A REVIEW OF 3D ANIMATIONS' POTENTIAL FOR TEACHING MEDIA STUDIES

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Abstract: 3D Animation video clips effectiveness is studied in this research. The primary goal of the research is to examine the effects—both good and bad—that 3D Animation clips have on media educators. In this study, the opinion survey approach is used. Three media instructors from private universities were chosen at random, and the survey was sent out via Gmail and WhatsApp. The opinion of the usage and effectiveness of 3D Animation clips on media education was tallied and examined using statistical methods. This study unequivocally demonstrates that undergraduate students benefit from the education of media studies. Many media educators have positive things to say about teaching with 3D animation clips. This study also demonstrates how little knowledge there is among media instructors in private universities regarding how to employ 3D animation clips for efficient instruction. According to this study, private colleges have increased their use of 3D animation in the classroom during the past five years. There is a lot of room in Tamil Nadu's current media education environment to implement the new teaching technique. Reviewing the findings of other academics reveals that there are ways to enhance the present media education methods.

Index Terms – **3D Animation, Media educators, Teaching methodology, Positive impact, private university educational system**

I. INTRODUCTION

Studies about mass media, visual media, print media, audio media, audio-visual media, and visual communication are referred to as media education. Over the past twenty years, there has been a very rapid increase in both the awareness of and demand for courses linked to advanced media technologies. The convergence of all media and the introduction of several new media tools are to blame for this. In the area of new media and its effects on children, young people, and even employed youths, there are numerous study gaps. The urgent demand is for media literacy. In order to educate the younger generations, new media instruction methods are essential. The younger generations should be educated using new methods of teaching.

The effective teaching strategies used in media education offer a wide range of options. The emergence of social media and new media platforms opens up a variety of channels for communicating with young learners. Utilizing social media and new media tools in the classroom is now increasingly prevalent. By using 3D animated clips that are pertinent to media topics, this can be improved even more. In addition to practical subjects, 3D animated films can be used to prepare theoretical courses in media to target media learners.

II REVIEW OF LITERATURE

Introduction:
3D animation has gained popularity as a storytelling and communication tool in recent years. This medium is being used for education by media educators as well. However, the effectiveness and potential drawbacks of using 3D animation in education are questioned. The purpose of this review of the literature is to investigate how 3D animation clips have an effect on media educators.

Positive Effects: 3D animation clips in education have been shown to have positive effects in numerous research. 3D animation clips have been shown in one study by Li et al. (2018) to increase student motivation, engagement, and learning outcomes. According to the study, pupils who saw 3D animation clips scored better on quizzes and retained more material than those who did not. A different study by Chen et al. (2016) discovered that 3D animation lessons can boost students' imagination and

creativity. According to the study, pupils who saw 3D animation clips had a higher propensity for coming up with original solutions to issues.

Negative Effects: 3D animation clips in teaching could also have undesirable effects. One worry is that 3D animation clips might divert students' attention away from the subject matter being taught. According to a 2020 study by Gómez-Bravo et al., pupils who saw 3D animation clips performed worse on comprehension tests than those who did not. The possibility that 3D animation clips will reinforce prejudices and preconceptions is another issue. According to a study by Dáz-Garca et al. (2020), 3D animation clips frequently displayed gender stereotypes and reinforced gender norms.

3D animation is becoming a more common teaching tool among media instructors. Here are some conclusions from studies on this subject:

A study by Ching, Lue, and Lin (2015) indicated that media educators who employed 3D animation in their instruction noticed an improvement in their students' motivation and interest in the subject.

The use of 3D animation in media education has been found to improve students' critical thinking abilities and their capacity to analyze visual media, according to Taub and Gliksman's 2016 study.

Students who were taught via 3D animation in media education had improved knowledge retention and had higher levels of satisfaction with their learning experiences, according to a study by Kim and Lee (2017).

Research by Liang and Tsai (2018) revealed that 3D animation might be used to build interactive learning environments that are more engaging and beneficial for students.

Overall, the research indicates that 3D animation can be a useful teaching tool for media educators because it can raise student motivation, develop their critical thinking abilities, and help them retain information.

A study conducted by Chang et al. (2018) examined the attitudes of Taiwanese higher education instructors towards using 3D printing technology in teaching. The research found that instructors who had used 3D printing technology before were more likely to have favorable attitudes towards its use in instruction.

A 2019 survey of media educators in the United States by the National Association of Media Literacy Education (NAMLE) revealed that 53% of participants used digital media creation tools, including 3D animation software, in their classes. The survey did not, however, directly look at the perceptions of educators on the usage of 3D animation in the classroom.

In a 2017 study, Lim et al. looked into how Korean pre-service teachers felt about adopting 3D printing in STEM teaching. The study found that while many pre-service teachers recognized the potential benefits of using 3D printing technology in teaching, they lacked confidence in their ability to use it effectively.

III RESEARCH DESIGN-FLOW CHART

Research Plan:

The media educators at three private universities in Tamil Nadu were the participants in an opinion poll for this study. A standardized questionnaire is used to assess awareness levels as well.

Teachers from the three university-level media studies courses participated in the study. A practical sampling strategy was used to choose the educators. A questionnaire was used to assess the participant's understanding of the use of CG and 3D animation.

Gmail and WhatsApp were used as social media platforms for gathering quantitative data.
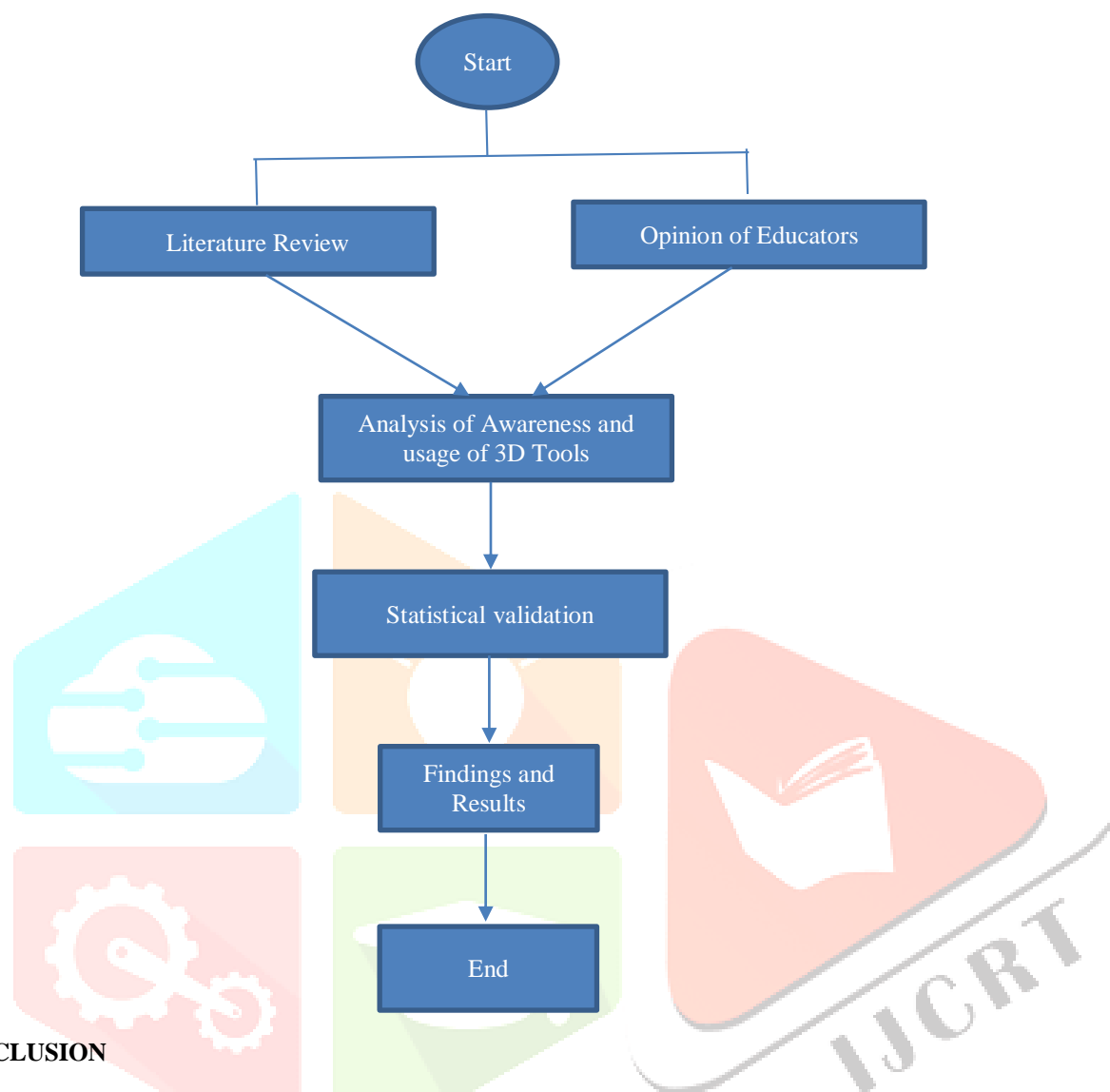
Sampling:

Three different samples from three different private Universities were selected from Tamil Nadu. The selected Universities had same level infrastructure and NAAC affiliation.

Data Analysis:

The collected raw data were tested and analyzed using the MS Excel tool.

Research Flow chart

IV CONCLUSION

In summary, 3D animation clips have both beneficial and detrimental effects on schooling. While 3D animation can increase student enthusiasm, engagement, and learning outcomes, it can also divert attention from the lesson and reinforce prejudices and preconceptions. In order to make sure that 3D animation is utilized in a way that maximizes its positive effects while minimizing any potential negative effects, media educators should carefully evaluate the usage of 3D animation in education. The possible effects of 3D animation on schooling require further study. These studies together indicate that educators' attitudes and opinions about employing technology in the classroom may be impacted by their past exposure to and familiarity with the technology. To explicitly examine media educators' perceptions of and thoughts on the application of 3D animation in instruction, additional study is required.

The study found that individuals who had software abilities and knowledge linked to 2D and 3D animation have used animated clips in their media course instruction. Additionally, many media instructors have very little knowledge of how successful 3D animation is.

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