

**ANIMATED VIDEO ON THE HISTORY OF
ILOCOS SUR POLYTECHNIC STATE COLLEGE**

**APRILLE PRINCESS L. BALLAD
VANESSA JOY C. MENDOZA
TRIXIE JOY D. GASMEN
GINA A. BAJET**

**A CAPSTONE PROJECT PRESENTED TO THE FACULTY OF THE
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Chapter I

INTRODUCTION

Project Context

Technology surrounds almost everyone in modern society today. It affects both work and leisure activities. Technology contains information that many would rather it did not have. It influences minds in goods and bad ways, and it allows people to share information, which they would otherwise not be able to attain. It also gives another form of communication and exchange of information, which was not available before, information that is both good and bad. Technology is the driving force of the future; it is changing our lives and shaping our future rapidly. The new technology will have a major impact in all of our lives. Technology is often considered the key to a nation's economic growth, which shows that technology affects everyone.

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media. Social media is becoming an integral part of life online as social websites and applications proliferate. Most traditional online media include social components, such as comment fields for users. In business, social media



is used to market products, promote brands, and connect to current customers and foster new business (TechTarget, 2015).

The Ilocos Sur Polytechnic State College (ISPSC) was created by virtue of RA 8547 authored by the then Congressman of the 2nd District of Ilocos Sur, Hon. Eric D. Singson converting the then Ilocos Sur Polytechnic College (ISPC) into a state college. The charter was signed into law by President Fidel V. Ramos on February 24, 1998. The then Ilocos Sur Polytechnic College was created by virtue of RA 7960 also authored by then Congressman Eric D. Singson and signed into law on March 29, 1995. The law converted the then Ilocos Sur Agricultural College (ISAC) into a polytechnic college integrating into it seven vocational-technical and general academic secondary schools in the second district of Ilocos Sur namely: Narvacan School of Fisheries (NASOF), Southern Ilocos Sur School of Fisheries (SISSOF), Ilocos Sur Experimental Station and Pilot School of Cottage Industries (ISESPSCI), Tagudin General Comprehensive High School (TGCHS), Cervantes National Agro-Industrial School (CNAIS), Suyo National High School and Salcedo National High School. After its conversion into a state college, two of the campuses, Suyo Campus and Salcedo Campus, were reverted to the Department of Education.

ISPSC is a comprehensive six-campus institution of higher learning mandated to give professional and technical training both in the undergraduate and graduate levels in the fields of economics,



agriculture, fishery, trade, home industry, engineering, education, forest research and conservation, management, finance, accounting and business administration, public administration and other fields as may be relevant, besides providing for the promotion of scientific and technological researches which the College deems necessary in carrying out its objectives. The main campus is situated in Santa Maria, Ilocos Sur and the five other campuses are strategically located in Candon City and the municipalities of Narvacan, Santiago, Tagudin, and Cervantes, in the second district of Ilocos Sur.

Today, ISPSC offers two accredited graduate programs in the fields of Education and Agriculture. The college also offers the following accredited undergraduate programs: Elementary and Secondary Teacher Education, Agriculture, Home Technology Education, Information Technology, Industrial Technology and Hotel and Restaurant Management.

The first College Administrator was Mr. Apolonio P. Labuanan, who served as Officer-in-Charge from February 24, 1998 to July 15, 1999. He served as Technical-Vocational Schools Superintendent of the then ISAC. He laid down the groundwork of the integration of the Ilocos Sur Polytechnic College.

The first President of ISPSC, Dr. Alejandro V. Directo, pursued the “**SMILE**” principle which stands for the values *sincerity, morality, integrity, loyalty, efficiency and effectiveness*. He began his term as



President on July 16, 1999 and was extended for a second term in 2003.

Dr. Directo instituted the campus identity through the designation of a flagship program for each campus. He initiated the accreditation of degree programs offered by ISPSC as a means of achieving quality and excellence.

The second President, Dr. Rafael B. Querubin, re-engineered the college to become more relevant and responsive. His term in January 1, 2008 and championed the “**CHARMED**” paradigm, a 7-point development agenda which calls for: Community Capability Building and Responsive Networking; Human Resources Development and Character Building; Aggressive Academic Achievement; Resource Generation and Wise Allocation of Resources; Maximized Use of Resources and Effective Maintenance Program; E-Governance and Management; and, Developing Physical Facilities and Building Structures. He worked out for the development of a Medium Term Development Plan of the College (2011-2015), and instituted a new set-up for the college. The new college set-up produced two campus clusters: the North Cluster – consisting of Santa Maria, Santiago and Narvacan, and the South Cluster – consisting of Tagudin, Candon City and Cervantes. He emphasized on the cultivation of a research and development culture with the creation of the Office of Vice President for Planning, Research, Extension and Training. He also aggressively pushed for physical plant development.

The main campus for the North Cluster is the Santa Maria



Campus which has been identified as the Provincial Institute of Agriculture. Santa Maria campus had its early beginnings as a farm school in 1913, then evolved into the Santa Maria Agricultural High School. In 1963, SMAHS was converted into the Ilocos Sur Agricultural College by virtue of RA 3529 authored by Congressman Pablo C. Sanidad. Then in 1995, it was converted into the Ilocos Sur Polytechnic College which was the precursor of the present ISPSC.

The Narvacan Campus was established as the Narvacan School of Fisheries in 1964 by virtue of RA 3476 authored by Cong. Pablo C. Sanidad which was signed into law in June 16, 1962. When it was integrated into ISPSC, the Narvacan Campus became the College of Fisheries and Marine Science. Today, it is identified as the Provincial Institute of Agriculture.

The Santiago Campus was established as the Ilocos Sur Experimental Station and Pilot School of Cottage Industries (ISESPSCI) by virtue of RA 4430 signed into law on June 19, 1965. It is situated on a 3.5 hectare area along the national highway in the municipality of Santiago, Ilocos Sur. When it was integrated into ISPSC, it became the College of Engineering and Technology. At present, Santiago Campus houses the College of Technology.

Tagudin Campus is the seat of governance in the South Cluster. It was used to be the Tagudin General Comprehensive High School established which started as the Tagudin High School and became a



national high school by virtue of RA 4447 which was signed into law in June 19, 1965. After its integration into ISPSC, it became the College of Arts and Sciences. Today it houses the College of Teacher Education, the College of Business and Hospitality Management, the College of Arts and Sciences, and the College of Information Technology.

Candon City Campus used to be the Southern Ilocos Sur School of Fisheries (SISOF) which evolved from a fishery demonstration farm (Ilocos Sur Marine Demonstration Farm). It is located in the coastal barangay of Darapidap, Candon City. With its integration into the ISPSC, it became the College of Commercial and Social Services. At present Candon City Campus houses the College of Business and Hospitality Management.

Cervantes Campus used to be the Cervantes National Agro-Industrial School (CNAIS) which evolved from the Cervantes National School of Arts and Trades established by virtue of RA 4424 signed into law in June 19, 1965. It is located in a scenic upland municipality which is also a gateway to the Cordillera provinces. When it was integrated into ISPSC, it became the College of Agro-Industrial Technology. Cervantes Campus offers teacher education, information technology and hotel and restaurant management courses.

Since the chartering of ISPSC in 1998, much had been accomplished in terms of academic and technical pursuits, facilities and plant development, research and extension services, community



involvement, administration and governance, linkaging and networking, faculty and staff development, and student development. Guided by its vision as “an institution for total human development,” it continues to be a beacon of hope to the people in the service area and together thread the path towards greater heights (www.ispsc.edu.ph).

Purpose and Description

The main purpose of this research work to enhance the capability of the student-researchers to develop a video that will introduce the learning institution into its clientele.

The result of the study is beneficial to the following:

Students. This study would be challenged them to explore new ideas that will lead to their skills improvement through research and knowledge acquired during the development of the study.

Parents/ Guardians. This study will ultimately benefit them it will give them more ideas on how students are being nurtured inside the institution.

Researchers and Future Researcher. This study would be a model for either studies or understandings they are to face in the future and the baseline with coming up with a study and application related to field.



Proponents. This study would help the proponent' to enhance their capability to develop a video. Because of this study the researchers can have their bonding moments while the proponents creating video.

School Administration and Employees. The study would give the school especially the administrators, an idea on how to make visible areas in the campus be recognizable especially to visitors who are new in the campus.

Review of Literature

Picture paints a thousand words. Well, animation might well paint a million. These days, you don't have to study a course to become an expert in video animation. There are lots of free online tools that are easy to learn and will help you to create beautiful and captivating animations.

Animation is a dynamic medium in which images or objects are manipulated to appear as moving images. In traditional animation the images were drawn (or pointed) by hand on cells to be photographed and exhibited on film. Nowadays most animations are made with computer-generated imagery (CGI). Other common animation methods apply a stop motion technique to two and three- dimensional objects like paper cutouts, puppets, or clay figure. The stop motion technique where live actors are used as a frame-by-frame subject is known as pixilation

A timeline-based video editing software application. It is a part of the Adobe Creative Cloud, which includes video editing, graphic design, and web development programs. CNN was an early adopter of Adobe



Premiere. Also, in 2007, BBC adopted Premiere. It has been used in editing feature films, such as *Gone Girl*, *Captain Abu Read*, and *Monsters* and other venues such as Madonna's Confessions Tour. Premiere Pro is the redesigned successor to Adobe Premiere, and was launched in 2003. Premiere Pro refers to versions released in 2003 and later, whereas Premiere refers to the earlier releases. Premiere was one of the first computer-based NLEs (non-linear editing system), with its first release on Mac in 1991. Up until version Premiere Pro 2.0 (CS2), the software packaging featured a galloping horse, in a nod to Eadweard Muybridge's work, "Sallie Gardner at a Gallop".

Premiere Pro supports high resolution video editing. Audio sample level editing, VST audio plug-in support, and 5.1 surround sound mixing are available. Premiere Pro's plug-in architecture enables it to import and export formats beyond those supported by QuickTime or DirectShow , supporting a wide variety of video and audio file formats and codecs on both MacOS and Windows. When used with Cuneiform's Neo line of plug-ins, it supports 3D editing with the ability to view 3D material using 2D monitors, while making individual left and right eye adjustments.

Photoshop was created in 1988 by Thomas and John Knoll. Since then, it has become the de facto industry standard in raster graphics editing, such that the word "Photoshop" has become a verb as in "to Photoshop an image," "photo shopping" and "Photoshop Contest", though Adobe discourages such use. It can edit and compose raster images in



multiple layers and supports masks, alpha compositing and several color models including RGB, CMYK, CIELAB, spot color and duotone. Photoshop has vast support for graphic file formats but also uses its own PSD and PSB file formats which support all the aforementioned features. In addition to raster graphics, it has limited abilities to edit or render text, vector graphics (especially through clipping path), graphics and video. Photoshop's feature set can be expanded by Photoshop plug-ins, programs developed and distributed independently of Photoshop that can run inside it and offer new or enhanced features.

Photoshop's naming scheme was initially based on version numbers. However, in October 2002, following the introduction of Creative Suite branding, each new version of Photoshop was designated with "CS" plus a number; e.g., the eight major version of Photoshop was Photoshop CS and the ninth major version was Photoshop CS2. Photoshop CS3 through CS6 were also distributed in two different editions: Standard and Extended. In June 2013, with the introduction of Creative Cloud branding, Photoshop's licensing scheme was changed to that of software as a service rental model and the "CS" suffixes were replaced with "CC". Historically, Photoshop was bundled with additional software such as Adobe Image Ready, Adobe Fireworks, Adobe Bridge, Adobe Device Central and Adobe Camera RAW.

Alongside Photoshop, Adobe also develops and publishes Photoshop Elements, Photoshop Light room, Photoshop Express and



Photoshop Touch. Collectively, they are branded as "The adobe Photoshop Family". It is currently a licensed software.

Statement of Objectives

The main objective of this study is to develop and to test the developed information the "**Animated Video on the History of Ilocos Sur Polytechnic State College.**"

Specifically, it sought to address the following:

1. To acquire the necessary information needed in the development of an animated video series of the Animated Video in the History of ISPSC;
2. To develop an Animated Video on the History of ISPSC; and
3. To test the acceptability developed animated video.

Scope and Limitation

The study was conducted during the school year 2018 at Ilocos Sur Polytechnic State College.

The study gathered information through interviews from ISPSC Executive Campus Directors to determine the history of ISPSC. The Adobe Premiere, Adobe after Effects, windows movie maker and Adobe Photoshop, was used to animate the video by explaining the history of ISPSC.



Chapter II

Methodology

Software Development Model

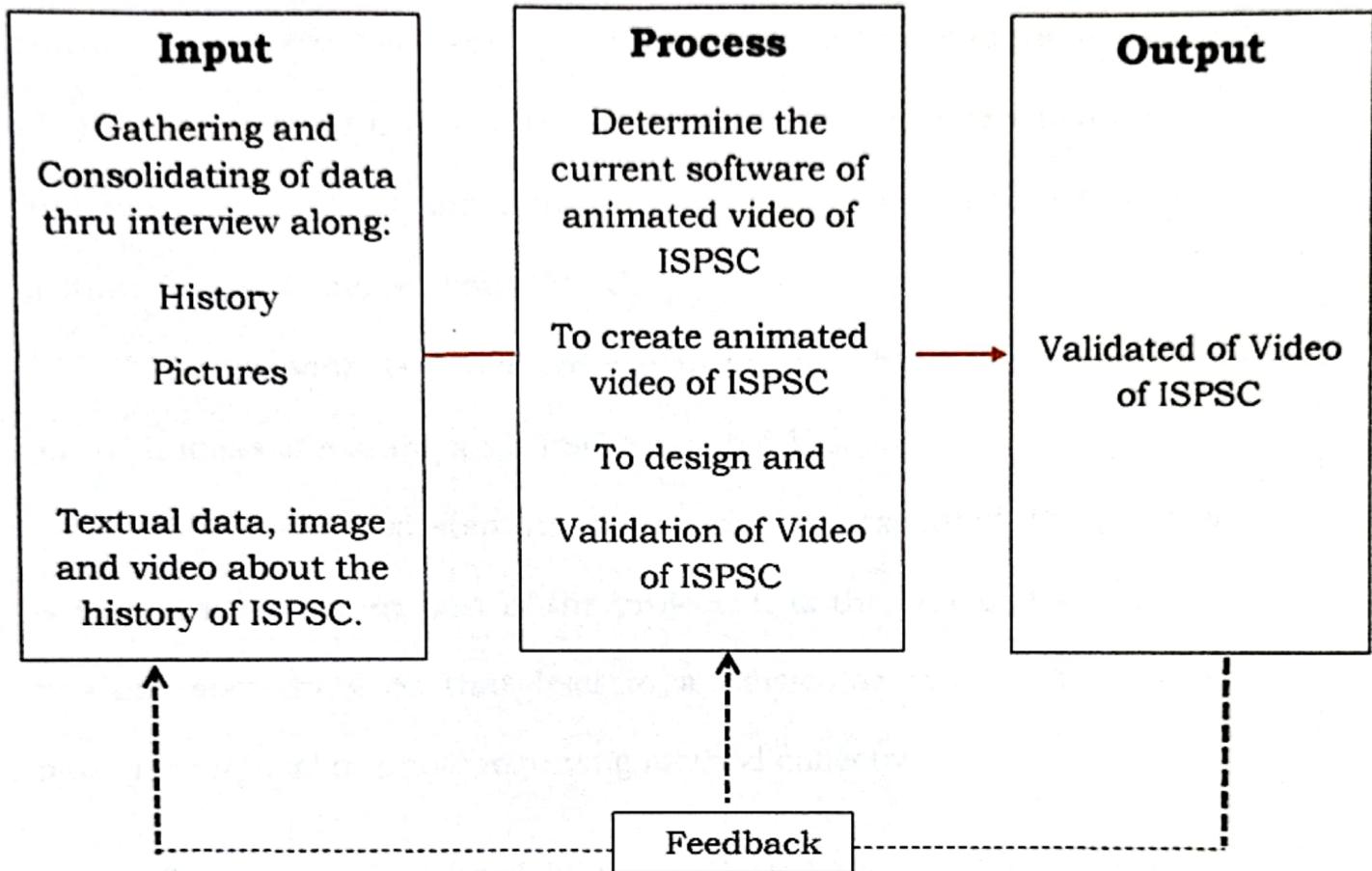


Figure 1. Research Paradigm

Figure 1. Show the Research Paradigm it composes the input, process and the output variables are the component of inquiries. The Input is the source of information used by the developer to fully understand the scope of their study. The Process comprises of the procedure, and the Output is the outcome of the processed information of the ISPSC storyboard. This helped in determining the boundaries of



the most applicable quality tools to attain quality of the proposed Animated Video.

The first step that the proponents executed was the input consists of gathering and consolidating data thru profile of the institution along; history, organizational structure, campus site, accredited program and the images of the different site in the school, it also includes the textual data and image about ISPSC.

The proponents generated a plan through brainstorming to come out with ideas of making an ISPSC Animated Video.

This is the next step that the proponents executed, the process it is the most important part of the project, it is the series of actions that produce something or that lead to a particular result. Process is a photomechanical or photoengraving method collectively.

The proponents used in the projected are the layout, edited of images, arranged the page in order, and trial printing of the edit/animate the Video. After the animated video was validated through Instructional Material Motivation Scaled (IMMS) they will converted the video into an animated video in digital way.

This is the last variable that the proponents executed is the desired result that came out with an interesting ISPSC Animated Video. In this stage, the proponents gathered information and ideas regarding the said project, ISPSC Animated Video.



Corrections were integrated for the improvement and enhancement of the research work through the feedbacks.

Table 1. Project Plan

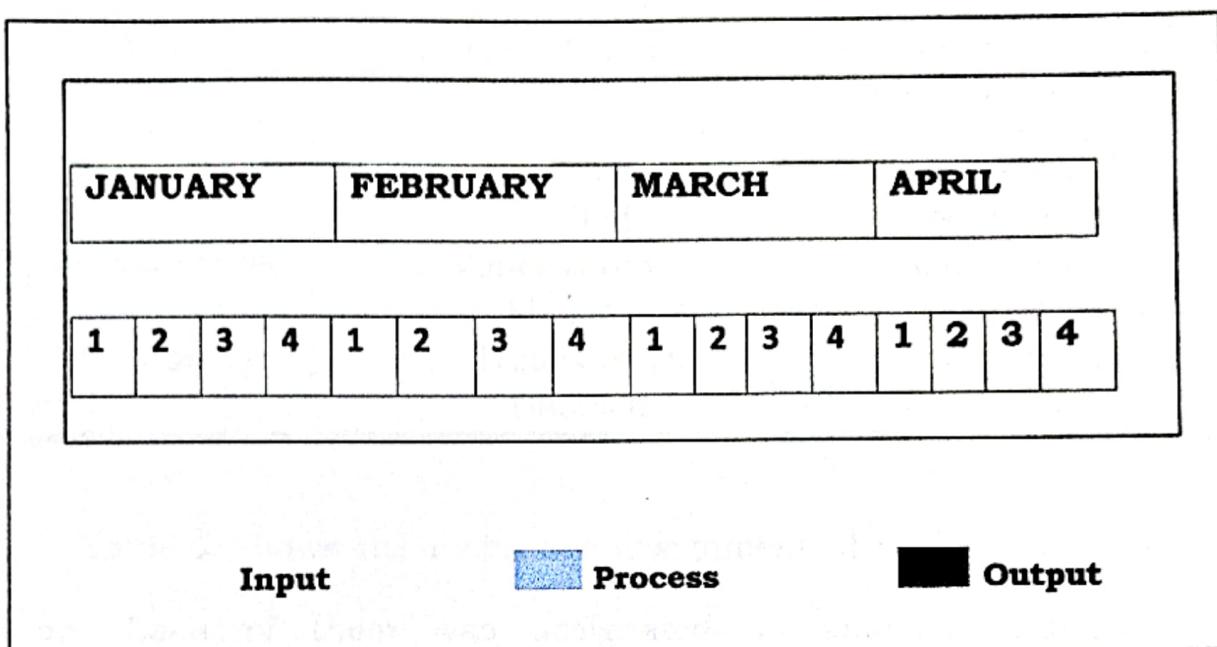


Figure 1. Gantt Chart of Activities

Figure 1 shows the timeline of activities in the completion of the video. In this figure, the activities were done on each week with the duration of activities. The longest week that the proponents undergone is the process, it took them seven weeks to create the system, edit the pictures and videos and gather the information and data needed in the research work. Gathering the raw materials such as the history of the college, relevant photos and videos and objective and accurate information took them for four weeks.



Project Team Assignment

Table 2. Role Requirements and Responsibility

Project Role	Proponents	Assignment
Analyst	Gina A. Bajet	Video Designer, Research and Documenter
Developer	Aprille Princess L. Ballad	Research and Documenter
Documenter	Vanessa Joy C. Mendoza	Research and Documenter
Documenter	Trixie Joy D. Gasmen	Research and Documenter

Table 2 shows the respective assignment of each member of the group. Each of them was designated as analyst, designer and documenters. Each member worked closely for the completion of the project. The analyst analyzed all the data given by the designer. While the documenter is responsible in checking the grammars, interpretations and all the data that the researchers implemented in the research work, documenter is also the responsible in taking note of the project and one responsible in the writing up of the manuscript, while the data gatherer collected researches, information and data relative to the research work.

Data Gathering Procedure

The researchers furnished a copy of request letter to the President asking permission to conduct an interview. Upon approval, the researchers presented the signed letter to the different campus director of ISPSC asking their permission to conduct a study. The researchers



conducted an interview to the different campuses of ISPSC in which they gather data about the history of ISPSC.

After the interview, information was utilized. The researchers started to compile the necessary information for the development of the different campus historical backgrounds into animated video. The researchers adopted the Instructional Material Motivation Scaled (IMMS) to gather the data needed by the researchers to identify the usability of the animated video.

Data were gathered using interview, document analysis, observation, internet searching and questionnaire. The requirement was based on the manual system being analyzed, improvements was identified and the concept of the Animated Video on the History of ISPSC.

Different methods of data gathering procedure were employed in the project understanding to secure the data.

Interview. The proponents interviewed Dr. Corazon Q. Quitevis, Prof. Gloria D. Tuzon, Dr. Annie D. Dorada, Dr. Adela P. Estranero, Dr. Jose Q. Cabatu, the Campus Directors and teachers from the different campuses of ISPSC.

Documentary Analysis. The proponents determined the forms which were used as inputs to the animated video. Furthermore, reports from the offices and other printed materials were also analyzed as supplementary materials.



Survey. A survey questionnaire was distributed to the respondents of the animated video series.

Questionnaire. The questionnaire of IMMS was adopted to gather the data needed by the researchers to collect the usability of the animated video to get the mean in each category and to get the grand mean of the video.

Data Categorization. Below is the data categorization as to scale, statistical range and descriptive rating.

Table 3. Data Categorization for IMMS

Scale	Statistical Range	Descriptive Rating
5	5.0-4.21	Strongly Agree
4	4.20-3.41	Highly Agree
3	3.40-2.61	Moderately Agree
2	2.60- 1.81	Fairly Agree
1	1.80- 1.0	Agree



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