



Techniques for hands-on  
workshops

# Introduction

Meet the RDM team

## Technical support



Hanne Vlietinck

- Digitization: ELN, EDC
- Version control
- Encryption & Anonymization

## Discipline-specific support



Jolien Berckmans

- ARK, BEW, REC
- DSI
- EDM, IMOB
- SES, SvM



**UHASSELT**

KNOWLEDGE IN ACTION



# Goal

Goals of this course

- **Techniques to let content stick:**
  - Humour
  - Storytelling





# Humour

## Ways to insert Humour

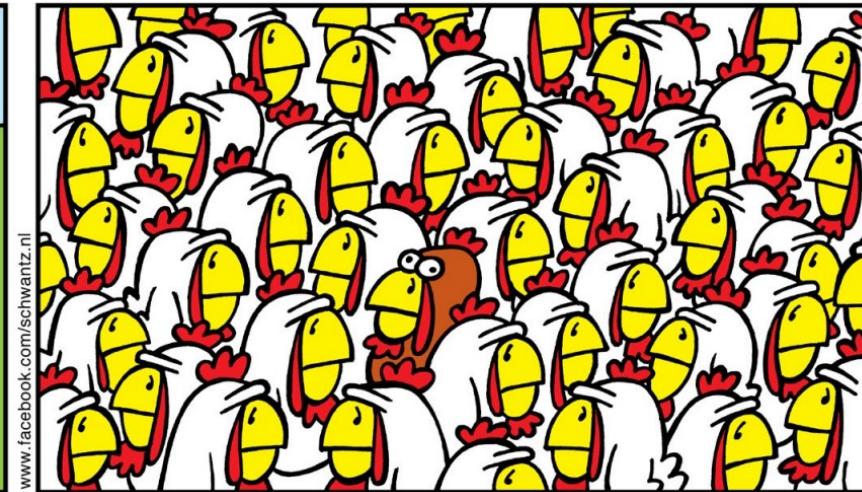
- Funny story
- Video
- Pictures
- Quotes





# Humour

## Example Picture



[www.facebook.com/schwartz.nl](http://www.facebook.com/schwartz.nl)





# Humour

## Example Quote

METADATA IS A  
LOVE NOTE TO  
THE FUTURE!



DOCUMENT YOUR DATA THIS VALENTINE'S DAY!

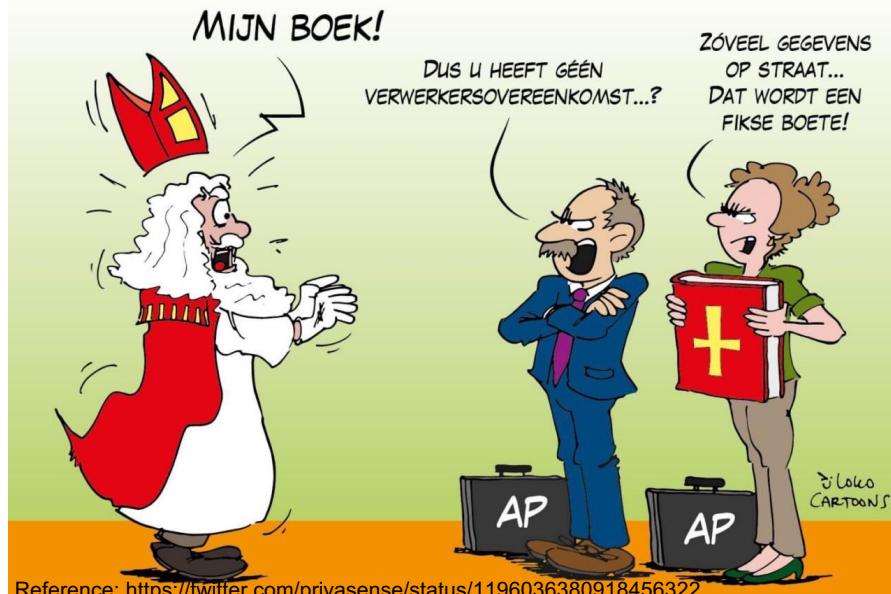




# Humour

## Example Funny story

### Will our Saint Nicholas have to tap a hefty fine at the AP?



### NIEUWE AFLEVERINGEN VAN 'DAG SINTERKLAAS'





# Humour

Example Video

- [The peanut butter sandwich](#)
- [The data panda bear](#)





# Humour

## Benefits for students

### An increase in:

- learning
- self-motivation
- class attendance
- test performance
- divergent thinking
- interest in learning





# Humour

## Benefits for students

- Reduction of anxiety, stress in dealing with difficult material
- Positive social, emotional learning environment.
- Creation common psychological bond between students and faculty





# Humour

Benefits for students

*The 'ha ha' of Humour in the classroom  
may indeed contribute  
to the 'aha' of learning from the student."*

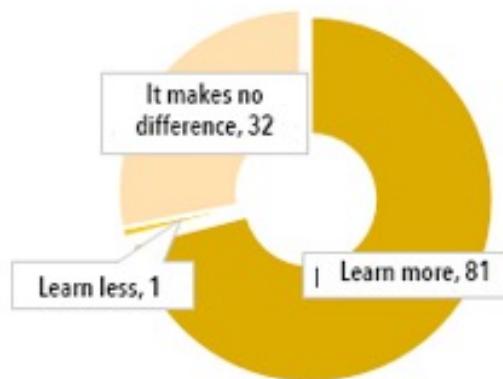




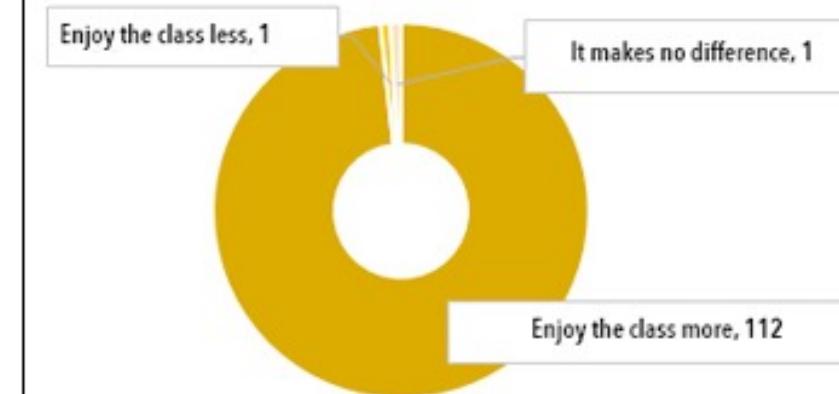
# Humour

## Benefits for students

1. If an instructor uses humor in the classroom, do you \_\_\_\_\_.



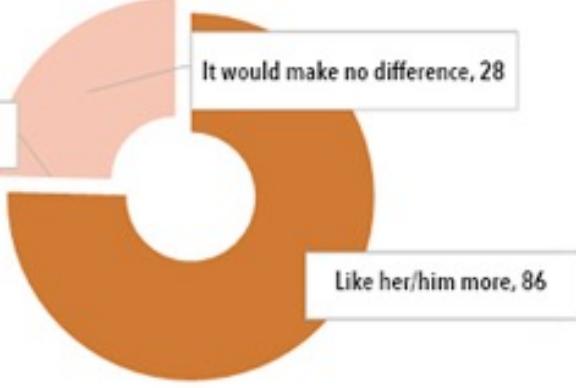
2. If an instructor uses humor in the classroom, do you \_\_\_\_\_.



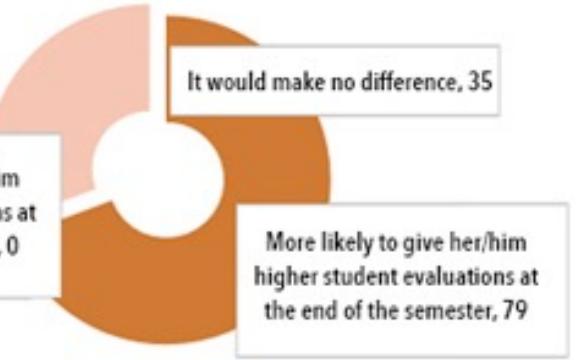


# Humour

## Benefits for students

3. If an instructor uses humor in the classroom, do you \_\_\_\_\_.  
  


Response	Count
Like her/him less, 0	0
It would make no difference, 28	28
Like her/him more, 86	86

4. If an instructor uses humor in the classroom, are you \_\_\_\_\_.  
  


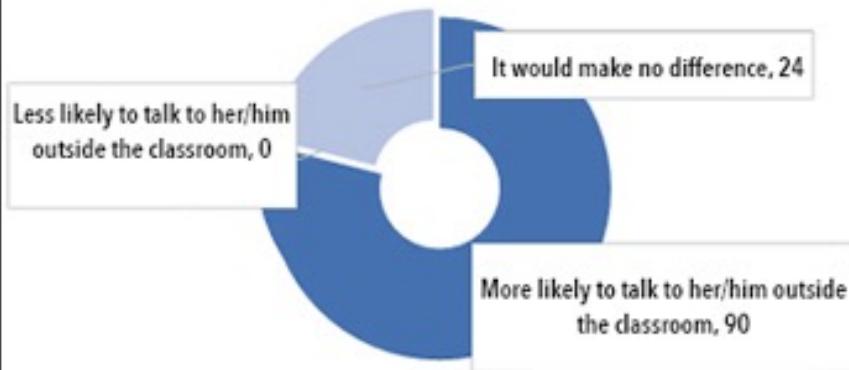
Response	Count
Less likely to give her/him higher student evaluations at the end of the semester, 0	0
It would make no difference, 35	35
More likely to give her/him higher student evaluations at the end of the semester, 79	79



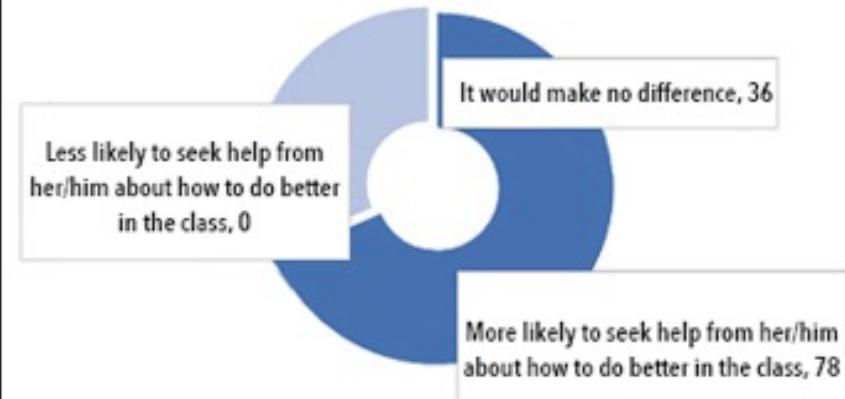
# Humour

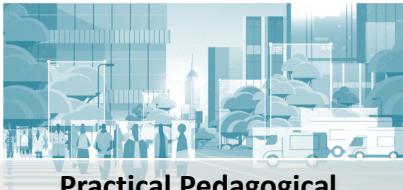
## Benefits for students

5. If an instructor uses humor in the classroom, would you be \_\_\_\_.



6. If an instructor uses humor in the classroom, would you be \_\_\_\_.

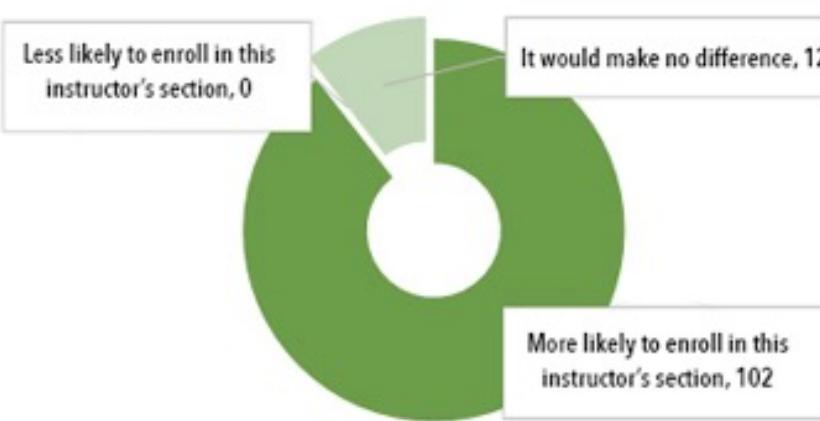




# Humour

## Benefits for students

7. You are trying to decide in which section of a class to enroll next semester, and one of your friends tells you that one of the sections is taught by an instructor who often uses humor in the classroom. Are you?



8. Is it possible to learn & have fun at the same time?

No, 0





# Humour

## Benefits for students

- Trying too hard to be funny
- Not a funny person naturally, but tries to be funny anyway
- Humour that is unrelated to the subject matter of the class
- Humour that is out-of-date
- It needs to relate to the student and never in a negative way





# Humour

3 tips for integrating humour into teaching

**Three tips to help to incorporate Humour without a misstep**

1. Stay yourself
2. Never without caring
3. The right dose





# Humour

3 tips for integrating humour into teaching



## HUMOR IN THE CLASSROOM: 8 TIPS TO TAKE SERIOUSLY





# Humour

## Benefits for students



Favour benevolent humour and avoid entering the spectre of mockery, sarcasm, irony or so-called malignant joy.





# Humour

## Benefits for students



The act of humour should never be directed at a learner.

2

Use humour only to highlight key concepts.\*

3

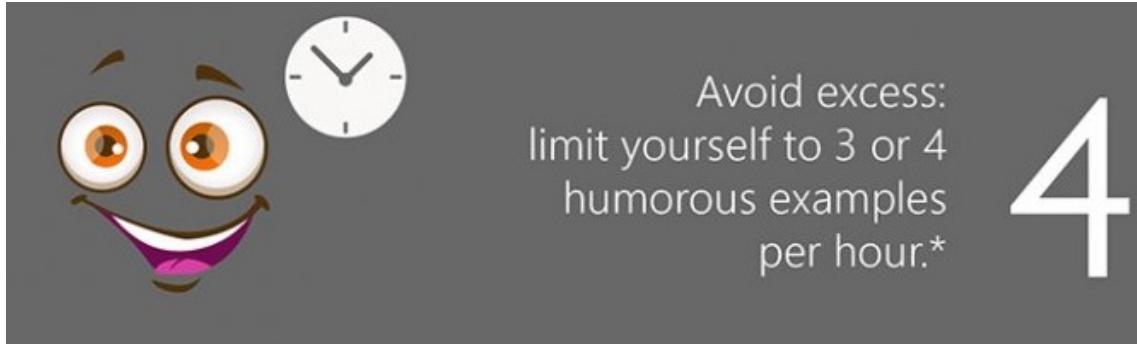
This section contains two illustrations. On the left, there is a cartoon-style drawing of two large, white eyes with orange pupils and eyebrows, looking slightly to the right. Below them is a simple drawing of a brain with a smiling mouth and a yellow star next to it. To the right of the eyes, the text 'The act of humour should never be directed at a learner.' is written. To the right of the brain, the number '2' is displayed. Below the brain, the text 'Use humour only to highlight key concepts.\*' is written, followed by the number '3'.





# Humour

## Benefits for students



Avoid excess:  
limit yourself to 3 or 4  
humorous examples  
per hour.\*





# Humour

## Benefits for students



Adjust the degree  
of humour deployed  
according to the situation.

5



Do not use humour  
before or during an exam,  
as this may disturb more  
anxious learners.\*

6





# Humour

## Benefits for students



Favour "neutral" humour, i.e. avoid humour on taboo or sensitive subjects that could create embarrassing situations or a sense of injustice in the classroom.

7





# Humour

## Benefits for students

### **Self-reflection of your Humour gives more chance to success**

- How did your students respond to your joke or story?
- Did they laugh and appear to enjoy your Humour?
- Did they fail to “get” your joke or seem puzzled by your story?
- Did they appear to be angry or offended?
- Did they roll their eyes and give you the impression that you said something stupid?





# Storytelling

Once upon a time ...





# Storytelling

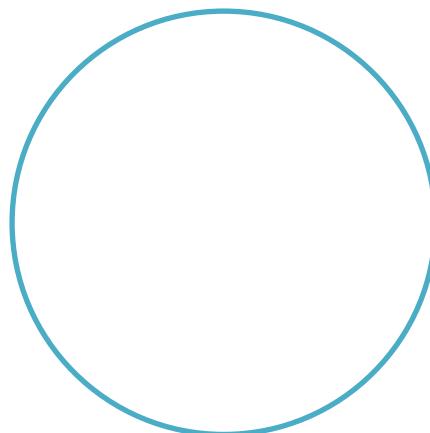
## Purpose

Make the subject  
accessible

Reduce resistance  
or anxiety to  
learning

Gain (and keep)  
attention/focus

Make knowledge  
easier to recover





# Storytelling

## Types

- Anecdotes / personal stories
- Case studies
- Historical narratives
- Fables and parables / allegories
- Thought experiments
- ...





# Storytelling

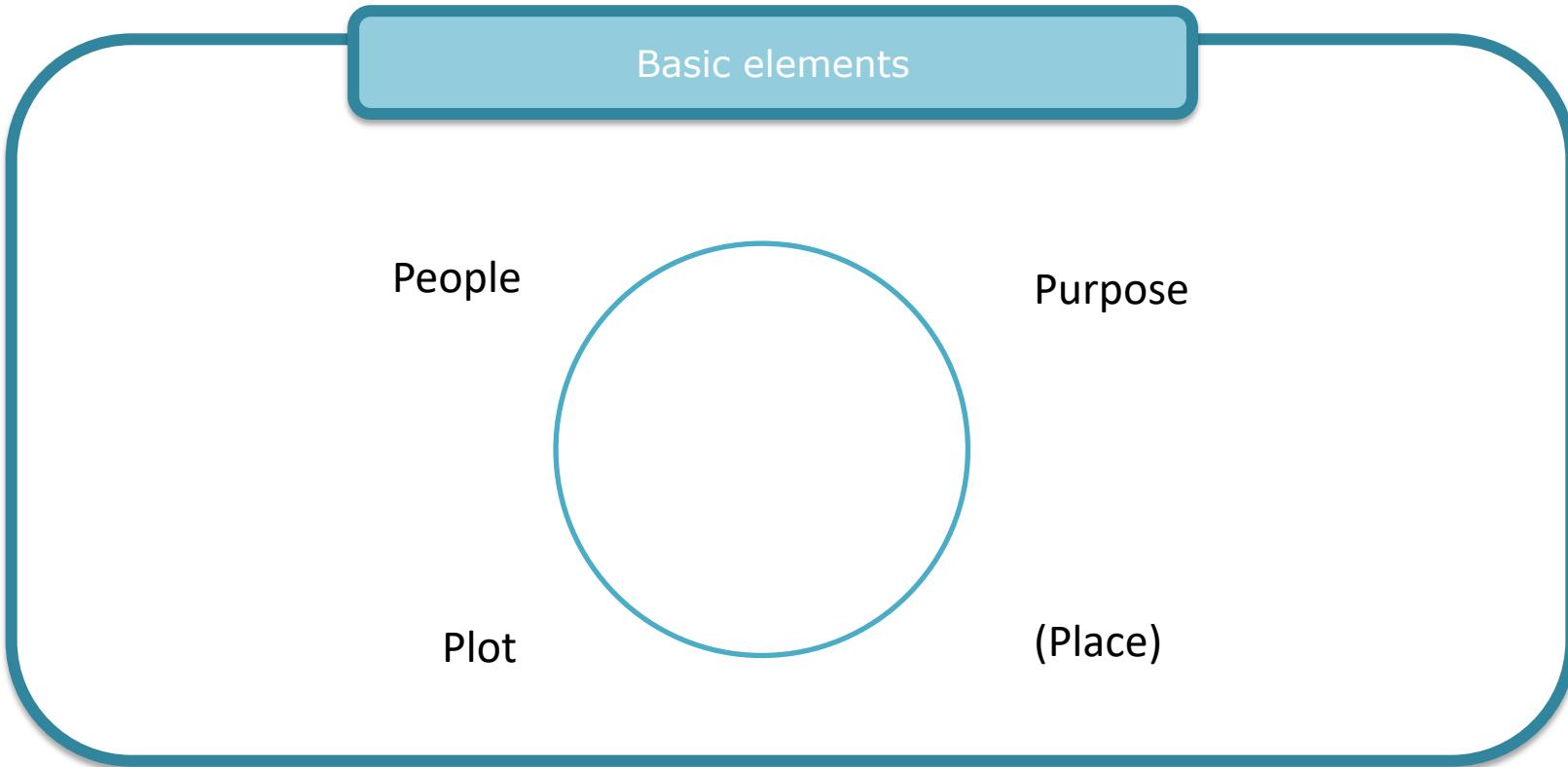
## Types

- Watch the video: [Normal distribution](#)





# Storytelling



- ✓ Carter, K. (1993) "The Place of Story in the Study of Teaching and Teacher Education." *Educational Researcher* 22(1993)1. American Educational Research Association.
- ✓ <https://vimeo.com/blog/post/storytelling-the-stillmotion-way-part-1/>





# Storytelling

## People

- Who is the main person or character in the story and who are the supporting characters?
  - *Protagonist: teacher*
  - *Supporting characters: students with struggles (Nova, Attentio, Memoria, Timor)*
- The characters could also be objects, animals, ...
- Tip: make the main characters likeable and relatable





# Storytelling

## Purpose

- **What do you want to achieve by telling the story?**
  - A teacher wants all the students to learn, also those who have problems understanding the language, have difficulty paying attention or remembering, or are intimidated by new concepts.
  - **Tip: keep it simple, focus on one main concept at a time**





# Storytelling

Predicament /  
conflict /  
struggle

Plot

Solution

Sequence with implied causality

1. *Students and struggles*
2. *Solutions that do not work for each student*
3. *Need for a different solution => pedagogical skills workshop of DCC spring => learn about the benefits of telling stories in the classroom*
4. *Start the next lesson with a personal anecdote about building a library collection*





# Storytelling

## Place

- **Where does the story take place?**
  - *“Location can add depth and intrigue to your characters and story, and can visually communicate a great amount of information in a short period of time.”*





# Storytelling

## To do's

- Length: max. 4-7 minutes
- Consider the use of visuals and movement (photographs, drawings, animations, ...)
- Follow up after your story (start a discussion, have students retell the story or create new stories)
- **Do not** use storytelling as the only teaching method.

- ✓ <https://www.nyu.edu/faculty/teaching-and-learning-resources/strategies-for-teaching-with-tech/storytelling-teaching-and-learning/how-to-create-an-effective-story.html>
- ✓ <https://www.nyu.edu/faculty/teaching-and-learning-resources/strategies-for-teaching-with-tech/storytelling-teaching-and-learning/when-to-use-stories.html>



# Storytelling

## Exercise

- On which subject do you teach?
- Try to find examples of the different kinds of Humour and storytelling that relates to your subject.





## QUESTIONS - IMPROVEMENT

Any Questions?

