Хосолсон Ба Онлайн Сургалтад Хамрагдсан Оюутнуудын Үнэлгээг Харьцуулсан Үр Дүн

Comparative Analysis of Student Academic Performance in Blended vs Online Courses

Ж.Шинэбаяр[1], Д.Базарваань[2]

[1,2] Монгол Улсын Боловсролын Их Сургууль

shinebayar@msue.edu.mn

Abstract

Teachers have been using different approaches in order to make teaching and learning more effective. Blended learning is one of the approaches that contribute to meaningful learning of students using technologies. This study aimed at comparing academic performance of undergraduate students from Mongolian National University of Education who took blended and online courses. Academic performance data of undergraduate students enrolled in the 'Methodology of Online Learning' course were extracted from the Learning Management System (Canvas LMS) and were used for the statistical analysis. In terms of academic performance, blended learning demonstrated superior effectiveness compared to online learning. During online learning, the mean student participation score was 8.23. In contrast, during blended learning, the mean participation score was 18.71. It indicated higher levels of active engagement among students in blended learning.

Түлхүүр үг: хосолсон сургалт, онлайн сургалт, классик тестийн онол, үнэлгээ