The Quality of Teaching Comparison of Online and Face to Face Teaching Experiences

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Abstract: *With the increasing global competition, many countries have made changes in their education systems to adapt to world standards. Education quality has been a topic discussed by students, teachers, educational institutions and societies. Online education environments, which have increased with the pandemic, are compared with the traditional method, face-to-face education programs. It is important to determine the opinions of prospective teachers, who will shape education in the future, on the quality of online and face-to-face teaching. This study aims to examine factors affecting the quality of teaching. It aims to explore perceptions of student teachers about online teaching experiences from the voices of prospective teachers in order to determine future of education in terms of quality. 190 prospective teachers participated to the study. It is revealed that culture, learning environment, time and readiness are main factors to adapt learning. Most of the prospective teachers resist joining flexible learning environments. This study sheds a light on how prospective teachers enrich their professional development to make a bridge to future education.*

Keywords: online learning; prospective teachers, teacher education, quality.

1. Introduction

The Covid-19 outbreak has affected many sectors and of course education as well as health services. After the interruption of education due to the epidemic, 770 million people were affected by this situation (Zhong et al., 2020). With this global crisis, face-to-face education, which is the traditional method, was suspended and

education moved to online education platforms. The students found themselves in a process they had perhaps never experienced before. After these changes, the differences, positive and negative aspects of online and face-to-face education started to be discussed.

Online education, which has developed with the changes in education with the renewal and development of science and technology, is used as an alternative to face-to-face learning (Yıkıcı et al., 2022). Online education has started to be talked about and researched more with the epidemic. Online education has been implemented through interactive tools and is shaped according to modern information and technological developments. This research is to determine the opinions of prospective teachers, who are important in education, on the comparison of face-to-face and online education. For this purpose, answers were sought for the following sub-problems;

1. What is the perception of prospective teachers about traditional learning teaching practices?

2. What is the perception of prospective teachers about online learning teaching practices?

3. What are the suggestions regarding the quality of teaching for the future?

1.1. Online Education

Online education: It is the learning done by the teacher and the student, although they are physically in different places (Telli & Altun, 2020). According to Parlak (2017), online education is learning where students are far from each other and there are learning resources in time and place.

Soykurt et. al. (2021), on the other hand, defines online learning as a planned learning method in which students and teachers teach in different ways, synchronously or asynchronously, online, without the physical presence of students.

Online education applications are divided into two as synchronous and asynchronous. Asynchronous training; It is a model where teachers and students do not share the process and the virtual environment at the same time, and the course content can be accessed at any time. Synchronous education, on the other hand, is an education model where teachers and students share the same virtual education environment on the internet at the same time and communicate with each other (Altınay et al. 2020). While asynchronous education is defined as the education in which the necessary documents for the lesson are shared with the student on the internet regardless of the place and time, there is no communication between the student and the teacher, synchronous education is defined as "the environments where the student and the teacher interact with each other in different places at the same time". Synchronous education provides some of the advantages of face-to-face education with opportunities such as providing communication, participation and follow-up and instant feedback (Midkiff & DaSilva, 2011).

Online education, due to financial situation; It has become a part of our lives due to epidemics, disasters and unforeseen reasons in the future. Its place in our lives is growing day by day. Granger and Bowman (2003) stated that the need for information in online education in the world is increasing day by day.

1.2. Differences between Online Education and Face-to-Face Education

The education system is always open to innovation in order to eliminate the problems and disruptions in the teaching process. In order to better meet the requirements of the age, technological development and education needs, the online education system has been implemented.

The traditional education system is mostly an education system built between four walls and conducted in narrow classrooms. In this context, in traditional education; Teachers have problems such as authoritarianism, raising externally controlled individuals, understanding each student's story in the same way, limited research opportunities and not finding enough time for repetition (Deveci, 2019). Although efforts are made to find solutions to these problems, they are not fully resolved, for example due to inequalities in education and infrastructure. Sun and Chen (2016) suggested that such problems can be solved through online education.

Although online learning has advantages over traditional learning or traditional learning over online learning, online learning is not an alternative to traditional learning. Online education exists to eliminate the deficiencies of face-to-face education. Instead of choosing any of them; It is emphasized that using these two methods together and planning them according to geographical conditions, student potential and teaching needs is much more beneficial in terms of learning (Balaman & Hanbay Tiryaki, 2020).

2. Methodology

In this study, the opinions of prospective teachers on the differences in face-to-face education and online education and their suggestions for increasing the quality of education for the future are presented.

Qualitative research method was used in this study. Qualitative research is defined as research in which qualitative data collection methods such as document analysis and interview and observation are used, and the qualitative process is followed in order to reveal events and perceptions in a natural environment in a holistic and realistic way (Yıldırım & Şimşek, 2018).

As a data collection tool, a semi-structured interview form was used within the scope of the research. In qualitative research, face-to-face interviews, document analysis and interview techniques are applied in order to obtain in-depth views during the data collection process (Legard et al., 2003). In the process of preparing the interview form of the research, the opinions of academicians who are experts in their fields were taken. Then the interview form was revised. Afterwards, a pilot study was conducted for the research and it was examined whether the questions

were understandable and clear, and whether the answers were in line with the research purpose.

The qualitative study group of this research was conducted with 190 prospective teachers in the 2021-2022 academic year. Participants of the study were determined by a purposeful random sampling method. Purposeful random sampling is defined as the classification of systematic and randomly selected case samples in accordance with the purpose of the research (Marshall & Rossman, 2014).

Table 1. Distribution of Demographic Characteristics of the Participants

	n	%
Gender		
Female	108	%57
Male	82	%43
Age		
18-21	87	%46
22-25	64	%34
26-29	31	%16
30 and above	8	%4

The data collected by the interview technique were analyzed by the content analysis method. The answers given by the participants to the questions were categorized and divided into themes. Participant opinions were given directly. Opinions were expressed by coding in terms of the identity confidentiality of the participants.

3. Findings

3.1 The perception of the prospective teachers about traditional learning teaching practices

"What is the perception of prospective teachers about traditional learning teaching practices?" The answers given by the participants to the question are analyzed in Table 2.

Table 2. Participant views on teaching practices of traditional education

Categories	Themes		Participants view Frequency Percentage	
			f	%
Advantages and disadvantages of teaching practices in traditional education	Advantages	Teacher and student interaction	98	26
		Practical training opportunity	43	12
		Classroom management	54	15
		Permanent learning	27	7
		Physical attendance and use	35	9

	of materials		
	Ease of communi-cation	89	24
	Providing immediate feedback	12	3
	Measurement and evaluation more objective	14	4
Disadvantages	Limited accessibility	124	34
	Limited resource	87	23
	Time and place limitation	78	22
	peer bullying	26	7
	Not using different training methods	32	9
	Mediocrity	11	3

Advantages of teaching practices in traditional education, Teacher-student interaction (f98), Practical training opportunity (f43), Classroom management (f54), Permanence of learning (f27), Physical attendance and use of materials (f35), Ease of communication (f89), Providing immediate feedback (f12), Measurement and evaluation are expressed as more objective (f14). The disadvantages are listed as limited accessibility (f124), Limited resources (f87), Limitation of time and place (f78), Peer bullying (f26), Not using different education methods (f32), Ordinariness (f119). The answers given by the participants are as follows:

"It is easier to reach and communicate with the teacher in face-to-face education. The teacher can easily understand whether the student understands the subject or not. On the other hand, in face-to-face education, it is a disadvantage that there is no opportunity to access the lesson at any time and the resources are limited during the lesson." P11

"One of the leading differences of face-to-face education is that it is applied education and it provides permanent learning by using physical materials, for example, by making laboratory lessons more effective. However, peer bullying, which is increasing day by day in face-to-face education, has a negative effect." P32

"In face-to-face training, you can easily ask questions that come to your mind. Communication and interaction between teacher and student are provided more easily. This interaction supports social and academic development. The teacher knows his/her student and assessment and evaluation is done more objectively. As a disadvantage, students may have problems physically participating in the lesson. In addition, teachers' use of traditional methods can make the lesson monotonous." P74

3.2. The perception of the prospective teachers about online learning teaching practices

The research participants were asked "What is the perception of prospective teachers about online learning teaching practices?". The answers of the participants were gathered under 14 themes as advantages and disadvantages.

Table 3. Participant views on teaching practices of online education

Categories	Themes		Participants view Frequency Percentage	
			f	%
Advantages and disadvantages of teaching applications in online education	Advantages	Orientation to research	94	19
		Ease of access to the course	190	40
		Technological knowledge development	77	16
		Unlimited resources	57	12
		More beneficial for health	21	4
		Learning how to access information	45	9
	Disadvantages	Communication difficulty	167	23
		Lack of equal educational opportunity	134	18
		Lack of motivation and adaptability	97	13
		Limited participation in class	89	12
		Infrastructure issues	110	15
		Lack of application	72	10
		lack of supervision	46	6
		Teacher's lack of knowledge	21	3

All of the participants stated that they could access online education without time and place limitations. Other answers of the participants about the disadvantages of online education Difficulty in communication (f167), Lack of equal educational opportunities (f134), Low motivation and adaptation (f97), Limited participation in the course (f89), Infrastructure problems (f110), Lack of implementation (f72), Lack of supervision (f46) and the teacher's lack of knowledge (f21). Opinions of the participants as the advantages of online education, Directing them to research (f94), Ease of accessing the course (f190), Technological knowledge development (f77), Unlimited resources (f57), More beneficial for health (f21), Learning how to access information (f45) has been revealed. The opinions of the participants are as follows:

"It is more difficult to get attention in online education. Student motivation is lower and students are more indifferent to the lesson. On the other hand, the most important advantage of online education is that there are no time and place restrictions and students can access the course whenever they want." P13

"Online education is more student-centered than face-to-face education. Continuous access to the course can be provided. It encourages the student to research and enables the development of their technological knowledge. But teachers' lack of knowledge and technology creates problems. It reduces the efficiency of the lessons." P73

"In online lessons, it is not understood whether the student is following the lesson or not. Most of the time the camera and microphones are turned off. Communication is limited and difficult. This makes it difficult to adapt to the lesson. It is important to provide access to information at any time, as there is no time and place limit." P118

3.3. The suggestions regarding the quality of teaching for the future

"What are the suggestions regarding the quality of teaching for the future?" The question was asked and the themes that emerged regarding the answers of the participants were examined in Table 4 below.

Table 4. Participant recommendations for the quality of education for the future

Themes	Participants view Frequency Percentage	
	f	%
Education model should be mutually supportive	178	34
It should be student centered	114	22
Teacher development should be provided	102	19
Permanent learning should be provided	89	17
Different measurement-evaluation methods should be applied	44	8
Total	527	100

Participant suggestions for the quality of education for the future are as follows: Education model should be mutually supportive (f178), Student-centered (f114), Teacher development should be provided (f102), Permanent learning should be ensured (f89), Different assessment-evaluation methods should be applied (f44). The statements of the participants are as follows:

"Although face-to-face and online education have different advantages and disadvantages, they should support each other. Lessons can be supported with different educational technologies in order to eliminate the disadvantages of face-to-face education. Likewise, in online education, courses can be supported by applied training." P60

"The main purpose of education is to provide permanent learning. Education should be student-centered and help students increase their knowledge and skills. In addition to traditional measurement and evaluation methods, methods that measure the knowledge and skills of different students should be applied." P75

"I think that the knowledge and skills of teachers should be improved in order to increase the quality of education. It has been observed that many teachers in the online education period do not have sufficient knowledge in this direction. Work needs to be done in this direction. Thus, student education can be provided as required by the age." P183

4. Conclusion

Every stage of online education is increasingly used in education. Online education/online learning, which has become an important part of our education life, has been an important subject of study by researchers (Lockee, 2021; Erol and Erol, 2020; Kilit & Güner, 2021). Especially the advantages and disadvantages of online education have been examined within the scope of many studies. In this research, it is aimed to reveal the advantages and disadvantages of face-to-face and online education as well as their suggestions for the quality of education in the future.

As a result of the research, the advantages of face-to-face education include teacher-student interaction and ease of communication, while there are practical lessons, use of materials, immediate feedback to students' questions, and more objective measurement and evaluation. Participants stated that the accessibility in face-to-face education is limited, the resources used are limited, the lessons are ordinary, time and place limitations, and peer bullying as a disadvantage.

When the participants were asked about the advantages and disadvantages of online education, all of the participants stated that it is an advantage to be accessible at any time without time and place limitations in online education. Although online education has disadvantages, it is expressed as an important advantage to have fast access to information and continuous access to education (Sezgin, 2021). In addition, other advantages include directing the student to research, helping to develop technological knowledge and skills, unlimited resources, learning access to information and being safer in terms of health. The disadvantages of online education are expressed as the lack of equal educational opportunities, low motivation and adaptation, infrastructure problems, lack of supervision and teachers' lack of sufficient knowledge. According to the research, it has been revealed that especially the internet infrastructure should be strengthened in order to carry out online education in a healthy way (Karasel et al., 2020).

Face-to-face education or online education are not superior to each other. It is important that education be integrated in order to be effective and efficient. For this reason, it is foreseen that clarification of the problems of education and

reduction of these problems in the light of suggested solutions will contribute positively to the improvement of education quality, not to the development of education.

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