

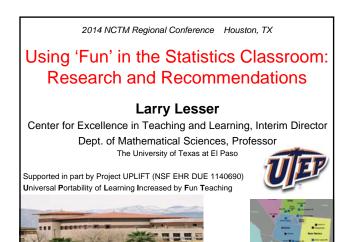
Tips for a great conference!

Rate this presentation on the conference app

www.nctm.org/confapp

Download available presentation handouts from the Online Planner! www.nctm.org/planner

Join the conversation! Tweet us using the hashtag #NCTMHouston



Outline

- Quick overview of types & sources of fun
- Experiencing/critiquing examples of funenhanced content
- Creative ways to research this "subjective area" on students, and on faculty
- Best practices for helping teachers try using fun with minimal risk
- Diversity connections
- Future directions, Q&A

Types	of Fun I	tems	
adapted from Lesser 8	& Pearl (2008), L	esser et al. (2013)
sugg	estions of others	?	
Cartoons; Comic Strips	Games (Commercial, Cultural, etc.)	Magic	Quotations
Celebration Days	Game Shows	Media Bloopers	Strange News
Clothing	Humor/Jokes	Movies	Striking Examples
Food	Kinesthetic Activity	Music, Raps, Songs	Videos
Fun books in content area	Literature	Poems	Wordplay

considerations for course use of fun Lesser and Pearl (2008)



CAUSE and EFFECT OR ASSOCIATION: YOU BE THE JUDGE.

- Course goal/concept associated with item
- Where used (e.g., in class, on website)
- What to do/say/ask before using the fun item to "set it up"
- What to do/say/ask after using item

SURVEY ₂₄₉ (66%) of 380 attendees participated at USCOTS 2011
Survey from the CAUSE Study of Fun Cluster Group The Survey from the CAUSE Study of Fun Cluster Group The Survey from the CAUSE Study of Fun Cluster Group The Survey from the Survey from the Survey for Survey from the S
BACKGROUND INFORMATION (fill in the blank or check your responses) ### of years teaching statistics
USAGE Check each modality of fur that you have used in your statistics teaching I PermisSorgia II Cartons II Glames II Jokeshware Other: I PermisSorgia II Cartons II Glames II Jokeshware II Other: II PermisSorgia II Cartons II Glames II Jokeshware II Other: II PermisSorgia II Cartons II Cartons II Jokeshware II Other: III PermisSorgia II Cartons II Other III
Check each modality of fun that you are not open to using: Poems/Songs
MOTIVATIONS
HESITATIONS Which of the following are your main hesitations about using fun in your statistics teaching? (check all that apply)
Which of the following are your man heastenons about using fun in your stablistics leaching? (I-chees all that apply) On the stabilisers On the
CAUSEWER ORG House you used terms from the "fast" resources collection at agree, managed, non-interactional properties of the properties o
I am open to being interviewed by phone about this topic □ no □ yes (print e-mail)
THANK YOUR

Some tips/resources

- Low risk high risk continuum (Berk) between and within modality types
- Ziv suggests 3-4 times per class period
- Recommendations for student-generated fun (vs. instructor-generated)
- · Network of practitioners to pool ideas?
- Some sources of fun:
- http://my.ilstu.edu/~gcramsey/Gallery.html
- http://web.grinnell.edu/individuals/kuipers/stat2labs/Labs.html
- https://causeweb.org/resources/fun/
- http://singaboutscience.org

Key References

MY JOKES/STEREOTYPES OP-ED: April 2014 Mathematics Teacher, pp. 568-71.

RESEARCH ON HUMOR/FUN IN STATISTICS: collection of 500+ items: https://causeweb.org/resources/fun/ Lesser, Pearl, Reyes, Weber (2014). causeweb.org/ecots/ecots14/32/

Lesser, Wall, Carver, Pearl, Martin, Kuiper, Posner, Erickson, Liao, Albert, Weber (2013). Using fun in the statistics classroom: An exploratory study of college instructors' hesitations and motivations. *Journal of Statistics Education*, 21(1), 1-33. http://www.amstat.org/publications/jse/v21n1/lesser.pdf (also, see causeweb.org/webinar/jse/2013-08)

Lesser & Pearl (2008). Functional fun in statistics teaching: Resources, research, and recommendations. Journal of Statistics Education, 16(3), 1-11. http://www.amstat.org/publications/jse/v16n3/lesser.pdf

RESEARCH ON HUMOR IN EDUCATION:

Banas, J. A., Dunbar, N., Rodriguez, D., & Liu, S.-J. (2011). A Review of Humor in Educational Settings: Four Decades of Research. Communication Education, 60(1), 115-144.

AN INSPIRATION FOR THE EXPERIMENTAL DESIGN:

Garner, R. L. (2006). Humor in pedagogy: How ha-ha can lead to aha! College Teaching, 54(1), 177-180.

INSTRUMENTS (SAM and SATS):

Earp, M.A. (2007). Development and validation of the Statistics Anxiety Measure. University of Denver. http://lase-web.org/documents/dissertations/07.Earp.Dissertation.pdf
Schau, C., Stevens, J., Dauphinee, T. L., & Del Vecchio, A. (1995). The development and validation of the

Survey of Attitudes Toward Statistics. Educational and Psychological Measurement, 55(5), 868-875