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

[Matt Upson](#), *Emporia State University*

[C. Michael Hall](#)

Abstract

Whereas comics and graphic novels were once derided as “devalued” in the academic classroom, they have recently gained serious consideration in the academic classroom, they have recently gained recognition as valid educational resources. In fact, graphic narratives have a long history in terms of instruction and engagement, stretching back millennia. They are effective in academic settings, especially in library instruction, due to their participatory nature, as well as their ability to model behavior and tell a greater narrative. Many college and university instructors already use comics in classrooms in a variety of manners, from examining existing comics to intentionally creating comics for instructional purposes and encouraging students to produce their own comics.

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ISSN: 2160-942X

Recommended Citation

Upson, Matt and Hall, C. Michael (2013) "Comic Book Guy in the C Power and Potential of Graphic Storytelling in Library Instruction, *College and University Libraries Section Proceedings*: Vol. 3: No. 1. <https://doi.org/10.4148/culs.v1i0.1834>

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