

A Theory-based Psychoeducational Video Designed to Increase Knowledge About Boredom

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INTRODUCTION

- In higher education, boredom is commonly experienced and can be harmful for achievement & motivation
- Control Value Theory (CVT) and the Components Process Model of Emotions (CPM) are important theories of emotion

CVT: boredom can be elicited depending on certain combinations of students' control and value appraisals in their academic settings

CPM: when students feel bored in class, they may also behave in ways (e.g., yawn, slouch) that reinforce it

OBJECTIVE

- Using a novel application of a psychoeducational boredom video underpinned by CVT and CPM, we tested changes in students' knowledge about boredom pre-and-post video

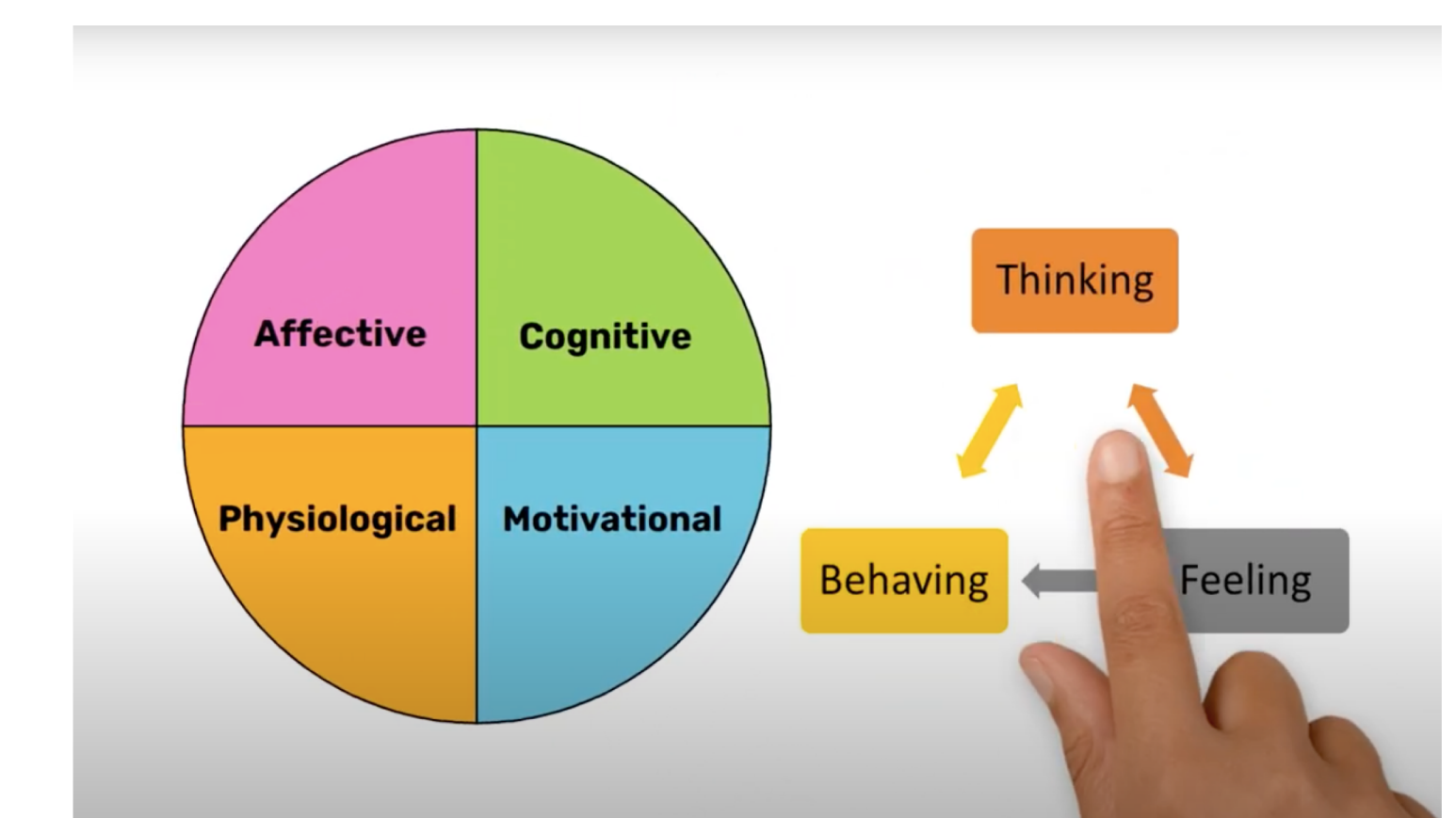
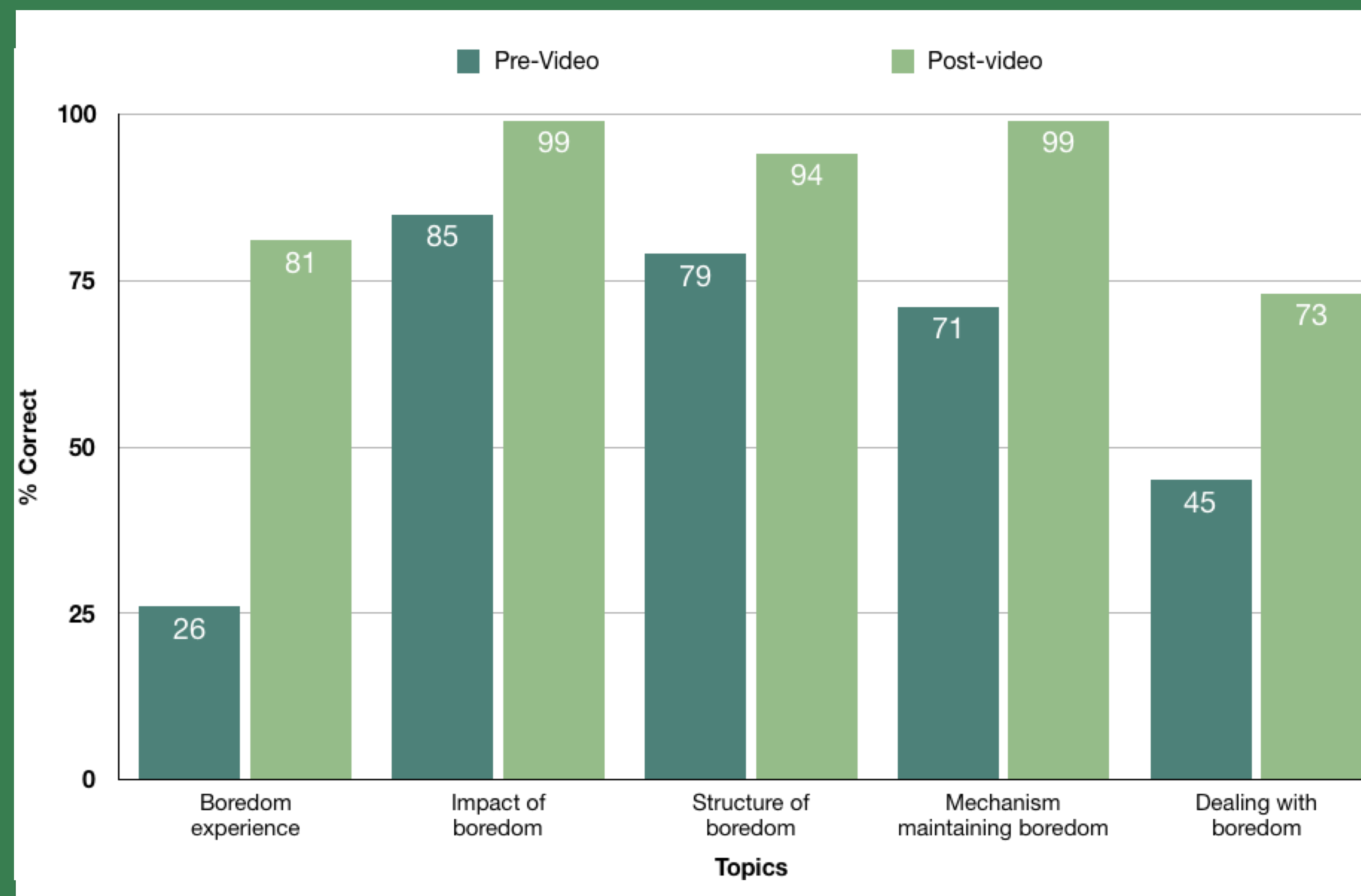
METHODS

- 85 postsecondary UAlberta undergrad students recruited via the institution's Online Digest
- $M_{age} = 22$; 70% women, 27 men, 3% non-binary
- Measures: Class-related (Bieleke et al., 2021) & general boredom, baseline & follow-up boredom knowledge & demographic information

ANALYSIS

- Pre-post treatment: Repeated Measures design controlling for baseline in-class boredom
- Frequencies and descriptive statistics conducted for boredom items

A psychoeducational video about boredom helped university students improve their knowledge about boredom as a scholarly construct



A screenshot from the psycho-educational video emphasizing the multidimensional components of boredom and the "thinking-feeling-behaving" sequence

RESULTS

- Our results showed students indicated more knowledge about boredom post-session
- 93% learned something new
- 88% were interested to return for future sessions

SUMMARY

- Although a first step in the boredom Intervention design, our study shows a psychoeducational video about boredom as a scholarly construct can effectively enhance learning
- Given boredom was reported as a familiar experience in university classes, our study suggests students improved their understanding of the construct above their own personal experience of it
- The psychoeducation video is a first phase of a boredom intervention being designed and may be used to assist students in identifying specific components that give rise to boredom in various settings
- Instructors in higher education could implement the video into their courses for educational initiatives to support students



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