

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/273299997>

Edutainment as a Modern Technology of Education

Article in *Procedia - Social and Behavioral Sciences* · January 2015

DOI: 10.1016/j.sbspro.2014.12.558

CITATIONS

78

READS

4,144

2 authors, including:



[Elena Yakimenko](#)

Tomsk Polytechnic University

6 PUBLICATIONS 93 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



active methods [View project](#)



Self-regulated organisation in Russia and abroad [View project](#)

International Conference on Research Paradigms Transformation in Social Sciences 2014

Edutainment as a modern technology of education

Oksana V. Anikina ^{*}, Elena V. Yakimenko

National Research Tomsk Polytechnic University, Lenin Avenue, 30, Tomsk 634050, Russia

Abstract

The article considers the methodological value and potential of modern education technology Edutainment. The author reveals the features and gives the definition of the Edutainment technology concept based on a review and analysis of the literature. ESP teaching is also taken into account.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Peer-review under responsibility of Tomsk Polytechnic University.

Keywords: Competence approach, technology education, Edutainment, ESP teaching

1. Introduction

Development and optimization of new technologies and the techniques of training aimed at training of the competent expert, capable effectively to solve the practice-focused problems which require abilities of foreign-language oral speech communication, is main objective of the higher education within the competence-based approach.

In formation of competence-based approach I. A. Zimnyay allocates three stages connected with introduction of this category into scientific research, usage of the category of competence in theory and practice of teaching language and communication and regarding competence as an educational outcome (Zimnyay, 2004).

At the present time modern higher education institution has an opportunity to demonstrate new technologies in acquiring competences and create conditions for their functioning. This fact gives the ground to allocate the fourth stage in formation of competence-based approach in education. The substance of this stage consists in searching for new technologies which ensure the desired competencies on the basis of delivering free access to information resources and training through various kinds of formal and informal contacts (Isayeva, 2010). At the same time, topical issues related to the use of efficient technologies and techniques of technical students of universities in modern conditions have not been adequately investigated. Analysis of scientific literature and Internet sources shows that having a number of methodological advantages and prospects the technology Edutainment is less researched, while it can be an effective tool for the development of foreign language communicative competence. Consequently, the question of

^{*} Oksana V. Anikina Tel.: +79528093414
E-mail address: xana72@mail.ru

methodological significance and values of modern learning technology as Edutainment requires a further theoretical and practical investigation that determines the relevance of this article.

The purpose of this paper is to determine the characteristics and methodological potential of technology Edutainment based on a review and analysis of the literature. The process of modern education takes place in the rapid growth of the volume of new information, which is so rapidly becoming obsolete that students have no time to acquire the necessary useful knowledge but gained quickly loses their relevance. Rapidly developing technologies facilitates new leisure activities, and time for obtaining information becomes smaller. In addition, the cognitive process is not required to take place in the formal (and often boring) environment and is able to turn into a wholesome entertainment with the acquisition of knowledge at the same time. It becomes obvious that exactly the above-mentioned circumstances have resulted in the emergence of learning technologies Edutainment, which is based on the concept of "education (education) + entertainment (entertainment) ». Typically, the learning technology is called by the basic idea, the leading factor, methods, tools that accompany the learning objectives. In the pedagogical and methodological literature, there is some classification of technologies and materials by Gulchevskoy V.G., Selevko G.K., Fomenko V.T., Shamova T. I., Davydenko T.M. based on gaming, problem-based learning, communication, creative, computer (information) technology and others.

Edutainment is a feature of the technology implementation of modern forms of entertainment in traditional lectures, lessons, classes, workshops and master classes. Without television programs, desktop, computer and video games, movies, music, web sites, multimedia software is already impossible to imagine a modern training and communication. Classes and activities held in the format of the technology Edutainment can be conducted in the cafe, park, museum, office, and gallery, club, where you can obtain information on any informative topic in a relaxed atmosphere.

Currently in education there is a transition to more interactive, engaging, experiential learning methods in many countries. Nevertheless, even John Dewey (John Dewey), one of the greatest philosophers of the United States, noted the importance of initiatives and emotions in course of training and emphasized that learning (it means lifelong learning) is a fundamental to human existence. John Dewey (John Dewey) is also stressed the importance of skills and problem-solving skills, the need for the development of creativity. He believed that education should not be a tedious and unpleasant process (Dewey, John, 1897). Contemporary theorists of education Nel Noddings in their work «Happiness and Education» criticized the existing education system, argues that education shall be directed to the main aim and purpose of human life - happiness (Noddings, 2003).

In the foreign methodology, the term has long been used to refer to the modern technology of education. For example, by defining the Edutainment, Zucker Kazanchi (Zekeriya Ka zanci) and Zuhail Okan (Zuhail Okan) quoted Buckingham D. (2001) and M. Scanlon (2000), who define Edutainment as a hybrid genre that is largely based on visual material in the format of a tale or game and is more informal, less related to the didactic style [Zekeriya Kaya zanci, 2009., translation by Kobzeva N.A.]. Zuhail Okan (Zuhail Okan) quite concisely formulated the hypothesis of the importance of Edutainment. The author states that the purpose of Edutainment is to balance the emotions of the user of a computer screen filled with colorful graphics and design, interactive pedagogy to convince users that learning is exciting and entertaining process (Okan, 2003).

Consequently, education technology Edutainment gives new opportunity to acquire knowledge in an interesting way, allowing trained students with different abilities to acquire information on the same level as the number of traditional students. The point of view the above-mentioned authors D. Buckingham and M. Scanlon stick to, arguing that technology Edutainment is a very interesting combination of traditional content and teaching methods in the context of new technologies. According to them, this system is useful on many levels, due to creative approaches to teaching students who wish to study, as they can see the practical results of their activities (Buckingham, D. and Scanlon, M., 2005). Edutainment technology can also be used to describe the various training modules (<http://books.google.ru/books?id=31XHdVXlbt0C&pg=PA2>). However, while technology has become

increasingly accepted as great and viable option for "tired" of the system of educations, some theorists perceive a problem with the technology, calling it an opportunity for teachers with fun aspects instead of serious work in the context of teaching content. For example, Mitchell Resnick (M. Resnick) argues that technology Entertainment is often used as awards for "suffering of getting education" (Resnick, 2004). According to Esta de Fossart the peculiarity of Edutainment technology in pedagogy and methodology includes: validity (training is more successful when students can see the usefulness of the knowledge), additional training (training is more effective when students can gain knowledge on their own), distributed Learning (network distributions of training), providing access to educational resources of many users in different ways and at different times. It is important to provide information so that it can be lo to acquire (Esta, De Fossard, 2005). Thus, the study of various aspects of the pros and cons, both theoretical and practical features of the technology Edutainment, presented in the publications of other authors D. Buckingham and M. Scanlon (2005), L. Fischer (1993), Z. Okan (2003), M. Resnick (2004)], confirm the relevance of this area and its methodological potential.

The impact of technology Edutainment on education through such forms as radio plays, "soap operas," special telecast was the subject of research in the works of authors such as: Arvind Singhal and Everett M. Rogers (2002), Arvind Singhal and Kant Udonpim (1997), Arvind Singhal, Rafael Obregon, and Everett M. Rogers (1994), Michael J. Papa, Arvind Singhal, Sweetey Law, Saumya Pant, Suruchi Sood, Everett M. Rogers, and Corinne Shefner-Rogers (2000), Peter W. Vaughan, Everett M. Rogers, Arvind Singhal, & Ramadhan M. Swalehe (2000), Saumya Pant, Arvind Singhal, and Usha Bhasin (2002), Sweetey Law and Arvind Singhal (1999), Usha Bhasin and Arvind Singhal (1998) and so on.

In addition, the view of Yuri German (Jiří Němec) and Joseph TPHA (Josef Trna) is worthy, who define the Edutainment as new technology of real learning which is focused on a methodical understanding of the game and gaming technology, the main motives of which are fun and happiness. Edutainment is considered by the authors as a training concept used in training for the museums, environmental education, leisure centers, information and mass media (Němec, Jiří and Trna, 2007). It is necessary to highlight that the concept of Edutainment is firmly entered the world educational space and reflects the very broad field of research and practice. It should be noted that in 2012, the seventh International Conference "Edutainment – 2012" has been held in Germany. The Edutainment Conferences become major forums of the International researchers and practitioners in various fields to exchange experiences in the new field of research Edutainment, combining education and entertainment. Edutainment conferences are covering all aspects of pedagogical principles, design and technological issues in the field of education and entertainment. Conference participants are not limited to areas that are included in the conference program Edutainment, namely: Theory & Technology, Business and Best-Practice & Application Domains. Among the topics to be discussed at conference are the followings: the scientific method and the concept of e-learning, animation techniques, game design and development, technology, games, mobile games, games of team learning and others.

Moreover, we also discuss any form of training and transfer of knowledge, ranging from games for kindergarten to games at school and university or established Research Institute training, learning environment for individuals or groups, as well as in distance learning system. (Edutainment, 2012). With the help of technology Edutainment it is difficult to obtain fundamental knowledge or a new profession, but the student can become more knowledgeable, may strengthen knowledge and develop skills in many areas, especially in the field of foreign language, where there is a noticeable demand for technology Edutainment. One of the supporters of Edutainment in Russia D. Perushev notes: «Edutainment - is the transfer of knowledge, the opportunity to learn something new from reliable sources, and not an alternative to academic education. It works in any age group and is subject to fashion. Depending on the particular event, it should be the «mix" (Perushev, 2009).

It should be added that the tools of technology and Edutainment includes emotional motivational conditions. "Now there's a new term - edutainment ... The learning process is transformed into an event,

active participation, activities for students, a kind of" action "... the learning process should be an event , not one actor (teacher) – all are involved in this in settings. This is edutainment (Kuvshinov, 2009).

Thus, we can distinguish the following features of the technology Edutainment: the presence of two-way process (subject-subject communication); having a goal in the organization of the learning process; the presence of favorable conditions; technological learning tools and controls. Consequently, the structure, objectives, content and a set of modern tools, such as computer, board and video games, movies, music, web sites, multimedia, and others., Edutainment has all the hallmarks of modern learning technologies. Edutainment - a new technology for learning, considered as an aggregate of modern technology and teaching-learning, which is based on the concept of learning through entertainment.

One of the techniques of implementing edutainment technology in ESP class is podcasting.

‘Podcasting’ involves placing recorded material on a website from which it can be downloaded and listened to later. Podcasting is a relatively new technology and educators everywhere are still exploring its possibilities. Podcast can be used to supplement online and face-to-face classes, allowing students to personalize their learning and freeing faculty to try more interactive and entertaining teaching methods (Farkas , 2014).

Many podcasts are produced by students, but often with the teacher’s help. Students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. Podcasting offers an opportunity to bridges the traditional classroom setting with a medium that is both popular and part of students’ daily lives. Podcasting has become a major feature of contemporary society and has emerged as a means for supporting learning within educational institutions. However, podcasting should not be seen as a replacement for the contact between the tutor and student. Podcasts can offer an interactive medium for enhancing the student learning experience; it is still only a one-way form of communication. Amongst the range of educational technologies that exist, podcasting, therefore, should be viewed as another supplementary channel for supporting student learning combining education and entertainment.

Acknowledgements

The research for this paper was financially supported by National Research Tomsk Polytechnic University.

References

- Zimnya I.A. (2004) Key competence as effectively-targeted competency-based approach to education, Investigation Center of the quality of training specialists.
- Isayeva, T.E. (2010) New European technology of formation of competencies. Proceedings of the International Scientific and Practical Internet Conference "High school teachers in the twenty-first century." Rostov-N / A.
- Kuvshinov, S.V. (2009) Edutainment: Audio-visual interactive technology in education [electronic resource]. - Mode of access: <http://www.polymedia.ru/ru/news/142/>, free.
- Perushev, D. Lessons of word formation // ConNews.ru - HR Manager for online media. Portal with innovative system of rating of journalists and their work. Available at: <http://finditnow.osa.pl/atp/sai>, free
- Buckingham, D. and Scanlon, M. (2005) ‘Selling learning: towards a political economy of edutainment media,’ in Media, Culture and Society, vol. 27, no. 1. pp 41-58.
- Edutainment 2012 – 7th International Conference on E-Learning and Games. Available at: <http://www.jvrb.org/conferences/edutainment-2012-7th-international-conference-on-e-learning-and-games/>, free.
- Egenfeldt-Nielsen Simon, Smith Jonas Heide, Tosca Susana Pajares Understanding video games: the essential introduction. Available at: <http://books.google.ru/books?id=31XHdVXlbt0C&pg=PA210&lpg=PA210&dq=game+is+an+Edutainment+>, free.
- Esta, De Fossard (2005) Writing and producing radio dramas: communication for behavior change [Text] /SAGE Publications Pvt. Ltd, 2005, 325 pages.
- Dewey, John (1897) My Pedagogic Creed School Journal vol. 54 (January 1897), pp. 77-80. [Electronic resource]. Available at: <http://dewey.pragmatism.org/creed.htm>, free
- Němec, Jiří and Trna, Josef Edutainment or Entertainment Education Possibilities of Didactic Games in Science Education. In Němec, J. (ed.) THE EVOLUTION OF CHILDREN PLAY – 24. ICCP Word Play Conference. Brno : Pedagogická fakulta, Masarykova univerzita, Brno, 2007. [Electronic resource]. Available at: http://www.iccp-play.org/documents/bmo/nemec_trna.pdf

- Noddings, Nel Happiness and Education. [Text] / Cambridge, UK: Cambridge University Press, 2003.
- Resnick, M. (2004) Edutainment? No thanks. I prefer playful learning [Text] / Associazione Civita, vol. 1, no. 1, pp. 2 – 4. (Resnick, 2004: 3).
- Okan, Z. (2003). Edutainment: Is learning at risk? [Text] / British Journal of education technology, vol. 34, no. 4, pp 255 – 264.
- Farkas M. G. Social Software in Libraries: Building Collaboration, Communication and Community Online. Medford, NJ: Information Today, 2007