

Comparison between Online Classes and Traditional Classes

¹ Kobra Lashgari, ² Alireza Talkhabi and ³ Mehdi Nazarpour
^{1,2,3} Damavand Branch, Islamic Azad University, Damavand, Iran
 Corresponding author: saba11085@yahoo.com

Abstract: Teachers must be involved in planning the systems, trained to use the tools they provide, and given the flexibility to revise their teaching. Federal and state regulations will need revision to ensure a more flexible and effective use of technology. Connections have been established across geographic, instructional, and institutional boundaries which provide opportunities for collaboration and resource sharing among many groups. In the pooling of students and teachers, distance learning reconfigures the classroom which no longer is bounded by the physical space of the school, district, state or nation. There are two types of programs offered by distance education schools: synchronous learning programs and asynchronous learning programs. With synchronous learning, distance education students must log on to the school's website at a set time. Often, they interact with their peers and professors via group chats, web seminars, video conferencing, and phone call-ins. With asynchronous learning, distance education students complete all coursework on their own time. They often learn via assignment sheets, message boards, email, pre-recorded video lectures, mp3s, and traditional mail correspondence.

[Kobra Lashgari, Alireza Talkhabi and Mehdi Nazarpour. **Comparison between Online Classes and Traditional Classes.** Nature and Science 2011;9(6):18-23]. (ISSN: 1545-0740). <http://www.sciencepub.net>.

Keywords: Online Classes, Traditional Classes, distance education

Introduction:

Led the way when dealing with those massive training programs available to speak to the technological tools that we expect to occur that planners and decision makers that planners and decision makers of large structures, especially university education according to the image Access to the development of community information are available on these tools are selected and used. Massive wave of data produced in today's world it nicknamed the "information age" has all day and through various means of communication in the world will move on its size are added. Other hand, as we're not the world witnessed the development of the role of information communication devices transporting feedback fast and absorb the information around the world, we forget.

Therefore, information and communication as the main lever or two important move in developing wings, we learn. Meanwhile, proper utilization of the capacities of these two valuable and effective indexes in the general development concept for any society and the principles of a critical need is considered. With a view to clarifying this issue can be paid in the best way to create a platform for developing data standards and access to a knowledge based society, what really can be. To achieve a clear and practical answer in this area before all the existing definitions and indicators mentioned placed.

Distance education is a method of education in which the learner is physically separated from the teacher and the institution sponsoring the instruction. It may be used

on its own, or in conjunction with other forms of education, including face-to-face instruction. In any distance education process there must be a teacher, one or more students, and a course or curriculum that the teacher is capable of teaching and the student is trying to learn. The contract between teacher and learner, whether in a traditional classroom or distance education, requires that the student be taught, assessed, given guidance and, where appropriate, prepared for examinations that may or may not be conducted by the institution. This must be accomplished by two-way communication. Learning may be undertaken either individually or in groups; in either case, it is accomplished in the physical absence of the teacher in distance education. Where distance teaching materials are provided to learners, they are structured in ways that facilitate learning at a distance.

Pros and Cons of Online Classes: Advantages and Disadvantages of Online Courses

Distance learning is a hot subject today, but is it really for you? It is best not to hurry when choosing a college or university, lest you find yourself a victim of hype. Online courses are a new revolutionary way of providing education. Even traditional institutions are increasingly incorporating the Internet e-learning online interaction means and software tools into their programs.

What do the education institutions offer?

Archived video footage and virtual real-time lectures, online assignments and presentations, electronic academic material, multimedia as part of classrooms – all these have been part of higher education for a while now.

However, Online Education means taking entire degree program online, via your laptop.

This means an entirely new experience, yet not everybody is ready for it.

Taking Online Classes via Online education program requires specific learning skills, which some people lack.

The Pros of Online Classes

The key advantages of using an online class are –

1. Time flexibility

For some people there is nothing worse than getting up before 9 in the morning. Traditional higher education often requires just that. But with online education students have the possibility to adjust schedules to their life, rather than adjust their life to predetermined schedules. Other people benefit greatly from it too: parents, full-time employees, and anyone else who for this or that reason is too busy to attend traditional classes.

2. Geographic flexibility

Online institutions make possible something unprecedented: it no longer matters where you live. You can live in one of the world and study daily at an institution based in another without ever leaving your native country, or even your room, for that matter. Even in terms of local travel online education is a revolution: there are no more bus, train, or car trips, no traffic jams, no being late for the bus/train, no time and money spent on travel.

3. Class Notes

Not everybody knows how to write great class notes. Online courses provide electronic transcripts of every lecture. This is great for anyone who has short attention spans or does not like to write during lectures.

4. More educational means

Much more so that in traditional classrooms, online education incorporates online multimedia possibilities into instruction.

Possible cons of online classes include:

What are the Disadvantages of Online Courses? Here are some –

1. Credits:

Not all online course credits are transferable to traditional degree programs!

2. Require self-discipline

Excellent self-discipline and time management without the aid of strict schedules, attendance requirements, and personal communication

3. Lack of interpersonal interaction

No interpersonal relationships with either teachers or students; only via email, message boards, and other online means of communication.

Disadvantages of Online Classes: Disadvantages to Consider

This article will focus on the disadvantage of taking Online Classes. Online education is not exactly a trend yet, but it is becoming increasingly popular.

The reason for this is that it offers new opportunities where none existed before – Many people wouldn't have been able to acquire the necessary higher education without it. However, like all things in life, taking Online Classes has some drawbacks and disadvantages as compared to the traditional classrooms.

That said, online classes are not perfect for everyone. To avoid getting caught in the hype and making the wrong decision, consider the pros and cons of online education.

Taking Online Classes – Disadvantages

Let us review the weaknesses –

1. Lack of Socializing

Taking courses through the net completely erases the concept of socializing. Although there are online class discussions in online education, it is still not always an easy way to interact. This method completely eliminates the possibility to meet classmates face to face in and outside the classroom.

2. Lack of Close Personal Contact with Teachers

Besides being unable to socialize with other students, there is no way to arrange personal face-to-face meetings with the teachers. This, too, can be a significant disadvantage for those students who are motivated by close personal connection, discussion, and advice. Online tutorials definitely do not provide this vital touch and online discussions may not be intimate enough to provide the same powerful stimulus.

3. Classroom Attendance – None

This may sound like a good thing to some, but for many this is a major flaw of the online system. Some simply cannot focus on their own, while sharing an actual room with other motivated students right in front of them is a great incentive to concentrate and understand. Others simply love the atmosphere of campus classrooms and would never give them up.

4. Self-Discipline

Studying via the net from home means you have more freedom and more responsibility for managing your time and effort. It is important to know that you are able to invest enough effort into studies without the stricter discipline imposed by traditional institutions and without their added incentives of classroom attendance and personal meetings.

5. Accessibility

Most people would have no problem accessing online education and that is one of its major plusses. Still, some simply do not have the required Internet connectivity (the required bandwidth for taking online class) or no personal computer they could comfortably use for prolonged private study sessions.

For these people campus-based courses are actually much better, since they provide an environment

for group and individualized study: classrooms, offices, libraries, etc.

6. Accreditation and Employment

This is one of the most serious aspects of the online education. It is still an emerging system and many authorities and employers officially do not recognize many online diplomas. Moreover, even if a degree is from an officially accredited online institution, many employees still prefer candidates with traditional degrees.

Online Classes VS Traditional Classes: Comparison between the Two Methods

Nowadays it is not enough to choose the university you want to learn at. Today, you have to first decide whether you want an online degree or an offline/traditional education.

Online education is a growing force in the field of additional and higher education. It is probable that in the near future, within a decade or two, online education will be the global standard.

Considering the differences between these two methodologies of education can provide you the basic knowledge and even surprising opportunities.

Online VS Traditional Classes

Attendance

Traditional institutions require physical presence and participation in classrooms. This entails extensive travel and expenses. For many only this already makes higher education impossible. Online education requires no traveling at all, saving time, money, and energy. Busy people will therefore be able to combine extensive studies with work and family. Education is available to sailors on submarines and to astronauts in space!

Virtual classrooms vs. real classrooms

There are two camps around this issue – Those who love attending campus-based lecture and those who would rather stay at home. Virtual education means there

are no campuses and no classrooms. For those who prefer to be at home and are comfortable with cyberspace this is a virtual paradise. For those who are technophobic, get confused by online multi-media, and who prefer direct human contact this may be a veritable digitalized hell. But the amount of people who are uncomfortable with technology and the internet is decreasing exponentially. Most people are addicted to the internet. And video communication is becoming standard nowadays, allowing top-quality group video communication online.

Traditional and Online Schedules

Online institutions deliver many or all courses via modules. These modules can be scheduled by the student him or herself to be taken virtually at any time of day or night. This is obviously impossible with traditional classes, however requires a high degree of self-motivation and the ability to meet requirements while enjoying greater freedom.

The Value of online classes/degree earned as compared to the traditional ones

When it comes to quality, going to Online Classes becomes universal as going to a traditional college class. One has to remember that the world is changed rapidly and the online education is now a great alternative to the traditional one. Just like a person got used to choose between campus-based colleges and universities, today the online education grows to be an option. Of course, with its different varying quality of degrees, just like any on-campus degrees.

Conclusion:

Distance education places students and their instructors in separate locations using some form of technology to communicate and interact. The student may be located in the classroom, home, office or learning center. The instructor may be located in a media classroom, studio, office or home.

Distance education delivers classes (live or pre-taped) to students in their home, office, or classroom. It is used by K-12, higher education, continuing education and business. As the cost of delivering quality education increases, institutions find that limited resources prevent them from building facilities, hiring faculty, or expanding curricula. They are using distance education

to maximize resources and are combining their assets with others to produce programming. Distance education is offered internationally, nationally, regionally, and locally over all forms of conferencing technology.

The student may receive information via satellite, microwave, or fiber optic cable, television (broadcast, cable or Instructional Television Fixed Services (ITFS), video cassette or disk, telephone - audio conferencing bridge or direct phone line, audio cassette, printed materials - text, study guide, or handout, computer - modem or floppy disk, and compressed video. Recent rapid development of technology has resulted in systems that are powerful, flexible, and increasingly affordable. The base of available information technology resources is increasing with dramatic speed. Much has been learned about connecting various forms of technology into systems, so that the ability to link systems is growing. Most distance learning systems are hybrids, combining several technologies, such as satellite, ITFS, microwave, cable, fiber optic, and computer connections.

Interactivity is accomplished via telephone (one-way video and two-way audio), two-way video or graphics interactivity, two-way computer hookups, two-way audio. Interactivity may be delayed but interaction provided by teacher telephone office hours when students can call or through time with on-site facilitators. Classes with large numbers of students have a limited amount of interactivity. Much of the activity on computer networks is on a delayed basis as well. Possibilities for audio and visual interaction are increasingly wide.

Challenges which faced the early users of distance education are still with us today. If distance education is to play a greater role in improving the quality of education, it will require expanded technology; more linkages between schools, higher education, and the private sector; and more teachers who use technology well. Teachers must be involved in planning the systems, trained to use the tools they provide, and given the flexibility to revise their teaching. Federal and state regulations will need revision to ensure a more flexible and effective use of technology. Connections have been established across geographic, instructional, and institutional boundaries which provide opportunities for collaboration and resource sharing among many groups. In the pooling of students and teachers, distance learning reconfigures the classroom which no longer is bounded by the physical space of the school, district, state or nation.

***Corresponding Author:**

Mehdi Nazarpour
 Damavand Branch, Islamic Azad University,
 Damavand, Iran
 E-mail: saba11085@yahoo.com

References:

1. Alharthi, Mohammad A (2003). a High quality portal frame work for asynchronous learning networks: intellectual capital aggregation and organization, doctorate thesis, Vanderbilt university.
2. Allison. chlin.& others (2002). an integrated framework for distributed learning environments.
3. Almogbel, Ali N (2002). distance education in Saudi Arabia: attitudes and perceived contributions of faculty, students, and administrators in technical college, doctorate thesis, university of Pittsburgh.
4. Al-saleh, Mary Margaret (2002). a description and comparision of RN_ BSN Nursing student, perception of student _ teacher relationships in traditional and internet distance education nursing courses. DNSC, widener university school of nursing .
5. Anonymus (2001). history of distance education and training council (75 years). Distance education and training council washington.
6. Armstrong, Amy Jo (2002). an investigation of personal – social contextual factors of the online adult learner: perceived ability to complete and succeed in a program of study. Doctorate Thesis, Virginia commonwealth university.
7. Barron, D (1996). Distance education in north American library and information science education: Application technology and commitment. journal of the Ameraican society for information science. Vol.47 ,No.11.
8. Bates,T (1995) .Technology, open learning and distance education London:Routledge.
9. Beetham. H., & Sharpe, R. (eds.) (2007). *Rethinking pedagogy for a digital age: Designing and delivering e-learning*. London: Routledge.
10. Boltone , sharon Bauer (2002). Developing an instrument to Analyze the application of adult learning principles to world wide web distance education courses using the Delphi technique. EdD.university of lousville.
11. Bonk, C., & Graham, C. (eds.). (2006). *Handbook of blended learning: Global perspectives, local designs (pp. xvii - xxiii)*. San Francisco: Pfeiffer.
12. Carter , A (2001). Interactive distance education: implication for adult learner, *International Media*, 28(3), PP: 249-261.
13. Chizari, M, Mohammad ,H and linder ,J.R (2002). Distance education competencies of Faculty members in Iran
14. Crossfield, N. L. (2001, May/June). Digital reference: the next new frontier. *Latitudes*, 10(3). Retrieved July 16, 2005, from <http://nml.gov/psr/lat/v10n3/digitalref.html>
15. Dodds, T., Perraton, H., & Young, M. (1972). *One year's work: The International Extension College 1971-1971*. Cambridge, UK: International Extension College.
16. Faulhaber, C. B. (1996). Distance learning and digital libraries: Two side of a single coin. *Journal of the American Society for Information Science* 47(11), 854-856.
17. Gandhi, S. (2003). Academic librarians and distance education challenges and opportunities. *Reference & User Services Quarterly*, 43(2), 138-154.
18. Garrels, M. (1997). Dynamic relationships: Five critical elements for teaching at a distance. Faculty Development Papers. Available online at: Indiana Higher Education Telecommunication System (http://www.ihets.org/distance_ed/fdpapers/1997/garrels.htm l).
19. Garrison, D. R.; H. Kanuka (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education* 7 (2), 95-105.
20. Garrison, R., & Vaughan, N. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco: Jossey-Bass.
21. Garrison, J. A., Schardt, C., & Kochi, J. K. (2000). web – based distance countinuing education: a new way of thinking for students and instructors. *Bulletin of the Medical Library Association*, 88(3), 211-217.
22. Grimes, G. (1992). Happy 100th anniversary to distance education. Retrieved August 25, 2005, from <http://www.macul.org/newsletter/1992/nov,dec92/going.html>
23. Husler, R. P. (1996). Digital library: content preservation in digital world. *DESIDOC-Bulletin of Information Technology*, 16(1), 31-39.
24. Jeffres, M. Research in distance education. Retrieved August 20, 2005, from

- <http://www.ihets.org/distance-ipse/fdhandbook/research.html>
25. Katsirikou, A., & Sefertzi, E. (2000). Innovation in the every day life of library. *Technovation*, 20(12), 705-709.
 26. Lebowitz, G. (1997). Library service equity issue. *The Journal of Academic Librarianship*, 23(4), 303-308.
 27. Lipow, A. G. (1999, January 20). Serving the remote user: reference service in the digital environment. In *Proceedings of the ninth Australasian information online & on disc conference and exhibition*.
 28. Littlejohn, A., & Pegler, C. (2007). *Preparing for blended e-learning*. London: Routledge.
 29. McLean, D. D. (1996). Use of computer-based technology in health, physical education, recreation, and dance. ERIC Digest 94-7. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. ED 390 874.
 30. Moore, M. (ed.). (2007). *Handbook of distance education*. New Jersey: Lawrence Erlbaum Associates.
 31. Oliver, M., & Trigwell, K. (2005). Can blended learning be redeemed? *Elearning*, 2 (1), 17-26.
 32. Parrott, S. (1995). Future learning: Distance education in community colleges. ERIC Digest 95-2. Los Angeles, CA: ERIC Clearinghouse on Community Colleges. ED 385 311
 33. Rintala, J. (1998). Computer technology in higher education: An experiment, not a solution. *Quest*, 50(4), 366-378. EJ 576 392
 - Romiszowski, A. (1993). Telecommunications and distance education. ERIC Digest 93-2. Syracuse, NY: ERIC Clearinghouse on Information Resources. ED 358 841
 34. St. Pierre, P. (1998). Distance learning in physical education teacher education. *Quest*, 50(4), 344-356. EJ 576 391
 35. Strain, J. (1987). The role of the faculty member in distance education. *American Journal of Distance Education*, 1 (2).
 36. Summers, M. (1997). From a distance: Or, how I learned to love my "tv" class. Faculty Development Papers. Available online at: Indiana Higher Education Telecommunication System (http://www.ihets.org/distance_ed/fdpapers/1997/summers.html).

3/31/2011