

Learning Outcome in an Online and Traditional Classroom Instruction Method

Nilesh Thakre* and K.S. Peshori**

Abstract

Present study was conducted on first year Bachelor of Commerce students in an accounting principle and accounting standard course at two colleges of University of Mumbai to compare the effectiveness of online learning verses traditional classroom learning. One group of students (n=110) was enrolled in a traditional in-class section, and another group (n=185) in an “online-learning” section in which the primary course delivery method was online learning material. The results of ANOVA for pre-test and post-test performance indicate a significant effect of pre-performance on post-performance ($F = 18.026$, $P = 0.000$, Significant) and no significant difference in the post-performance between colleges ($F = 2.392$, $P = 0.12$, Non Significant). The result indicates that the two delivery methods were similar in terms of final learning outcomes. The non-significant difference on post-test performance between online learning method and traditional students signifies the fact that combination of either methods or blended learning method approach will be more useful.

Key Words: Blended learning, learning outcome, online learning, traditional learning.

* Assistant Professor, Deptt. of Psychology, SNDT College of Arts and SCB College of Commerce & Science for Women, SNDT Women’s University, Mumbai.

** Asstt. Professor in Commerce, CHM College, Ulhasnagar, Mumbai University.