AARR Open Ended Comments - Analysis

ARC faculty, in documenting student achievement of student learning outcomes (SLOs) on the Authentic Assessment Review Record (AARR) in Spring 2023, were asked the following optional open-ended question: "If you have returned to on-campus teaching (face to face or hybrid), how has student learning changed after the pandemic? *(Optional)*"   *Responses from faculty who reported SLO achievement for Face-to-Face or Hybrid Only sections were included in the analysis (n = 116)*

The open-ended comments were uploaded to Perplexity.AI for textual analysis. After several iterations of prompts, the AI tool produced the following list of benefits of returning to in-person instruction for student learning (positive responses) and challenges of returning to in-person instruction for student learning (negative responses).

Benefits of Returning to In-Person Instruction for Student Learning

- **Increased student engagement:** Students are more engaged in the content and appreciate the personal interaction and hands-on activities.
- **Improved language proficiency:** In a class where the language of instruction and discussion is American Sign Language (ASL), hearing students' development of ASL proficiency has increased.
- **Better understanding of available resources:** Students have a better understanding of the resources available to them, which can contribute to their learning.
- **Appreciation for in-class learning:** Students have a greater appreciation for in-class learning, especially in disciplines like chemistry that require hands-on activities and real-time observations.
- **Enhanced participation in engagement activities:** Having dedicated class time for face-to-face group work was appreciated and praised across various classes.
- **Improved learning environment for specific subjects:** Some subjects, such as art and theater, benefit from a face-to-face, hands-on learning environment, leading to better student performance and enthusiasm.

Challenges of Returning to In-Person Instruction for Student Learning

- **Shorter attention spans:** Students' attention spans may be shorter in a face-to-face learning environment, potentially affecting their ability to focus on tasks.
- **Lack of resilience in the face of difficulty:** Students may have a lower level of resilience when faced with challenges, leading to a belief that they can't do certain tasks.

- **Expectation of online learning methods:** Students who have become accustomed to online learning may expect the same type of learning experience in a face-to-face setting, which can be challenging for instructors.
- **Increased stress and difficulty balancing responsibilities:** Students may struggle with stress and balancing the demands of a face-to-face course with their work and family lives.
- **Issues with access and tools:** Not all students have uniform access to technology and tools, which can make learning more challenging for some.
- **Missed preparation materials and bad habits from online learning:** Some students may have missed important preparation materials or developed bad habits while being instructed online, which can affect their performance in a face-to-face setting.
- **Difficulty in getting students to attend class:** Instructors may face challenges in getting students to attend in-person classes, with some students opting to complete classwork only while physically present in class.