

DO CLASS SIZE MATTER IN ONLINE LEARNING SETTINGS?

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ABSTRACT

Online learning continue to shapes the modern day education and the educators quick to embrace the technological developments to improve student achievement and learning outcomes. Further, the technology also facilitated the resource use efficiency. More and more courses are offered online or using distance education modules and class sizes are also increased as the instructors use online homework as they can save time and energy from manual grading. So far, online learning assessment in larger and smaller classes in terms of improving student learning outcome is mixed. In this paper, we empirically assess the effectiveness of online learning practice in larger and smaller class settings. An experiment was designed between larger and smaller classes and in each class was subjected to two treatments. First treatment group was assigned with online homework assignments while the other group had traditional homework assignments. A common standard test (Test of Understanding in College Economics (TUCE)) was administered to assess the students learning outcome. The results show that student GPA and larger class size had a positive and significant impact while online assignments and having a government scholarship had a negative significant impact final exam performance.