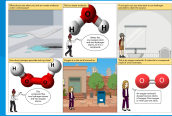


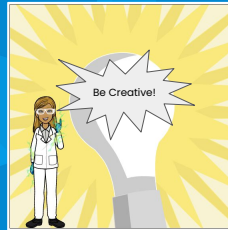


Content



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Reminder





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Handouts



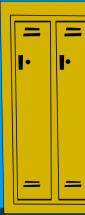
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Research-Based Best Practices

Teacher Use

1. Integrate New Knowledge
2. Reduce Cognitive Load
3. Offer Choice and Collaboration








Integrate New Knowledge

Integrate New Knowledge

Students have a hierarchy of knowledge organized into a schema.





Integrate New Knowledge

New knowledge needs to be connected to the existing schema.

Define	
Elements	Compounds

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Research

“Digital comics creation offers students the opportunity to evaluate their knowledge levels of the learning subject, make the necessary modifications, and integrate new information with prior knowledge into a mental model.”

Apostolou, D., & Linardatos, G. (2023)

PowerUp!

Higher-Level Critical Thinking

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Reduce Cognitive Load



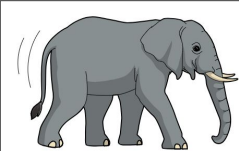
A comic strip with three panels. Panel 1: A man asks a woman, 'What's the problem?' and she replies, 'I'm confused.' Panel 2: The man says, 'You're not getting it? Let me explain it to you.' Panel 3: The man is talking to the woman, who is looking at a diagram of a brain with a lightbulb above it. The diagram shows a cycle of 'Think', 'Feel', and 'Act'.



A comic strip with two panels. Panel 1: A man says, 'What's the problem?' and the woman replies, 'I'm confused.' Panel 2: The man says, 'You're not getting it? Let me explain it to you.'

Reduce Cognitive Load

Processing large amounts of information can lead to shut-down.



A cartoon illustration of a grey elephant standing and facing right.

Reduce Cognitive Load



A comic strip with six panels. Panel 1: A man says, 'What's the problem?' and the woman replies, 'I'm confused.' Panel 2: The man says, 'You're not getting it? Let me explain it to you.' Panel 3: The man is talking to the woman, who is looking at a diagram of a brain with a lightbulb above it. The diagram shows a cycle of 'Think', 'Feel', and 'Act'. Panel 4: The man says, 'What's the problem?' and the woman replies, 'I'm confused.' Panel 5: The man says, 'You're not getting it? Let me explain it to you.' Panel 6: The man is talking to the woman, who is looking at a diagram of a brain with a lightbulb above it. The diagram shows a cycle of 'Think', 'Feel', and 'Act'.

Offer a comic to accompany the article!

Research


"...students were significantly better able to acquire knowledge immediately when exposed to the high detailed visuals but low text load condition."

Zhou, Y., Yi, F., Dong, B., Zhang, G., Zhang, Y., Xu, T.
(2024)

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PowerUp! Inductive Reasoning

Have students complete a graphic organizer (inductive reasoning) and then discuss the topic and theme of the article.



5 Ws + H

Use this Who, What, When, Where, Why and How activity sheet to plan important details of a story!



News Article

Use this graphical organizer to plan the important points and supporting information for your very own news article!

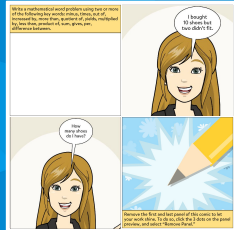
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Offer Choice and Collaboration



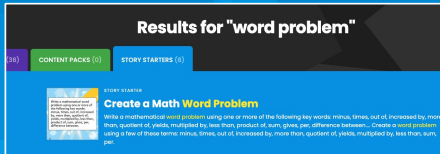
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Research

"...high-quality collaboration is strongly associated with perceptions of personalization (i.e., students' needs are met) and, in turn, that personalization was strongly associated with student outcomes."

Surr, W., Zeisec K. L., Briggs, O., & Kendziora, K. (2018)

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PowerUp!


Teachers Collaborate Too!



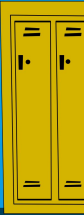
Pixton Comics for Educators
You can share your methods and get great new ideas by joining the forum for educators.

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Recap



1. Integrate New Knowledge
2. Reduce Cognitive Load
3. Offer Choice and Collaboration



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Thank You!



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