Faculty COVID-19 Reflection 6

Larry Gray  
*Jacksonville State University*

Follow this and additional works at: [https://digitalcommons.jsu.edu/lib_ac_covidfacreflect](https://digitalcommons.jsu.edu/lib_ac_covidfacreflect)

**Recommended Citation**

[https://digitalcommons.jsu.edu/lib_ac_covidfacreflect/23](https://digitalcommons.jsu.edu/lib_ac_covidfacreflect/23)

This Document is brought to you for free and open access by the COVID-19 Archive at JSU Digital Commons. It has been accepted for inclusion in COVID-19 Faculty Reflections by an authorized administrator of JSU Digital Commons. For more information, please contact digitalcommons@jsu.edu.
Spring 2020 | COVID-19 Reflection

Name: Larry Gray  
Faculty Rank: Professor  
Department: English  
School: Arts and Humanities

While I will also admit that I am suspicious of the visual/audio/tactile breakdown of learning, I can admit that students are less able as a group to “listen to a lecture for 60-90 minutes” than they were ten years ago. The trend is not towards their being better at this, either. Meeting students where they actually are versus making/expecting them to meet the instructor at the unique “place” of learning—this is an attractive-sounding, service-oriented, practical-sounding philosophy that students, administrators, and instructors alike are inclined to accept at face value. As is probably obvious, I remain a bit suspicious of this philosophy, as well. Convenience is a friend to learning, up to a point, where it then makes learning seem to be one of a number of options to choose among convenient possibilities.

The current mass-shift to online-learning during the pandemic is a sudden, large-scale experiment that will yield a mass of contradictory data, I predict, which will then be tweaked to make sure that agendas are supported. But as the pandemic gradually came into focus, I raised the issue in a classroom of twenty or more students. I could tell that the better students, meeting at 8:45 AM and not necessarily loving that part of it (in-person, not blended), were nonetheless clear that in-person learning was the most effective. My thought was that we were in a phase, in any case, where on-line or blended was increasing, but that there might well be a reaction back towards in-person learning as the limits of convenience were recognized.