

# THE IMPACT ON EDUCATION DUE TO COVID 19 INDUCED REMOTE TEACHING: EVIDENCE FROM AN INTRODUCTORY BUSINESS STATISTICS COURSE

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## ABSTRACT

Due to the Covid-19 pandemic, many colleges and universities had to close face-to-face learning, shifting entirely to online instruction midway through the winter/spring 2020 semester, around March 2020. The unforeseen, swift, and sudden movement toward remote teaching created significant challenges for students and instructors for all education institutions. However, colleges and universities provided more resources over time to instructors for remote teaching. The instructors, on their part, through peer learning and experience, adopted some of the best practices for online education. Both students and instructors got used to remote learning in later semesters starting Fall 2020, especially as it became evident that the restrictions imposed by Covid 19 were going to stay for a while. Against this backdrop, this paper compares student performance in the semester affected by Covid-19 midway (Winter 2020) to the previous two unaffected semesters and the following two semesters taught entirely online. To examine whether the movement back to in-person classes had any noticeable effect, I also included the Fall 2021 semester. The latter term was taught through a hybrid delivery model, but the exams were in person. I use the student grades to proxy student performance. The course considered is introductory business statistics, which is compulsory for all business majors and popular among Economics majors. I also discuss the changes in student expectations due to the move to online education and some of the best teaching methods that worked for me during remote teaching and some that did not. The paper also attempts to identify any unforeseen benefits of online instruction, which can be implemented when we move back to in-person delivery.