SURVEYS SHOW THAT TRADITIONAL TEXTBOOKS...  ...DON'T ALWAYS LIVE UP TO THEIR ENORMOUS PROMISE.

LESS THAN HALF OF STUDENTS REPORT READING THEM REGULARLY. AND THOSE THAT DO, DON'T PERFORM ANY BETTER IN CLASS.

Fortunately, many of the solutions to this problem...  ...are supported by good psychology research.

FIRST OFF, NUMEROUS STUDIES HAVE FOUND THAT HUMOR HELPS MOTIVATION AND LEARNING.

WHEN R.L. GARNER ADDED POINTED JOKES TO VIDEO LECTURES ON STATISTICS...  ...STUDENTS REMEMBERED 10% MORE OF THE MATERIAL.

WHEN AVNER ZIV TRAINED TEACHERS TO INCLUDE TOPICAL JOKES IN THEIR CLASSES...  ...STUDENTS DID MUCH BETTER ON THEIR FINAL EXAMS.

WHAT DEGREE OF CERTAINTY DO YOU WANT?

...AND LET'S MAKE THEM FUNNY AND GRAPHICAL...  ...BECAUSE THOSE THINGS HELP EDUCATION!

...AND CHEAPER...  ...AND LIGHTER...

LETS MAKE TEXTBOOKS INTERACTIVE...
Another experiment shows that it can help to present information graphically. People are more likely to remember images than words!

Visual representations can help clarify data. They work better than words alone at guiding us through abstractions.

This many students bought the textbook… but only this many students read it.

To see how, just try to describe a knot… without referring to a drawing.

As incoming APS President Barbara Tversky has noted, this efficient descriptive power…

Diagrams show rather than tell… directly and briefly.

…is part of what makes comics so useful for describing science.

The comics genre, just like conversation, artfully interleaves words at their best and depictions at their best.

It’s one of the many reasons psychological scientists are now using comics for psychological interventions as well as education.

What conclusions can be drawn from this research? That we should draw more conclusions!