

INVESTIGATING STUDENT PERCEPTIONS OF THE ONLINE AND FACE-TO-FACE DISCUSSIONS OF SCHOLARLY ARTICLES IN GENERAL EDUCATION COURSES

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This project explores student perceptions of online and face-to-face discussions of scholarly articles. I observed that in my general education Art History classes students are consistently more willing to participate in online rather than face-to-face discussions of scholarly articles. Furthermore, despite producing high-quality analysis in online spaces, students are often unwilling, or unable, to translate these findings to in-person discussions. This suggests that the online discussions may not provide the intended scaffolding to facilitate face-to-face discussion nor lead to critical engagement with scholarly arguments. Data were collected from students in four general education courses in Fall 2021 and Spring 2022, which ran as fully in-person and on-campus classes. Student perception data were analyzed using qualitative methods looking at both online and face-to-face discussions. I hope these findings will suggest strategies for ameliorating the gap between instructional design and student learning outcomes.

