

# Social Anxiety in the New Classroom

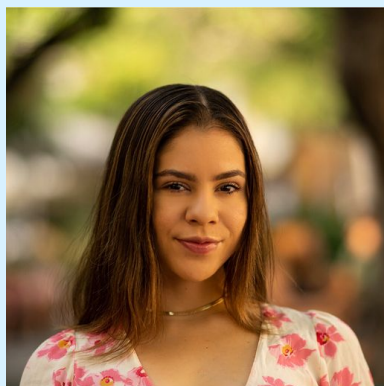
Team Mission Impossible



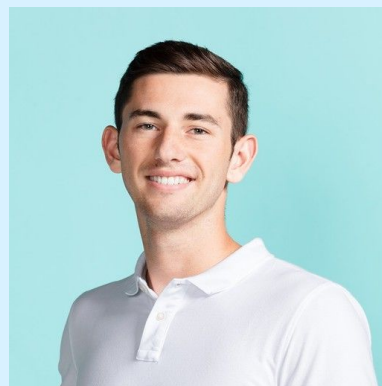
# Our Team



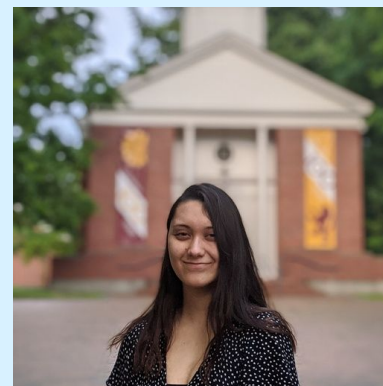
David E. '21



Pau A. '21



Jake W. '21



Elena W. '22

# Community Building Improves Online Classroom Outcomes

Research on massive open online courses (MOOCs) shows that the most successful MOOCs shared a common theme: social events and student interaction.

Online social networking provides positive educational benefits.

# Active Learning to Improve Online Classroom Outcomes

Passive learning is anti-equity: Its one-size-fits-all approach assumes that all students will get the same things from the same lecture, but that means that only some students actually learn.

Active learning, where students work individually or in groups to tackle problems and ideas, can move smoothly from in person to online and back, making it flexible to our times, and less work for teachers.



# Anxiety in the Youth and How to Measure It

Younger students are more susceptible to social anxiety on these web conferencing platforms and they are less likely to transition as easily as older students.<sup>2</sup>

One research group has identified 23 separate metrics to place students on a social anxiety scale while in virtual classroom environments.<sup>1</sup>



# References

1. [Online learners' interactions and social anxiety: the social anxiety scale for e-learning environments \(SASE\)](#)
2. [User Reactions to Videoconferencing: Which Students Cope Best?](#)
3. [No student should have to sit through a zoom lecture](#)
4. [A Psychologist Explains How to Cope With Video Chat When You're Socially Anxious](#)
5. [Where is Research on Massive Open Online Courses Headed? A Data Analysis of the MOOC Research Initiative](#)
6. [Can learning be virtually boosted? An investigation of online social networking impacts](#)