

The use of Comics to Development the Effectiveness of Training Courses and Continuing Education Programs

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Abstract

Training Course is not a basic program; it is based on previous foundation experiences, targeted at specific groups, familiar with the educational context and willing to continue the cumulative construction of previous scientific and practical experience, and may be Attendance of the training course is purely motivated by the trainee, or motivated by the executive management of the trainee, where the trainee obtains a skill that contributes to the development of his professional work and keeps up with the scientific and educational developments and gives him a certificate of specialization in his field of work. The aim of the research is to find out the effectiveness of using the art of comics and its effect elements as an independent variable during the serial of lectures presented through continuing education courses at Continuous Education Centre, at the University of Baghdad as a new method to teaching owing to its ability to care for the individual differences among the trainees, and measuring the impact on the cognitive achievement, skills and trends of the trainees in its traditional form.

Keywords: training courses, Comics, Animation, Education Programs, Development, traditional education

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Introduction

Growing recognition of Comics in the broad field of education has been evidenced through the implications of Comic books, Manga and graphic novels in various teaching and learning settings across diverse age levels (Bitz, 2010⁽¹⁾, 2015⁽²⁾; Kraver, 2013)⁽³⁾.

Comics and cartooning as tools in education have a history that can be traced back to the early 19th century under the pen of Swiss schoolteacher, Rudolph Töpffer (Smolderen, 2014)⁽⁴⁾. Soon after the form of comic books emerged in the early 1930s, extensive studies of comics in the classroom were initiated and encouraging analyses linking comics to improved literacy appeared in journal articles throughout the Golden Age of Comics (Sones, 1944⁽⁵⁾; Zorbaugh, 1944⁽⁶⁾; Frank, 1949⁽⁷⁾; Makey, 1952)^(*)⁸.

Comics Origins: Historians confirm that the comics existed originally from the beginning of creation and the learning of human drawing on the walls of the caves and the animals ferocious like Lions, Tigers and others, and was intended to emphasize the prey when the group members leave the cave for the purpose of harvesting food crops near the cave, so blending stories with drawings existed since Hieroglyphic civilization, for example, or in Rome ancient (columns of Trajan), or, The inscriptions on clay tablets in the Babylon ancient (Hammurabi), and others for example, the last trial of Michael Angelo in the Cathedral of Senstein.

Evolution: In the history of comics, different and varied paths were observed in different cultures. Scientists have assumed in history that the beginning of the comics relate to the paintings of the cave of Lasko. The beginning of its production in the (19th) century was associated with the development of a device called the "Daedalum", invented by George Horner" in 1834. It is a cylindrical shape on which a paper strip is filled with a series of drawings. , And seen through the openings above the surface, the shapes appear as if moving, and contributed such a device in the introduction to the invention of animation.

By the middle of the 20th century, the art of comics flourished, especially in the United States and Western Europe (especially in France and Belgium) and Japan. The

¹ . Bitz, M. (2010). When commas meet kryptonite: Classroom lessons from the comic book project. Language and literacy series. Teachers College Press.

² . Bitz, M., & Emejulu, O. (2015). Creating comic books in nigeria: International reflections on literacy, creativity, and student engagement. Journal of Adolescent and Adult Literacy. DOI: 10.1002/jaal.451.

³ . Kraver, J. (2013). Reinventing the Composition Classroom, or How Making Comics Can Clarify the Composing Process. SANE journal: Sequential Art Narrative in Education, 1(3), 4.

⁴ . Smolderen, T., & Ebrary Academic Complete (Canada) Subscription Collection. (2014). The origins of comics: From william hogarth to winsor McCay. Jackson: University Press of Mississippi. doi:10.14325/mississippi/9781617031496.001.0001.

⁵ . Sones, W. W. D. (1944). The comics and instructional method. Journal of Educational Sociology (American Sociological Association), 18(4), 232– 240.

⁶ . Zorbaugh, H. (1944). The Comics as an Educational Medium. Journal of Educational Sociology, 18(4), 193-194.

⁷ . Frank, J. (1949). What's in the comics? Journal of Educational Sociology, 18(4), 214-222.

⁸ . Makey, H.O. (1952). Comic books - a challenge. The English Journal, 41(10), 547-549.

history of the European comic series Rodolphe Töpffer's (1830)⁹, which gained popularity after its success in 1930, is often followed by tapes and books such as (Tan tan's Adventures). American comics emerged as a media medium in the early 20th century with comic supplements appearing comically.

In 1930, patterns of comics and magazines emerged comically. In 1938, "Superman" appeared, accompanied by the emergence of Japanese comics and caricatures from the early (12th) century. Modern cartoons appeared in Japan in the early (20th) century, and comics and comic books expanded rapidly in the post-World War II era, coinciding with the popularity of a group of cartoonists such as Osamu Tezuka¹⁰. The image initially encountered the difficulty of proliferation and popularity, but at the end of the twentieth century began to find greater acceptance among the public and the academic community.

Continuous education Vision

Continuous education has attracted many studies and research from specialists in developed countries and their research and university institutions aimed at increasing their association with the field of work and its needs and increasing the follow-up, efficiency and compatibility of the participants in continuing education programs.

The important value in the type of studies for the purpose of providing means to measure the efficiency of continuing education programs according to the output information absorbed by the beneficiaries participating in those programs.

As well as to understand the benefit of continuing education held by research and scientific institutions to increasing the efficiency of production, each in the place of field work.

Continuing education is all that a person can acquire or (gain) throughout his/ her life from educational and social institutions through educational, cultural and vocational programs using the available educational methods and means to help maintain the scientific and cultural benefit of individuals and groups in the professional and life aspects. In which institutions and other organizations participate and life becomes a school that learns everyone from life and life.

⁹ Rodolphe Töpffer's (31 January 1799 – 8 June 1846) : Swiss teacher, author, painter, cartoonist, and caricaturist. He is best known for his illustrated books (*littérature en estampes*, "graphic literature"). Swiss teacher, author, painter, cartoonist, and caricaturist. He is best known for his illustrated books (*littérature en estampes*, "graphic literature")

¹⁰ Osamu Tezuka the grandfather of manga and anime, created hundreds of unforgettable characters during his 40 year career as an illustrator and animator. His influence on generations of artists has been immeasurable, and is still felt today across Japan and beyond. This volume collects rough concepts from several of Tezuka's anime and manga projects. Included are characters from Mighty Atom (Astro Boy), Jungle Emperor (Kimba the White Lion), and many more. See the link: <https://www.rightstufanime.com/Osamu-Tezuka-Anime-Manga-Character-Sketchbook-Artbook-Hardcover>

The Research Methodology

The study group was taught in accordance with Comics technology method to keep learning while the comparison group was taught in the traditional manner.

History of Comics

The (21st) century is the visual time for visual culture, but it requires high levels of reading efficiency. The Comics: a series of total arts including a narrative representation of narrative arts. It is an art that combines words and images printed in a unique sequential manner.

The origin of the word comic means "cartoons" because the comics were first painted were funny clips or cartoons in the newspapers (almost similar to the art of caricature in our Arab countries) and hence came the label until it is called on all types of graphics even if not you are comic or funny. There are several schools in this art, the most famous of which is the American school, the European school and the Japanese school. It is noted that the Western comics do not all carry the same name. For example, the Japanese comics are called Manga and the European comics are called Bandes dessinées. By the end of the last century, there were three major labels in comics: comics album in Europe (French-speaking countries, tankaboon in Japan, graphic novel in America and England.

Comics Definitions

In his book "Understanding Comics", "Scott Mc-Cloud" defines Comics as⁽¹¹⁾: "Sequential Art" by focusing on the considerations of the medium itself and its definition, that when the motor sequence - if only the sequence of two images - to another body or another form, it becomes a visual art sequentially, "Scott" explained that the difference between bodies is that the animated films are followed by pictures in the sequence of time.

Understanding Comics by Scott McCloud

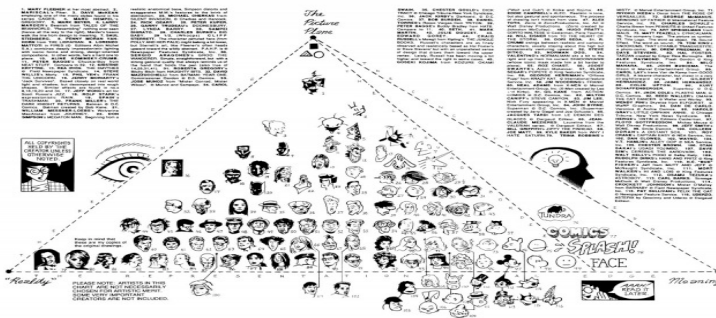


¹¹ Scott Mc-Cloud. Understanding Comics. The invisible art. Harper Perennial. Haper Collins Publishers. NewYourk. ISBN:0-06-09-7625-X(PBK).1st edition 1994.(222)pgs.

Comics define by Leoné Tiemensma (2009)

The art of storytelling, a printed output in the information society, is widespread in various forms of media, and has a great influence on popular culture. For many years the Comics were looking at topics aimed at recreational reading, and today it became more accepted as a legitimate form of art and literature, find its way to the classroom. " (Leoné Tiemensma, 2009)⁽¹²⁾.

The art of comics or the art of storytelling, as an art that combines two facts story and image; that is to say the story through pictures drawn either manually or by computer newly accompanied dialogue or within the context of the text box original image of the so-called "panel" or rectangle/ A graphics box; a means used to express ideas through images, often along with other textual or visual information.



Most comics are along the bottom axis of the triangle (above), but there are examples of comics that fill the whole space.

The "researcher" defines the art of comics or the storyboard as procedural: "Comics" is no matter what it is called "graphic and moving cartoons, storyboards, sequential stories or serials" in which the "painter and the scenarist" seeks to deal with an idea or subject and how to deal with it in a comical way. At all levels, and presented sequentially and sequentially through a display machine or through computers with (2D) or (3D) (dimensions).

Animation Definition

The term of animation / animated / animator comes from the Latin verb,, animate "that means "to give life to" (Wells, 1998: 10). "Animation is illusion of movement" (Morrison, 2003: 174). Anima in Latin means soul (Kerlow, 2004: 269). There are many definitions of animation. According to Mayer (2005: 287) animation can be defined as "series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task" According to Peters, (2006: 4) animation means: to give life to: fill with life; to import interest or zest to: enliven; to fill with

¹² . Leoné Tiemensma. Visual literacy: to comics or not to comics? Promoting literacy using comics. IFLA. WORLD LIBRARY AND INFORMATION CONGRESS: 75TH IFLA GENERAL CONFERENCE AND COUNCIL. 23-27 August 2009, Milan, Italy. Date submitted: 15/05/2009. See. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.150.8199&rep=rep1&type=pdf>

sprit, or resolution; to inspire to action, prompt; to impart motion or activity to; and to make, design or produce (a cartoon for example) so as to create the illusion of motion. Animation is considered to be all of the above definitions: Animation is the process of creating a continuous motion and shape change illusion by means of rapid display of a sequence of static images that minimally differ from each other.

Origins: Historians confirm that the comics existed originally from the beginning of creation and the learning of human drawing on the walls of the caves and the animals ferocious Lions and tigers and others, it was intended to emphasize his prey when the group members leave the cave for the purpose of harvesting food crops near the cave, was blending stories with drawings existed since Hieroglyphic civilization, for example, or in ancient Rome (columns of Trajan), or, for example, the last trial of Michael Angelo in the Cathedral of Senstein.

Animation Art Anime and Manga

Anime is one type of animation produced by Japan, and the anime is derived from the word "animation" in the sense of animation. Manga: The term used by Japanese for storytelling, used outside of Japan to denote comic books produced in Japan, or comic books drawn in a style similar to Japanese. This term may be used to refer to the industry related to this art as well as to the media through which it spreads (journals, magazines, etc.). Manga is a social phenomenon in Japan, which deals with almost all subjects (romance, adventure, science fiction...) and goes to all segments of society as a whole. And is one of the most successful experiences in the field of comics globally. Japan's weekly Manga revenue is equivalent to the annual revenue of the American comics industry.

Pre-Studies:

1. Salah Mohammed Salih and Abdul-Sattar Ibrahim Shibebe. The Impact of Using Animation on Developing Fourth Year (Science Division) High School Students' Language Skills.⁽¹³⁾

The study aims at finding out the effectiveness of using animation in enhancing the levels of reading skill of the students; to what extent using animation can develop the students' levels in the listening skill; and whether using animation has greater impact on one of these two skills rather than the other. Based on the study questions, the researcher adopted the null hypothesis and the quasi-experimental approach (tests) to the investigate the effectiveness of using animation technology as a teaching method to gauge the impact it may have on developing the English language receptive skills (reading and listening) of 4th-Year (Science Division) High School displaced Students' in Sulaimaniyah Governorate during the academic year (2015- 2016).

The data obtained from the mathematical calculations of the scores of the pre and posttest of both the experimental and control groups substantiate differences between the average score of experimental group for pre and posttest at both the reading and

¹³ Salah Mohammed Salih and Abdul-Sattar Ibrahim Shibebe. **The Impact of Using Animation on Developing Fourth Year (Science Division) High School Students' Language Skills.** University of Anbar. Anbar University Journal of Language & literature.. ISSN: 20736614 year: 2017 issue: 23 pages **Pge:** 171-215 . website: Iraqi Academic Scientific Journal: link: <https://www.iasj.net/iasj>

listening skills and their sub skills. This indicates that animation has positive effect on increasing students' achievement. Animation has proved its effectiveness on developing reading and listening skills on all the levels. The gap between the experimental group in the pre and post test scores is wide. The gap is also wider between the scores of the control group and the experimental group in favor of the experimental group. The effect size indicated that the effect of animation movie program on developing the receptive domain for the experimental group is larger than those of control group.

2. Khalid Farjoun's study (2000):

The study aimed to design an educational program for animation to teach the concept of the Internet, and explained the Internet (communications), and how to connect and use of light signals and sounds, and used the animation in the form of a small ball moving in all directions depending on the signals sent, and in this program interpreted animation The concept of the Internet is hard to follow, and it is difficult to explain it in any way (Khaled M. Fargoun.2000)(*)¹⁴.

The "researcher" benefited from previous studies in enriching the study to become more clear and specific and mature in presenting ideas through:

1. Identify the theory of vision constancy which explains the science of motion graphics.
2. Knowledge of educational theories that show the importance of the impact of comics and animation on participants of all ages.
3. To Ensure the importance of comics and animated educational graphics in providing ideas and themes, and the process of maturity, and their importance in the development of knowledge, skills and attitudes, and their positive impact in the educational process in the development of those skills by supporting academic lectures, and the diversity of skills that are taught to participants.

Comics and Animation and its role in the educational process

Comics is able to become an educational mediator because of the ability to deepen the human thought and reveal the mystery of the mystery of some subjects, whether a philosophical idea or a phenomenon or a complex physical complex become all living forms that develop the spectator's imagination and add to his information much difficult to collect by reading Just. For example, complex weather films show the navigators the weather, location and characteristics of cloud and wind, which can only be understood by weather specialists (Frank & Tom, 1991; 527).⁽¹⁵⁾

Since the cinema has entered the field of education, there has been a dispute between educational academics and filmmakers about the use of film as an educational tool. Many conservative educators see education as a serious process that should not be done in a light-mannered manner. That the educational process should become as

14 Khaled . M. Fargoun. Discussion of Animation Period Time and Verbal Abstraction Vastness " Internet Example", Koeln University, German, PhD. Marchm 2000, PP.200-225

¹⁵ . Frank Thomas & Tom Johns Ollie; **Disney, Animation , The illusion of life**. New York, Abbevilless pub, 1991,p:527.

boring as possible, they resorted to the presentation of subjects in a thrilling manner (Rasha Salah. P. 21)⁽¹⁶⁾

Various studies have emphasized the importance of using animation films in education, how they are applied in different educational situations and the importance of educational drawings in providing information and theoretical knowledge. Librarians and library have faced a lot of questions about books and magazines that have been published in a journalistic fashion. Novels and graphs look more like literary novels. For example, editions by Moore, Gibbons and Higgins (1986) were published by Time magazine as one of the top 100 English-language novels published since 1923 (Grossman and Akayo, 2010), and Watchman released a series of monthly comics. As well as the publication of the periodical / novel, and included the periodic guides to identify some of the systems of public indexes. The evidence and academic studies indicate that picture books are available in libraries in different forms. The strength of any library lies in how this type of books and graphic novels are collected provided, and how they affect the recipients and attract them to different groups of readers. (Edward Francis Schneider.2014)(*¹⁷

Theories Explain the Educational Effect of Comics and Animation

Through the research survey (the researcher) find that the sources that deal with the relationship between animation and educational aspects and reached three theories that explain the educational impact of animation graphics:

1. Social learning theory:

This theory explains the effect of moving graphics on the development of the emotional side, and can be used in the production of animated educational drawings by producing a cartoon film showing the character of the cartoon through a story whose general purpose is to establish values and behavior and desirable in order to enable the young learner who then apply those values In his real life.

The researcher believes that this theory is focuses on the emotional aspect through the construction of a story aimed at addressing a social problem in the establishment of values and correct behavior and maintain the most important customs and traditions in society.

2. Theory of learning by observation

The "researcher vision" that the theory of learning explains the effect of moving graphics in the development of the cognitive aspect. It can be used in the production of animated educational drawings by producing a motion picture film similar to the documentary films where cartoon characters display information.

¹⁶ . Rasha Salah El Din Jamal. **Effectiveness of use the interactive animation program to development some geographical concepts on children kindergarten**. MsC. Thesis. Cairo University: Institute of Educational Studies. Education Technology Department. 2005.(pge:21)

¹⁷ . Edward Francis Schneider. **A Survey of Graphic Novel Collection and Use in American Public Libraries. Evidence Based Library and Information Practice 2014,pge:9.3**

3. Theory of education in imitation:

This theory suggests that if a learner sees a dynamic performance repeatedly presented through a cartoon character, the learner will absorb and perform this performance, especially if the cartoon character of the movement is acceptable to the learner. (Farouk Rousan, 2000)⁽¹⁸⁾.

The "researcher" believes that this theory of Education explains the effect of moving graphics in the development of the skill, and can be used in the production of animated educational drawings through the production of a film animation cartoon character performs a specific mathematical skill and accuracy of performance integrated, which leads the learner to reproduce the performance of that character and try Imitate them to succeed.

Types of animated cartoons

Comics' classification

Comics can be classified according to the goal that can serve into four types:

1. Comics Educational films: films that show the steps of preparing a particular device or training a special class on it.

The "researcher" believes that this type of this film is the basis of the current study. It is a film based on the existence of an educational lesson with general and educational goals. The student is required to watch the film to acquire a skill or concept. Therefore, the 'researcher" was keen to focus on the study experience that this type of educational films specifically because it is the most important to the student education technology..

2. Comics Cultural films: The film, which deals with an educational or cultural subject, whether historical, religious, literary, scientific or educational, art or sports, or in the field of science, is called.

"the researcher" see that the difference between educational films and teaching educational films have a learning objective, but the goal of a general and comprehensive tends to being a culture and entertainment such as documentary films that depend on satisfying the tastes of a wide audience, and at the same time does not deviate from the educational orientation, the movies teaching are More specialized and targeted to a more specific audience.

3. Comics Instructional films: films that deal with guidance and guidance for a special group or the general public, such as traffic rules. The researcher considered that the students of the research experiment learn how to produce instructional films, in view of the educational institution's need for guiding films for its students.

¹⁸ . Farouk Rousan. **Modifying and Building Human Behavior**, Amman, Dar Al Fikr for Publishing and Distribution. 2000.

4. Media films: It deals with media news such as the dates of the start of exams and how to prepare for them or information about the journey and its course.

Comics features (animation and graphics)

1. The ability to simplify everything that is complex, very fast or very slow in nature and difficult to analyze through the film of the movement of living or embodied through the static image.
2. The ability to represent a reality that is difficult to perceive by perceiving the senses in tangible living, by focusing on highlighting the main elements of the snapshot and excluding the few elements that may distract attention from the subject.
3. Clarification of some abstract scientific concepts that so difficult for learners to understand the meaning of reading about them such as electricity, nuclear reactor, chemical bonds, and other scientific experiments.
4. Increase the effectiveness of learning, combining sound and image synchronously, which helps to involve more than one sense in the educational situation.
5. Reviving the past, providing an alternative picture of a dynamic reality in the past as historical, political, social and scientific events recorded by previous generations.
6. Communicating content a highly effective way, by dealing with the script and dialogue, in which the characters present their multiple views in a story that addresses the different viewpoints with tremendous potential. It is highly influential in this area and deals with the most complex subjects. (Mohammad Dahi, 2014).

Case Study

First:- To build an academic community environment to use the "Comics" during the teaching process at class, the "researcher" organized a "comics symposium" cooperation with the University of Baghdad/ Continuous Education Centre , Media College, The College of Art, and children Cultural Center at Ministry of Cultural – Iraq; titled : **(Investment Comics and Animation to serve the academic community) , which held on Wednesday 5/4/2017.**

The Comics Symposium was achieved by Prof. Dr. Salam Jabbar, Head of Design Department at the College of Arts, and chaired by Muntaha Abdul Karim Jassem (the researcher) at University of Baghdad.

The following papers were discussed:

1. Comics and Animation; the beginning and the stages of development, opportunities for investment to serve the Iraqi society" by Professor Dia Al-Hajjar - children Cultural house/ Ministry of Cultural- *Iraq*
2. Comics and animation; personal experience of Talib Makki , presented by miss. Maha Taleb Makki. Children Cultural house/ Ministry of Cultural- *Iraq*

3. Design of information in the visual press (the morphological model) of the researcher Dr. Falah Hassan Ali / Faculty of Media - Press Department. University of Baghdad.

Second:- During the (comics Symposium), the (researcher) Viewed (7) comics and animation Movies: See (Table:1)

Table:1; Comics and Animation Movies				
Seq	Address Film	Directed by	College/ ministry	type
1	The symphony of spirits	Dr. Sherouk Malik	College of Arts	Animation
2	The Wall	Phd.Stud. Ali Hashim	College of Arts	Animation
3	Gilgamesh	Scenario by MsC. Stud. Mustafa Ali	College of Arts	Animation
4	The Right Coast Film	Dr. Falah Hassan	College of Media	info graphic
5	Continuing education	PhD. Stud. Muntaha Abdul Kareem	Continuou s Education Centre	Comics
6	"Be quiet please"	Professor Fakher Hussein	Children Cultural house /	Animation
7	The Right of Education	Mr. Alaa Kazem	Children Cultural house / Ministry of Cultural-Iraq	Comics

At the end of Comics Symposium: the (researcher) celebrating and honoring the first Comics Pioneers in Iraq, by Talking about their experiences with comics.

The Recommendations of "Investment Comics and Animation to serve the Academic Community" Symposium

1. Comics, Animation and illustration programs have a relationship with the most important and latest digital concerns did not take the real place in the media, advertising, in the presentation of the most important ideas and topics as the case of the info graphic and 3D and 2D programs.

2. The weakness of writing in the scenarios within the themes of comics and animation is objectively handicapped for the development of this art, which shows the need to rehabilitate and train the students on how to write the text or scenario through the establishment of a series of specialized training courses.

3. The importance of adding comics as a basic material in the curricula of the digital programs for the faculties of arts and media
4. Allocation of software quotas for comics and animation in computer, programming and Scientific colleges.
5. Allocation of quotas for advanced hardware hard ware to be part of the units of the study of specialized colleges and computer science and architecture
6. Establishment of a scientific and cultural museum for the Comics as a scientific and technical event both locally and internationally
7. Assign specific days for cultural performances of the Comics to be part of the national cultural system.
8. Compelling ministries and institutions in Iraq to use the expertise of Iraqi comic's artists to carry out awareness campaigns and advertising.
9. Work on the development of the Comics system from 2D Comics to 3D Comics through the allocation of scholarships and training required in the countries producing this art.
10. Preparation of an integrated program throughout the year that includes a series of training courses and workshops in the field of investment of the programs of Comics, Animation and illustration by the Continuing Education Center and implemented in collaboration with professors who have experience in this field from the Faculty of Arts and Information and the House of Culture of children to train students and prepare them to produce Projects of specialized films in the field of academic education.
11. The establishment of an annual festival of solidarity and celebrations at the University of Baghdad, where the latest productions of the films in the comics and animation, the outputs of which are presented in the presentation of a scientific, cultural and developmental vision that serves the academic community.
12. Selection and marketing of comics and animation educational films via YouTube channels at the University of Baghdad website.



The Adopted Program

The study adopts the Comics and animation as a technique for teaching the participants the skills of advanced research during the training courses program.

There is not much time to delve into a lot of text materials during our training Courses. The comics have been effective in communicating ideas and providing real examples to our participants – almost feel like a soundboard for teachers’ reflection and for our courses conversation.

The researcher used this comic in the training session to discuss how to use the Iraqi Virtual Science Library resources.



Fig:1



Fig:2: using Comics to explain how to use the Boolean Search in Iraqi Virtual Science Library(IVSL) during training courses



Fig:3: explain the results of using (Boolean search using comics



Figure 4: show a Comparison of training courses in which the presentation was presented in traditional teaching and using comics.

The results

The researcher tried to recorded the lecture by (Engineer Bilal) to register the impression of all participant as (experimental study)..

The" researcher" came out with a set of results that serve the result of the" research" positively

Description	Traditional teaching	Teaching with Comics
Impression	Good	very good
Participant attention	Good	Excellent
Communication with lecture	Moderate	Standard
Participant questions	Continuous	Less
Entropy	Available	No
boredom	Available	No
Information Value	good	Excellent
Evaluation of participants to the lecture	good	Excellent

Conclusion

The "researcher" use of comics informed methods in teaching offers alterative way of knowledge artful representation articulating the complexity of teacher practices by demonstrating the potential of Comics illustrate particular insights in the study of education.

The "researcher" experience with the pedagogical assemblage construction by sharing ideas of teachers' professional development in way that playful.

Through the research methods, the "researcher" have witnessed the potential of comics and animation to promote and strengthen teachers methods during lectures.

1. Produce and enter more educational Comics, animation and Cartoon movies in training courses lectures to activate the lectures.
2. The usage of comics to solve some educational problems:
 - a. To reduce the Fuzzy questions of the participants.
 - b. To keep “maintain” the balance of the lecture.
 - c. To ensure that when the lecture is repeated, participants will receive the same information on the same topic.
3. Preparation of an integrated program throughout the year that includes a series of qualifying training courses in writing the script for Comics and Animation. It is prepared by the Center for Continuing Education and Development. It is implemented in cooperation with the teachers and technicians in the Faculty of Arts and Information and the Children's Culture House to train students and prepare them for producing specialized films in education.
4. Supporting lectures in animation and comics, especially lectures based on scientific experiments.

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10. Osamu Tezuka the grandfather of manga and anime, created hundreds of unforgettable characters during his 40 year career as an illustrator and animator. His influence on generations of artists has been immeasurable, and is still felt today across Japan and beyond. This volume collects rough concepts from several of Tezuka's anime and manga projects. Included are characters from *Mighty Atom (Astro Boy)*, *Jungle Emperor (Kimba the White Lion)*, and many more. See the link: <https://www.rightstufanime.com/Osamu-Tezuka-Anime-Manga-Character-Sketchbook-Artbook-Hardcover>.
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