

## What Happens If You Let the Coose? Asynchronous And/Or Face to Face Learning Ih Higher Education

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### Abstract

Students in higher education highly value the availability of recorded lectures (Karnad, 2013), and perceive them as contributing to performance (Gosper et al., 2008). Many teachers, however, worry that recorded lectures could lower attendance rates. There is some support for these concerns (Traphagan et al., 2010), but it is also shown that the availability of recorded lectures moderates the negative effects of not attending. Forty-five Students of the author's Introduction to statistics class were presented with several learning options: They could attend class, watch pre-prepared video lectures, do both, or they could change their minds at any time. This study explored the changes in attendance rates and how student attitudes toward learning from recorded lectures are related to attendance. Class attendance decreased in the first few weeks and stabilized around 53%-55% by the fifth week. In the third and ninth weeks of the course, students were asked to complete a survey concerning their choices and attitudes. A scale of three items ( $\alpha=.854$ ) was used to measure their attitudes towards the recorded lectures. All students rated recorded lectures highly, but students who studied at home gave significantly higher ratings in the third week of the course than students who attended class. [ $N_1 = 7; M_1 = 8.86; SD = .37; N_2 = 31; M_2 = 7.61; SD = 2.06, T = 3.137; P = 0.003$ ]. By the 9th week, the number of students that studied at home doubled, and the differences in the evaluations of the recorded lectures were no longer significant [ $N_1 = 14; M_1 = 8.36; SD = 1.08; N_2 = 26; M_2 = 7.65; SD = 2.19, T = 3.137; P = 0.18$ ]. Possible explanations for these changes are discussed.

**Keywords:** higher-education, recorded lectures, Asynchronous learning, Attendance

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