UNVEILING THE EFFICACY OF VIRTUAL AND IN-PERSON PRESENTATIONS IN DELIVERING TEACHING MATERIAL: AN ANALYSIS ACROSS TRADITIONAL CLASSROOM AND ONLINE LEARNING ENVIRONMENTS

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ABSTRACT
This study discusses the perspectives of lecturers in the Mandarin for Business Communication and Professional Department at Bosowa University on the effectiveness of both virtual and in-person presentations in the context of online and traditional classroom environments. The research explores their perceptions, experiences, and strategies as they integrate virtual presentations into their teaching methods during the start of the semester in 2023, while also investigating their readiness to adapt to different instructional approaches, including the potential transition to fully offline classes. Findings highlight the advantages of virtual presentations, such as the use of multimedia tools and digital resources to enhance the learning experience and accommodate diverse learning styles, as well as the convenience of recorded lectures for self-paced learning. Conversely, the study underscores the benefits of face-to-face interactions, fostering dynamic and spontaneous engagement, particularly in facilitating hands-on learning experiences and group activities. Technical challenges in virtual presentations and assessing student comprehension were identified as areas requiring attention. The study emphasizes the need for educators to adapt teaching strategies to capitalize on the unique strengths of each method and proposes instructional approaches, such as flipped learning, to optimize student engagement and participation in both virtual and traditional presentations. By contributing to the ongoing discourse on effective pedagogy, this research aims to enhance the quality of online and offline education, preparing lecturers and students for the demands of the dynamic and technology-driven learning environment.

Keywords: Virtual presentation, In-Person Presentation, Pedagogical Approaches, Teaching Strategies

INTRODUCTION
The COVID-19 pandemic has brought about rapid and unprecedented changes in education institutions worldwide in recent years. To curb the spread of the virus, educational institutions swiftly shifted from traditional classroom settings to online learning environments. Virtual presentations became the dominant means of delivering educational material during this period, ensuring continuity in education while safeguarding the safety of students and educators. As vaccination rates increase and the pandemic situation improves, educational institutions are now preparing to transition back to regular in-person classroom
settings. For lecturers who adapted to online teaching techniques during the outbreak, the return to offline lectures presents an alternate set of challenges and opportunities. Over time, technology has transformed the delivery of education, leading to the widespread adoption of online learning tools and virtual presentations.

The Mandarin Business Communication and Professional Department at Bosowa University is one educational institution that has embraced a hybrid teaching strategy during this transition, combining virtual and in-person presentations to accommodate this evolving trend. Furthermore, in preparation for this transition, lecturers initially adjusted to hybrid learning, addressing the shift from online to offline classrooms. The integration of personal devices among students has opened up new and innovative avenues for learning both within and beyond the traditional classroom setting. Educational institutions must prioritize increasing awareness of cutting-edge technologies to enhance their students' online learning experiences. The COVID-19 pandemic demonstrated that students can effectively continue their learning journey by accessing digital resources through Learning Management Systems (LMS) and participating in online meetings" (Camilleri & Camilleri, 2020).

However, it is crucial to design virtual learning environments in a manner that encourages and motivates students to actively engage in collaborative approaches. Hence, considering the short period of time in which teachers had to adapt to the new teaching conditions, most of them managed to cope successfully with the challenges, but there is still room for improvement. In this regard, Coman et al. (2020) found that the educational process was initially teacher-centred, but attempts to shift to a student-focused approach led to increased pressure and negative attitudes towards online learning. Adding more responsibilities to students caused difficulties in coping with tasks. Teachers used various tools to engage students, but faced challenges with delayed feedback and unclear task instructions, impacting the learning process.

In addition, the growing usage of online learning resources and virtual presentations is a direct effect of how technology has altered the manner that education is provided. Similarly, The Mandarin Business Communication and Professional Department at Bosowa University also embraces a hybrid teaching approach, blending virtual and in-person presentations. This integration aims to grant students autonomy and a variety of educational opportunities, tailored to their individual needs. Therefore, nonetheless, these challenges can be addressed with the assistance of teachers who must tailor their teaching tactics to the needs of their students.

Enhanced technology use by teachers and improved technological infrastructure in educational institutions will boost the quality of interaction in online classes. This study revealed that some stress, both physical and mental, on students and teachers can be alleviated by familiarizing themselves with online learning and creating a comfortable class environment for all parties (Selvaraj et al., 2021). To do so, teachers must have prior experience and expertise of teaching in an online context. The COVID-19 pandemic presented teachers worldwide with a chance to explore and experiment with online teaching and learning approaches. 
during the transition to Emergency Remote Teaching (ERT). This period called for trying out new tools, methods of interaction, and understanding how students could effectively engage in the online learning environment (Tondeur et al. 2023).

Within the context of the Mandarin Business Communication and Professional Department, lecturers have adeptly adapted to the challenges of online teaching, introducing team projects, collaborative teaching tools, and video conferences to effectively engage students in the absence of face-to-face interactions. Students generally perceive the E-learning platform as a valuable tool for online education; however, technical issues from the university's servers have prompted them to explore alternative platforms with extended video communication capabilities for smoother interactions with lecturers. However, in addition to catering to new generations of students' educational preferences (Bhuwandeep et al., 2022), online education plays an important role in addressing inequalities by providing high-quality learning opportunities to remote areas via the use of information and communication technologies (Halkic & Arnold, 2019). Nonetheless, it raises concerns about potential disparities in access to educational activities. Previous research has shown that the digital gap exacerbates the inequities in access to online education experienced by poor groups (van de Werfhorst et al., 2022).

Lecturers at the Mandarin Business Communication and Professional Department have successfully adapted to the challenges of online learning. To fill the void produced by the lack of face-to-face encounters, some instructors have adopted novel strategies such as team projects, collaborative teaching tools, and video conferences to effectively engage students. Therefore, understanding how lecturers within the Mandarin Business Communication and Professional Department perceive the transformation to virtual presentations is crucial for ensuring efficient online teaching. Their insights play a vital role in shaping students' educational experiences and adapting contemporary teaching approaches. Investigating their readiness to fully return to offline classes also holds implications for future education delivery in the department.

This qualitative study aims to explore how lecturers in Bosowa University's Mandarin Business Communication and Professional Department perceive the effectiveness of virtual presentations. It delves into their attitudes, experiences, and strategies as they integrate virtual presentations into their teaching methods during the start of the semester in 2023, with the goal of improving the quality of online education and maximizing the learning experience for students. Additionally, the study examines how lecturers' perceptions of virtual presentations relate to their readiness to adapt to different instructional approaches, including the potential transition to fully offline classes. By contributing to the ongoing discourse on effective pedagogy, this research seeks to pave the way for a transformative educational journey at Bosowa University and beyond. The insights gained from this study have the potential to optimize teaching practices, enhance the learning experience for students, and adapt educational strategies to meet the evolving demands of the digital age. Ultimately, it is hoped that this research will contribute to the advancement of educational
practices, preparing both lecturers and students for a dynamic and technology-driven learning environment.

METHODS

The research approach used by researchers is a qualitative research approach. To explore the efficacy of virtual presentations from the perspectives of lecturers in the Mandarin Business Communication and Professional Department at Bosowa University, researchers employed a qualitative research approach. As described by Creswell (2012) and Creswell (2013), qualitative research involves delving into the meanings ascribed by individuals or groups to social human problems. Embracing an interpretive, naturalistic perspective, researchers immerse themselves in real-life settings to gain profound insights into the meanings people associate with phenomena (Creswell, 2012; Creswell, 2013, p. 205).

Qualitative research stands out for its interpretative nature, aiming to comprehend and elucidate the complexities of human experiences and behaviours. By observing and engaging with real-world environments, researchers seek to unravel the manifold meanings that individuals attribute to their lived experiences. Denzin and Lincoln (2017) further define qualitative research as a naturalistic and interpretive endeavour. It involves investigating real-life situations to grasp the meanings that people or groups attribute to their experiences and social events. This approach places a significant emphasis on researcher reflexivity, enabling the generation of rich, context-specific descriptions that contribute to theory development and cross-disciplinary practice. By employing methods such as observations, interviews, and analysis, qualitative researchers delve into diverse perspectives, unveiling the intricate dynamics that shape individuals' interactions and understandings of the world. This method facilitates a comprehensive exploration of the social and cultural elements underlying the phenomenon under investigation.

The study involved using observation and interviews to gain an in-depth understanding of lecturers' experiences, attitudes, and perceptions related to virtual presentations during the beginning of the semester term in 2023. The research findings were presented comprehensively, including a detailed description of the research methodology, data collection procedures, analysis techniques, and emerging themes. Direct quotes and excerpts from interviews and observations were used to support and illustrate the identified themes, providing a rich and vivid account of lecturers' perspectives on virtual presentations. The research employed two main data collection methods: observation and semi-structured interviews. Direct observations were conducted during virtual presentation sessions held by lecturers in the Mandarin Business Communication and Professional Department at the beginning of the semester term in 2023. Detailed notes and audiovisual recordings were taken to document the use of instructional materials, lecturer-student interactions, and the overall teaching process.
Semi-structured interviews were also conducted with participating 10 lecturers at the start of the semester term in 2023. These interviews aimed to explore lecturers' attitudes, experiences, perceptions, and strategies related to virtual presentations. Open-ended questions encouraged lecturers to express their thoughts freely, providing in-depth responses on various aspects of online teaching, including strengths, limitations, challenges, and preferred teaching methods. The selection included lecturers with diverse teaching expertise and experience levels, offering a comprehensive range of perspectives during the early stages of the semester term in 2023.

The acquired data was subjected to a thorough qualitative examination. For theme analysis, the observation notes, audiovisual recordings, and interview transcripts were transcribed, arranged, and coded. Researchers found themes and patterns connected to lecturers' attitudes, problems, methods, and impressions of virtual lectures through an iterative approach. This investigation gave a more in-depth knowledge of the efficacy of virtual presentations at Bosowa University during the first stages of the semester term in 2023.

To enhance research validity, the study employed triangulation by using multiple data sources, including observations and interviews. Consistency in the data collection protocol ensured the reliability of the findings. Additionally, member checking was conducted, allowing participants to review the preliminary findings and validate the accuracy and authenticity of the data.

FINDINGS AND DISCUSSION

The analysis of the data obtained from observations and interviews of lecturers in the Mandarin Business Communication and Professional Department at Bosowa University during the beginning of the semester term in 2023 yielded several key findings. This result provides comprehensive information on attitudes, challenges and strategies related to offline (traditional) and virtual presentations from the perspective of faculty at Mandarin for Business Communications and Professional Department.

Findings

Perceptions of Virtual Presentations and Face-to-Face Interaction:
The thematic analysis found that virtual presentations were generally viewed by teachers as a viable and effective method of delivering educational content. All lecturers agreed on the possibility of using a wide range of multimedia tools and digital resources in virtual presentations. This allowed them to enhance the learning experience and accommodate different learning styles, making the content more engaging and interactive for students. In addition, they emphasized the convenience of recording virtual presentations, which allows students to review material at their own pace and improve learning retention.

In addition, virtual presentations enabled greater reach, allowing teachers to connect with students across geographic boundaries, fostering a more inclusive learning environment. However, it was found that certain subjects or classroom settings could still benefit from face-to-face methods to facilitate hands-on learning experiences or group activities.
Overall, the study underscored the value of both virtual and traditional teaching approaches, prompting educators to adapt their teaching strategies to capitalize on the unique strengths of each method. Besides, the flexibility of online platforms and the ability to capture lectures, allowing them to accommodate different schedules and support students' asynchronous learning needs, were cited as key benefits. However, the teachers also emphasized that the face-to-face methods promoted stronger personal connections and immediate feedback, which they believe is essential for certain aspects of effective communication and relationship building with students.

**Presentation Skills and Technology Integration:** The teachers demonstrated professional presentation skills and effectively integrated technology into their teaching approaches. However, the study showed that assessing student comprehension during online instruction remains a problem. Face-to-face classroom interactions allowed for real-time assessment, while online assessments proved more complex.

**Challenges in Virtual and Traditional Presentations:** Several obstacles emerged from the interviews, with technical issues being the most common challenge faced by teachers. Problems with internet connectivity, software compatibility and access to reliable technology were cited as the main obstacles to smooth virtual presentations. To address these challenges, some of the lecturers revealed that they integrated interactive activities and encouraged open communication with students to mitigate the challenges associated with participation. The results showed that the learning environment had a significant impact on teacher-student interactions and student engagement in virtual presentations. In offline settings, teachers reported experiencing more spontaneous and dynamic interactions with students, leading to greater engagement and active participation. On the other hand, the online environment allowed for broader student participation through chat features and discussion forums, although teachers noted that creating a sense of community and encouraging student participation required conscious effort.

Lecturers who expressed a preference for face-to-face interactions and traditional teaching methods showed greater willingness to embrace change. Factors such as technological competency, previous experience of online instruction, and institutional support for training and resources influenced their level of readiness. Those more used to teaching online said they felt more comfortable with hybrid approaches, while others emphasised the need for support and training to teach fully offline. In traditional offline classrooms, maintaining student engagement and active participation also proved to be a major concern.

**Student Engagement and Participation in Virtual and Traditional Presentations;** Findings highlighted the benefits of virtual and traditional methods while acknowledging the importance of maintaining face-to-face interactions and engagement in the learning process. Furthermore, in both virtual and traditional presentations, teachers faced the challenge that some students were less responsive due to various factors. The overwhelming nature of online learning coupled with the increased screen time could reduce student interest and fatigue. To address this issue, teachers implemented additional and alternative
instructional strategies to engage and engage students. These strategies included
the incorporation of flipped learning methods, where all materials are provided
prior to class, allowing students to study and read more before engaging in more
interactive discussions in face-to-face classroom sessions.

**Overcoming Assessment Challenges:** While teachers have successfully
integrated technology into their presentations, they have faced challenges in
assessing student understanding and performance in the virtual environment. It
was observed that assessing student comprehension and checking comprehension
in online classes proved to be more difficult than in traditional face-to-face
classes. This underscores the need for further research into effective assessment
methods and techniques that are appropriate for virtual environments.

**Strategies and Teaching Method Employed:** In addition, in relation to
improving language skills and business communication skills lecturers have
applied several teaching strategies such as providing video production, students
also benefited from immersive activities such as cultural and company visits,
internships and role-play recordings to improve their language skills. In the
context of business communication, the students practised intercultural
communication through direct interviews with companies and practical learning
experiences from industries, films and various digital tools. These practical
experiences contributed significantly to the development of their language and
communication skills. Besides, the use of Video Chat and Learning Tools become
more effective. Many teachers have found video learning and conversation tools
to be effective in teaching Mandarin as a new language. These tools provided
students with interactive and engaging learning experiences and promoted better
understanding and retention of language concepts.

The results also showed that teachers have a positive attitude towards
virtual presentations and recognize the benefits of flexibility and accessibility in
online teaching methods. To address these challenges, teachers demonstrate
adaptability and resourcefulness by implementing interactive instructional
strategies and providing pre-recorded materials to enhance the online learning
experience. In addition, they offer various immersive activities such as cultural
and company visits, internships and role-play recordings to improve language
skills. In business communication, face-to-face interviews in companies are
practiced to explore cross-cultural communication, while hands-on learning of
industries, films, and digital tools are also emphasised. They include a variety of
interactive activities, real-world case studies, group discussions, and interactive
quizzes to keep students interested and engaged. Asynchronous learning
opportunities, one-on-one feedback sessions, and online collaborative platforms
also play a critical role in encouraging active participation and fostering a
supportive virtual classroom environment.

**Discussion**

The positive attitudes expressed by lecturers towards virtual presentations
in the Department of Mandarin Professional and Business Communications at
Bosowa University align with previous research highlighting the advantages of
online teaching. Studies, such as Allen and Seaman (2016), have shown that instructors recognize the flexibility and accessibility of online education, allowing them to reach a broader and more diverse student population. The current study's findings reinforce these sentiments, indicating that lecturers value the opportunities offered by virtual presentations to transcend geographical boundaries and cater to various learners' needs.

However, the study also identified challenges that teachers face when making virtual presentations, consistent with previous research on the difficulties of online education. Technical issues, as identified in this study, are a recurring problem in online teaching (Kyei-Blankson et al., 2014). To overcome these challenges, the lecturers employed strategies that reflect best practices identified in the literature. The use of interactive teaching methods such as quizzes and discussions is consistent with research suggesting that engagement tools positively impact student learning outcomes (Dixson, 2010). Bhuwandeep et al., (2022) also found that making the online content more interactive, project-based, and less dependent on the live classes (by providing pre recorded lessons and notes) with clear communication of learning outcomes will benefit the students.

The study also highlighted the influence of the learning environment on interaction and engagement between teachers and students. This observation confirms existing research on the differences between online and offline teaching. Liu et al. (2018) found that face-to-face interactions in traditional classrooms allow for instant feedback and social connections, while online environments require focused efforts to create a sense of community. This result is consistent with the observation of the current study that offline lessons lead to more spontaneous interactions and greater student participation in discussions.

The implications and recommendations derived from the study results are supported by previous research on improving online teaching practice. Faculty development programs, as proposed in this study, have been shown to improve teachers' confidence and competence in virtual classrooms (Ferdig et al., 2009). In addition, the adoption of interactive teaching strategies and the use of Learning Management Systems are consistent with research on effective pedagogical approaches in online education (Means et al., 2010). By linking the results to previous research, the study underscores the importance of innovative teaching methods and technology integration in optimizing students' learning experience. These findings provide valuable insights for educators and institutions seeking to enhance the quality of online education and better support their students in the virtual learning environment.

CONCLUSION

In conclusion, this qualitative study provides valuable insight into the complexities of both virtual and traditional presentations within the Department of Mandarin for Business Communications at Bosowa University. Findings underscore the importance of innovative teaching strategies, experiential learning, and technology integration as critical elements in improving language and business communication skills. However, teachers also face unique challenges, including technical issues with maintaining student engagement, occasional
reduced responsiveness due to the overwhelming nature of online learning, and the complexity of the Mandarin language. To address these challenges and enhance the learning experience, teachers proactively employ additional and alternative teaching strategies. By overcoming barriers and utilizing the effective strategies identified in this study, the University of Bosowa is expected to be able to further refine its hybrid teaching approach and provide students with rich learning experiences, both in the virtual and traditional classroom.

In summary, these holistic approaches demonstrate the faculty's commitment to enhancing the virtual learning experience and making it dynamic, inclusive and effective for the Department of Mandarin for Business Communications at Bosowa University. As lecturers continue to strive for excellence in online education, and use innovative teaching methods to provide their students with a transformative and enriching learning journey in the digital age. The insights provided in this study is expected to offer valuable insights for improving virtual classroom practices and creating a rich educational experience for students. Through continuous research and refinement of teaching practices, it is expected that not only lecturers from this department but also other faculties are able to adapt to the changing demands of the digital age and provide its students with the best possible learning opportunities. In summary, the results of this study are expected to contribute to the improvement of teaching practices in both virtual and traditional classroom environments and provide valuable information for the University of Bosowa and other educational institutions looking to optimise their teaching methods and create experiences. Meaningful learning for their students.

Implications and Recommendations: This study is expected to provide valuable insights into the attitudes and experiences of lecturers in the Mandarin for Business Communication at Bosowa University regarding both virtual and traditional offline class presentations. The Implications and Recommendations provide practical guidance to further improve the university's hybrid teaching approach and promote enriching learning experiences for students in both online and offline settings. It highlights their positive attitudes towards both teaching methods, recognizing the benefits of flexibility and accessibility offered by online instructional methods and the advantages of immediate interactions and personal connections in traditional face-to-face classes. However, the study also identifies challenges faced by lecturers in both settings, such as technical issues in virtual classes and potential difficulties in sustaining student engagement in traditional offline classes. To address these challenges, lecturers employ interactive teaching strategies in both settings and utilise pre-recorded materials to enhance the online learning experience. Based on the study's findings, several recommendations are proposed to enhance the effectiveness of both virtual and traditional offline class presentations in the department.

Faculty Development & Technical Support: Bosowa University should prioritise faculty development programs aimed at equipping lecturers in the Mandarin Department with essential technical skills and effective instructional strategies for virtual instruction include training on pedagogical approaches suitable for traditional offline classes. Alongside faculty development, establishing a dedicated technical support system is crucial to promptly address
any technology-related issues in both virtual and traditional offline classes, ensuring a smooth and seamless learning experience for both lecturers and students.

Interactive Teaching Strategies: Promote the use of interactive teaching methods, such as quizzes, discussions, and group sessions, to foster active student participation and engagement in both virtual and traditional offline classes. Enhance the university's Learning Management System (LMS) to facilitate easy access to course materials and resources for students in both virtual and traditional offline classes. Consider adopting a hybrid teaching approach that combines elements of both online and offline classes. Leverage the strengths of each method to provide students with a comprehensive and flexible learning experience.

Furthermore, this study paves the way for further research in the field of both virtual and traditional offline class presentations. Future studies could focus on exploring effective faculty development strategies to enhance online teaching skills and support innovative virtual presentation techniques, while also investigating the effectiveness of specific interactive teaching strategies and engagement techniques in traditional offline classes. Additionally, research could delve into the students' preferences and learning outcomes in both settings to gain a deeper understanding of their experiences. Continuously conducting research and implementing innovative approaches will enable Bosowa University to continuously improve its educational practices and meet the evolving demands of the digital age while preserving the benefits of traditional face-to-face interactions. By implementing these recommendations, Bosowa University can optimize its hybrid teaching approach, support lecturers in delivering effective virtual presentations, and enhance student learning outcomes in both online and offline learning environments.

Limitations and Further Research: The study's limitations, including a small sample size and the specific context of the Mandarin Business Communication and Professional Department, should be considered when interpreting the results. Future research could address these limitations by including a larger and more diverse sample and exploring student perspectives on virtual presentations. Moving forward, further research is warranted to examine the long-term impact of virtual learning on student academic achievement and retention rates. Additionally, investigating specific pedagogical approaches, innovative virtual presentation tools, and effective faculty development strategies for online teaching can contribute to the advancement of virtual education. Finally, gaining a comprehensive understanding of the effectiveness of both virtual and in-person classroom environments is crucial for educational institutions like Bosowa University to optimise their both offline and online and/or hybrid teaching approaches and provide engaging and effective learning experiences for students. By addressing the identified research gaps and leveraging the insights from this study, educators and institutions can continue to evolve and enhance their virtual teaching practices, ensuring a seamless transition to the future of education. This pursuit of continuous improvement will enable them to adapt to the changing landscape of education and meet the evolving needs of students in a rapidly advancing digital age. Beside, further research could
focus on refining assessment methods in virtual classrooms and exploring innovative teaching techniques to maximise the potential of online and offline education.

Additionally, investigating the long-term impact of immersive activities, such as cultural visits and internships, on students' language proficiency and intercultural communication skills would provide valuable insights for curriculum development and instructional practices. Furthermore, examining the role of virtual reality and augmented reality in language learning could offer innovative approaches to enhance language acquisition in virtual settings. By continuously exploring and refining teaching practices, educational institutions like Bosowa University can adapt to the evolving demands of the digital age and provide their students with the best possible learning experiences.

REFERENCES


