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How Generative AI is Transforming Multimedia Education: Skills, Integrity, and Learning Outcomes

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Abstract

Creative multimedia education is rapidly evolving with the integration of generative AI, which is changing the nature of ideation, production and presentation. This paper offers a conceptual qualitative study of existing generative AI practices and their impact on multimedia education. The research draws on literature and industry reports to explore three aspects: (1) the shift in skill development from production to art direction, prompting, and refinement; (2) the growing complexity of academic integrity, authorship, and assessment validity; and (3) the nature of learning outcomes, where rapid prototyping and accessibility may both enhance creativity and risk undermining core skills. The paper draws on current educational guidelines and industry reports to offer a model for human-AI co-creation in multimedia learning. It also proposes assessment strategies that prioritise transparency, quality of refinement, and ethical disclosure. By shifting the focus from generative AI as a productivity enhancer to a pedagogic design challenge, this research adds to the debate about how educational institutions can update their curricula and assessment practices to ensure effective learning in AI-augmented learning environments.

Keywords: Generative AI, Multimedia education, Academic integrity, Human–AI co-creation, Creative pedagogy, AI-assisted production

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Introduction

Problem Statement

Generative artificial intelligence (GenAI) is increasingly integrated into creative multimedia education, transforming the way students engage in the processes of ideation, production, and presentation across text, image, video, and 3D media. This is no longer a theoretical possibility but a reality for students. Recent research shows that 88% of students have incorporated GenAI in their studies, suggesting a rapid integration of AI-supported practices in higher education (Freeman et al., 2025). This is redefining the relationship between labour, process and product in creative work.

This shift has two significant implications. First, GenAI accelerates the process from draft to output, allowing students to produce sophisticated artefacts with little effort. This increases efficiency and inclusivity, but undermines the legitimacy of traditional assessment artefacts like essays, concept boards and digital assets as a measure of student performance. Second, the growing use of AI creates a sense of uncertainty in assessment, as teachers struggle to identify AI-generated artefacts. These concerns are reflected in institutional reports, which cite the increased use of AI as a key reason for the need to reimagine assessment practices (EDUCAUSE, 2024).

Aim

While there are responses, many institutions are not adequately equipped to deal with these issues. Current multimedia-specific pedagogies often rely on a direct correlation between manual production and skill, a relationship that is being challenged by AI-assisted multimedia production. As UNESCO notes, the use of GenAI in education should not be viewed simply as a technological integration but as a pedagogical and governance challenge that demands human-centred design, transparency and capacity building (Miao & Holmes, 2023).

Contribution

In this regard, this paper explores the impact of generative AI on multimedia education in three areas: (1) skill development, where the focus shifts from manual production to prompting and refinement; (2) academic integrity, where authorship, disclosure, and fairness are complicated; and (3) learning outcomes, where faster workflows may both support creative exploration and undermine foundational skills. By conceptualising GenAI as both a challenge and opportunity, this research places multimedia education at a pivotal moment of transition that demands both theoretical understanding and practical response.

Background & Related Work

What Counts As “Generative AI” In Creative Multimedia

Generative artificial intelligence (GenAI) is AI that can generate new content from text, images, audio, video or other data. GenAI is particularly important in creative multimedia learning because multimedia practice encompasses many types of production such as writing, visual design, animation, video editing, sound, 3D modelling, interactive media and so on. So, GenAI impacts not just one step of the creative process but the entire process from concept to presentation.

In multimedia education, GenAI can be categorised into several types of systems: text-based systems for brainstorming and writing, diffusion-based image systems for concept art and visualisation, text-to-video systems for previsualisation, text/image-to-3D systems for asset creation, and AI-assisted animation or VFX systems for production. It's better to focus on these categories rather than specific commercial platforms, as tools may rapidly evolve but the workflow impact remains.

UNESCO notes that GenAI demands education institutions to consider not just technology, but also policy, pedagogy, governance and human agency (Miao & Holmes, 2023). Likewise, industry definitions of GenAI explain that it can generate outputs in various modalities, such as text, image, audio, animation and 3D (NVIDIA, n.d.). As such, this paper considers GenAI as a tool for creativity and a challenge for education.

Genai in Education: Opportunities & Risks

There are opportunities for GenAI in multimedia education. It can facilitate experimentation, make it more accessible, and allow students to explore more creative possibilities in a short production cycle. This can be helpful in multimedia education, where students may need to create complex artefacts like concept boards, animations, 3D models, videos and interactive prototypes.

But these advantages aren't necessarily educational. If not guided, GenAI can lead to students producing visually appealing artefacts with little understanding of their underlying principles, how to improve them, or how to justify their design. UNESCO calls for GenAI to complement human agency, critical thinking and teacher-led learning rather than replace it (Miao & Holmes, 2023). Privacy, bias, access to paid tools and over-reliance on model aesthetics are also concerns. These concerns are consistent with the OECD's focus on fairness, transparency, accountability, and human-centred governance of AI (OECD, 2024).

Academic Integrity & Detection Debates

GenAI also presents challenges to academic integrity as work may no longer reflect a student's own work, process and skill. Students can now rapidly produce text, images, video and 3D models, which makes authorship, disclosure and validity of assessment more challenging.

While AI detectors are touted as a way forward, available evidence suggests they are not. OpenAI has stopped its AI text classifier because of its inaccuracy (OpenAI, 2023), while Weber-Wulff et al. (2023) showed that detection tools can be inaccurate and easily circumvented. More recent research also shows the potential for false positives, where human-written work is flagged as AI-generated (Jabarian & Imas, 2025). Jisc recommends that AI detection should be used with caution and not as definitive evidence of cheating (Jisc National Centre for AI, 2025).

Given these issues, assessment should be less about detection and more about transparency, disclosure and evidence of process. Prompt logs, drafts, screenshots, version histories, intermediate files and verbal explanations can be used to assess student contributions and learning.

Theoretical Framework: Creativity and Reflection

This paper also links GenAI-based learning to creativity and reflection theories. Wallas' model of the creative process involves preparation, incubation, illumination and verification (Wallas, 1926). GenAI can help with early preparation and ideation, but students need to verify, refine and explain the quality and originality of their creative work.

Schön's reflective practitioner is also important because creative learning occurs through reflection-in-action and reflection-on-action (Schön, 1983). Students should not only produce outputs with GenAI but also assess, modify, and justify their design choices. These theories support the argument that GenAI should support creative learning rather than replace the learning process.

Methodology

This research uses a conceptual qualitative literature review to explore the impact of generative artificial intelligence (GenAI) on multimedia education in terms of skills, academic integrity and learning outcomes. The paper does not report on empirical research, but reviews academic literature, policy and guidance documents, institutional reports and industry reports to identify emerging trends in AI-supported creative learning.

Four primary sources are reviewed. First, policy and guidance documents were examined to understand institutional approaches to GenAI in teaching and learning, governance, and assessment,

such as UNESCO, Jisc and EDUCAUSE reports (EDUCAUSE, 2024; Jisc National Centre for AI, 2025; Miao & Holmes, 2023). Second, reports of student uptake of AI were reviewed to understand the impact of GenAI on student practices, confidence, concerns and learning (Attewell, 2025; Freeman et al., 2025). Third, research on academic integrity and AI detection was analysed to assess the effectiveness of detector-based enforcement and process-based assessment (Jabarian & Imas, 2025; Turnitin, 2025; Weber-Wulff et al., 2023). Fourth, GenAI tool categories used in multimedia production were examined to explore how they affect ideation, image generation, video production, 3D asset creation and animation/VFX pipelines.

The review was conducted through a thematic synthesis approach, considering the three research questions: (1) What skills are needed when GenAI is used in multimedia coursework? (2) What are the impacts of GenAI on academic integrity, authorship and assessment validity? and (3) Which learning outcomes are improved or degraded when students use GenAI-supported workflows? Through this, we identified three key themes: skills reshaped, integrity reshaped, and outcomes reshaped.

Rather than focusing on the ever-evolving commercial platforms, the study categorises GenAI tools by affordances rather than as static entities. Thus, we discuss the following categories: text-based ideation support, diffusion-based image generation, text-to-video previsualisation, text/image-to-3D generation, and AI-assisted animation or VFX processes.

The review focused on sources relevant to the use of GenAI in education and multimedia production, academic integrity, assessment, and creative production with AI. The review focused on peer-reviewed publications, institutional and policy reports, technical documentation, and other publications between 2023 and 2026 to capture the latest advances in GenAI tools and approaches. Articles were excluded if they solely addressed general AI, not relevant to education or multimedia creation, did not include publication details, or mentioned tools without relating to learning, assessment or production practices.

Tool Landscape for Creative Multimedia

This section categorises existing GenAI platforms based on their role in creative multimedia learning. Rather than pinpointing platforms as static objects, the taxonomy explores the affordances in terms of ideation support, image generation, video previsualisation, 3D asset generation, and animation or VFX support. This is because the platforms can rapidly evolve, but their role in learning workflows can be more consistent.

Tool Taxonomy

Ideation & Writing Support

GenAI systems that focus on text are often used to support brainstorming, outlining, scriptwriting, documentation, reflection and critique. In multimedia learning, these systems can overcome writer's block and assist students in brainstorming more creative ideas at the beginning of a project. But their potential educational benefits rely on students using them to clarify their ideas and arguments, rather than simply delegating thinking.

Image Generation & Editing

Multimodal and diffusion-based image systems are used for concept art, exploration, style testing and editing. Adobe Firefly, Midjourney, Stable Diffusion and Google Gemini image systems show how students can rapidly generate visual references and variations on a design (Adobe, 2025; Google, 2026; Midjourney, n.d.; Stability AI, n.d.). In the classroom, this means a shift from skills associated with creating all visuals from scratch to art direction, prompt refinement, visual style, ethical considerations, and refinement using software like Photoshop or Illustrator.

Video Generation & Previsualisation

Text-to-video and image-to-video technologies are increasingly applied to animatics, motion testing, previsualisation and concept trailers. Software like Runway, Pika and Luma AI demonstrate how AI-generated motion can be used to plan out the narrative and pacing of a film (Luma AI, n.d.; Pika, n.d.; Runway, 2024). But educators should be clear about AI-generated motion as a planning tool versus editing, cinematography or storytelling by students. Assessment then focuses on process evidence like shot reasoning, iteration and editing decisions.

3D Generation

Text/image-to-3D generation is particularly disruptive in multimedia education as it shortens the time to generate early 3D assets. Examples of how to turn text or images into 3D models for prototyping and asset creation include Meshy, Tripo, Kaedim, and Luma Genie (Kaedim, n.d.; Luma AI, n.d.; Meshy, n.d.; Tripo AI, n.d.). This changes the focus of student skill development from modelling from scratch to model quality, model cleaning, retopology, UV mapping, texturing, optimisation, rigging readiness, and engine integration (Unity, Unreal).

Animation / VFX Assistance

Animation and VFX assistance tools help with labour-intensive production tasks like facial animation, motion capture, character tracking and compositing. These include NVIDIA Audio2Face, which converts audio to facial animation, and Autodesk's AI-assisted production tools, such as Flow Studio and Wonder Dynamics-related processes (Autodesk, 2024; Autodesk, 2026; NVIDIA, 2025). For

educators, these tools can aid rapid prototyping but evaluation should still be based on judgement, timing, performance, integration with the scene, and the student's ability to justify their choices.

Table 1. Functional taxonomy of genAI tools in creative multimedia education

Function	Example Tools	Educational Use	Assessment Focus
Ideation/Writing	ChatGPT, Gemini	brainstorming, scripts, reflection	rationale, originality
Image Generation	Firefly, Midjourney, Stable Diffusion	concept art, visual references	visual consistency, refinement
Video Generation	Runway, Pika, Luma	animatics, previsualisation	shot logic, editing decisions
3D Generation	Meshy, Tripo, Kaedim	asset blockout, prototyping	topology, UVs, optimisation
Animation/VFX	Audio2Face, Autodesk Flow	mocap, facial animation, tracking	timing, polish, integration

“From prompt to pipeline” Workflow

Prompting → Generation → Selection → Refinement → Integration → Final Output

- Prompting: define intent (style, constraints, usage context)
- Generation: produce multiple variants; log prompts/seeds/settings
- Selection: choose based on rubric targets (readability, style consistency, narrative clarity)
- Refinement (traditional tools): cleanup, compositing, retopology/UVs, texturing, animation polish
- Integration: import into engine/DCC (Unity/Unreal/Maya/Blender), lighting, camera, audio mix
- Final output: render/build + submit with process evidence + disclosure statement

Findings & Key Themes

In this section, the findings are synthesised based on the common trends covered in the latest evidence and guidance on the subject of education, describing how GenAI is transforming (1) skills, (2) integrity and (3) outcomes in multimedia learning.

Skills reshaped

The literature reviewed indicates that GenAI is changing the skill sets needed in multimedia education. Students now need to focus on skills such as prompting, art direction, curation, refinement and evaluation, in addition to production skills. For instance, in 3D production, students may spend less time modelling base mesh and more time evaluating topology, UVs, textures, optimising assets and integrating them into game engines like Unity or Unreal.

This approach is consistent with UNESCO's position that GenAI should empower humans and build their capacity, rather than replace student learning (Miao & Holmes, 2023). Student reports also indicate that GenAI is increasingly used in education, and AI literacy is an important graduate competency (Attewell, 2025; Freeman et al., 2025).

Integrity reshaped

The second important theme is that GenAI makes academic integrity more complex. Because students can produce text, images, video and 3D models rapidly, the artefact itself might not be sufficient to show originality or learning. This means the primary integrity question changes from "Was AI used?" to "What work, refinement and learning did the student do?"

Evidence also suggests AI detectors cannot be relied upon as conclusive evidence of cheating. OpenAI has stopped its AI text classifier due to inaccuracy, and other research shows unreliable detection and false positives (OpenAI, 2023; Weber-Wulff et al., 2023; Jabarian & Imas, 2025). So, assessment should focus more on disclosure, process records, prompt logs, drafts, screenshots, version control and oral explanations. Jisc also recommends that detection should be interpreted with caution and in the broader assessment context (Jisc National Centre for AI, 2025).

Outcomes Reshaped

The third theme is about learning outcomes. GenAI can help multimedia learning by facilitating rapid prototyping, experimentation and accessibility. This may increase experimentation and creativity, as well as confidence in production-heavy activities like concept design, animation, video and 3D modelling.

But these advantages also pose risks. Excessive use of generated content may undermine students' grasp of basic skills, technical choices, and problem-solving. This relates to Schön's reflective practice model, where learning is about not just generating a final product, but reflecting, revising and justifying design choices (Schön, 1983). So, learning outcomes in AI-assisted multimedia education

should be evaluated from both the quality of the final product and evidence of process, iteration and reflection.

Practical Synthesis

Across all three themes, GenAI should not be viewed as a crutch to bypass learning, but as a tool in a facilitated creative process. The challenge for education is to make student work visible through process, refinement, reflection and disclosure. This enables educators to evaluate not just what students create but also how they reason, decide and refine their designs in the AI-supported creative process.

Discussion

Our finding is that GenAI is not merely a tool for educational productivity in multimedia courses. Rather, it is a challenge in curriculum design, which alters the way students learn, create, document and assess their learning. GenAI can speed up the generation and production of ideas, so educators need to shift from assessing the artefact as a product to assessing the processes of ideation and production.

Curriculum Design Implications

Multimedia education should provide AI literacy for creativity. Students should learn how to use GenAI, but also its limitations, including hallucination, inconsistency, bias, lack of transparency about the data used to train GenAI, and visual style defaults. This aligns with UNESCO's proposal to use GenAI to enhance human agency, critical thinking and learning with support, not replace student abilities (Miao & Holmes, 2023).

Pragmatically, teachers should teach GenAI within a broader production process. Students should be taught, for instance, how to generate initial ideas, compare options, refine AI generated content and how to integrate AI generated content into industry standard tools like Photoshop, Maya, Blender, Unity or Unreal. This way, GenAI can help with creative exploration while maintaining technical and reflective approaches.

Assessment Redesign

Our conversation also illustrates the need for more process-focused assessment. Now that final products can be produced or improved rapidly, teachers should ask for proof of student work. This can consist of prompts, drafts, screenshots, version control information, intermediate files, improvement notes and brief spoken explanations. Such evidence can help demonstrate what students did, intended, improved and learnt. A practical assessment model can divide AI use into three levels as shown in Table 2 below.

Table 2. Assessment rubric

Level	Description	Assessment Focus
Allowed with disclosure	AI used for brainstorming, references, rough drafts, or early ideation	Prompt logs, rationale, ethical disclosure
Conditional with evidence	AI-generated assets used as starting material but substantially refined by the student	Refinement quality, technical cleanup, integration
Not allowed	AI output submitted as final work without disclosure or meaningful student contribution	Academic integrity concern

Human–AI Co-Creation Framework

This synthesis suggests that ethical GenAI use in multimedia education should adhere to a human-AI co-creation model, based on the synthesis. This involves students maintaining the intention, direction, judgement, refinement and reflection, while GenAI provides inspiration, variation and production help. This aligns with Wallas' model of the creative process, where AI might help with preparation and ideation but humans are still needed for verification and refinement (Wallas, 1926). It also echoes Schön's reflective practice where learning is evidenced by revising, explaining and reflecting on decisions (Schön, 1983).

Hence, GenAI learning should be evaluated in four ways: intention, process, technique and ethics. This makes this framework applicable for future empirical validations such as classroom studies, surveys of students and lecturers.

Ethical Considerations

Beyond the issues of academic integrity, GenAI also has broader ethical implications for multimedia education. Large AI models need a lot of computing power, raising concerns about energy consumption and the environment. Datasets used to train GenAI tools may include artworks, designs, text, and animations from artists, designers, writers and animators without their explicit permission and payment. This is particularly important for multimedia students, who are aspirational creative professionals and could be impacted by AI training.

To this end, the ethics of GenAI should include not just disclosure policies but also sustainability, labour practices, copyright, data set issues and tool use. This elevates academic integrity from a focus on cheating to a focus on ethical practice in creative industries that use AI.

Verification and Integrity Tools

Watermarking and AI detection can be used to promote integrity, but they should not be considered conclusive. Current studies demonstrate that AI detection is not always accurate, and can result in false positives (Jabarian & Imas, 2025; Weber-Wulff et al., 2023). Jisc also recommends being mindful of detection results, and not relying solely on them (Jisc National Centre for AI, 2025). So the best approach is not solely using detectors, but having policies and student disclosure, documentation and procedural fairness.

Recommendations

Recommendations for Students

Use AI as an assistant, not a replacement: Regard GenAI as rough, although the material nonetheless needs human review, criticism, and editing. The advice provided by UNESCO emphasises that GenAI must be used in manners that do not displace human agency and instead foster learner capacity and must not substitute learning (Miao & Holmes, 2023).

Keep prompt logs and version control: Have a basic process record (progressive history, source screenshots, file versions). This safeguards you in case of doubt on your work and also demonstrates actual learning. It is also in line with sector issues that detector results are not reliable and that process evidence is important (Jisc National Centre for AI, 2025).

Show refinement work clearly: In 3D processes, this may include topology cleanup, UV preparation, texture editing, optimisation, rigging preparation, and engine integration. In video, animation, or VFX work, this may include shot planning, editing choices, timing adjustment, compositing, and sound integration. This is to show a competency development and make choices, not the output produced.

Lecturer Recommendations

Redesign assignments to reward decision-making, critique, and iteration: According to student study revealed by Jisc, learners desire to be more of partners, not passengers, of AI, and this trend can be captured during assessment through grading rationale and quality of iteration as well as reflective critique, rather than end product (Attewell, 2025).

Make oral defenses and check in worked high stake work: The authorship will be more apparent through short viva-style reviews (3-5 minutes), and submissions of milestones, where real learning will be better promoted without the use of detection.

Set clear disclosure rules and fair penalties: Detection is debatable and may result in damaging false accusations (especially if taken as a primary evidence). Turnitin is explicit on the fact that false positives can occur and now disables percentage results when AI detection falls in low ranges (1-19) so as to prevent false interpretation (Turnitin, 2025). Consequently, detection should be treated as context and not evidence and due process articulated by the lecturer.

Institutional Recommendations

Issue an official policy on GenAI defining misconduct: Policies must articulately explain what is permitted as well as what must be disclosed, what is forbidden and how evidence is going to be assessed. UNESCO suggests the development of policies and capacity building in order to have an approach to GenAI that is human-oriented and educative in nature (Miao & Holmes, 2023).

Implement privacy and data-dealing regulations: Since most GenAI tools involve uploading student work, the institutions must clarify what information may be shared, it is necessary to make it anonymous, and what platforms may be used is considered acceptable, in line with the OECD value of putting the humans at the heart of AI governance, fairness, and the protection of data (OECD, 2024).

Invest in staff training: Young teacher training AI proficiency, reviewing, and accurately evaluating integrity protocols. UNESCO also underscores the capacity-building and advice of the teacher as another condition in equipping them to be responsible in adoption (Miao & Holmes, 2023).

Limitations & Future Work

There are limitations to this study. First, GenAI tools and workflows are fast evolving, so individual platforms, their features, pricing and policies may change frequently. As such, the paper focuses on tool types and affordances rather than specific platforms as fixed entities. This is in line with UNESCO's perspective that GenAI is a rapidly evolving educational concern that needs ongoing policy and capacity building (Miao & Holmes, 2023).

Second, this paper presents a conceptual qualitative review of the literature rather than empirical data. As such, it does not directly assess student learning, lecturer experiences and institutional outcomes. The synthesis can inform patterns in skill development, integrity, and learning outcomes but further studies should verify these patterns in classroom studies, student surveys and interviews, lecturer interviews, and AI-assisted multimedia projects.

Third, the results may not be transferable to other contexts. Multimedia courses vary in curriculum, access to commercial tools, infrastructure, assessment, and AI policy. Students' GenAI

experiences may also differ based on their field of study, confidence and support, as has been observed in student-oriented AI studies (Attewell, 2025).

Fourth, this study mentions issues of AI detection and integrity, but does not test the performance of AI detectors. Previous research indicates that detectors can be unreliable and prone to false positives, so we should not rely on detection as a definitive sign of misconduct (Jabarian & Imas, 2025; Weber-Wulff et al., 2023). Research should therefore explore how process log, disclosure, and oral explanation can be used as fairer alternatives to detector-based detection.

Future research should verify the proposed human-AI co-creation approach in multimedia classrooms. Longitudinal research could explore whether GenAI enhances or hinders students' basic skills in the long run. And domain-specific research could examine how GenAI impacts different domains of multimedia education, including concept art, 3D modelling, animation, video, games and VFX. Finally, research should examine how to integrate environmental sustainability, copyright, labour ethics and data transparency issues into GenAI education and assessment.

Conclusion

Creative multimedia education is being redefined by the impact of generative AI (GenAI), which is shifting the way students develop ideas, artefacts and learning. GenAI does not replace creative practice, rather it transforms learning from the manual production of creative artefacts to creative direction, prompting, critical evaluation, refinement and ethical considerations. This opens up possibilities for rapid prototyping, inclusion, and experimentation, but also carries risks of over-reliance, a decline in skills, and potential ambiguity of authorship.

This paper has argued that GenAI is a design challenge, rather than a tool for productivity. The synthesis demonstrates that integrating GenAI into teaching and learning requires educators to shift their focus away from the final product and towards evidence of process, technical skills, reflection, and disclosure. In this sense, prompt history, drafts, screenshots, change histories, intermediate files and verbal explanations become significant evidence of student effort and learning.

The human-AI co-creation model proposed here sees students as the primary creative agents, with GenAI as an aid to idea generation, variation and production tasks. To be pedagogically valuable, students should still need to demonstrate creative, technical, ethical and reflective understanding. Universities should therefore provide support for GenAI in the form of policies, training, privacy information and assessment that account for the opportunities and challenges of AI-assisted production.

In summary, GenAI can play an important role in multimedia education if guided by human agency, transparency, and ethical assessment. We shouldn't judge it solely by the speed of production, but by how it enables more critical thinking, better refinement, and improved creative and professional judgement in AI-augmented learning contexts.

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Geuan Jun Wei is an Immersive Media Design student at Multimedia University, Malaysia, with a solid academic foundation in Information Technology. His passion lies at the intersection of immersive design and cutting-edge digital innovation, particularly in the areas of Augmented Reality (AR) and Virtual Reality (VR). Drawing from his IT background, Jun Wei approaches immersive media with a unique blend of technical proficiency and creative vision. He is especially interested in exploring how AR and VR can enhance user experiences, transform storytelling, and redefine digital interaction. With a forward-thinking mindset, he continuously seeks opportunities to experiment with emerging tools and technologies that push the boundaries of immersive design.

Teo Yu-Xuan is a passionate Animation student currently pursuing her studies at Multimedia University, Malaysia. With a strong enthusiasm for the world of digital creativity, she has developed a keen interest in multimedia design, as well as both 2D and 3D animation. Her academic journey and hands-on experiences have allowed her to build a solid foundation in visual storytelling, enabling her to effectively convey compelling narratives through animated visuals. Teo's work reflects a blend of technical skill and artistic expression, showcasing her dedication to the craft. She continues to explore innovative approaches to animation, striving to grow as a creative professional in the industry.