



An Impact of Cartoon Animated Science Learning in the Grade 6

DR. NEETA TRIPATHI
Assistant Professor,
S.V. College of Education, Kadi
Gujarat (India)

Abstract:

Some researchers claim that animations may hinder students' meaningful learning or evoke misunderstandings. In order to examine these assertions, this study investigated the effect of animated videos on students' learning outcomes. In the upper primary level students are of age group between 11-13 years. And they enjoy cartoons or animated videos. Researcher fined some cartoon video related to topic digestive and respiratory system. The videos were edited in regional language.

Keywords: Animation, Science, Learning

1. Introduction

When students are being taught there is one way to keep students engaged is to pause periodically to assess student understanding or to initiate student discussions. Calling on individual students to answer questions or offer comments can also hold student attention; however, some students prefer a feedback method with more anonymity. But if these all learning will facilitated with cartoons then it creates more interest of students.

2. Animation

A cartoon animation is a form of two-dimensional illustrated visual art. While the specific definition has changed over time, modern usage refers to a typically non-realistic or semi-realistic drawing or painting intended for satire, caricature, or humor, or to the artistic style of such works. Cartoon animation has also found their place in the world of science, mathematics and technology.

3. Objectives of Study

1. To prepare animated video in regional language related to topic Digestive system and respiratory system in human.
2. To study the impact of cartoon animation on students understanding level.

4. Hypotheses

- Ho₁: There will be no significant difference between the mean score of experimental and non experimental group.
- Ho₁: There will be no significant difference between the mean score of boys and girls of experimental group.

5. Methodology of the study

5.1 Sample

The sample was selected from two primary schools of Kadi . Among these school's 30 students were selected as sample. 15 students were in the experimental group and 15 were in the non experimental

group. E.G. students were treated with the help of animation video and the N.E.G. students were treated with traditional educational methods like lecture and use of T.L.M.

Table 1 selection of sample

Variable	Experimental Group	Non Experimental Group	Total
Boys	7	8	30
Girls	8	7	

5.2 Methodology

Researcher selected two different upper primary schools from the Kadi district. Among the schools' one school was selected as Experimental Group and other as Non experimental Group. E.G. students are facilitated by animated learning of topic Digestive and respiratory system. While N.E.G. students were learning with traditional teaching methods.

5.3 Tool

Researcher designed questionnaire to check the level of understanding. Questionnaire had questions with four options and students have to answer by ticking correct option. 25 questions are made from the topic of digestive and respiratory system. Then students were allotted with their marks obtain from the test in both groups. Highest marks of the test were 25.

5.4 Statistical calculation

To find out significant difference between two groups t-Value was calculated by using M.S-Excel. Mean, Median and Standard Deviation of each Group were calculated. Significance differences between the Means of two Groups were tested.

Table 2 Summary of data Analyses

Variables	Group	N	Mean	S.D.	T value	Sig. level
Boys	E.G.	7	17.47	6.10	4.64	0.01
Girls		8	16.73	4.76		
Boys	N.E.G.	8	12.07	3.45	0.77	NS
Girls		7	12.73	2.76		
E.G.		15	16.73	4.76	2.85	0.01
N.E.G.		15	12.73	2.76		

6. Findings

The findings of present study are as under,

1. There is significant mean difference shown between the E.G. group of boys and girls of upper primary schools at 0.01 level. It indicates that sex affects on understanding level. Boys are more dedicated than Girls.
2. There is no significant mean difference shown between the N.E.G. group of boys and girls of upper primary schools. It indicates that sex does not affect on understanding level of N.E.G. students.
3. There is significant mean difference shown between the groups of E.G. and N.E.G. at 0.01 level. It indicates that cartoon animation affects on the understanding level of students. E.G. students have more understanding level than the N.E.G. students.

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