

“JUST TALK TO YOUR NEIGHBOR”
**HOW OUR SOCIALLY ANXIOUS STUDENTS PERCEIVE
ACTIVE LEARNING CLASSROOMS**

Steven G. Buzinski, Matt Cohen, Allie Day, Emma Armstrong-Carter
University of North Carolina
Society for the Teaching of Psychology | SPSP 2018



SOCIAL DETERMINANTS OF LEARNING

Holly
Shablack



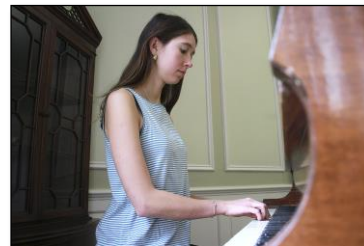
Allie
Day



Matt
Cohen



Emma
Armstrong-
Carter





ACTIVE LEARNING

Teacher ~~Speaker~~ Asks Man's Heart Stops As Audience To Turn To Person Next To Them

NEWS IN BRIEF

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Local



ACTIVE LEARNING

“Active learning engages students in the process of learning through activities and/or **discussion in class**... it often **involves group work**.”

-Freeman et al. 2014

Active Learning Techniques

Think-Pair-Share

Discussion Questions

Peer Instruction

Sequence Strips

Teach-Reteach

See 1, Do 1, Teach 1

Inquiry Guided

Flipped Classroom

Socratic Questioning

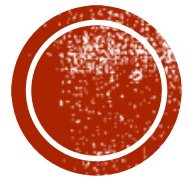


ACTIVE LEARNING

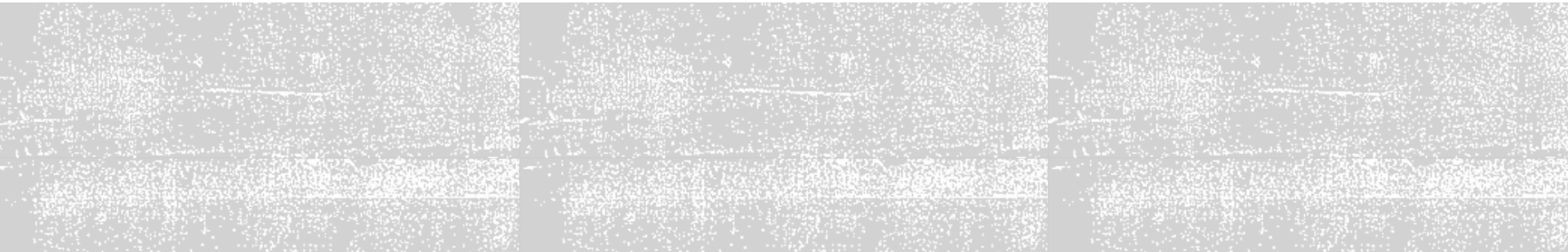
“Lecture...allowed socially anxious students to avoid cues associated with their anxiety responses, whereas active learning generally does not.”

-Jon Abramowitz, President of ABCT (personal communication)





SOCIAL ANXIETY





ONE DOES NOT SIMPLY

-Distress & excessive
self-consciousness

-Embarrassed or
humiliated by own
actions

ENTER A ROOM AND INTERACT WITH PEOPLE

SOCIAL ANXIETY

Social Anxiety Maintenance Model

(Hofmann, 2007)



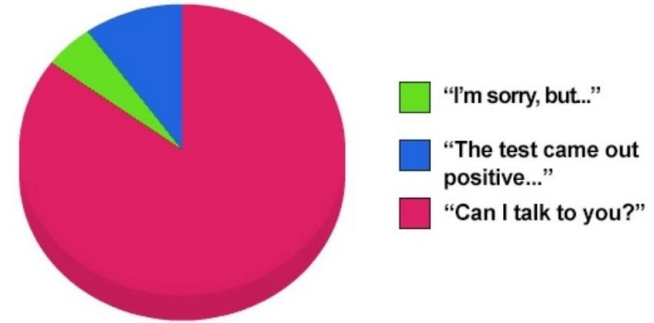
SOCIAL ANXIETY

Apprehensive about Social Situations

- Perceive *high social standards* (Hofmann, 2007)
- *Doubt ability* to meet (Leary, 2001)
 - Underestimate *social skills* (Strauman, 1989)
 - Social achievement *strategies* (Hiemisch, et al. 2002)
- Exaggerate prob. of *negative outcome* (Foa et al. 1996)

Danger of
acting in inept
& unacceptable
manner

PHRASES THAT CAUSE FEAR



SOCIAL ANXIETY

Attention Shifts to Self

- Detailed *self-monitoring* (Clark & Wells, 1995)
 - Awareness of *feared responses* (Clark & Wells, 1995)
 - Perceive *little control* (Hofmann & Barlow, 2002)
- *Miss positive cues* (Wells & Papageorgiou, 1998)

when i try to hide my social anxiety in public



Interferes with
processing of
situation



Purdon et al.
(1999) – Most
frequent in
college student
sample

FEARED ANXIETY RESPONSES

Symptoms of Social Anxiety Scale (Mattick & Clarke, 1998)

Heart palpitations	Trouble expressing self
Blushing	Shortness of breath
Chest pain	General tension
Hot/cold flashes	Dizziness
Stammering	“Butterflies”
Dry throat	Sweating
Shaky voice	Shaking hands
Smiling uncontrollably	Wobbly legs
Wanting to escape	Nausea

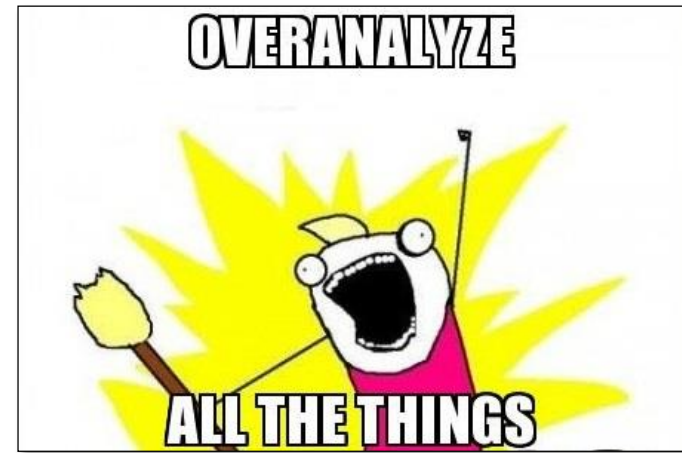


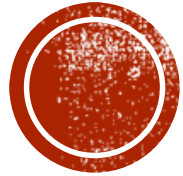
SOCIAL ANXIETY

Safety Behaviors and Rumination

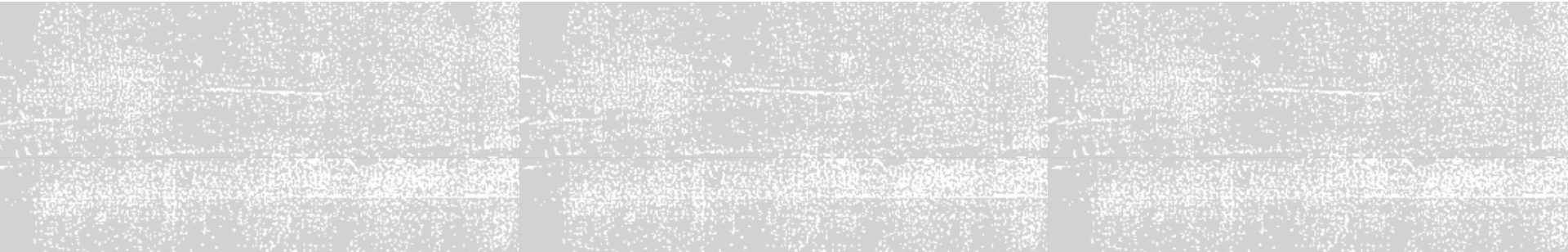
- Remove self or *safety behaviors* (Wells et al. 1995)
 - Ex. Drinking; talking fast; “wingman”; inaccessible seat
 - Reduces *habituation* (Hofmann, 2007)
- *Ruminate* on “failure” (Mellings & Alden, 2000)
 - Enhances *encoding* (Clark & Wells, 1995)

Maintains &
exacerbates
anxiety





SOCIAL ANXIETY IN ACTIVE LEARNING CLASSES



ACTIVE LEARNING

- Hesitant about interaction ————— Most AL involves Interaction
- Unrealistic standards ————— Social & Understanding
- Self-focus & safety behaviors — Interference | Not Engaging
- Rumination ————— Self instead of Discussion

Active Learning Techniques

Think-Pair-Share

Discussion Questions

Peer Instruction

Sequence Strips

Teach-Reteach

See 1, Do 1, Teach 1

Inquiry Guided

Flipped Classroom

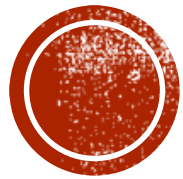
Socratic Questioning



RESEARCH QUESTIONS

- Study 1a: Are students socially anxious? Is anxiety associated with quiz performance?
- Study 2: Is social anxiety associated with specific anxieties about AL classrooms?
- Study 3: Do the results from study 2 replicate in a non-introductory sample?





STUDY 1AB

Are students socially anxious? Is anxiety associated with quiz performance?

MEASURING SOCIAL ANXIETY

- 1A: Fall 2015 ($N = 101$) Social Psychology
- 1B: Spring 2016 ($N = 90$) Social Psychology
- Administered week 02
- Bitlink to Qualtrics on phone
 - *Social Interaction Anxiety Scale* ($\alpha = .86$)
 - *Social Phobia Scale* ($\alpha = .87$)
 - “I have skipped class before...” (0 – 4 Likert scale)
 - *Post-Class Quiz*



SIAS-6 and SPS-6

Instructions: For each question, please circle a number to indicate the degree to which you feel the statement is characteristic or true of you. The rating scale is as follows:

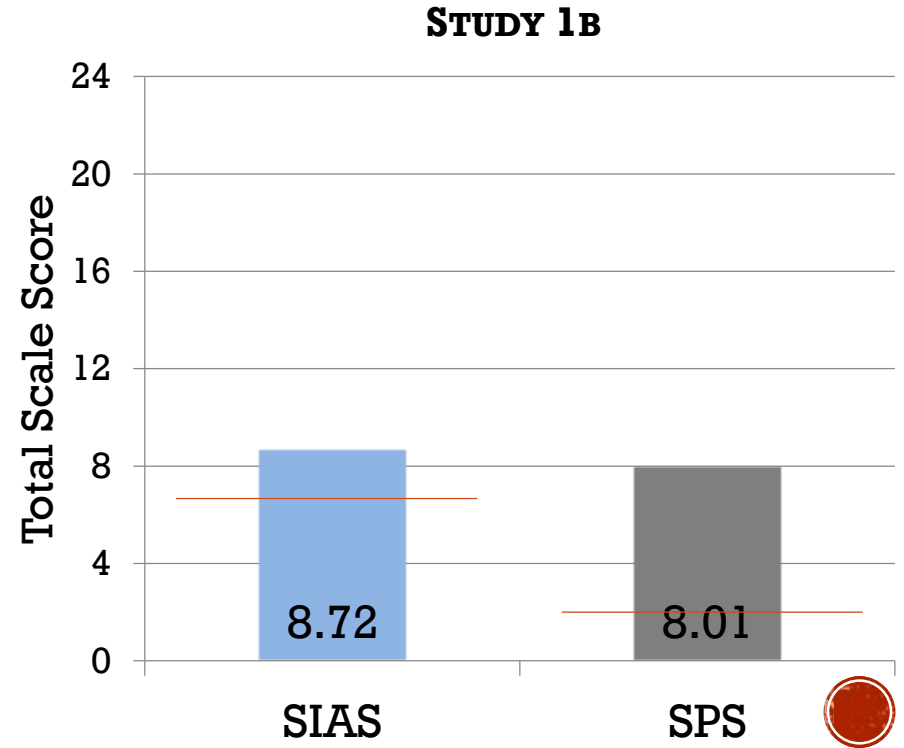
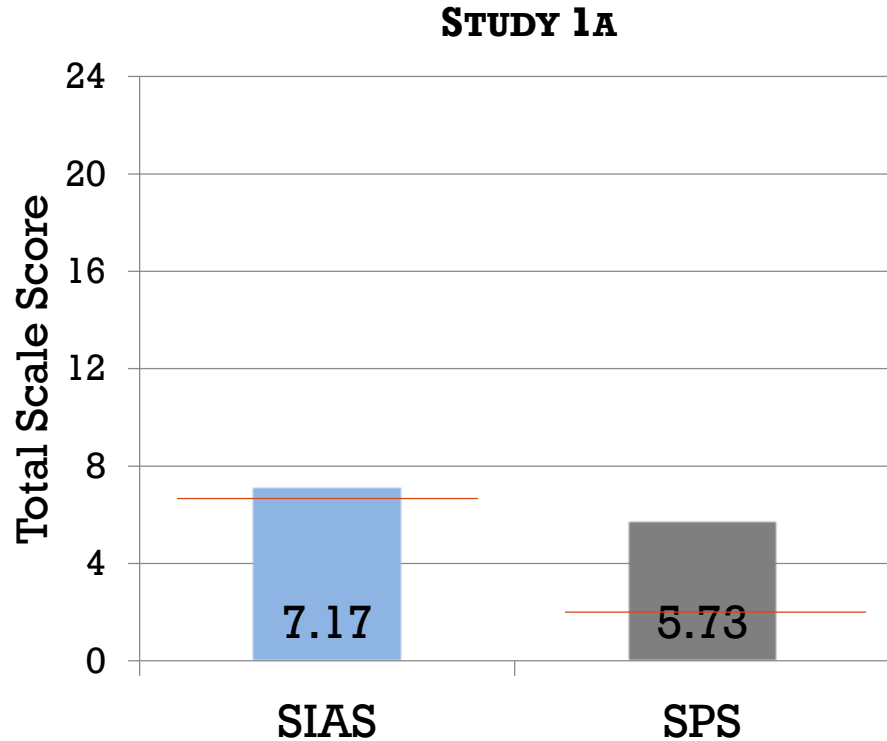
0	1	2	3	4			
Not at all characteristic or true of me	Slightly characteristic or true of me	Moderately characteristic or true of me	Very characteristic or true of me	Extremely characteristic or true of me			
1. I have difficulty making eye contact with others.			0	1	2	3	4
2. I find it difficult mixing comfortably with the people I work with.			0	1	2	3	4
3. I tense up if I meet an acquaintance on the street.			0	1	2	3	4
4. I feel tense if I am alone with just one person.			0	1	2	3	4
5. I have difficulty talking with other people.			0	1	2	3	4
6. I find it difficult to disagree with another's point of view.			0	1	2	3	4
7. I get nervous that people are staring at me as I walk down the street.			0	1	2	3	4
8. I worry about shaking or trembling when I'm watched by other people.			0	1	2	3	4
9. I would get tense if I had to sit facing other people on a bus or train.			0	1	2	3	4
10. I worry I might do something to attract the attention of other people.			0	1	2	3	4
11. When in an elevator, I am tense if people look at me.			0	1	2	3	4
12. I can feel conspicuous standing in a line.			0	1	2	3	4

Note. Items 1–6 are from the Social Interaction Anxiety Scale (SIAS), and Items 7–12 are from the Social Phobia Scale (SPS).

SOCIAL ANXIETY

Scale

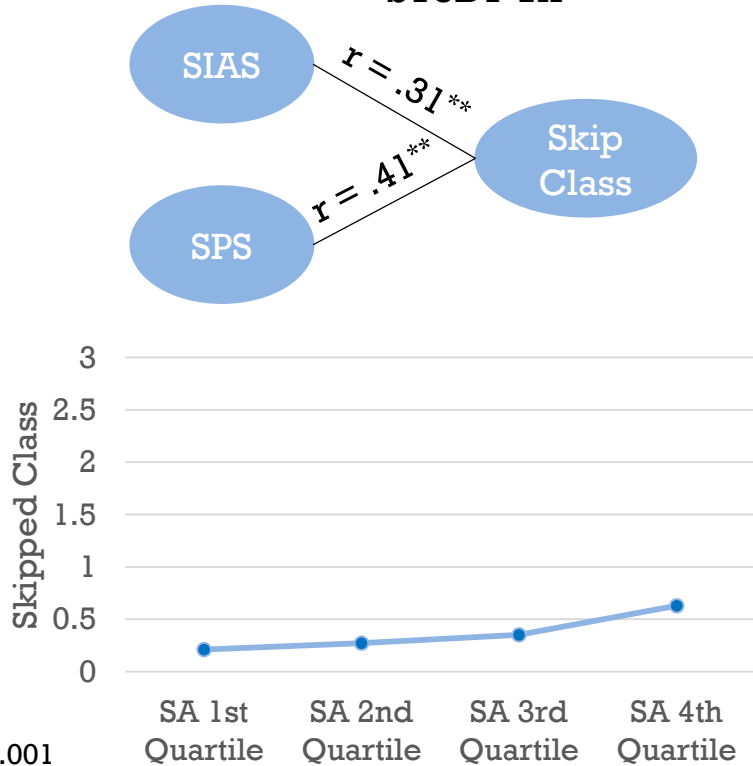
To what extent are our students socially anxious?



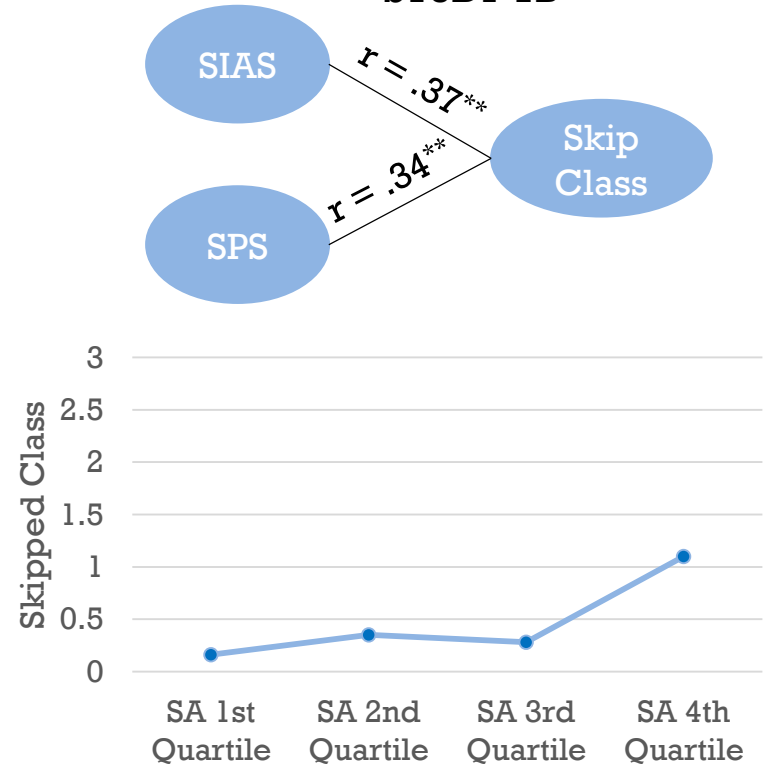
SOCIAL ANXIETY

Does extent of social anxiety relate to having skipped class?

STUDY 1A



STUDY 1B



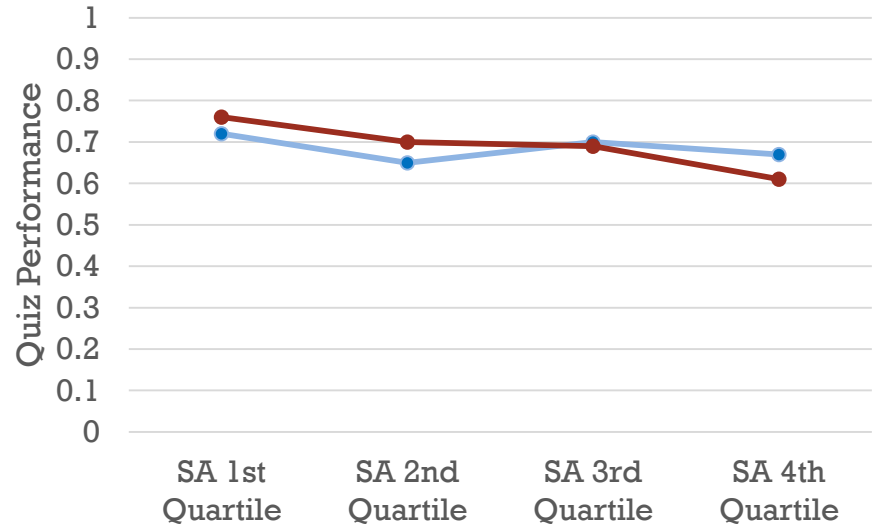
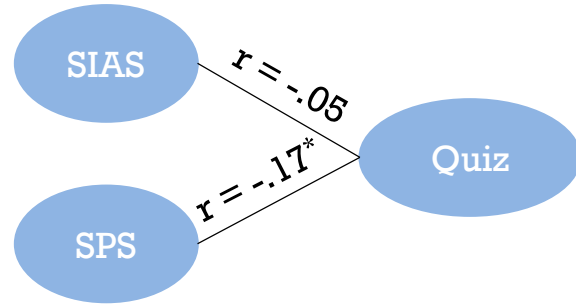
**** $p < .001$**



SOCIAL ANXIETY

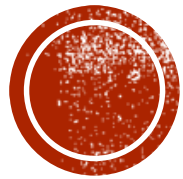
Does extent of social anxiety relate to post-class quiz performance?

STUDY 1AB (DATA BELOW COMBINES CLASSES)



* $p = .018$





STUDY 2

Does social anxiety relate to specific concerns about active learning classes?

MEASURING SOCIAL ANXIETY

- Spring 2017 General Psychology ($N = 256$)
- Administered week 02
- Bitlink to Qualtrics on phone
 - *Social Interaction Anxiety Scale* ($\alpha = .86$)
 - *Social Phobia Scale* ($\alpha = .87$)
 - *Internal Responses in Active Learning Class* ($\alpha = .89$)
 - *Behavioral Responses in Active Learning Class* ($\alpha = .80$)
 - *Effort to Learn* ($\alpha = .75$)



INTERNAL & BEHAVIOR RESPONSES (ST.2)

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
Internal Responses				Behavioral Responses				
1. I feel uncomfortable when I am asked to turn to someone sitting near me to discuss class material.				1. I try to avoid picking a partner or joining a group when my professors ask students to work together.				
2. Its difficult for me to work collaboratively with classmates in class because it makes me feel nervous.				2. I don't always listen to fellow students while we're working together.				
3. I find it difficult to concentrate when I know that I will have to interact with my peers during class.				3. I find it hard to participate in group work unless I'm working with people that I already know.				
4. I have felt dread or anxiety about attending class when I knew that I would have to interact with my classmates.				4. I only speak up in group discussion if I know exactly what I'm going to say.				
5. I have a hard time thinking clearly when I'm interacting with other students during class.				5. I'm not good at articulating my thoughts when discussing things with other students during class.				
6. I often worry that what I have to share in class discussions isn't worth saying or isn't right.				6. I don't participate often during class discussions or group work.				
7. Discussing class material with other students during class can be exhausting.				7. I sometimes miss out on things in class because I am practicing what I'm going to say during discussions.				

EFFORT TO LEARN (ST. 2)

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
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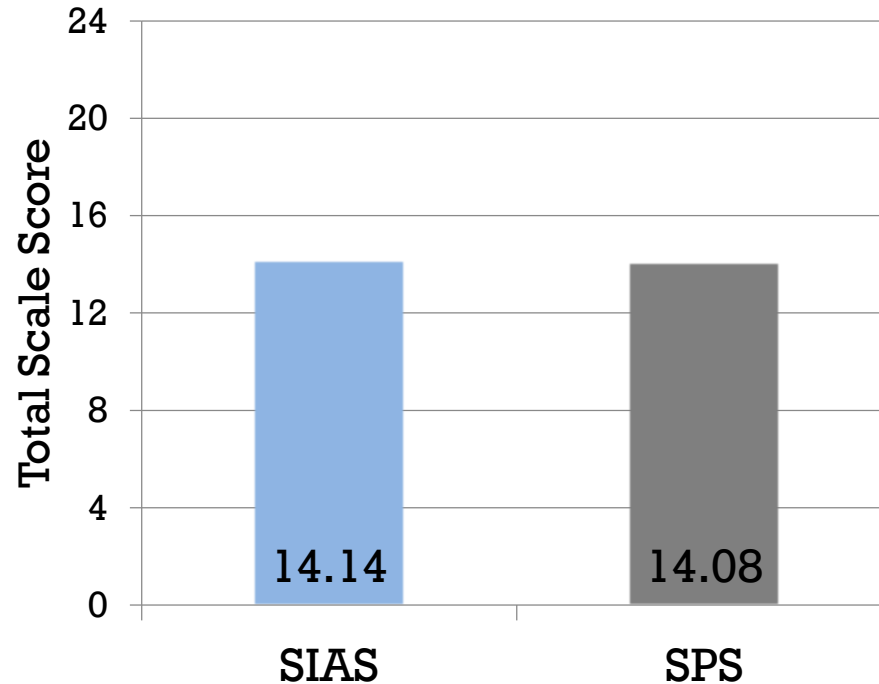
1. I prefer class work that is challenging so I can learn new things.
 2. I often choose project or paper topics that I will learn something from, even if they require more work.
 3. It is important to me that I actually learn what is being taught in my classes.
 4. Compared with other students, I put high levels of effort into learning.
 5. I always try to understand what the teacher is saying, even if it doesn't make sense.
-



SOCIAL ANXIETY

To what extent are our students socially anxious?

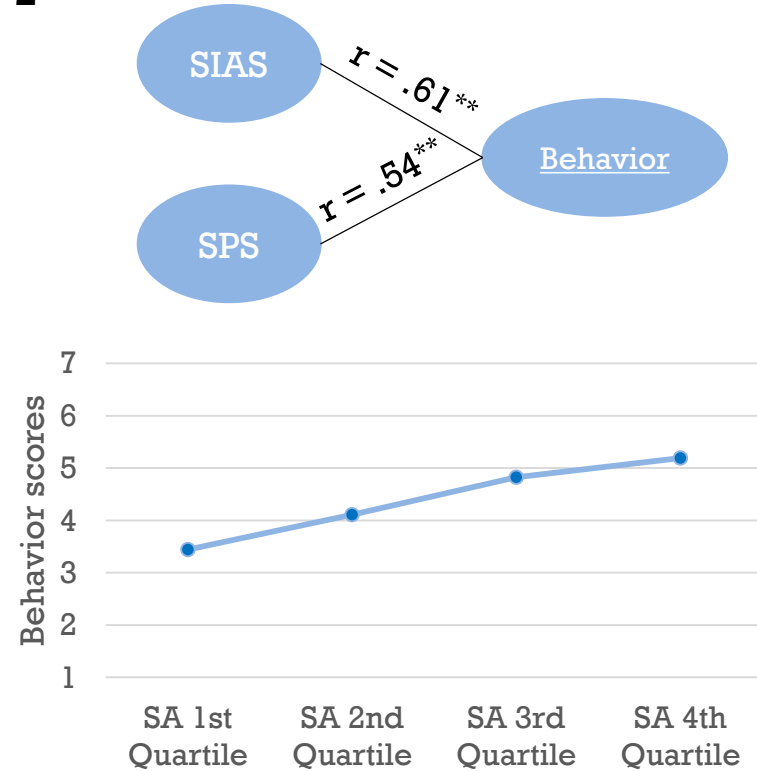
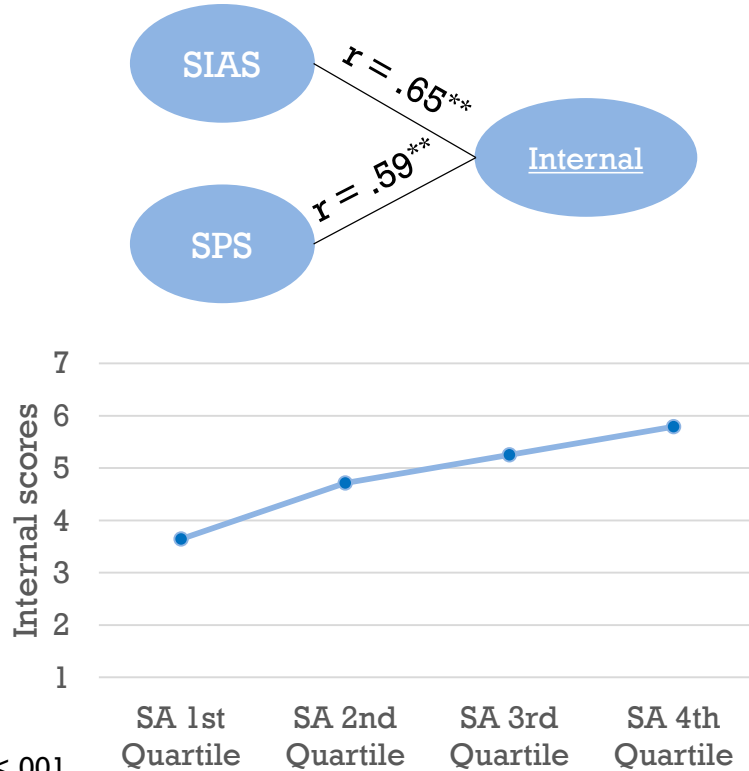
STUDY 2



SOCIAL ANXIETY

Does extent of social anxiety relate to specific concerns about AL classes?

STUDY 2



**** $p < .001$**

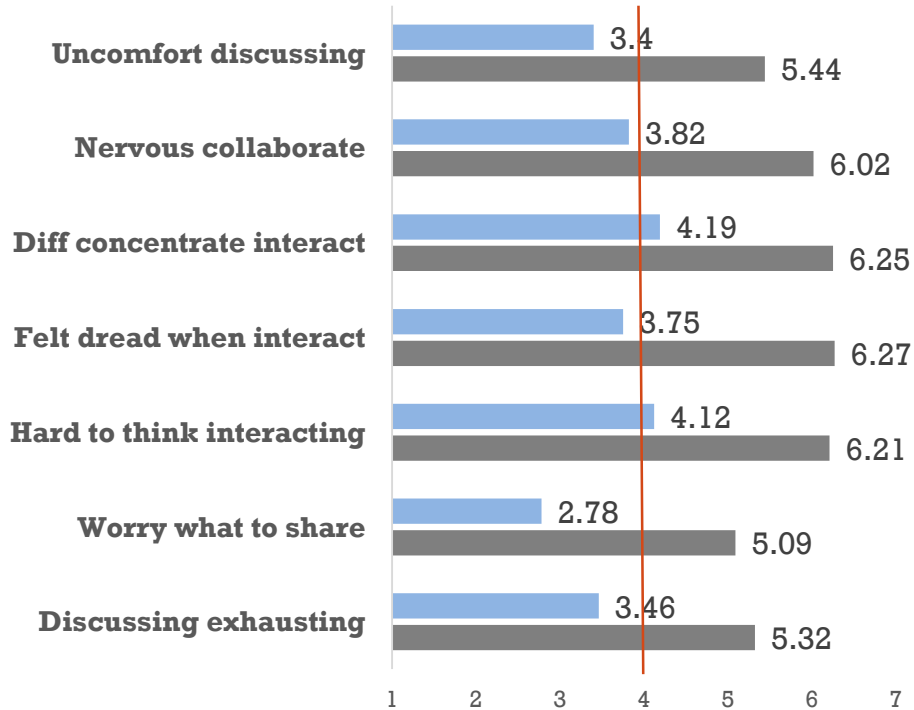


SOCIAL ANXIETY

Does extent of social anxiety relate to specific concerns about AL classes?

STUDY 2

■ Lowest SA Quartile ■ Highest SA Quartile



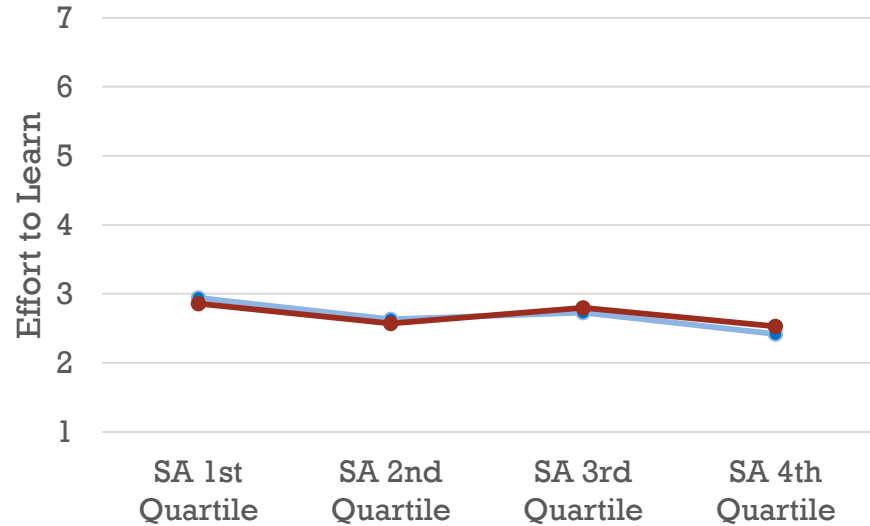
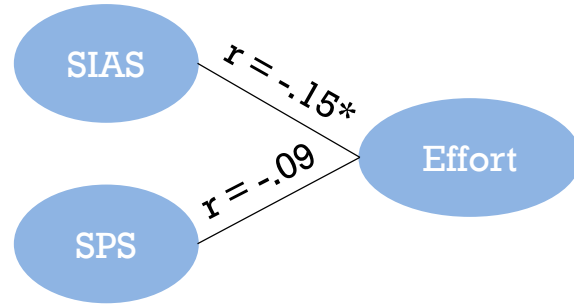
■ Lowest SA Quartile ■ Highest SA Quartile



SOCIAL ANXIETY

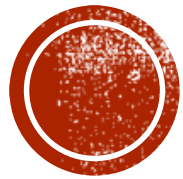
Does extent of social anxiety relate to effort to learn?

STUDY 2



* $p = .011$





STUDY 3

Do the results from study 2 replicate in a non-introductory sample?

MEASURING SOCIAL ANXIETY

- Spring 2018 Social Psychology ($N = 139$)
- Administered **week 04**
- Bitlink to Qualtrics on phone
 - *Social Interaction Anxiety Scale* ($\alpha = .72$)
 - *Social Phobia Scale* ($\alpha = .76$)
 - *Internal States in Active Learning Class* ($\alpha = .92$)
 - *Anxious Behaviors in Active Learning Class* ($\alpha = .82$)



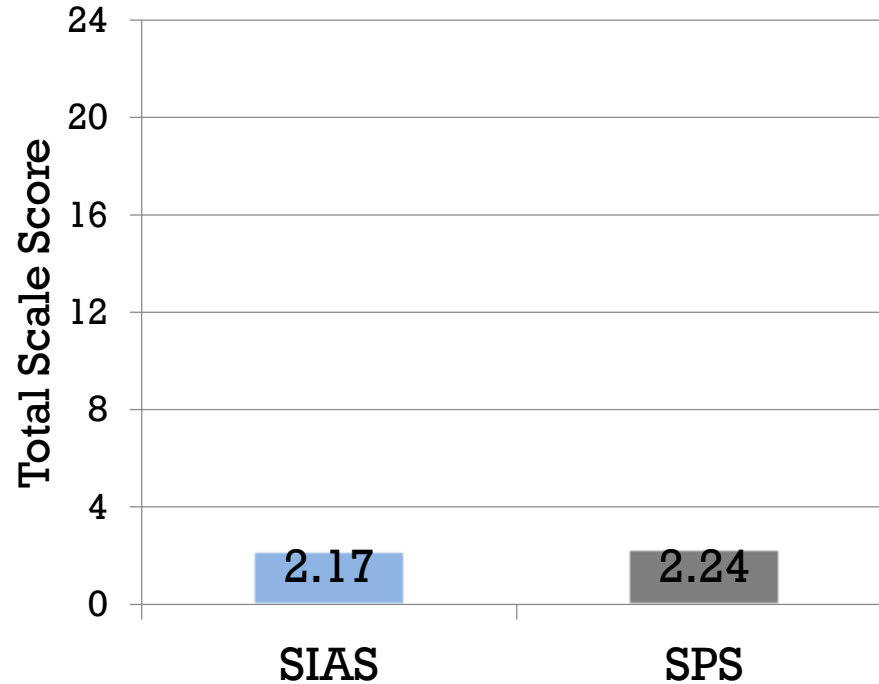
INTERNAL & BEHAVIOR RESPONSES (ST.3)

Strongly Disagree	1	2	3	4	5	Strongly Agree
Internal Responses				Behavior Responses		
1. I feel uncomfortable when I am asked to turn to someone sitting near me to discuss class material.				1. I try to avoid picking a partner or joining a group when my professors ask students to work together.		
2. Its difficult for me to work collaboratively with classmates in class because it makes me feel nervous.				2. I don't always listen to fellow students while we're working together.		
3. I find it difficult to concentrate when I know that I will have to interact with my peers during class.				3. I find it hard to participate in group work unless I'm working with people that I already know.		
4. I have felt dread or anxiety about attending class when I knew that I would have to interact with my classmates.				4. I only speak up in group discussion if I know exactly what I'm going to say.		
5. I have a hard time thinking clearly when I'm interacting with other students during class.				5. I'm not good at articulating my thoughts when discussing things with other students during class.		
6. I often worry that what I have to share in class discussions isn't worth saying or isn't right.				6. I don't participate often during class discussions or group work.		
7. Discussing class material with other students during class can be exhausting.				7. I sometimes miss out on things in class because I am practicing what I'm going to say during discussions.		

SOCIAL ANXIETY

Social anxiety related to internal states or behaviors?

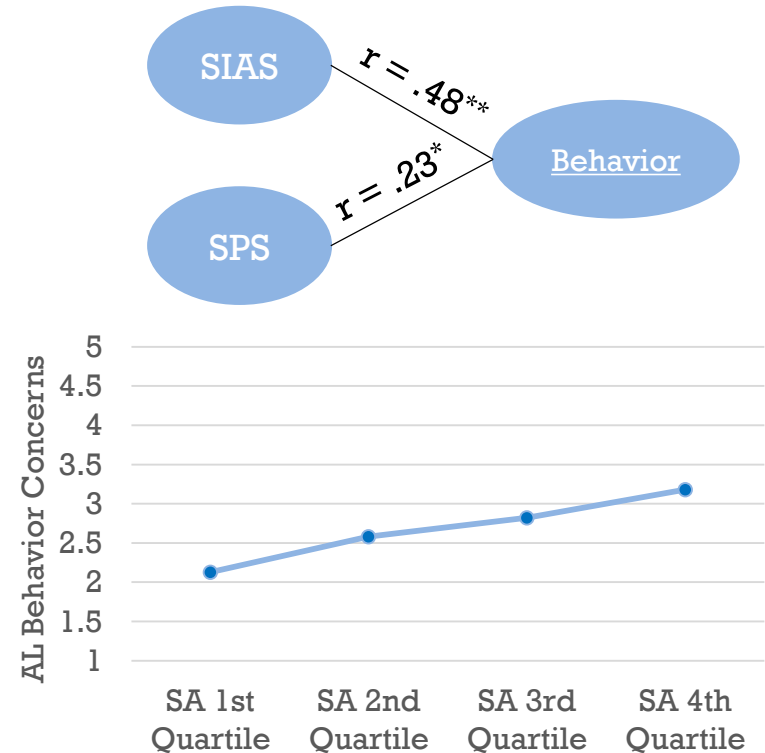
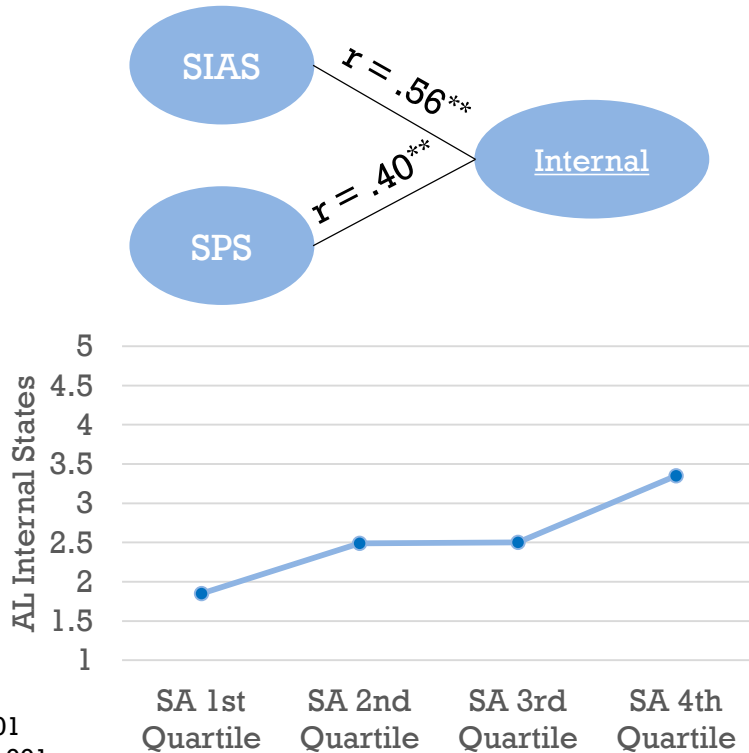
STUDY 3



SOCIAL ANXIETY

Does extent of social anxiety relate to specific concerns about AL classes?

STUDY 3



* $p < .01$
** $p < .001$

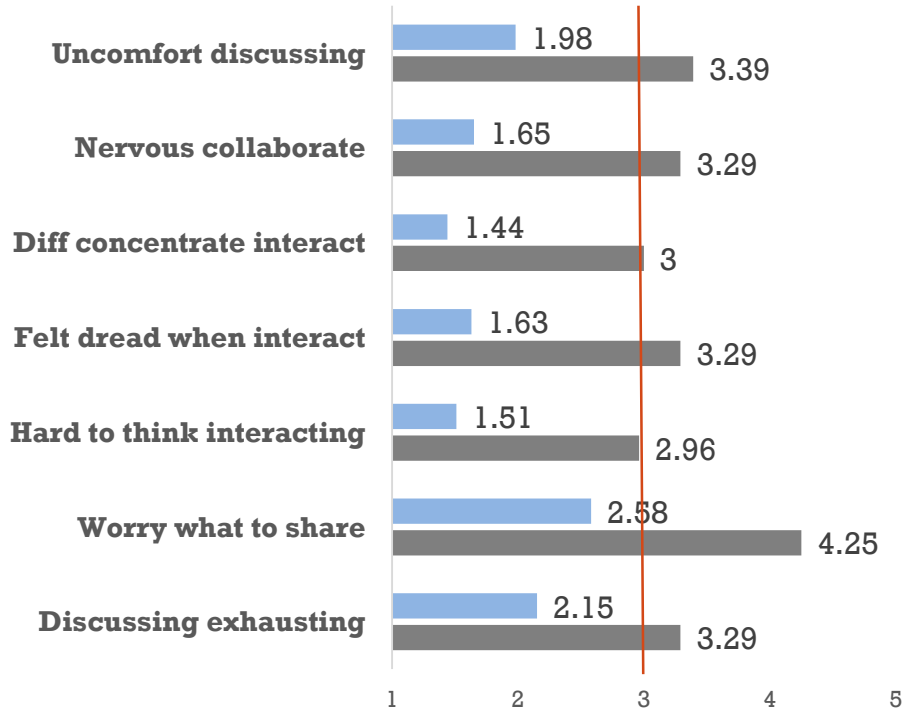


SOCIAL ANXIETY

Does extent of social anxiety relate to specific concerns about AL classes?

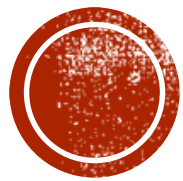
STUDY 3

■ Lowest SA Quartile ■ Highest SA Quartile



■ Lowest SA Quartile ■ Highest SA Quartile





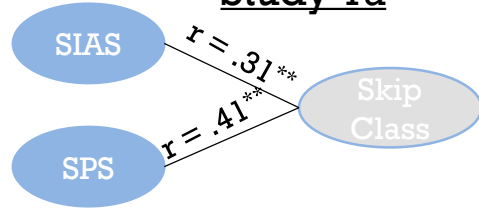
SUMMARY & CONCLUSIONS

What does this mean? What do we do now?

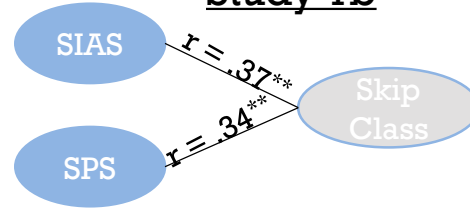


SUMMARY & CONCLUSIONS

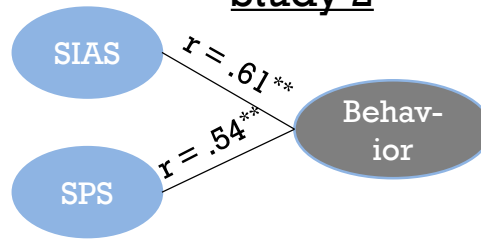
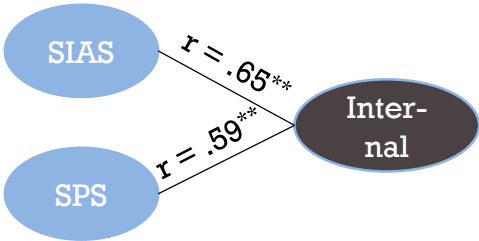
Study 1a



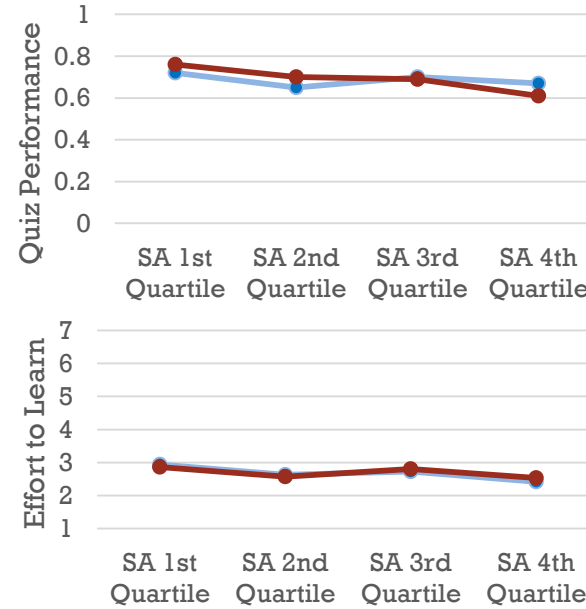
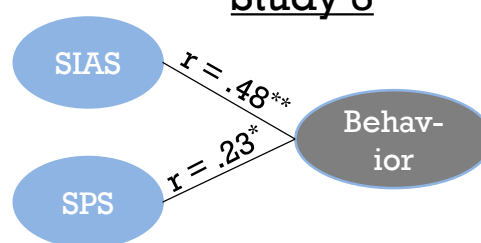
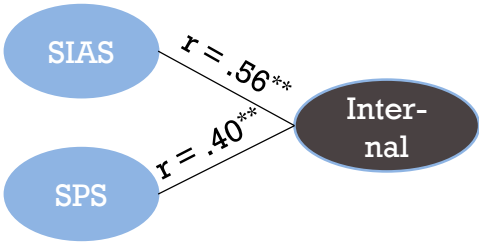
Study 1b



Study 2



Study 3



WHAT DO WE DO?

How many students are SA? *I have no clue.*

Is SA related to internal and behavioral responses in AL class? *Seems so.*

Does interference influence learning? *Maybe not (more research).*

What do we do?

j/k Option 1: Give up active learning techniques. j/k

Option 2: Intervention for AL

Option 3: Your thoughts?



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