



Humour Affordances in Digital Learning Environments (HAnDLE)

TCC Conference

14.4.2022

Introductions

Mark Curcher

“George Orwell said that every joke is a tiny revolution, which I like as a soundbite. But I think every joke is instead of a tiny revolution” - John O'Farrell

Chris Smith

“Comedy is not good for anything. Apart from being one of the only things that makes life worth living.” - Jesse Armstrong



**Using Humor to Engage Your Students
and Make Learning Stick**



April 12, 2022

“Humor can be a great tool to reenergize your classroom and help students better engage with—and recall—even the thorniest of topics.”

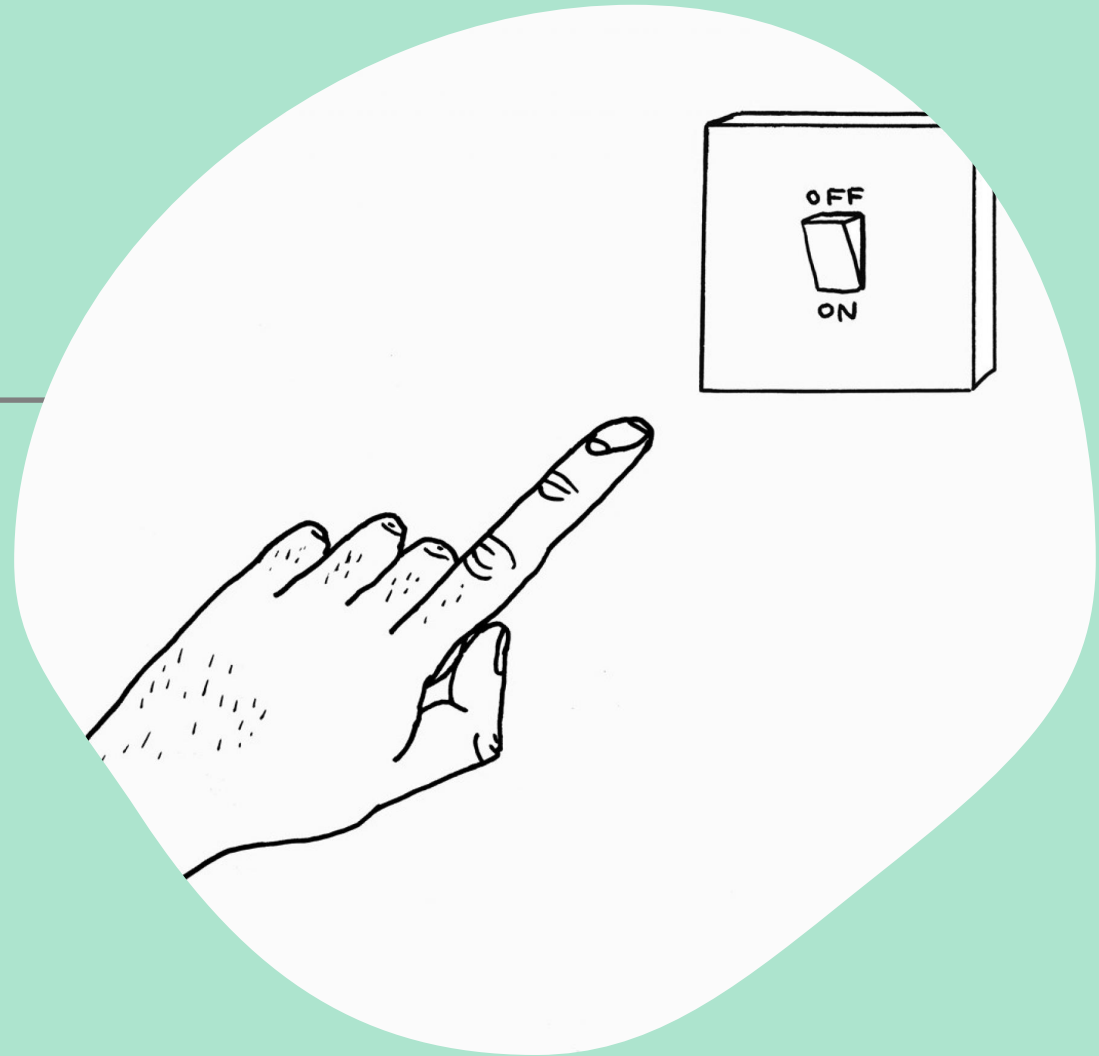
Question 1

What do you laugh at
and why do you find it
funny?



HAnDLE: The Story so Far

- Oh, hi Mark ... Remember 2019?
- Building a global network of interested actors
- Conferences, workshops....



HAnDLE: The story so far

Underlying principles of HAnDLE:

- Humour is a valuable tool in education
- Each mode of communication carries it's own rules of engagement
- Education increasingly happens online
- If we want to optimise how we use humour in teaching, we had better understand the affordacnes of the platforms

HAnDLE:

Humour

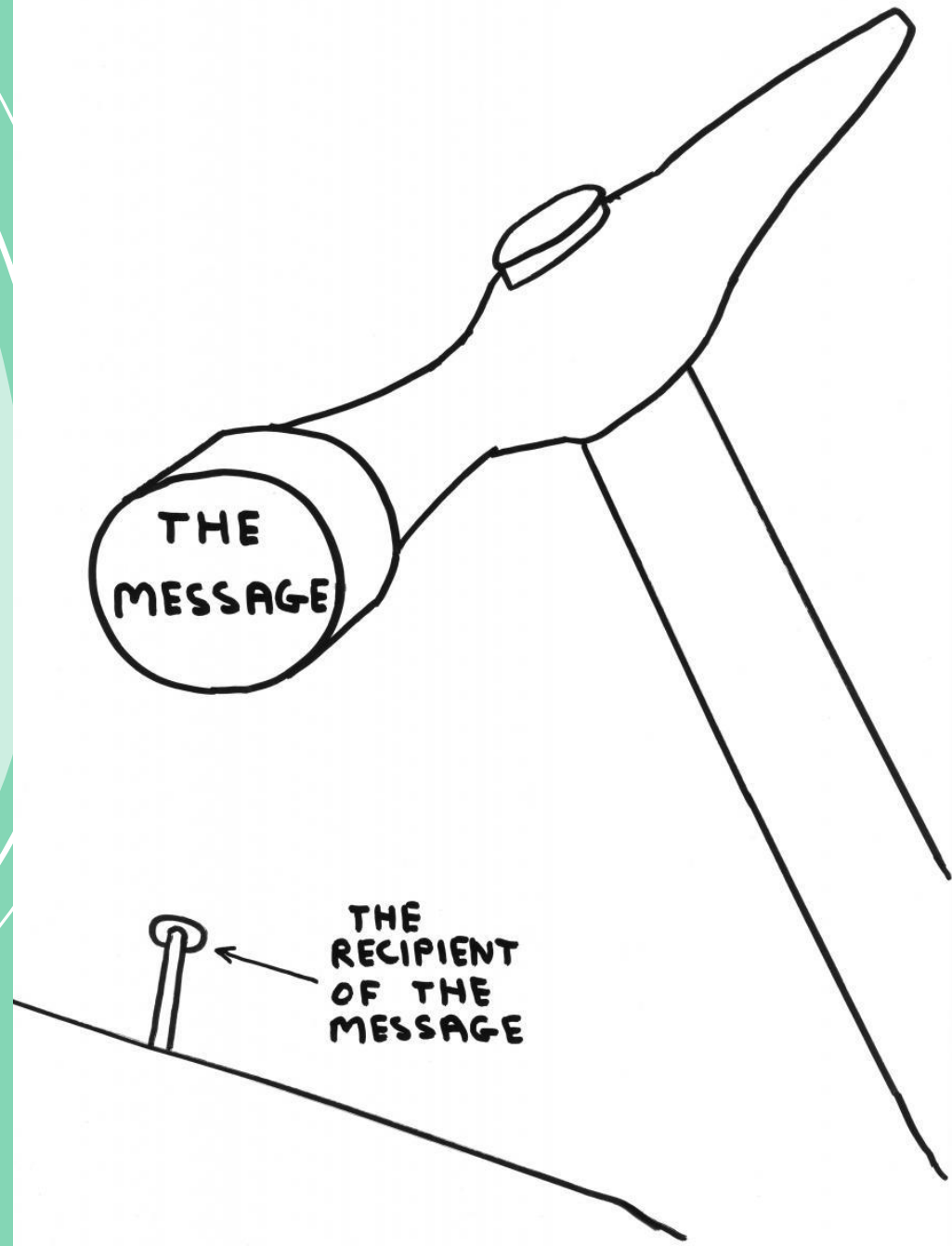
Affordances

in

Digital

Learning

Environments



Question 2

On a scale of 1 – 10, how important is humour to you in teaching?

1- not at all

10 – a vital component



What do we know?

- ~~Nothing~~ not enough
- Research on this topic isn't strong at the moment
- The current research is largely quantitative
- We want to invite "humour/comedy theory" from outside of "humour in education" to the discussion.
- We're missing a key chunk of this data – the student perspective. Different generations have different takes on humour, and we are all about understanding how our students apprehend humour

Humo(u)r, Seriously (Aaker & Bagdonas)



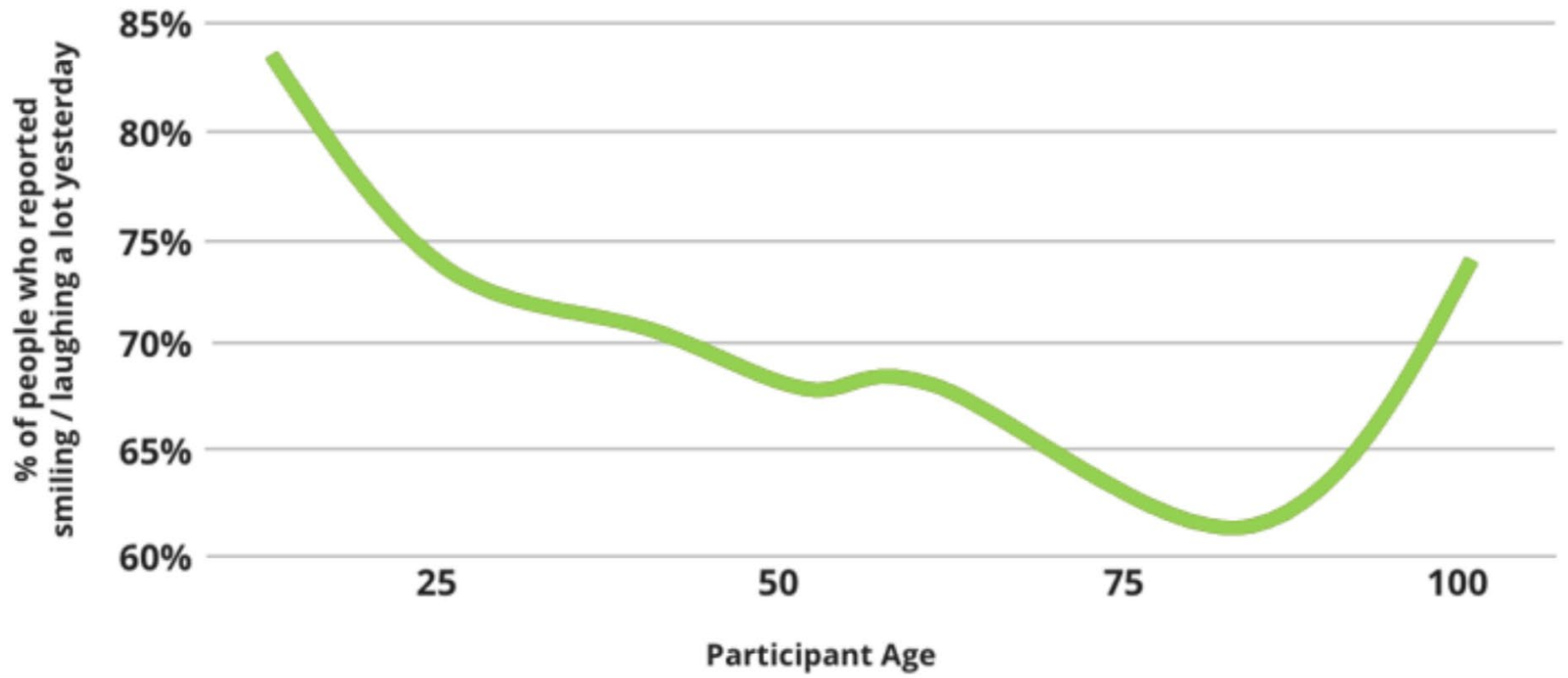
Movement – Exercise - Sport




Levity – Humour – Comedy

Global Humor Cliff

(Gallup data 2013, n = 1.4 million)





Taxonomies of humour styles

The Stand Up – natural entertainers, dark humour, anything for a laugh

The Sweetheart – earnest, low key, inoffensive, planned jokes

The Magnet – charismatic, uplifting, non-controversial, does bits and characters/voices

The Sniper – sarcastic, edgy, deadpan, delivers zingers, doesn't laugh easily themselves



Question 3

Can you share examples of humour used well or not in digital learning environments?

What we are interested in...

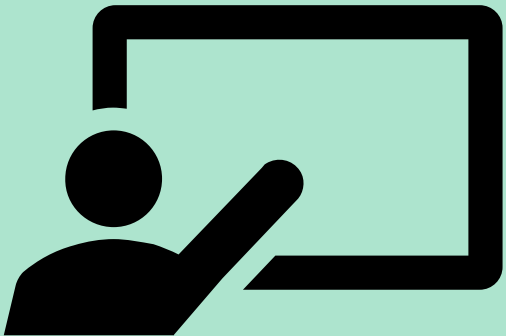
Comedy

Improv

Professional
identity

Narrative
theory

Baudrillard





Question 4

What, if anything, holds you back from using humour or being funny in your teaching?

HAnDLE goals

We want to:

- Build a sustainable network of HAnDLE actors
- Undertake autoethnographic, inclusive and multi-disciplinary research
- Create accessible content
- Expand awareness
- **Help people to better utilize humour in digital learning environments**

Thank you!

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