



Faculty of Applied And Creative Arts

**DIGITAL INTERACTIVE PUBLICATION AS AN ADDED VALUE TO
CONVENTIONAL PUBLICATION**

See Swee Inn

Bachelor of Applied Arts with Honors

(Design Technology)

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**DIGITAL INTERACTIVE PUBLICATION AS AN ADDED VALUE TO
CONVENTIONAL PUBLICATION**

SEE SWEE IMN

This project is submitted in partial fulfilment of
the requirements for the degree of Bachelor of Applied Arts with Honours
(Design Technology)

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2017

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Final Year Project Report

Masters

PhD

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Abstract

In Malaysia, a textbook is an essential tool used in the classroom. However, the current textbook has issues in term of design. Recently, there is an emerging use of technology in teaching and learning instead of conventional textbook. The students and teachers find that the existing textbook is dull and outdated. Thus, this research aims to identify the problems of the existing conventional textbook from the students and teachers' perspectives, and also, to analyze the benefits of digital interactive publication as an added value to conventional publication. Lastly, it aims to design a digital interactive book and to redesign a conventional textbook by using the suitable design elements to resolve the existing problems of textbook. The methods used in this research include both quantitative and qualitative approaches. For quantitative approach, a survey is carried out with questionnaires distributed to the primary school students. For qualitative approach, semi-structured interview with a few teachers and visual analysis are conducted to obtain more concrete findings and data regarding the existing conventional and digital interactive publications. The findings show that most of the students are not satisfied with the design of the current textbook whereas the teachers encounter problems with the information and content of the textbook. Nonetheless, both parties strongly agree to the idea to combine conventional textbook with a digital interactive book.

Abstrak

Di Malaysia, buku teks merupakan medium penting yang digunakan di dalam kelas. Namun, buku teks sedia ada mempunyai isu dari segi reka bentuknya. Baru-baru ini, penggunaan teknologi adalah lebih diutamakan dalam proses pengajaran dan pembelajaran dibandingkan dengan buku teks konvensional. Para pelajar dan guru berpendapat bahawa buku teks yang sedia ada membosankan dan ketinggalan zaman. Oleh sebab itu, kajian ini bertujuan untuk mengenal pasti masalah buku teks konvensional yang sedia ada daripada perspektif para pelajar dan guru, dan menganalisis manfaat penerbitan interaktif digital sebagai nilai tambah kepada penerbitan konvensional. Selain itu, ia bertujuan untuk mereka bentuk sebuah buku interaktif digital dan mereka bentuk semula buku teks konvensional dengan menggunakan unsur-unsur reka bentuk sesuai bagi menyelesaikan masalah buku teks yang sedia ada. Kaedah yang digunakan dalam kajian ini termasuk kedua-dua pendekatan kuantitatif dan kualitatif. Bagi pendekatan kuantitatif, kajian dijalankan dengan mengedarkan soal selidik kepada pelajar-pelajar sekolah rendah. Bagi pendekatan kualitatif pula, temu bual berstruktur separa dengan beberapa guru dan analisis visual dijalankan untuk mendapatkan hasil yang lebih konkrit mengenai penerbitan konvensional dan interaktif digital yang sedia ada. Dapatan kajian menunjukkan bahawa kebanyakan pelajar tidak berpuas hati dengan reka bentuk buku teks semasa manakala guru-guru menghadapi masalah dengan maklumat dan kandungan buku teks itu. Walau bagaimanapun, kedua-dua pihak sangat bersetuju dengan idea untuk menggabungkan buku teks konvensional dengan buku interaktif digital.

Chapter 1

Introduction

1.1 Introduction

1.1.1 Conventional Publication

The term “conventional publication” refers to the information that is delivered and made available to the public in traditional forms and genres. The production process usually involves a publisher who leads a publishing company and is responsible for the printing of the publications written by an author. Traditionally, publishing is known as the distribution of printed works such as newspapers, magazines and books for sale. It involves submission of drafts to publishing agents over a period of time, usually undergoes a number of rejections before getting accepted. When a publisher accepts and buys the book of an author, the publishing company then assigns a number of editors, layout designers and cover designers to produce the book. After that, its marketing and public relations team will work on selling and distributing the publication.

The history of conventional publication began in the 1490’s when printing press was established by Johannes Gutenberg, whom was a German printer and publisher. He was the first man to ever introduce printing to Europe. The Printing Revolution in the publishing industry started after he invented the mechanical moveable type printing. In the past, printers were also the publishers and authors paid for the printing and then did all the marketing

themselves. Later on, the publishing industry then transformed into where writers do the writing and publishers handle everything else (Green, n.d.).

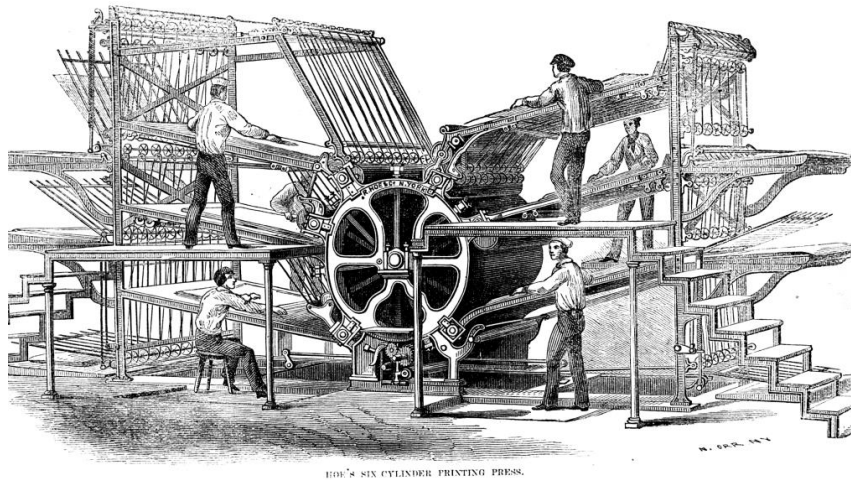


Figure 1.1 Richard March Hoe's six cylinder printing press

(Source: Public Domain)

One of the benefits of conventional publishing is that the author is able to work with an established professional team as part of the contract with the publishing house (Penn, 2016). Hence, the author only has to work on the writing part as the publisher is responsible to handle the rest of the part. Besides that, writers who publish conventionally are also able to have access to the distribution channels as the publisher takes full responsibility for introducing the book into the marketplace (Barnes, 2013). However, the author has to meet with the total expense to get the book published. In the end, the author will get a limited share of the profits as he normally only gets 10% to 15% of any revenue generated by the book

(Barnes, 2013). This is the reason why nowadays most of the writers choose to self-publish their publications instead.

In recent years, conventional publication is undergoing a tremendous downfall in terms of its sales at the market. According to Price (2014), the book industry is in a period of significant change and the main cause is due to the advent of the current technology. For instance, by introducing e-readers, the way that books are purchased and read has been altered. The increasing use of electronic tools that enable self-publishing on the Internet has also been one of the reasons that brings about the changes in the industry of conventional publication (Price, 2014). Most of the people these days choose to read the latest news on the Internet or social media rather than buying newspapers that will then be recycled or disposed off. The change is significant and there is a need to sustain conventional publication as it is beneficial in building reading skills.

1.1.2 Digital Interactive Publication

Digital publishing involves the utilization of digital technology to replace printed and written materials so that it can be accessed through computerized electronic devices. Examples of digital publications, or more widely known as electronic publications are such as eBooks, digital magazine, online newsletters, blogs and e-Journals.

On a touch device, interactivity is the ability to engage with the user interface of the mobile application. Interactive publications provide interaction for the users with the storyline and content in order to offer a unique experience (Itzkovitch, 2012). Digital interactive publications are able to enhance book-like experience on the mobile devices and some of

them even integrate with conventional publications in order to sustain the reading habit on printed physical books. Examples of digital interactive publications are interactive eBooks, pop-up book apps for kids, cookbooks with video recipes and built-in timers and interactive travel guide apps that include GPS navigation capabilities.

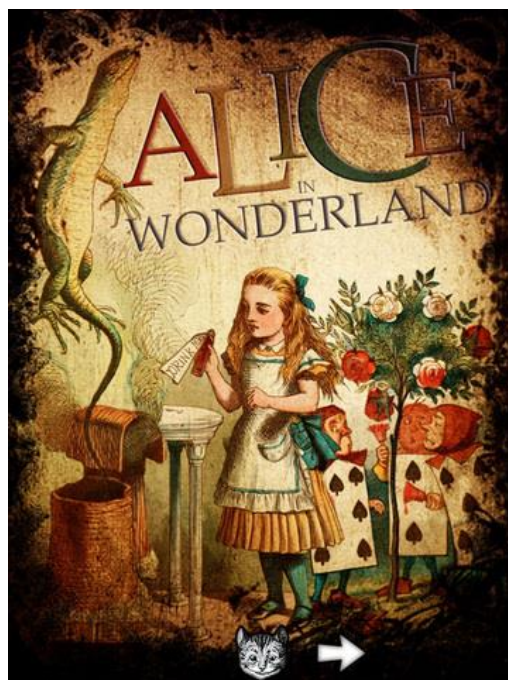


Figure1.2 An example of digital interactive publication – Alice in Wonderland

(Source: digital-storytime.com)

There are opportunities in digital publishing as it requires lower cost due to the elimination of printing costs and simpler supply chain (Gaigher, Roux & Bothma, 2014). Therefore, there is directly the potential for greater profit in return. Besides that, digital publications provide the potential of delivering information with extra dimensions in a cost-effective way and hence, allowing the data to reach a wider range of users compared to

conventional publications (Chennupati, Foo & Heng, 2006). Additionally, publishers can potentially obtain advantages from the reduction in publications costs, increase in the amount of data and information that can be added into the content of a publication, and implementation of new approaches to the presentation and organization of information by producing digital interactive publications.

Another point that differs digital publishing from traditional publishing is that there are new marketing and distribution opportunities due to the availability of direct channels to target markets via social media (Gaigher, Roux & Bothma, 2014). In the current development of digital technology, it is possible to monitor and track online consumer habits and their buying patterns via digital publishing. This way enables the publishers to distinguish their target market and audience.

Itzkovitch (2012) stated that digital interactive publication often involves touch-and-response interaction with the consumers and it is adding true value through interactivity and superior design. The interaction between the users and their electronic devices is able to engage the consumers and enhance the overall experience of reading and learning. Digital interactive publications have revolutionized the way how people consume the printed materials. It is possible for interactivity to add value to the conventional publications and create an experience that is impossible in print (Itzkovitch, 2012).

The term “digital interactive publication” generally refers to publication that involves the development of user interaction on electronic publishing through interactive media such as electronic gadgets, mobile phones and tablets. Gaigher, Roux and Bothma (2014) mentioned that there is an ongoing evolution in content design and a phenomenon in making publications as interactive as possible to the readers or consumers.

1.1.3 Schoolbook – Textbook

Schoolbooks can be categorized into textbooks, work books and reference books for students at different levels of education such as elementary school, secondary school and high school. The textbook plays a vital role in the process of delivering and acquiring knowledge (Gak, 2011). According to Fredericks (2001), textbooks are usually used by school teachers as the primary curricular materials and sources of information in their classes. However, a good teacher will use several types of resources that supplement to the textbook in the classroom in order to enhance and develop learning activities for the students. For instance, reference books are used to cover topics which are not present in the textbooks or for further reading by the students (Jiang, 2012). Moreover, work books contain questions in the form of quiz and exercises provided for the students to enhance and rejuvenate their memory and knowledge on each topic or chapter.

A textbook is a compilation of concepts, information and knowledge of a selected course or topic. It is usually written by one or more authors including school teachers, professors or education experts that are authorities in a specific field (Fredericks, 2005). According to Graves (2000), the textbooks are commonly used as a standard source of data and information for formal study of a course and also a tool for teaching and learning process. Additionally, a textbook is able to boost confidence and offer security for a beginning and inexperienced teacher as it contains the teaching materials and the design of each lesson in detail. Good textbooks are inevitably excellent teaching aids and useful resources for both teachers and students.

By using textbooks, it provides a designed syllabus specifically for the course because the authors of the book have arranged the content and topics in a particular order (Basturkmen, 2010). Therefore, the teachers will only have to teach according to the order of the syllabus with some supplemental learning materials. Besides, Gak (2011) acknowledged that most of the textbooks include a set of diagrams, visuals and activities to enhance the learning process of the students. They may also include some supporting materials such as CD, worksheets and teacher's guide. These additional elements are able to save time for the teachers in searching or developing such materials in the class.

Graves (2000) emphasized that there is no ideal textbook, ideal for every teacher, ideal for every group of students and ideal in every teaching environment. Many teachers are required to use textbooks in class and are bound to the textbook in its conventional form. This actually eases and simplifies their preparation for classes (Gak, 2011). Some teachers find it acceptable and thus, they eventually over-rely on the textbooks and conduct their classes according to the textbook closely. On the other hand, some other teachers refuse to apply the textbook approach and decide to make substantial additions and alterations to the textbook based on the information they want to deliver (Graves, 2000).

The utilization of textbooks in teaching has both advantages and disadvantages, depending on the way they are used and the circumstances they are used for. Nonetheless, the opinion among the teachers may be distinctive. "What one teacher considers an advantage in a textbook, another teacher may consider a disadvantage" (Graves, 2000, p. 175). If all teachers use the similar textbook, there will be a consistency within a program across a standard level.