

# **A Study on the Implication and Effect of Emotional Design into the Course of Animation on Students' Learning Outcome**

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Emotional design has been a key factor of the Arts Cluster in skill-based senior high schools. This study adopts an experimental research method to explore the influence of the integration of emotional design into the course of 2D animation on students' animation creative performance in skill-based senior high schools. The independent variable is the integration of emotional design into the course; the dependent variables are students' creative performance and achievement in an exhibition in terms of three levels of emotional design. In doing so, this study integrates the concept of emotional design into the curriculum teaching activities, including the three-session per-week, seven-week implementation period of teaching a total of 21 lessons of 2D animation. Finally, the study analyzes students' works in an exhibition by comparing the difference between the experimental group and control group. We show that there is no significant difference in creativeness between the experimental group and the control group. However, through consensus assessment of experts, we show that the experimental group's emotional design is better than that of the control group in three dimensions: the comprehensiveness of the work, the attention level shown by the participants and the consensus of the expert marks in the animation exhibition. We conclude that animation curriculum teaching should have an integration of three levels of emotional design.

Keywords: 2D animation, consensual assessment, emotional design, learning outcome