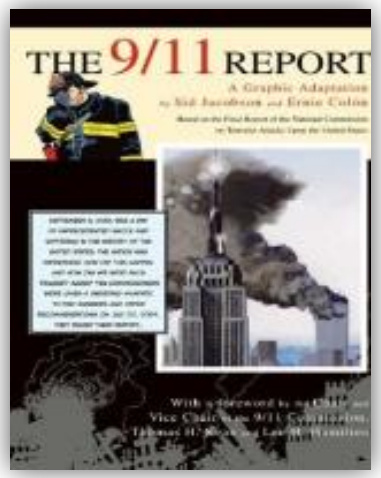
The Graphic Novel: A Cool Format for Teaching Homeland Security

Prof. John Comiskey
Monmouth University
UAPI Conference September 2015

- what is a graphic novel?
- rationale for employing a graphic novel in an introductory HLS course
- why graphic novels should be used in undergraduate HLS curricula
- **preliminary** outcomes of the use of a graphic novel & other pedagogies in undergraduate Intro to HLS classes 2012- 2014
- implications & future research



graphic novel

- a cool medium that is high in participation because communication receivers must fill in or use their imagination to complete the communication (Short et al, 2009)

- a medium that communicates through images, words, and sequence (Kukkonen, 2013)

- a medium, the <u>key features</u> of which sit on a spectrum on whose opposite pole is the comic book
  - form (unclear)
  - content (adult-focused)
  - publication format (books format > less serialization)
  - production & distribution (early works were mostly self-published) (Baetans et al, 2015)

- I write graphic novels not comic books? Meant as a compliment ….felt like someone who'd been told that she wasn't actually a hooker ….she was a lady of the evening

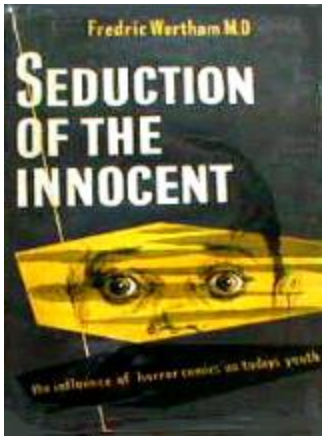
- onomatopoetic effect >

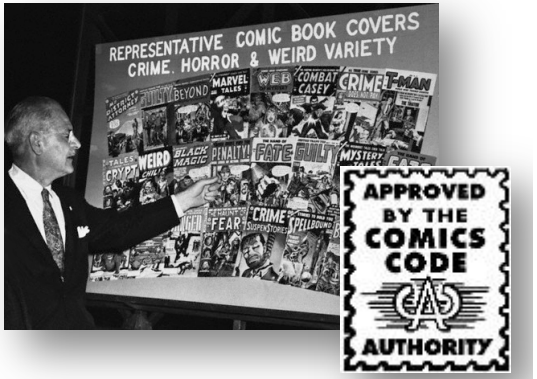
opposition to comic books & graphic novels

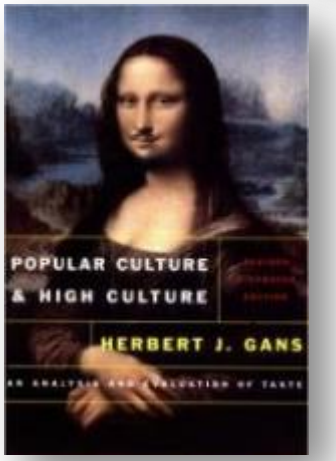
- promotes juvenile delinquency
- not "good taste"
  (Senate Subcommittee on Juvenile Delinquency, 1953)

- contributes to poor school performance & promotes:
  - juvenile delinquency
  - promiscuity
  - homosexuality
  - anti-American activities
    (Wertham, 1954)

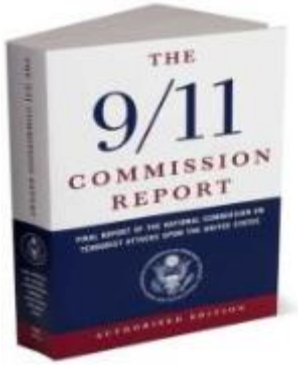
- "high art" (high culture) privileged
- concern that graphic novels do not require rigor
  (Campbell, 2007)







rationale for using a graphic novel in an intro undergraduate HLS course



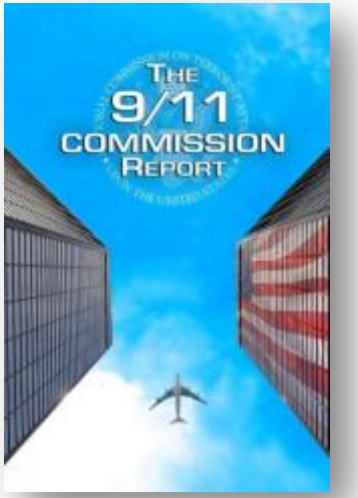
- wanted to **capture the essence** of the 9/11 Commission

- concern that the report/executive summary would **overwhelm first-term freshmen college students** (528 pages)

- **bridge** to academic text (**not** a substitute)

- **promote significant learning** – learning-centric education that focuses on the integrative and synergistic nature of learning

- **other options**
  - textbook summary
  - audio version
  - podcasts
  - films
  - combinations of above



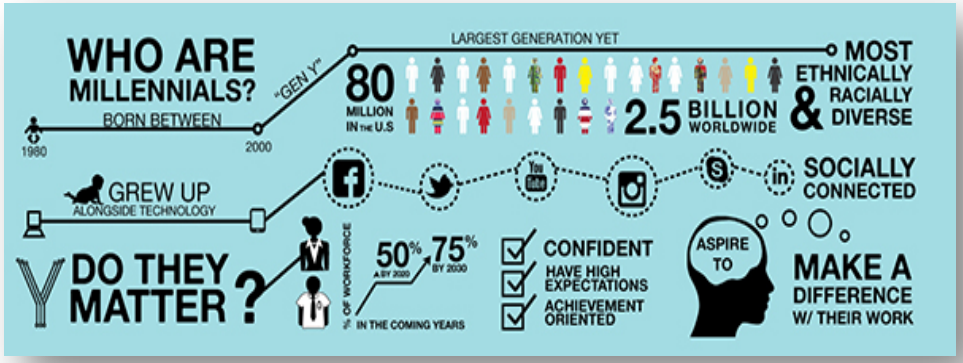
Why graphic novels should be used in introductory undergraduate Homeland security courses

- learning is maximized when it is active, engaged, & collaborative
- motivate reluctant Generation Y readers
  - average high school senior is reading **6** or less hours a week for course work
  - incoming freshmen plan to spend less than **10** hours per week reading for course work
  - average undergraduate first year student is reading & writing **9. 9** hours per week for course work
- Gen-Y is familiar with graphic novels
- Gen-Y students more likely to read graphic novels than large texts

- may promote **critical reading**
- may promote **critical thinking**

Generation-Y

- millennials
- Generation 9/11 (Newsweek, 11/12/2001)
- born between early 1980s to early 2000s
- do not **trust** authority
- trust the aggregate more (sharing economy)
- confident
- tolerant
- liberal-minded (social, economic)
- entitled > narcissistic
    - “me-first”
    - everyone gets a trophy
- favor experiences over possessions
- transitional adulthood
- tech-savvy

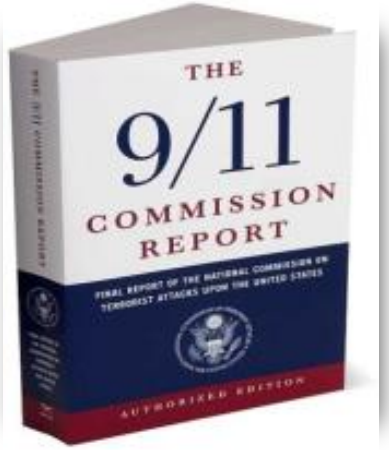


Methodology

- assess **183** final course papers from six (6)
  Intro to HLS courses at MU 2012, 2013, 2014
  via AACU's reading & critical thinking VALUE Rubrics
- **formative** assessment (some summative value)
- unable to control for other course work & young adult maturation

Reaction Paper

- read graphic novel adaptation of 9/11 Commission Report
- identify three "reactions"
- expound on one (1) reaction:
  - ✓ research reaction in 9/11 Report & other academic sources
  - ✓ Identify, analyze, synthesize, and evaluate event(s) that led to reaction
- library skills session
- writing skill boot camp & writing center review
- APA6 instruction
- integrated reading instruction
- integrated critical thinking instruction



Valid Assessment in Undergraduate Education (VALUE)

Figure 1. LEAP Essential Learning Outcomes[2]

Beginning in school and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenge

Integrative and Applied Learning, including

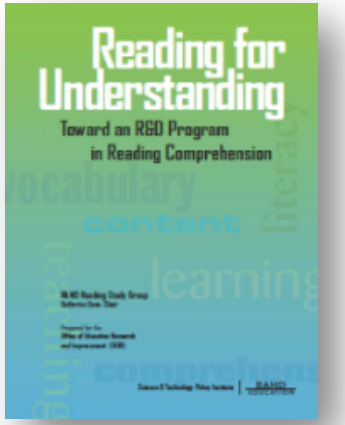
- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

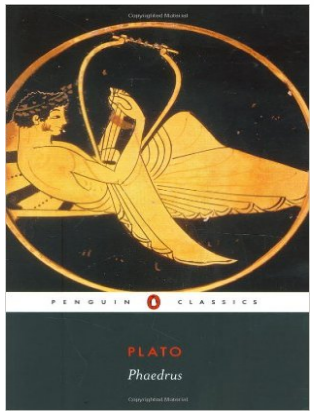
essential learning outcomes

- civic engagement
- creative thinking
- **critical thinking**
- ethical reasoning
- foundations and skills for lifelong learning
- global learning
- information literacy
- inquiry & analysis
- integrative & applied learning
- intercultural knowledge & competence
- oral communication
- problem solving
- quantitative literacy
- **reading**
- teamwork
- written communication

reading
the process of simultaneously extracting and constructing meaning through interaction and involvement with written language



texts do not explain nor answer questions about themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, & discussed > especially complex academic texts



critical thinking
a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, & events before accepting or formulating an option or conclusion

Association of American Colleges and Universities

183 students in an undergraduate intro to HLS 100-level course
Monmouth University, Monmouth County N.J.

- FA2012 (66) *Superstorm Sandy
- FA2013 (48)
- FA2014 (69)

- 161 HLS/CJ majors (88%)
- 22 x-HLS/CJ majors (12%)

- 154 freshmen (84.2%)
- 29 x-freshmen (15.8%)

- 152 male (83%)
- 31 female (17%)

Monmouth University
4,400 undergraduates (59% female)

- Princeton Review "Best Colleges" 10 straight years
- 74% acceptance rate
- Average HS GPA 3.37
- Test Scores: SAT (25-75 percentile enrolled students)
  - Reading 470-560
  - Math 490-580
  - Writing 480-580

VALUE

- assess whether or how well students & institutions are progressing toward gradation-level achievement in LO
- focus on qualitatively higher orders of proficiency

1	entering students
2/3	intermediate milestones
4	student to be awarded a baccalaureate degree

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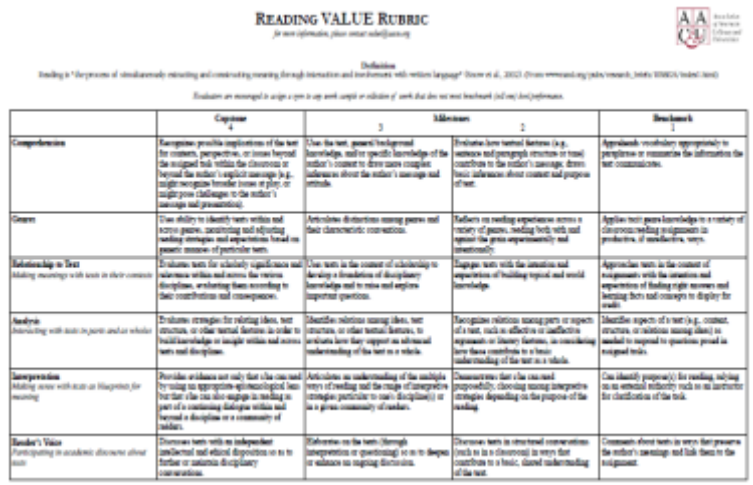


READING VALUE RUBRIC

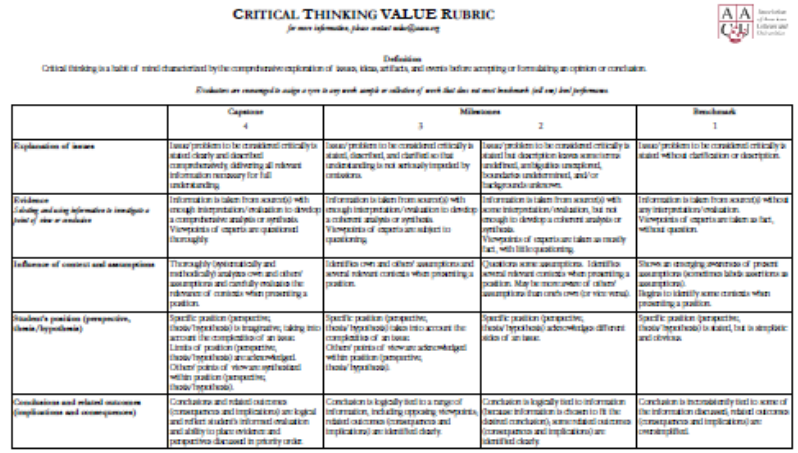
for more information, please contact value@aacu.org

Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." Snow et al., 2002. (From www.rand.org/pubs/research_briefs/RB9060/index1.html)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Comprehension	Recognizes possible implications of the text for context, perspective, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issue or play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message, draws basic inferences about context and purpose of text.	Approximates vocabulary appropriately to paraphrase or summarize the information the text communicates.
Genre	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on genre's mission of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the genre unpredictably and intentionally.	Applies text genre knowledge to a variety of circumscribed assignments (e.g. productive, if unreflective, ways).
Relationship to Text *Making meanings with texts in their contexts*	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the attention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the attention and expectation of finding right answers and bringing facts and concepts to display for credit.
Analysis *Interacting with texts in parts and as wholes*	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation *Making sense with texts as blueprints for meaning*	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or to a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Reader's Voice *Participating in academic discourse about texts*	Discusses texts with an independent intellectual and ethical disposition so as to further or sustain disciplinary conversations.	References on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.



CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or background unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
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Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Topics

1. FBI silos/Phoenix Memo 36
2. AQ (pre-9/11 evolution) 18
3. FDNY radios 18
4. FAA-DOD silos/unprepared 14
5. FBI & CIA silos/unprepared 11

others (86)

- FDNY-NYPD silos
- heroism
- WTC evacuation plan
- Iraqi nexus to AQ
- War in Afghanistan
- 1993 WTC
- system blinking red
- NSC Richard Clarke not taken seriously
- CAPPS failures
- graphic novel (use of)

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	CAPSTONE 4	MILESTONE 3	MILESTONE 2	BENCHMARK
Comprehension	4	163	15	1
Genres	0	*	183	0
Relationships	0	59	118	6
Analysis	4	158	21	0
Interpretation	0	*	183	0
Reader's Voice	2	54	127	0

Critical Thinking VALUE Rubric

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Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
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Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

	CAPSTONE 4	MILESTONE 3	MILESTONE 2	BENCHMARK 1
Explanation of issues	2	42	137	0
Evidence	0	30	127	6
Influence of context & assumptions	0	26	151	6
Student's position	0	19	158	6
Conclusions & related outcomes	2	4	169	8

Discussion

- study's assessments were formative & exploratory
- near all-students at appropriate milestones 2-3 for all categories
- no statistical significant variances:
    - HLS/CJ students & non HLS/CJ students
    - freshmen-non freshmen
    - M-F
- limitations of similar assessments (Behar-Horenstein & Niu, 2011)
    - same instructional interventions can lead to different results
    - qualitative data can inform researcher about interventions effects that are not easily captured quantitatively
    - most studies are subject to limitations in research design, sample representativeness
- Intro to HLS course included significant critical thinking instruction
- heightened instructor awareness of need for well-crafted assignments and additional instruction (e.g. what is a graphic novel)
- align assignment (Reaction Paper) with VALUE rubrics ?[Daemon College did]
- critical thinking assessment pre-post tests?
- next step >

DEAL model for critical reflection (Ash & Clayton, 2009)

- description of experiences
- examination of those experiences
- articulation of learning

- ❑ *What did I learn?*
- ❑ *How did I learn it?*
- ❑ *Why does it matter?*
- ❑ *What will I do in light of it?*

Grounded theory approach (Glasser & Straus, 1967) to sort out themes from student responses

Approach used by Maxfield & Fisher (2012) to assess OL Intro to HLS course. Found that:

- critical reflection and metacognition pedagogies can increase learning as students think about their learning
- reflection needs to go beyond analysis or past experiences to presage future events (portensive reflection)
- once a student attains "cognition," true learning occurs as they have a change in attitude or are "affected" by the understanding
- students perceive greater learning & satisfaction when "affective" learning occurs
- OL & traditional student requirements

ANY
QUESTIONS
?