

# USING PSYCHOLOGICAL SCIENCE TO MAKE BETTER PSYCHOLOGY TEXTBOOKS

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SURVEYS SHOW THAT TRADITIONAL TEXTBOOKS...

...DON'T ALWAYS LIVE UP TO THEIR ENORMOUS PROMISE.

THIS BOOK IS FILLED WITH RICH NUANCE AND CLASSIC INSIGHT!

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.

LET'S MAKE TEXTBOOKS INTERACTIVE...

...AND CHEAPER...

...AND LIGHTER...

...AND LET'S MAKE THEM FUNNY AND GRAPHICAL...

...BECAUSE THOSE THINGS HELP EDUCATION!

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.

HOW MANY STATISTICIANS DOES IT TAKE TO CHANGE A LIGHTBULB?

WHAT DEGREE OF CERTAINTY DO YOU WANT?

WHEN AVNER ZIV TRAINED TEACHERS TO INCLUDE TOPICAL JOKES IN THEIR CLASSES...

...STUDENTS DID MUCH BETTER ON THEIR FINAL EXAMS.

THAT WAS SODIUM FUNNY!

I SLAPPED MY NEON THAT ONE!

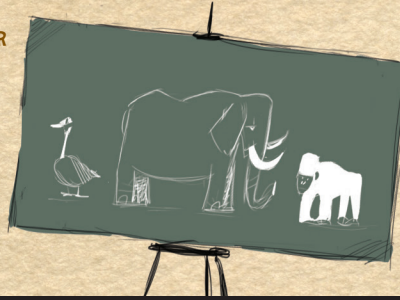
AND WE HAD FUN!

BUT IT'S NOT JUST GOOD HUMOR THAT HELPS.

OTHER EXPERIMENTS SHOW THAT IT CAN HELP TO PRESENT INFORMATION **GRAPHICALLY**.



PEOPLE ARE MORE LIKELY TO REMEMBER **IMAGES** THAN **WORDS!**

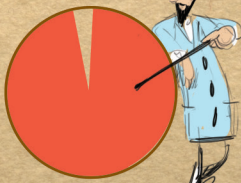


IT'S THE **PICTURE SUPERIORITY EFFECT!**

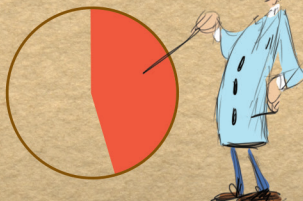
VISUAL REPRESENTATIONS CAN HELP **CLARIFY DATA**.

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...**

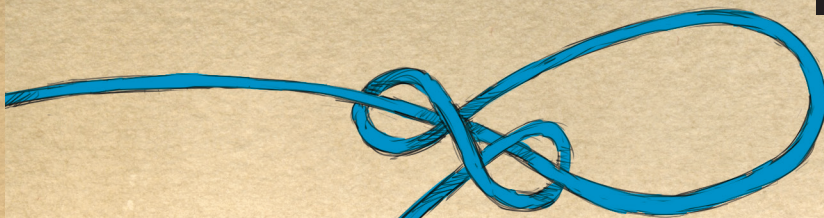


WELL, YOU GO **NORTHEAST** FROM **PIRATE'S COVE**, THEN MAKE A **SLIGHT LEFT** AT THE **BULGE IN THE BEACH**, THEN **VEER TO THE RIGHT** AT **ANGRY MONKEY MOUNTAIN**, BUT **NOT TOO FAR TO THE RIGHT OR...**

**NEVERMIND!** JUST DRAW ME A **MAP**.



...WITHOUT REFERRING TO A **DRAWING**.



AS INCOMING APS PRESIDENT **BARBARA TVERSKY** HAS NOTED, THIS **EFFICIENT DESCRIPTIVE POWER...**

...IS PART OF WHAT MAKES **COMICS** SO USEFUL FOR DESCRIBING SCIENCE.

"DIAGRAMS **SHOW** RATHER THAN **TELL...** ...**DIRECTLY** AND **BRIEFLY**."

"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!**

