



Faculty of Applied and Creative Arts

DESIGNING TOUCH-AND-FEEL BOOK FOR YOUNG TODDLERS

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Bachelor's Degree of Applied Arts with Honours
(Design Technology).

2015

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A thesis submitted
in fulfilment of the requirements for the
Bachelor's Degree of Applied Arts with Honours
(Design Technology).

Faculty of Applied and Creative Arts

University Malaysia Sarawak

2015

The project entitled '**Designing Touch-and-feel Book for Young Toddlers**' was prepared by **Lee Hui Yin** and submitted to the Faculty of Applied and Creative Arts in partial fulfillment of the requirements for a **Bachelor's Degree of Applied Arts with Honors (Design Technology)**.

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Date:

ACKNOWLEDGEMENT

Foremost, I would like to express my sincere gratitude to my supervisor Cik Noorhaslina binti Senin for the continuous support of my degree study and research, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my degree study.

Beside my supervisor, I thank my course mates for the stimulating discussions and enlightening me the first glance of research.

Last but not the least, I would like to thank my parents and my brothers who providing the advice and financial support and supporting me spiritually throughout my life.. The product of this research paper would not be possible without all of them.

Abstract

For young toddlers that are still not competent in reading, visual illustration acts as an important role to provide assistance for them to take more active role in book reading, as a listener and later, as a beginner reader. Touch-and-feel book provides an opportunity for the young toddlers to be actively involved in the story by learning and studying the pictures that are included in the book. They are designed to provide tactile information which are related to the books and also to provide a certain level of entertainment to attract the toddler's attention. Interview, observation, journals, books, and visual analysis help to research to find out more information and more understanding the audience's preferences. However, the problems that found on the existing touch-and-feel book are lack of tactile texture, failure to stimuli the texture and a small touch-and-feel area. Hence, the tactile textures of this study are produced by acrylic textures.

Keywords: touch-and-feel book, multisensory, tactile texture, acrylic.

Abstrak

Untuk kanak-kanak muda yang masih tidak cekap dalam pembacaan, ilustrasi visual merupakan satu peranan yang amat penting untuk mendorong mereka aktif dalam membaca buku, sebagai pendengar dan kemudian, sebagai pembaca pemula. Buku sentuhan-dan-rasa memberi peluang kepada kanak-kanak muda untuk terlibat diri secara aktif dalam cerita dengan belajar dan mengkaji gambar-gambar yang terdapat dalam buku.. Ia direka untuk memberikan maklumat sentuhan yang berkaitan dengan buku dan merupakan satu hiburan untuk menarik perhatian kanak-kanak muda ini. Segala temuduga, pemerhatian, jurnal, buku, dan analisis visual dapat membantu penyelidik mendapat maklumat yang lanjut dan lebih memahami kegemaran kanak-kanak. Manakala, masalah yang terdapat pada buku sentuhan-dan-rasa yang sedia ada adalah kekurangan tekstur sentuhan, kegagalan untuk rangsangan tekstur dan bahagian sentuhan-dan-rasa adalah kecil. Oleh demikiannya, tekstur sentuhan kajian ini akan dihasilkan dengan tekstur akrilik.

Kata kunci: buku sentuhan-dan-rasa, deria, tekstur sentuhan, akrilik

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CHAPTER 1

INTRODUCTION

1.1 Background

Human body has a total of five senses which are the sense of touch, taste, smell, sight, and hearing. Children start to develop in the area of cognitive sensory and motor development after the moment they were born (Shonkoff & Phillips, 2000). Language acquisition occurs during the normal development process together with stimulating environments.

For young toddlers that are not reading competent yet, visual illustration acts as an important role to provide assistance for them to take more active role in book reading, as a listener and later, as a beginner reader. Visual illustrations allow young toddlers to have better understanding of book's content. They deliver direct

information and often add other elements that are not designed within a normal book's content. Visual illustrations attract and grasp young toddlers' attention before they are able to read and understand words which are beyond their normal comprehension.

Interactive elements able to stimulate other sense such as the sense of touch in which story can play a role in conveying information in tactile (sense of touch) method. Tactile book can be explored and perceived purely through the sense of touch thus provides a technique for young toddler to be actively involved in the story, even if the young toddler is a non-braille reader. It encourages children to develop a positive attitude towards tactile. There are different implementation for tactile illustrations such as touch book, calendar pictures, schedules or timetable, mobility maps and art pictures.

Touch-and-feel book provides an opportunity to encourage multi-sensory approach to learn and think about what toddler learns though simple words or short sentences. Besides that, touch-and-feel book provides an opportunity for the young toddlers to be actively involved in the story by discovering the pictures that applied in the book. They are designed to provide tactile information which are related to the books and also to provide a certain level of entertainment to attract the toddler's attention. These create new experiences for young toddlers to enhance not only their knowledge but also to allow for exploration though communication with the book itself.

1.2 Statement of Problem

The problem statement is the elements that applied on touch-and-feel books. The existing touch-and-feel books are lack of tactile texture. Some of the books even failure to stimulate the texture. Besides that, it has small touch and feel area. These problems make toddlers harder to explore the tactile texture.

1.3 Research Question

1. What is the elements of touch-and-feel book for young toddlers?
2. What is the best technique to create touch-and-feel book?
3. What is the suitable subject matters for the touch-and-feel book?
4. How does the young toddlers react to the touch-and-feel book?

1.4 Research Objective

1. To identify the elements of touch and feel book for young toddlers?
2. To analyse the different techniques to create touch-and feel book?
3. To design a touch-and-feel book with subject matters that appeal to the young toddlers.
4. To validate how the young toddlers react towards the touch-and-feel book.

1.5 Significant of the research

The research topic is to focus on the elements of touch-and-feel book and the techniques that apply in books which can ability help young toddlers to develop their knowledge while increasing the use of their sense of touch.

1.6 Research Scope

This study focuses on the important elements in creating touch-and-feel book for young toddler such as materials, subject matters, typography, colours and illustration.

1.7 Limitation of the study

The limitation of this study is the time for observe toddlers in kindergarten because they have their own daily routine.

1.8 Conclusion

Overall, touch-and-feel book is a chance to encourage multisensory approach in early learning. The applicable techniques and materials to produce the books can develop toddlers' sensory awareness effectively.

The key aspects in designing the touch-and-feel book are described earlier in this chapter which includes the introduction, research background, research question , research objective, statement of problem, research scope, hypothesis,

limitation of the study and significant of the research. The next chapter will describes the previous research related to the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Previous studies is a method leads on data that have been made by any individual who has previous experience of this research study and based on an appropriate title. Previous studies can conduct efficiently in study. The study raised include some author's view as:

2.2 Human Sensory

Sense is a way we can experience our surrounding and learn our surrounding by seeing, touching, hearing, smelling and tasting something. When a child is born, several sensory areas are developed such as cognitive, sensory and motor development (Shonkoff & Phillips, 2000). The five basic senses are visual, auditory, tactile, olfactory and gustatory. Young children use their senses to develop their understanding and motivate them to look, touch, listen to, taste, and smell everything. Sensory integration is an approach we understand and explore our environments through our senses (Hunter, 2008). They also have one or more favoured sensory modalities. It means that young children favour either their visual, auditory, or tactile sense.

Alternately, they are referred to be visual, auditory or tactile beginners. The visual sense includes looking and seeking and auditory sense contains hearing and listening. Besides this, tactile sense consist of feeling and touch. Tactile sensory mechanism deliver information and produce feeling from resulting of touching to feature and experiences of the shape, form, size, mechanical properties and surface structure of the object that they explored . If the experiences involve more than one sense are called multi-sensory experiences.

2.3 Early Literacy

Life is muddled with numerous and disconnected events, choices, and responses (Glecik, 1987). Literacy need to make sense of our life. Early literacy

development starts in the first three years of life (n.d). The early literacy skills develop through the interactions with literacy materials. The characteristic of book that suitable for young toddlers (12-24 months) is contain with a few words in each pages, simple rhymes, and easy to carry (n.d). The first three years is exploring and playing with books, singing nursery rhymes, listening to stories.

The tools of thought is a combination form of writing-imaginative, critical, scientific, and reporting (Vygotsky, 1986). Literature provides a method for grouping, forming, and eliminating events and placing them which create the meaning to the events (Rosen, 1986; Wells, 1986). Most of the children are interested about animals and even passion to share our home and our heart with our pets.

2.4 Illustration for Children

Visual is a forms of information and entertainment. We all grew with the picture books of fairy tales and stories. Illustration is an influence of learning in early childhood by describing a struggling student who did not consider himself as a reader because he did not read narrative literature for pleasure (Hynes, 2000). Young toddlers are sensitive to pictures. Illustration is one of the way to help young toddlers to stimulating their thoughts, views and developing their capacity.

Children's book have to use more constructive images. It can enrich them sensitively, physically and intelligently (Segun, 1988). The best picture books contain those combine elements which to deliver a distinct message.

Art can help a young toddlers to discover his own characteristics and cultural heritage (Segun, 1988). Illustration can convey the message and environment in the past to the young children. For example, the kind of clothes, the type of extinct animals, the sort of building and so on.

Moreover, everyone enjoy humour. Illustration can help to enrich the story line, enhance humour elements and provide the information of the story and allow the children to imaging the storyline (Lamb, 1995). Humorous can build up the interest of young toddlers in illustration (Segun, 1988). Besides this, humour can enrich the worth of illustrations in children's books and rise the children's pleasure of books. Humorous element of cartoons are what make young toddlers love them. Stories including rhyme and humour can be learning as well as being fun. Interest has an impact on children's passion for reading and even upkeep children's reading development (Schiefele, Krapp, & Winteler 1992).

2.5 Typography

Nowadays, books with special typeface will encourage children to read (Karaman, 2009). Typeface should have rounded, smooth and can be bold because it will look friendly, funny and give a sense of happiness (Karaman, 2009). Sans serif types are warm and friendly which can develop the legibility of characters such as Ariel (Merve, 2009). The readability of font is the most important principles in designing typeface. Children are hard to read the small size of text and can do mistake easily. Thus, they can easily read though on the larger size of text.

Children prefer brighter, faster for the characteristic of the typeface and according how the typeface attract their attention (Karaman, 2009). Typeface can motivate on children's reading. The design elements such as point size, spacing and the appearance are very important in designing children's typeface. Sans serif fonts look more warm and friendly than the serif font (Karaman, 2009). Hence, san serif font is more suitable to apply in children's book. Besides this, the simplicity is one of the important principle that motivate on children's reading.

Children can get their interested with simple letterform and interesting forms. Special typefaces will show the stories characteristic. Moreover, the children's motivation and requirement to the reading will be enlarged and children will enjoy the story.

2.6 Tactile book

Tactile pictures is formed to apply graphic information in a tactile way. Tactile book have a range of textures and tangible elements.

Tactile book provides an approach for the children to involve in the story, even if children is a non-braille reader (n.d). Tactile book suited to storylines that are simple and easy to follow. Besides this, tactile book provides a chance to encourage a multisensory approach to learn because it provides a fully understanding information for the children.

The material that used to create tactile book include items which are soft, furry, rough, smooth, moist, and dry (Ripley & Sommerich, 1998). For example, the different type of fabric, feathers, cotton balls, and so on.

2.7 Guideline for tactile book/ touch-and-feel book

It is a must to have basic requirements for designing touch-and-feel book because it is related to the toddlers' age, their disability and their development level. The arrangement of text must be on the same side of the book (Philippe, C, Ghania,C and Patricia ,R, 2000). For example, on left hand side or right hand side. The book must have a binding that allows it to open out flat and can close properly after read though (Philippe, C, Ghania,C and Patricia ,R, 2000). It helps toddlers explore the texture easily.

Therefore, touch-and-feel book must be safe (Philippe, C, Ghania,C and Patricia ,R, 2000). The techniques and the material that apply in book design have must safe in used, definitely glue well to the page and avoid to use sharp objects, toxic material and small objects which could fall off or cause choking. The story and image must be simple and easy to understand. Each page have to avoid too many details (Philippe, C, Ghania,C and Patricia ,R, 2000).

2.8 Conclusion

This chapter discuss about literature review. This information is fundamental to the study. Based on the book that can help to conduct in this research.

CHAPTER 3

METHODOLOGY

3.1 Introduction

Methodology is an important part of a research study in which it is used to prove and support the findings within the whole research process. The method that focus in this research study is qualitative method.