

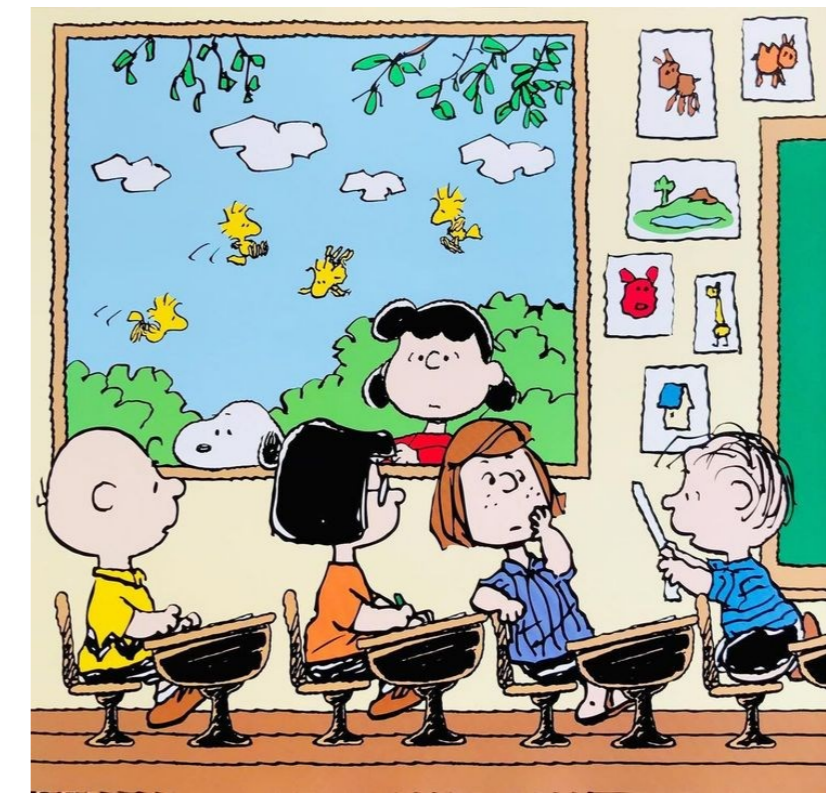
Innovative Ways to Communicate Research in the Humanities: Comic Strips

PROBLEM STATEMENT

Comic strips or comics are not widely used to disseminate research studies or publications in academia. However, they can be useful for reaching specific audiences, for outreaching prospective participants, and for communicating with audiences outside academia (Lock, 2013 & 2014).



Be creative, be innovative, be original!

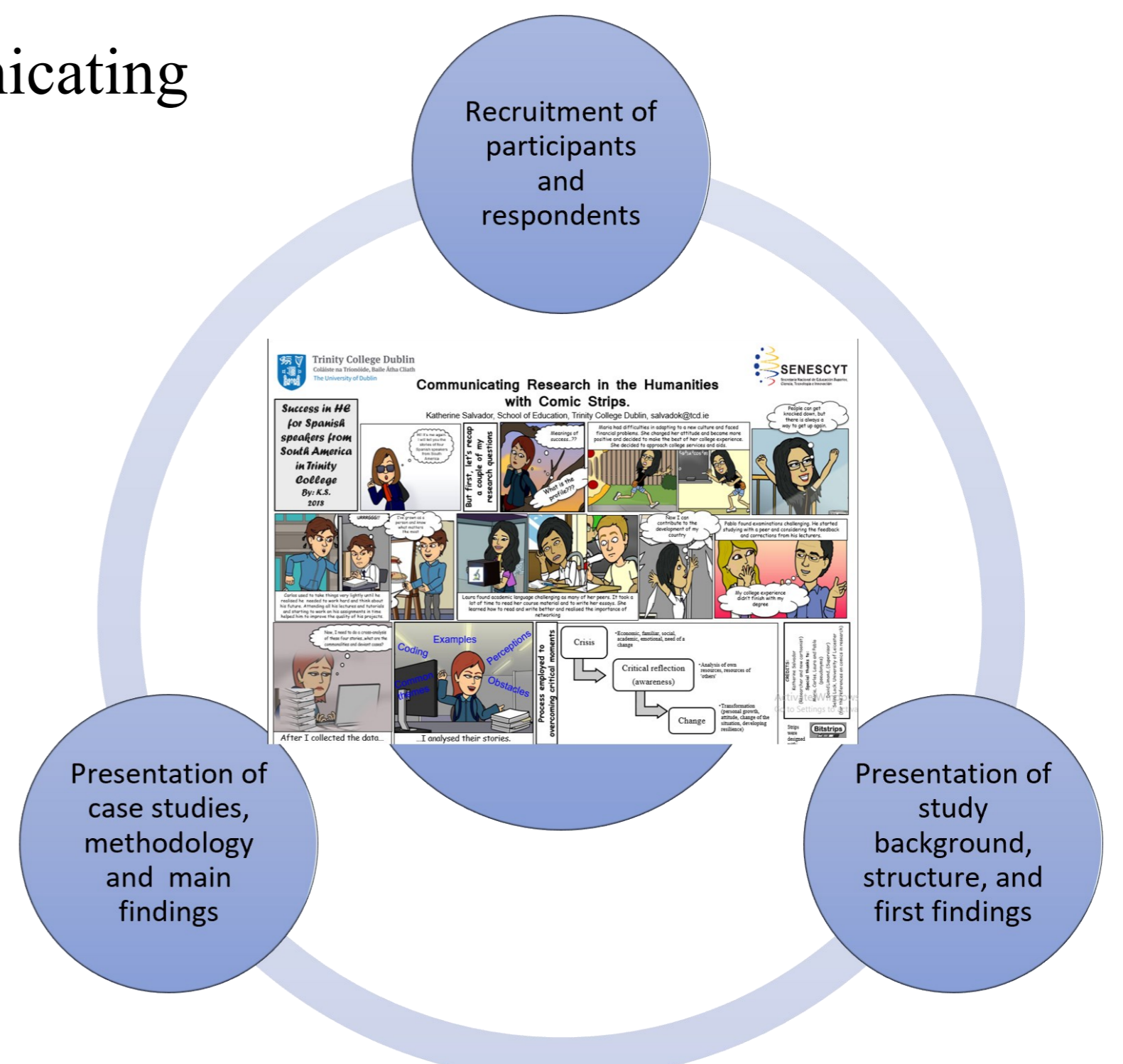
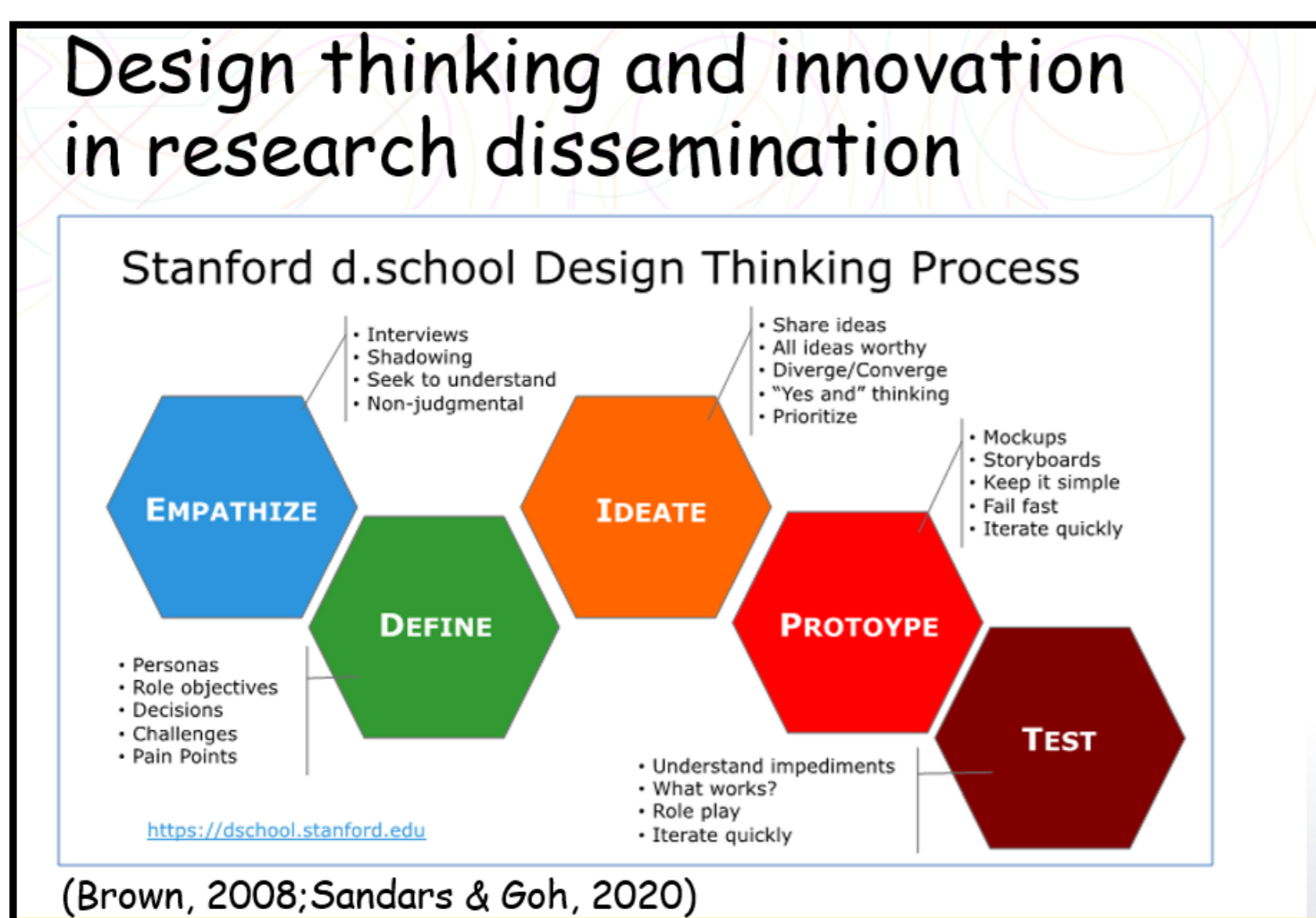


OBJECTIVES

- To describe the development and application of comic strips to communicate the rationale, research questions, and results of a doctoral study.
- To explore the perceptions of applied comic strips in research communication.

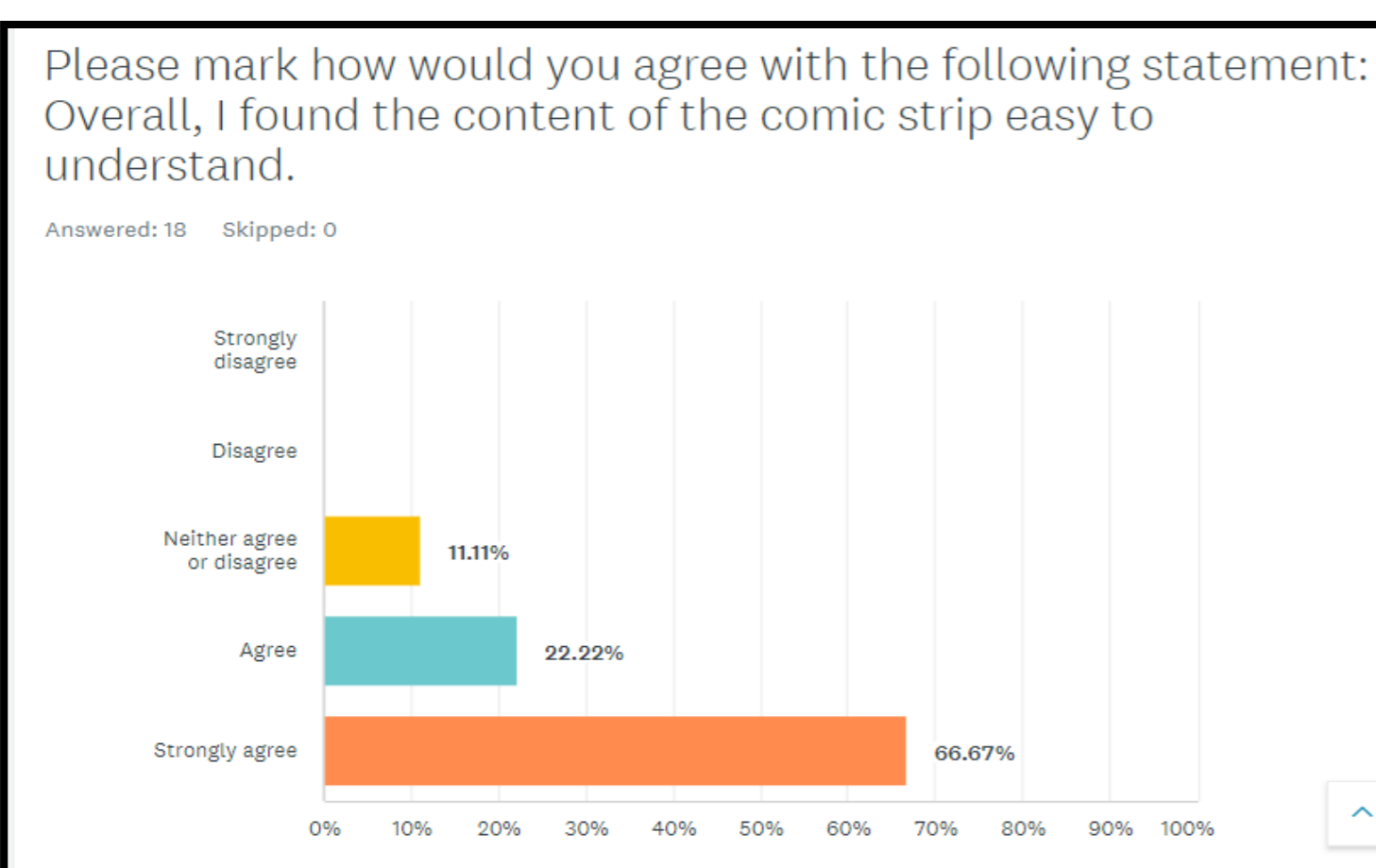
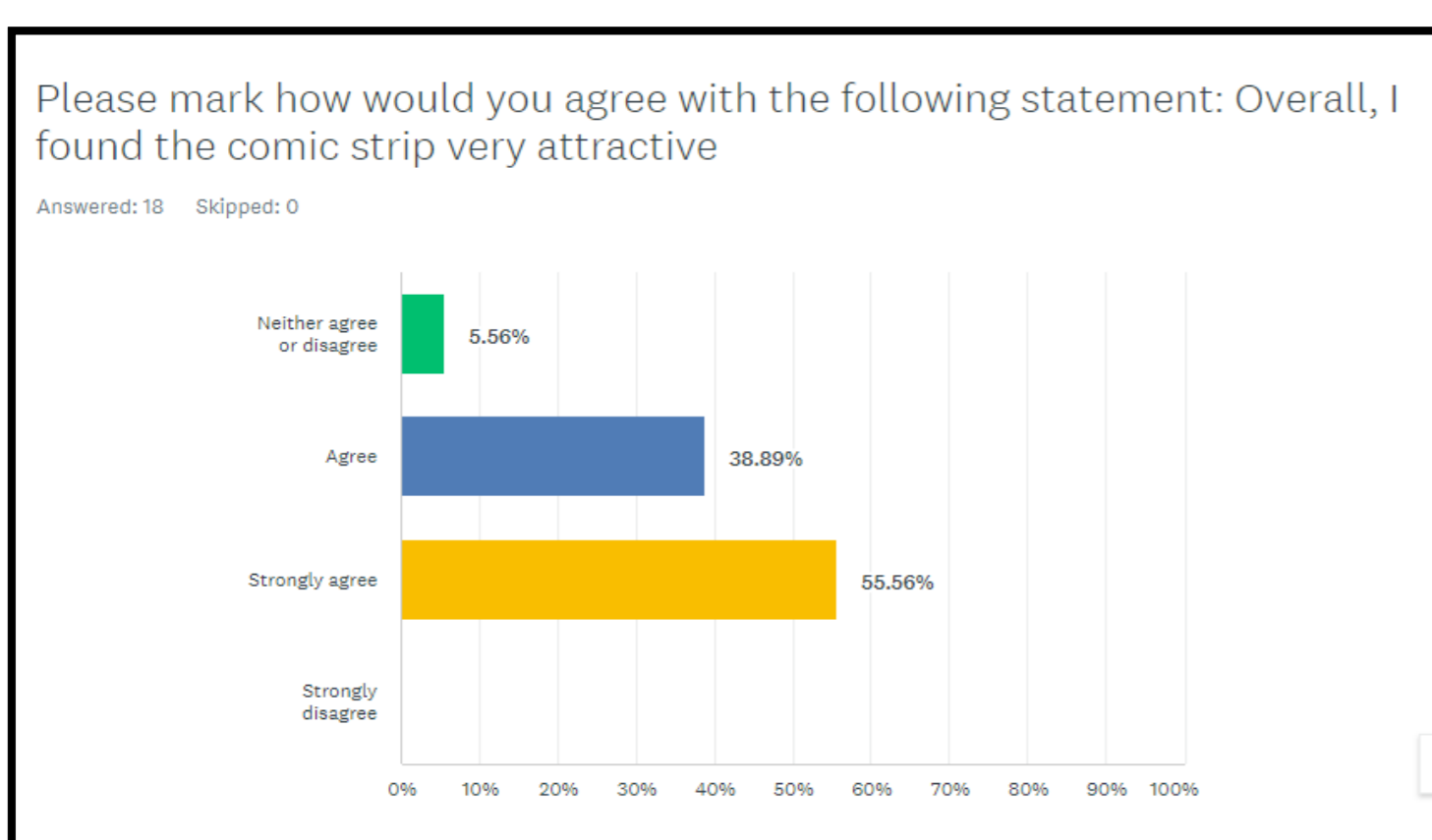
PROPOSAL AND METHODOLOGY

This study suggests exploring non-traditional formats for communicating research. It employs a qualitative interpretative approach.



- ❖ 18 Participants (m=8, f=10)
- ❖ Data collection: questionnaire, observations, e-mails
- ❖ Content analysis
- ❖ Ethical issues considered

RESULTS



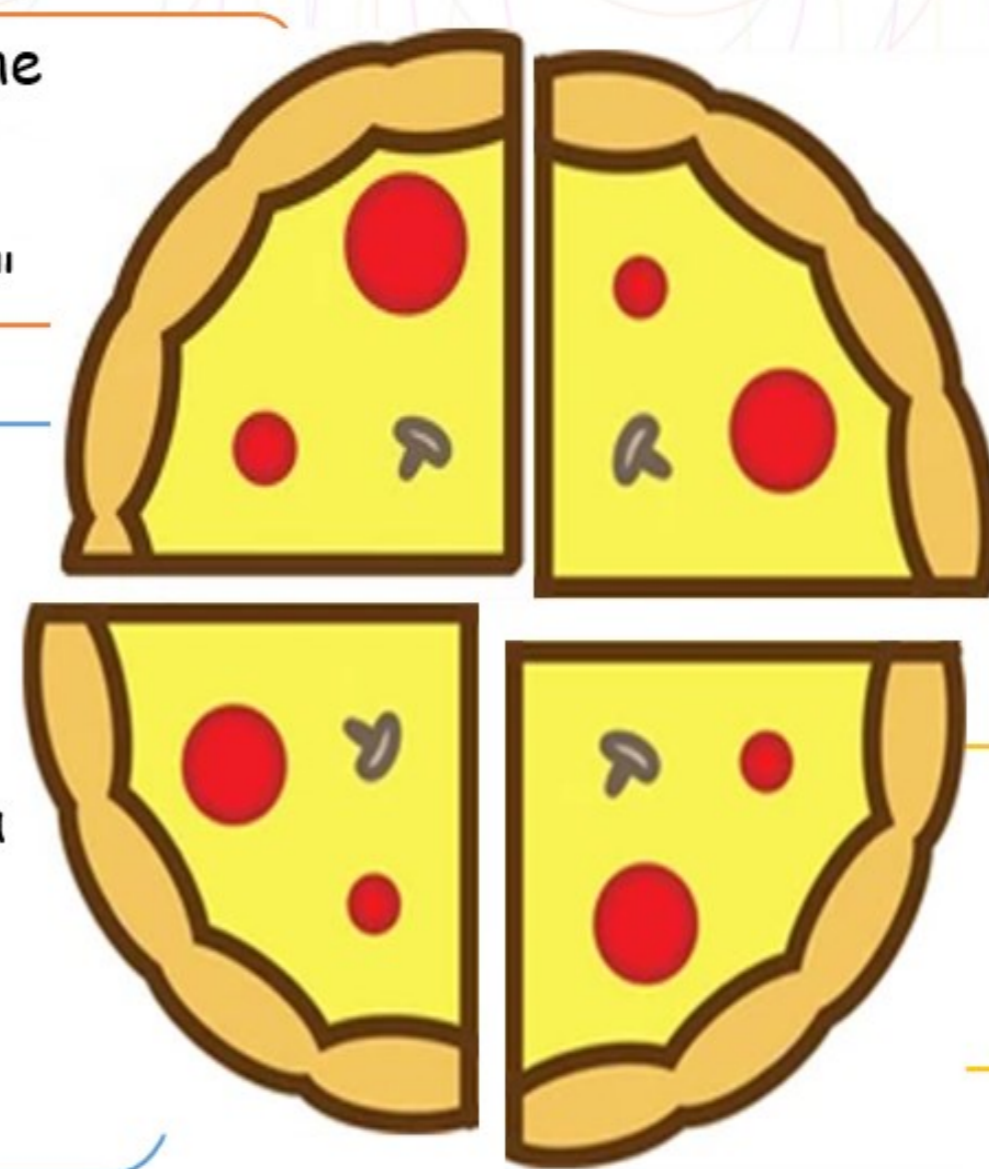
Attractiveness and clarity of the comic strips (n=18; m=8, f=10)

ENGAGING

"I feel connected to the researcher", "captivating", "leads to reading more"

EFFECTIVE

"A nice way to bring research to new audiences", "Great way to transfer information.", "informative", "Breaking thoughts up with a sub-heading is helpful to communicate individual ideas.", "brings the essence of the research clearly"



ATTRACTIVE

"colourful and eye-catching", "interesting", "humorous"

INNOVATIVE

"original", "novel", "creative"

Emerging themes from the thematic content analysis

ACKNOWLEDGEMENTS

Special thanks to Selina Lock (University of Leicester, UK) for introducing one of the authors to the academic use of comic strips, and to Dr. David Limond – another comics lover – (Trinity College Dublin, Ireland) for allowing his doctoral student to use comic strips in some of her academic presentations.

CONCLUSIONS

The comic strips:

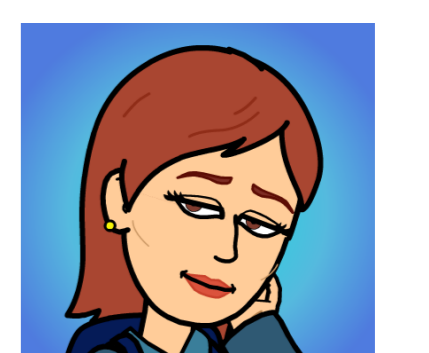
- ❖ has a good level of acceptance (for academics and non-academics).
- ❖ included a proper combination of images and words that help set a context in a better fashion.
- ❖ engaged the audience through characters, situations (stories), and humor (even for delicate topics).
- ❖ created interest in learning more about the research (after engagement). As argued, comics encourage light readers to become deeper readers (Krashen, 2005).
- ❖ was effective in linking research and practice and engaging participants in the study.
- ❖ challenges traditional research dissemination addressed to non-academic users.

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K. Salvador-Cisneros, W. Wonsang (2022) Innovative ways to communicate research in the humanities: comic strips, EDULEARN22 Proceedings, pp. 7862-7871. <https://doi.org/10.21125/edulearn.2022.1839>



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