

Vortragsankündigung

Psychologischen Forschungskolloquium
Graduate School der Pädagogischen Hochschule Weingarten

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Not Just for Fun: Teacher Humour's Longitudinal Effects on Cognitive Dimensions and Achievement

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S. 2.32 (Schossbau)

Abstract:

Teacher humour is a multi-dimensional construct which can impact students' perception of instructional characteristics. Prior cross-sectional research argues multiple functions of teacher humour and its differential associations with instructional dimensions and student learning (Bieg & Dresel, 2018). However, existing evidence is preliminary cross-sectional, and little is known about whether different types of teacher humour predict students' knowledge acquisition over time, and whether these effects operate through relational mechanisms. To address this gap, we examined whether students' perceptions of different types of teacher humour predict their knowledge acquisition indirectly through cognitive activation and clarity of instruction, and whether this mediation occurs both at the student and teacher levels. Our sample comprised 1,608 ninth-grade students (52.1% female; $M_{\text{age}} = 14.26$ years; $SD = .52$) from 63 Gymnasium classes in Germany. Data were collected at three measurement points using online questionnaires. Teacher humour was assessed at Time 1 using the HUMLAS (Bieg & Dresel, 2016). Cognitive activation and clarity of instruction were measured at Time 2, and knowledge acquisition was operationalized as students' self-reported English grades at Time 3. Two-level structural equation modeling was used to examine direct and indirect effects. Results showed that course-related humour positively predicted cognitive activation and clarity at both the teacher and student levels, and showed significant indirect effects on knowledge acquisition. In contrast, aggressive humour negatively predicted the cognitive dimension at both levels, but showed no significant indirect effects on knowledge acquisition. These findings suggest that teacher humour influences student achievement primarily through instructional processes rather than direct effects.

Herzlich eingeladen sind sämtliche Kolleginnen und Kollegen sowie Studierende der HS Ravensburg-Weingarten sowie der PH Weingarten und weitere Interessierte