

## **Showing is Telling: Exploring the Impact of Reading and Writing Comics on Youth Learning through Graphic Medicine Programs**

### **Introduction**

Dr. Sarah A. Evans, Presidential Early Career Professor at the University of North Texas, seeks funding in the amount of \$318,786 through the Laura Bush 21<sup>st</sup> Century Librarian Program for *Early Career Development* (IMLS Goal 1: *Champion Lifelong Learning*, Objective 1.1: *Advance shared knowledge and learning opportunities for all* and LB21 Goal 2: *Develop faculty, library, and archives leaders by increasing the institutional capacity of libraries, archives, and graduate programs related to library and information science*, Objective 2.3: *Support the research of untenured tenure-track library and information science faculty, furthering the faculty member's long-term research agenda, career trajectory, and professional development*).

In the IMLS Annual Performance Report for 2023, the organization stated, “Coming out of the pandemic, and being very aware of the huge and deeply inequitable learning losses from it, we emphasized the importance of reading and literacy for libraries as the primary informal support for both, and the need for more research and professional engagement” (IMLS, 2023, p. 4). In a three-year exploratory study that will contribute to literacy research and library practice, Dr. Evans proposes investigating teenage leisure and informational reading habits with comics and graphic novels, specifically looking at the genre “graphic medicine” to identify ways public libraries can enhance informal literacy learning. Young people’s reading ability and engagement has declined due to factors such as the lure of short-form content online and the educational disruption of the recent pandemic. At the same time, the publication of comics and graphic novels has grown exponentially and offers long-form stories that effectively combine words and art. The format is popular with teens, but often adults question the educational merits of these texts. “Graphic medicine,” comics and graphic novels about health and illness, is a genre that can offer engagement through the format while also providing information on essential topics. Using ethnographic case study methods, Dr. Evans seeks answers the following questions:

- 1) In what ways are adolescents using graphic novels and comics to meet their leisure reading and/or information needs in the public library setting?**
- 2) How can adolescent engagement in graphic medicine activities foster skills in literacy, communication, and self-care?**
- 3) What public library practices could effectively support adolescent’s informal learning through graphic medicine?**

The research findings from this work will a) reveal current patterns in adolescent use comics and graphic novels, b) provide evidence for the merits of reading long-form stories about health and illness in comics format, and c) offer teen-services librarians practical ways to support informal literacy learning. Receiving this grant will accelerate Dr. Evans’ growing research portfolio focused on multiple literacies in informal learning environments. Her research and teaching career will shape the future of youth services in libraries and guide librarians into more effective practices that support youth literacy.

### **Project Justification**

The first Strategic Learning Priority in IMLS’ FY 2023-2026 Learning Agenda is “Child Reading Literacy.” In the agenda, implementation of this priority is focused on early learning and primary aged children. Yet many adolescents similarly need of informal support of reading and literacy from their local library. The grim assessment of the situation described in the agenda applies equally to children and teens: “The COVID-19 pandemic substantially exacerbated literacy challenges; youth reading

scores dropped precipitously and evidence emerged of the growing dependency on the Internet as a contributing factor” (IMLS, 2023, p. 5) As highlighted in the agenda, we need more “actionable information” on literacy and learning through libraries.

A potential strategy for developing action plans to slow “the trend of diminishing child reading proclivity” is through an examination of the situations with evidence against this trend. Youth reading proclivity has seen an increase when it comes to reading comics and graphic novels.

Despite promising research into comics for education early in the 20<sup>th</sup> century, concerns about various potential dangers to youth shifted mainstream perspectives of the format, beginning in the 1950s and continuing to the present (Giner-Monfort & Mengual-Morata, 2023; Tilley, 2012). Since the late 1980s, graphic novels have explored a more extensive range of topics for various audiences (Weiner & Eisner, 2012). The last two decades have seen an exponential increase in available graphic novels and willing readers. During this period, library staff have significantly advocated for adolescent comics readers (Behler, 2006; Griffith, 2010; Hoover, 2012; Schneider, 2014). Often addressing parents and teachers who say reading a comic is not "reading," staff relied on the relatively few empirical studies showing the positive impact of the format on readers.

With the recent increased availability of graphic novels from diverse creators on a diversity of subjects, more researchers are turning their attention to the comic medium. Recent studies on comics and learning have also shown positive results in using this medium for education (Cook, 2017; Spiegel et al., 2013; Norton, 2003). Methodologically, the studies range from analysis of student reader responses to classroom interventions with custom-created comics. However, most of this research takes place within formal learning settings. Librarians and educators need more empirical evidence on the impact of reading comics from applied research in informal learning settings, such as public libraries.

A promising area of applied research comes from the emergent field of graphic medicine. Graphic medicine refers to health narratives and medical information created and shared in the format of comics, which, when collected, create a sequential art story called a graphic novel. Originally conceived as a way to increase medical students' empathy, it has expanded to include the communication of health information to various populations as well as a tool for participatory personal expression of health experiences. In their *Graphic Medicine Manifesto*, the interdisciplinary field's founders state, “Graphic medicine is also a movement for change that challenges the dominant methods of scholarship in healthcare, offering a more inclusive perspective of medicine, illness, disability, caregiving, and being cared for” (Czerwiec et al., 2015).

Although librarians and teens may not realize it, graphic medicine is already embedded in the most popular comics for young people. For example, Raina Telgemeier's graphic novels have become a staple for both school and public librarians because of their popularity, with young teens frequently citing their relatability. Two of them deal expressly with illness: *Smile* shows the long process of recovering from serious dental damage and *Guts* demonstrates the experience of severe anxiety. Such books are common leisure read choices for teens. A yet as unexplored topic is if, and if so how, young people use these and other comics for informal information seeking. Answering this question has ramifications for how libraries support informal literacy learning.

Since 2021, Dr. Sarah A. Evans and a team of interdisciplinary colleagues have conducted research into the use of graphic medicine in public libraries by creating and implementing a health literacy program where participants both read graphic novels and create their own comics, titled “What Health Looks Like” (Evans, 2021; Evans et al., 2022a, 2022b). Dr. Evans, as Project Director, now proposes a project that will allow her to step back and examine factors that contribute to learning through comics in the library setting.

This project has direct ties to previous and current research in the information sciences. The first step is an examination of the current offerings of comics and comics programs in public libraries that is inspired by the work of Dr. Africa Hands in assessing college literacy support in Appalachian public libraries. Dr. Keren Dali's theoretical connection of leisure reading and wellness in immigrant communities inspires this project's attention to the leisure reading of comics by teens. The choice to conduct interviews with health care providers and graphic medicine community members to understand the interaction between health and comics and its future potential for library programming is inspired by the work of Dr. Noah Lenstra in partnerships with community organizations and libraries for health equity. The deep involvement of a teen book club and librarians to examine teen reader's experience with graphic medicine parallels Dr. Joe Sanchez and Jillian Rude's work with BIPOC youth to understand how reading manga impacts their identity and reading motivation. The summit of librarians and teens in year 3 comes from Dr. Evans own experiences in participatory design during her dissertation work and on a previous IMLS grant.

Dr. Evans's career focuses on researching literacies within the context self-directed learning experiences. Her background as a librarian with a masters of library and information science combined with her doctoral degree in learning sciences and human development position her at the crossroads of libraries and learning. This project is designed to utilize Dr. Evans training and previous research and create a foundation for future research that will positively impact library services for youth. She is an experienced qualitative researcher who can pull together multiple data sources to create rich portraits of learning in situ. This grant project will support her in the complicated but important work of studying informal learning.

### **Project Work Plan**

Dr. Evans research is guided by the central thesis of *sociocultural-historical theory*, that "'the structure and development of human psychological processes emerge through culturally mediated, historically developing, practical activity.'" (Cole, 1996, p. 108). This theory is a useful tool for investigating the network of tools and experiences learners draw upon when self-directed. It has also been influential in the study of informal learning.

For this exploratory study, Dr. Evans will conduct an *ethnographic case study* with graphic medicine as the unit of analysis. Although less common, the case study research strategy can be applied not to a specific person or place, but to other things such as an event, a decision, an activity, or a process (Priya, 2021). A case study must have boundaries, therefore this case study of graphic medicine is bounded by a focus on adolescent readers in public libraries.

As indicated by the methodology, Dr. Evans uses a mix of data to explore "how things are and how they got that way" (Wolcott, 1997). This approach considers multiple levels of a phenomena and how these levels interrelate and influence each other, examining means and contexts of communication and information transfer, historical developments, and adapted practices and activities. She focuses attention on how participants construct meaning and view themselves as gaining in understanding their choices (Merriam, 2009, p. 14).

Analysis of the data collected will be ongoing throughout the project as Dr. Evans applies the constant comparative perspective (Heath & Street, 2008), which includes iterative reviews of the research literature, examination of theoretical constructs, and analysis of the data collected, to find patterns in the data and construct a conceptual framework that explains the phenomena of study. Each year's data will be viewed through its relationship to previous data and triangulated with previous findings by Dr. Evans and other researchers' results in similar work. This approach strengthens the

trustworthiness of the qualitative research, which is measured by credibility, transferability, dependability, and conformity (Priya, 2021).

### ***Work Plan and Research Questions***

Each year of the project has a focused purpose that relates to the research questions and the overall goals of the project. Table 1 demonstrates how the research questions will be answered through the data collected.

Research Question	Method of Data Collection	Focus of Data Collection
In what ways are adolescents using graphic novels and comics to meet their leisure reading and/or information needs in the public library setting?	Focus groups with teens about comics reading	How teens think about reading comics for both leisure and to get information
	Interviews with librarians about comics collections and programs	Factors librarians consider when planning for comics collections and related programs
	Content analysis of library programs for teens related to comics	Elements of comics programs for teens hosted by libraries
How can adolescent engagement in graphic medicine activities foster literacy, communication, and self-care?	Interviews with health care workers who specialize in adolescents	How providers communicate with teens about illness and health
	Interviews with graphic medicine community of health care workers, researchers, and artists	Elements that make graphic medicine reading and creation effective experiences
	Records from teen book groups focused on reading, reviewing, and recommending graphic medicine titles	Teens' perspectives on graphic medicine texts, as well as changes in their skills and behaviors
What public library practices could effectively support adolescent's informal learning through graphic medicine?	Findings from summit of teens and librarians who have been examining graphic medicine, which features guest speakers from the graphic medicine community	Teens' and librarians' perspectives on graphic medicine as a genre and how it can be used most effectively in libraries

*Table 1*

Although the work plan may seem ambitious, Dr. Evans has based the schedule of completion based on her three years of experience directing two complex research grants projects simultaneously.

### *Year 1 – Establishing the Baseline*

#### **RQ 1: In what ways are adolescents using graphic novels and comics to meet their leisure reading and/or information needs in the public library setting?**

Dr. Evans will use this year to establish current trends in teen readers of comics and in library collections, services and programs related to comics for teens. This will provide a platform for

understanding how graphic medicine currently does, or does not, fit into the leisure reading and information needs of young people.

August to October 2024

- Hire project specialist and research assistant and develop a detailed work plan for each team member.
- Establish a project website and project social media profiles to keep field apprised of ongoing work.
- Convene first quarterly meeting for the project advisors to share the detailed work plan and solicit feedback on research tasks outlined for year one.
- Identify a strategy to compile information about library programs for teens related to comics by building a list of 10 public libraries from each state with different demographics and service areas based on directories of libraries from state library agencies and state library associations (for example, Texas State Library and Archives Commission's "Find a Library" site at <https://www.tsl.texas.gov/texshare/libsearch/>). If difficulties are encountered, Dr. Evans will use her contacts in several state library agencies to help identify libraries.
- Begin compiling information on programs for teens that involve comics from library websites, noting existence of programs (or not), target age group, and description of activities. Depending on the results of this strategy, Dr. Evans may contact some libraries directly to ask about any previous initiatives related to teens and comics.
- Develop the questions and protocol for teen focus groups and librarian interviews. The first will focus on the habits of teen comics readers and the second will focus on library comics collections and programs. She will submit this information in an application to the Institutional Review Board of her university.

November to December 2024

- Continue pulling data for content analysis of library programs for teens related to comics.
- Following IRB approval (which takes approximately 30 days), recruit librarians to interview who can also facilitate the formation of a teen focus group. Messages will be sent via communication channels used by librarians who work with youth and comics in which Dr. Evans participates, such as ALA Connect communities and the listserv for the Association for Rural & Small Libraries. The intention is to recruit one library from each of the 9 regional divisions outlined by the Census Department [citation?]. Dr. Evans will also strive for diversity amongst the libraries such as sizes, community types, and demographics. If the pool of potential participants does not approach this level of diversity, Dr. Evans will use her established professional network within the national library field for referrals to additional libraries.
- Begin scheduling and completing interviews and focus groups via online video conference. Librarians will be compensated with a \$25 gift card each for their interview and assistance creating a focus group of 6 teen comics readers. Each teen will also be compensated with a \$25 gift card for participating in the focus group. The project specialist will assist in scheduling and in allocating compensation.

January to March 2025

- Convene the second quarterly meeting of project advisor to report on current progress and revise next steps as needed.
- Analyze the database of teen comics program information from approximately 500 libraries nationwide, looking for common patterns in program activities.
- Continue conducting interviews and focus groups via online video conference.

- Begin analysis of librarian interviews, looking for factors librarians consider when planning for comics collections and related programs.

April to May 2025

- Convene the third quarterly meeting of project advisor to report on current progress and revise next steps as needed.
- Write a summary of findings from the library program content analysis for the project advisors and for future publications.
- Continue analysis of librarian interviews and analyze data from teen focus groups, looking for patterns in how teens think about reading comics for both leisure and to get information.

June to July 2025

- Write a summary of findings from interviews and focus groups for the project advisors and for future publications.
- Convene the fourth quarterly meeting of project advisor to present the compiled findings from Year One and revise next steps as needed.
- Prepare for work of Year 2
  - Apply to IRB to use data generated by teen book clubs' activities as research data.
  - Recruit 3 librarians to facilitate a monthly teen book club and review group focused on graphic medicine texts.
  - Make detailed plans for monthly teen books club activities and a system for collecting book reviews generated by teens.

*Year 2 – Examining the Tools*

**RQ 2: How can adolescent engagement in graphic medicine activities foster literacy, communication, and self-care?**

Dr. Evans will use the second year to examine graphic medicine as a communication tool. She will interview health care workers of different types who specialize in working with adolescents as well health care workers, researchers, and artists to identify as part of the graphic medicine community. She will also work with librarians and teens in three distinctly different libraries to create “graphic medicine book clubs” that review and recommend titles as well as explore comics creation.

August to October 2025

- Review team members detailed work plans and reviews as needed.
- Outline dissemination plans for previous data to practitioners and researchers. Possible venues for dissemination to practitioners includes trade journals, educational webinars, or conferences associated with related ALA groups such as the Young Adult Library Services Association and the Public Library Association. Possible venues for dissemination to researchers include the annual meetings or journals for the Association for Information Science and Technology or the Association for Library and Information Science Education, as well as academic journals focused on information science, literacies, or learning, such as *The Library Quarterly* or the *Journal of Adolescent & Adult Literacy*. Project budget includes travel to present at one domestic conference each for Dr. Evans and the research assistant.
- Convene first quarterly meeting for the project advisors to share the detailed work plan and solicit feedback on research tasks outlined for year two.
- Develop the questions and protocol for interviews with healthcare workers who specialize in adolescents and submit to IRB. Interviews will center on how providers communicate with teens about illness and health.

- Following IRB approval, recruit up to 9 adolescent-focused health care workers to be interviewed via online video conference. Recruitment strategies for this group will be developed with oversight by the project advisors who conduct research in the health care fields. The goal is a pool of interviews from a range of location in the United States. Each interview will receive a \$25 gift card in compensation.
- Begin observations at 3 libraries with teen book clubs focused on graphic medicine. At the end of the previous year, Dr. Evans will recruit staff at one rural, one suburban, and one urban library within a 2-hour driving distance of UNT. This radius of the map includes a range of communities that are distinct from each other. From her previous research projects, Dr. Evans knows that traveling to a site up to 2 hours away is reasonable for bi-monthly visits by herself or the research assistant. One visit is to coordinate with the librarian and the other is to be a participant observer at the teen book club. Each librarian will be compensated for approximately 5 hours per week of time over 9 months. To support the program, each library will receive a set of 9 graphic novels and personal drawing supplies for up to 6 teen participants. Teen participants will receive a \$15 gift card each time they participate in a monthly book club meeting and if they write and submit a review of a graphic medicine books (maximum 2 reviews per month). The book reviews and meeting observational data will be analyzed for teens' perspectives on graphic medicine texts as well as any changes in their skills or behaviors that can be attributed to participation.

#### November to December 2025

- Continue interviews with adolescent focused healthcare workers.
- Develop and submit to IRB the questions and protocol for interviews with individuals who identify as members of the graphic medicine community. This community includes healthcare workers, researchers, comic artists, and librarians. Interviews will focus on what elements participants think make graphic medicine reading and creation impactful experiences.
- Following IRB approval, recruit up to 9 members of the graphic medicine community to be interviewed via online video conference. Recruitment strategies for this group will be developed with oversight by the project advisor involved in graphic medicine work. Each interview will receive a \$25 gift card in compensation.
- Continue working with librarians and teen book clubs.

#### January to March 2026

- Convene the second quarterly meeting of project advisor to report on current progress and revise next steps as needed.
- Finish interviews of adolescent focused health care workers.
- Analyze data from interviews of adolescent focused health care workers and begin writing a summary of the data for the project advisors and for future publications.
- Continue online video conference interviews with members of the graphic medicine community.
- Continue working with librarians and teen book clubs.

#### April to May 2026

- Convene the third quarterly meeting of project advisor to report on current progress and revise next steps as needed.
- Finish writing a summary of the interviews with adolescent focused healthcare workers for the project advisors and for future publications.
- Finish interviews with members of the graphic medicine community and begin data analysis.
- Finish working with librarians and teen book clubs on a monthly basis and begin analysis of data.

June to July 2026

- Write a summary of findings from interviews with graphic medicine community for the project advisors and for future publications.
- Convene the fourth quarterly meeting of project advisors to present the compiled findings from Year Two and revise next steps as needed.
- Continue analysis of data from teen book clubs.

*Year 3 – Exploring the Activities*

**RQ 3: What public library practices could effectively support adolescent’s informal learning through graphic medicine?**

Dr. Evans will use the final year of the project to host an in-person summit for the teens and library staff who participated in the book clubs. During this time, the group will share their experiences and ideas about graphic medicine for teens as a part of library services. They will also participate in co-design activities that will lead to a prototype of a graphic medicine toolkit and program curriculum specifically for libraries to use in working with teenagers.

August to September 2026

- Review team members detailed work plans and reviews as needed.
- Outline dissemination plans for previous data to practitioners and researchers. Project budget includes travel to present at one international conference each for Dr. Evans and the research assistant, such as the World Library and Information Conference or the iConference.
- Convene first quarterly meeting for the project advisors to share the detailed work plan and solicit feedback on research tasks outlined for three.
- Finish analysis of data from teen book clubs.
- Begin making arrangements for the all-day in-person summit at UNT, tentatively to take place in February 2027. This includes requesting speakers from the graphic medicine community who can present live online so teenagers may interact with them.
- Plan summit day activities, including design-thinking activities so that librarians, teens, and researchers can co-design a prototype of a graphic medicine toolkit for libraries.

October to December 2026

- Apply to IRB for collecting data during the in-person summit.
- Write summary of findings from teen book clubs for the project advisors and for future publications.
- Continue arrangements for summit, including confirming participation of librarians and teen participants from year two.

January to February 2027

- Convene the second quarterly meeting of project advisor to report on current progress and revise next steps as needed.
- Finalize summit day activities and host the summit event. Observations and documents created during the summit will be collected as research data and examined for teens and librarians’ perspectives on graphic medicine as a genre and ideas on how it can be used most effectively in libraries. Participants will be provided with transportation to and from their library and the UNT campus, a working lunch, snacks, and a \$50 gift card per person for participating.

March to May 2027

- Convene the third quarterly meeting of project advisor to report on current progress and revise next steps as needed.



- Analyze data collected at in-person summit and write a summary of findings for the project advisors and for future publications.
- Begin revisions to prototype graphic medicine toolkit and program curriculum created during the summit.
- Begin compiling 3-year findings report for project advisors.

June to July 2027

- Finish compiling 3-year findings report for project advisors and future publications.
- Prepare prototype graphic medicine toolkit and program curriculum for distribution via project website and additional publications and conferences.
- Convene the fourth quarterly meeting of project advisors to present the compiled findings from Years 1 to 3 and solicit recommendations for next steps in Dr. Evans' research portfolio that will build on the accomplishments of this project.
- Outline additional dissemination plans for project results in the coming year.

### ***Project Staff***

*Project Director and Principal Investigator:* Sarah A. Evans, PhD, MLIS, is an Assistant Professor in the College of Information and the 2023 recipient of the Presidential Early Career Professorship at the University of North Texas, an award which recognizes a researcher whose work shows the potential to be transformative. She serves as the Director for the Children's and Young Adult Librarianship program and as Co-Director of the Multiple Literacies Lab. Her research examines the literacies and identities taken up in self-directed learning experiences. She is the Primary Investigator of the grant funded projects "Raise Up Radio: Family and Youth Engagement in Library Supported Learning Via Radio" with the Institute of Museum and Library Services, "Diversifying Human Centered-Data Science through the Research and Design of Ethical Games" with the National Science Foundation, and "What Health Looks Like: Using Graphic Medicine to Bring Underrepresented Voices Forward Through Public Library Health Literacy Programs" with UNT. Since 1999, Dr. Evans has worked for and with libraries, including as a public library branch manager, collection development librarian, middle school teacher-librarian, and now as a researcher. Throughout her career, she has served in the American Library Association and its subdivisions, most frequently in the Young Adult Library Services Association. She is currently the Information Coordinator and Standing Committee Member in the Libraries for Children and Young Adults Section of the International Federation of Library Associations and Institutions.

*Project Specialist:* This is a 10 hour a week non-student staff position who will support the project administratively, maintaining contact with project advisors and project participants, scheduling meetings and interviews, and arranging travel for the Project Director and Research Assistant.

*Research Assistant:* This is a 20 hour a week graduate student position who will assist in all aspects of data collection, data analysis, and dissemination of results.

*Project Advisors:* The five project advisors each offer unique expertise related to aspects of this research project. Additionally, Drs. Champlin, Davis-McElligatt, Olness, and Smith were part of the original graphic medicine seed project designed by Dr. Evans which inspired this early career project. Each advisor will be in email communication with Dr. Evans monthly on aspects of the work on which they can best advise. The entire group will meet in an online video conference quarterly to provide feedback and suggestions for revisions to project activities. These advisors will be the primary way of tracking progress of the results.

- Sara Champlin – Expertise: Health Communications and Resources, Equally Accessible Media
- Joanna Davis-McElligatt – Expertise: Black Literary and Cultural Studies, Comics Studies
- Gloria Olness – Expertise: Clinical Researcher, Patient and Family Advocate

- Matthew Noe – Expertise: Graphic Medicine International Collective Board Member, Medical Librarianship and Comics Librarianship
- Daniella Smith – Expertise: Services for Youth in Public and School Libraries, Information Seeking Behaviors

### **Diversity Plan**

Dr. Evans goals for her research career include amplifying voices previously marginalized and disrupting normative narratives about success and knowledge. Therefore, the inclusion of diverse perspectives is crucial to each of her projects. At each recruitment opportunity involving libraries, Dr. Evans will carefully examine the demographic diversity amongst the potential sites of participation and prioritize locations with greater racial, ethnic, and socioeconomic diversity. Additionally, she will work with Year 2 library staff participants to develop an outreach plan to contact underserved populations in their communities through relevant organizations to locate teen participants for the graphic medicine book club. They will strategize to recruit neurodivergent teens and teens identified as English Language Learners since these groups are often said to benefit from reading in the comics format (Attwood & Gerber, 2020; Csabay, 2006; Johnson, 2022).

### **Project Results**

The short term results of this Early Career Development project comes out of the work plan and includes 1) a collection of information on library programs for teens related to comics from across the United States, 2) a set of recommended graphic novels about health and illness that have been reviewed by adolescents, for adolescents, 3) a prototype graphic medicine toolkit and program curriculum, and 4) articles and presentations for practioners and researchers on the results from various parts of the project.

The long-term results of this project will be Dr. Evans' continued career development as a researcher of multiple literacies in informal learning environments. Her empirical research in this area supports the work of libraries as centers of lifelong learning and will shape the next generation of library professionals.

**Schedule of Completion – Year 1**  
**Establishing the Baseline**

Activity	8	9	10	11	12	1	2	3	4	5	6	7
<i>Administration</i>												
Hire project specialist and research assistant	█											
Establish a detailed work plan	█											
Develop a project website		█	█									
Develop project social media		█	█									
Convene the project advisors for meeting 1.1		█										
Convene the project advisors for meeting 1.2						█						
Convene the project advisors for meeting 1.3									█			
Convene the project advisors for meeting 1.4												█
Compile annual findings report for the project advisors											█	█
<i>Content Analysis of Library Programs for Teens Related to Comics</i>												
Organize for content analysis of comics library programs for teens		█										
Pull data for content analysis of library programs			█	█	█							
Analyze data						█	█	█				
Write summary of findings from content analysis									█	█	█	
<i>Interview Librarians about Comics Collections and Programs + Conduct Focus Groups with Teens about their Comics Reading</i>												
Develop questions for teen focus groups and librarian interviews		█										
Apply for IRB			█									
Recruit librarians for interviews and to facilitate focus groups				█	█							
Interview librarians					█	█	█	█				
Conduct teen focus groups					█	█	█	█				
Analyze librarian interview data									█	█		
Analyze teen focus group data										█	█	
Write summary of findings from interviews and focus groups											█	█
<i>Preparations for Year 2 – Examining the Tools</i>												
Apply for IRB for teen book club focused on graphic medicine												█
Recruit 3 libraries for monthly teen book club and review group												█
Plan for book club activities and collection system for reviews											█	█

**Schedule of Completion – Year 2**  
**Examining the Tools**

Activity	8	9	10	11	12	1	2	3	4	5	6	7
<i>Administration</i>												
Review work plan and revise as needed												
Outline dissemination plan for previous year’s data												
Convene the project advisors for meeting 2.1												
Convene the project advisors for meeting 2.2												
Convene the project advisors for meeting 2.3												
Convene the project advisors for meeting 2.4												
Compile annual findings report for the project advisors												
<i>Interview Health Care Workers Who Specialize in Adolescents</i>												
Develop interview questions for adolescent-focused health care workers												
Apply for IRB												
Recruit adolescent-focused health care workers for interviews												
Interview adolescent-focused health care workers												
Analyze adolescent-focused health care workers interview data												
Write summary of findings from health care workers interviews												
<i>Interview Graphic Medicine Community of Health Care Workers, Researchers, and Artists</i>												
Develop questions for graphic medicine community												
Apply for IRB												
Recruit members of the graphic medicine community for interviews												
Interview members from the graphic medicine community												
Analyze graphic medicine community members interview data												
Write summary of findings from graphic medicine interviews												
<i>Observations and Documents from Teen Book Club Focused on Graphic Medicine (NOTE: IRB application, recruitment, and planning at end of Year 1)</i>												
Observe monthly teen book club meetings as participant observer												
Analyze book club meetings and reviews (begin)												

**Schedule of Completion – Year 3**  
**Exploring the Activities**

Activity	8	9	10	11	12	1	2	3	4	5	6	7
<i>Administration</i>												
Review work plan and revise as needed	█											
Outline dissemination plan for previous year’s data	█											
Convene the project advisors for meeting 3.1		█										
Convene the project advisors for meeting 3.2						█						
Convene the project advisors for meeting 3.3									█			
Convene the project advisors for final meeting												█
Compile 3-year findings report for the project advisors									█	█	█	█
<i>Finish from Year 2: Observations and Documents from Teen Book Club Focused on Graphic Medicine</i>												
Analyze book club meetings and reviews (finish)	█	█										
Write summary of findings from teen book club			█	█	█							
<i>Graphic Medicine Summit for Teens and Librarians</i>												
Make arrangements for summit	█	█	█	█	█	█						
Request summit speakers from graphic medicine community		█	█	█								
Plan summit activities including designing toolkit prototype	█	█				█						
Apply for IRB			█									
Recruit/confirm participation of teens and librarians from Year 2				█	█							
Host the summit event							█					
Analyze data from summit								█	█			
Write summary of findings from summit									█	█		
Revise prototype graphic medicine toolkit and program curriculum										█	█	
Outline dissemination plan for current year’s data												█

**Applicant Name:** Dr. Sarah A. Evans

**Project Title:** Showing is Telling: Exploring the Impact of Reading and Writing Comics on Youth Learning through Graphic Medicine Programs

Performance Measure	Data We Will Collect (e.g., counts, costs, weights, volumes, temperatures, percentages, hours, observations, opinions, feelings)	Source of Our Data (e.g., members of the target group, project staff, stakeholders, internal/external documents, recording devices, databases)	Method We Will Use (e.g., survey, questionnaire, interview, focus group, informal discussion, observation, assessment, document analysis)	Schedule (e.g., daily, weekly, monthly, quarterly, annually, beginning/end)
<p><b>Effectiveness:</b> The extent to which activities contribute to achieving the intended results</p>	<p>Monthly, the Project Director will send a brief email report on the next steps of the project to each Advisor. She will ask for feedback on the research methods based on the Advisor’s expertise, specifically asking “will these next steps contribute to answering the research questions?”</p> <p>Quarterly, the Project Director will have a video conference with all Advisors to discuss the progress made so far. She will ask if they believe she is conducting her research in the most effective way to answer the research questions.</p>			
<p><b>Efficiency:</b> How well resources (e.g., funds, expertise, time) are used and costs are minimized while generating maximum value for the target group</p>	<p>Weekly, the Project Director, the Project Specialist, and the Student Assistant will meet to discuss the status of the budget and examine planned tasks to the schedule of completion. They will use the Planner features of Microsoft Teams to track tasks to be done, tasks that are blocked, and tasks completed. They will also use this software to examine progress towards completion.</p>			
<p><b>Quality:</b> How well the activities meet the requirements and expectations of the target group</p>	<p>Yearly, the Project Director will send a summary report of research findings to the Advisors. These findings will be discussed in the next quarterly meeting of the Project Director and Advisors and assessed for quality. Advisors will make recommendations to improve the quality of the work as needed.</p>			
<p><b>Timeliness:</b> The extent to which each task/activity is completed within the proposed timeframe</p>	<p>Daily, the Project Director, the Project Specialist, and the Student Assistant will individually review the tasks in the Planner section of Microsoft Teams and evaluate their timeliness.</p> <p>Weekly, the Project Director, the Project Specialist, and the Student Assistant will meet and examine planned tasks to the schedule of completion. They will use the Planner features of Microsoft Teams to track tasks to be done, tasks that are blocked, and tasks completed. They will also use this software to examine progress towards completion.</p>			

## **Digital Product Plans**

The following digital products will be created through this project:

1. A list of recommended graphic medicine titles with summaries and reviews written by teen participants.
2. A prototype of a graphic medicine toolkit and program curriculum specifically for libraries to use in working with teenagers.

These digital products will be made available in an interactive form and in a printable PDF format via the project website hosted at the UNT. They will be published under Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) to allow sharing and attribution. Therefore, these digital products are free to be shared but must be given proper attribution in reuse.

The PDF version of the digital products will be deposited to the UNT institutional repository, UNT Scholarly Works (<https://library.unt.edu/scholarly-works>), for long-term preservation and access. All content in the UNT Scholarly Works has a permanent URL for each item and will be visible on all major search engines. The URL for the items in the UNT institutional repository will be available on the project website.

Also, all focus group and interview transcripts will be saved as a TXT file. Due to privacy issues, transcript files will be anonymized and made available on the UNT data repository (<https://library.unt.edu/scholarly-works/data-repository>).