A Series of 2D Animated Videos for Tuan Kiet Language Center

Nguyễn Ngọc Ly
Thai Nguyen University of Information and Communication Technology
Thai Nguyen University, Thai Nguyen, Vietnam
student683@ictu.edu.vn

***Abstract*—This undergraduate project created a series of 15 short 2D animated videos to support communication at Tuan Kiet Language Center. The student developed topics and scripts, designed characters and backgrounds, rigged characters, animated scenes, selected sound, and edited final videos using Moho, Adobe Photoshop, and CapCut. The manuscript documents the production stages and shows the completed videos in a playlist. Its own conclusion identifies uneven character motion and sound or effects that still need refinement. It does not provide audience analytics, learning assessments, or a comparison with non-animated messages. Accordingly, the output established by the source is a produced communication asset and documented workflow, rather than demonstrated growth in enrollment or language learning. This English summary reports the finished series, the implementation process, and the stated limits of evaluation.**

***Index Terms*—2D animation, educational communication, character rigging, video production, language center**

I. Introduction

Short animation can make language-center messages easier to present in social channels, but production requires coherent story, movement, sound, and visual identity. The thesis asks how to build a reusable 2D video series for Tuan Kiet Language Center. It is a design and production study, with the finished set of videos as its main outcome. The report does not frame the work as a controlled test of teaching effectiveness [1]. Earlier ICTU undergraduate theses on related topics provide context [8], [9], [10], [11]. These works were selected for this English summary and are not attributed to the source thesis bibliography.

II. Methods

The student reviewed the center's communication needs, planned a sequence of short stories, wrote scripts, prepared character and background artwork, rigged and animated characters in Moho, and completed image and audio editing with Photoshop and CapCut. The source includes images of production stages and a playlist holding 15 finished videos. This summary checks the workflow and product count against the manuscript's production chapter and conclusion. No prespecified audience sample, post-level analytics series, or learning-outcome instrument is reported [1].

Supervisor: Lương Thị Thu Hà, Thai Nguyen University of Information and Communication Technology (lttha@ictu.edu.vn).

III. Results

The report records a complete series of 15 videos. It presents examples of character design, sound selection, and the final playlist, showing that the production pipeline reached a publishable asset set. The author describes using the project to practice scriptwriting, graphic design, rigging, animation, and editing. The same conclusion notes that some character motion is not fully natural and that sound and effects in some videos need adjustment. There are no quantitative results on viewers, engagement, registrations, or student comprehension [1].

IV. Discussion

The case is useful as a local example of an animation production workflow for educational communication. It demonstrates a concrete deliverable but leaves impact open. The identified motion and sound issues suggest a next pass with storyboards, timing reviews, audio mixing, and usability feedback from the center. Later evaluation should record publication dates and channel analytics and ask target viewers whether the videos communicate the intended information. Earlier ICTU animation and game-interface projects offer related production context; the animation books provide established craft references [1].

V. Conclusion

The student produced 15 2D animated videos and documented their design-to-editing workflow for Tuan Kiet Language Center. The set provides usable communication material and a reproducible production record for later revision. Further refinement of movement and audio, followed by a documented audience study, is needed before claiming communication or educational effectiveness [1].

References

[1] Nguyễn Ngọc Ly, "A Series of 2D Animated Videos for Tuan Kiet Language Center," internal undergraduate thesis (original in Vietnamese), Thai Nguyen University of Information and Communication Technology, 2026.
[2] R. E. Williams, The Animator's Survival Kit, expanded ed. Faber and Faber, 2009.
[3] F. Thomas and O. Johnston, The Illusion of Life: Disney Animation. Disney Editions, 1995, ISBN 9780786860708.
[4] T. White, Animation from Pencils to Pixels: Classical Techniques for the Digital Animator. Routledge, 2006.
[5] C. Webster, Action Analysis for Animators. Routledge, 2012.
[6] T. Sito, H. Whitaker, and J. Halas, Eds., Timing for Animation, 40th Anniversary ed. CRC Press, 2021.

[7] T. White, Animation Masterclasses: From Pencils to Pixels. CRC Press, 2023.
[8] Dương Thị Thu Hương, ”Construction of 2D Animation Film ’The Rebellious Turtle’,” internal undergraduate thesis, Thai Nguyen University of Information and Communication Technology, 2021.
[9] Nguyễn Xuân Đức, ”Construction of 3D Animation Film ’The Little Match Girl’,” internal undergraduate thesis, Thai Nguyen University of Information and Communication Technology, 2021.
[10] Nguyễn Chí Thắng, ”Construction of 3D Animation Film ’On the Stone Pillar’,” internal undergraduate thesis, Thai Nguyen University of Information and Communication Technology, 2021.
[11] Phạm Minh Thông, ”Design of 2D Game Interface for ’Our Life: The Shadows of War’,” internal undergraduate thesis, Thai Nguyen University of Information and Communication Technology, 2022.