

Adopting a Systematically Planned Humour Pedagogical Approach to Increase Student Engagement in Higher Education

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Abstract : Although humour is viewed as a beneficial element in teaching, there has been little attempt to systematize humour in teaching, possibly because it is difficult to teach someone to be humorous. This study integrated planned humour pedagogical approach into teaching and learning activities and examined the effect of systematically planned humour on students' engagement and learning in different courses. Specifically, appropriate types of humour (i.e. analogy, absurdity and wordplay) and incorporation methods and frequency were systematically integrated into the lessons of courses at some higher education institutions in Hong Kong. The results showed that the planned humour pedagogical approach increased student engagement, as well as enhanced learning and motivation while reducing students' stress. The pedagogical implications of this study will be useful for researchers, practitioners, and educators.

Keywords : higher education, pedagogy, humour, student engagement, learning, motivation

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