

To Sir, with Love: Comparing Efficacy of Online vs In-Class Preparatory Courses

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Abstract

With more universities opting to deliver courses online, there is a need to examine the impact of substitution of regular classroom programs by online courses on students' academic performance. We compare two successive batches in one of the top business schools in India where the first batch was offered a traditional classroom preparatory course and the second an online lecture format delivered using Massive Online Open Courses. Our study uses Difference-in-Difference estimation to assess whether a change in lecture delivery format has any impact on performance of the student in subsequent examination. We find that students perform worse in subsequent examinations when offered a preparatory course online for both Economics and Accounting, as compared to performance in a in-class setting. We also find that student performance is more varied and the negative effects are stronger for students with lower academic ability.

JEL codes: A23, I23, I24

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