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Instructional Methods in Online and Traditional Classes

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Abstract: The article deals with the instructional materials, which provide the core information that students will experience, learn, and apply during a language courses. They hold the power to either engage or demotivate students. This is especially true for online courses, which rely on a thoughtful and complete collection of instructional materials that students will access, explore, absorb, and reference as they proceed in a course. Therefore, such materials must be carefully planned, selected, organized, refined, and used in a course for maximum effect. The planning and selection of instructional materials online and traditional classes should take into consideration both the breadth and depth of content so that student learning is optimized.

Keywords: instructional materials, language courses, online courses, traditional classes, effectiveness, traditional methods, memorization, teaching model.

For more than a century, the most predominant form of instruction in higher education has been classroom-based and instructor-led. Today, this traditional approach to learning is being challenged by new technologies such as multimedia, telecommunications, and the Internet. It has been suggested that the effectiveness of traditional pedagogical methods in alternative learning environments may be resolved through the creation of a new domain for educational interaction referred to as online education (Harasim, 1990). There has been much research focused on the advantages of teaching university courses online (Davis, Odell, Abbitt, Amos, 1999; Hiltz, 1994; Harasim, 1990). However, little research has focused on the effectiveness of traditional instructional methods when used in an online learning environment. This study examined the effectiveness of traditional classroom teaching methods used in an online learning environment.

A traditional classroom involves a standard curriculum delivered by a teacher in-person. Standardized tests are administered at regular intervals to test students' comprehension. This model is where students' time, place and pace of learning remain constant.

In a traditional teaching model, students listen to long lectures, take notes, and usually resort to rote memorization. This leaves little or no room for active interaction in the classroom. Online education, on the other hand, encourages participation in classroom activities and peer-to-peer collaboration.

The traditional method of teaching is an old way of teaching where teachers are the main players in the classroom while students are mere listeners. The common ways of teaching are the use of chalk and talk, visual aids, reporting, and different activities that lead to teacher-student interaction.

The four types are information processing, behavioral, social interaction, and personal. Within each model, several strategies can be used. Strategies determine the approach a teacher may take to achieve learning objectives.

The classroom environment is usually more dynamic and allows active debates and participation, whereas online learning may not have this much engagement. Online classes usually have one-way communication, in which the teacher provides required materials and instructions to the students.

Traditional education is the study of culture, traditions, and customs, while modern education teaches students to improve their skills. In traditional teaching methods, students learn through memorization skills, while in modern education systems, students learn through human-environment interaction.

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There is no “best” method of teaching. However, many researchers today agree that including more student-centered learning approaches in the classroom can improve learning. Using only a teacher-centered approach leaves out many skills and learning opportunities for students.

Types of teaching methods include differentiated instruction, lecture-based instruction, technology-based learning, group learning, individual learning, inquiry-based learning, kinesthetic learning, game-based learning and expeditionary learning. Out of these, collaborative learning, flipped classroom, self-learning and crossover learning are the four modern teaching methods that are widely used in higher education.

In a traditional classroom, students are able to interact with their teachers and peers face-to-face. Traditional classroom education often has a greater availability of advanced study programs with hands-on training, such as medicine or engineering.

- Gamification. Engagement is an essential element of learning. ...
- Collaborative Learning. Gone are the days of learning in isolation at home just before exams. ...
- Flipped Classroom. Flipped Classroom is a renowned term in the pedagogical technique. ...
- Spaced Learning. ...
- Crossover Learning. ...
- Self-learning. ...
- VAK teaching.

The companies happily go for the Traditional Methodology for smaller and sequential projects. They take less time, fewer developers and fewer resources to complete. It is also less costly because the companies do not need to use heavy technology and machinery to complete such projects.

Learning that happens in a traditional classroom allows students to work together face-to-face. It is more direct; it helps students develop interpersonal skills that are vital later in life. Working as part of a group in a physical setting also boosts their overall confidence and motivation to achieve more.

Traditional classroom. Traditional classroom teaching focuses on number elements including lecture, case studies, team projects, and so forth. Learning is conducted in a synchronous environment, meaning that the students must be in the same place at the same time in order to learn.

Academic outcomes of preservice education students who received online instruction were compared with preservice education students who received traditional teacher-based instruction. In this quasi-experimental, mixed model study, all students participated in both traditional (control) and online (experimental) interventions. Three different traditional methods of instructional delivery were compared; (a) lecture, (b) guided instruction, and (c) collaborative discussion. Interventions were created in which the intact traditional instruction was delivered through an online learning environment created specifically for this study. The results of this study show that overall, there were no significant differences between experimental and control groups. That is, student performance was the same whether instruction was delivered in a traditional classroom or through an online learning environment. Traditional instructional methods, such as those used in this study, produce similar academic outcomes when delivered through online learning environments.

Newer technologies, like the Internet are toeing widely used to facilitate instruction through new delivery mechanisms such as web-based instruction (Khan, 1997), web-based performance support systems (Dunlap, 1999), and virtual classrooms (Hiltz, 1986). These online learning environments are providing opportunities for faculty to design, manage, and deliver innovative instruction (Gillette, 1996). The rapid development and integration of these technologies into online learning environments is fueling a debate within higher education institutions as to whether traditional instruction can continue to support the needs of tomorrow’s learners. What is being questioned is the ability of traditional classroom-based instruction to provide on-demand instruction, robust learning environments, authentic experiences, and just-in time learning experiences to a population of students

who, because of time or geographic constraints, are unable to attend local colleges and universities (Perkins, 1996; Relan & Gillani, 1997; Romiszowski, 1998). Rapid technological advances occurring over the past few years have made it possible for a variety of traditional courses to be offered through online learning environments. Faculty, students, and institutions of higher education across the country have established many examples of online learning environments. In many instances, these online learning environments consist of Internet web pages that offer access to instructional materials, resources, and communications systems such as chat rooms and threaded discussion areas. In other instances, the online learning environments take on the attributes or virtual appearance of actual classrooms or institutions such as Virtual-U (Harasim, Calvert, & Groeneboer, 1997). In a virtual environment, the user interface is more visually oriented as compared with text-based hierarchical designs more commonly used. In most cases, however, the instruction that is included in these online learning environments is based on traditional classroom methods of instruction regardless of the design of the interface. Research concerning the effectiveness of these technologies and online learning environments is just beginning to be explored in the educational literature.

Online courses are generally available to learners anywhere and anytime through technologies such as the Internet, satellite, and broadcast video. Throughout the world, it is now possible to receive instruction without traveling to and from a classroom or institution, without meeting a teacher face to-face, and often with considerably less financial investment. With the Internet, faculty have access to the world in terms of the people who can be reached and the resources that can be gathered. Online learning environments can serve as a vehicle for students to take courses at more than one institution at a time (Blumenstyk, 1996). For instance, a student attending Stanford University could take an online course at Harvard University without having to travel between the two institutions. In certain instances, learning online allows students to pursue a sequence of coursework in more than one area of study. These changes represent a shift away from the traditional university model of education and toward a more open and flexible model in which the student gains significantly more control over their learning experiences (Relan & Gillani, 1997).

In general, online learning environments have substantial potential for moving instruction away from a text-based classroom model (Hill, 1997). The key to understanding the effectiveness of online instruction is to better understand its relationship to traditional instruction. Thach and Murphy (1995) observed that traditional teaching methods might not work in distance education settings, suggesting that different teaching methods may be required in online learning environments. Further, traditional instruction has sometimes been considered a major cause of a dysfunctional and even obsolete educational system (Reigeluth, 1994), suggesting that not all-traditional instruction may be effective instruction. On the other hand, Relan and Gillani (1997), assert that the existing repertoire of effective traditional teaching methods can be vastly improved using the Internet for instructional delivery. For example, lectures presented in a traditional classroom can take on a new dimension in an online learning environment. Online lectures can be interactive, linking learners with an unlimited number of resources. They can also provide a wide range of graphics and illustrations and can take place without the constraints of time and location imposed by settings that are more traditional.

So as a conclusion we can say successful online instruction requires new methods of course design, interaction among course participants, and instructor preparation and support. These categories are discussed above.

Online education will surely continue to grow at a rapid rate. However, given the reported reluctance of faculty to teach in this modality and the lack of training and support for faculty teaching online, it is clear that more research is necessary regarding how to develop effective online instruction. More research is needed on how to prepare and support online instructors. Research should also be conducted on student experiences, motivators for participation, and perceptions of relative strengths and weaknesses of various aspects of online education.

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