Setting boundaries, communicating, & reflecting:

3 PROJECTS USING COMICS AS A METHOD

Lydia Wysocki
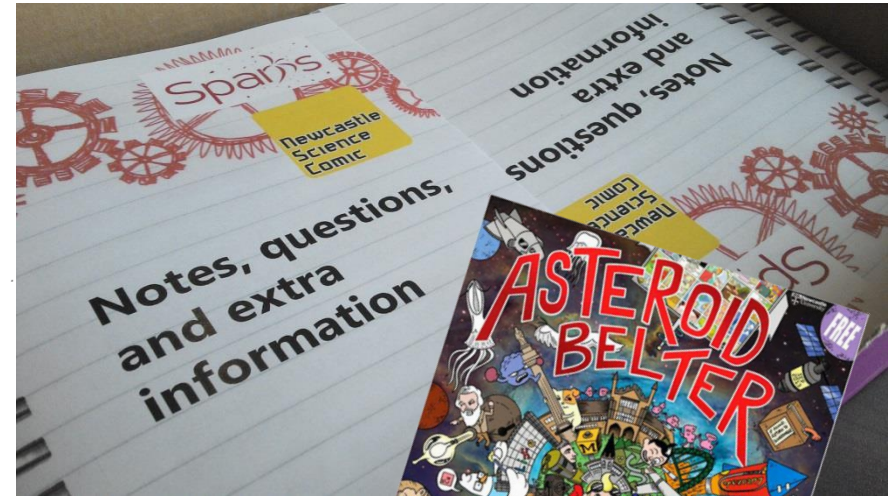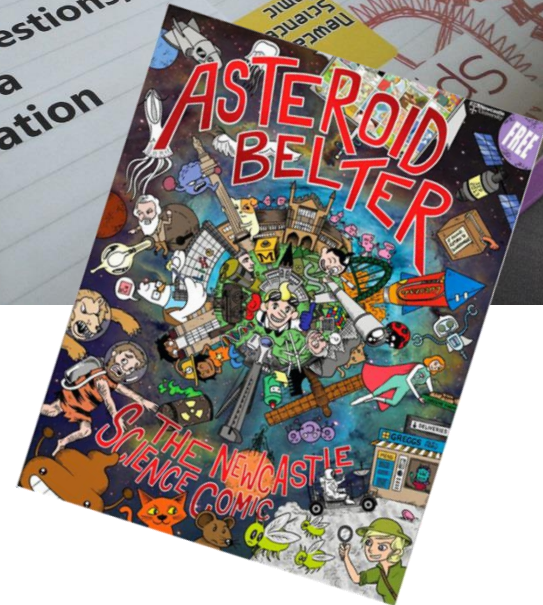Presentation at British Consortium of Comics Scholars symposium, University of Sussex, 4th June 2016.

Newcastle University

Applied Comics Etc.

1. Setting boundaries
SPARKS SCIENCE COLLIDER   August 2014

* Scientists/science data + creatives/makers

* Reverse engineering 'Asteroid Belter: The Newcastle Science Comic'
  - factual content
  - presentation/story
  - style of drawing

* Storyboards as comics & as communication
  - M. Scorsese
  - R. Scott

* Who does what?

- Provide the science
- Have some creative input

- Devise the images
- Put the images and words on the page
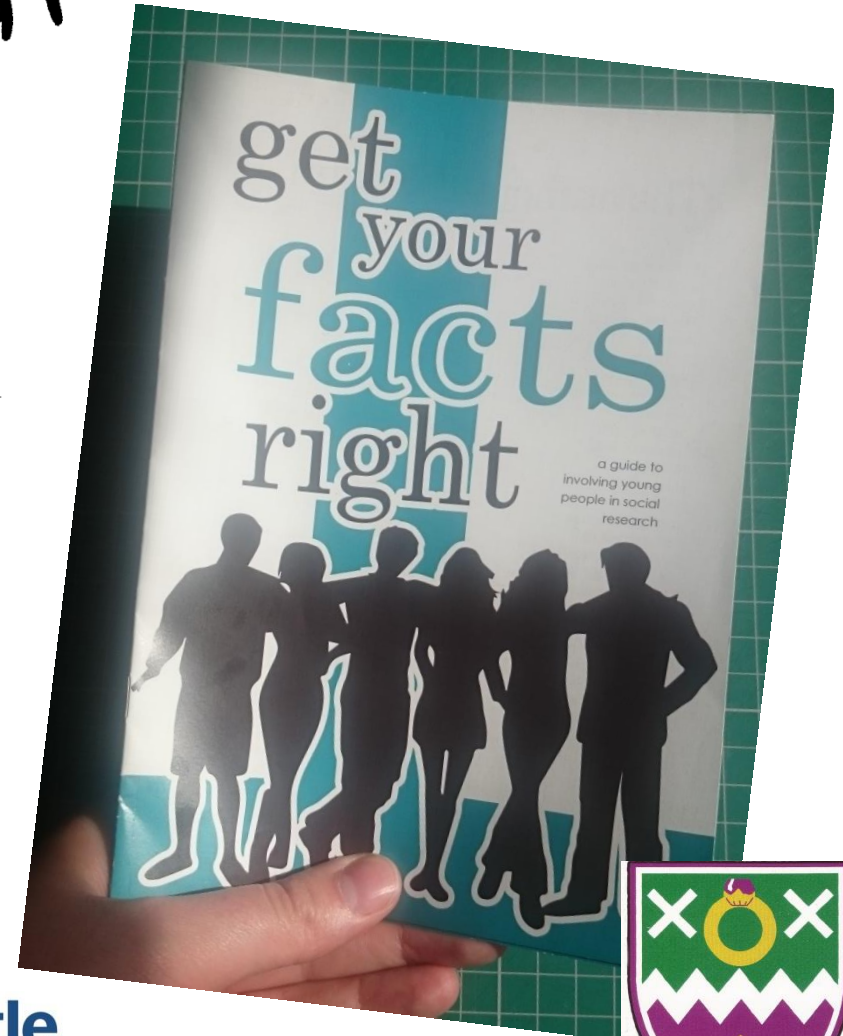- Make it look good

SCIENCE ➕ **ART & WRITING**

- Devise the story
- Put the story into words

2. Communicating
GET YOUR FACTS RIGHT

Lead: Peter Hopkins, Professor of Social Geography, + Shawlands Academy Glasgow.

2014-2015

* Young people's involvement in research (protocol document)

* Booklet design; words + pictures working together or pulling apart.

* Design & editing; accessibility of text

* Final output wasn't a comic; comics as 1 of many options for communication.

get your facts right
a guide to involving young people in social research

Arts & Humanities Research Council

Newcastle University

SOLA VIRTUS NOBILITAS

Reasearch

~~Relism~~ in Reality *American

The dangers of drugs & Gangs in todays society.

Comic Sans.

Get your facts right!

ritíng

The ... unonger ...

I also should read ... ts.

Why we care

Research is about studying things we don't yet know about or don't fully understand. It can be carried out by observation or through qualitative and/or quantitative methods. We think research is important because: it is good to find new information; it is a great way to find out new things; and you are able to see different opinions from people on the subject. It is also important because the only way for humans to excel and expand our understanding and knowledge is to carry out research and unlock new experiences. It is in human nature to attempt to advance and create new theories. Therefore, research is essential.

Before taking part in research, we think it is important to know what the research will be about and what is going to change as a result of it. Once research is finished, we think we should get feedback from the researchers telling us what they found and if the research was successful or not.

Students at Shawlands Academy

Cath Sinclair, Shawlands Academy

Peter Hopkins, Newcastle University

Research is important because …

It means that we are contributing and making a difference

It gives us a chance to talk about things we don't normally discuss in class

It gives us a chance to have a say in different things to do with our lives

It can help us understand why we think the way we do and why we agree or not with our friends and with other people in our class

It helps researchers to understand things better

"I think it just makes you reflect back and you end up learning more about yourself as a person"

"It would change people's views definitely, so that is one way of feedback even if it's not positive or negative"

3. Reflecting
FaSMEd lunchtime comics club 2015-2016

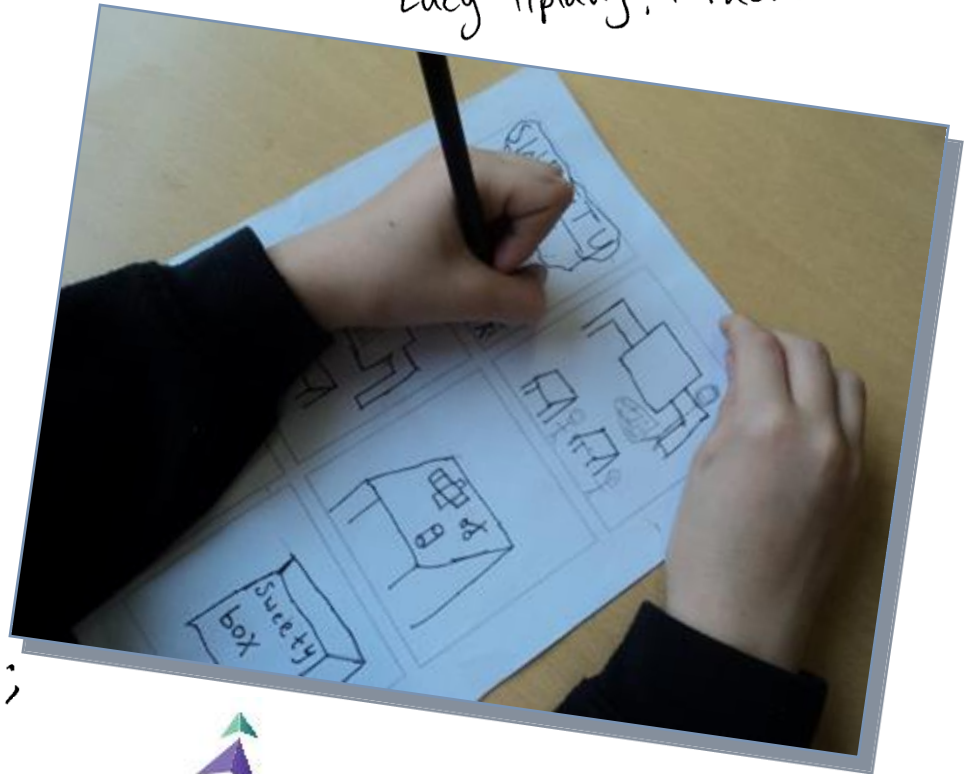Project team: Jill Clark, Ulrike Thomas, Lucy Tiplady, + FaSMEd team.

* European project on formative assessment in new-style science & maths lessons
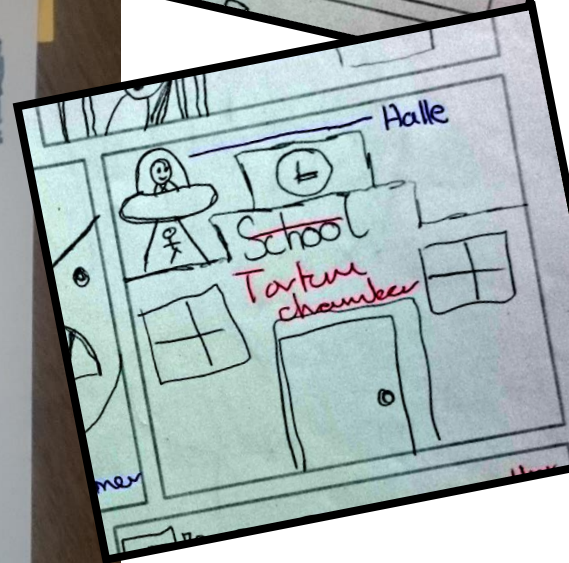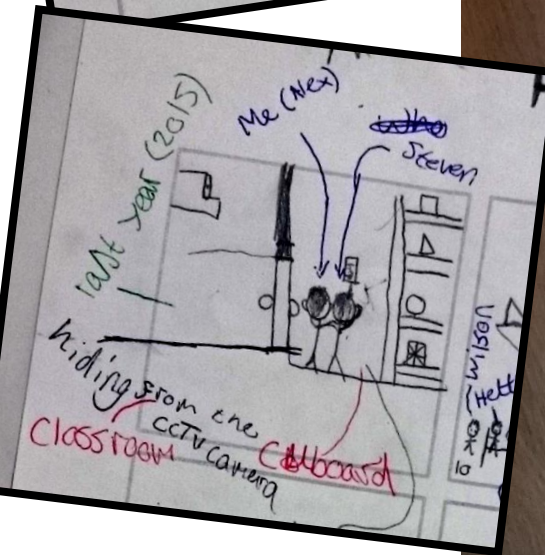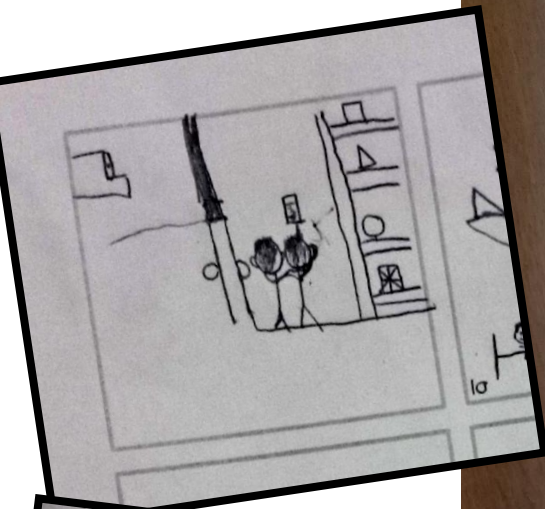
* Making comics as a way to think about lessons, & to organise that thinking
  · vomit comics
  · editing for clarity of communication
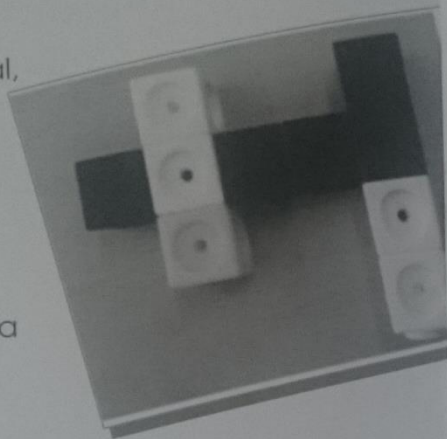 · confidence in writing & drawing

* Comics as a prompt for student interviews/evaluation; also as student-led output.

George Stephenson High School

Newcastle University
Research Centre for Learning and Teaching

FaSMEd

COMICS BY...

Holly
Dylan Josh
Matthew
Charlie
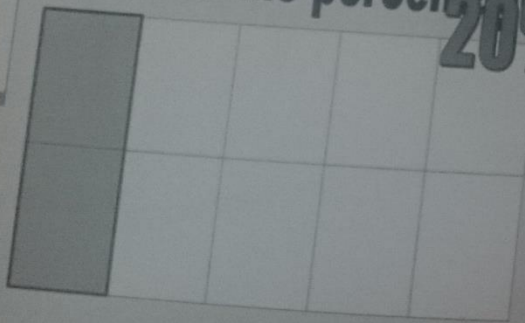Rosie
Alex
Steven Owen

FaSMEd

'It was practical, it wasn't just writing down. We got to role play, not run around the classroom but a bit more freedom.'
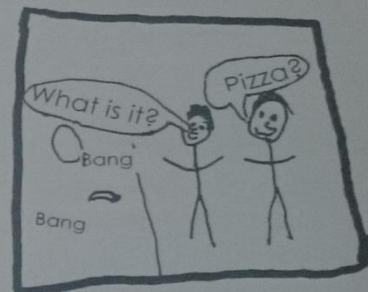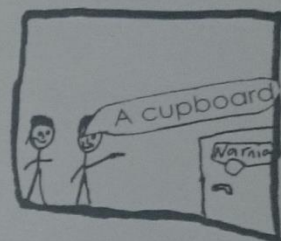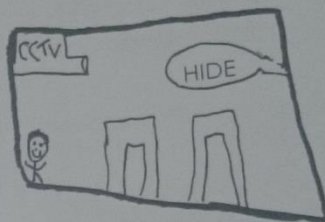

'We got to move around a lot, not like you normally do in maths like where you do multiplication and stuff like that. We actually got to take part properly.'
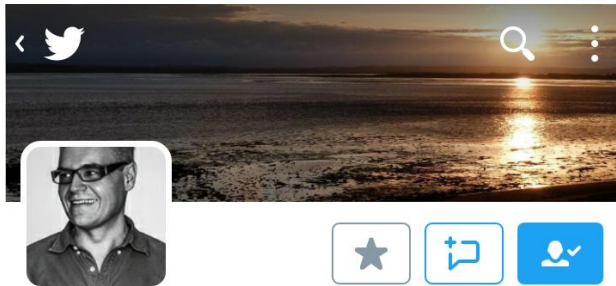
Shade in the percentage 20%

FASMED

$\longrightarrow$ so...?

:) Positive overall response from participants & partners
(social science; visual methods; student voice)

:) Portfolio of examples using comics as a method/
process, in addition to other projects that prioritise
comics as a research communication output
(fuzzy boundary?)
(is there a publication in this, or is this it?)

? Evidence of process
Print & digital
Size of audience

@cflat4change

NCL CFLAT
@cflat4change FOLLOWS YOU

Thinking Differently about Education. Research Centre for Learning & Teaching. Newcastle University, School of Education, Communication & Language Sciences

🔗 ncl.ac.uk/cflat/

@FaSMEdProject

FaSMEd
@FaSMEdProject

FaSMEd is a Research Project led by Newcastle Uni. We will look at how technology can be used in formative assessment by teachers to help raise achievement.

📍 Newcastle University, UK

🔗 research.ncl.ac.uk/fasmed/

@hopkinspeter1

Peter Hopkins
@hopkinspeter1 FOLLOWS YOU

Social geographer at Newcastle University

📍 Newcastle upon Tyne, UK

🔗 ncl.ac.uk/gps/staff/prof…

@SparksNorthEast

Sparks North East
@SparksNorthEast

Creative hack/mash/play event in Newcastle.

📍 Newcastle, North East England

🔗 eepurl.com/zlGI1

Lydia.Wysocki@ncl.ac.uk
Lydia@AppliedComicsEtc.com

@lyd_w
@appliedcomics