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Ms. Mallory has been doing Sunday school lectures for about 20 years. I was astounded by the degree of commitment and work that had gone into each presentation when Ms. Mallory showed me her enormous collection of Sunday school lessons. She spent numerous hours gathering knowledge for every topic and it was obvious that she was enthusiastic about teaching and instructing her audience. I was astounded by the degree of depth and interest that each slide exhibited when we went through a few of the powerpoint presentations together. It was a thorough and dynamic education that I believe must have captivated the audience and kept them interested, not simply a list of facts or some fundamental knowledge.

When Ms. Mallory asked me to help her extract the images from the powerpoint presentations so that she could properly cite them and use them in her videos going forward, I was excited to take on the task. It was clear that these images were an integral part of the presentations, and being able to track down their sources would ensure that the proper credit was given where it was due. I spent hours searching for each image, using various online tools and resources to track down the original sources and verify that they were not copyrighted. It was a time-consuming task, but it was rewarding to be able to assist Ms. Mallory and contribute to her mission of educating and informing her listeners in a responsible and ethical manner. Eventually, I landed on using Google Lens since it took every single image that has even been uploaded to the public internet and is able to cross reference it with my photo, allowing me to narrow down the sources in the case where images were copyrighted.

Another highlight of the week was editing the Ms. Mallory interview video. It was a difficult work since I had to try out different animation methods and video effects in order to produce a lively and interesting end product. To make sure that every element was flawless, I spent hours altering the video's timing and pace, color grading, and audio levels. Although the procedure took a while, the outcome was worthwhile. I felt proud knowing that I had helped to create the video since it was something I can actually be proud of, something I found interesting, and educational. I tried with

several editing methods while I was producing the interview film with Ms. Mallory in order to improve its caliber and attractiveness. Adding more dynamic and interesting transitions between various scenes and images was one of the biggest modifications I made. I was able to produce a more polished and expert-looking video that held the viewer's interest from beginning to end by employing dissolves, wipes, and other effects. In addition to experimenting with various transitional styles, I also tried out several color grading methods to give the video a more unified and aesthetically attractive appearance. I was able to make a video that was more aesthetically appealing and emotionally resonant for viewers by altering the color balance, contrast, and saturation of various images. For the overall impact of the video, I also used a variety of sound editing methods. To balance and enhance the audio quality, this required altering the volume levels, including sound effects, and utilizing equalization and compression. I was able to achieve this because it allowed me to provide viewers a more immersive and interesting experience that would keep them interested in the information.

Ms. Mallory also called me and spoke to me about her idea to make a video game that would help educate people on the Egyptian empire and Ancient Nubia. As Ms. Mallory and I discussed the idea of creating an educational game, we delved deeper into the possibilities and challenges of the project. One of the main challenges is the funding required for such a venture. There are third-person, platformer, puzzle, 2D, open-world, top-down, point-and-click, and other types of games. The estimated cost of producing the game she wants to create is \$200 million. Her idea reminds me a lot of the assassin's Creed video game series by Ubisoft. She essentially wants to create an open-world game where a player may explore and travel across ancient Egypt and the Middle East before embarking on quests where they can discover the real history of what was happening at the period. Ms. Mallory highlighted her desire in an open-world game that allowed players to journey around the Middle East and ancient Egypt while fulfilling quests and learning about the past. Although it would take a lot of resources to construct, this kind of game would offer a distinctive and engaging learning experience.

The game's instructional component was also a topic of conversation. It might be challenging to achieve a balance between entertainment and education, but Ms. Mallory intended the game to be both. She had a very clear idea of how the game would serve as a teaching tool for people to learn about ancient Egypt and the Nubian people, but we also spoke about the potential addition of mini-games or quizzes to further enhance the educational experience. As we continued to brainstorm and discuss the project, I suggested the idea of using BrainPOP as a potential resource for creating the game. BrainPOP is an educational website that provides animated educational content for students, and its style could lend itself well to an educational game. Ms. Mallory was intrigued by this idea and we discussed the possibility of using BrainPOP's art and animation style as a starting point for the game's development. We also talked about the team needed to develop the game. Ms. Mallory would need someone to develop the art and animation, as well as someone to program and put the game together. She mentioned that she was interested in doing the voice-over work herself, and we also discussed the possibility of finding a professional voice actor to add a level of polish to the game.