: \_\_\_\_\_  
  
Name: \_\_\_\_\_ Email: \_\_\_\_\_  
Phone: \_\_\_\_\_ Campus Box or Mailing \_\_\_\_\_  
Address: Department: \_\_\_\_\_
6. Sponsor (funding source): \_\_\_\_\_
7. Location of Research (place an X in the brackets of all that apply):  
 Georgia College & State University       River Edge Behavioral Health Center  
 Oconee Regional medical Center       Medical Center of Central Georgia  
 Northside Hospital       HCA Coliseum Hospital  
 Central State Hospital       The Methodist Home  
 Georgia School for the Blind       Charter Hospital  
 Other: \_\_\_\_\_
8. Tissue only:  Yes       No  
(please note: discarded tissue – no identifying link to subject and/or no possibility of need of cell line waiver.)
9. Subject sex:  Male       Female       Both
10. Subjects' age:  Infant/Toddler (0-2 years)       Child (3-12 years)       Adolescent (13-19 years)  
 Adult (20+ years)       Geriatric (65+ years)
11. For initial submission, please note the expected number of subjects to be enrolled in the investigation: \_\_\_\_\_

- a. Total # of subjects included on-campus.
- b. Total # of subjects included off-campus.
- c. Total # of subjects included at all centers.

12. What type of study is proposed?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Survey          | <input type="checkbox"/> Retrospective (case-control) | <input type="checkbox"/> Community Intervention |
| <input type="checkbox"/> Pilot Study     | <input type="checkbox"/> Cohort (longitudinal) study  | <input type="checkbox"/> Laboratory Experiment  |
| <input type="checkbox"/> Clinical trial  | <input type="checkbox"/> Multi-center investigating   | <input type="checkbox"/> Program/policy study   |
| <input type="checkbox"/> Cross-sectional | <input type="checkbox"/> Compassionate use            |   |
| <input type="checkbox"/> Other: _____    |   |   |

13. Keywords (used to describe the research in this protocol): \_\_\_\_\_

14. I certify that this protocol conforms to the OSHA/HHS guidelines for HIV/HBV occupational safety.

\_\_\_\_\_  
Signature of Principal Investigator

\_\_\_\_\_  
Date

15. Description of the Research (provide sufficient detail):

- a. Statement of the problem:
- b. Data collection methods:
- c. Instruments to be used: (attach new or nonstandard ones, including researcher generated surveys.)
- d. Method of recruitment of participants: (send in any advertisements)
- e. Incentives, follow ups, compensation to be used:
- f. Detail stress, psychological, social, legal, or physical harm that might occur to participants. How are these held to the absolute minimum? What remediation is offered?
- g. Benefits of the research: University policy requires that any risk associated with participation be outweighed by potential benefits to participants and to humankind in general.
  - a. Identify any benefits to participants resulting from this research:
  - b. Identify any benefits to humankind in general resulting from this research:
- h. Consent Forms: How will legally effective informed consent be obtained from all participants (or their parent(s) or guardian(s))? Include form(s) to be used. (A model for appropriate informed consent is available at the IRB website.) If deception is necessary, please justify, and describe and submit debriefing procedures.

- i. Minors and others: If minors or other vulnerable participants are involved, please outline procedures to be used in obtaining their agreement (assent) to participate, in addition to the consent of the parent(s) or guardian(s). An assent agreement, similar to informed consent, must be obtained from children and adolescents ages 12-18 years.
  
- j. Future Risk: How are all participants protected from the potentially harmful future use of the data collected in this research? Describe measures planned to ensure anonymity or confidentiality. If audio or videotapes are used, when will they be erased?
  
- k. Illegal Activities: Do the data to be collected relate to illegal activities? If so, please explain.

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<sup>i</sup> Our institutions has different definitions for various mixes of face-to-face and cyber student experiences. A course is considered to be fully online if 95 to 99% of the student experience is online.

<sup>ii</sup> Technically speaking, the experiment is not truly random in that student subjects agreed in advance to participate in the experiment as described below.

<sup>iii</sup> For some, if not many, students, this will mean selecting the format with the lowest cost grade. Another relevant factor is that some students and instructors believe that it is easier to cheat in an online class.

<sup>iv</sup> Although, this comparison should be taken with a grain of salt as the professor in charge of the class was different which introduces a selection bias on the part of the professor.

<sup>v</sup> Students are limited in the number of times that they can drop classes after the add/drop period. This constraint is typically not yet binding for students still taking Principles level classes.

<sup>vi</sup> The University has a liberal grade forgiveness policy in which a student can erase a poor grade by retaking the course.

<sup>vii</sup> However, the difference in means is statistically significant when three outliers are removed. These outliers are three students who stopped participating but never withdrew from the course.