

1106-E5-1292

Lawrence M. Lesser* (lesser@utep.edu), Mathematical Sciences Dept., 500 W. University Avenue, El Paso, TX 79968, and **John Weber**. *Research, Resources, and Recommendations for Using Humor/Fun in College Mathematics/Statistics Courses: Lessons Learned from Survey Research and NSF-funded Randomized Experiments and a Case Study.*

Our Nov. 2008 J. of Statistics Education paper gives 20 modalities of fun (e.g., humor, songs, cartoons, and games) and potential benefits, with math songs reviewed in the first author's 2014 J. of Mathematics and the Arts paper. In March 2013 J. of Statistics Education, our survey of (N= 249) college instructors found the genders had similar motivations for using fun, but different hesitations and modality preferences. In <https://www.causeweb.org/ecots/ecots14/32/>, we discuss our funded (NSF/EHR/DUE 1140690/1141261/1140592) fall 2013 student-randomized experiment that investigated if students randomly selected for exposure to fun inserts (e.g., CAUSEweb.org cartoons or songs) in otherwise conventional self-contained short readings in their LMS (thus removing variable of instructor difference or talent) would experience improved learning (measured by embedded exam questions), attitudes towards statistics (by SATS), and reduced statistics anxiety (by SAM). With songs, students randomized to the fun group got their embedded questions correct an average of 50.0% of the time, compared to 42.3% for the other students (p approx .04). The use of cartoons and quotes did not show any differences between groups on test item performance, nor were there differences on anxiety or attitude. (Received September 11, 2014)