

Subject Specific Humor in Health Education from Elementary to Secondary School

UNIVERSITÄT
DUISBURG
ESSEN

Open-Minded

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Theoretical background and framework

Transition

Health Education

Humor

Humor Studies

- “Humor” has no uniform definition in research *in this context* → humor as a part of the comical
- There are many different theories of humor, *we focus on*:
 - Pedagogical humor → subject specific & calculable
(Kassner 2002)
 - Incongruity humor → at least two incongruently connected reference systems (RS I + RS II) & focuses on the cognitive component
(Koestler 1964)

Subject Specific Humor

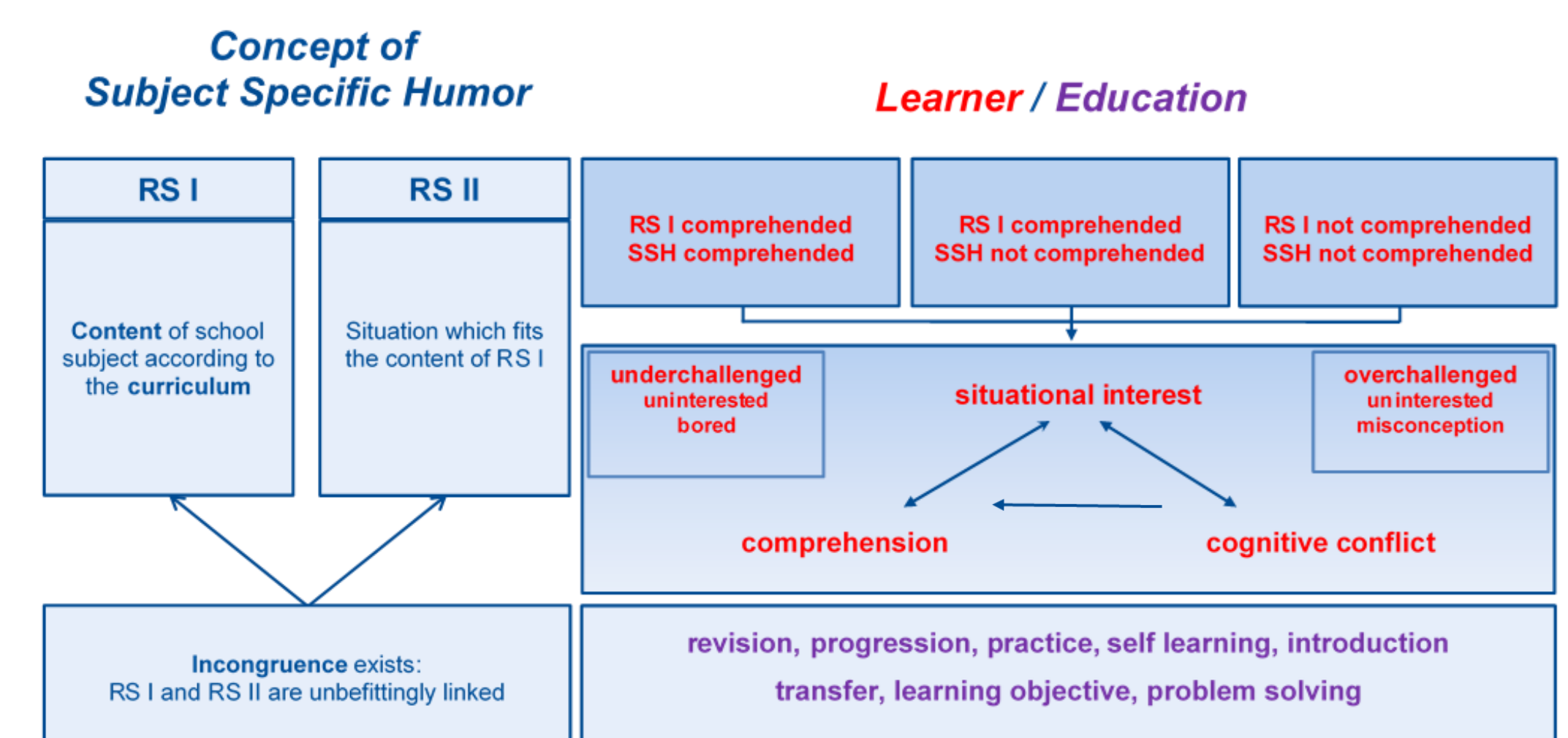


Fig. 1: Supposed model of Subject Specific Humor (SSH)
left: Concept of Subject Specific Humor - Dickhäuser 2015
right: Fields of application of SSH - theoretical consideration

Design

Research Questions

- RQ 1** Are the newly developed self learning materials with or without Subject Specific Humor concerning the topic sun protection adequate for the use in fourth and sixth grade? (Pilot Study)
- RQ 2** Do self learning materials with or without Subject Specific Humor concerning the topic sun protection in fourth and sixth grade differ in effectiveness? (Main Study)

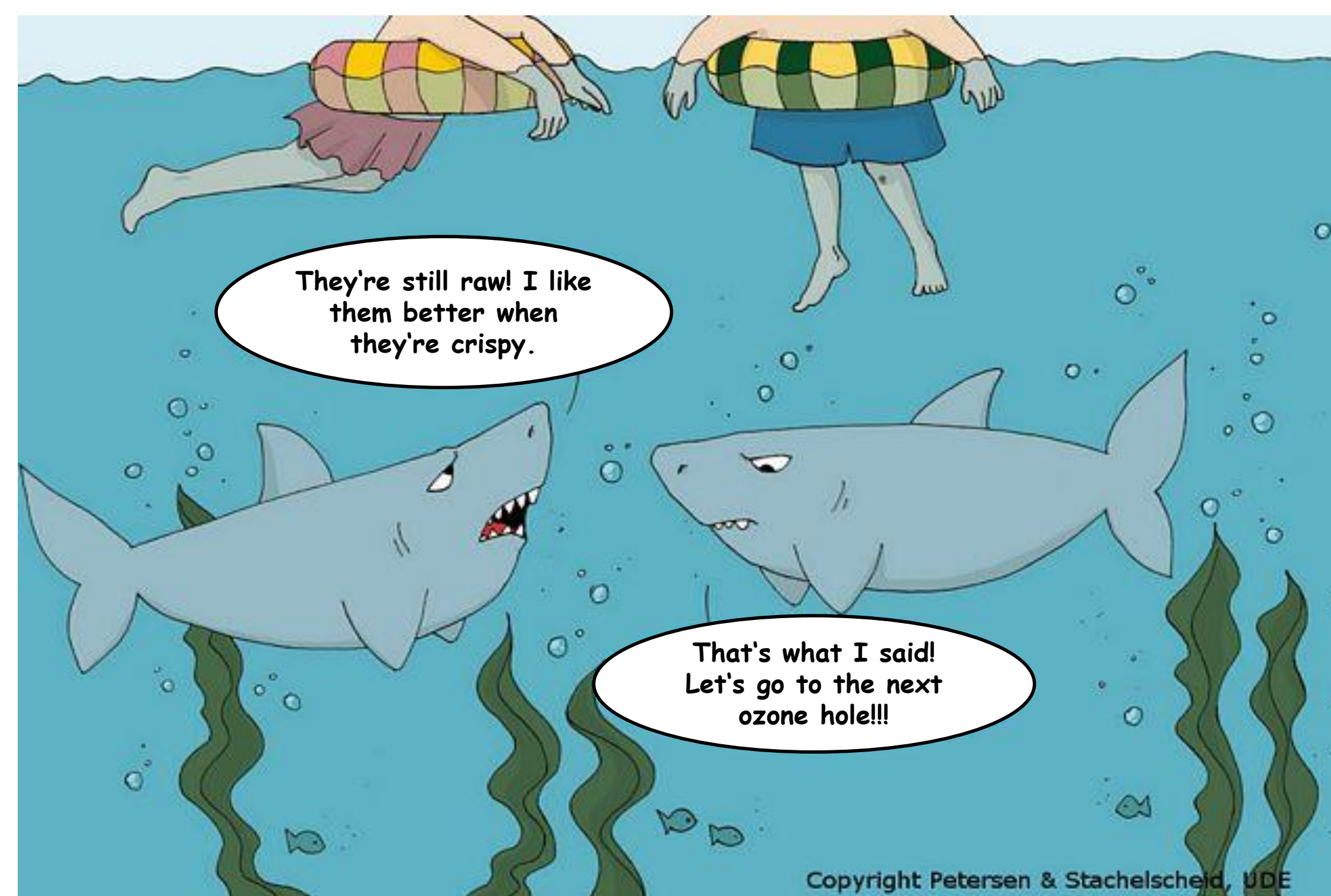


Fig. 2: Picture with SSH for sun protection (art design: Ti-Van Banh)

Design

Pre-Post-Follow-up Study

Sample

- Grade 4 & 6 (age 9 – 13)
- Pilot Study (RQ 1), $N = 74$
- Main Study (RQ 2), $N = \text{aprox. } 300$

Intervention

- Control group design
- Self learning materials with or without Subject Specific Humor
- Intervention 1 and 2 (each 45 minutes)

Mid 2016	End 2016	March - September 2017			
Pre-Pilot Study	Pilot Study	Main Study			
		Pre-Test	Intervention 1 Post-Test 1	Intervention 2 Post-Test 2	Follow-Up-Test

Tab. 1: Timeline

Results of the Pilot Study

Learning success

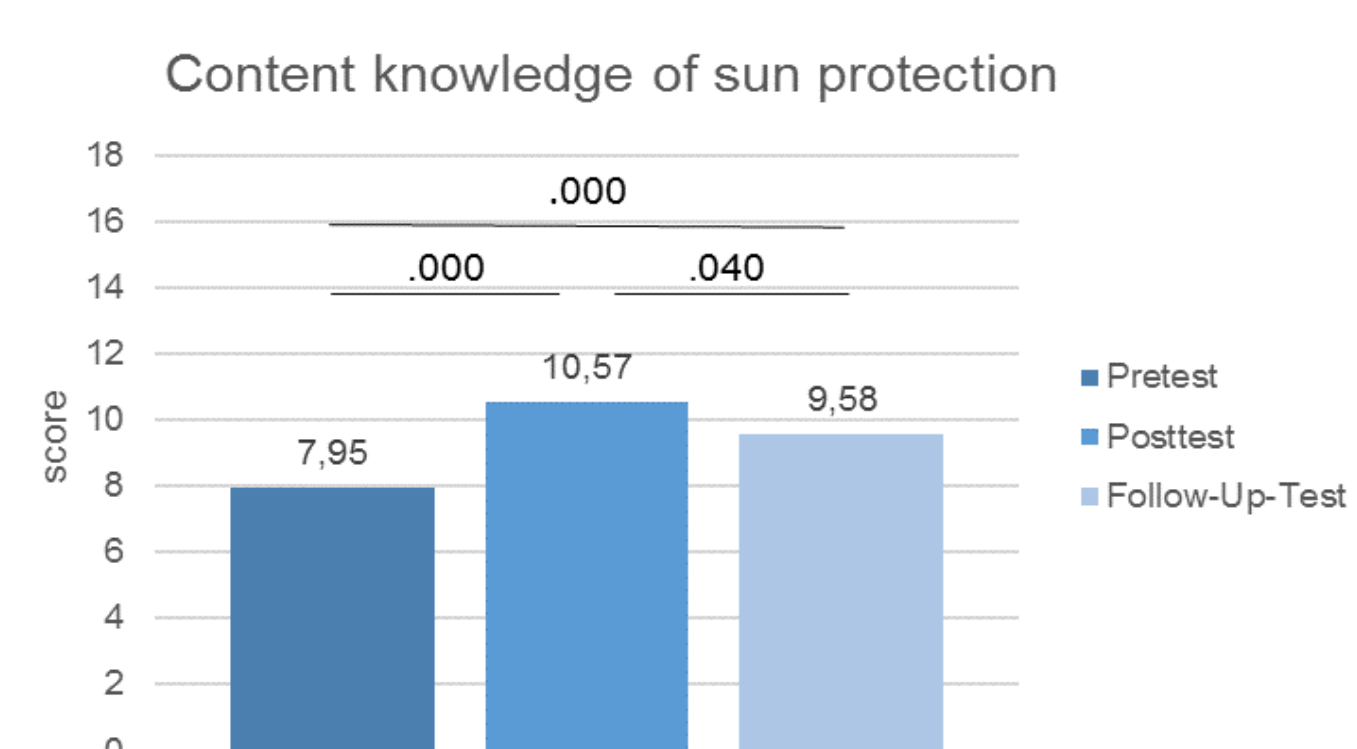


Fig. 3: Students learning success in content knowledge of sun protection ($n = 74$, $F_{(2,146)} = 23.842$, $p = .000$)

The test contains 19 items. Figure 3 shows that students of fourth and sixth grade learn significantly from pre to post and even from pre to follow-up.

Sense of humor and humor comprehension

Questionnaire for sense of humor and humor comprehension

Bitte bewerte die folgenden Aussagen. Mache dazu jeweils ein Kreuz pro Frage in das für dich passende Feld!

	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu
1. Ich finde die Abbildung lustig.				
2. Ich lehne die Abbildung ab.				
3. Ich verstehe den Humor in der Abbildung.				

Beantworte die folgenden Fragen bitte in ganzen Sätzen!

4. Was konnte an der Abbildung lustig sein?

5. Gibt es etwas, das dich an der Abbildung stört?

Item	Intervention <i>M</i>	Intervention <i>SD</i>	Control <i>M</i>	Control <i>SD</i>
I think figure 2 is funny.	3.05	.986	1.87	1.008
I reject figure 2.	1.63	.740	1.97	.948
I comprehend the humor in figure 2.	2.69	.950	2.19	1.014

Tab. 2: Students sense of humor and humor comprehension to figure 2 ($n = 72$)

Item 4: What might be funny in figure 2?

“That the sharks want to have crispy food. Therefore they decided to swim to the next ozone hole, because it is hot there.” (Intervention, grade 6)

Item 5: Is there anything you do not like in figure 2?

“The sharks want to eat the people.” (Intervention, grade 6)

Contact

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