



Assessing  
Classroom

Dynamic  
Classroom

Animation

Video

Dynamic  
Presentation

Conclusion

# Class Resuscitation by Animation: Bringing your Classroom back to Life

Olga Scrivner, James Scrivner

Indiana University  
Norton Healthcare

FACET 2014



# 21st Century

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"Today we work with the written or spoken word as the primary form of communication.

But we also need to understand the importance of graphics, music, and cinema, which are just as powerful and in some ways more deeply intertwined with young people's culture.

We live and work in a visually sophisticated world, so we must be sophisticated in using all the forms of communication, not just the written word."  
(cited by J.Daly 2004)





# Dynamic Classroom

Assessing  
Classroom

Dynamic  
Classroom

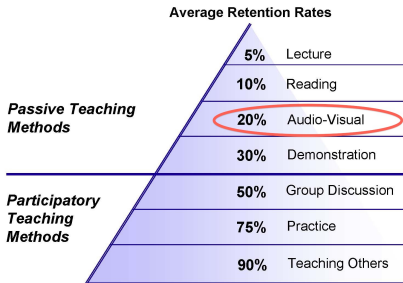
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## The Learning Pyramid\*



\*Adapted from National Training Laboratories. Bethel, Maine



# Technology in Dynamic Classroom

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- Animation Creation
- Video Creation
- Dynamic Presentation



# Experimental Study

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Using Animations to Learn Vocabulary (Kayaoglu, 2011)  
English preparatory class (Karadeniz Technical University,  
Turkey)

Paper-Based  
Group



Animation-  
Based Group





# Experimental Study: Results

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Table 1. Comparison of achievement scores of students in the experimental and control groups

Tests	Groups	N		Sd	t	P
Pre-test	Control	22	20,95	3,99	1,084	0,285
	Experiment	17	22,41	4,37		
Post-test	Control	22	21,45	4,44	1,754	0,088
	Experiment	17	24,06	4,78		

1. There is no statistically significant difference between the average scores of pre-tests applied to both groups.



# Experimental Study: Results

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Post-test	Control	22	21,45	4,44	1,754	0,088
	Experiment	17	24,06	4,78		

2. There is no statistically significant difference between the average scores of pre-tests and post-tests applied to the group who employed paper-based text in a traditional way.



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Table 1. Comparison of achievement scores of students in the experimental and control groups

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Post-test	Control	22	21,45	4,44	1,754	0,088
	Experiment	17	24,06	4,78		

3. There is a statistically significant difference between the average scores of pre-tests and post-tests applied to this experiment group.





# Students' Reaction

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## Paper-Based Method



# Students' Reaction

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## Animation-Based Method



# Students' Reaction

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## Informant 17

'It has positive impact on learning. Meanings of words are catchier for us since we can make inferences to understand the meanings of words.'



# Students' Reaction

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## Informant 17

'It has positive impact on learning. Meanings of words are catchier for us since we can make inferences to understand the meanings of words.'

## Informant 12

'Both seeing and hearing make learning and remembering words easier. Also, we can infer the meaning from the visuals in the animation.'



# Students' Reaction

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## Informant 17

'It has positive impact on learning. Meanings of words are catchier for us since we can make inferences to understand the meanings of words.'

## Informant 12

'Both seeing and hearing make learning and remembering words easier. Also, we can infer the meaning from the visuals in the animation.'

## Informant 8

'We can comprehend a context full of unfamiliar words not just by reading but also seeing and hearing in easier way.'



# Experimental Study: Conclusion

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- Animation-based technique contributed to students vocabulary learning and increased students performance.
- The use of multimedia application contributed to a positive atmosphere and motivation of students.



# Positive Aspects of Animations

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- 1 Increases motivation
- 2 Lowers the anxiety level
- 3 Improves contextual comprehension
- 4 Helps in the retention of concepts
- 5 Different Learning Styles

(Devi, 2005; Butler-Pascoe and Wiburg, 2003)



# Negative Aspects of Animations

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- 1 Distracts the learner to watch the cartoon repeatedly
- 2 Affects the learning process for learners with difficulties in vision





# Happiness

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Conclusion

Hoogeveen (1995):

Students feel more fun from multimedia and learning becomes a happy process.



# Happiness

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Hoogeveen (1995):

Students feel more fun from multimedia and learning becomes a happy process.

Animation turns the education environment into: (Boswood 1997: 202)

**EDUCATION+ENTERTAINMENT**



# Happiness

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Hoogeveen (1995):

Students feel more fun from multimedia and learning becomes a happy process.

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## EDUTAINMENT



# Introduction

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- Cartoon Storymaker  
<http://www.education.vic.gov.au/languagesonline/games/cartoon/>
- GoAnimate  
<http://goanimate.com/>
- PowToon  
<http://www.powtoon.com/>
- Toondoo Cartoons <http://www.toondoo.com/>



# Cartoon Story Maker in the Classroom

Assessing  
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- 1 **Teachers** can make cartoon stories to model language and cultural conventions.
- 2 **Students** can make them as a stimulating and engaging way to practice their language skills.



# Cartoon Story Maker

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[http://www.education.vic.gov.au/languagesonline/  
games/cartoon/no\\_12/no\\_12.htm](http://www.education.vic.gov.au/languagesonline/games/cartoon/no_12/no_12.htm)



# Cartoon Story Maker

Assessing  
Classroom

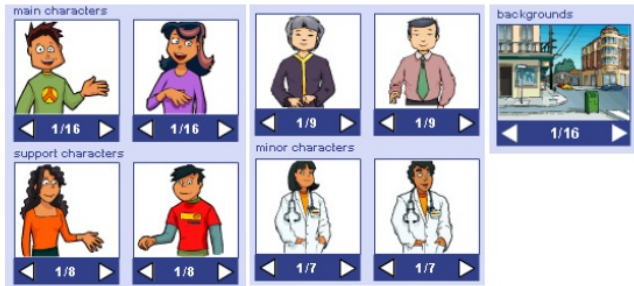
Dynamic  
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# Cartoon Story Maker

Assessing  
Classroom

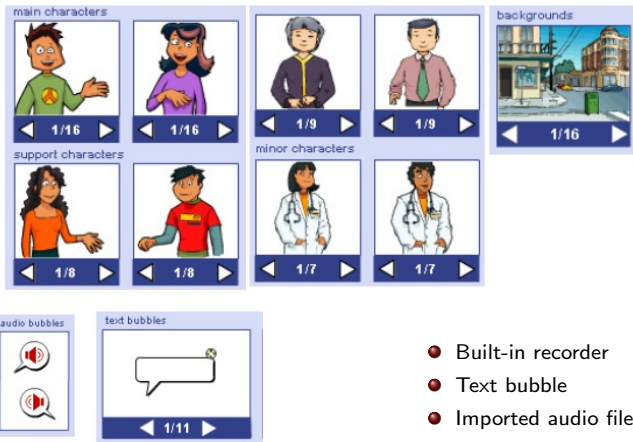
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- Built-in recorder
- Text bubble
- Imported audio file





# Cartoon Story Maker

Assessing  
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Conclusion

- Conversation or narrative
- Assessment task
- Pronunciation practice
- Collaborative task



# GoAnimate

Assessing  
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Conclusion

**Go!Animate**[Sign Up](#)[Login](#)[Make a Video](#)[Explore](#)[Upgrade](#)

## Make Amazing Animated Videos!

Use our Video Maker to create videos for free.

- Make a viral video.
- Create an animated lesson for your class.
- Make a demo video of your product, a promotional video for your business or a training video for your staff.

GoAnimate is the fastest, easiest way to make a video!

**GET STARTED NOW!**

[Sign Up >](#)

By clicking this button, you agree to GoAnimate's [Terms of Use](#)

**Videos for Fun**

**Videos for Schools**

**Videos for Businesses**



# Step 1: Background

Assessing  
Classroom

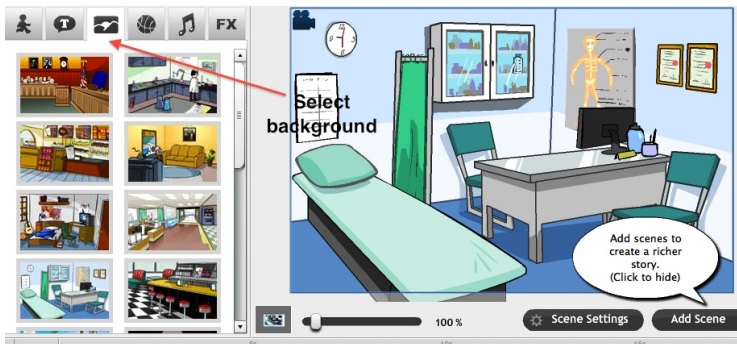
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## Step 2: Characters

Assessing  
Classroom

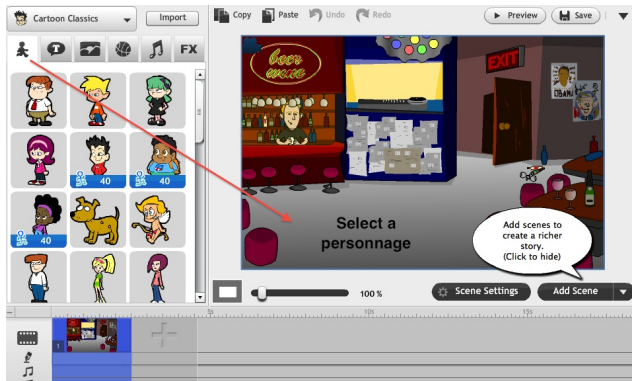
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## Step 3: Motion

Assessing  
Classroom

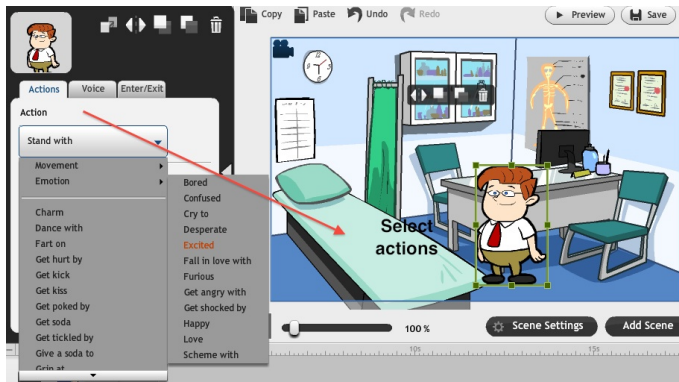
Dynamic  
Classroom

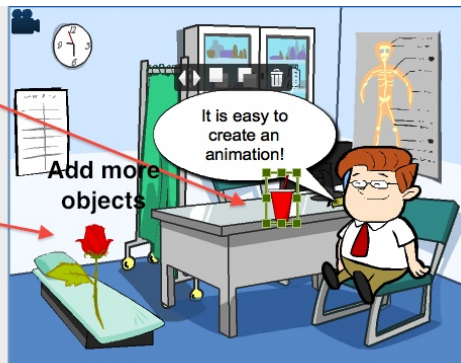
Animation

Video

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## Step 4: Voice

Assessing  
Classroom

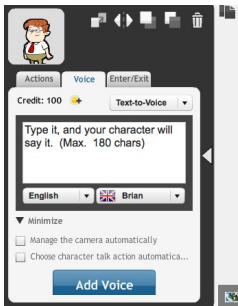
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- Text-to-speech voices
- Mic recording
- Audio importing



## Step 5: Add Scenes

Assessing  
Classroom

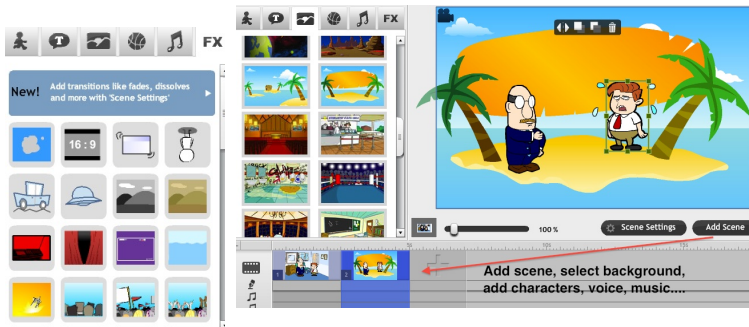
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## Step 5: Preview and Save

Assessing  
Classroom

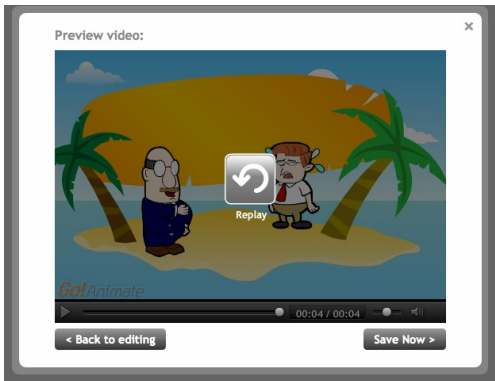
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# Animation In the Classroom

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## 1 Explaining New Concepts (Biology)

"The GoAnimate cartoon assisted in giving my students the content but added interest to the concept."

"I created an avatar of myself talking to a cell. The cell experienced the different types of solutions (hypertonic, hypotonic, isotonic) solutions and reacted accordingly."

(Jen Di Pasquale, Biology teacher)

<http://goanimate4schools.com/teaching-with-video/tag/science/>



# Animation In the Classroom

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## 2 Making Lab Experiments (Chemistry)



[http://goanimate4schools.com/teaching-with-video/  
its-science-goanimate-4-schools-works/](http://goanimate4schools.com/teaching-with-video/its-science-goanimate-4-schools-works/)



# Animation - Students

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“I found GoAnimate as I was researching for online tech projects my students could work on. They became very enthusiastic...” (Silvia Duckworth, Canada)



# Animation - Students

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“I found GoAnimate as I was researching for online tech projects my students could work on. They became very enthusiastic...” (Silvia Duckworth, Canada)

“ Instead of the usual lack of motivation that we often see this time of year, students were into their textbooks and searching online to confirm facts. Over the total of four hours that we worked in the lab I never saw one student off task visiting other websites.” (Mythology class)



# Animation - Students

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“I found GoAnimate as I was researching for online tech projects my students could work on. They became very enthusiastic...” (Silvia Duckworth, Canada)

“ Instead of the usual lack of motivation that we often see this time of year, students were into their textbooks and searching online to confirm facts. Over the total of four hours that we worked in the lab I never saw one student off task visiting other websites.” (Mythology class)

“My students comment on how they really have to learn the material when putting it together in a cartoon and not only the science concepts, but they also have to think about how to express themselves...! ”

<http://goanimate4schools.com/teaching-with-video>



# Video

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- WeVideo (online)
- iMovie (Mac)
- MovieMaker (PC)



# Interface

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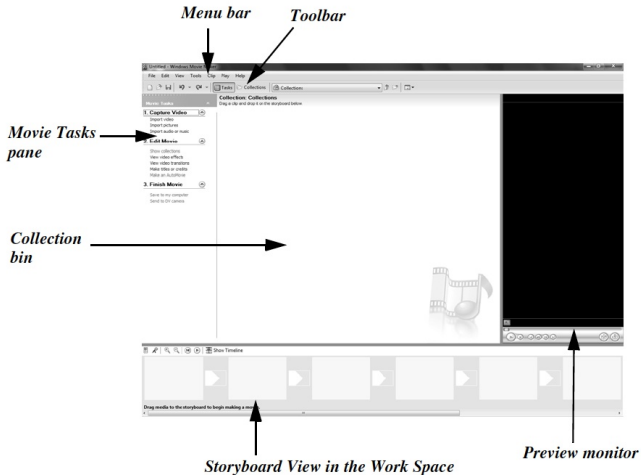
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# Timeline View

Assessing  
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Classroom

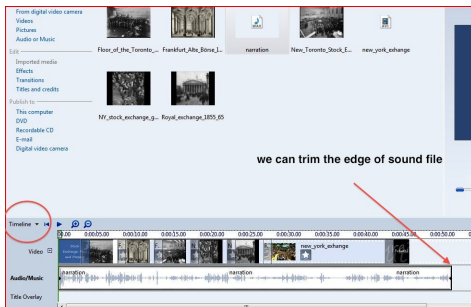
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- 1 Storyboard View
- 2 Timeline View - (edit, switch, trim)





# Educational Uses - Teacher

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Conclusion

- Presenting new material
- Enhancing current lessons
- Facilitating cultural understanding
- Engaging students



<http://digitalstorytelling.coe.uh.edu/>



# Educational Uses - Student

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- Individual or group creation of a story
- Researching, analyzing, synthesizing and narrating skills
- Sharing their work with their peers

<http://digitalstorytelling.coe.uh.edu/>



# Helpful Free Tools for Audio and Video Extraction

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- ➊ Add-in Pxl Grabber (Screenshots)
- ➋ Grab (Mac) and Snipping Tool (PC) (screenshots)
- ➌ Add-in Download Helper (download and convert videos)
- ➍ QuickTime Player (recording streaming video or audio)
- ➎ Camstudio (recording streaming video and audio)
- ➏ Audacity (recoding streaming audio, audio editing)
- ➐ Audio-Video file converter - [www.convertfiles.com](http://www.convertfiles.com)
- ➑ iMovie (Mac) or MovieMaker (PC) (editing video)



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Extension	MIME type	Description
aif, aifc, aiff	audio/aiff	Audio Interchange File Format
au, snd	audio/basic	NeXT/Sun Audio Format
avi	video/avi	Audio/Video Interleaved
gif	image/gif	(animated) GIF
mid, rmi	audio/midi	Musical Instrument Digital Interface
mov, qt	video/quicktime	Apple QuickTime
mp3, m3u	audio/x-mp3	MPEG Audio Layer-3
mp4	video/mp4	MPEG-4 Video
mpeg, mpg	video/mpeg	MPEG-1 & 2 Video
prc	model/prc	Adobe PRC Format (3D), requires Reader-8.1 or higher
ra	audio/vnd.rn-realaudio	Real Audio
rm, rv	application/vnd.rn-realmedia	Real Media (video & sound)
smil	application/smil	Synchronized Multimedia Integration Language (Adobe?) Macromedia Flash
swf	application/x-shockwave-flash	Flash
u3d	model/u3d	Universal 3D File Format
wav	audio/wav	MS Audio Format
wma	audio/x-ms-wma	Windows Media Audio
wmv	video/x-ms-wmv	Windows Media Video

From: Grahn Alexander. 2009. The movie15 Package



# Writing Storyboard Script

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## Details:

- ☐ TEXT BUBBLES
- ☐ VOICE RECORDINGS
- ☐ Captions

Characters:

\_\_\_\_\_

\_\_\_\_\_

What is the background image?

\_\_\_\_\_

Other images to save and import:

\_\_\_\_\_

\_\_\_\_\_

## Script/description:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Visuals



Frame number: \_\_\_\_\_



- Can be used as an alternative to traditional slides
- Allows to zoom and emphasize the ideas
- Support the use of text, images, audio, and videos
- Provide a collection of templates

<http://oregonstate.edu/tac/prezi>



# Educational Use

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`http://prezi.com/zufhi1tfifki/  
copy-of-thoughts-on-using-prezi-as-a-teaching-tool/`

`http:  
//oregonstate.edu/tac/how-to-use/prezi/learning-methods-for-prezi`





# Which Is the Right Tool to Choose? (Catherine Black, 2010)

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Conclusion

- 1 Find ways to use the best
- 2 Ignore the worst
- 3 Strive to create a **meaningful** and **dynamic** learning environment



# Discussion

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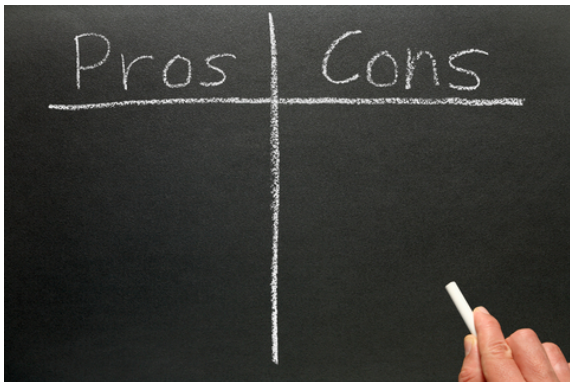
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# Special Thanks

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Silvia Duckworth, Canada

Animated cartoons from goAnimate community

FRIT resources

Images:

<http://www.proconlists.com/images/list/111/original/making-pro-con-lists.jpg>

<http://office.microsoft.com/en-us/images>

<http://www.hazelwood.k12.mo.us/SchoolsAndPrograms/>

<http://media.tumblr.com/>

<http://forums-cdn.appleinsider.com/>