Enriched Contents

Benjamin Gan
SIS
The course and objective

Course: IS201 – IS Application Development
- Lee Yeow Leong, Joelle Ducrot & Koh Lian Chee
- Part of course objective
  - Learn and apply basic concepts of Object Orientation paradigm for design and programming
  - Term 2 - 2006/7: ~190 students (mostly IS year 1)
    - Animation can be used from week 2 till week 13
- May be use for IS200 Term 1 – 2007/8
- Supplementary material
  - Objective:
    - To reinforce the learning of Object Oriented concepts in a fun setting
Object Oriented Programming Animation Movie

- Sequence 1: Overview
- Sequence 2: Classes and objects
- Sequence 3: Encapsulation
- Sequence 4: Inheritance
- Sequence 5: Polymorphism
- Sequence 6: All scenes
Who was involved?

- **Subject Matter Expert**
  - SIS: Benjamin Gan, Joelle Ducrot & Lee Yeow Leong
  - Come up with the concept, learning objective, story board, etc

- **Course Coordinator**
  - SIS: Joelle Ducrot
  - Liaison with CTL, reviews, meetings, clarification, etc

- **Project Manager**
  - CTL: Roy NG Jin Hou
  - Schedule, animator platform, contract management, budget, survey, everything else

- **Script Writer**
  - SIS student: Jimmy TAN Yong Chiang
  - Detail script, animator liaison, etc

- **Animator**
  - Outsourced (Ronald Mercado TP Polytechnic Lecturer) & CTL intern
  - Actual graphics, scene, sequence, etc
Original Idea

Scene 1: Ben buys car
Benjamin is shopping for a car. He visits many car showrooms. Each showroom usually shows cars of a single make (brand), for example, Nissan, Toyota and BMW. But within a single make, there are many models. The Toyota brand carries these models: Altis, Camry and Prius.
Ben walks into a showroom and sees a new model bright yellow or red Beetle “bug” car. A car sales person in slick suit with salivating eyes looks on, with a contract in one hand and a pen in another. (Alternatively, it can be Angel instead of Ben).
The sales person begins his sales pitch, claiming that the new model can accelerate from zero speed to 100km/hr in just 10s, and that it can be refilled to have 80 liters of petrol in its big fuel tank.

Scene 2: Car dealer sends order
Scene 3: Car manufacturer order parts
Scene 3.1: Car manufacturer order parts with details

Sequence 2: Classes and objects
Scenes 1, 8, Title (Classes) 8.1, 8, 5.1, Title (Objects), 5, 7, 7.1
Scene 1 (Setting 2): Ben shops for a car

Description of Background
The car showroom. The scene drifts pass the showroom showing several different brands and models of cars. It finally stops at a section with a yellow beetle “bug” car glowing prominently. Ben arrives at the showroom and walks towards a tall, lanky and devilishly-looking Uncle Lee.

Uncle Lee (Thoughts) :
“Oh no, HIS son is here! I better treat him with care…”

Uncle Lee (Speech) :
“Oh my! It’s Ben! What are you doing here? Shopping for a car perhaps?”

Ben (Speech) :
“Err… yeah… I’m going to deliver Tofu for my dad next month, I need one which is speedy and smooth.”

Uncle Lee (Speech):
“Well of course! Your father would expect nothing but the best! Take a look at this one over here. It’s our finest at the moment.”

Uncle Lee points and moves toward the prominent yellow beetle bug car with the number 86 printed on it.

Uncle Lee (Speech):
Uncle Lee finishes his sales pitch with a smirk on his face.

“Sharp and responsive, accelerates up to 100km/hr within 10 seconds. In addition, you can have up to 80 liters of fuel in the tank, so be it CTE, PIE or TPE you will have the Tofu delivered on time.”

Ben (Speech) :
“Okay, I’ll take this then.”
Animator Draft

Summary of the scene background
The car showroom. The scene drifts pass the showroom showing several different brands and models of cars. It finally stops at a section with a yellow beetle “bug” car glowing prominently. Ben arrives at the showroom and walks towards a tall, lanky and devilishly-looking Uncle Lee.

Description of the scene
Uncle Lee points and moves toward the prominent yellow beetle bug car with the number 86 printed on it.

Narration:
Uncle Lee (Speech): “Sharp and responsive, accelerates up to 100km/hr within 10 seconds. In addition, you can have up to 80 liters of fuel in the tank, so be it CTE, PIE or TPE you will have the Tofu delivered on time.”

Ben (Speech) : “Okay, I’ll take this then.”
Survey Result
Respondent: 26 students

Summary of analysis for the Usefulness of the Animations:

- **The animations encourage me to reflect on the subject matter.**
- **The animations have helped me to retain the concepts better.**
- **The animations have enhanced my understanding of the subject matter.**

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<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
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<th>Neutral</th>
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Legend:
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
Survey Result

Respondent: 26 students

Summary of analysis for the Usefulness of the Animations:

- The animations have been used appropriately to illustrate the cases/demonstrate the skills to be learned.
- I would like to see more of such animations in future.

Options:
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
Some Improvements & Feedback

- **Text information**
  - Headings on top are useful in helping the student understand the relevance of the video clips. (more prominently).
  - Text description to assist the viewer in understanding the relevance of the clip.
  - More in-depth explanation would be encouraged, although it makes the whole concept more detailed and confusing for some.

- **Graphics**
  - Appreciate the effort put in to make the concepts enjoyable, together with the good graphics!

- **E-learning**
  - Make it more interactive
  - Quizzes Right after the animations, to reinforce our understanding of each topic.