



BI-WEEKLY UPDATE

Hats Off

The LAR / Ed Tech team would like to give a shout out to the students, instructors and faculty who took time out of their busy classes and research projects to speak with us for our **Show & Tell** session on Learning Day, February 23. Your enthusiasm and expertise are inspiring, and we are excited to share your insights with the college community.

Points of Note:

COOL TOOL ALERT!

Have you ever wanted to copy a quiz from one course to another without having to go through the entire import process? Moodle 3.9 has a **Quiz Block** that can be added to a course from the "Add a block" menu. Once there, you can select one of your quizzes, download, and then upload into the Question Bank of a different course to then add directly into a new quiz.

Save the Date – Learning Day February 23, 2022

Join us for a day of learning, teaching, and technology. Please visit us at [Learning and Applied Research](#) to register. Sessions include:

9:00	Opening Address
9:20	Show & Tell: Faculty and Instructor innovation and highlights throughout the college
11:00	Podcasts: An introduction to the applications of podcasts in education
12:45	The Future of Education – A Panel Discussion
1:45	EDISJ in a Learning Environment: Presentation and Dialogue with Meri-Kim Oliver, VP Students
2:45	Game Show Family Feud
3:30	Closing

Honouring Indigenous Writers

#HonouringIndigenous Writers

[Honouring Indigenous Writers](#) is a yearly event to increase awareness and coverage of Indigenous literature. This year, the organizing team has put together a schedule of free events and activities designed for virtual participation throughout the month of March 2022. **These events and activities are free and open to anyone to participate.** Please join the kickoff event and reading on [March 7, 2022](#) and learn more about the other planned events by reading more at the [HIW](#) website.



Interesting Podcasts

Please check out our new podcast section of the Bi-weekly. The podcast is called “Our Teaching Practice” and explores the experiences of Okanagan College instructors and faculty associated with their day-to-day teaching practice.

<https://anchor.fm/oc-lar-ed-tech>

Learning and Applied Research – Books

Want to have a good read about learning, teaching, and student success? Come see us in B120 or [email](#) us to borrow one of our books. We have several to choose from and we are building our library. Listed below are just some samples:

- The Power of Making Thinking Visible, Practices to Engage and Empower All Learners, Ron Ritchhart and Mark Church
- Learner-Centered Leadership, Devin Vodicka
- Promoting Equity and Justice Through Pedagogical Partnership, Alise de Bie, Elizabeth Marquis, Alison Cook-Sather, and Leslie Patricia Luqueno.

Humour in the college classroom (part 2) - more than just a laughing matter! Carl Doige, PhD

A photon checks into a hotel. The bellhop asks, “Can I help you with your luggage”? It replies, “I don’t have any. I’m travelling light.”

Did you get it?

Whether the reader is versed in particle physics or not, hopefully they recognize the first paragraph as an example of humour related to disciplinary content – in this case physics or chemistry. In the last Bi-weekly, I summarized some of the benefits of bringing humour into our classrooms. I also discussed some of the research findings as to what constitutes skillful use of humour. In this article, I will use the above example of content-related humour to introduce a relatively new theory which attempts to explain why and how particular types of humour may positively impact student learning.

The Instructional Humour Processing Theory (IHPT) was proposed by Wanzer and colleagues in 2010 and melds three other psychological theories related to emotion, motivation, and processing ability. The first component of this theory is the incongruity-resolution theory which posits that a message must first be recognized as incongruent, that is, outside of what is expected for a specific context. Once recognized,



the message must be precisely resolved or understood. Both aspects of this binary process must occur for the message to be perceived as funny.

In the context of the above example, a student is likely to recognize that the physics instructor is attempting to introduce humour to the class (how often are physics instructors talking about hotels, bellhops and luggage – and can a photon actually check into a hotel?), but they may or may not catch the double meaning of “travelling light,” that is: “on a trip with minimum luggage” or “particulate electromagnetic radiation moving at 3.0×10^8 m/s”. If the message is not properly decoded, this may lead to confusion and discouragement. On the other hand, if the message is accurately interpreted or resolved, then it is usually perceived as amusing. While the resolution of an incongruity will often lead to a positive affect in the recipient, this is not always the case. The “target” of the humour is also important.

This leads us to the second component of the IHPT, which is disposition theory. This theory suggests that students will only glean the benefit of the humorous message if the humour is deemed appropriate. This is based on whether the “target” is someone or something with which they associate. Therefore, attempts of humour that attack individual students, personal groups (religions, fraternities), and minority groups would be considered inappropriate and would lead to a negative affect. The IHPT predicts that students’ subsequent motivation is influenced by whether the humorous message produces a positive or negative affect. A positive affect stimulates motivation; a negative affect hampers it. As in our example in the first paragraph, humour that is bound by the content-specific messages is likely to be found appropriate by most students.

But how is all of this connected to student learning?

The third component of the IHPT helps explain this. The elaboration likelihood model of persuasion (ELM) describes how individuals engage with and process persuasive messages such as humour. The basic tenet of this theory is that individuals engage more deeply in a topic if they have been motivated to draw their attention to contents of that topic.

Taking the three components together, IHPT hypothesizes that an instructor’s humorous message will attract students’ attention because of the incongruity of the message. If the humour is pitched at the right level and is resolved and understood by students, this generates positive emotion. If the message is considered appropriate and especially if it is related to the subject content, the positive emotion is maintained, and the students remain focused and motivated. These conditions, the theory suggests, will enhance the students’ ability to process course material and ultimately result in greater retention and knowledge.

In short, a skillfully delivered humorous message will grab students' attention, make them feel good, and motivate them to process course material more deeply. It is important to note that this deeper engagement with the material does not just apply to the contents of the humorous message. Rather, the humorous message may be viewed as a prime or stimulus for a more general engagement.



Only a few studies have attempted to test (and generally confirm) this theory in educational settings. As more studies are published, the theory will likely evolve. For now, however, I have found the IHPT to be a useful framework for how I may more effectively use humour to engage learners in my classes.

One more before we go:

A neutron walks into a shop and says, "I'd like a coke." The shopkeeper serves up the coke. "How much will that be?" asks the neutron. The shopkeeper replies, "For you? No charge."

The following references were used as the source of information cited in this article.

1. Savage, B. M., Lujan, H. L., Thipparthi, R. R., & DiCarlo, S. E. (2017). Humor, laughter, learning, and health! A brief review. *Advances in physiology education*, 41, 341-347.
2. Tsukawaki, R., & Imura, T. (2020). Preliminary verification of instructional humor processing theory: Mediators between instructor humor and student learning. *Psychological reports*, 123(6), 2538-2550.
3. Wanzer, M. B., Frymier, A. B., & Irwin, J. (2010). An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory. *Communication education*, 59(1), 1-18.
4. Erdoğan, F., & Çakıroğlu, Ü. (2021). The educational power of humor on student engagement in online learning environments. *Research and Practice in Technology Enhanced Learning*, 16(1), 1-25.

Your LAR and Ed Tech Support Team:

Tom Esson

edtech@okanagan.bc.ca

Chantale Hutchinson

learningandappliedresearch@okanagan.bc.ca

Carl Doige

learningandappliedresearch@okanagan.bc.ca

Colette Martin

learningandappliedresearch@okanagan.bc.ca

Our LAR and Ed Tech team is here to help you with your instructional questions using Moodle and innovative ways to teach online, and we look forward to working with you to show you how to get the most out of the experience. Reaching us by our emails at [LAR / Ed Tech](#) is the **very best** way to connect with us. We aim to respond as soon as we are able so that we can support you in finding good solutions to your questions. Please ensure you include the detailed course name and as much information as you can when making an inquiry.