A Common Sight Prior to Covid-19 ?

https://www.shutterstock.com/image-vector/school-children-participating-actively-class-vector-1435251899

Who is the Student likely to be?

https://www.shutterstock.com/image-vector/school-children-participating-actively-class-vector-1435251899

- an introvert
- demotivated
- poor academic performance
- knows the answer, but hesitates to verbalize
- doesn't like being the focus of attention
- drained by the energy of vocal minority
- fear of criticism
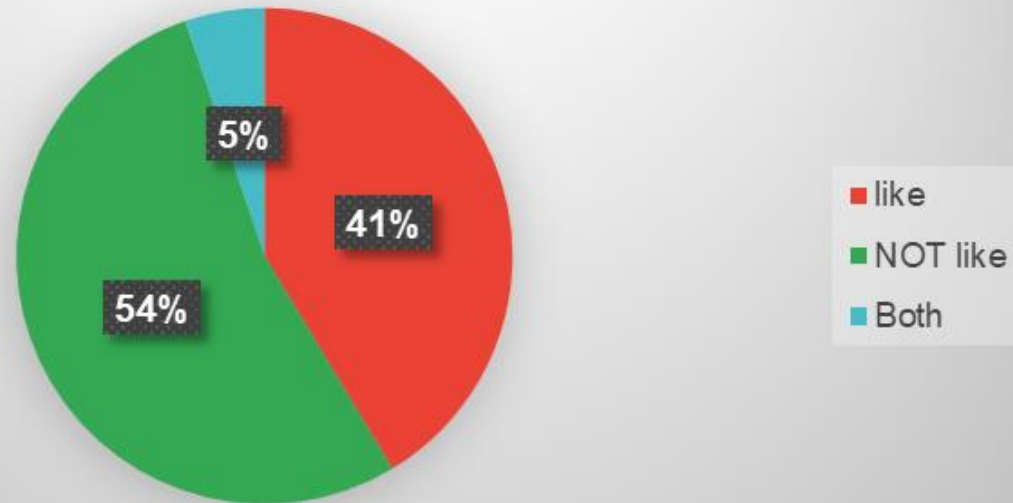- cultural restrictions

Overnight Shift to Online classes

https://images.app.goo.gl/uCjUnfp3KkwBoTN
j8

Students' Preference Online Classes

- like
- NOT like
- Both

like: 41%
NOT like: 54%
Both: 5%

Note : 58 students participated in the survey

Source: Survey on Level 2 Foundation Students, UOB - Semester 1 2020/21

Student Engagement :
Traditional Classroom Vs Online Classes
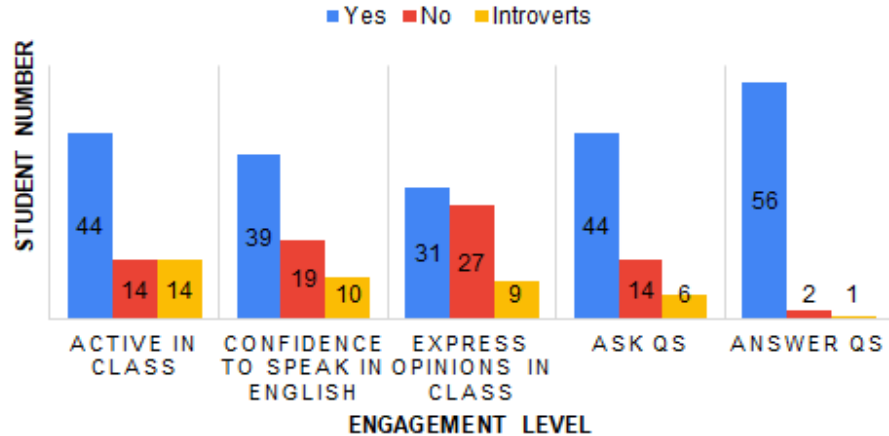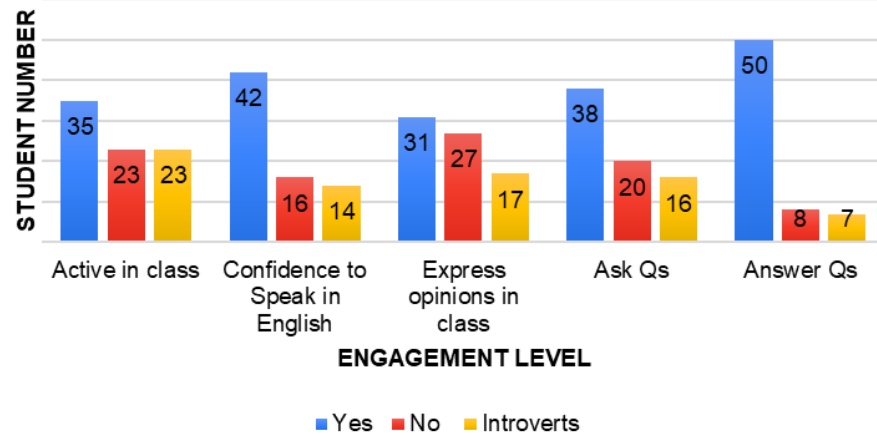
Note : 58 students participated in the survey

Source: Survey on Level 2 Foundation Students, UOB - Semester 1 2020/21

Note : 58 students participated in the survey

Source: Survey on Level 2 Foundation Students, UOB - Semester 1
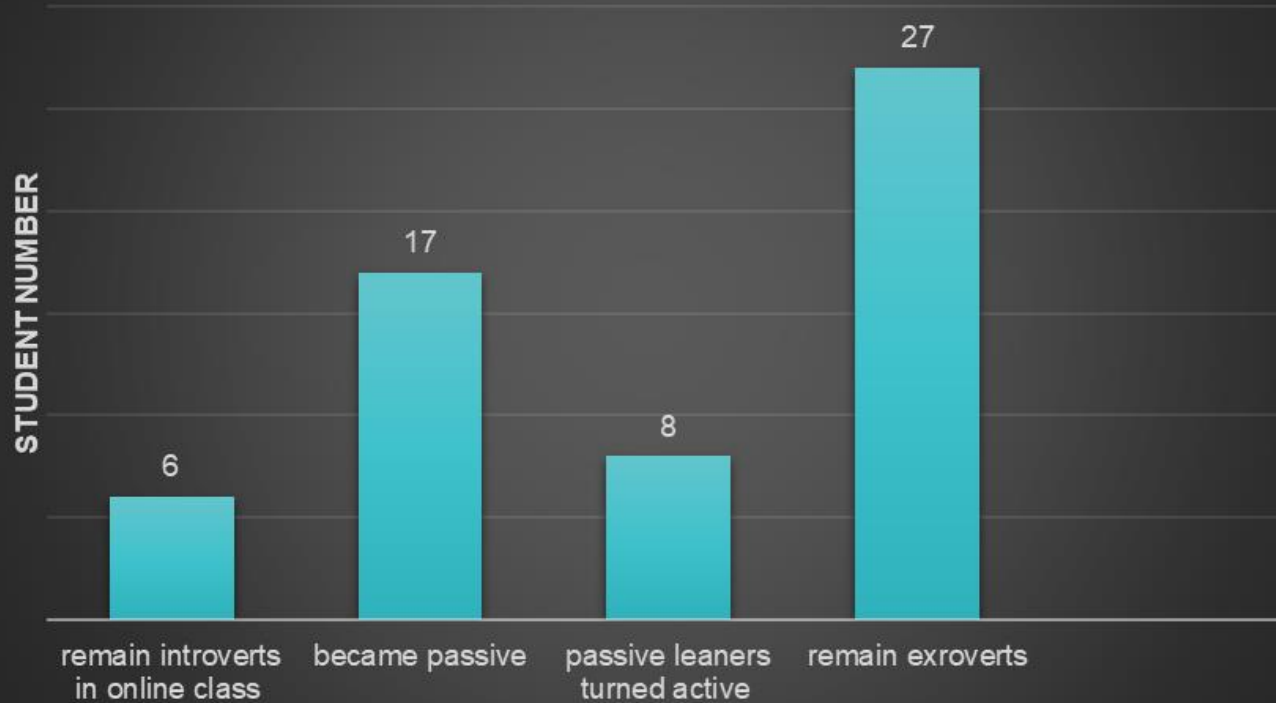
Impact of Online Classes on Passive Students

https://images.app.goo.gl/iUPwRSWrXedEN3yC8

https://images.app.goo.gl/AoBRTYERaNk5zqcLA

Response from Educators

https://images.app.goo.gl/9w4wR3X593MKKSy
HA

Response from Educators

https://images.app.goo.gl/WB8RKFEMkYY5WA
v57

Response from Educators

I feel like a fish out of water.

https://images.app.goo.gl/xRikpjtZvk1buf Sf8

https://images.app.goo.gl/JRwwHcdfmWzPLu dc8
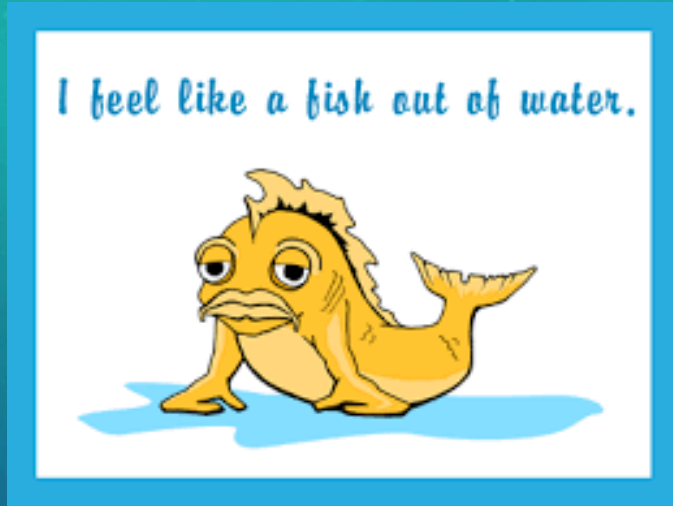
Instructor interaction cited as vital in the success of online learning (Kim, Hong, Bonk & Lim, 2011)

Literature Review – anonymity in online learning :

- has a positive impact on the learning experience when all social identification or physical appearance is not compulsory (Blake 2000)

- enables students and instructors to share greater equality (Smith et.al 2001)

- places all students at an equal level on the online platform (Easton, 2003)

- Empowers students to control the degree of individual self-disclosure ; enabling them to be free from self-prejudice, bias, socio-economic background, etc (Harvey, 2006)

Literature Review – anonymity in online learning :

- could provide learners "equality of advantage, increased openness and honesty, lack of stereotyping, bias, or judgment based on appearances, the ability to share things that participants would not have felt comfortable sharing face-to-face, the removal of fears, and help in the development of trust." (Sullivan 2002 cited in Corenelius, Gordona & Harris, 2017)

- Roed(2003); Hosack (2004); Poza(2005); Arnold (2007); Abrar (2018) all were cited in Chen(2019) to view positive impact of anonymity in online learning specifically in language learning.

Increases participation of passive students

- "The student is free to speak, take the position and the time for him to speak"

- "Help them participate more and speak fluently"

- "It helps him to answer to participate better"

- "Give simple answer to some questions"

- "I would like to participate in the class when the teacher is face to face because I am not sure of the answer, is it correct or not, or is my question completely correct in English?, But now I can share my thoughts and my answers with the teacher with a little help from the translator"

- "Encouraging them to participate in audio and video, and teachers not being silent about students who laugh at others when they are wrong in answering"

Source: Survey on Level 2 Foundation Students, UOB - Semester 1 2020/21

Boosts academic performance

- "It makes the person more confident and helps him to achieve much better degrees."

- "Better performance and the question when not knowing."

Source: Survey on Level 2 Foundation Students, UOB - Semester 1 2020/21

Learning continues although students may be invisible

- "Yes, this can conceal his identity for you. He does not feel shy in front of everyone, especially when submitting the project"

- "Online study is best for shy students and also helps to quickly understand and not waste time on the way to university"

- "By not seeing others with their faces"

- "On the way to study online on the Blackboard and other educational platforms when the study is online and the teacher cannot see you"

- "We respond to the teacher better than showing the face"

- "They do not appear in the video"

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It's an "aha moment"

- An epiphany
- An attitude shift
- A mind shift
- A wake-up call
- An eye-opening experience

Paradigm shift

How to Leverage
on Anonymity in Online Classrooms ?

https://images.app.goo.gl/grTce6TgY26Z5d

Possible Practices to Leverage on Anonymity in Online Classrooms

CHALLENGE passive learners to be accountable

RETHINK some of the class activities

CHANGE perspective of quiet students

Paradigm Shift.

EVOLVE from rigid to organic discussions

Use TECHNOLOGY for collaboration

Foster DIVERGENT thinking in e-learning

DISRUPT one size fits all pedagogy in e-learning

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https://images.app.goo.gl/grTce6TgY26Z5d

My Take Away

1. Acknowledge 'passive' learners as part of the online learning communities
2. Shift from the focus to solely engage them online, but tackle on to empower them with knowledge and skills for their vocation
3. Explore strategies and approaches that call for inclusive teaching-learning
4. Strike a balance between uplifting the introverts and mobilizing the strength of extroverts

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Your feedback, comments and insights are most welcomed

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