

READING PROCESS WORKSHEET

GED0001

NAME: Josef Xander M. Lopez

TEXT TITLE: Face-to-face or face-to-screen?

TEXT TYPE: Article

SECTION: AW11

DATE: 3/12/2025

AUTHOR: Nenagh Kemp
Rachel Grieve

I. PRE-READING (10 POINTS)

A. Complete the table with the headings, subheadings, and visual titles/descriptions from the text. Provide at least 2 entries for each column.

Headings	Subheadings	Title/Description of Visuals
Introduction	Participants	
Study 1 Study 2	Methods Participants Materials and Procedure	
Results and Discussion	Class marks and preferences Qualitative comments	Table 1. Study 1: Mean Marks and Modality Preferences across Task and Modality. Table 2. Study 1: Proportion of Responses per Theme, for Face-to-Face and Online Learning. Table 3. Study 2: Proportion of Responses per Theme for Written Activities, for those who Preferred these Face-to-Face vs. Online. Table 4. Study 2: Proportion of Responses per Theme for Discussion, for those who Preferred Discussion Face-to-Face vs. Online.
General Discussion		
Conflict of Interest Statement		

B. Fill the table with information that you already know about the topic (K), you wonder about the topic (W), and you will learn after reading the text (L). Fill the L Column after reading the text. Provide at least 2 entries for each column.

K	W	L
Both online and face-to-face learning have pros and cons.	Do students perform differently in online vs. face-to-face settings?	I've seen how research plays a crucial role in understanding and improving educational practices.
Student preferences for learning styles vary.	How do students perceive the different learning environments?	I've learned that the effectiveness of a learning modality (online or face-to-face)

READING PROCESS WORKSHEET

GED0001

NAME: Josef Xander M. Lopez

TEXT TITLE: Face-to-face or face-to-screen?

TEXT TYPE: Article

SECTION: AW11

DATE: 3/12/2025

AUTHOR: Nenagh Kemp
Rachel Grieve

		is highly dependent on the context.
--	--	-------------------------------------

II. READING (30 POINTS)

- A. Fill the table with specific details from the text and inferences that can be drawn from it. Provide at least 2 entries for each column.

Details from the Text	Plausible Inferences
"The results showed that students preferred to complete activities face-to-face rather than online, but there was no significant difference in their test performance in the two modalities."	This suggests that while students have preferences for learning environments, the mode of delivery may not necessarily impact academic achievement.
"It is concluded that online and face-to-face activities can lead to similar levels of academic performance, but that students would rather do written activities online but engage in discussion in person."	This concludes that blended learning could be the most effective format. It can supply needed flexibility while retaining the beneficial social aspects of in person classrooms.

- B. Figure out the meaning of the technical term from the text. Write the technical term, indicate the clue from the text, and use the term in your own sentence. Provide at least 5 entries for each column.

Technical Term	Context Clue (i.e., antonym, synonym, examples, description, word parts, definition or any clues in the text)	Use each technical term in a sentence
Online Learning	Today, <u>online learning</u> is part of the student experience for a substantial proportion of university students in a variety of countries.	The university is expanding its offerings in <u>online learning</u> to reach a wider student population.
Digital Landscape	There is a clear need for more research into what does and does not work in online learning, but also for a focus on the student experience in the increasingly <u>digital landscape</u> of tertiary education.	Universities must adapt their teaching methods to meet the needs of students in the evolving <u>digital landscape</u> .
Flipped Classrooms	Some research suggests that participation in learning technology can itself increase	<u>Flipped classrooms</u> allow students to learn content at home and use class time for interactive problem-solving.

READING PROCESS WORKSHEET

GED0001

NAME: Josef Xander M. Lopez

TEXT TITLE: Face-to-face or face-to-screen?

TEXT TYPE: Article

SECTION: AW11

DATE: 3/12/2025

AUTHOR: Nenagh Kemp
Rachel Grieve

	engagement and learning (Chen et al., 2010), and <u>flipped classrooms</u> are emerging as a promising student-centered paradigm.	
face-to-face	It seems that although students appreciate the flexibility of choosing the time and place to do some activities, they also value the greater engagement provided by discussions that take place <u>face-to-face</u> , rather than <u>face-to-screen</u> .	<u>Face-to-face</u> interaction in workshops helps build stronger connections among team members.
face-to-screen	It seems that although students appreciate the flexibility of choosing the time and place to do some activities, they also value the greater engagement provided by discussions that take place <u>face-to-face</u> , rather than <u>face-to-screen</u> .	While convenient, <u>face-to-screen</u> communication can sometimes lack the nuances of in-person conversation.

C. Supply the missing information below:

1. **Topic of the text:** Face-to-face or face-to-screen?
2. **Writer's opinion about the text's topic:** The authors suggest that face-to-face and online learning are both worth something and that the student experiences are different in the two. They emphasize the need to take note of the "student experience" when talking about rising digitization. They also appear to appreciate face-to-face discussions for their interactive nature.
3. **Support for writer's opinion (e.g., evidence such as facts, testimonies, examples, etc.):**
 - a. It seems that although students appreciate the flexibility of choosing the time and place to do some activities, they also value the greater engagement provided by discussions that take place face-to-face, rather than face-to-screen.
 - b. Today, online learning is part of the student experience for a substantial proportion of university students in a variety of countries.
 - c. Some research suggests that participation in learning technology can itself increase engagement and learning (Chen et al., 2010), and flipped classrooms are emerging as a promising student-centered paradigm (e.g., Galway et al., 2014).

READING PROCESS WORKSHEET

GED0001

NAME: Josef Xander M. Lopez

TEXT TITLE: Face-to-face or face-to-screen?

TEXT TYPE: Article

SECTION: AW11

DATE: 3/12/2025

AUTHOR: Nenagh Kemp
Rachel Grieve

III. POST-READING (10 POINTS)

A. Answer the following rhetorical analysis guide questions.

1. What credentials does the author have which give him/her the authority to write about the topic of the text?

The authors are in the academic field in education, they know how face-to-face and face-to-screen affects students' performance.

2. After considering the author's profession and affiliation, what possible biases the author might have about the topic?

The interest in educational innovation (ex. Flipped classrooms), and a focus on improving student experience.

3. What is the purpose of the text, and how does the author accomplish that purpose? What evidence does the author use to support the main idea in the text?

To analyze online vs. face-to-face learning and student experiences. By presenting research, observations, and referencing existing literature. They based on student preferences, other research, and observations about the digital landscape.

4. What specific idea/information in the text challenges or surprises you? Why?

The emphasis on the student experience in online learning or the varied preferences of students for various learning activities could be the cause.

5. Is the style of writing suitable for the intended audience? Is it too formal or too casual? Why?

The style of writing is suitable for the intended audience. It is formal and academic.

READING PROCESS WORKSHEET

GED0001

NAME: Josef Xander M. Lopez

TEXT TITLE: Face-to-face or face-to-screen?

TEXT TYPE: Article

SECTION: AW11

DATE: 3/12/2025

AUTHOR: Nenagh Kemp
Rachel Grieve