

2D EDUTAINMENT: JOURNEY TO THE LAND OF IMAGINATION

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JUDUL: 2D EDUTAINMENT: JOURNEY TO THE LAND OF IMAGINATION

SESI PENGAJIAN: 2010/2011

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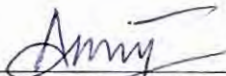
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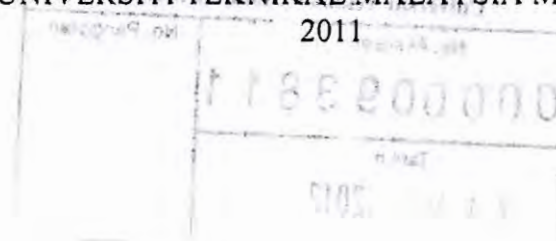
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2D EDUTAINMENT: JOURNEY TO THE LAND OF IMAGINATION

MOHD KAMARUL AMRY BIN UMAR

This report is submitted in partial fulfillment of the requirements for the
Bachelor of Computer Science (Media Interactive)

FACULTY OF INFORMATION AND COMMUNICATION TECHNOLOGY
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DECLARATION

I hereby declare that this project report entitled
2D EDUTAINMENT: JOURNEY TO THE LAND OF IMAGINATION

is written by me and is my effort and that no part has been plagiarized
without citations.

STUDENT :  Date: 13/7/2011
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DEDICATION

I dedicate special thanks to my parents who giving me support and motivation throughout my PSM. This dedication are also to my PSM supervisor, Pn Norazlin Binti Mohammed for the consultation, advices, comments and support just to make sure that I can finish this PSM successfully. I also want to thanks to my all my friends that always are by my side as I working on this project.

ACKNOWLEDGEMENTS

Alhamdulillah, praise to Allah s.w.t, I am very pleased and grateful of being able to finish my final project. First and foremost, I would like to thank my beloved parents and my family for their support and motivation throughout my project.

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I would also like to thank to Sarni Suhaila Bt Rahim as my evaluator and all my fellow best friends and also to all my classmates whom helps me a lot to complete my PSM. Thank you very much.

ABSTRACT

2D edutainment for children to encourage them uses their active thinking from their right brain. Nowadays, mostly education centre for kids does not teach of physical learning including about their creativity and imagination. Mostly education lesson is about knowledge or in academic section such as calculating, theory and writing. Computer is already become part of teaching tools among most of education centre. Children are very interested in learning about animation and using it for any learning activity. I hope this animation can improve in the future for education about science computer. Journey to The Land of Imagination is created to help the children range between 2-6 years old to develop their creativity and imagination through 2D edutainment.

ABSTRAK

Edutainment 2D untuk kanak-kanak bagi menggalakkan mereka menggunakan pemikiran mereka aktif dari otak kanan mereka. Pada masa kini, kebanyakan pusat pendidikan untuk anak-anak tidak mengajar ilmu fizikal termasuk kira-kira kreativiti dan imaginasi mereka. Kebanyakannya pelajaran pendidikan mengenai pengetahuan atau dalam seksyen akademik seperti mengira, teori dan menulis. Komputer telah menjadi sebahagian daripada alat pembelajaran di sebahagian besar pusat pendidikan. Kanak-kanak sangat berminat untuk belajar tentang animasi dan menggunakan bagi sebagai aktiviti pembelajaran. Saya berharap animasi ini boleh bertambah baik pada masa depan untuk pendidikan mengenai komputer sains. Journey to the Land of Imagination diwujudkan bagi membantu kanak-kanak di antara 2-6 tahun untuk membangunkan kreativiti dan imaginasi mereka melalui edutainment 2D.

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LIST OF ABBREVIATIONS

2D	-	Two Dimensional
3D	-	Three Dimensional
PAL	-	Phase Alternating Line
MPEG-4	-	Moving Picture Experts Group version 4

LIST OF APPENDICES

APPENDIX A	-	GANTT CHART
APPENDIX B	-	STORYBOARD
APPENDIX C	-	BETA TEST ENVIRONMENT
APPENDIX D	-	ALPHA TEST QUESTIONNAIRES
APPENDIX E	-	BETA TEST QUESTIONNAIRES

CHAPTER I

INTRODUCTION

1.1 Project Background

This project is to develop 2D edutainment for children to encourage them using their active thinking from their right brain. The children, as they grow up, children's creativity, imaginary and passion for learning gradually dissipate after they learn to think in rational way, and by adulthood have mostly disappeared.

The children from 2 – 6 years old are attracted to sound and musical. They can easily learn from exploration and the storytelling. By the exploration and storytelling, the children can think creatively and they also can enjoy themselves during the studies.

The Journey to the Land of Imagination is about siblings gone to fantasy land full with imaginations. The surrounding in the Land of Imagination makes both siblings to think creatively. There are many unique things that the sibling thinks and became reality.

Journey to the Land of Imagination is for the child with an active imagination. This 2D edutainment is helping the children to encourage them to think creatively using their right brain.

1.2 Problem statement(s)

Nowadays, mostly education centre for kids does not teach of physical learning including about their creativity and imagination. Mostly education lesson is about knowledge or in academic section such as language, science or writing. Kids' psychology development will affect their right brain and behavior development. By developing this product, the children can learn more about themselves especially their creativity and imagination.

Computer is already become part of teaching tools among most of education centre. Children are very interested in learning about computer and using it for any activity. However, the resource for e-learning is still limited for education field. Some of the guidance and parent does not realize the benefit of using edutainment to educate the children. From this, edutainment is not been fully utilize of the users.

1.3 Objective

The objectives that are hoped to achieve through this edutainment are:

- a) To develop 2D animation edutainment product

The main purposed of this project is to develop a 2D animation edutainment product about creative thinking and right brain development. Through this, the audience has been learn and entertained about the creative activities and wonderful imagination.

- b) To generate creativity and imaginatively among the kids

This edutainment product is helping in generating children creativity and imagination. It is just like a storytelling but has educational dimension which is in animation giving more impact to audience. The viewers use imagination based on the shows to create a story by own.

- c) To educate kids about imagination and creativity

By creating this project, kids can learn about the imagination and creativity. The children can find out and understand more about creativity through imagination.

1.4 Scope

This 2D edutainment is designed for children 2 – 6 years old. They usually are using their imagination and creativity to solve the problem. At this stage of human development, they usually attracted to sounds and colors. Besides that, this 2D edutainment is suitable for parent and also teacher who teaching at kindergarten.

This 2D edutainment is using exploration and storytelling to deliver the content to the audience. This concept is suitable for the children in order to develop their right brain and also their creativity. Exploration usually using narration to give the direction and the audience can interact to the character.

Storytelling method is usually used in 2D animation and this method is continuously without interaction between the narrator and the audience. By combining both methods, the children can easily learn from this 2D edutainment. The 2D is designed for TV edutainment using Malaysian standard which are MPEG-4 and PAL (level 3).

1.5 Project significance

From this product, the user will learn the lesson that is teaching about creative thinking. This product can applied at kids education centre to help the children learn about creative thinking and activates their right brain. The audience is able to interact and solve the problem that occurred in this 2D edutainment. At the same time, the children will be entertained with the animation of problem solving story.

Apart of that, this product had brought children involved into the computer technology world. This teaching method will be indirectly as an e-learning method because it using technology application for education. It has saved a lot of time and energy for teacher to educate the children about problem solving. Besides, children can learn and watch the edutainment at anytime and anywhere because this product is a standalone product.

1.6 Conclusion

This is the first part which contains briefing on the whole project to be done. It is contained introduction to develop 2D edutainment for children to encourage them using their active thinking from their right brain and overview of the project including problem statement which to change the logical education behavior to children. This project is hoped can be successfully educating children about creative imagination and able to entertain them to make them keep attract with this product. The next chapter is about literature review and project methodology. This chapter will contain reviews and researches about related issues such as 2D animation, facial expression, emotion and learning skills. The methodology to use for project development will be state in this chapter. Software and hardware requirement also included to show and explained the project requirement.

CHAPTER II

LITERATURE REVIEW & PROJECT METHODOLOGY

2.1 Introduction

This chapter deliberates on literature review and project methodology. Literature review includes the project domain, existing system and techniques. For project methodology, it states the method being use by the developer. Besides that, it contains the project requirements where the software and hardware specification is stated and follows by the project schedule and milestone. The planning stage will be elemental at this chapter. The outcome of project will fundamentally depend on this chapter.

Most individuals have a distinct preference for one of these styles of thinking. Some, however, are more whole-brained and equally adept at both modes. In general, schools tend to favor left-brain modes of thinking, while downplaying the right-brain

ones. Left-brain scholastic subjects focus on logical thinking, analysis, and accuracy. Right-brained subjects, on the other hand, focus on aesthetics, feeling, and creativity.

Curriculum—In order to be more whole-brained in their orientation, schools need to give equal weight to the arts, creativity, and the skills of imagination and synthesis.

Instruction—To foster a more whole-brained scholastic experience, teachers should use instruction techniques that connect with both sides of the brain. They can increase their classroom's right-brain learning activities by incorporating more patterning, metaphors, analogies, role playing, visuals, and movement into their reading, calculation, and analytical activities.

Assessment—For a more accurate whole-brained evaluation of student learning, educators must develop new forms of assessment that honor right-brained talents and skills.

Right Brain VS Left Brain

Left Hemisphere Style	Right Hemisphere Style
Rational <ul style="list-style-type: none"> • Responds to verbal instructions • Problem solves by logically and sequentially looking at the parts of things • Looks at differences • Is planned and structured • Prefers established, certain information • Prefers talking and writing • Prefers multiple choice tests • Controls feelings • Prefers ranked authority structures 	Intuitive <ul style="list-style-type: none"> • Responds to demonstrated instructions • Problem solves with hunches, looking for patterns and comparisons • Looks at similarities • Is fluid and spontaneous • Prefers elusive, uncertain information • Prefers drawing and manipulating objects • Prefers open ended questions • Free with feelings • Prefers collegial authority structures
Sequential <ul style="list-style-type: none"> • Is a splitter: distinction important • Is logical, sees cause and effect 	Simultaneous <ul style="list-style-type: none"> • Is a knapper: connectedness important • Is analogic, sees correspondences, resemblances
Draws on previously accumulated, organized information.	Draws on unbounded qualitative patterns that are not organized into sequences, but that cluster around images.

Figure 1.0 Right Brain VS Left Brain