Introduction to Edutainment

Semester: Spring 2012, January 17 – May 7
Credits: 3 Credit online course
Instructor: Young Baek
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Course meeting times
   Lectures: 16 Weeks / 3 hours per week

Course description:
With the evolution of information technology, education is experiencing an innovation with various new technologies incorporated into classrooms. Technology incorporated edutainment plays as a motivator or facilitator in learning. Edutainment has existed in the form of parables for social change and education in history. In digital age, edutainment can be from cartoon, TV programs, and movie to digital games, which use it in order to attract and maintain an audience, while incorporating deliberate educational content or messages.

As information technology evolves, education is experiencing innovation through new technologies incorporated into the classroom. Edutainment has existed throughout history acting in the form of parables for social change and, acting as a motivator and facilitator to learning. In the digital age, education can be created from cartoon, TV programs, movies and digital games to attract and maintain an audience, whilst incorporating deliberate educational content and messages.

This course provides an overview of the new generation's traits, locating and searching for instructional elements in cartoons, TV programs, movies, and digital games. New emerging forms of edutainment for like smartphones will also be introduced. Students will have an opportunity to play with many types of edutainment in order to discuss how edutainment can be used in the classroom. Finally, students will make observations on how learning and fun can co-exist.

Learning outcomes:
At the end of this course, you will be able to:

Analyze cartoons, TV programs, movies, and digital games for instructional elements;
Play with selected cartoon, TV programs, movies, and digital games;
Understand how to conduct research in edutainment;
Design a study on edutainment use in the classroom;
Define the characteristic traits of cartoons, TV programs, movies, and digital games as an edutainment;
Identify the most effective type of edutainment for a given learning topic;
Develop a lesson plan incorporating edutainment on a given topic.

Textbook for this course
All learning materials will be web-based.
Syllabus

➢ Week 01

Topic: Introduction and course overview

1. Read syllabus carefully to get an overview of this course.
2. Understand learning outcomes of the course.
4. Discuss learning in view of edutainment.

➢ Week 02

Topic: Learning in digital age

1. Understand learning in digital age.
2. Read and get an overview of the features of digital era.
3. Understand the learner’s characteristics and their needs in digital age.
4. Understand future students’ learn style and learning activities, notice changes in their learning style and activities.
5. Understand the features of digital media and the changes of learners in digital age.
6. Discuss about the new generation's traits and entertainment strategies towards these changes.

➢ Week 03

Topic: Learning and play

1. Understand the concept of play in education and characteristics of play contributed to learning
2. Discover the effectiveness of play and the necessity of education embedded in play.
3. Discuss what you have learned through playing with given activities.

➢ Week 04

Topic: Understanding edutainment: definition and characteristics of edutainment

1. Define edutainment.
2. Search for the origin, history and changes of edutainment.
3. Find and read edutainment cases.
4. Discuss educational potential of edutainment.
5. Identify types of edutainment for learning.
Week 05

Topic: Understanding edutainment: edutainment contents and interaction

1. Understand interactions in edutainment.
2. Read and explain how interaction works in edutainment.
3. Identify educational content integrated in edutainment.
4. Discuss types and forms of edutainment content that achieve learning effects.

Week 06

Topic: Theories of edutainment

1. Read and discuss theoretical and practical researches in edutainment.
2. Identify learning theories embedded in edutainment.
3. Compare typical frameworks and models of edutainment.
4. Discuss capabilities and implications of Flow theory, Motivation Theory, Constructivist theory, Activity theory, Narrative in Edutainment.

Week 07

Topic: Edutainment in the classroom

1. Search a case of using edutainment in the classroom.
2. Summarize and discuss the case.

Week 08

Topic: Edutainment: instructional elements in cartoon

1. Read and locate instructional elements in cartoon.
2. Indicate traits of cartoons as an edutainment.
3. Discuss about the necessity, kinds, role of teachers-students and implications of cartoon.
4. Discuss about pedagogical skills in cartoon.
5. Create a comic strip of your own.

Week 09

Topic: Edutainment research: cartoon

1. Read a case study of edutainment cartoon.
2. Get an idea on how researches can be done with edutainment cartoon.
3. Read the selected cartoon.
4. Design a study on edutainment cartoon use in the classroom.

➢ **Week 10**

   Topic: Edutainment: instructional elements in TV program

1. Read and locate instructional elements in TV program.
2. Indicate traits of TV program as an edutainment.
3. Discuss about the necessity, kinds, role of teachers-students and implications of TV program.
4. Discuss about pedagogical skills in TV program.

➢ **Week 11: No Class – Spring Break**

➢ **Week 12**

   Topic: Edutainment: instructional elements in movie

1. Read and locate instructional elements in movie.
2. Indicate traits of movie as an edutainment.
3. Discuss about the necessity, kinds, role of teachers-students and implications of movie.
4. Discuss about pedagogical skills in movie.

➢ **Week 13**

   Topic: Edutainment research: movie

1. Read a case study of edutainment movie.
2. Get an idea on how researches can be done with edutainment movie.
3. Design a research on edutainment movie in the classroom teaching

➢ **Week 14**

   Topic: Edutainment: instructional elements in digital game

1. Play with selected games.
2. Understand instructional elements in digital game.
3. Indicate traits of digital game as an edutainment.
4. Discuss about the necessity, kinds, role of teachers-students and implications of digital game.
5. Discuss about pedagogical skills in digital game.
Week 15

Topic: Edutainment research: digital game

1. Read research papers on edutainment digital game.
2. Get an idea on how researches can be done with edutainment digital game.
3. Play with selected digital game.
4. Design a study on edutainment digital game use in the classroom.

Week 16

Topic: project(2)

Activities & Sequence of learning

Week 1: Introduction and course overview

- Searching and reading short texts
  

- Reading papers
  
  [http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED470100&ERICExtSearch_SearchType_0=no&accno=ED470100](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED470100&ERICExtSearch_SearchType_0=no&accno=ED470100)

- Visiting & reading web sites
  
  Edutainment  

  Children's Edutainment Centers: Learning through Play  
  [http://www.whitehutchinson.com/leisure/articles/76.shtml](http://www.whitehutchinson.com/leisure/articles/76.shtml)  
Watching YouTube

Edutainment: Today's Way of Learning
http://www.youtube.com/watch?v=3JF21jVg-Y8

Uploading your reaction (1):

What do you think of learning while playing?
(Upload your reaction, what do you think of learning while playing?)

Week 02: Learning in digital age

Reading short texts

PDF file

Reading papers

PDF file

Visiting and reading web sites.

http://www.growingupdigital.com/

PDF file
http://coe.nevada.edu/nstrudler/Strudler_2010.pdf

Uploading your reaction (2):

1. Summarize digital era and describe how it affects teaching and learning.
Summarize your understanding of digital era (about 250 words) and describe how it affects teaching and learning with more than five different citations.
2. New generation's traits and entertainment strategies in digital era
Discuss online with your colleagues about the new generation's traits and entertainment strategies towards the new generation. Get comments from your colleagues on your thought and include them in your discussion. (600 words) ** It is acceptable without discussions if you cannot find someone to discuss.**

- Further readings:


  Russell, G. (2000). School education in the age of the ubiquitous networked computer. Technology in Society, 22(3), 389-400. ftp://www.aegean.gr/Anakoinoseis/Koiniologia/MATHIMATA/Kitrinou-Eleni/%C1%D1%C8%D1%C1%20%D3%C5%20%C4%C9%C1%D6%CF%D1%C5%D3%20%C8%C5%CC%C1%D4%C9%CA%C5%D3%20%C5%CD%CF%D4%C7%D4%C5%D3/GENERAL%20TRENDS/papers/6.pdf

- Week 03 : Learning and play

- Reading short texts


Reading papers

PDF file

Readings from...Play as a Medium for Learning and Development.

http://it.coe.uga.edu/~lriebelr/play.html

Watching video files

Creative teaching and edutainment. a series of video-tutorials by gast
http://showmedo.com/videotutorials/series?name=QUGG2tSDz
EDUTAINMENT: Learning is FUN-da-Mental
http://www.youtube.com/watch?v=g5W1bjWw5bE

Visiting and reading other web sites

Edutainment: Is there a role for popular culture in education?
'Edutainment': Learning Made Fun

Uploading your reaction (3)

1. What was the most impressive paper to read? Explain what makes you think so. Include your summary of the one you chose from: (1) Play and its role in the Mental Development of the Child, (2) Edutainment? No thanks, (3) I prefer playful learning, Seriously considering play. Add your professional experiences to support your opinion (500 words).

2. What was the significance of playing and learning within Edutainment?

Please answer the following question and reply to other classmates' posting (at least three):
What was the significance of playing and learning within Edutainment?

Please note that you should include more than three citations supporting your thought from this week learning materials into your answer. (300 words)

- **Further readings:**


  Piaget, J. (1951). Play, dreams and imitation in childhood. London: Heinemann,  
  [http://www.psych.utoronto.ca/users/peterson/PSY2302007/Piaget.pdf](http://www.psych.utoronto.ca/users/peterson/PSY2302007/Piaget.pdf)

  [Book information](http://www.amazon.com/Power-Play-Learning-Comes-Naturally/dp/0738211109)  

  [PDF file](http://www.dimensionsfoundation.org/research/authenticplay.pdf)

- **Week 04: Understanding edutainment: definition and characteristic of edutainment**

  - **Reading short texts**


    Using edutainment software to enhance online learning.  
    [http://www.thefreelibrary.com/Using+edutainment+software+to+enhance+online+learning-a0159594385](http://www.thefreelibrary.com/Using+edutainment+software+to+enhance+online+learning-a0159594385)

  - **Reading papers**

- **Watching video files**

  Edutainment - An Impossible Paradox?
  http://www.youtube.com/watch?v=7yioVBRJaSc
  Edutainment - IE University - Episode 4
  http://mediacampus.ie.edu/ie-experience/edutainment-ie-university-episode-4

- **Visiting and reading web sites**

  Edutaining: Creating Interest in the Classroom
  http://professormbird.com/edutaining.html

  Transactions on Edutainment
  http://www.springer.com/computer/lncs/transactions+edutainment?SGWID=0-159704-0-0-0

  Edutainment Is Entertainment. Caricom Youth Learn To Use Traditional Art Forms In Crafting Anti-Drug Campaigns
  http://antiguaspeaks.com/news/?p=211

- **Uploading your reaction (4)**

  1. **From the history of edutainment evolution, describe characteristics for learning of each form.** From the history of edutainment evolution, describe characteristics of each type of edutainment. Describe the learning characteristics of the edutainment as Cartoon, TV program, movie, and digital game. List at least five characteristics for each form and describe the characteristics.

  2. **Choose one example from various kinds of edutainment, and explain how they teach.** From your previous reading and websites, describe how teaching and learning happened in relation to learning theories. Include at least two citations to support your ideas.

    Create a framework from your analysis of the edutainment example. It should include at least 5 characteristics and describe the learning theories which explain how learning occurred. These might be related to individual characteristics or more broadly.
<table>
<thead>
<tr>
<th>Type (movie, game, program)</th>
<th>Characteristic</th>
<th>Description</th>
<th>Learning Theory</th>
</tr>
</thead>
</table>

- **Further readings:**

  PDF file

  iPhone + iPad Gems: Edutainment - Baby Einstein, Fish School, The Lorax + Seuss Send
  By Jeremy Horwitz

  Beyond Edutainment and Technotainment
  [http://fno.org/sept00/eliterate.html](http://fno.org/sept00/eliterate.html)

- **Week 05 : Understanding edutainment: edutainment contents and interaction**

- **Reading short texts**

  FunTain:
  Design Implications for Edutainment Games

- **Reading papers**

  Theorizing Interactivity's Effects


- **Watching YouTube file**

  The Science & Entertainment Exchange  
  [http://www.the-scientist.com/blog/display/55958/](http://www.the-scientist.com/blog/display/55958/)

- **Visiting and reading web sites**

  Best Children's Edutainment Products  

  The BBC education  
  [http://www.bbc.co.uk/schools/](http://www.bbc.co.uk/schools/)

  Edutainment: The Future of Education  

- **Uploading your reaction (5)**

  1. **Think about the interaction in edutainment.**

     I want you to think about the interaction in edutainment in this week. Interaction can take place between player and player, player and contents and so on. Think about what kind of interaction is valuable in edutainment. Below may help you when you think about the interaction in edutainment.

     Who initiated the interaction, did it last long? Was it effective and did it induce or stimulate subsequent action? Which kinds of interaction can be effective in learning? What made you think so?

- **Further readings:**

  Edutainment Technology - A New Starting Point For Educational Development Of China  

Theorizing Interactivity's Effects
This may help you understand Interaction/Interactivity in general, also you may get some ideas on interaction's effects in edutainment. http://edtech.mrooms.org/file.php/164/theorizing_interactivity_effect.pdf

➢ Week 06 : Theories of edutainment

● Reading papers


    http://www.konstruktivismus.uni-koeln.de/didaktik/situierteslernen/herrington.pdf


1. Describe your understanding of edutainment theories (Upload a single file).

(1) Describe your understanding of edutainment theories in five paragraphs: Flow, Situated Learning, Constructivist pedagogies, Activity theory and motivation theory (about 100 words for each, total 500 words). (2) Compare characteristics of three theories from your readings (about 300~500 words). Create a Venn (or other) diagram to show your understanding of your chosen theories (Diagram may show areas where theories overlap. You may use any software to draw a diagram. Insert the diagram in your file. Visit http://www.gliffy.com/ and get some idea.

2. Describe how you can apply the edutainment theories into your teaching.

Select more than two edutainment theories and describe how you are going to apply them in your teaching, based on your reflections on their implications for teaching and learning. Reply to at least three classmates’ posting.

Further readings:


http://www.google.com/books?hl=zh-CN&lr=&id=ScG4TZE4h_EC&oi=fnd&pg=PA89&dq=Motivational+design+of+instruction.+In+C.+M.+Reigeluth+(Ed.),+Instructional+design+theories+and+models:+An+overview+of+their+current+status.&ots=3s0osai_fK&sig=1plUyQr-fYoaczl5JePN9y3d3HA#v=onepage&q=Motivational%20design%20of%20instruction.%20In%20C.%20M.%20Reigeluth%20(Ed.)%20Instructional-design%20theories%20and%20models%3A%20An%20overview%20of%20their%20current%20status.&f=false

Week 07: Edutainment in the classroom

Project (1)

In a group of three, create a podcast discussing how edutainment theories can be incorporated into classroom teaching. Ten to fifteen minute playtime is expected. This should be a group discussion, not a collection of individual statements. You may use the conference call or call recording software of your choice (Skype, PrettyMay call recorder, etc).

Have fun with this project. Edit your podcast so that it flows smoothly, and try to make it as entertaining as possible while delivering the message described above.

Upload the link.

Project Rubric

<table>
<thead>
<tr>
<th>Week 7 Podcast Project (50 points)</th>
<th>100%-90%</th>
<th>90%-60%</th>
<th>&lt;60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length (5 points)</td>
<td>Podcast was at least 10 minutes in length.</td>
<td>Podcast was 8-10 minutes in length.</td>
<td>Podcast was less than 8 minutes in length.</td>
</tr>
<tr>
<td>Group Work (5 points)</td>
<td>At least 3 members participated in the podcast. All members contributed to the discussion.</td>
<td>At least 3 members participated in the podcast OR all members contributed to the discussion, but not both.</td>
<td>Less than 3 members participated in the podcast AND not all members contributed to the discussion.</td>
</tr>
<tr>
<td>Content (15 points)</td>
<td>Members discussed at least 3 of the five theories, and each member discussed at least one application of a theory in the classroom.</td>
<td>Members discussed at least 3 theories OR each member discusses at least one application of a theory in the classroom, but not both.</td>
<td>Members did not discuss at least 3 theories, and not all members discussed one theory.</td>
</tr>
<tr>
<td></td>
<td>The discussion of edutainment theory showed original interpretation, analysis and application to classroom teaching.</td>
<td>The discussion of edutainment theory showed some original interpretation, analysis and application to classroom teaching.</td>
<td>The discussion of edutainment theory showed no original interpretation, analysis and application to classroom teaching.</td>
</tr>
<tr>
<td>Engagement (10 points)</td>
<td>Podcast maintained the listener's attention while staying on-topic.</td>
<td>Podcast occasionally went off-topic and was not well organized, but still maintained a basic level of interest.</td>
<td>Podcast was boring and frequently strayed off-topic at length.</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Quality (5 points)</td>
<td>The audio was clear and crisp, with few sound errors.</td>
<td>The audio file had a few instances of static, occasional bumping sounds, or excessive variations in volume (e.g., too loud, then too soft)</td>
<td>The podcast was very difficult to listen to, with excessive static, frequent bumping sounds, and too many variations in volume.</td>
</tr>
<tr>
<td>Edutainment (10 points)</td>
<td>Creative concepts of edutainment were used to present the arguments in the podcast. The podcast was entertaining and informative.</td>
<td>Creative concepts of edutainment were used to present the arguments in the podcast. The podcast included some entertaining and informative aspects.</td>
<td>Creative concepts of edutainment were used to present the arguments in the podcast. The podcast lacked entertainment and informative aspects.</td>
</tr>
</tbody>
</table>

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- **Week 08: Edutainment: instructional elements in comic strip**

- **Reading comic strips**
  - Educational comic strips
    - [http://www.danscartoons.com/education_cartoons.htm](http://www.danscartoons.com/education_cartoons.htm)
    - [http://www.glasbergen.com/education-cartoons](http://www.glasbergen.com/education-cartoons)
    - [http://www.cartoonstock.com/directory/e/edutainment.asp](http://www.cartoonstock.com/directory/e/edutainment.asp)
    - [http://www.educomics.org](http://www.educomics.org)
  - Higher Education Cartoons
    - [http://www.benitaepstein.com/higher%20education%20cartoons/higher-education.html](http://www.benitaepstein.com/higher%20education%20cartoons/higher-education.html)
  - Math comic strip
  - Chemistry comic strip
    - [http://www.themysticalforestzone.com/cartoons.htm](http://www.themysticalforestzone.com/cartoons.htm)
- Reading papers

PDF file
http://www.openu.ac.il/Personal_sites/download/Eshet%20Chajut%202007-Living%20Books.pdf

http://iopscience.iop.org/0031-9120/37/5/306

- Visiting and Reading web sites

Educational Screensavers

http://www.homeschooling-ideas.com/educational-screensavers.html

- Uploading your reaction (7)

1. **Explain comic strip’s teaching/learning strategies.**
   What are the instructional elements in comic strip and how do they affect learning? List instructional elements with examples of comic strips to demonstrate your understanding. Examples should be different ones provided in this week (400 words, with more than one comic strip as an example)

2. **Draw a comic strip of your own.**
   *Draw a comic strip with 6 to 8 panels online. Visit one of the following websites to draw your comic strip.*
   *Type in your introductory explanation with one captured image of your comic strip.*
   http://www.toondoo.com
   http://www.readwritethink.org/
   http://www.stripcreator.com/
   http://www.bitstrips.com/

- Further readings:

http://ecl.sagepub.com/content/1/3/281.short

- Week 09: Edutainment research: comic strip
Reading papers

Editorial Cartoons in the Classroom
http://712educators.about.com/cs/edcartoons/a/edcartoons.htm


http://www.conceptcartoons.com/resources/ESERA%20full%20paper%20draft2.doc

Uploading your reaction (8)

1. Provide feedback on 3 of your classmate’s comic.

Reflect on your comic strip from week 8, and provide feedback on 3 of your classmate's comic strips (See below), focusing on design, content and strategies. Add a short description on how it can be used for learning and how you can use it in your research (200–300 words for each one comic strip, total 600–900 words).

** Describe shortly how you can design a research using the comic strips, for example, a research can be designed to find out how kids like them or how is the outcomes of using the comic strips in terms of their effectiveness, etc.

Further readings:

PDF file
http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B9853-5016P5K-D7-1&_cdi=59087&_user=10&_pii=S1877042810003423&_origin=search&_coverDate=12%2F31%2F2010&_sk=999979997&view=c&wchp=dGLzVlb-zSkzk&md5=6f31ec1f15c6e36060d3e79eb91e9fc8&ie=/sdarticle.pdf

Week 10: Edutainment: instructional elements in TV program

Reading short texts

Edutainment: Smart programming?
Reading papers


Visiting and reading web sites


Authoring Edutainment Stories for Online Players (AESOP): A Generator for Pedagogically Oriented Interactive Dramas http://www.acasa.upenn.edu/heartsense/AESOP-ICVS.pdf


Uploading your reaction (9)

1. Choose one edutainment TV program or one 40-60 minute video. Describe it: its title, content, teaching strategies and entertainment/instructional elements (300 words).
2. Create a 8-10 minute's video clip or podcast. Upload it to YouTube. Submit your assignment including its link to YouTube, title, instructional purpose, target audience and pedagogy.

- **Further readings:**

  Edutainment Show
  [http://tvtropes.org/pmwiki/pmwiki.php/Main/EdutainmentShow](http://tvtropes.org/pmwiki/pmwiki.php/Main/EdutainmentShow)
  [http://www.informaworld.com/smpp/content~db=all~content=a746519275~frm=abslink](http://www.informaworld.com/smpp/content~db=all~content=a746519275~frm=abslink)

- **Week 11 : No Class - Spring Break**

- **Week 12 : Edutainment: instructional elements in movie**

- **Reading papers**

  [Book information](http://www.amazon.com/Now-Playing-Learning-Communication-through/dp/0195224019)
  [http://rel.sagepub.com/content/36/3/311.abstract](http://rel.sagepub.com/content/36/3/311.abstract)

- **Visiting and reading web sites**

  Mathematics in Movies

- **Uploading your reaction (11)**

  1. **Watch an edutainment movie**
     Watch an edutainment movie or video, longer than 45 minutes running time. Describe its title, instructional objective, instructional contents, entertainment/instructional elements and its usability in the classroom:
     How it can be used in the classroom. (400 words)
  2. **Feedback on your Video Clips**
     Reflect on your clips from week10, and provide feedback on 3 of your classmate's video clips, focusing on design, content and strategies. Add a short description on how it can be used for learning. (150-200 words for each one video clip, total 450-600 words)
Further readings:


Week 13: Edutainment research: movie

Reading papers


Visiting and reading web sites


Uploading your reaction (12)

1. Criticize three research papers: 20 points

You have read three papers in this week:

Describe the above research: Purpose, methods (role of the movie and participants) and outcomes (400 words total for three research) with critics. After criticizing, include description of your future research: its topic, purpose, importance, method and expected outcomes (another 300 words).
2. **Write a brief synopsis for an edutainment movie.**

Write a brief synopsis for an edutainment movie in any subject area (800 ~ 1500 words). Include the educational objectives, strategies and content. Explain why it is edutainment (Another 300 ~ 500 words).

**Further readings:**


**Week 14: Edutainment: instructional elements in digital game**

**Start playing:**

Choose one from 'FarmVille', 'We Rule Quests', 'FrontierVille' and 'GodFinger'. Add 'youngkbaek' as your friend. If you don't have access to these games, you may choose one from your favorites. *FarmVille* and *FrontierVille* are Web-Based Games and *We Rule Quests* and *GodFinger* can be played on iPhone, iPad and iPod only.

Add 'youngkbaek' as your friend in your game.

**Reading short texts**

Is Nintendo Taking A Big Step Towards Edutainment?  

**Reading papers**

http://portal.acm.org/citation.cfm?id=802839  


Visiting and reading web sites

Edutainment Downloads
http://www.teach-nology.com/downloads/edutainment/1/

A new trend in the video game industry is “edutainment” games, which make learning fun. Here, a list of our favorite educational video games.
http://www.goodhousekeeping.com/family/activities/educational-video-games

Edutainment in School With Board Games
http://boardgames.lovetoknow.com/Edutainment_in_School_With_Board_Games

Uploading your reaction (13)

1. Continue to play the game you selected and communicate with your classmates and the instructor inside/outside the game until you reach level 8 in GodFinger, level 9 in We Rule Quests, level 9 in FarmVille or level 9 in FrontierVille.
   If you are playing with a game of your choice, four to five hour play is expected for this week. How many hours would you play or did you play until this week due date? Which level did you get to, in which game? Twenty five points is assigned to the game play.
2. Summarize one game which you are playing. Describe motivating factors in it. Is it enhancing your motivation? Evaluate the game in terms of categories (Challenge, Fantasy, Control and Curiosity, etc.) Malone (1980) suggested. (600~800 words)

Further readings:

http://www.amazon.com/Digital-Game-Based-Learning-Marc-Prensky/dp/0071363440
http://www.marcprensky.com/dgbl/default.asp

http://www.citeulike.org/user/mkcerusky/article/499931
http://www.itu.dk/en/Forskning/Phd-uddannelsen/PhD-Defences/~media/84E9FC842D0649B09D373ACECA66DDDB.ashx

Week 15 : Edutainment research: digital game
Continue to play games.

- **Reading short texts**
  
  A Computer Games Software Factory and Edutainment Platform for Microsoft .NET
  

- **Reading papers**
  
  

  

  

  Kanthan, R. (2011). The Impact of Specially Designed Digital Games-Based learning in Undergraduate Pathology and Medical Education. Education in Pathology & Laboratory Medicine, Vol. 135, 135-142.
  

- **Visiting and reading web sites**
  
  The KDE Education Project
  

  Edutainment "How to teach English with fun and games!"
  

  Zoombinis
  

  How to Develop Edutainment Software that is Entertaining
  

  Serious Games: Edutainment Examples
  
  [http://thedesignspace.net/MT2archives/000640.html](http://thedesignspace.net/MT2archives/000640.html)
• Uploading your reaction (14)

1. **Criticize three research papers**
   
   Select three research papers from this week’s reading. Describe their researches: Purpose, methods (role of the game and participants) and outcomes (600 words)

2. **Post your research idea using your selected game as a tool.** It should have description on research topic, purpose, importance, and expected outcomes. Reply to other classmates’ ideas.

• Further readings:

   [http://www.thefreelibrary.com/Using+edutainment+software+to+enhance+online+learning-a0159594385](http://www.thefreelibrary.com/Using+edutainment+software+to+enhance+online+learning-a0159594385)  
   [http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValues_0=EJ747799&ERICExtSearch_SearchType_0=no&accno=EJ747799](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValues_0=EJ747799&ERICExtSearch_SearchType_0=no&accno=EJ747799)

➢ **Week 16: Project (2)**

• Project (2)

1. **Lesson Plan utilizing an edutainment**
   
   Create your lesson plan utilizing an edutainment we reviewed during the semester. You can use not only your own edutainment creating through the course such as Podcast, Video, Cartoon and so forth, but also existed edutainment you reviewed during the course such as movie, TV program and games. The lesson plan should fit for 45 to 50 minutes classroom teaching (maximum 3 pages) and include a specific description of the selected edutainment. (500-600 words)

2. **Reflection journal**

   Now that we have thoroughly finished the course, it’s time to reflect what we’ve learned. But instead of testing you, I’m asking you to write a reflection journal which is included the whole picture of your learning from this semester. This journal should be included overall contents we reviewed, as well as your reflection for the course and plans or future directions for utilizing edutainment in your working place after the course. (12 points Times New Roman font, double-spaced, letter size 4 pages)
## Grading

Final grades will be based on:

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PERCENTAGES</th>
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<tr>
<td>Weekly Reactions</td>
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<td>Reaction 1 (week 1)</td>
<td>2% (20)</td>
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<tr>
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<td>Reaction 3 (week 3)</td>
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<td>Reaction 5 (week 5)</td>
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<tr>
<td>Reaction 6 (week 6)</td>
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<tr>
<td>Project 1 (week 7)</td>
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<tr>
<td>Reaction 7 (week 8)</td>
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<td>Reaction 8 (week 9)</td>
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<td>Project 2 (week 16)</td>
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## ASSIGNMENT INFORMATION

### LIST OF ASSIGNMENTS AND POINTS

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<thead>
<tr>
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<th>Assignments</th>
<th>Assignment type</th>
<th>Points</th>
<th>Due by</th>
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<tbody>
<tr>
<td>1</td>
<td>What do you think of learning while playing?</td>
<td>Forum</td>
<td>20</td>
<td>01/24</td>
</tr>
<tr>
<td>2</td>
<td>Summarize digital era and describe how it affects teaching and learning.</td>
<td>Upload a single file</td>
<td>30</td>
<td>01/31</td>
</tr>
<tr>
<td></td>
<td>New generation's traits and entertainment strategies in digital era</td>
<td>Upload a single file</td>
<td>30</td>
<td>01/31</td>
</tr>
<tr>
<td>3</td>
<td>What was the most impressive paper to read? Explain what makes you think so.</td>
<td>Upload a single file</td>
<td>40</td>
<td>02/07</td>
</tr>
<tr>
<td></td>
<td>What was the significance of playing and learning with edutainment?</td>
<td>Forum</td>
<td>20</td>
<td>02/07</td>
</tr>
<tr>
<td>4</td>
<td>From the history of edutainment evolution, describe characteristics for learning of each form.</td>
<td>Upload a single file</td>
<td>30</td>
<td>02/14</td>
</tr>
<tr>
<td></td>
<td>Choose one example from various kinds of edutainment, and explain how they teach</td>
<td>Online text</td>
<td>30</td>
<td>02/14</td>
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<tr>
<td>5</td>
<td>Think about the interaction in edutainment</td>
<td>Forum</td>
<td>30</td>
<td>02/21</td>
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<tr>
<td>6</td>
<td>Describe your understanding of edutainment theories (Upload a single file)</td>
<td>Upload a single file</td>
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<td>Describe how you can apply the edutainment theories into your teaching</td>
<td>Forum</td>
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<td>Project (1)</td>
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<td>03/06</td>
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<tr>
<td>8</td>
<td>Explain comic strip's teaching/learning strategies.</td>
<td>Online text</td>
<td>20</td>
<td>03/13</td>
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<tr>
<td></td>
<td>Draw a comic strip of your own.</td>
<td>Upload a single file</td>
<td>20</td>
<td>03/13</td>
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<td>9</td>
<td>Provide feedback on 3 of your classmate's comic strips.</td>
<td>Upload a single file</td>
<td>50</td>
<td>03/20</td>
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<td>Points</td>
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<td>10</td>
<td>Describe selected edutainment TV Program</td>
<td>03/27</td>
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<tr>
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<td>Create a 10-15 minutes Video Clip and Upload it to YouTube.</td>
<td>03/31</td>
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<td>No Class - <em>Spring Break</em></td>
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<td>12</td>
<td>Watch an edutainment movie</td>
<td>04/10</td>
<td>20</td>
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<tr>
<td></td>
<td>Provide feedback on 3 of your classmate's video clips.</td>
<td>04/10</td>
<td>40</td>
<td></td>
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<tr>
<td>13</td>
<td>Criticize three research papers</td>
<td>04/17</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td>Write a brief synopsis for an educational movie.</td>
<td>04/17</td>
<td>40</td>
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<tr>
<td>14</td>
<td>Continue to play the game you selected and communicate with your classmates and the instructor inside/outside the game.</td>
<td>04/24</td>
<td>20</td>
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<td></td>
<td>Summarize one game from the four given at the beginning of this week.</td>
<td>04/24</td>
<td>40</td>
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<td>15</td>
<td>Criticize three research papers</td>
<td>05/01</td>
<td>40</td>
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<td></td>
<td>Design your research</td>
<td>05/01</td>
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<td>16</td>
<td>Project (2)</td>
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**Final Letter Grading**

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<tr>
<td>760</td>
<td>730</td>
<td>C</td>
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References

Course Policies

Grading Cycle

All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is completed before the next due date. You may track your progress through Grades in Moodle. All of the assignments are listed in Grades and points will be added as we progress through the semester. Announcements will be posted when assignments have been graded.

Late Work

Late work is not accepted except in the case of a serious emergency that you have cleared with me BEFORE the assignment was due. This may sound Draconian, but I have found that students who keep up with their work usually pass, those who fall behind and submit last-minute, shoddy work usually fail.

Due Dates: Please note that all assignment due dates fall on Tuesdays. Assignments must be submitted by midnight Mountain time on scheduled due dates. For time zone information please visit the World Clock Web site: http://www.timeanddate.com/worldclock/

Point Deduction for Late Work: Ten points are deducted for each day an assignment is late. For example, an assignment that is two days late will lose 20 points as a late penalty.

Emergency Pass: If you have a major event such as a death in the family, illness, hospitalization, or you are out of town without Internet, you may turn in one assignment under the emergency pass. This assignment may be up to one week late and still qualify for full credit. After the one week extension has passed ten points per day will be deducted until the assignment is no longer worth any credit.

Your Responsibility with Late Work: If you will be late for any reason please e-mail the instructor at andyhung@boisestate.edu on or before the scheduled due date. When the assignment is completed you must send a follow-up email to let the instructor know it is ready to grade. This is how we calculate the number of days for the late work penalty. Failure to notify the instructor could lead to a grade of zero.
Please Avoid End of Course Late Work: Please note that we work under University deadlines for submitting grades at the end of the semester. If you have an assignment that is late at the end of the semester there is a chance that it might not be in on time to make the deadline. In this situation, I have no choice but to grade whatever I have at that time and submit grades regardless of the late policy above. Please try to avoid this situation.

Plan Your Time: It is a good idea to schedule specific times to work on your assignments each week and keep the appointment with yourself. A three credit graduate course requires about 9 to 12 hours per week of work (This doubles during compressed summer sessions.) It is in your best interest to start early on each assignment to give yourself time to fix technical problems or get help before the due date passes.

Because of the nature of this course we cannot accept late work.

Technical Difficulties

Technical difficulties: If technical difficulties arise (servers going down, power outages, etc.) that prevent access to the course website, then due dates will be relaxed. However, if you have technical difficulties at your end, you are responsible for keeping up with the class. When a technical problem occurs, first post a question in the HELP! Discussion Board--if that doesn't work, then contact me.

On occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then a reasonable extension might be granted depending on circumstances.

Academic Honesty

All work that you do toward fulfillment of this course’s expectations must be your own unless collaboration is explicitly allowed (e.g., by some problem set or the final project). Viewing or copying another individual’s work (even if left by a printer or stored in a public directory) or lifting material from a book, magazine, website, or other source—even in part—and presenting it as your own constitutes academic dishonesty, as does showing or giving your work, even in part, to another student.

Similarly is dual submission academic dishonesty: you may not submit the same or similar work to this class that you have submitted or will submit to another. Moreover, submission of any work that you intend to use outside of the course (e.g., for a job) must be approved by the staff.

All forms of cheating will be dealt with harshly.
You are welcome to discuss the course’s material with others in order to better understand it. You may even discuss problem sets with classmates, but you may not collaborate by showing other students your work. If in doubt as to the appropriateness of some discussion, contact the staff.