



Learning in a Digital Age: The Battle Between Face-to-Face and Remote Learning

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Abstract

The debate between face-to-face and remote learning has become increasingly significant, particularly following the widespread shift to online education during the COVID-19 pandemic. Face-to-face learning offers students immediate access to instructors, promoting social interaction, which improves academic outcomes. On the other hand, remote learning provides flexibility, making education more accessible for a diverse range of students.

This paper uses Descriptive Analytical Methods to explore the differences, advantages, and challenges associated with both modes of education, as well as the potential of hybrid models to enhance educational effectiveness. A comparative analysis methodology using the SPSS was conducted by collecting and analyzing data from students enrolled in a mathematics course. The study involved two groups of students: one group had face-to-face lessons, while the other took part in remote learning. To compare the effectiveness of both methods, we collected data at different points during the course. This included pre- and post-course surveys to understand the students' opinions and experience, assessments to measure their academic performance, and various engagement metrics. The data was then analyzed quantitatively using statistical methods to see how the two groups differed.

The findings reveal that students who received face-to-face instruction performed better overall, likely due to the benefits of direct engagement and structured learning environments.

In conclusion, while face-to-face learning led to higher academic performance, online learning offered significant flexibility for diverse student needs. These findings suggest that a blended learning approach that combines the strengths of both modes of learning could offer a more effective and accessible educational experience for all students.

Keywords: Debate; Education; Face to Face; Remote learning.