

Introduction to Edutainment

Semester: Spring 2012, January 17 – May 7

Credits: 3 Credit online course

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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.
3. Grasp edutainment: its background, pros and cons.
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

Shields, C. J. (2003). That's Edutainment. [Article]. *District Administration*, 39(5), 25.
<http://www.districtadministration.com/viewarticle.aspx?articleid=22>

● Reading papers

Maushak, N. J., Chen, H.-H., & Lai, H.-S. (2001). Utilizing Edutainment to Actively Engage K-12 Learners and Promote Students' Learning: An Emergent Phenomenon. Paper presented at the National Convention of the Association for Educational Communications and Technology Atlanta, GA.
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
<http://en.wikipedia.org/wiki/Edutainment>

Children's Edutainment Centers: Learning through Play
<http://www.whitehutchinson.com/leisure/articles/76.shtml>
<http://www.whitehutchinson.com/leisure/edutainmentctr.shtml>

eLearning 3.0 Blog: Edutainment, mLearning and Social Learning
<http://www.elearning30.com/>

- **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**

Brown, J. (2001). Learning in the digital age. Paper presented at the Forum Futures: 20-23.
PDF file
http://www.johnseelybrown.com/learning_in_digital_age-aspen.pdf

- **Reading papers**

Prensky, M. (2005). Listen to the natives. Learning in The Digital Age, 63(4), 8-13.
PDF file
http://centre4.interact.ac.nz/viewfile.php/users/38/1965011121/ICT_PD_Online/ListentotheNatives.pdf

- **Visiting and reading web sites.**

Don Tapscott .(1998). Growing Up Digital: The Rise of the Net Generation. N.Y.: McGraw-Hill.
<http://www.growingupdigital.com/>

Strudler, N. (Ed). (2010). Perspectives on technology and educational change [Special issue]. Journal of Research on Technology in Education, 42(3), 221–229.
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:**

Sheets, B. H. (1999). Book Review of Don Tapscott's Growing up digital- the rise of the net generation. Information Technology, Learning, and Performance Journal, 17(2), 53-55.

PDF file:

<http://www.osra.org/itlpj/sheets.pdf>

Buckingham, D. (2007). Beyond technology: Children's learning in the age of digital culture: Polity Pr. Book information

<http://www.amazon.co.uk/Beyond-Technology-Childrens-Learning-Digital/dp/0745638813>

Google Book Address

<http://www.google.com/books?id=NFJ1rLv7yIYC&lpg=PR6&ots=1ZGw8GkVJS&dq=Beyond%20Technology%3A%20Children's%20Learning%20in%20the%20Age%20of%20Digital%20Culture.&lr&hl=zh-CN&pg=PR6#v=onepage&q&f=false>

Taylor, M. (2005). Generation NeXt: Today's postmodern student-meeting, teaching, and serving. In a collection of papers on self-study and institutional improvement, 2005, 2, 99-107. Chicago: The Higher Learning Commission.

PDF file

http://www.taylorprograms.org/images/Gen_NeXt_article_HLC_05.pdf

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/Koinoniologia/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**

Does the Baby Genius Edutainment Complex enrich your child's mind — or stifle it?

<http://www.commercialexploitation.org/news/extremeparenting.htm>

Vygotsky, L. S. (1976). Play and its role in the Mental Development of the Child. Online Version: Psychology and Marxism Internet Archive (marxists.org) 2002.

<http://www.marxists.org/archive/vygotsky/works/1933/play.htm>

- **Reading papers**

Resnick, M. (2004). Edutainment? No thanks. I prefer playful learning. Associazione Civita Report on Edutainment, 1-4.

PDF file

<http://web.media.mit.edu/~mres/papers/edutainment.pdf>

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

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED421252&ERICExtSearch_SearchType_0=no&accno=ED421252

Rieber, L. (1996). Seriously considering play: Designing interactive learning environments based on the blending of microworlds, simulations, and games. Educational technology research and development, 44(2), 43-58.

<http://it.coe.uga.edu/~lrieber/play.html>

- **Watching video files**

Creative teaching and edutainment. a series of video-tutorials by [gasto](#)

<http://showmedo.com/videotutorials/series?name=QUGG21SDz>

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?

<http://www.independent.co.uk/news/science/archaeology/features/edutainment-is-there-a-role-for-popular-culture-in-education-1869105.html>

'Edutainment': Learning Made Fun

<http://www.cbsnews.com/stories/2004/05/10/tech/main616612.shtml>

- **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:**

Golinkoff, R. M., Hirsh-Pasek, K., & Singer, D. G. (2006). Why Play = Learning: A challenge for parents and educators. In D. Singer, R. Golinkoff, & K. Hirsh-Pasek (Eds.), *Play=Learning* (pp. 3-12). Oxford: Oxford University Press.

<http://ilk.media.mit.edu/courses/readings/Golinkoff.pdf>

Piaget, J. (1951). *Play, dreams and imitation in childhood*. London: Heinemann,

<http://www.questia.com/PM.qst?a=o&d=4679166>

<http://www.psych.utoronto.ca/users/peterson/PSY2302007/Piaget.pdf>

Elkind, D. (2007). *The power of play: Learning what comes naturally*. Cambridge: Da Capo Pr.

[Book information](#)

<http://www.amazon.com/Power-Play-Learning-Comes-Naturally/dp/0738211109>

Brown, S., & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. NY: Avery Pub Group.

<http://www.amazon.com/Play-Shapes-Brain-Imagination-Invigorates/dp/1583333339>

Miller, D. (2009). *Young Children Learn Through Authentic Play in a Nature Explore Classroom: A White Paper Based on Research Conducted at Dimensions Early Education Programs in Lincoln, NE*.

[PDF file](#)

<http://www.dimensionsfoundation.org/research/authenticplay.pdf>

Play as a Medium for Learning and Development

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED421252&ERICExtSearch_SearchType_0=no&accno=ED421252

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

- **Reading short texts**

White, R. (2003). *That's Edutainment*. White Hutchinson Leisure & Learning Group white paper.

<http://www.whitehutchinson.com/leisure/articles/edutainment.shtml>

Using edutainment software to enhance online learning.

<http://www.thefreelibrary.com/Using+edutainment+software+to+enhance+online+learning-a0159594385>

- **Reading papers**

Okan, Z. (2003). Edutainment: is learning at risk? *British Journal of Educational Technology*, 34(3), 255-264.

<http://onlinelibrary.wiley.com/doi/10.1111/1467-8535.00325/abstract>

- **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.

Type (movie, game, program)	Characteristic	Description	Learning Theory

- **Further readings:**

Egerfeldt-Nielsen, S. (2007). Third Generation Educational Use of Computer Games. [Article]. Journal of Educational Multimedia & Hypermedia, 16(3), 263-281.

PDF file

http://www.mrgibbs.com/tu/research/articles/egenfeldt_gaming_article.pdf

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

By Jeremy Horwitz

<http://www.ilounge.com/index.php/articles/comments/iphone-ipad-gems-edutainment-baby-einstein-fish-school-the-lorax-seuss-send/>

Beyond Edutainment and Technotainment

<http://fno.org/sept00/eliterate.html>

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

- **Reading short texts**

FunTain:

Design Implications for Edutainment Games

<http://www8.informatik.umu.se/~colsson/shortJegWib.doc.pdf>

- **Reading papers**

Theorizing Interactivity's Effects

http://edtech.mrooms.org/file.php/164/theorizing_interactivity_effect.pdf

Cai, Y. Y., Lu, B. F., Fan, Z. W., Chandrasekaran, I., Lim K. T., Chan, C. W., Jiang, Y. and Li, L. (2006). Bio-edutainment: learning life science through X gaming. In international Journal of Systems & Applications in Computer Graphics, Elsevier, 30(2006), 3-9.

http://www.sciencedirect.com/science?_ob=MIimg&_imagekey=B6TYG-4HVDJGT-1-H&_cdi=5618&_user=3323810&_pii=S0097849305002013&_orig=search&_coverDate=02%2F28%2F2006&_sk=999699998&view=c&wchp=dGLzVlb-zSkzV&md5=8506871d042ad3c43a871b9c20d02454&ie=/sdarticle.pdf

Perrone, C., Clark, D., & Repenning, A. (1996). WebQuest: Substantiating education in edutainment through interactive learning games. *Computer Networks and ISDN Systems*, 28(7-11), 1307-1319.
http://iw3c2.cs.ust.hk/WWW5/www5conf.inria.fr/fich_html/papers/P36/Overview.html

- **Watching YouTube file**

The Science & Entertainment Exchange
<http://www.scienceandentertainmentexchange.org/>
<http://www.the-scientist.com/blog/display/55958/>

- **Visiting and reading web sites**

Best Children's Edutainment Products
<http://www.edutainingkids.com/bestchildrenstoysgames.html>

The BBC education
<http://www.bbc.co.uk/schools/>

Edutainment: The Future of Education
http://www.associatedcontent.com/article/69892/edutainment_the_future_of_education.html?cat=4

- **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
<http://fie-conference.org/fie2007/papers/1357.pdf>

Paraskeva, F., Mysirlaki, S., & Papagianni, A. (2010). Multiplayer online games as educational tools: Facing new challenges in learning. *Computers & Education*, 54(2), 498-505.
http://www.sciencedirect.com/science?_ob=MIimg&_imagekey=B6VCJ-4XBF8RB-5-7&_cdi=5956&_user=3323810&_pii=S0360131509002413&_origin=gateway&_coverDate=02%2F28%2F2010&_sk=999459997&view=c&wchp=dGLzVzb-zSkzk&md5=02fd88ab6c544eebd50c900bc218e457&ie=/sdarticle.pdf
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**

Czikszentmihalyi, M. (1996). *Flow: The psychology of optimal experience*: Harper Perennial.
http://www.vedpuriswar.org/book_review/Flow.doc

Herrington, J. and Oliver, R. (1995) Critical Characteristics of Situated Learning: Implications for the Instructional Design of Multimedia. in Pearce, J. Ellis A. (ed) ASCILITE95 Conference Proceedings (253-262). Melbourne: University of Melbourne

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

Dangel, J. R., Guyton, E., & McIntyre, C. B. (2004). Constructivist pedagogy in primary classrooms: Learning from teachers and their classrooms. *Journal of Early Childhood Teacher Education*, 24(4), 237-245.

<http://www.eric.ed.gov/PDFS/ED440760.pdf>

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(1), 257-285.(PDF)

<http://csjarchive.cogsci.rpi.edu/1988v12/i02/p0257p0285/main.pdf>

Jonassen, D. H. & Rohrer-Murphy, L. (1999). Activity theory as a framework for designing constructivist learning environments. *Educational Technology Research and Development*, 47(1), 62-79.

http://faculty.soe.syr.edu/takoszal/IDE800-Adv-ID-and-ET/IDE850_sp06/additional_readings/Jonasson_Murphy_Activity-Theory-to-design-constructivists-learning-environments.pdf

Keller, J. (2008). First principles of motivation to learn and e3-learning. *Distance Education*, 29(2), 175-185.

http://www.fp.ucalgary.ca/maclachlan/EDER_679.06_Fall_2009/Motivation_Keller_eLearning.pdf

Chee, Y. S. (1995). Cognitive Apprenticeship and its application to the teaching of smalltalk in a multimedia interactive learning environment. *Instructional Science*, Issue 23, 133-161.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.119.7434&rep=rep1&type=pdf>

- **Uploading your reaction (6)**

- 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.glimfy.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:**

Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional-design theories and models: An overview of their current status*. Hillsdale, NJ: Lawrence Erlbaum Associates.

[Google Book](#)

[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=1pIUYQr-fYoaczl5JePN9y3d3HA#v=onepage&q=Motivational%20design%20of%20instruction.%20In%20C.%20M.%20Reigeluth%20\(Ed.\)%2C%20Instructional-design%20theories%20and%20models%3A%20An%20overview%20of%20their%20current%20status.&f=false](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=1pIUYQr-fYoaczl5JePN9y3d3HA#v=onepage&q=Motivational%20design%20of%20instruction.%20In%20C.%20M.%20Reigeluth%20(Ed.)%2C%20Instructional-design%20theories%20and%20models%3A%20An%20overview%20of%20their%20current%20status.&f=false)

Shellnut, B. J. (1996). John Keller: a motivating influence in the field of instructional system design. Retrieved July 20, 2006, from <http://www.arcsmodel.com/pdf/Biographical%20Information.pdf>

<http://arcsmodel.com/pdf/Biographical%20Information.pdf>

➤ 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

Week 7 Podcast Project (50 points)			
Characteristic	100%-90%	90%-60%	<60%
Length (5 points)	Podcast was at least 10 minutes in length.	Podcast was 8-10 minutes in length.	Podcast was less than 8 minutes in length.
Group Work (5 points)	At least 3 members participated in the podcast. All members contributed to the discussion.	At least 3 members participated in the podcast OR all members contributed to the discussion, but not both.	Less than 3 members participated in the podcast AND not all members contributed to the discussion.
Content (15 points)	Members discussed at least 3 of the five theories, and each member discussed at least one application of a theory in the classroom. The discussion of edutainment theory showed original interpretation, analysis and application to classroom teaching.	Members discussed at least 3 theories OR each member discusses at least one application of a theory in the classroom, but not both. The discussion of edutainment theory showed some original interpretation, analysis and application to classroom teaching.	Members did not discuss at least 3 theories, and not all members discussed one theory. The discussion of edutainment theory showed no original interpretation, analysis and application to classroom teaching.

Engagement (10 points)	Podcast maintained the listener's attention while staying on-topic.	Podcast occasionally went off-topic and was not well organized, but still maintained a basic level of interest.	Podcast was boring and frequently strayed off-topic at length.
Quality (5 points)	The audio was clear and crisp, with few sound errors.	The audio file had a few instances of static, occasional bumping sounds, or excessive variations in volume (e.g., too loud, then too soft)	The podcast was very difficult to listen to, with excessive static, frequent bumping sounds, and too many variations in volume.
Edutainment (10 points)	Creative concepts of edutainment were used to present the arguments in the podcast. The podcast was entertaining and informative.	Creative concepts of edutainment were used to present the arguments in the podcast. The podcast included some entertaining and informative aspects.	Creative concepts of edutainment were used to present the arguments in the podcast. The podcast lacked entertainment and informative aspects.

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

● **Reading comic strips**

Educational comic strips

http://www.danscartoons.com/education_cartoons.htm

<http://www.glasbergen.com/education-cartoons>

<http://www.cartoonistgroup.com/bysubject/subject.php?sid=485>

<http://www.cartoonstock.com/directory/e/edutainment.asp>

<http://www.hippoworks.com/hippoHELP.html>

<http://www.educomics.org>

Higher Education Cartoons

<http://www.benitaepstein.com/higher%20education%20cartoons/higher-education.html>

Math comic strip

http://math.about.com/gi/o.htm?zi=1/XJ/Ya&zTi=1&sdn=math&cdn=education&tm=8&gps=274_463_1276_869&f=00&tt=14&bt=1&bts=1&zu=http%3A//www.charlottemathtutor.com/htmlfile/cartoons.html

Chemistry comic strip

<http://www.themysticalforestzone.com/cartoons.htm>

- **Reading papers**

Eshet-Alkalai, Y., & Chajut, E. (2007). Living Books: The Incidental Bonus of Playing with Multimedia. [Article]. Journal of Educational Multimedia & Hypermedia, 16(4), 377-388.

[PDF file](#)

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

Perales-Palacios, F. J., & Vílchez-González, J. M. (2002). Teaching physics by means of cartoons: a qualitative study in secondary education. Physics Education, 37(5), 400-406.

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

- **Visiting and Reading web sites**

Educational Screensavers

http://www.teach-nology.com/downloads/screen_savers/

<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:**

Buckingham, D., & Scanlon, M. (2001). Parental Pedagogies: An Analysis of British 'Edutainment' Magazines for Young Children. Journal of Early Childhood Literacy, 1(3), 281-299.

<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>

Dalacosta, K., Kamariotaki-Paparrigopoulou, M., Palyvos, J. A., & Spyrellis, N. (2009). Multimedia application with animated cartoons for teaching science in elementary education. *Computers & Education*, 52(4), 741-748.

[http://edtech.mrooms.org/file.php/164/2009-Dalacosta-](http://edtech.mrooms.org/file.php/164/2009-Dalacosta-Multimedia_application_with_animated_cartoons_for_teaching_science_in_elementary_education.pdf)

[Multimedia_application_with_animated_cartoons_for_teaching_science_in_elementary_education.pdf](http://edtech.mrooms.org/file.php/164/2009-Dalacosta-Multimedia_application_with_animated_cartoons_for_teaching_science_in_elementary_education.pdf)

Naylor, S., Downing, B. and Keogh, B. (2001). An empirical study of argumentation in primary science, using Concept Cartoons as the stimulus. European Science Education Research Conference, Thessaloniki, Greece.

<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:**

Sengül, S., & Dereli, M. (2010). Does instruction of "Integers" subject with cartoons effect students' mathematics anxiety? *Procedia - Social and Behavioral Sciences*, 2(2), 2176-2180.

PDF file

http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B9853-5016P5K-D7-1&_cdi=59087&_user=10&_pii=S1877042810003423&_orig=search&_coverDate=12%2F31%2F2010&_sk=999979997&view=c&wchp=dGLzVlb-zSkzk&md5=6f31ec1f15c6c36060d3e79eb91e9fc8&ie=/sdarticle.pdf

- **Week 10 : Edutainment: instructional elements in TV program**

- **Reading short texts**

Edutainment: Smart programming?

http://www.usatoday.com/life/television/news/2005-08-22-dvd-edutainment_x.htm

- **Reading papers**

Skelton, S. (2001). Edutainment-The Integration of Education and Interactive Television. UNITEC, Auckland, New Zealand.

<http://www.naccq.ac.nz/conferences/2001/127.pdf>

Zhang, L., Gillies, M., & Dhaliwal, K. (2009). E-Drama: Facilitating Online Role-play using an AI Actor and Emotionally Expressive Characters. International Journal of Artificial Intelligence in Education, 19(1), 5-38.

http://eprints-gro.gold.ac.uk/2289/1/edrama_aied_final.pdf

Dora the Explorer: Preschool Geographic Educator. (2008). Journal of Geography, 107(3), 77-86.

<http://www.informaworld.com/smpp/516628449-65876478/content~content=a906012640~db=all~jumptype=rss>

Meskill, C. (2007). Through the Screen, into the School: Education, subversion, ourselves in The Simpsons. Discourse, 28(1), 37-48.

<http://www.albany.edu/etap/faculty/CarlaMeskill/publication/simpsons.pdf>

- **Visiting and reading web sites**

"Edutainment" How Teletubbies Teach Toddlers

<http://www.crossroad.to/text/articles/teletubbies10-99.html>

Authoring Edutainment Stories for Online Players (AESOP):
A Generator for Pedagogically Oriented Interactive Dramas

<http://www.acasa.upenn.edu/heart sense/AESOP-ICVS.pdf>

Dora the Explorer

http://en.wikipedia.org/wiki/Dora_the_Explorer

<http://www.nickjr.com/dora-the-explorer/>

Sesame Street

http://en.wikipedia.org/wiki/Sesame_Street

<http://www.sesamestreet.org/>

<http://www.sesameworkshop.org/>

Lenders Promote Homeownership in a Spanish Soap Opera

http://www.creditbloggers.com/2006/09/lenders_promote.html

- **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>

ETV in print. (1992). [Abstract]. *Journal of Educational Television*, 18(1), 72.

<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**

Proctor, R. & Jenkins, T. J. (2005). *Now Playing: Learning Communication through Film*. Oxford University Press, USA.

[Book information](#)

<http://www.amazon.com/Now-Playing-Learning-Communication-through/dp/0195224019>

Bird, S. A. (2005). Language Learning Edutainment: Mixing Motives in Digital Resources. *RELC Journal: A journal of language teaching and research in Southeast Asia*, 36(3), 311-339.

<http://rel.sagepub.com/content/36/3/311.abstract>

- **Visiting and reading web sites**

Mathematics in Movies

<http://www.math.harvard.edu/~knill/mathmovies/>

- **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:**

Paris, M.J. (1997). Integrating film and television into social studies instruction (ERIC Digest). Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education. (ERIC Document Reproduction Service No. ED415177).<http://www.ericdigests.org/1998-2/film.htm>

➤ **Week 13: Edutainment research: movie**

- **Reading papers**

Champoux, J. E. (1999). Film as teaching resources. *Journal of Management Inquiry*, 8(2), 206-217.
<http://jmi.sagepub.com/content/8/2/206.short?rss=1&ssource=mfc>

Blasco, P. C., Moreto, G., Roncoletta, A., Levites M. R., & Janaudis, M. A. (2006). Using movie clips to foster learners' reflection: improving education in the affective domain. *Family Medicine*, 38(2), 94-96.
<http://www.stfm.org/fmhub/fm2006/February/Pablo94.pdf>

Dikilitas, K., & Duvenci, A. (2009). Using popular movies in teaching oral skill. *Procedia - Social and Behavioral Sciences*, 1(1), 168-172.

http://edtech.mrooms.org/file.php/164/2009-Dikilitas-Using_popular_movies_in_teaching_oral_skill.pdf

- **Visiting and reading web sites**

Pleasantville

<http://www.imdb.com/title/tt0120789/>

[http://en.wikipedia.org/wiki/Pleasantville_\(film\)](http://en.wikipedia.org/wiki/Pleasantville_(film))

- **Uploading your reaction (12)**

1. Criticize three research papers: 20 points

You have read three papers in this week:

1. Champoux, J. E. (1999). Film as teaching resources. *Journal of Management Inquiry*, 8 (2), 206-217.
2. Blasco, P. C., Moreto, G., Roncoletta, A., Levites M. R., & Janaudis, M. A. (2006). Using movie clips to foster learners' reflection: improving education in the affective domain. *Family Medicine*, 38 (2), 94-96
3. Dikilitas, K., & Duvenci, A. (2009). **Using popular movies in teaching oral skill**. *Procedia - Social and Behavioral Sciences*, 1 (1), 168-172.

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:

Clarke-Stewart, K. A., & Beck, R. J. (1999). Maternal scaffolding and children's narrative retelling of a movie story. *Early Childhood Research Quarterly*, 14(3), 409-434.

http://edtech.mrooms.org/file.php/164/Narrative_Retelling_OF_MOVIE_STROY.pdf

➤ 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?

<http://www.siliconera.com/2009/03/20/nintendo-taking-a-big-step-towards-edutainment/>

● Reading papers

Malone, T. W. (1980). What makes things fun to learn? heuristics for designing instructional computer games. GSMALL '80 Proceedings of the 3rd ACM SIGSMALL symposium and the first SIGPC symposium on Small systems.

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

<http://edtech.mrooms.org/file.php/164/p162-malone.pdf>

Hogle, J. (1996). Considering games as cognitive tools: In search of effective “Edutainment”.

<http://twinpinefarm.com/pdfs/games.pdf> accessed at August 21, 2010.

<http://twinpinefarm.com/pdfs/games.pdf>

Khine, M., Suja'ee, M. (2008). Core Attributes of Interactive Computer Games and Adaptive Use for Edutainment. In: Pan, Z., Cheok, D. A. D., Muller, W., El Rhalibi, A. (eds.) Transactions on Edutainment I. LNCS, vol. 5080, 191-205. Springer, Heidelberg.

http://iresearch.edumall.sg/iresearch/slot/fm3_posts/ah01/622d3c60c_u4436.pdf

- **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:**

Prensky, M. (2001). Digital Game-Based Learning. New York: McGraw-Hill.

Book information

<http://www.amazon.com/Digital-Game-Based-Learning-Marc-Prensky/dp/0071363440>

<http://www.marcprensky.com/dgbl/default.asp>

Egenfeldt-Nielsen, S. (2005). Beyond Edutainment: Exploring the educational potential of computer games. Unpublished PhD, IT-University of Copenhagen, Copenhagen.

<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
http://www.cin.ufpe.br/~awbf/files/IET_SharpLudus.pdf

- **Reading papers**

Squire, K. (2004). Replaying history. Unpublished Dissertation submitted in part fulfillment of the requirements of the Doctor of Philosophy (Instructional technology). Indiana University. Indiana.
<http://website.education.wisc.edu/kdsquire/manuscripts/icls2004/icls-civ3.doc>

Sandford, R., Ulicsak, M., Facer, K., & Rudd, T. (2006). Teaching with Games: Using commercial off-the-shelf computer games in formal education Futurelab (pp. 61). Bristol: The Futurelab.
http://www2.futurelab.org.uk/resources/documents/project_reports/teaching_with_games/TWG_report.pdf

Gros, B. (2007). Digital Games in Education: The Design of Games-Based Learning Environments. Journal of Research on Technology in Education, 40(1), 23-38.
<http://istelearning.org/wp-content/uploads/2010/05/digital-games.pdf>

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.
<http://facultydevelopment.med.ufl.edu/files/2009/02/The-Impact-of-Specially-Designed-Digital-Games-Based-Learning-in-Undergraduate-Pathology-and-Medical-Education.pdf>

- **Visiting and reading web sites**

The KDE Education Project
<http://edu.kde.org/>

Edutainment "How to teach English with fun and games!"
<http://www.eslgames.com/edutainment/>

Zoombinis
<http://en.wikipedia.org/wiki/Zoombinis>

How to Develop Edutainment Software that is Entertaining
<http://www.wikihow.com/Develop-Edutainment-Software-that-is-Entertaining>

Serious Games: Edutainment Examples
<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:**

Green, M., & McNeese, M. N. (2007). Using Edutainment Software to Enhance Online Learning.

International Journal on E-Learning, 6(1), 5-16.

<http://www.thefreelibrary.com/Using+edutainment+software+to+enhance+online+learning-a0159594385>

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_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:

ACTIVITIES		PERCENTAGES
Weekly Reactions		75%
Reaction 1 (week 1)	2% (20)	
Reaction 2 (week 2)	6%(60)	
Reaction 3 (week 3)	6%(60)	
Reaction 4 (week 4)	6%(60)	
Reaction 5 (week 5)	6%(60)	
Reaction 6 (week 6)	4%(40)	
Project 1 (week 7)	5%(50)	
Reaction 7 (week 8)	4%(40)	
Reaction 8 (week 9)	5%(50)	
Reaction 9 (week 10)	6%(60)	
Reaction 10 (week 11)	6%(60)	
Reaction 11 (week 12)	6%(60)	
Reaction 12 (week 13)	6%(60)	
Reaction 13 (week 14)	6%(60)	
Reaction 14 (week 15)	6%(60)	
Project 2 (week 16)	20%(200)	
Total	100%(1000)	

ASSIGNMENT INFORMATION

LIST OF ASSIGNMENTS AND POINTS				
	Assignments	Assignment type	Points	Due by
1	What do you think of learning while playing?	Forum	20	01/24
2	Summarize digital era and describe how it affects teaching and learning.	Upload a single file	30	01/31
	New generation's traits and entertainment strategies in digital era	Upload a single file	30	01/31
3	What was the most impressive paper to read? Explain what makes you think so.	Upload a single file	40	02/07
	What was the significance of playing and learning with edutainment?	Forum	20	02/07
4	From the history of edutainment evolution, describe characteristics for learning of each form.	Upload a single file	30	02/14
	Choose one example from various kinds of edutainment, and explain how they teach	Online text	30	02/14
5	Think about the interaction in edutainment	Forum	30	02/21
6	Describe your understanding of edutainment theories (Upload a single file)	Upload a single file	30	02/28
	Describe how you can apply the edutainment theories into your teaching	Forum	10	02/28
7	Project (1)	Upload a single file	100	03/06
8	Explain comic strip's teaching/learning strategies.	Online text	20	03/13
	Draw a comic strip of your own.	Upload a single file	20	03/13
9	Provide feedback on 3 of your classmate's comic strips.	Upload a single file	50	03/20

10	Describe seelcted edutainment TV Program	Online text	40	03/27
	Create a 10-15 minutes Video Clip and Upload it to YouTube.	Upload a single file	60	03/31
11	No Class - <i>Spring Break</i>			
12	Watch an edutainment movie	Online text	20	04/10
	Provide feedback on 3 of your classmate's video clips.	Upload a single file	40	04/10
13	Criticize three research papers	Upload a single file	20	04/17
	Write a brief synopsis for an educational movie.	Upload a single file	40	04/17
14	Continue to play the game you selected and communicate with your classmates and the instructor inside/outside the game	Forum	20	04/24
	Summarize one game from the four given at the beginning of this week.	Upload a single file	40	04/24
15	Criticize three research papers	Upload a single file	40	05/01
	Design your research	Forum	20	05/01
16	Project (2)	Upload a single file	200	05/08
	Total Points		1000	

Final Letter Grading

Highest	Lowest	Letter
1000	970	A+
960	930	A
920	900	A-
890	870	B+
860	830	B
820	800	B-
790	770	C+
760	730	C

720	700	C-
690	670	D+
660	630	D
620	600	D-
590	0	F

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.