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ACCEPTABILITY OF MOTION GRAPHIC ANIMATION

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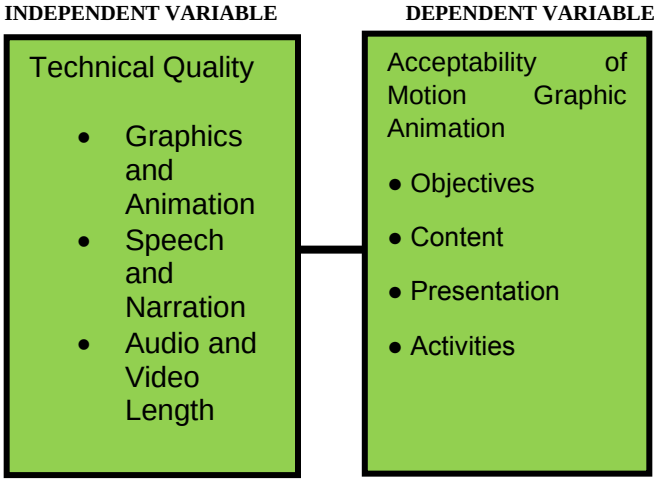
INTRODUCTION

Educators contribute in the academic growth of the learners. They serve as the light house of the education system. Teachers create, develop and utilize appropriate tools and strategies to make learning possible and ensure a quality education. The teachers also facilitate and adapt positively in every changes they may encounter.

As the technology inevitably change and develop, the learners also do. Teachers are continually adapting to this rapid change that learners are experiencing. A question on how they will provide effective and quality education are always a priority. As cited by Amali (2020) lack of students' interest and attention to learn influence their learning process inside the classroom. Teachers who are used to apply traditional teaching found out that students are bored and uninterested especially those who belong to the low performing learners of the class (Ran, 2021).There are also several studies showing that the use of technology as an intervention in mathematics influences students' outcomes, motivation to learn, and attitude about learning (Higgins, 2017). In the teaching learning process, the teacher can use or create various techniques and materials for the different learners. But the use of appropriate, reliable and valid materials is a must.

In order to find the answers on how valid a video lesson is in teaching mathematics, the researcher comes up with the research study to develop and validate a video lesson in mathematics to provide a more motivating, interesting and informative MELC- based video lesson for the learners.

CONCEPTUAL FRAMEWORK



STATEMENT OF THE PROBLEM

The study aims to determine the acceptability of Motion Graphic Animation Learning Videos in Mathematics.

The researcher specifically seeks to answer the following questions:

1. What is the level of acceptability of motion graphic animation in terms of:

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1.1 Objectives
1.2 Content
1.3 Presentation
1.4 Activities
2. What is the extent of technical qualities in terms of:
2.1 Graphics and Animation
2.2 Speech and Narration
2.3 Audio and Video Length
3. Is there a significant relationship between the component and the technical quality of the Motion Graphic Animation?

HYPOTHESIS

There is no significant relationship between the component and the technical quality of the Motion Graphic Animation.

METHODOLOGY

This study will utilized the descriptive type of research. The descriptive method will be used to analyze the acceptability of the motion graphic animation. The study will use a self-made motion graphic animation learning videos in mathematics and a questionnaire to test its acceptability.

Since this study was about the acceptability of the motion graphic animation learning videos in mathematics, the respondents in this study will be the twenty (20) mathematics and twenty (20) ICT teachers of Cavinti District.

The motion graphic animation learning videos to be used in this study will be made by the researcher using Adobe Pro. The topics to be used are included in the Department of Education Basic Education Curriculum. After securing the permit to conduct the study from the respondents, the motion graphic animation learning videos will be validated by the selected mathematics and ICT teachers of Cavinti District.

To interpret the result, the data that will be gathered will be organized, tabulated and coded for analysis. The means and the standard deviation will be used to get the mean level of acceptability of the motion graphic animation in terms of objectives, content, presentation and activities and also to be used to get the extent of the technical qualities in terms of graphics and animation, speech and narration and audio and video length. The Pearson's Correlation Coefficient will be used to test the hypothesis; in order to determine if there is a significant relationship between the component and the technical quality of the Motion Graphic Animation.

FINDINGS

The findings revealed that There is no significant relationship between the component of the motion graphic animation and the technical qualities." among respondents' rating on the motion graphic animation's acceptability is rejected. To which there is a significant relationship found between the component of the motion graphic animation and the technical qualities in terms of graphic and animation and speech and narration.

CONCLUSIONS

In view of the aforementioned findings, the study has drawn the following conclusions:

1. The level of acceptability of the motion graphic animation in terms of objectives, contents, presentation and activities is extremely acceptable.

2. The findings given by the respondents on the extent of the technical qualities in terms of graphics and animation, speech and narration, and audio and video length is extremely acceptable.

3. There is a significant relationship between the components of the motion graphic animation and the technical qualities.

RECOMMENDATIONS

In the light of the foregoing findings and conclusions of this study, the following recommendations are offered:

1. The Grade three Mathematics teachers may use the developed motion graphic animation videos as tool in the learning process specifically in the district of Cavinti, SDO Laguna.

2. Mathematics teachers may develop videos with good technical qualities as supplementary materials focusing on skills in the K to 12 Basic Education Curriculum that enhances the critical thinking and problem solving skills of the learners.

3. The Mathematics teachers may use the motion graphic animation for revisions, modifications and refurbishments in the future depending upon the needs of the learners and the teachers, too.

4. The teachers should have various trainings and seminars for the enhancement and additional knowledge in producing learning materials like motion graphic animation videos.