

Design a pilot program based on the storyboard to teach An Iraqi displaced Children; Experimental Study

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Abstract

The storyboard is a world-class art that uses storytelling to use scenes or sequential drawings to express text written in a specific script to play an important role in spreading visual culture. This important of this research is to use the impact of this art to provide a pilot program specialized based on the storyboard to teach displaced children at Iraq. The research aims at designing a program for pre-school children between (3-6 years) who have not been allowed schools because of the bad situation which caused by the war and unstable situations in Iraq, to attend to the school, and attempt to secure their rights to education. The "researchers" seek to prepare a curriculum appropriate to the first stage of the children mentioned above in order to reconstruct their behavior positively and teach them the principles and basics of reading and writing.

Keywords: Storyboard, Design, program, kindergarten, pre-schools, positive behavior, children, curriculum appropriate

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Introduction

Early childhood is the basis and the basis on which the character is built, the closer to health they are, the closer the personality in the future.

The importance of research, in fact that children are the future of society and to communicate with this society predetermines its nature through the instilling of values, concepts and ideas that teach the child able to recognize the good from Bad, and the difference between wrong and right at an early age.

In Iraq: Children make up almost half of the (3) million Iraqis displaced by the conflict. Many of Iraq's camps are operating beyond capacity, and families live in overcrowded conditions. Children are in danger of separation from their families, abduction, recruitment into the fighting, and sexual violence. Living amidst armed conflict – including exposure to mines and improvised explosive devices – puts them at risk of death and injury, and threatens their long-term mental health and future development.

Iraqi Families displaced suffered from moving to the province of Salah al-Din/ Kurdistan-North of Iraq because of the terrorism, children have been subjected to psychological, social, intellectual and cognitive instability due to the forced displacement and the effects of the war on explosions, violence and intimidation, which led to fear and dispersion in the thinking and mental and physical tension. Therefore, the (researchers) considered the current study and used this method It may contribute to reaching outcomes that address the problem or arrive at Constructive results contribute to solving them.

The aim of the Research

The storyboard style in education is suitable for most age groups. It is one of the most important means of activating the mental process. It urges the learner to learn. The importance of employing it in education is due to its suitability to the nature of human memory and its mental perceptions, and predictions of what will happen in a particular situation. Human in love to learn the event from the beginning to the end
The research aims to designing a program for Iraqi displaced children between (3-6 years) who have not been allowed schools because of the bad situation which caused by the war and unstable situations in Iraq, to attend to the school, and attempt to secure their rights to education.

Childhood and storyboard

Childhood is a very important stage in human life, in which the character traits are determined and written through the patterns of its value and behavior and learn its

habits and trends, it is a continuous stage of growth of the individual, and it is the stage of formability according to the image provided by the community.

There is an interest in children's literature as one of the most important and general tools in the upbringing of childhood, which is one of the most important foundations and the cornerstone of the future of the Arab and Iraqi children.

The importance

1. Contribute to the social, mental and emotional development of children
2. Develop the accuracy of observation, concentration and attention in children.
3. Work on the personality of the child.

Children's Literature Goals

1. **Educational goals:** building the personality of the child and obtaining self-protection, away from the deviation and tampering and dangers that surround him.

2. **Cultural Goals:** Working on providing information and facts about people, life and society in the child's environment and in other settings. And to provide scientific content and ideas derived from the various sciences that link children to the present and modern scientific developments.

3. **Cognitive and emotional goals:** Work on enriching the language of the child by providing him with a complete set of new words and words, working to love learning, discovering talents, developing artistic and aesthetic sense, and discovering literary and artistic talents at an early stage in the child.

4. **Learning Goals:** In the various stages of child development, literature should be built in general and the story in particular on the educational materials related to the tendencies of students and children and their experiences, because such educational materials increase the passion of children and students technical works and push them to more readiness and mental effort to take advantage of these materials and increase their abilities On the preservation and reading and performance of language and voice properly.(Al-Mushrifi.Insherah.2005).⁽¹⁾

Definition of Storyboard

The storyboard is a world-class art that uses storytelling to use scenes or sequential drawings to express text written in a specific script to play an important role in spreading visual culture.

¹ . Insherah Ibraheem.Al-Mushrifi.2005. Children's Literature; Introduction to Creative Education. Edition 1.. Horus International Institution for Publishing and Distribution. Pge: (43-44)

A panel or series of panels on which a set of sketches is arranged depicting consecutively the important changes of scene and action in a series of shots (as for a film, television show, or commercial)

Theoretical definition of the educational storyboard: A kind of literary that attract the reader or listener thrill and pleasure. The story may be comic novel, fictional or scientific or otherwise, and the scientific storyboard works to provide information in a simple and beautiful, not complicated, which leads to the appeal of the reader or listener towards the information and make it more motivated to gain the greatest amount of information.

"Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life" (Baker & Greene, 1985, p. 28)⁽²⁾. They also state that if the story telling accompanies pictures, sound, and rhythm, they will have greater impact.

The researchers agree on the definition of the storyboard is (Art IX), as an art that combination of (two) basic story and image; that is to say, the story through pictures drawn either manually or by the computer recently accompanied by dialogue or within the context of the original square text of the image called " / A graphics box; a means used to express ideas through images, often along with other textual or visual information.

Characteristics of the storyboard provided to children under (7) years of age

1. Basically rely on the movement over speech, as factors that will take the attention of the child look at the moving objects.
2. Using to be simple, clear and interesting.
3. Using cartoon comics and animation.
4. Depending on the colors, lights and characters beloved to children.

The positives of the storyboard

1. Develop the imagination of the child and nurture his abilities, and move him to a new world, and innovative ways of thinking and behavior.
2. Provide the child with cultural information, it is a way to provide the child with the information that he needs and asked about easily.

² . Baker. R., & Greene. M. (1985). Storytelling: Art and Technique. London: Longman. Pge:(28).

Pr- Studies

1. Salah Mohammed Salih and Abdul-Sattar Ibrahim Shabeeb.(2017).(3)

The study aims at finding out the effectiveness of using animation to enhancing the levels of reading skill for the students; to what extent using animation can develop the students' levels in the listening skill; and whether using animation has greater impact on one of these two skills rather than the other. The study based on the questions, the researcher adopted the null hypothesis and the quasi-experimental approach (tests) to the investigate the effectiveness of using animation technology as a teaching method to gauge the impact it may have on developing the English language receptive skills (reading and listening) of 4th-Year (Science Division) High School displaced Students' in Sulaimaniyah Governorate during the academic year 2015- 2016.

The data obtained from the mathematical calculations of the scores of the pre and posttest of both the experimental and control groups substantiate differences between the average score of experimental group for pre and posttest at both the reading and listening skills and their sub skills. This indicates that animation has positive effect on increasing students' achievement.

Animation is proved its effectiveness on developing reading and listening skills on all the levels. The gap between the experimental group in the pre and post test scores is wide. The gap is also wider between the scores of the control group and the experimental group in favor of the experimental group. The effect size indicated that the effect of animation movie program on developing the receptive domain for the experimental group is larger than those of control group.

2. The study of kashcool (2005).⁽⁴⁾

The objective of the study was to determine the cognitive level of Iraqi children in kindergarten. To identify some of the language structures in kindergarten, and the relationship between the cognitive level and some of their linguistic structures, the sample is kindergarten. The study included (12) kindergarten. (6) from Karkh and (6) from Rusafa-Baghdad , (10) children were selected from each kindergarten chosen randomly. The sample of children reached (120) children boys and girls.

3. Salah Mohammed Salih and Abdul-Sattar Ibrahim Shabeeb. The Impact of Using Animation on Developing Fourth Year (Science Division) High School Students' Language Skills. University of Anbar. Anbar University Journal of Language & literature.. ISSN: 20736614 year: 2017 issue: 23 pages Pge: 171-215 . website: Iraqi Academic Scientific Journal: link: <https://www.iasj.net/iasj>

⁴ Lubna Raheem kashcool. The cognitive level and its relation of some linguistic structures (the length, the type of sentence, and length of the word) for Iraqi kindergarten in the city of Baghdad. (Unpublished doctoral thesis) College of Education for Girls, University of Baghdad. 2005.(pge:15-120).

The results show that children tend to have things that are longer in shape than the things that are characteristic of minors, and that the awareness of the place in the child at this age depends on his understanding of the place and trends (infront, behind, Upper, Down) very weak.

And for the performance of the language, the "researcher" found that the first thing that enters the children's mind linguistically is the vocabulary used for naming, such as special names and general names, and then the vocabulary used to define or describe and then the actual vocabulary. The study showed that children reach a level of ability to know the relationships and links that link different meanings in their expressions.

3. Normaliza Abd. Rahim and Nik Ismail Harun.(2007).⁽⁵⁾

This study explores the learning styles of three special needs children at Lynncroft Primary School, Nottingham. A one year study with a group of (12) children with different abilities and needs was carried out with the help of 3 teacher assistants. One of the researchers who was also the teacher in the classroom carried out the normal teaching and learning with the children by using pictures and ICT in the classroom. The pictures involved were taken by the children. The use of digital camera was introduced for the purpose of this study. After the pictures were taken and downloaded in the computer, the children would try to arrange the pictures accordingly to make a storyline. The children would, then, type their story in the computer. Activities were differentiated for all the children in the classroom. The three children were picked based on their abilities and special needs. This study has given a big contribution towards the school especially for the future special needs teacher.

4. Study of Lina Atef Abdel Aziz Hassan (2008)(*)⁶

The study aims at determining how cartoon and comics drawings affect pre-school children in the formation of positive behaviors, enriching and developing the cognitive process of the child and developing his behavior by upgrading the technical level of design for children's guide books

The study of Lina is agree with the current research that each aims to create positive behaviors in children from animation and storytelling. The (Lina study) differs from

⁵ . Normaliza Abd. Rahim and Nik Ismail Harun.(2007). **The Learning** Styles of the Special Needs Children Using Pictures and Storyboard Writing: A Case Study. Malaysia. Universiti Teknologi MARA (UiTM), Gading Business and Management Journal Vol. 11 No. 2, 41-56, 2007. ISSN 0128-5599, see: file:///C:/Users/lenovo%20B5180/Downloads/92-1-234-1-10-20170621%20(5).pdf

⁶ . Lina Atef Abdel Aziz Hassan (2008). Design of cartoon drawings to children's guide books and its impact on pre-school child behavior (2-6 years).(unpublished master thesis). Halwan University. College of applying art.2008.

the current research that the current research addresses the Iraqi displaced children (pre-school) in the style of successive drawings.

Case Study

The "researchers" seeks to formulate behavioral goals in the light of the overall objectives of the proposed program and the needs of displaced children in Iraq, and to in light of the educational content of the material to be taught to the selective sample of displaced children in the age between (3-6) years old.

The program includes a range of activities:

1. Reading the ideas and dreams of the selected sample of displaced children selected and choosing as a sample.
- a. Discuss these ideas and illustrate them graphically.
- P. Represent children to role stories and embody their favorite characters.
4. Drawing characters and ideas and giving them vitality and effectiveness.
5. Simulation of characters according to the ideas of children elected by using Balloons talks.

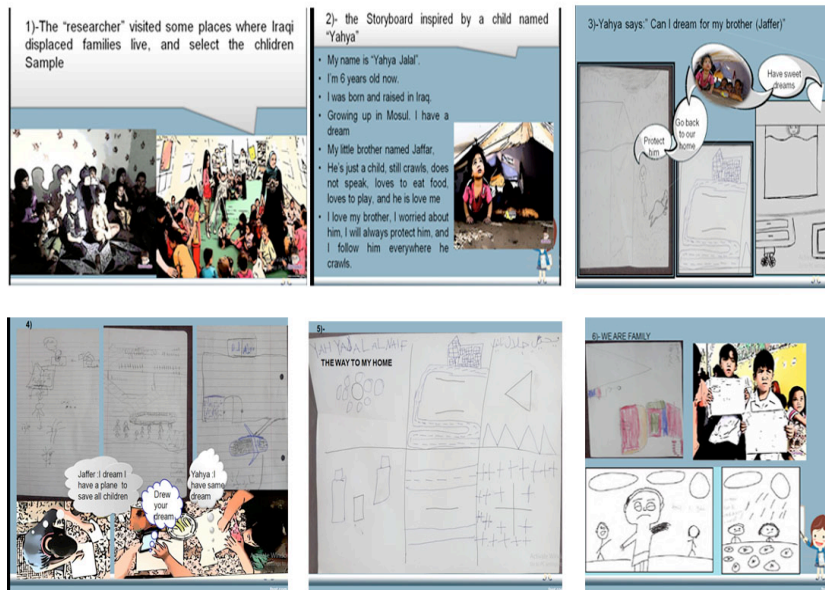
The Difficulties faced by "the researcher":

The researcher faced some difficulties during visiting displaced Children and their families

1. Difficulty accessing to the place of children who are displaced on a regularly.
2. The "researcher" Delay in obtaining security approval "Facilitate the researcher's mission" (agreement) to communicate with displaced children and their families because of bad situation.
3. The continuity of changing the places of the displaced Iraqi families affected the research sample somewhat.

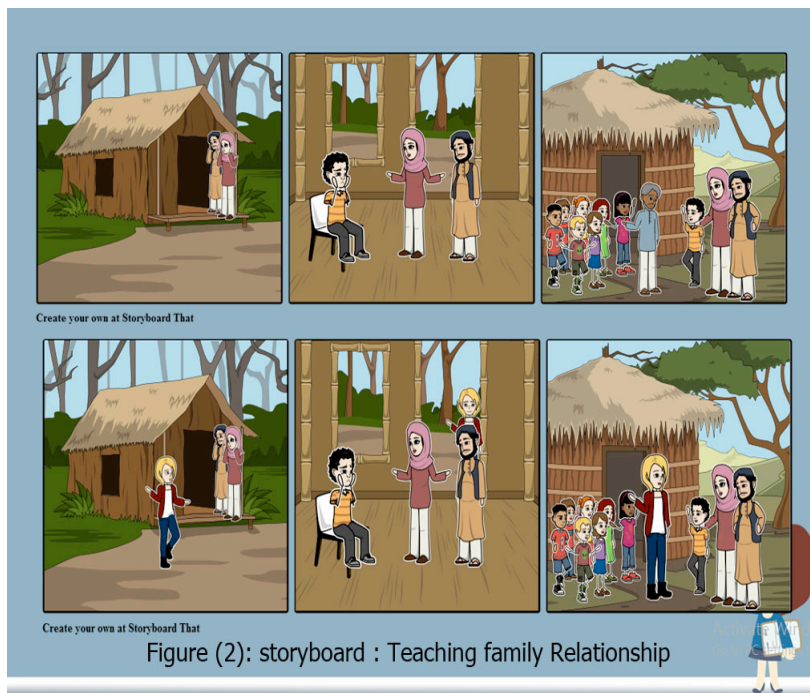
The researcher select samples show the nature of the program:

1. Inspiration children



Figure(1): The storyboard talking about family. home, peace, education

2. Write a storyboard





Conclusion

1. The "researchers" seeks to adopt the program based on the storytelling or dialogue or scenario as called, was interesting and loved by the children, which led to the development of dialogue in displaced children.
2. Using the style of acting, means that representation of the story in all its roles (stories program) helps to understand the activity of children and strengthen their personalities and make them more confident in speech and expression and give new sentences.
3. Graphics and coloring were the words in each story, and change with each section or dialogue, has really attracted the minds of displaced children and make them think about the formation of such stories and questioning.
4. The style of drawings adopted by the "researcher" and invested with the children of the experimental group raised the excitement of children to learn and draw their attention, as they see something new brings them into the spirit of life, and encourages them to think about education and thinking in the future.

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