



UNIVERSITI
MALAYSIA
KELANTAN



부산대학교
PUSAN NATIONAL UNIVERSITY

e-PROCEEDINGS IAFCC 2023

International Academic Forum on Creative Contents

*The 1st 2023 ASIA Creative Content Forum :
Exploring Regional Storytelling Contents*

6 - 7
February 2023

Universiti Malaysia Kelantan,
Pengkalan Chepa, Kelantan,
Malaysia.

**e-PROCEEDINGS OF
INTERNATIONAL ACADEMIC FORUM
ON CREATIVE CONTENTS
(IAFCC2023)**

Copyright UMK Press, 2023

All rights reserved. No part of this publication may be reproduced, stored in production transmitted in any form, whether electronic, mechanical, photocopying, recording or otherwise, without having permission from the UMK Press.



Cataloguing-in-Publication Data

Perpustakaan Negara Malaysia

A catalogue record for this book is available
from the National Library of Malaysia

eISBN 978-629-489-004-6

Chief Editor

ASSOC. PROF. TS. DR. AHMAD AZAINI ABDUL MANAF

Editors

ASSOC. PROF. DR. HYUNSEOK LEE (PNU)

ASSOC. PROF. DR. RAJA ISKANDAR RAJA HALID

ASSOC. PROF. TS. DR. KHAIRUL AZHAR MAT DAUD

MUHAMMAD NAJIBUL MUTHIIE CHE YAACOB

Supported by



Published by

UMK Press

Universiti Malaysia Kelantan

Office of Library and Knowledge Management

16300 Bachok

Kelantan

(Member of Malaysian Scholarly Publishing Council (MAPIM))

(Member of Malaysian Book Publishers Association (MABOPA))

Membership Number: 201903)

In Collaboration

Faculty of Creative Technology and Heritage

Universiti Malaysia Kelantan

16300 Bachok

Kelantan

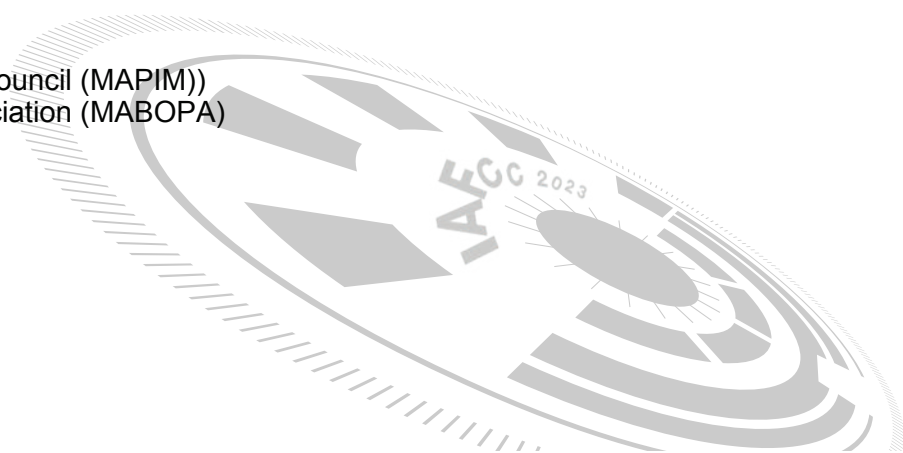


TABLE OF CONTENTS

CONGRATULATORY MESSAGE FROM THE DEAN OF FACULTY OF CREATIVE TECHNOLOGY AND HERITAGE	i
CONGRATULATORY MESSAGE FROM THE DEAN OF COLLEGE OF ARTS PUSAN NATIONAL UNIVERSITY	ii
FOREWORD FROM CHAIR OF IAFCC 2023	iii
ORGANIZING COMMITTEE	iv
IAFCC 2023 TIMETABLE	vi
THE GROWTH AND CHALLENGES OF THE KOREAN WEBTOON INDUSTRY <i>Kiheon Yeon¹</i>	1
KOREAN MANHWA/WEBTOONS IN THE JAPANESE MARKET <i>Sookyung Yoo¹</i>	4
CHINESE NATIONALISM REPRESENTED BY NEW MEDIA ART-CENTERED ON THE OPENING CEREMONY OF THE 2022 WINTER OLYMPICS IN CHINA <i>Tian Han¹, Chuanliang Zhang², Taegu Lee³, Kiheon Yoon⁴, Hyunseok Lee⁵</i>	6
A STUDY ON THE VISUAL CHARACTERISTICS OF WORLD EXPO LOGOS <i>Suhyun Lee¹, Changkeun Lee², Hyunseok Lee³</i>	8
FUNCTIONAL CHARACTERISTICS OF CHINESE TRADITIONAL MUSIC IN ANIMATION NARRATIVE <i>Han Zhe¹</i>	10
A STUDY ON ORIENTAL AESTHETICS OF CHINESE FANTASY TV SERIES - FOCUSING ON 'LOVE BETWEEN FAIRY AND DEVIL, 2022' <i>Cao Yijun¹</i>	12
A BRIEF DISCUSSION ON THE BUTTERFLY TRANSFORMATION OF THE FOUR NARRATIVE ELEMENTS OF CHINESE ANIMATION <i>Ting Wu¹</i>	14
MAALBEEK(2020): FUNCTIONAL ART THERAPY IN THE ANIMATED DOCUMENTARY <i>Lin Xiao¹</i>	16

INTEGRATING MASSIVE OPEN ONLINE COURSES (MOOC) FOR SCRIPTAND STORYBOARD PIPELINES FOR UNDERGRADUATES	18
<i>Nur Dini Hazri¹, Anuar Mohd Yusof², Mohammad Dzulsyafiq Mohammad Yusoff¹, Mohammad Syukran Kamal Ruzzaman¹</i>	
A STUDY OF USER EXPERIENCE TOWARDS VIRTUAL REALITY TECHNOLOGY IN THE CONTEXT OF CULTURAL HERITAGE LEARNING	22
<i>Mohamad Shahfik Afendi Abdul Ghani¹, Syadiah Nor Wan Shamsuddin², Normala Rahim³, Ahmad Azaini Abdul Manaf⁴, Sudirman Kiffli⁵</i>	
COGNITIVE LOAD IN PEDAGOGICAL AGENT RESEARCH	25
<i>Mohammad Dzulsyafiq Mohammad Yusoff¹, Anuar Mohd Yusof², Nor Sofiatul Akma Jamaludin³, Mohammad Syukran Kamal Ruzzaman⁴</i>	
PERSUASIVE MOTION GRAPHIC - A DESIGN SPACE FOR ANIMATED VISUAL STORYTELLING FOR SELF-CARE AWARENESS MESSAGES	28
<i>Mohammad Syukran Kamal Ruzzaman¹, Sharkawi Che Din², Mohammad Dzulsyafiq Mohammad Yusoff³</i>	
BATTLE AGAINST DESIRES: AN AUTOETHNOGRAPHIC PERSPECTIVE OF A DOCTORAL JOURNEY	30
<i>Ezwan Mohd Mokhtar¹</i>	
THE UNIQUENESS OF THE STORYTELLING STYLES IN TRI-VAGI POETRY	32
<i>Mohd Saipuddin Suliman¹, Lim Ying Xuan², Nordiana Ab Jabar³, Suraya Sukri⁴, Ainul Wahida Radzuan⁵</i>	
EVALUATION OF A2R APPLICATION: USABILITY TESTING OF THE MAHSURI APP AT KOTA MAHSURI	35
<i>Tenh Hock Kuan¹, Syamsul Bahrin Zaibon²</i>	
EMPIRICAL STUDY ABOUT ACCEPTANCE OF ANIMATION BASED ON INDONESIA TRADITIONAL FOLKLORE	38
<i>Hutomo Setia Budi¹</i>	
AGGRESSION OF FEAR, ELEMENT OF SURPRISE AND REPRESSION FACTORS ON INFLUENCING ANIMATION GAG : A VIEWPOINT FROM AUDIENCES	40
<i>Ahmad Azaini Abdul Manaf¹, Khairul Azhar Mat Daud², Siti Shukhaila Shahrudin³, HyunSeok Lee⁴</i>	
ENTREPRENEUR-BASED LEARNING THROUGH DIGITAL COMIC DEVELOPMENT	43
<i>Khairul Azhar Mat Daud¹, Ahmad Azaini Abdul Manaf², Nik Zulkarnaen Khidzir³ & Sharulnizam Ramli⁴</i>	

Integrating Massive Open Online Courses (MOOC) for Script and Storyboard pipelines for undergraduates.

Nur Dini Hazri¹, Anuar Mohd Yusof², Mohammad Dzulsyafiq Mohammad Yusoff¹,
Mohammad Syukran Kamal Ruzzaman¹

Lecturer, Faculty of Creative Technology and Heritage, Universiti Malaysia Kelantan, Malaysia¹

Associate Prof., Faculty of Technology Creative and Heritage, Universiti Malaysia Kelantan, Malaysia²

Abstract

The use of Massive Open Online Courses (MOOC) in teaching and learning sessions is no longer something foreign in educational technology. This paper will examine how implementing the Massive Open Online Course alternative assessment model in the Scripts and Storyboard courses can foster students' interest and assist them during the learning process. The important part of Script and Storyboard pipelines in MOOC is to get the validation and design readiness of the developed model after designing the module. Therefore expert evaluation was evaluated based on theory, which is the content of the module and the materials included as well as the efficiency and effectiveness of the model design developed. As a result, experts stated that the modules produced are understandable by students and thus can help improve students' knowledge because the preparation of these modules is specific to providing and developing students skills such as skills to create storyboards

Key Words: Massive Open Online Course, Alternative Assessment, Creative Contents

1. Introduction

This concept paper explores the importance of the Massive Open Online Course (MOOC) platform, which is to design an alternative MOOC assessment model for Script and Storyboard courses for undergraduate students at Universiti Malaysia Kelantan. Massive Open Online Course (MOOC) in teaching and learning sessions is no longer foreign in educational technology (Nur Dini Hazri, Anuar Mohd Yusof, & Zur'ain Wardah Rizaliman, 2022). Educational technology like this opens up new opportunities and platforms to empower learning, change the form of knowledge delivery, increase creativity in the teaching and learning process, and even change the education ecosystem in Malaysia (Norfarahi Zulkifli, Mohd Isa Hamzah, & Khadijah Abdul Razak, 2020). The use of technology indeed gives new implications that are more effective in teaching and learning and will contribute to smoothness in education (Norazah Mohd. Nordin & Hong, 2009; Yusof, 2015). MOOC is one of the internet platforms open to learning and aggressively encouraged by the Ministry of Education Malaysia in its use (KPM, 2015). MOOC describes a complete teaching process, including teaching, participation, feedback, training, discussion, assessment, examination and certification (Xiaoli, 2017). Besides that, an alternative assessment, also known as a valid and comprehensive assessment, includes a variety of

assessments used to measure of student's ability and skills in carrying out complex tasks related to the intended learning outcomes (Farrah Dina Yusop, 2018). Based on this study, alternative assessment is critical to be implemented in the online platform because this assessment can help students understand a course that is learned easily, in addition to helping students generate their ideas as a result of doing the activities and assignments given. This paper will examine how implementing the Massive Open Online Course alternative assessment model in the Scripts and Storyboard courses can foster students' interest and assist them during the learning process. Additionally, this paper can also be used by other lecturers to help students in other courses and can further support the development of creativity in education.

2. Massive Open Online Course (MOOC) and Alternative Assessment

2.1 Massive Open Online Course

Massive Open Online Course (MOOC) is an online course that allows users to participate in courses for free and without boundaries. MOOCs were first introduced in 2008 by George Siemens and Stephen Downs. It is known as Connectivism and Connective Knowledge 2008 (CCK08)

and was created as a credit course at the University of Manitoba. CCK08 has approximately 25 fee-paying students and approximately 2,200 others taking the course for free (Jamilah Ahmad, 2022). In 2012, MOOCs gained popularity when Sebastian Thrun and Peter Norvig of Stanford University offered an online course called Introduction to Artificial Intelligence. This course has approximately 1,600,000 students participating from 190 countries. After the success of Introduction to Artificial Intelligence, Thrun and Norvig (2012) started Udacity, a business model for online knowledge sharing. Several platforms offer Massive Open Online Courses (MOOCs), including Coursera, Iversity, edX, Future Learn, Canvas Network, OpenLearning, Academic Earth and others (Jamilah Ahmad, 2022). MOOCs can be accessed by users or students through websites that offer unlimited participation. It is a model of delivering learning content online to anyone who wants to learn a course without limiting attendance. With that, MOOC is seen as a platform to encourage the sharing of ideas in the online teaching and learning process for students worldwide. Combining materials such as videos, e-Notes, reading materials, projects, assignments, and others makes MOOC an interesting interaction platform for groups of instructors and students. The widespread implementation of MOOCs increases technology use and builds students with the nature of self-learning. By using the MOOC platform, the online teaching and learning process can provide a more interesting and open learning experience. The students will be more focused on independent learning by sharing information and ideas between students from all over the world.

2.2 Alternative Assessment

An alternative assessment, also known as a valid and comprehensive assessment, includes a range of assessments used to measure students' ability and skills in carrying out complex tasks related to the intended learning outcomes (Farrah Dina Yusop, 2018). Alternative assessments differ from traditional standardised test requirements because they involve students performing several tasks that typically mimic real-life situations. Using alternative assessments, teachers can observe students' strengths and skills and use the information to plan their teaching approaches better. Therefore, an alternative assessment is a type of process-oriented assessment that focuses on the progress and growth of students over a certain period. Some examples of alternative assessments are student portfolios, project work, problem-based learning, game roles, journals, writing activities and other activities involving rubrics to evaluate student work (Farrah Dina Yusop, 2018). Although there is no solid categorisation of alternative

assessments, this book suggests five main categories: peer assessment and self-assessment, group-based assessment, performance-based assessment, portfolio assessment and technology-based assessment (Farrah Dina Yusop, 2018).

2.3 Script and Storyboard Courses

Based on this paper, the study was conducted using script and storyboard courses to produce an alternative assessment model design to help undergraduate students at the University of Malaysia Kelantan. Five modules related to this course have been provided to the students as teaching and learning materials to be completed by the students, enabling them to understand a topic related to the course offered. Module one to module five contains four elements of the MOOC alternative assessment strategy provided to assist students in their teaching and learning process, which consists of activities, exercises, assessments and references. Each element has different functions that students use during teaching and learning. The researcher verifies the efficiency and effectiveness of the model design developed through expert evaluations made after completion.

2.4 Elements of MOOC Alternative Assessment Strategies

Table 1 below are elements of the MOOC alternative assessment strategy used in OpenLearning for Script and Storyboard courses to help lecturers and students in their teaching and learning process. Each of these elements has different functions used by students during their teaching and learning process. Among the strategies used are activities, exercises, assessments and references.

Table 1. Four Elements of MOOC Alternative Assessment Strategies

Elements	Explanation
Activity	Activity refers to each course or module's teaching and learning process that provides its course learning outcomes (CLO). This section is the phase where students will be provided with learning materials such as infographics, slides, and learning videos for each topic.
Exercise	Exercises focus on formative assessment, which is monitoring students and providing continuous feedback that can be used by instructors to improve their teaching methods and help students to have effective learning. Exercise can help students identify their strengths and weaknesses in their course.
Assessment:	Assessment is a method for students to evaluate and measure their performance in the process of teaching and learning through an online platform based on module stages. Each assessment provided in this course or module is interrelated between each module.

Reference	is a one-stop centre that places all the information the students use to complete all the modules and assigned tasks.
-----------	-----------------------------------------------------------------------------------------------------------------------

3. Expert Assessment of Alternative Assessment Model Design

This section describes comments from experts on the design of alternative assessment models developed using interview methods. This part is essential to get the developed model's validation and design readiness before the next step. Expert evaluation is evaluated based on theory, which is the content of the module and the materials included, and the efficiency and effectiveness of the model design developed. This ensures that aspects of theoretical design and alternative assessment content meet the requirements. Experts say that the structure of the OpenLearning platform provided meets the established guidelines. This is because he stated that from the factors of providing learning guidelines such as providing infographics, then presenting new content such as placing images, tables, and graphics into the course to help students visualise and understand the learning concept, building slides based on the titles of a course and making video courses. Experts also agree that the structure of the OpenLearning platform complies with the Gagne Principle because he stated that there are short modules from the simplest to the most complex and have provided activities and training for each. In addition, experts stated that the teaching design helps implement alternative assessment because each module produced is structured from the easiest to the most difficult, and each module is divided into appropriate exercises and activities. Furthermore, he stated that Multimedia Teaching requires different learning methods as the final value that will be seen from students is different based on each module given. Therefore, the experts interviewed have stated that the modules produced in the MOOC platform are beneficial and facilitate students in following the teaching and learning activities. Based on his experience, when lecturers who use MOOC as a learning platform follow every set of guidelines and course learning outcomes with the provision of appropriate learning materials, it will make it easier for students to learn and understand the contents included. In addition, experts stated that the modules produced are understandable by students and thus can help improve students' knowledge because the preparation of these modules is specific to providing and developing skills such as skills to create storyboards. Lastly, the expert also stated that the modules provided are exciting and can encourage learning activities, especially for students who do not know anything about scripts and storyboards. This is because each module has been simplified and divided into several modules based on

the topic to be studied. Activities, exercises and assignments suitable for each learning topic are provided.

4. Conclusion

In conclusion, this study helps produce an alternative assessment model design for the Script and Storyboard course for undergraduate students. This is because implementing alternative assessments will positively impact lecturers and students in the teaching and learning process (T&L), especially when learning using online platforms. Students can generate their ideas to complete the tasks and exercises provided in the MOOC platform. Interest and enthusiasm can be increased by carrying out various interesting activities on the MOOC platform. Lecturers, in particular, need to always be innovative and creative in diversifying teaching methods to enhance their teaching professionalism skills.

References

1. Farrah Dina Yusop. (2018). Redesigning Assessment For Holistic Learning: A Quick Guide For Higher Education (Fauza Ab Ghaffar & Farrah Dina Yusop Eds. first ed.). University of Malaya: Academic Enhancement and Leadership Development Centre (ADeC), University of Malaya and Ministry of Education.
2. Jamilah Ahmad. (2022). Massive Open Online Course (MOOC): Learning Without Boundaries. Retrieved from <https://news.utm.my/2022/11/massive-open-online-course-mooc-learning-without-boundaries/>
3. KPM. (2015). *Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi)*. Putrajaya: Kementerian Pendidikan Malaysia.
4. Norazah Mohd. Nordin, & Hong, N. C. (2009). Pembangunan dan Penilaian Bahan Pengajaran dan Pembelajaran Berasaskan Web – Webquest bagi Mata Pelajaran ICT (Development and Evaluation of Webquest for Information and Communication Technology Subject). *Jurnal Pendidikan Malaysia*, 1(34), 111-129.
5. Norfarahi Zulkifli, Mohd Isa Hamzah, & Khadijah Abdul Razak. (2020). Isu dan cabaran penggunaan MOOC dalam proses pengajaran dan pembelajaran. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 10(1), 77-94.
6. Nur Dini Hazri, Anuar Mohd Yusof, & Zur'ain Wardah Rizaliman. (2022). REKA BENTUK PENILAIAN ALTERNATIF DALAM TALIAN BAGI KURSUS-KURSUS MASSIVE OPEN ONLINE COURSE (MOOC) BAGI UNIVERSITI AWAM (UA). *International Journal of Creative Future and Heritage (TENIAT)*, 10(1), 95-108. doi:<https://doi.org/10.47252/teniat.v10i1>
7. Xiaoli, X. (2017). Optimization of MOOC Based on Learning Community. *American Journal of Educational Research*, 5(5), 516-519. doi:10.12691/education-5-5-7.
8. Yusof, A. M., Daniel, E. G. S., Low, W. Y., & Aziz, K. A. (2015, July 6th-8th, 2015). Students' Preparedness for

Proceedings of International Academic Forum on Creative Contents [IAFCC], Feb. 2023

Blended Learning Through Social Network Sites: Inspiring Active Learners. Paper presented at the 7th International Conference on Education and New Learning Technologies.

Acknowledgement

This research was supported by the Faculty Of Creative Technology And Heritage, Universiti Malaysia Kelantan.