



## **Benefits of Face-to-Face (F2F) Education via Traditional Classroom Instruction**

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Classroom teaching, on the other hand, is a long-standing educational medium in which teaching style and organisation have been perfected over decades. Face-to-face training provides a number of advantages over its online counterpart (Xu and Jaggars, 2016).

First and first, and maybe most crucially, classroom education is very dynamic. Traditional classroom instruction delivers real-time face-to-face training and stimulates creative thinking. It also enables for more flexible content distribution and immediate teacher reaction. Because students must confine their queries to blurbs and then give the teacher and fellow classmates time to react, online instruction slows down the learning process (Salcedo, 2010). Online teaching, on the other hand, is likely to develop over time, boosting classroom dynamics and bringing students face-to-face with their classmates and professors. For the time being, however, face-to-face instruction offers dynamic learning characteristics not seen in Web-based instruction (Kemp and Grieve, 2014).

Second, traditional classroom instruction is a tried and true method. Some students are resistant to change and have a poor perception of online learning. These kids may be technophobes, preferring to take notes in a classroom rather than absorbing information on a computer. Face-to-face engagement, pre- and post-class talks, shared learning, and spontaneous student-teacher connection may be valued by other students



(Roval and Jordan, 2004). They can regard the Internet as a barrier to learning. Some students may avoid classroom activities if they are uncomfortable with the teaching medium; their grades may suffer, and their educational interest may fade. Students, on the other hand, may gradually adjust to online learning. Students may be obliged to take just Web-based courses as more universities adopt computer-based training. Although this is true, it does not negate the fact that some kids enjoy classroom intimacy.

Third, face-to-face instruction is not dependent on computer networks. The student's ability to learn online is contingent on having unrestricted Internet access. Online students may be unable to communicate, submit assignments, or access study materials if technical issues arise. As a result, the student may become frustrated, perform poorly, and lose interest in studying.

Fourth, students have access to both accredited faculty and research libraries through campus education. Administrators can assist students in course selection and make professorial recommendations. Learners can use library technicians to help them edit their papers, find useful study materials, and enhance their study habits. Materials not accessible by computer may be available at research libraries. Overall, the traditional classroom experience provides students with crucial auxiliary tools to help them do better in class.

Fifth, when it comes to employment preferences, traditional classroom degrees dominate online educational degrees. Many academic and professional organisations do not value online degrees as highly as those earned on campus (Columbaro and Monaghan, 2009). Many potential employers believe that Web-based education is a watered-down, easier way to get a degree, citing weak curriculums, unsupervised tests, and soft homework assignments as barriers to learning.

Finally, research reveals that online students who dislike the instructor, the structure, or the feedback are more likely to drop out. Online students may be more likely to drop out of class if they do not see fast results since they work alone and rely nearly entirely on self-motivation and self-direction. More incentive, encouragement, and



guidance are available in the classroom. Even if a student wants to drop out within the first few weeks of class, the instructor and other students may discourage him or her. F2F instructors may be able to improve student retention by adjusting the class format and teaching style (Kemp and Grieve, 2014). Instructors who teach online are limited to electronic correspondence and may miss verbal and nonverbal signs.

Both face-to-face and online instruction have advantages and disadvantages. Before well-informed decisions can be made, more studies comparing the two modalities to achieve specific learning goals in participating learner populations are needed. This study looked at the two modalities on three separate levels over the course of eight years. The following research questions were derived from the previously provided data.

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