Keep it Light: Using Humour in Library Orientations

Maha Kumaran
University of Saskatchewan
maha.kumaran@usask.ca

Tasha Maddison
Saskatchewan Polytechnic
maddisont@saskpolytech.ca

Abstract: For the most part, information landscapes such as libraries are structured, organized, created, and used by the dominant groups. These spaces may be unfamiliar territory for many students. Humour used in library orientation elicits enjoyment and helps to connect librarians and students. Low and high inference humour used during orientation can help connect students new to those landscapes with information and to librarians. Appropriate use of instructional humour in orientations can reduce students' anxiety about using the library, especially when they need help from library staff. This reflective write up on using humour in library orientations, is to demonstrate how we used humour to create a comfortable learning environment, to encourage students to visit the library, to improve (hopefully!) recall and retention of course content, and enable positive associations with library resources or the librarian. There are challenges with humour when the classroom is diverse or if humour is used negatively. Care should be given to use humour to support course content.

Keywords: library orientation, academic libraries, humour, retention, recall, engagement, enjoyment

A college professor: "Someone who talks in other people's sleep." W.H. Auden

Academic librarians are often asked to participate in first-year orientations. These sessions typically last a full day or are spread out over several days and are attended by hundreds of students who sit for long hours and listen to various speakers talk about their service areas and provisions. With 15 minutes as a standard time allotment for each presenter, the librarian's goal is to present something significant in a memorable format, so this information stands out amongst the other presentations. It is critical for librarians to concentrate on the key points students need to remember and then focus on presenting this information in a meaningful yet memorable way. For some librarians, this means infusing their sessions with humour.

Kumaran and Maddison are liaison librarians who have used humour in our orientations to keep students animated or engaged. In this self-reflective essay, we focus on our personal experiences with using humour during orientations. We do this to set ourselves apart as librarians and help students recognize that librarians are approachable and friendly. Humour used in library orientations can reduce the feelings of fear when approaching a librarian for assistance and therefore help students be more productively engaged with the library systems, academic assignments, and avoidance of academic misconduct.

Academic Libraries and the Role of Librarians

Over the decades librarians have redefined academic libraries as spaces of learning and places that contain information resources (Oliveira, 2017). Libraries have transformed into learning centers where librarians are actively creating deeper and double loop learning experiences for all students to support

heutagogy practices (Blaschke & Hase, 2016). Heutagogoy combines many pedagogical elements such as reflection, self-determined learning, divergent thinking, and learner-centered principles (Blaschke & Hase, 2016; Ryan & Ryan, 2015). Librarians are also researchers or are embedded in faculty research (Chism, 2006) and therefore are involved in many research projects and grant applications. Like other faculty, librarians have to divide their time between teaching, research, and other professional practice.

When students enter the library for learning or orientations, there are a number of things that cause them anxiety (Bowers, 2010). At the graduate student levels, a considerable number of students are adults who may have had a break in their education. When they return to school, they may feel overwhelmed by various technologies and how to use them, the physical space, and their comfort levels with library staff. Using humour during library orientations is one way to ease anxiety among students.

Two Cents from Other Humourists – Theoretical Framework

There are many definitions of humour and multiple reasons for using it in a classroom setting. Humour is defined either as communication that is incongruous and amusing, or non-serious social activities (Martin, 2007). Humour may be a high-inference or low-inference teaching behaviour, where low-inference is more specific such as singing or making physical gestures in the classroom to elicit laughter. As Gorham and Christophel (1990) posited, "the ability of teachers to translate prescription into practice is often related to the degree to which they are able to infer the operationalization of such high inference qualities" (p.46). The instructor should be comfortable using humour and this comfort level comes with proper planning, practice, and knowing how to assess the audience (Azadbakht, 2019; Tewell, 2014; Whyte, 1996; Wortley & Dotson, 2016;).

There are many typologies of humour; "humour related to class material, humour unrelated to class material, unplanned humour, and self-disparaging humour" (Huss & Eastep, 2016, p. 45); affiliative or aggressive humour where affiliative humour is non-offensive (Nienbar et al., 2019), and humour that is either high or low-inference where low inference (used by the authors of this paper) is in the form of pictures, videos, jokes, physical actions, wordplays, stories, metaphors, riddles, facial expressions, singing, or types of classroom activities to make direct contact with the students and likely have an impact on their learning (Bell, 2009; Murray, 2007; Skinner, 2010). Appropriate intentional or unintentional humour that is used strategically in a classroom setting may serve positive functions beyond laughing.

Immediacy is one of humour's abilities to connect students to library resources and the librarian, and thus reducing any perceived or real distance to library resources due to discomfort. Content relevant, appropriate humour paves the way for increased comfort levels leading to positive interactions and open communication between the instructor and the student (Banas et al., 2011; Gorham & Christophel, 1990). By humanizing and reducing anxiety, humour can reduce social distances and learning apprehensions, and increase active learning, motivation and engagement, and facilitate skill acquisition where learners can go beyond traditional learning contexts and improve retention and recall (Acquaviva, 2015; Banas et al., 2011; Garner, 2006; Nienaber et al., 2019; Tews et al., 2015). In a study that measured the style of instructor's humour against student engagement, Nienaber et al. (2015) found that students established higher comfort levels with instructors who used affiliative humour. Humour can also be used to help "newcomer's integration into the new environment and mould newcomers into the normative ways of doing things" (Mak et al., 2012 as cited by Sukor et al., 2019, p. 46). The use of humour may lessen intimidation in a new space and enhance class cohesion (Banas et al., 2011; Struthers, 2011, Tews et al., 2015), and elicits positive rhetorical dissent from students about their instructors (Sidelinger & Tatum, 2019). Humour also helps

Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 2, June 2022.
josotl.indiana.edu
120

develop critical thinking. It can disrupt a student's linear learning track and invite them to consider various epistemological perspectives or force them to consider multiple social issues (Jansson, 2016).

Humour has physical and cognitive affects. Garner (2006) researched the physical outcomes, such as aiding learning by increasing respiration and circulation, lowering blood pressure and have general healing powers. Garner (2006) also "suggests that humor can reduce anxiety, help relieve stress and increase mental sharpness – all desirable things in pedagogical settings" (p. 177). Garner's research concluded that the addition of humourous examples might help students to see things from a new perspective which in turn can promote learning and retention.

Hackathorn et al. (2011) connect humour with enhanced learning in the first three levels of Bloom's Taxonomy's cognitive domain: knowledge, comprehension and application. Their research revealed that students consistently scored higher on quizzes when humour was integrated into classroom constructs and was most effective for comprehension. Supporting previous research on improved retention and recall rates, their research also "provide[s] new evidence that humor increases one's ability to understand the information" (p. 120).

In diverse learning environments, research indicates that humour may have the opposite effect of what was intended. It may exclude individuals or reinforce status differences (Sukor et al., 2020). For example, Sukor et al. (2020) suggest that international students who do not understand the context of the local humour may find it stressful. Such stress may highlight differences rather than help create a cohesive group. Some international students, who are used to formal classroom behaviours and strict hierarchical structures between students and teachers, may feel that humour in the classroom is too informal for a learning context. Such negative connotations may have the opposite effect and ultimately causes detachment from classmates, the teacher, and learning. In a multicultural setting, instructors should use simple humour that is relevant to the context and universally understandable (Sukor et al., 2020).

Instructors can use humour as a communication tool to understand positive associations and motivations for student learning (Banas et al., 2011). Humour based on course content is highly effective, and in such situations, the instructor may share their personal stories or experiences to illustrate important information (Wanzer et al., 2010). Ziv (1998), as cited by Wanzer et al. (2010), recommends having a protocol for using jokes for sequencing instruction as follows. First, the instructor should discuss the concept. Next, they can insert a joke or media element to illustrate the concept and summarize it. One example of such a protocol is the sporadic use of cartoons or memes throughout a PowerPoint presentation related to the course content. When humour is used constructively and is related to course content through funny stories or comments, students respond positively (Torok et al., 2004). Humour that is used at critical points enhances recall of the essential items.

Research explores the benefits of using instructional humour as an aid in the "retention of novel information, increased learning speed, improve problem-solving, reduce test anxiety and increase perceptions of teacher creditability" (Torok et al., 2004, pp. 14-15) in subjects that are perceived as tedious and difficult by students. There is a strong connection between this research and library orientations, as many students believe that while the subject can be boring, they find it overwhelming to conduct a literature review, discover and evaluate research or other necessary library-related tasks.

Affiliative, contextually relevant, and constructive forms of humour may help the student understand a concept and promote community within the classroom. The research literature and results of this study support using humour in education, concluding that "enjoyment for all is fostered when the instructor creates a relaxed, playful, engaged, and safe atmosphere" (Torok et al., 2004, p 19). There can also be negative consequences from the use of some forms of humour, such as the use of sarcasm (Torok et al., 2004, Cooper et al., 2018), suggesting that instructors limit the use of this

form of humour, especially in a cultural context where the root of the joke might not be clearly understood. It is essential to know one's audience so that the library orientation will be engaging and memorable.

We Got You! Keep Calm and Shush - Library Orientations

Program orientations are a critical way to acquaint students to their faculty and staff, the resources available to them, and most importantly, the contact information of key people such as the librarian who may or may not be embedded into the college or department. Library orientations cause anxiety in students, and such anxiety could lead to poor academic performance (Bowers, 2010; Brown et al., 2004; McPherson, 2015). Librarians are often asked to participate in orientation sessions to introduce themselves and the library's educational, cultural, recreational services and resources to new students. Orientations may contain activities such as scavenger hunt by asking students to identify locations or specific resources on the shelves, or introductions and a short lecture about available services (Mulch, 2014). While such activities introduce students to the library space and perhaps help them socialize with each other, they do not achieve the intended learning outcome (Mulch, 2014). For heutagogy, self-reflection, and doublel loop learning to occur, librarians will need to develop many learning modules and spend considerable amount of time teaching students about various library resources. However, not all librarians are lucky enough to have time to build such activities or are allowed much time with students, especially during orientations. As Mulch (2014) observed, librarians are often given 10-15 minutes to talk about the library and must use this time efficiently to make students feel welcome to the institution and the library.

      Library orientations serve several purposes. While librarians may feel pressure to include every piece of relevant information in the short time allotment, care should be given to only share a brief, but memorable and warm introduction. During orientations, students do not need to know that the library has sophisticated research tools. At the beginning of the year, without an assignment on the horizon, students likely do not care, nor will they remember all those details. Students need to know that there are libraries on campus that are staffed with people who can help them. They also need to know that the library is a place to study, do homework and work collaboratively with classmates.

Sugar Daddy!

Kumaran's past and current liaison responsibilities include the College of Nursing, Division of Nutrition, College of Medicine, and College of Education. These orientations could have hundreds of students who attend all day or multiple day orientations at the beginning of their programs. These students are often provided with a print package that contains booklets to learn about their program, department, courses, faculty, and support staff. One of the scheduled sessions during these orientations is a library session. I often get 10-15 minutes during these sessions and am asked to introduce students to the library (location, staff, resources, services, and my liaison role). In the given few minutes, it is impossible to talk about the details of using the library because students are neither paying attention nor are they likely going to remember. Since students are overwhelmed with a lot of new information during their orientations, I use humour during these orientations to ease the tensions of serious learning and to alleviate the stress and anxiety about library learning (Bowers, 2010; McPherson, 2015).

      To show students I am fully engaged with content, but that I am not going to overwhelm them with details, I have used a combination of materials such as the photo of Wonder Woman with my face superimposed (Appendix A) or the pledge (Appendix B). I use such materials for low-inference humour (Murray, 2007) to show students that I am friendly and approachable and encourage them to

Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 2, June 2022.
josotl.indiana.edu
122

find me when they need help. Another low-inference humour is one that I use when introducing myself. Since my name is unusual, to help them remember, I say, 'My name is Maha; it rhymes with A-ha. When you have library-related questions, think Maha, A-ha can help me and come to my office or send me an email.' Such a light approach during orientations puts students at ease. Such low inference behaviours where there is a "point of direct contact between the teacher and the student, and thus (it would appear) are more likely to have a direct impact on student development" (Murrary, 2007, p. 147). My strategy here was to use humour to build a relationship with students and try to positively impact their comfort level with me as their librarian. Library orientations are typically a dreaded sessions during which as Skinner (2010), noted, using "humor lessens preconceived negative attitudes toward the course and facilitates willings to engage in challenging material" (p. 21). Using the Wonder Woman body image imposed with my face is an ice-breaker with self-effacing or self disparaging humour (Berk, 2003; Huss & Eastep, 2016, p. 45). Such low-inference, self-disparaging and affiliative humour is also low risk (Berk, 2003; Huss & Eastep, 2016; Nienbar et al., 2019).

When asked to offer a quick example search during orientations, I try to think of something funny and memorable and relevant to students' searches. I use the following example of wordplay humour as an ice breaker. Word play humour may involve puns, insults, or self deprecating jokes (Bell, 2009). Wordplay is often used in bilingual or multilingual teaching scenarios to help students "construct particular identities within the context of social interaction" (Martínez & Morales, 2014). However, I used it to establish my identity as an Indo-Canadian among the largely White student population. To demonstrate false drops, I tell students that in India (where I am from), a common way of saying that someone has diabetes is to say that someone has sugar. There are usually a few laughs and surprised looks at the thought of calling diabetes patients as sugar patients (some associate this with Sugar daddy!). Although sugar is not the terminology used in Canada, I ask them to search Google, CINAHL, or Medline and see if any of the results are about diabetes. The results are undoubtedly about recipes that involve sugar or information about confectionary stores, sucrose, blood glucose, or fructose. I then ask them what they consider appropriate search terms, and invariably the response will be 'diabetes.'

Such wordplay examples help students understand that language is vast, that there are cultural implications to words and concepts, and that computers, Google or other tools, are not smart enough to understand the searchers' well-intended meanings or context. Such searches also help students understand the differences between keyword searches and subject searches because "by deliberately using ill-chosen search terms as well as suitable ones, students are able to immediately see the differences between effective and ineffective searching" (Vossler & Sheidlower, 2011, p. 94). Wordplay humour that is also culturally based, helps to decrease tension and boredom, improves student's interest and attitude towards the subject, helps with retention and promotes divergent thinking, particularly in coming up with appropriate synonyms to use in database searching. Bell (2009) warns that wordplay humour should be reserved for those with advanced proficiency as words mean different things in different cultures, particularly in a bilingual or multlingual setting. I have found 'sugar' to be a perfect wordplay for students to understand the difficulty in language, the cultural implications of language, and to present my own identity as a librarian.

This Isn't About You! Oh Wait, It is! 😉

The use of relevant humour related to course content may help the student to understand the concept provided that the student gets the joke (Wanzer et al., 2010). Self-disparaging humour can be effective as it can reduce the power differential between the instructor and the student, which can humanize the instructor, and help them connect, and build a relationship with the class (i.e., sharing personal

Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 2, June 2022.
josotl.indiana.edu
123

information or stories) (Wanzer et al., 2010). This method is often employed in library orientations to poke fun of the library and common stereotypes that students might have based on previous experiences in a library environment. Positive outcomes include "greater motivation and ability to process course content to the extent the humorous message potentially gained students' attention, created positive affect, made content relevant, and/or increased the clarity of the content and did not distract students from the instructional message" (Wanzer et al., 2010, p. 6).

Maddison enjoyed using self-deprecating humour in my past work as a liaison librarian at the University of Saskatchewan in the College of Engineering, where I was invited to participate in a day-long orientation and was given a brief time slot to share information about the library. I wanted the library presentation to stand out. These sessions were scheduled close to the end of a long day, packed with information from many other service areas. When tasked with presenting, I tried to concentrate on what was essential and settled on the idea of juxtaposing library stereotypes with brief factual information. To mitigate PowerPoint and cognitive overload in students, I showed a few slides (Appendix C) that contained only an image of a meme on each slide. Topics for these slides were the most important items that students needed to navigate in their first couple of weeks of school (space, help, and equipment). As these presentations were deemed successful, I used a similar approach while working at Saskatchewan Polytechnic with first-year nursing students, as well as in the introduction to an online library course for the Adult Teaching and Learning program.

A recognized challenge of using memes or any pop culture references is that some students may not get the joke if they never watched the show or are unfamiliar with the reference. For example, in Parks and Recreation, the character of Leslie Knope has an ongoing bit about how horrible the library is. Although the text on that meme is funny regardless, as it pokes fun at knowledge being dangerous, the use of this meme may not be as funny for someone who has not watched the show. Other memes play on library stereotypes such as librarian shushing students. Memes and pop culture references could become dated quickly, so care should be given in choosing memes that are currently socially relevant.

What else? We are full of it! (Ideas)

Orientations are most successful if they are short and cover only the key points, such as introducing students to the dedicated librarian for their discipline. If students are anxious about library learning or intimidated to approach their librarian, they might end up "spend[ing] money on equipment, software, or access to articles that they have already paid for with their library fees" (Vardeman et al., 2020, p. 217). If they are unable to find what they need, they might struggle in their program and be poor academic performers. Librarians have an ethical duty to their students to empower them with information about resources and services. Unfortunately, in orientations, this duty has to be accomplished within a few minutes and in a situation where students are already overwhelmed with information about their programs.

Infusing orientations with humour may generate a better appeal. Just-in-time training at the appropriate time during the semester is more useful to students as they begin research assignments, so the focus of orientations should be on relevant information to introduce students to the library. Ask yourself what your students need to know in the first month of school. Do they need to know that you can offer sophisticated research databases? No, they probably will not have a paper due until much later in the first semester. They need to know that the library has friendly staff who are always willing to help them. So the orientation becomes less about an inventory of library services (i.e., we have a computer lab, you can photocopy and print) and more of a recognition of that person at future research sessions or when the student visits the library.

There are implications to librarians using humour in their information literacy sessions or orientations. As stated in the literature review, humour serves many positive functions. Library instruction is considered boring by many students, and it will help to infuse humour not only for recall and retention purposes but also to keep students attentive. Humour may also have negative consequences (Banas et al., 2011). Librarians often offer stand-alone library sessions and are not familiar with students, making it hard to gauge whether they will think the joke was funny. If a student is having a bad day or does not understand the intended comedic outcome, the humour may backfire.

There are other considerations that librarians should make when infusing humour into their library sessions. Multiple factors, including the diversity of the student group, will have an impact on how the humour is received. International students may not understand local contexts such as scenes from a sitcom; women and racial or ethnic minorities may be offended by certain jokes, and political parodies or comedy may also be audience-dependent. Librarians should find commonalities that all students can relate to, and that would not cause offense to anyone. In some situations, self-disparaging humour may be the best approach where it is the librarian making fun of themselves.

That's a Wrap – You can laugh now

Humour is an excellent way for librarians to ease the tension in library sessions and make them entertaining which can be especially effective during orientations. As the literature shows, there are many reasons for using humour in the classroom. We used humour as an ice-breaker to increase comfort levels for students to approach library staff, for students to retain their learning, and to reduce anxiety. Although it is difficult to empirically prove recall or connection to the context and librarian, for Maha and Tasha, anecdotal evidence shows that their students approach them with questions about searching. Often, students remind us about the funny orientation, that they remember Wonder Woman, or Maha, A-ha.

The literature also states that instructors should be comfortable with using humour. With planning and practice, humour can be made to appear natural and spontaneous during delivery. Excess or negative humour can reduce credibility, distract or offend. Therefore, librarians should use simple humour such as wordplay or low-inference humour based on their audience and context. If they are comfortable doing so, they may also use self-disparaging humour. Classroom humour may help students cope with stress, ease learning anxieties, create a cohesive group of classmates, and facilitate positive feelings towards the library and the librarian. With effort and practice, librarians will be able to use humour authentically and genuinely.

Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 2, June 2022.
josotl.indiana.edu
125

Appendices

Appendix A. Maha Kumaran as the Wonder Woman.

Appendix B. Pledge.

5-minute orientation – Bachelor of Science, Nursing

- Good morning and welcome to the College of Nursing. I am Maha, your librarian.

As a librarian at the University, I have pledged to help students become information literates – that is, learn how to use information effectively and efficiently. To implement this pledge, I will have opportunities to visit you in your classes to help you with finding and accessing information. I want something in return from you today:

Please repeat after me:

"Google is not my friend. I promise to meet with Maha, our librarian, and learn to use the library resources efficiently to complete my assignments."

Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 2, June 2022.
josotl.indiana.edu
126

Appendix C. Examples of Slides and Commentary.

Talking Points	Slides

Library staff are incredibly friendly and welcoming, despite Leslie Knope's opinion. We can help you use equipment in the library. We can also help you find research for your assignments.

Quote from Leslie Knope (played by Amy Poehler) in Parks and Recreation, Season 2, Episode 8 (Ron and Tammy)

Library users are encouraged to work in groups and have respectful conversations in the library. We offer quiet study spaces and bookable study rooms for group work.
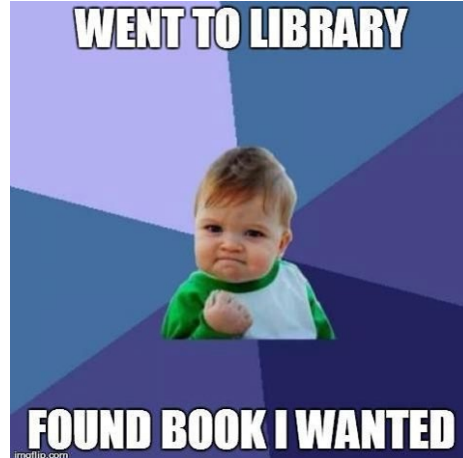

We have an excellent collection of print resources for you to use in the library, or borrow. We also have a significant amount of reference material to support your studies.

You are welcome to borrow materials from one of our other Saskatchewan Polytechnic campuses. And you can borrow items that our library does not own through interlibrary loans.

Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 2, June 2022.
josotl.indiana.edu
127

References

Acquaviva, J. (2015). 10 Ways to improve instructor effectiveness in an undergraduate exercise physiology course. *Journal of Physical Education, Recreation and Dance, 86* (4)**,** 42-45. https://doi.org/10.1080/07303084.2015.1009207

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. https://doi.org/10.1080/03634523.2010.496867

Beetham, R., Lubin, J. (2011). Wonder Woman's new costume: Better with the red boots? Or still needs improvement. https://ew.com/article/2011/03/30/wonder-woman-new-costume-red-boots/ [Photograph modified by D. Gibson, Used under Fair Dealing]

Bell, N.D. (2009). Learning about and through humor in the second language classroom. *Language Teaching Research, 13* (3), 241-258.

Berk, R.A. (2003). *Professors are from Mars, students are from snickers: How to write and deliver humor in the classroom and in professional presentations.* Stylus Publishing.

Blaschke, L.M., & Hase, S. (2016). Heutagogy: A holistic framework for creating twentiy-first-century self-determined learners. In B.Gros & M. Minshuk (Eds.), *The future of ubiqutous learning: Learning designs for emerging pedagogies* (pp. 25-40). Springer.

Bowers, S. L. 2010. *Library anxiety of law students: A study utilizing the multidimensional library anxiety scale.* 3411940 Ph.D., University of Denver.

Brown, A. G., Weingart, S., Johnson, J. R. J. & Dance, B. (2004). Librarians don't bite: Assessing library orientation for freshmen. *Reference Services Review, 32* (4)**,** 394-403. https://doi.org/10.1108/00907320410569752

Chism, N.V.N. (2006). Challenging traditional assumptions and rethinking learning spaces. In D. Blinger (Ed.), *Learning Spaces.* Online book. Retrieved June 18, 2021, from https://www.educause.edu/research-and-publications/books/learning-spaces

Cooper, K. M., Hendrix, T., Stephens, M. D., Cala, J. M., Mahrer, K., Krieg, A., Agloro, A. C., Badini, G. V., Barnes, M. E. & Eledge, B. (2018). To be funny or not to be funny: Gender differences in student perceptions of instructor humor in college science courses. *PloS one, 13* (8)**,** e0201258.

Garner, R.L. (2006). Humor in pedagogy: How ha-ha can lead to aha! *College Teaching, 54* (1), 177-180. https://doi.org/10.3200/CTCH.54.1.177-180

Gorham, J., & Christophel, D. M. (1990). The relationship of teachers' use of humor in the classroom to immediacy and student learning. *Communication Education, 39* (1), 46-62. https://www.tandfonline.com/toc/rced20/current

Hackathorn, J., Garczynski, A. M., Blankmeyer, K., Tennial, R. D., & Solomon, E. D. (2011). All kidding aside: Humor increases learning at knowledge and comprehension levels. *Journal of the Scholarship of Teaching and Learning, 11* (4), 116-123. http://www.iupui.edu/~josotl

Huss, J. & Eastep, S. (2016). The attitudes of university faculty toward humor as a pedagogical tool: Can we take a joke? *Journal of Inquiry and Action in Education, 8* (1)**,** 39-65. https://digitalcommons.buffalostate.edu/jiae/vol8/iss1/3

Is your library too quiet? Make some noise. (2015). http://blog.localist.com/2015/06/19/is-your-library-too-quiet-make-some-noise [Used under Fair Dealing].

Jansson, D. (2016). Humor as pedagogy: A geographica perspective. In För pedagogisk utveckling tillsammans – Lärare och studenter som medskapare av utbildningen. Paper presented at University Education Development Conference, Uppsala University, Uppsala, Sweden, 4 August, 2016, 45-52

Library meme of Leslie Knope from Parks and Recreation. (n.d.). Pinterest. https://www.pinterest.com/pin/548172585891196691/ [Used under Fair Dealing].

Mak, B. C. N., Liu, Y., & Deneen, C. C. (2012). Humor in the workplace: A regulating and coping mechanism in socialization. *Discourse & Communication, 6* (2), 163-179. https://doi.org/10.1177/1750481312437445

Martin, R. A. (2007). *The psychology of humor: An integrative approach*, Elsevier Academic Press.

Martínez, R.A. and Morales, P.Z. (2014), ¿Puras Groserías?. *Anthropology & Education Quarterly*, 45, 337-354. https://doi.org/10.1111/aeq.12074

Mcpherson, M. A. (2015). Library anxiety among university students: A survey. *IFLA journal, 41* (4)**,** 317-325. https://doi.org/10.1177/0340035215603993

Mulch, B. E. (2014). Library orientation transformation. *Knowledge Quest, 42* (4), 50. https://knowledgequest.aasl.org/

Murray, H.G. (2007). Low-inference teaching behaviours and college teaching effectiveness: recent developments and controversies. In R.P. Perry & J.C. Smart (Eds.), *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp.145-200). Springer.

Nienaber, K., Abrams, G., & Segrist, D. (2019). The funny thing is, instructor humor style affects likelihood of student engagement. *Journal of the Scholarship of Teaching and Learning, 19* (5), 53-60. https://doi.org/10.14434/josotl.v19i5.24296

Oliveira, S.M. (2018). Trends in academic library space: From book boxes to learning commons. *Open Information Sciences, 2,* 59-74.

Ryan, M., & Ryan, M. (2015). A model for reflection in the pedagogic field of higher education. In M. Ryan (Ed.), Teaching reflecting learning in higher education: A systematic approach using pedagogic patterns (pp.15-27). Springer International.

Sherryl. (2013). 42 library-related memes. http://www.textalibrarian.com/mobileref/42-library-related-memes/ [Used under Fair Dealing].

Sidelinger, R.J. & Tatum, N.T. (2019). Instructor humor as a moderator of instructor's inappropriate conversations and instructional dissent. *College Teaching, 67* (2), 120-129. https://doi.org/10.1080/87567555.2018.1564233

Skinner, M.E. (2010). All joking aside: Five reasons to use humor in the classroom. *The Education Digest: Essential Readings Condensed for Quick Review, 76* (2), 19-21.

Struthers, J. (2011). The case for mixed methodologies in researching the teacher's use of humour in adult education. *Journal of Further and Higher Education, 35* (4), 439-459. https://doi.org/10.1080/0309877X.2011.584966

Sukor, M. S. M., Panatik, S. A. & Noordin, N. F. (2020). The influence of humor styles on the sense of belonging among university students. *Sains Humanika, 12* (1). https://doi.org/10.11113/sh.v12n1.1620

Tewell, E.C. (2014). What stand-up comedians teach us about library instruction: Four lessons for the classroom. *College & Research Libraries News, 75*, 28-30. https://doi.org/10.5860/crln.75.1.9055

Tews, M. J., Jackson, K., Ramsay, C., & Michel, J. W. (2015). Fun in the college classroom: Examining its nature and relationship with student engagement. *College Teaching, 63* (1), 16-26. https://doi.org/10.1080/87567555.2014.972318

Torok, S. E., Mcmorris, R. F. & Lin, W-C. (2004). Is humor an appreciated teaching tool? Perceptions of professors' teaching styles and use of humor. *College Teaching, 52* (1)**,** 14-20. https://doi.org/10.3200/CTCH.52.1.14-20

Vardeman, K., Barba, I., Barba, S. & Winkler, H. (2020). So overt it's covert: Learning via games in the library. *In:* Crowe, S. & Sclippa, E. (eds.) *Games and Gamification in Academic Libraries.* Association of College & Research Libraries (pp. 217-234). ACRL.

Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 2, June 2022.
josotl.indiana.edu
129

Vossler, J. & Sheidlower, S. (2011). *Humor and information literacy: Practical techniques for library instruction*, ABC-CLIO. Libraries Unlimited

Wanzer, M. B., Frymier, A. B. & Irwin, J. (2010). An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory. *Communication Education,* 59**,** 1-18. https://www.tandfonline.com/toc/rced20/current

Wortley, A., & Dotson, E. (2016). Stand up comics: Instructional humor and student engagement. *Journal of Instructional Research, 5*, 13-18. https://jir.scholasticahq.com/

Whyte, S.B. (1996). Stuffy no more: Passion and humor in the library. *College & Research Libraries News, 57*, 138-141. https://doi.org/10.5860/crln.57.3.138

Ziv, A. (1988). Teaching and learning with humour. *The Journal of Experimental Education, 57* (1), 5-15. https://doi.org/10.1080/00220973.1988.10806492

Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 2, June 2022.
josotl.indiana.edu
130