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Comic Book Guy in the Classroom: The Educational Power and Potential of Graphic Storytelling in Library Instruction

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Abstract

Whereas comics and graphic novels were once derided as “debased” texts unworthy of consideration in the academic classroom, they have recently gained more acceptance as valid educational resources. In fact, graphic narratives have a long history of success in terms of instruction and engagement, stretching back millennia. Comics can be very effective in academic settings, especially in library instruction, due to their engaging and participatory nature, as well as their ability to model behaviors and imbed lessons within a greater narrative. Many college and university instructors already utilize comics in their classrooms in a variety of manners, from examining existing comics as historical artifacts to intentionally creating comics for instructional purposes and even allowing students to produce their own comics.

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