The current reflection is about project 3 “Color Me” the author created as part of requirements of EDCI 566. This is basically a animation showing additive and subtractive processes of color combination and can be used for lower grade learners at K-12 level including kindergarten. In other words, the target learner group is young learners. In what follows, first, the reflection starts with a brief description of the “color me” animation. Then, specific characteristics of the animation and what could have been done differently are discussed.

 The animation aims at depicting color combination (through additive and subtractive processes) to young learners in a simple way. In order to do so, it includes colored stars. Each star has a different color and lead to a different color when combine with another star. However, in this animation, only basic colors and their combinations are addressed. In this respect, the animation was designed to be limited to a lesson or topic not the whole module or unit. It does also include a small-scale quiz question at the very end asking learners to list the name of the colors they saw and their combinations. Basically, one of the colored stars calls the name of another color and moves to the centre of the screen. The other color whose combination with the first star creates the target color in question moves to the centre as well. When the two colors come together they turn into the target color. Since the target learner group was young learners, the animation was aimed at being short and simple to understand. So, the simplicity of the animation depends on the level of learners just like most educational materials.

 With that being said, with more time and energy the animation could have been designed in a different manner. First, when a particular color is announced, it may disappear from the screen. Then, the two colors whose combination is actually that color can move to the place of that color (not necessarily to the center of the screen). At this point the name of the color would be seen again in order to instigate multisensory information processing. Second, instead of only once, the color combinations would be repeated twice since this would trigger distributed learning that would be more beneficial for learners with no or very little knowledge. Third, after system or computer paced presentation as sort of an application activity, learners would be given the chance to drag and drop different colored stars thus combining them in order to practice. With older learners, they would be given even the chance of creating their own animation using the colored stars. This way, it should be noted that interactivity would be increased as well. Last but not least, the quiz part would be designed as a game in which learners would click on different two colored stars in order to create the desired colors. Time allocated for this would be limited and learners would be given points (possibly 1 for each true click and 0 for each false click) and would be encouraged a certain point number determined on the basis of number of total trials.

 All in all, the present animation project is aimed for (very) young learners including kids at the kindergarten level. It aims to teach them basic color combinations through the animated motions of colored stars. The animation could have been designed in a different way that promotes multisensory information and more learner interactivity.