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What impact has the pivot to on-line delivery during the pandemic had on the experience and appreciation of face-to-face provision?

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This paper offers a critical assessment of the role of face-to-face teaching following the mass move online during the COVID-19 pandemic. The paper begins by revisiting the debate on the comparative advantages of face-to-face and online learning. This is followed by an examination of reflections on the loss of in-person teaching and learning during the pandemic by contacts of Leicester Vaughan College, an institution established to offer face-to-face delivery to part-time adult learners. While economies of time and money are often cited for the promotion of digital methods, this paper suggests whether we need a more nuanced and robust defence of the qualities and strengths of face-to-face learning.