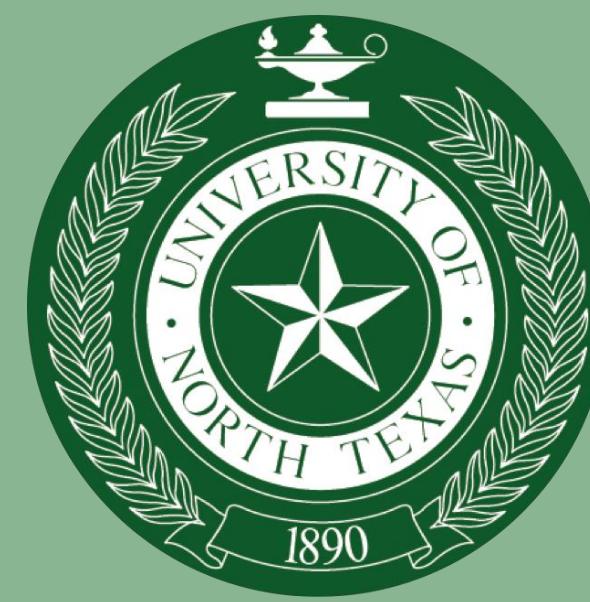




# Making the Case for Care and Trust in Comic Strips



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## PURPOSE

Children are often poorly represented in research which conceptualizes them as **not-yet-persons** and shares **pejorative representations of their capabilities** (Lee et al., 2020; Vossoughi & Gutierrez, 2014). This is exacerbated by an **over-reliance on verbal and text-based** examinations of young children's experience as they are developing their communicative competence (Ochs, 1979). Yet, prior work shows children to be **competent cultural practitioners and interactional partners** with their existing communicative repertoires (Keifert & Stevens, 2019; Keifert, 2021).

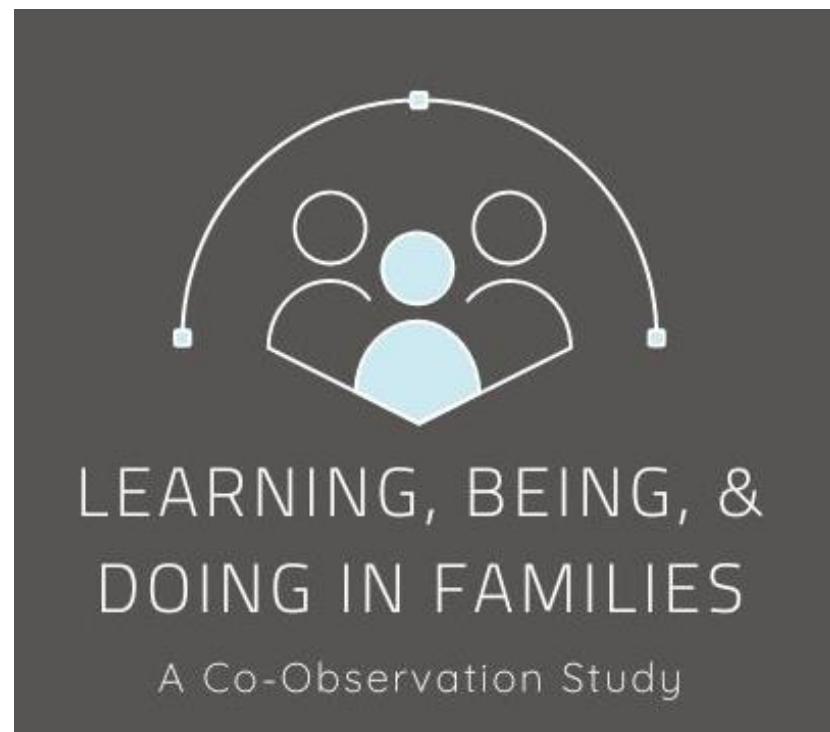
We illustrate how multimodal evidence within comic strips can supplement transcripts to demonstrate how children and adults show care (Goodwin & Cekaite, 2018) and relational trust (Bryk & Schneider, 2002).

We explore comic strips to understand evidence of care and trust without losing co-researchers' anonymity. This work supports understanding children's competence and demonstrating affective dimensions of learning and research.

## METHODS

### Learning, Being, and Doing (LBD) in Families Study

- partnership with children and families
- children "tell their story on their terms," (Gutiérrez et al., 2019, p. 9)



### Emergent Co-Research Methodology

- Co-observation to study existing practice(s)
- Syncretic method blending
- Traditional research approaches like Interaction Analysis (Jordan & Henderson 1995)
- Everyday storytelling practices (e.g., Ochs et al., 1992) including documenting, interpreting, sharing

### Multimodal representations of care and trust based on co-observation

## DATA SAMPLE

Little Poof (5 years old) explained to Big Book (Little Poof's Mom), Teo (author), and Andria (author) about the Lego Water Truck they made including its parts (the grill, the fan, the water taps), and how it worked ("it brings water to everyone," water comes out both sides of the tap).

## DATA

Little Poof emphasized their Water Truck was Lego leading Big Book to ask, "What does that mean?" Big Book's question of what Lego means led to an exchange of learning from LP about their solo activity and BB and Teo marveling together at what BB later named as LP's learning "leaps." This sequence is captured in the transcript + comics.

**Comic A. Explaining that the water truck is a widdle Lego toy**



**Comic B. Marveling at LP's story of their first Lego making by asking more questions**



**Comic C. BB and Teo take a moment to look at each other in astonishment and joy**



Time Stamp	Talk & (Action)	Characterization
[00:02:30.22]	LP: I have, I have just like a little (Comic B: LP shows small clear and blue ball case)	Sharing
[00:02:36.06]	BB looks at ball in LP's hand	
[00:02:36.09]	BB: You just got this (picks up truck) out of this (Comic B: BB gestures towards ball)?	Clarifying
[00:02:37.24]	LP: Yes	Clarifying
[00:02:38.21]	BB: [This in here? (Comic B: BB pointing towards the ball)]	Clarifying
[00:02:38.21]	T: [oh I see!]	
[00:02:39.20]	LP: Yes but it was in pieces (Comic B: LP turns towards BB)	Clarifying
[00:02:42.16]	BB: And you put [it together?]	Clarifying, Marveling
[00:02:42.18]	T: You put it together	Marveling
[00:02:43.29]	LP: Yes and I bet-and before I turned it into sa- ah- ah I turned it into special tru- a different water truck (Comic C: BB turns to the camera and with mouth open, Teo grins big in response)	
[00:02:54.05]	BB: You did? [And ( ) (BB holding instructions and unfolding) Come here! (BB waves LP to come back next to her, in view of the Zoom camera)]	Marveling
[00:02:54.25]	T: [Oh you did it differently and then you changed it?]	Marveling
[00:02:57.01]	LP moves to sit next to BB	
[00:02:57.29]	BB: Did you look (LP looks at instructions in BB's hand) at the instructions?	Clarifying
[00:02:59.05]	LP: No. I just-	
[00:03:00.28]	BB: No, you just did it yourself?	Clarifying, Marveling
[00:03:01.26]	BB holds up truck for camera (Comic C)	
[00:03:02.05]	T big grin (Comic C)	Marveling
[00:03:02.16]	LP: I did it how I wanted to make one.	
[00:03:04.14]	BB: Well that's [( )]	Marveling
[00:03:05.10]	T: Super cool!	Marveling
[00:03:06.22]	BB: What?! That's so awesome.	Marveling
[00:03:09.04]	LP: The pieces were in here.	Clarifying
[00:03:11.02]	T: Yeah, I like that you made it and then you changed it and made it different like you can put the Legos in different arrangements. [You can make different things from the same set.]	Clarifying Marveling
[00:03:19.06]	BB finishes unfolding instructions	
[00:03:19.17]	BB: [Yeah↑↑	Marveling
[00:03:21.15]	BB shows instructions to camera	
[00:03:22.03]	LP: ( you like )	
[00:03:23.19]	T: Very cool.	Marveling

Witnessable affective displays in the record:

- Big Book kissing Little Poof's head (Comic A)
- Big Book's amazed gaze (Comic C)
- Teo's grin in response (Comic C)
- Big Book + Teo's verbal feedback (Transcript "Super cool!" "That's so awesome!")

These multiple affective displays were a part of establishing trust as Big Book and Teo fulfilled the expectations of an appreciative audience for Little Poof's showing. This trust is evidenced in Little Poof's continued telling throughout the nearly three and a half minutes. Moreover, these were all affective-displays, captured through the combination of comic strips and traditional transcripts.

## CONCLUSION

The combination of traditional transcripts and comic strips can illustrate trust, built through multimodal displays of care, and expectations that were fulfilled in the creative co-exploration of the child's artifact. Comic strips supplement transcripts to provide key information about body orientation, facial exploration, and touch. LBD allowed our team to ensure that children's perspectives were centered, and that we can communicate our findings with broader research audiences without losing participant anonymity.