

MAKING USE OF COMICS TO TEACH STATISTICS

Nicolas Greliche

Institute for Globally Distributed Open Research and Education (IGDORE), Spain
nicolasgreliche@gmail.com

INTRODUCTION

Comics have been used in education for years, with the main objective of enhancing student engagement (Yang 2003). This particular focus on engagement seems limited, though, considering the rich specificities of the medium as described by comic theorists (McCloud, 1994; Sousanis, 2015; Groensteen, 2007, 2022). The goal of the project 'crish' is to demonstrate that, indeed, in the case of a complex subject like Statistics, the potential of the comics medium extends far beyond its capacity to simply be appealing.

OVERVIEW OF THE PROJECT

The project comprises a nice and funny comic story that incorporates explanations and advice on research methods and statistics. It is complemented by concise statistics lectures and tutorials, which use or make reference to some scenes from the comic. All of these resources are freely accessible under the Creative Commons Attribution license, and ideally, they will be accompanied by a range of academic articles, some of them requiring collaborations (please don't hesitate to contact me if you are interested in collaborating).

BENEFITS OF USING COMICS

Apart from offering a way to create *engaging* material, the visual and narrative nature of the comics medium can greatly help learners to better grasp concepts by *contextualizing* the content. Additionally, the visual permanence of comics aligns with the *reader's pace*, enabling a seamless understanding of the big picture, while the flexibility the author has for the placement of the elements on the page gives them a lot of options to make complex things *clear*. Finally, a very unique strength of comics is their ability to represent time in space, granting them remarkable *synthetic capabilities*. By condensing or expanding time and showcasing only essential moments, the comics medium can effectively communicate complex concepts and make things *easy to memorize*.

STATISTICAL TESTING TUTORIAL

The poster will also feature a tutorial on statistical testing as an example of what comics can do to aid the teaching of Statistics. It introduces a scene taken from the comic, yet independent from the story. The scene is adapted to fit on just 17 panels, easily printable on a single double-sided page. Following the scene, a series of questions are provided to encourage learners to reflect on the parallels between the informal and contextualized process of a statistical test as depicted in the scene and the formal process they have learned in class.

REFERENCES

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McCloud, S. (1994). *Understanding Comics: The Invisible Art* (First HarperPerennial edition). New York: William Morrow.
Sousanis, N. (2015). *Unflattening*. Harvard University Press.