<div align="center">**Kegley Institute of Ethics Proposal**</div>

<div align="center"><mark>**This proposal is less than the prescribed 1000 words; however, it also contains references**</mark></div>

Cultural and Ethical Implications

In an effort to inspire students to recognize the value of and earnestly think about ethical considerations within classroom contexts, the proposed project endorses the employment of graphic novels in K-12 classroom contexts as catalysts of internal social-emotional transformation. Generally, graphic novels afford educators opportunities to help develop students' social-emotional learning capacities. Specifically, graphic novels, both fiction and non-fiction based versions, foster greater responsible decision making and self-management skills, both of which are contextualized below.

Rationale for the Project:

While a corpus of literature is emerging touting graphic novels and their inherent value, the emphasis of the literature often focuses on graphic novels as tools for increasing content knowledge (Clark, 2013) and critical thinking skills (Cimermanová, 2014). Seldom accentuated is the notion that graphic novels have the potential to improve student's social-emotional competence (Chapman, 2019). According to the Collaborative for Academic and Social-Emotional Learning (CASEL), Social-emotional learning (SEL) has five distinct dimensions, which are as follows: self-management, self-awareness, social awareness, responsible decision making, and relationship skills. In total, the five domains comprise the traits a healthy, socially well-adjusted person would possess (Jones, Bouffard, & Weissboard, 2013).

Understandably, many students do not possess fully-fledged concepts of the SEL domains. Accordingly, learning aids such as graphic novels have the power to bolster those capacities and provide much needed visual stimulation for students. As found by Shabiralyani, Hasan, Hamad, and Iqbal (2015), twinning visual aids with content is effective for creating long term memory storage. Shabiralyani also found that 83% of all learning is done through the visual modality. Because of that fact alone, graphic novels have tremendous potential as instructional tools, as they are visually rich and often aesthetically pleasing.

Developing students' agency in each of the SEL domains is the striven for goal of all educators; however, realistically, only incremental units of knowledge growth are feasible within an academic year. Using graphic novels, educators can highlight specific areas of SEL need. Teachers can emphasize examples of responsible decision making by favored superheroes (fantasy), examine the effective relationship skills demonstrated by historical heroes (History), or have students identify and recreate scenes depicting self-management demonstrated by characters (biography). In each of these contexts, students get to deepen their overall ethical intelligence during their formative years of education (Durlak et. al, 2013).

Developing students' overall social-emotional knowledge using graphic novels is in alignment with the Kegley Institute of Ethics' mission to "...recognize the value of thinking about and engaging in ethics." This alignment is evidenced in Chapman's (2019) statement on the inherent value of graphic novels in classroom contexts: "Using comics or graphic novels in the ELA classroom can facilitate not only improved English Language Arts skills but also important social-emotional competencies (par. 13)." Further, through this project, students

establish and maintain lifelong skills that promote healthy intrapersonal and interpersonal capacities.

Timeline

Date	Teacher/Candidates	Researcher
January 2020	Complete pre-program survey regarding knowledge of ethics/ social-emotional learning Read three selected graphic novels from different genres to become acquainted with the orientation	Provide lists of graphic novels and design a class session around the analysis of a graphic novel (Ethics: a graphic guide); Brainstorm with students the meanings of the following terms: *Ethics* *SEL* *Graphic novels*
February 2020	Present findings/ takeaways from the graphic novels in the form of Powerpoint presentations	Provide guiding questions for candidates as they begin forming their conceptions of SEL/ethics
March 2020	Cull existing literature to search for extant rubrics Read literature review sections of three articles concerning social-emotion learning in schools	Search for rubrics Identify articles for students to review
April 2020	Pilot graphic novels in class	Observe instruction using graphic novels; provide feedback on the lesson
May 2020	Record observations of students as they use graphic novels Jointly create criteria for pretest and rubric	Jointly create criteria for pretest and rubric
June 2020-July 2020	Design lessons/align graphic novel lessons with standards	Design lessons/align graphic novel lessons with standards
August- November 2020	Administer pretest to students Use pretest scores to plan lesson differentiation for students	Disaggregate and analyze pretest data Observe direct instruction using graphic novels; provide

	Implement the use of graphic novels in ELA, History, and Science	feedback on the lesson
December 2020	Administer posttest to students Confer with researcher to debrief posttest results Jointly create a plan for the rest of the year for ELA; candidates will create plans for History and Science Present their findings to an audience of teachers	Confer with researcher to debrief posttest results Jointly create a plan for the rest of the year for ELA

Deliverables

Results will demonstrate the impact of graphic novels on students' social-emotional development. This project will ultimately lead to a range of blog posts, scholarly articles, and potentially a book offering guidance on the effective implementation of graphic novels in the classroom and the impact on social-emotional growth. This work will also lead to a spate of presentations focused on leading educators through the process of crafting their own social-emotional centered course of study using graphic novels. Beyond those deliverables, this project helps build the collective capacity of teachers to foster social-emotional learning skills and directly improve the lives of the students they serve. Moving forward, I would eventually like students (children) to guide this work and conduct poster presentations to adult educators on the impact of graphic novels on social-emotional learning.

Fellowship Type

I am primarily interested in the Faculty Fellowship stipend, but I am also willing to consider a course release.

References

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