



# LEARNING & APPLIED RESEARCH and EDUCATION TECHNOLOGY

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## BI-WEEKLY UPDATE

### Hats Off

The LAR / Ed Tech Team would like to give a shout out to Simone Palmer in Adult Upgrading for her persistent desire to create relevance for learners. She recently shared how she is using [The New York Time's "Annotated by the Author"](#) series to highlight the realities of the writing process. These engaging videos and interviews take a deep dive into how authors arrive at choices in their work as well as their varied writing and editing processes.

### Points of Note:

#### COOL TOOL ALERT!



[Lumi](#) is a desktop app that allows you to create, edit, view, and share interactive content with dozens of different content types. It's free and open source. Its H5P editor is a great option for learner generated content.

### Save the Date – Learning Day February 23, 2022

Join us for a day of learning and teaching and technology. Registration begins on Feb 9<sup>th</sup>. Please visit us at [Learning and Applied Research](#) for more information.

### 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:

- Evolving Education: Shifting to a Learner-Centered Paradigm, Dr. Katie Martin
- Learning Environments by Design, Catherine Lombardozzi
- This Place: 150 Years Retold, Graphic Novel, Multiple Contributors including Kateri Akiwenzie-Damm, Jen Storm, Brandon Mitchell.



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## Indigenous Knowledges and Open Education Book Project

An editorial team based at UBC Okanagan is putting out a call for chapter proposals for an open-access book about open pedagogy and the open education movement. This book will centre Indigenous perspectives and ways of knowing regarding open education.

Chapter proposals can be for essays, research papers, or case studies between 4,000 and 6,000 words, excluding references. Proposals are due **March 15, 2022**.

Submit chapter proposals to Donna Langille ([donna.langille@ubc.ca](mailto:donna.langille@ubc.ca))

Questions may be directed to Brad Wuetherick ([brad.wuetherick@ubc.ca](mailto:brad.wuetherick@ubc.ca))

## Workshops – January to April 2022

Our new series of workshops for Winter 2022 have been released. There are many to choose from so be sure to visit our website at [Learning and Applied Research](#) to register. We've recently added more offerings of Intro to Kaltura and Kaltura - Beyond the Basics, see below for dates and times. These new dates have been added to registration.

### Intro to Kaltura

- Wed. March 9 at 8:00 a.m.
- Thurs. March 17 at 3:30 p.m.
- Fri. March 25 at 3:00 p.m.
- Wed. March 30 at 2:00 p.m.

### Kaltura - Beyond the Basics

- Fri. March 4 at 9:00 a.m.
- Mon. March 14 at 11:00 a.m.
- Tues. March 22 at 3:30 p.m.
- Wed. March 30 at 3:30 p.m.

## Yukon University Indigenous Governance Speaker Series

All are welcome to attend the Winter 2022 sessions. The next speaker, scheduled for Tuesday, February 8, is Mitch White. During his presentation, "Sharing Our Stories", Mitch will discuss capturing and sharing stories through traditional and social media, and the power both hold to document, preserve, strengthen, and share traditional values and contemporary truths.

Presented online, via Zoom: [Zoom meeting ID: 870 5379 5754](#)

Tuesdays from 12:05 p.m. to 12:50 p.m.



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## 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>

## CHEO Research Institute

Researchers from the CHEO Research Institute are seeking English-speaking children 9-12yrs living in Canada to participate in a 60min online focus group to discuss what they think are important outcomes to measure when studying healthy behaviour. Participants will receive a \$15 gift card! Learn more & complete eligibility [here](#).



The flyer is teal with white text. It features the CHEO Research Institute logo at the top left, which includes a stylized hexagon icon. At the top right is a white speaker icon. Below the logo, the text reads "Looking for volunteers to take part in a research study". Underneath this, it says "The COS-PHU project: the development of a Core Outcome Set for school-based interventions focusing on promoting healthy behaviours." A horizontal line separates this from the "Principal Investigator Name: Dr. Mark Tremblay" and "Deadline to Enroll: March 11, 2022". Another horizontal line follows, containing the question "Are you: between the ages of 9-12 years, living in Canada, English speaking, and have access to a tablet/laptop/smartphone and reliable internet connection?". Below this is the text "We are interested in learning about: what children think are important outcomes that should be measured in healthy behaviour research studies. This is part of a larger international project, which aims to achieve international consensus on main outcomes that should be measured and reported in healthy behaviour research studies." Further down are sections for "What will you need to do: participate in one online focus group.", "How long will this take: 60 minutes.", "Where: online.", "Are there benefits to participating: Participants will receive a \$15 gift card to an online educational store.", and "Are there risks to participating: Participation in this study should not involve any risks.". At the bottom, it says "Participation in this study is voluntary." and "This study has been approved by the CIRO Research Ethics Board." There is also a small "COS-PHU" logo at the bottom right.

Complete the eligibility survey at:  
<https://forms.gle/yvB5c6VQMe5frev9>

Version Date: Jan 19, 2022



## **Humour in the college classroom (part 1) - more than just a laughing matter! Carl Doige, PhD**

**"When properly used, humor can be an effective tool to make a class more enjoyable, reduce anxiety and improve the learning setting. The 'ha ha' of humor in the classroom may indeed contribute to the 'aha' of learning from the student<sup>1</sup>."**

Even in a “normal” semester, at about one-third into the term, the students’ stress levels and anxiety begin to rise in face of pending deadlines and imminent midterm exams. But add the on-going effects of climate change and what seems to be a never-ending global pandemic, it is no wonder that many college students are reporting unusually elevated levels of distress, worry, and anxiety<sup>2</sup>. It is therefore as vital as ever to maintain in our classrooms (online or face-to-face) a safe and emotionally positive environment. Some educators have suggested that during this time of social crises, we appeal to a ludic pedagogy, which strives to create enjoyable classroom environments that incorporate components of play<sup>3</sup>. An important aspect of play is humour - which can be defined as “an intentional verbal (or) nonverbal message which elicits laughter, chuckling, and other forms of spontaneous behaviour taken to mean pleasure, delight and /or surprise in the targeted receiver<sup>4</sup>.”

The use of humour in the college classroom has been studied extensively over the past few decades<sup>4-10</sup>. These studies have shown that *skillful* use of humor can benefit students in many ways including improving students’:

- sense of community
- attention during class
- motivation to attend class
- willingness to participate and ask questions
- creativity and divergent thinking
- sense of well-being.

But what *is* skillful use of humour in the classroom and what is its connection to student learning? The following findings from multiple studies might surprise the reader<sup>4-10</sup>.

1. The skillful use of humour in the classroom setting does not mean a rehearsed stand-up comedy routine nor does it mean students rolling on the floor beside themselves in laughter. While we often associate humour with the physiological



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response of laughter, more subtle responses such as increased attentiveness, smiles, chuckles, head-nods are all equally valuable reactions to humour.

2. The skillful use of humour is best received by students if the humour is **related to the subject content** and if the **delivery of the humour is strategically planned**. The humour may take many forms including videos, cartoons, memes, funny stories, and demonstrations.
3. The skillful use of humour, as investigated in correlational and experimentally controlled studies, appears to be linked to improved student learning (both self-reported and measured).

These first two points may bring comfort to those instructors who understand the merit of humour in the classroom but do not feel comfortable being the one who creates the humour - i.e., the one who is telling the joke. In this context, the instructor may view their role more as the curator of appropriate humour to be delivered at the appropriate time. This said, research does support the notion that a pleasant, friendly, caring classroom environment is best supported when the instructor brings to the classroom a friendly disposition and healthy “sense of humour.” In such an environment, mistakes, and mishaps (both by students and instructors) are viewed with empathy, perspective, and kindness. It is also important to clarify at this stage, as students themselves have reported<sup>4-6</sup>, skillful use of humour in the classroom is NOT associated with humour that is hurtful and disparaging – in particular, humour that attacks individual students, gender groups, minority groups, political affiliations, etc.

The third point mentioned above merits further discussion. It is only recently that researchers have turned their focus to examining humour as a potential pedagogical tool<sup>4,9,10</sup>. A theory (Instructional Humour Processing Theory – IHPT) has been proposed to explain how instructor humour may impact student learning. In my next contribution to the Bi-weekly, I will describe this theory in some detail as it provides a useful template for contemplating how humour and learning are connected and how instructors may more effectively strategize the use of humour in their classes.

For now, the interested reader may wish to consult the references below for further information.

1. Garner, R.L. (2006). Humor in pedagogy: How ha-ha can lead to aha! *College Teaching*, 54(1), 177-180.
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3. Edmunds, T.K. & Lauricelle, S. (2021). Ludic Pedagogy: Schooling Our Students in Fun, *Faculty Focus*, <https://www.facultyfocus.com/articles/philosophy-of-teaching/ludic-pedagogy-schooling-our-students-in-fun/>
4. Pretorius, J., Koen, M., & Schall, R. Using intentional humour in a higher education classroom: connecting with and building on Lovorn and Holaway (2015). *The European Journal of Humour Research*, 8(2), 146-165.
5. 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.
6. Cooper KM, Hendrix T, Stephens MD, Cala JM, Maher K, Krieg A, et al. (2018) To be funny or not to be funny: Gender differences in student perceptions of instructor humor in college science courses. *PLoS ONE* 13(8): e0201258.
7. Hackathorn, J., Garczynski, A. M., Blankmeyer, K., Tennial, R. D., & Solomon, E. D. (2011). All kidding aside: Humor increases learning at knowledge and comprehension levels. *Journal of the Scholarship of Teaching and Learning*, 11(4), 116-123.
8. Erdoğdu, 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.
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### Your LAR and Ed Tech Support Team:

Tom Esson	<a href="mailto:edtech@okanagan.bc.ca">edtech@okanagan.bc.ca</a>
Chantale Hutchinson	<a href="mailto:learningandappliedresearch@okanagan.bc.ca">learningandappliedresearch@okanagan.bc.ca</a>
Carl Doige	<a href="mailto:learningandappliedresearch@okanagan.bc.ca">learningandappliedresearch@okanagan.bc.ca</a>
Colette Martin	<a href="mailto:learningandappliedresearch@okanagan.bc.ca">learningandappliedresearch@okanagan.bc.ca</a>

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.



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**FOSTERING RESILIENCE - LEARNING DAY**

*Save the Date*

Join us for a day of learning, teaching, and technology. Take a tour of our many campuses and what others are doing to engage our students and broaden their teaching experiences.

*February 23, 2022- Registration begins Feb. 9th*