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THE 13TH INTERNATIONAL INNOVATION, INVENTION & DESIGN COMPETITION 2024

EXTENDED ABSTRACTS

e-BOOK

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THE 13th INTERNATIONAL
INNOVATION, INVENTION &
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HIGHER EDUCATION TEACHING AND LEARNING ASSESSMENT: AN E-GUIDEBOOK FOR FILM CONCEPT DESIGN WITH ARTIFICIAL INTELLIGENCE

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ABSTRACT

Recognising students' challenges in grasping complex film design principles and maintaining enthusiasm, this project proposes an e-guidebook harnessing AI to streamline assignment preparation and offer personalised guidance. It focuses on promoting AI to enhance students' comprehension, creativity, and engagement in film concept design assignments in the institution of higher education. The methodology involves a comprehensive literature review, employing AI-powered tools, and rigorous testing to ensure the e-guidebook's effectiveness and relevance. Anticipated results include increased student engagement, improved understanding of film design principles, and enhanced creativity in assignment submissions. The discussion explores the transformative impact of AI on education, addressing ethical considerations and the role of educators in guiding responsible AI use. In conclusion, this project signifies the potential of AI to revolutionise education, fostering a more enriching and effective learning experience that empowers students and shapes the future of teaching and learning.

Keyword: teaching and learning assessment, higher education, artificial intelligence, film concept design

1. INTRODUCTION

In higher education, the triad of teaching, learning, and assessment forms the cornerstone of effective pedagogy. As educators strive to enhance students' understanding of lessons, foster creativity, and ensure academic success, the integration of artificial intelligence (AI) emerges as a transformative tool (Damani & Engler, 2024). This introduction delves into the pivotal role of AI in elevating students' comprehension, creativity, and engagement, particularly in the context of film concept design assignments. The formal elements of film, such as mise-en-scène, editing, lighting, and cinematography, are crucial in the process of conceptualising film designs (Giannetti, 2016). However, challenges surface when students encounter technological hurdles in unleashing their creativity and grasping the core concepts essential for crafting compelling narratives. Although several online videos highlight the teaching of film conceptualization with storyboards (Muse It or Lose It!, 2023) and even the complete creation of a short film through generative AI applications (MDMZ, 2024), the intricate process of concept design with specific props and settings characterization in the preproduction stage has been overlooked. This impediment not only hampers

their academic progress but also stifles their ability to innovate and express original ideas concerning their discipline specifically.

Moreover, in the current era, where artificial intelligence is pervasive, it is imperative to preserve aspects of civilisation as they form the foundation of societal values and morals (Bernama, 2023). Concept design for film through AI serves as a practice to promote these efforts. Recognising these challenges, a ground-breaking project emerges to address these concerns by proposing an e-guidebook that harnesses the power of AI to aid students in navigating the complexities of film concept design assignments. By leveraging AI as a tool in assignment preparation for teaching and learning, especially for basic film production courses, students can access a wealth of resources, guidance, and feedback tailored to their individual needs. This innovative approach not only streamlines the assignment process but also cultivates a conducive environment for nurturing creativity, honing critical thinking skills, and fostering a deeper appreciation for the art of filmmaking (Tauli, 2023). Through this e-guidebook, students are empowered to transcend limitations, unlock their potential, and embark on a transformative learning journey enriched by the seamless integration of AI technology.

2. METHODOLOGY

The methodology encompasses several approaches to ensure the e-guidebook's effectiveness, relevance, and adaptability to the evolving needs of students and educators. The first phase involves a thorough literature review, examining existing research, best practices, and case studies related to the integration of AI in education, particularly in the context of creative assignments. This review aims to identify successful strategies, potential challenges, and innovative applications of AI available in other guidebooks, such as *The ChatGPT Millionaire* (Dagger, 2023), that can be adapted and incorporated into the e-guidebook. The second phase focuses on the development of the e-guidebook itself, which involves the creation of modules tailored to the specific needs of film concept design assignments.

Key concepts, technical terms, and theories from film studies books such as *Film Art* (Bordwell, Thompson, & Smith, 2024), *Cinema Studies: The Key Concepts* (Hayward, 2023), and *Film Studies: The Pocket Essential* (Butler, 2005) are referred to to generate useful prompts. These prompts are designed to provide personalised feedback and foster creativity while enhancing students' understanding of key concepts and reinforcing their appreciation for filmmaking. The third phase undergoes testing and evaluation to assess its effectiveness, user-friendliness, and impact on student learning outcomes. Feedback from pilot studies and user testing is incorporated to refine and optimise the e-guidebook, ensuring it remains a valuable resource for students and educators alike. A focus group discussion and interview will be conducted with the students of the basic film production course.

3. RESULTS & DISCUSSION

The project envisions several key results, including enhanced student engagement, improved understanding of film design principles, increased creativity and originality in assignment submissions, and a more streamlined and efficient assignment preparation process. By leveraging AI tools and resources, students are expected to benefit from personalised feedback, tailored guidance, and access to a wealth of information that enriches their learning experience and empowers them to

excel in their assignments. The discussion surrounding these results is poised to highlight the transformative impact of AI on education, particularly in fostering creativity, critical thinking, and innovation among students. By bridging the gap between traditional teaching methods and cutting-edge technology, the project underscores the potential of AI to revolutionise the learning landscape and equip students with the skills and knowledge needed to thrive in a rapidly evolving digital age. Furthermore, the discussion is expected to delve into the implications of integrating AI in education, addressing concerns such as ethical considerations, data privacy, and the role of educators in guiding students towards responsible and effective use of AI tools.

4. CONCLUSION

In conclusion, the project aimed at developing an e-guidebook utilising AI to enhance students' understanding and creativity in film concept design assignments holds immense promise for transforming the educational landscape. By integrating AI tools and resources, the project seeks to address challenges related to student engagement, creativity, and comprehension, ultimately fostering a more enriching and effective learning experience. Through a comprehensive methodology and anticipated results centred on improved student outcomes and innovative teaching practices, this project underscores the potential of AI to revolutionise education, empower students, and pave the way for a future where technology and creativity converge to shape a new era of learning.

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