Result of Comparative Investigation between Face-to-Face Teaching Method and Simultaneous Online and Live Teaching Method

Carlos Alberto Martins da Rocha¹, André Luiz Félix Rodacki², Luís Borges Gouveia³

¹ PhD Professor, Federal University of Paraná, Curitiba, Brazil
² PhD Professor, Federal University of Paraná, Curitiba, Brazil
³ PhD Professor, Fernando Pessoa University, Porto, Portugal

Abstract

This is a concise summary of this investigation, which is a comparative research and analysis in a bivariate model of approval rates between in-person and remote (distance) students, with simultaneous live online transmission. The reference database is the management system and student registry in the graduate program at UFPR, aiming to compare the performance rates between in-person students and a synchronous remote class (live and online). The investigated model is an innovative pedagogical approach, featuring an interface with a television-like format that is broadcasted live. This approach differs from pedagogical models such as distance learning, hybrid, or synchronous. Thus, a direct comparison with the results of distance learning models can provide evidence to measure student performance data. In this model, remote students attend live courses without temporal flexibility, only spatial flexibility. This work presents the results of a comparative study based on a bivariate model, considering approval rates between students attending remote (live online) and in-person classes. The aim of this research is, considering the comparative approval rates of students and possible statistical correlations, to propose adjustments and contributions for better guidance of the hybrid and synchronous online class system. Additionally, it examines the impact of technology on teaching and learning outcomes.

Keywords: Assessment, Distance learning, Information and communication technologies, Information science, live streaming.