

# Enhancing Learning – Overview of Student Projects, Course Feedback and Student Engagement

Dr Anna-Sophie Jürgens (Popsicule), 17 September 2025 – updated 12 August 2026

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Pop culture is where collective understandings of science are created, stereotypes of scientists are generated, and attitudes towards science are shaped. Exploring its portrayal, facets and dynamics in film, comics, and street art reveals how our scientific past, present, and future are imagined and understood. The stupendous (inter)connections between science and popular culture teach us about the status of **science as a cultural force** – science in and as culture – and about **the ways science has excited the public imagination**. Studying cultural meanings of science reveals transmedial strategies used to manipulate not only the object but also the observer: to enchant and beguile an audience – **how scientific research is connected to and expressed by creative imagination**. Exploring science in popular culture helps us contextualise and broaden our understanding of the relationship between fact and fiction. These are some of the reasons we created Popsicule, ANU's Science in Pop Culture and Entertainment Hub. Popsicule is part of the Australian National Centre for the Public Awareness of Science (CPAS), Australia's leading centre for research, education and practice in science communication and engagement. At the Popsicule **we aim to diversify our understanding of science in society and build narrative power – to shape the way we talk, think and feel about science**. We activate and support an ecosystem of cohorts and networks, including students, academics, street artists, podcast creators, CPAS Creative Visiting Fellows and much more. Our initiatives develop and disseminate new ideas **to promote innovation, understanding and interest in science and research** (#1.1-1.2); **increase science awareness in the community** on the national and international stages (#4-6); **foster public dialogue about science** (#1.3-1.4); **cultivate social and art-driven engagement with science** by addressing, navigating and including different communication landscapes with diverse non-expert audiences (#5-8); and **encourage critical and original research-enriched thinking** (#1-8). Popsicule initiatives and projects contribute to our vision of developing research and knowledge infrastructures, inclusive and accessible to all.

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## EVIDENCE COLLECTION – PART 1

Evidence of Impact: Enhancing Learning through teaching, mentorship and student empowerment (student projects and voices)

### #1

**OVERVIEW OF STUDENT-LED ACADEMIC PUBLICATIONS EMERGING FROM POPSICULE RESEARCH PROJECTS**, supervised by Dr Anna-Sophie Jürgens, some of them were co-authored and co-mentored by Dr Karina Judd and/or Crystal-Leigh Clitheroe

### #1.1

Peer-reviewed academic research publications co-authored (and partly led) by students and PhD students

Judd, K., Gaul, B. and A.-S. Jürgens (2025): [Women Scientists in American Television Comedy: Beakers, Big Bangs and Broken Hearts](#), Palgrave Macmillan (series: "Palgrave Studies in Science and Popular Culture").

Cook, G., Fiadotava, A., Clitheroe, C. L., & Jürgens, A.-S. (2025): "Science is funny as long as it happens to someone else: understanding humour in science publications", *International Journal of Science Education, Part B*, 1–15. <https://doi.org/10.1080/21548455.2025.2537141>.

Kinsella, A. and A.-S. Jürgens (2024): "[Gender and terror tangled in the weeds: Poison Ivy between eco-feminism and eco-terrorism](#)", *Journal of Graphic Novels and Comics* (online).

Jürgens, A.-S., Darragh, L., Peace, P., Agha, R., Viana, J. N. and Richards, I. (2024): "[Studying science in pop culture through textual analysis. An introduction to examining science in visual texts — Street art, comics and \(animated\) film](#)", *JCOM* 23(03), Y01.

Jürgens, A.-S., Fiadotava, A. and Crystal-Leigh Clitheroe (2024): "[Vaude-villain and violent funster: Harley Quinn and humour](#)", *Journal of Graphic Novels and Comics*

Richards, I. and A.-S. Jürgens (2023): "[Being the Environment: Conveying Environmental Fragility and Sustainability through Indigenous Biocultural Knowledge in Contemporary Aboriginal Science Fiction](#)", *Journal of Science & Popular Culture*.

Thaker, P., Jürgens, A.-S., Judd, K., Fiadotava, A., Hemkendreis, A. and C. Holliday (2023): "[Humour for Change? Melting Ice and Environmental Fragility in the Animated Film Comedies Ice Age: The Meltdown and Happy Feet Two](#)", *Journal of Science and Popular Culture*.

Thompson, B., A.-S. Jürgens, BOHIE and R. Lamberts (2023): "[Street Art and Environmental Science Communication](#)", *Journal of Science Communication* 22(04), A01.

Soucy-Humphreys, J., Judd, K. and A.-S. Jürgens (2023): "[Challenging the Stereotype Through Humor? Comic Female Scientists in Animated TV Series for Young Audiences](#)", *Frontiers in Communication / Science and Environmental Communication* 7.

Hee, Matthew, Jürgens, A.-S., Fiadotava, A., Judd, K. and H. Feldman (2022). "[Communicating Urgency Through Humor: School Strike 4 Climate Protest Placards](#)", *Journal of Science Communication*.

### #1.2

Peer-reviewed online publications co-authored with MA and research project students

TA, Tatiana Bur, Sarah Barnes and A.-S. Jürgens (2024): "TA: Collaborating on Diacritical & Competent AI Art – Part 2." w/k – *Between Science & Art*. 11 July 2024. <https://doi.org/10.55597/e9704>.

TA, Sarah Barnes, Tatiana Bur and A.-S. Jürgens (2024): "TA: AI Art for Research & Unimaginable Futures – Part 1." w/k – *Between Science & Art*. 10 July 2024. <https://doi.org/10.55597/e9683>.

Lee Constable, A.-S. Jürgens and Blake Thompson (2023): "Founding 'Science Meets Street Art' Co-Labs". w/k – *Between Science & Art*. 1 February 2023. <https://doi.org/10.55597/e8703>.

PHIBS and A.-S. Jürgens (2022): "Graffiti, Street Art and Engagement". w/k – *Between Science & Art*. 1 November 2022. <https://doi.org/10.55597/e8292>.

Byrd, A.-S. Jürgens and Blake Thompson (2022): "Art as Pictographic Space and Field Work". w/k – *Between Science & Art*. 7 September 2022. <https://doi.org/10.55597/e8096>.

Dan Power, A.-S. Jürgens and Blake Thompson (2022): "Dan Power: Art and Environmental Fragility". w/k – *Between Science & Art*. 20 June 2022. <https://doi.org/10.55597/e7767>.

BOHIE, A.-S. Jürgens and Blake Thompson (2022): "BOHIE: Art for the Environment". w/k – *Between Science & Art*. 27 May 2022. <https://doi.org/10.55597/e7655>.

Jürgens, A.-S., Lisa Petheram and Blake Thompson (2022): "Street Art, Science and Engagement: Introducing a New Series". *w/k – Between Science & Art*. 7 May 2022.  
<https://doi.org/10.55597/e7564>.

### #1.3

*Peer-reviewed online articles addressing a broad audience – co-led by and co-authored with PhD candidate Crystal-Leigh Clitheroe*

Patrick Galvin, Camilo Potocnjak Oxman, Stefan Buchenberger, Torsten Weber and Crystal Leigh-Clitheroe (2025): Science Goes Pop: The Zine Art Edition. *w/k–Between Science & Art Journal*. <https://doi.org/10.55597/e10327>

Kel Ronning, Kikifoxbones, Ben Nickl, Anna-Sophie Jürgens and Crystal Leigh-Clitheroe (2025): Science Goes Pop: Superhero Art Edition. *w/k–Between Science & Art Journal*. <https://doi.org/10.55597/e10328>

Houl, Britt Nichols, Dan Santos, Crystal Leigh-Clitheroe and Anna-Sophie Jürgens (2025): Science Goes Pop: The Whimsical Assemblage Art Edition. *w/k–Between Science & Art Journal*. <https://doi.org/10.55597/e10326>

Justin Yarrow, Clyde Beech, Crystal-Leigh Clitheroe and A.-S. Jürgens (2025): "SuperScientists: Celebrating science through the power of superheroes. " *w/k–Between Science & Art Journal*. <https://doi.org/10.55597/e10289>.

Justin Yarrow, Clyde Beech, Crystal-Leigh Clitheroe and A.-S. Jürgens (2025): "SuperScientists: Celebrating science through the power of superheroes. " *w/k–Between Science & Art Journal*. <https://doi.org/10.55597/e10289>.

Bernd Eberhart, Sandra Teschow, Thomas Susanka, A.-S. Jürgens and Crystal-Leigh Clitheroe (2024): Science Notes Magazine: Exciting our Visual Imagination about Science. *w/k–Between Science & Art Journal*. <https://doi.org/10.55597/e9829>.

Matteo Farinella, Jürgens, A.-S. and Crystal-Leigh Clitheroe (2024): "Matteo Farinella: Illustrated Science Communication & Visual Science Storytelling." *w/k – Between Science & Art*. 17 August 2024. <https://doi.org/10.55597/e9752>.

Jürgens, A.-S. and Crystal-Leigh Clitheroe (2024): "Visual Science Storytelling, Sequential Art & Illustrated Science Communication: Introducing a New Series." *w/k – Between Science & Art*. 17 August 2024. <https://doi.org/10.55597/e9741>.

### #1.4

*Academic blog posts led by and co-authored with students*

Lisa Klonis and A.-S. Jürgens (2025): "[Living Weapons in Animation: Fantasy and Anxiety](#)", *Fantasy/Animation*, 6 June 2025.

Vinhara Goonesekera and A.-S. Jürgens (2023): "[Science as Fantasy: Humour and Human Psychology in Pixar's Inside Out \(2015\)](#)". *Fantasy/Animation*, 7 April 2023.

## #2

### OVERVIEW OF CREATIVE STUDENT PROJECTS EMERGING FROM COURSE WORK AND INTERNSHIPS (supervised by Dr Anna-Sophie Jürgens)

"[ASTR101: KickSTARTing your Astrophysics Voyage](#)", Anneliese Joy, 2025 (SCOM2006)

"[Bolognstein](#)", Ella McLaughlan, 2025 (SCOM2006)

"[TransForming Science](#)", Lil Logan, 2024 (SCOM2006)

"[Engaging in humorous conversation: "Poly's Tour in Sydney"](#)", Jaquelen Huang, 2024 (SCOM2006)

"[Jasper's Journey](#)", Amirah Farrell, 2024 (SCOM6006)

["Enacting Innovation"](#), Sarah Barnes, 2023 (internship)

["Improving Laboratory Safety Instruction with Audio-visual Humour"](#), Tammy Armour, 2023 (SCOM6006)

["To be Continued"](#), Rishika Nair, 2023 (internship)

["Co-Creation and Collaboration – Engaged ANU"](#), Isha Singhal, 2023 (internship)

["Comedy for Conservation"](#), Emilie McKenna, 2023 (SCOM2006)

["Correcting Critter Misconceptions with Comics"](#), Dr Emma Rehn, 2022 (SCOM6006)

["Healthy Humour"](#), Eliza Martin, 2022 (SCOM2006)

["Far Out! Visions and Visualisations of Outer Space in Science, Sci-Fi Film and Space Art"](#), Lilia Walsh, 2021 (internship)

["Ice \(St\)Ages"](#), Rishika Nair, 2021 (internship)

The Popsicule also hosts the [Sci Burst](#) podcast (led by two former CPAS students, one of which was Anna-Sophie's Honours student).

### #3

**COURSE FEEDBACK SCOM 2006/6006 – ["SCIENCE, HUMOUR AND POP CULTURE"](#) (2021, 2022, 2023, 2024 and 2025)** (shorthand: "Science & Humour")

**IMPORTANT EXPLANATION:** The core component of SCOM2006/6006 is a five-day, online-only intensive teaching week. Following this, students receive written feedback on their three-minute videos (created during the intensive) and on their project proposals. They then move on to develop their main projects, which are also assessed with written feedback and a final mark. SELT surveys are scheduled after students receive feedback on their proposals. However, by that time, several weeks will have passed since the actual teaching experience. **To ensure timely and meaningful reflections, we collect student feedback in a shared, anonymous PDF on the final day of the intensive week. Alternatively, students may choose to provide feedback via email if they prefer a non-anonymous option.** This feedback is gathered before the SELT survey is distributed – after students have received feedback on their proposals and prior to the submission of their final reports. While participation in SELT is generally low, the responses we do receive are excellent.



# SCIENCE & HUMOUR

## FEEDBACK !

"I learned something in this course." – This is how I would comment on this sentence:

- 6 Yeah!! x000000x Xx xX x000000x
- 6 Naaah...
- 6 Can't tell. What course?
- 6 Wanna add a sentence to this statement:

This course used a few other platforms besides Wattle and Zoom (Google Docs, PollEverywhere, WonderMe). Do you think they were varied / interesting enough?

- 6 I would like to use and experience more / different platforms in an online course. xX
- 6 These platforms made sense. They were diverse enough. x000000x00000
- 6 Too many! We should have stuck to Wattle and Zoom. X
- 6 Other comment or recommendations / suggestions:

Thank you so much for all the work you put into the course!! It was really interesting and your enthusiasm and expertise made it easy to follow and engaging!!

I really enjoyed the interactive activities - they broke up the day and were definitely more fun, creative and interesting than those found in other courses. The drawing scientist stereotypes was by far a highlight and was very fun!

Day 3 — looking at some of the 3 minute videos were very entertaining and informative (with the discussions), however, it felt as if too much time may have been given to watching the videos of others. Perhaps getting less volunteers (for instance 7 people???) Aside from this, I very much enjoyed the coursework. Also the joke questions in the quizzes were very funny (so thank you for that :))!!!!

Or even with the videos - we could have split into small groups and shown the videos among our group members :)

I really like the vibe, reading as well as all of the video of this course, and I wish I can learn more about how to make my own science and humor product in the future. And if you get a full mark of feedback, will you get me a full mark as well. LOL, it's a very special sense of humor!!!!!!

To be most honest, I love this course. most interesting course I took and most interesting people I met this year!

Since it only lasts for 5 days, the course content is biased with more history. If there is a chance in the future, I hope this course can add more content in the first or second semester. I would love to register for this course!

By the way, Anna is so beautiful!

Perhaps too much about history and not enough about our own future and applications of it in our real lives

Your convener presented a few ideas to make this an exciting online course (as exciting as possible for an online course). For example, she introduced "surprises" such as the "Science and Humour Map" of Canberra (emerging from super-short end of day videos).

- 6 More more more! I liked these ideas and 'surprises'. They added some new / other dimensions to the online thing. x000000x000000x
- 6 This was a total waste of time. I would have preferred to read a scientific paper in those last minutes at the end of each day.
- 6 Was kinda okidoki. But I have a better idea! Here it is:

Dear Anna-Sophie, thank you so much for the past week events. You are just so lovely and always so energetic that I have never find it 'boring'. This course is by far, the most interactive course that is handled well - during the pandemic. I definitely enjoyed the knowledge of science & humour that you've brought to us, particularly about Joker Science. Coming from a STEM background, I truly enjoyed the course and its portrayal & role in pop culture.

Maybe it would have been good to learn about some more serious applications of humour eg. presenting health information or in policy making

Anna-Sophie, you are so full of energy and it really did make my day. Thank you :)

I know there was probably a lot of blank faces in Zoom, especially at 5am, but your enthusiasm was appreciated, and just like any performer must do on a stage, it was really valuable to have a lecturer put in so much energy, especially for an online course.

I think it would have been fun to do some roleplay activities in groups where we could be a bit creative, like pitching a science humour show or project etc! The other group activities were very fun though! Otherwise I've really enjoyed the course so far and your enthusiasm made it very worthwhile. Thank you!!

I very much enjoyed this course, especially the range and variation of activities to make this online platform more interesting. I enjoyed the idea of quizzes in the videos especially the joke answers. The only thing that I can suggest, I would have liked to learn a little bit more about the theory behind the humour i.e more DAY 1 learnings. In addition, the video watching could have been shortened (3 minute video viewing). Really enjoyed the pre-made videos as well.

I noticed that there was a lot of "wasted" time while waiting for people to finish videos, it could have been more condensed, especially with some of the group activities too

Thank you so much for running such a great course, look forward to completing my project and finding out what you think of it. Your were able to put a lot of information into just one week and I am now even more interested in the impact of humour to society as a whole and the methods used to convey it. Was a little confused with the video about space and the connection to humour rather than just the connection to downs. Went and watch 'The Thaw' episode after the video and couldn't see how the clown was humorous but maybe it was just one of those non funny versions.

Is there anything else you would like to share with your convener?

## Student feedback 2021

I can confidently say this has been one of my favourite, most enjoyable and most interesting courses I have taken. I loved the content and Anna-Sophie's energy made the course even more engaging. Will definitely recommend to my friends. Thank you so much for this week Anna-Sophie!!

As explained in the introduction, this course aims to provide a panoramic view of the topic of "Science and Humour" for a group of students from very different disciplines. Students will explore further details in their own projects (a project they choose themselves). However, I would have liked to learn more about...

- 6 OR
- 6 That panorama was cool. I learned many different things. x000000x000000x
- 6 I learned too much X

The pre recorded videos were of very high quality (very entertaining/engaging) - This alone makes it the best zoom exclusive course I have done ngl

I totally agree - I also really loved the interviews- also such wonderful presenters!

Applying these learnings in our own communication of STEM

it is really refreshing to have a convener who was enthusiastic, well prepared, and passionate about the topic they were teaching. This course is one of the best that I have taken at ANU. The course was incredibly well prepared with a variety of activities to engage the students in new ways that still pertain to real-life scenarios. 10/10 course.

This has been my favourite course so far at university!

One of the most engaging online courses I've done!!!

# SCIENCE & HUMOUR

## FEEDBACK !

"I learned something in this course." – This is how I would comment on this sentence:

- 6 Yeah!! 😊 🙌 😊
- 6 Naaah...
- 6 Can't tell. What course?
- 6 Wanna add a sentence to this statement:

Yeah! Your knowledge and expertise brought something unique & it was a fabulous topic to explore

yeah!!

Yeah!!!

yeah!

Yess definitely!

I haven't enjoyed a course as much as this in a very long time! The content was very digestible and the variety of platforms was very engaging. Additionally, the structure of videos immediately followed by questions really helped with retaining the information. It's been good understanding how humour works and how to tailor it to different audiences!

I thoroughly enjoyed the course content and definitely learnt many new interesting concepts and ideas that I will continue to research and learn more about as this was just a small look into so many different topics. I loved Anna-Sophie's display of course material and her enthusiasm throughout the week, definitely kept me interested and wanting to learn more.

I really liked the format of this online intensive, and I've done a few now. The guest speakers (followed by the quiz) caught me off guard at first but then when I knew what to expect I found it excellent as it helped set the scene.

This course used a few other platforms besides Wattle and Zoom (Google Docs, WonderMe etc.). Do you think they were varied / interesting enough?

- 6 I would like to use and experience more / different platforms in an online course.
- 6 The use of these platforms made sense. They were diverse enough.
- 6 Too many! We should have stuck to Wattle and Zoom.

Other comment or recommendations / suggestions: Loved the variety.

I'm not sure how beneficial WonderMe was after the first day - I liked it, but didn't find myself using on any other days after our intro on Day 1. Loved the collaborations in Google Docs though

The collaborative Google Docs have been great, WonderMe was okay but only used once

I liked the use of quizzes for the short videos, google docs are great, wasn't the biggest fan of WonderMe, would love some more examples of videos and songs from youtube to be watched, not just discussed

Using the google docs drawing platform was a great way to get everyone to engage and isn't as daunting as speaking up. WonderMe was really neat, but it wasn't used much. It's a less structured breakout room, and it was nice to use it as an icebreaker to get to know the rest of the class. Although I really liked how the 3-minute video required you to talk about your discipline, that was also a good way to get to know everyone.

For the draw a scientist, perhaps a different platform that was easier to draw with? Maybe even, zoom whiteboard could of been used?

Wonderme was cool but very awkward the google docs were very cool

Your convener presented a few ideas to make this an exciting online course (as exciting as possible for an online course). For example, she introduced "surprises" such as the "Science and Humour Map" of Canberra (emerging from super-short end of day videos).

- 6 More more more! I liked these ideas and 'surprises'. They added some new / other dimensions to the online thing. 🙌
- 6 This was a total waste of time. I would have preferred to read a scientific paper in those last minutes at the end of each day.
- 6 Was kinda okidoki. But I have a better idea! Here it is:

Loved all of it! The surprises and added content made the online course more enjoyable.

I really enjoyed starting the day with a song! Ending with a surprise was also good, and breaking up the day into manageable blocks by mixing up videos and interactive activities kept things engaging

Loved the music

Absolutely loved the surprises, added a personal touch, exciting content, wished there was a greater variety of music

I enjoyed the surprise videos! I also started to really like the intro song to the youtube videos. Also the quizzes were a great way to make sure I understood the content. I actually liked how the content was made available as it was 'given out' virtually on zoom - it made the course more engaging and I was able to go back over the videos later as well.

I loved the content and all the songs and surprises, and I also really loved all of the collaborative opportunities and projects. My one main recommendation would be to maybe make some of the videos available earlier, because my learning style works better if I'm able to look at things over a longer amount of time, and I wasn't able to get as much out of the videos as I wanted to, and that would also leave more time for the really fun rewarding collaborative projects. I really loved the general format of the course, but some more examples of effective humorous science communication projects would have been awesome. Finally, this is probably my favourite science communication project ever (plus it's musically incredible) and I just wanted to share it: <https://www.youtube.com/watch?v=v59p8M0d2fU>

11/10 best lecturer/tutor (even the combo was great, your spirits never dampened which really helped with engagement especially online!

I agree!

Your convener presented some ideas on how to get in touch with your course mates even though this is an online course (WonderMe, Science and Humour Map as a starting point for walks, chats, etc.).

- 6 I think this was total rubbish. I am not interested in getting to know my course mates.
- 6 Liked it.
- 6 I would have loved to see more of these ideas. 🙌
- 6 I am a robot. I have no social opinions.

I enjoyed discovering something new. Online courses are very hard for engagement & I think you used some great strategies.

I wasn't really looking for additional external platforms for contacting course mates (but others might have been!) - not a robot though! I liked that some of the Breakout Rooms had a little more time so we could chat a bit about ourselves

I love meeting people though courses, but I don't feel like we got to do this so much in this course. Maybe different platforms could've helped? Or some kind of in-person offerings alongside the online (pending our Covid-world)

This has been one of the most interesting courses I've taken! The energy that Anna Sophie and Karina brought into each of the online classes really redefined my expectation of engaging learning. I think the most interesting aspect I've learned is how much humour can affect the way in which we learn. I reckon I'll be carrying around a slight different lens on the world now, a more comedic lens!

My feedback was the best in the group! I loved the energy Anna Sophie and Karina brought to each of the online classes. Also made some thoughtful questions and their responses further motivated me when I presented my talk!

I agree!

General comment: Anna-Sophie got me hooked on this kind of research

I really liked this course! I definitely learned things that were new and unexpected, and it made this course super interesting and engaging. I liked the use of multiple platforms for doing different tasks and communicating with peers, it made the work more thought provoking and helped me collaborate with my peers. I think more direction in how to do comedy and discover our own sense of humours better would have made the humour part of this course stand out a bit more.

Is there anything else you would like to share with your convener?

Thank you!

## Student feedback 2022

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I wasn't really looking for additional external platforms for contacting course mates (but others might have been!) - not a robot though! I liked that some of the Breakout Rooms had a little more time so we could chat a bit about ourselves

I love meeting people though courses, but I don't feel like we got to do this so much in this course. Maybe different platforms could've helped? Or some kind of in-person offerings alongside the online (pending our Covid-world)

This has been one of the most interesting courses I've taken! The energy that Anna Sophie and Karina brought into each of the online classes really redefined my expectation of engaging learning. I think the most interesting aspect I've learned is how much humour can affect the way in which we learn. I reckon I'll be carrying around a slight different lens on the world now, a more comedic lens!

My feedback was the best in the group! I loved the energy Anna Sophie and Karina brought to each of the online classes. Also made some thoughtful questions and their responses further motivated me when I presented my talk!

I agree!

General comment: Anna-Sophie got me hooked on this kind of research

I really liked this course! I definitely learned things that were new and unexpected, and it made this course super interesting and engaging. I liked the use of multiple platforms for doing different tasks and communicating with peers, it made the work more thought provoking and helped me collaborate with my peers. I think more direction in how to do comedy and discover our own sense of humours better would have made the humour part of this course stand out a bit more.

SCOM2006/6006 is structured around 26 purpose-built teaching videos, featuring guest speakers from ANU and beyond.

# SCIENCE & HUMOUR

## FEEDBACK !

"I learned something in this course." – This is how I would comment on this sentence:

- 6 Yeah!!! +3
- 6 Naaaah...
- 6 Can't tell. What course?
- 6 Wanna add a sentence to this statement:

*I learned so much!!*

The joke workshop on Day 5 was 10/10  
yes!!

As a "hard science" major this course has probably taught me more than any other

It was a great combination of fun and interesting. Great way to learn.

Heaps!

I learned fair bit, Learned heaps!

I learnt a reasonable amount

Yes!!

it showed me different perspectives of science

Q1: Yeah!!!

Q2: This course used different platforms in a constructive way to make it interesting but there are other platforms that could be utilised for clearer use.  
Q3: MOREMOREMORE!!!!  
Q4: would love to see more ideas  
Q5: That Panorama is cool!

This course used a few other platforms besides Watl and Zoom (Google Docs, WonderMe etc.). Do you think they were varied / interesting enough?

- 6 I would like to use and experience more / different platforms in an online course.
- 6 The use of these platforms made sense. They were diverse enough.
- 6 Too many! We should have stuck to Watl and Zoom.
- 6 Other comment or recommendations / suggestions:

*The variety kept me engaged and felt more interactive than other online courses I've taken  
Hard agree*

*I liked the variety! I think it was a good amount - I felt engaged, but wasn't busy trying to get my head around too many platforms*

More breakout exercises would have been good for engaging with other classmates since the whole course was online

The other platforms were really good

I enjoyed the use!  
The activities were my favourite part, so diverse and interesting!

*Yes! the use of other platforms was much more engaging and multi-dimensional*

This has been a well done online course

I need practice at google docs. Was a bit tricky if you haven't used the platform before

The collab documents were very useful overall - suggest using a digital whiteboard for drawing exercises though (like the one built into Zoom)

Your convener presented a few ideas to make this an exciting online course (as exciting as possible for an online course). For example, she introduced "surprises" such as the "Science and Humour Map" of Canberra (emerging from super-short end of day videos).

- 6 More more more! I liked these ideas and 'surprises'. They added some new / other dimensions to the online thing.
- 6 This was a total waste of time. I would have preferred to read a scientific paper in those last minutes at the end of each day.
- 6 Was kinda okidoki. But I have a better idea! Here it is:

I love surprises! I love that the videos ended with a map we could follow. Made me think of scavenger hunts

1: A 2: B 3: A 4: C 5: B

I loved your enthusiasm and addition of your own personal style with the exciting surprise videos

was great for an online course. Not boring at all.

The surprises kept me going lol

A bit more time to come back to any videos/materials we missed (like, maybe keep them open the whole week rather than just one day?)

*Yes, good energy!*

overall, this was a very engaging course and the teaching style was very interesting. Also the course layout on watl was easy to follow-up. Didn't know I could learn this much about science and humour. You were really passionate and enthusiastic about the course

Any attempt to make it more exciting, unique, and interesting helped massively! was one of the most spontaneous and fun course I've had

I liked the variety in the course, as well as the surprising content. Really engaging and interesting, despite some of the limitations of an online course. The best so far personally.

*They were very fun I it has been a very exciting course*

Anna-Sophie was probably the most enthusiastic/passionate convener I've had. Which was great.  
*seconding this*

Your convener presented some ideas on how to get in touch with your course mates even though this is an online course (WonderMe, Science and Humour Map as a starting point for walks, chats, etc.).

- 6 I think this was total rubbish. I am not interested in getting to know my course mates.
- 6 Liked it.
- 6 I would have loved to see more of these ideas. x +2
- 6 I am a robot. I have no social opinions.

All the little activities and shared docs helped me feel closer to my classmates for sure

ngl, I am a bit of a robot here.

I liked it

Might be cause of online course but didn't feel much for engaging with classmates

Very engaging teaching style. The start and end of day videos were very fun.

more breakouts

It was fun to do breakout rooms etc. with designated activities to talk to classmates online.

*Dr Anna-Sophie Jurgens is the best course convener <333*

q1 : Yeah!!

Q2: a good number of different platforms  
Q3 it was interesting and engaging  
Q4 : I liked it

q5 all of the course focused on the history of how science is represented in media and how we got to where we are now, maybe some more contemporary examples would be fun

As explained in the introduction, this course aims to provide a panoramic view of the topic of "Science and Humour" for a group of students from very different disciplines. Students will explore further details in their own projects (a project they choose themselves). However, I would have liked to learn more about...

6 nani?

OR

- 6 That panorama was cool. I learned many different things.
- 6 I learned too much.

A really good panorama approach, taught about so many different things through a lens of both cultural and science history and inspirations.

The panorama approach was awesome! It allowed me to better understand how each idea intersected with the previous topics and form a more holistic understanding of the content.

I would have liked to learn more about how to incorporate humour in to our own (science) communications.

I would have liked to see more how we could create a project

I loved how varied all the topics were! More queer humour! Could discuss some good online sci com profiles i.e @asapsience

I would have liked to have done more analysis of media - e.g. watch a segment from a movie then discuss

*why go mamma jokes are actually highly sophisticated.*

- 1) I learnt so much and your teaching style was SO engaging!! Cannot thank you enough
- 2) The variety of platforms was good as it kept me engaged as being on zoom all day can be challenging sometimes
- 3) The end of day surprises were awesome, even though it wasn't a physical reward to each individual student, I still felt like I was rewarded :)
- 4) This was good to see and I liked the idea
- 5) I learnt so much about so many things that I had no idea had relevance to humour today! I think it was the perfect amount of content for the intensive

# SCIENCE & HUMOUR

## FEEDBACK !

"I learned something in this course." – This is how I would comment on this sentence:

- 6 Yeah!!!
- 6 Naaaah...
- 6 Can't tell. What course?
- 6 Wanna add a sentence to this statement:

Yeah!!!  
The use of these platforms made sense, they were diverse enough!  
More More More! I had these ideas and surprises.  
I liked it. I enjoyed getting to meet my classmates, I wish we had more questions / get to know you prompts though!  
I would have loved to learn more about contemporary theatre productions! also big bang theory, or animated series (inside job on Netflix, etc.). Also looking into where science may be used as a joke itself... e.g. conspiracies about flat earth, random podcasts, lizard people, memos, etc. does this sort of stuff make science itself the joke? or does it foster an inquisitive nature? Thank you Anna-sophie <3

Yeah!!!

Yesss!!!!

Yeah!!

Yeah!

Yeah! I've never engaged much w/ comics or scifi or the circus so I learned sooo much

Yes

I knew nothing about humour theory before this course and now I know heaps!

This course used a few other platforms besides Watl and Zoom (Google Docs, WonderMe etc.). Do you think they were varied / interesting enough?

- 6 I would like to use and experience more / different platforms in an online course.
- 6 The use of these platforms made sense. They were diverse enough.
- 6 Too many! We should have stuck to Watl and Zoom.
- 6 Other comment or recommendations / suggestions:

Using the whiteboard was so fun! I really got into the drawing activity and it was so cool to see what everyone made.

The whiteboard was a lot of fun and broke up the video sessions really well. I found the really video-intense days difficult to stay fully focused on the content.

More interactive group quizzes! That one was fun (I suggest Kahoot haha)

I liked the use of the different platforms! The only thing was when the whiteboard was being used I could see less people's faces <3 I appreciated the messages saying when the class was starting back after watching the videos in case I had time to run to the bathroom too for example HAHAI!

Whiteboard drawing activities "chef's kiss"!  
Really enjoyed

All the platforms made sense and were very expertly managed (ie. not overwhelming us with wattle content but doing it step by step. Whiteboard activity was great.

Whilst I enjoyed the content presented in the module videos, the live discussions were a lot more engaging. I understand the need to present resources/topics in this manner, though. Other than that, the material was thought provoking and insightful. It certainly contributed in a more "complete" picture of the material by the end of the week and has changed my stance on how to engage audiences in sci coms in a way that's not only humorous, but also how to carefully consider ALL types of interaction and engagement.

\*Quote=Q

Q1 - Yeah! This Course was very insightful  
Q2 - Google whiteboard can be shared with the class, which I think would be better then zoom whiteboard. Besides that, it was brilliant.  
Q3 - YES absolutely, I loved these end of day videos.  
Q4 - Break out rooms were perfect  
Q5 - Good overall view on humour in science in history. Maybe a view more modern examples (2000's example).

This course, although intensive, was not taxing in any way. It was fun, enjoyable, and it was not stressful! Everything was explained wonderfully and clearly, and Anna-Sophie's enthusiasm about the course made it worth it as well as all the guest speakers were engaging and highly knowledgeable. I did not feel pressure or stress, and I enjoyed not having to do any nightly readings! all the course material was fun! - once again, thank you so much!

I loved the videos they were so random and funny and short enough to make it a great little finale to each day.

All surprises were great! Very appreciative of the effort, thought and vibes that have gone into making this course. Amazing energy! I would NOT have like to read papers at the end of the day instead.

They were a nice brain break at the end of the day.

**I MUST YELL. I MUST TYPE IN ALL CAPS. Designated yelling in the chat time please!**

Your convener presented some ideas on how to get in touch with your course mates even though this is an online course (Breakout Rooms, Science and Humour Map as a starting point for walks, chats, etc.).

- 6 I think this was total rubbish. I am not interested in getting to know my course mates.
- 6 Liked it.
- 6 I would have loved to see more of these ideas.
- 6 I am a robot. I have no social opinions.

The discussion parts were fun, especially when a conversation went on long enough for everyone to start pitching in ideas. Maybe a little more time allocated to large group discussion format?

Anna-Sophie's vibe MADE this course, especially the energy. What could have been quite passive was encouraging and WAKE UP it's class.

Far too comedic, smh.

I really appreciated the break out rooms as they really made me connect with others and felt like I was a Part of stuff, not just here.

Yeah!

The use of these platforms made sense. They were diverse enough!  
More more more! I liked these ideas and 'surprises'. They added some new / other dimensions to the online thing.  
I am a robot. I have no social opinions.  
I would have liked to learn more about conspiracy theories / misinformation? Also maybe humorous role in persuasion (e.g. health promotion) - Although I am doing this for my project

Breakout rooms were great too and I liked the intense short assignments like presenting on sitcom humour in a group

As explained in the introduction, this course aims to provide a panoramic view of the topic of "Science and Humour" for a group of students from very different disciplines. Students will explore further details in their own projects (a project they choose themselves). However, I would have liked to learn more about...

6 OR

- 6 That panorama was cool. I learned many different things.
- 6 I learned way too much.

I loved this course! Great and super interesting content and super engaging presentation! thanks sm Dr Jurgens!!

I liked all the content. I think it could be interesting to do a bit more on how to make things funny? But maybe that is not the focus of the course. More Graham type content or techniques for that would have been really cool.

In terms of the other content, I would have loved some more modern-day sitcom humour stuff like QI, podcasts, social media etc.  
More discussion of modern stuff, linked to the historical inspirations

1. YES! I loved this course
2. I liked the use of other platforms. The interactive surveys/ quiz platforms on day one were super fun too!
3. More more More!
4. Liked it
5. That panorama was cool. I learned many different things

I loved all the topics that were addressed in the course. They were varied and that made it stay interesting.

Q1: Yes

Q2: Made sense and were diverse!

Q3: I really liked the surprises

Q4: Really liked them

Q5 - I'm planning on doing my final assessment on this, but potentially exploring the impact social media has had in relation to a lot of these contexts, as that is something which is so important in the distribution of science-humour materials and memes.

I enjoyed the more intellectual and interpretive side to first four days of the course, however I have a few objections to the last day: "Queering Science through laughter". We haven't explored humour and science a) in language (in detail), c) in physics, d) in paintings and sculptures, e) humor across the five sense, and f) across cultures... and the fifth lesson is on "Queering Science"? I think the last day was way too politically motivated, that is left-wing-biased, unnecessary and intellectually elitist. The first four days were much more neutral.

As someone with difficulty with comprehending/keeping track of time (ADHD) the very short time limit on the videos was a little stressful in the first few days. Especially sometimes it made me feel like I couldn't rewind if I missed something.

I agree! I found the sentence length challenging in the quizzes. Run on sentences and double negatives hurt my head. Once I had gotten to know the way you speak and construct sentences, it was easier









promises of pop culture to convey meanings of science and to engage audiences with research that might otherwise not be reached by conventional means of science communication. – co-organised and co-led with Crystal-Leigh Clitheroe



## #5

### COMMUNITY-FOCUSED & ART-CENTRED SCIENCE COMMUNICATION ENGAGEMENT = COLLABORATIVE LEARNING (example)

**“Science Goes Pop”** in Canberra (2025): We invited six Canberra-based artists and six comics scholars to explore the power of science through the medium of comics and illustration. The experimental event included live presentations by scholars from Canberra, Sydney, Yokohama and Tokyo, each offering 15-minute “impulse talks” on science and comics, and led to original artworks created in response to these talks, unveiling how science can be visually interpreted and emotionally resonant. “Science Goes Pop” enhanced **experiential and interdisciplinary learning by blending scientific inquiry with visual storytelling, enabling participants to emotionally engage with and culturally contextualise science through comics and art**. Find out more on the [Popsicle website](#) and take a look at our three [collaborative publications](#) that emerged from this initiative – co-organised with Crystal-Leigh Clitheroe and supported by Inspiring the ACT.





## #6

### EXCITING THE PUBLIC IMAGINATION ABOUT SCIENCE – AT COMICCON CANBERRA

In 2024, the Popsicule turned Comic-Con Canberra into a non-traditional learning environment where science was encountered outside the classroom. At our Popsicule stand visitors engaged with scientific ideas through familiar pop culture formats (films, comics etc) which lowers barriers to understanding and increases accessibility. The aim was also to excite future students about science, given that science is also for the curious, the creative and the cosplay crowd. This engagement adventure, which is part of our [cross-disciplinary interest in science in comics](#), was initiated by Crystal-Leigh Clitheroe. – Dr Karina Judd and a team of Popsiculists/CPAS co-conspirators joined forces to bring science into dialogue with superheroes, villains and pop culture icons; supported by Science Week.

**The Popsicule went pop at Comic-Con!**

We met so many superheroes, supervillains & pop culture science stars at our stand and beyond! And what a creative Canberra community! Thanks to Science Week for supporting our “Science in Pop Culture” research engagement adventure at Comic-Con in Canberra! — ✨ with Crystal-Leigh Clitheroe and Jesse Everett, Sci\_Burst team Isabel Richards & Ella McCarthy, and Karina Judd and SJ Barnes ✨

## #7

### DISCUSSING STREET ART AS PUBLIC PEDAGOGY – WITH ANU STUDENTS AND CANBERRA ARTISTS

As part of the Uncharted Territory Festival, the Popsicule discussed the fascinating influences and interconnections between street art, science (communication) and pop culture in two public symposia. Speakers included Blake Thompson (one of Anna-Sophie’s SCOM3003 students) and former CPAS Honours students Isabel Richards and Ella McCarthy.



In this public symposium, we celebrated ANU's exciting and innovative research at the intersections of street art and science communication and discussed the societal power of street art from different perspectives in theory and practice: We explored street art as a form of public pedagogy, as a vehicle for science communication and as a treasure trove for pop cultural research.



## #8

**(PHD) STUDENTS PARTICIPATING IN PANEL DISCUSSIONS AS 'PUBLIC INTELLECTUALS' AS PART OF OUR "SCIENCE. ART. FILM." SERIES** (organised, curated and run by Dr Jürgens under the Popsicule banner)

See the ["Science. Art. Film." webpage](#) for more information on the following events.

The "Science. Art. Film." series, a series of science-themed film nights with panel discussions, is part of the science communication initiatives of the Popsicule. "Science. Art. Film." explores the weird, wacky and wonderful facets of science and art in cinema. Each public film screening starts with a short academic introduction, followed by a film, followed by a panel discussion with experts from different disciplines and plenty of time for questions and thoughts from the audience. In 2024, one of the "Science. Art. Film." events was turned into an [ABC Big Ideas podcast](#).

"Science. Art. Film." screening & discussion of "Paprika" (upcoming) – with Crystal-Leigh Clitheroe (CPAS PhD candidate)

"Science. Art. Film." screening & discussion of "Ex Machina" (Season 6, 2025) – with Dr Karina Judd (former CPAS PhD candidate)

"Science. Art. Film." screening & discussion of "Tank Girl" (Season 6, 2025) – with Tegan Clark (former CPAS student)

"Science. Art. Film." screening & discussion of "Spiderman" (Season 5, 2024) – with Crystal-Leigh Clitheroe (CPAS PhD candidate)

"Science. Art. Film." screening & discussion of "Spiderman" (Season 5, 2024) – with Lilia Walsh (former CPAS Honours student)

"Science. Art. Film." screening & discussion of "Blade" (Season 5, 2024) – with Pidge Greenwood (former "Science & Humour" student) – **part of National Science Week**

"Science. Art. Film." screening & discussion of "Black Orpheus" (Season 4, 2024) – with Rita Agha (CPAS PhD candidate)

"Science. Art. Film." screening & discussion of "Vesper" (Season 4, 2024) – with Jack Dalton (former ANU student)

"Science. Art. Film." screening & discussion of "Batman & Robin" (Season 2, 2023) – with Isabel Richards and Elle McCarthy (former CPAS Honours students)