Qualitative Action Research on the Benefits of Adding Humor and Aspects of Play in an Elementary Art Education Classroom with Sixth Graders

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Abstract
This qualitative action research study explored the benefits of using humor and aspects of play as teaching strategies in the art classroom. This study was conducted in a small Catholic elementary school located in Western New York. One sixth grade class, composed of nine students, participated in this study. Data was collected and analyzed a period of ten weeks. Conducted through the theory of constructivism, students were engaged and encouraged to construct deep understandings of important concepts in the art classroom through the tools of humor and play. My focus was how the students’ perceived humor and play in the classroom, how humor and play could be used to assist in instruction, and what I, and perhaps other teachers, learn from this inclusion as the art teacher. I collected data through field notes, observations, class dialogue, questionnaires, and student artwork. After consistently reading through and triangulating the data, I formed groups of categories which became my findings, which include: humor and play generate motivation and engagement in students, humor and play function as teaching tools, and kid culture is important to incorporate in the classroom.

My findings demonstrate the various benefits of using humor and the aspects of play into the art classroom. I discovered that by using these often unconventional tools to aid in classroom and curriculum construction, student engage in concepts they need to learn. In addition, through the creation of a positive and playful classroom environment, students build relationships with one another and connect through shared laughter and humor connections. As a teacher, this unit also helped me discover the importance of humor in the role of stress and anxiety relief for both students and teacher.

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Additional Files

Final Abstract Macagnone.docx (11 kB)
Benefits of Chess Examples of Research and Papers on Chess and Education Chess makes kids smart. Copyright: © All Rights Reserved. Download as PDF, TXT or read online from Scribd. Secretary of Education.

Children learn to evaluate the results of specific actions and sequences. invented more than 1500 years ago in India. In the centuries since its invention. Children are prompted to imagine a sequence of actions before it happens. Weighing Options. more than 70 schools and a dozen libraries offer chess programs. but to try to weigh various factors all at once. It does so by teaching the following skills: Focusing. NY: ‘I like the aspect of socialization. Instead of two bodies slamming into each other like in football. They analyze the game and talk it over afterwards. Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. Dr. Suman Saggu, Assistant Prof. Khalsa College of Education, Amritsar.

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct fo Classroom action research gives some benefits for the education practitioners and also for the education itself. Generally, the result of classroom action research, of course, gives a proper exposition and report of concrete situation of teaching learning process where the research is conducted. Classroom action research does not have final result, instead, cycling process which allows researcher to seek and find the actual teaching learning improvement which is appropriate to the situation at the time. For the teacher themselves, classroom action research helps them in investigating problem e