

**Touro College**

**First Annual Touro College Faculty Learning Strategies Exchange Conference**

**Wake Up and Connect!—Strategies to Engage and Keep Student Attention**

**February 12, 2017**

**Comics in the Classroom—Block 3—Room E**

**Presented by Dr. Marlyn Press and Dr. Roslyn Haber**

**Research Background:**

1. Teachers who use humor receive more positive student evaluations and build more positive rapport with their students.
2. Teachers who use humor have more student participation in their classes as students are entertained and more receptive to learning.
3. Teachers who use humor have students who are more motivated to do well.
4. Teachers who use humor gain and sustain more readily the attention of their students and those students learn more material with better learning outcomes.
5. Brain scans show higher levels of activity in multiple areas when humor is used in conversation and instruction
6. Humor activates the brain's dopamine reward system which maximizes learning and strengthens long term memory.
7. Humor uses multiple intelligences which is essential for all students especially ESL learners.
8. Humor taps into differentiated instruction in multiple ways to input and express learning.
9. Humor engages imagination and interest to increase vocabulary through connections between words and images.

10. Rare words (tier 3) are used more in cartoons than in prose. This increases the development of new word learning with pictorial support.
11. Humor through comic strips brings content to life by using varied strategies to deepen student understanding of content employing visual literacy skills for the children of the technological generation.
12. Humor through pictorial stimuli helps students interpret graphic elements. Cartoons/comics combine art and literacy: space, color, perspective, mood, directionality and composition. They also include the pages, panels, frames, texts and images.
13. The use of comics meets the national standards for literacy instruction. There is a need to understand multimodality in terms of both digital and non-digital literacy. Students need to use words, images, colors, sounds and different styles to understand and ultimately convey information.