

Perceived Teaching Effectiveness in Online Versus Classroom Contexts

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Abstract : Our study examines whether teaching effectiveness is perceived differently in online versus traditional classroom contexts. To do so, we analyzed teaching evaluations from courses that were offered as web options and as in-person classes simultaneously at the University of [removed for blinding] (N=87). Although teaching evaluations were on average lower for larger classes, we found that learning context (traditional versus online) moderated this effect. Specifically, we found a crossover effect such that in relatively smaller classes, teaching was perceived to be more effective in-person versus online, whereas, in relatively larger classes, teaching was perceived to be more effective when engaged online versus in-person.

Keywords : teaching evaluations, teaching effectiveness, e-learning, web-option

Conference Title : ICDEVL 2022 : International Conference on Distance Education and Virtual Learning

Conference Location : Melbourne, Australia

Conference Dates : February 07-08, 2022