* **Title**: Retrieving a Folk Hero through Oral Narratives: The Case of Francisco Dagohoy in the "Sukdan" Rituals

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In the absence of written records, oral traditions, including narrative performance forms, may fill in the gaps in history. They include some elements of reality since the tribe's bards typically sing them in response to historical events or occurrences. A biographer must contact oralists while researching the biography of a folk hero. In this research, oral tales spoken during shaman performances were the primary source of data used to recreate Dagohoy's early life. The sudden shamans, who are the guardians of the culture and history of the village where Dagohoy was thought to be the leader, were the primary informants. Northern Bohol's local shaman is known as the sukdan. Dagohoy became famous for his amulets, talismans, and charms, in addition to his courage and deeds of valor.

* **Title:** Historical Dictionary of the Philippines

**Citation:** Guillermo, A. (2011). Historical Dictionary of the Philippines.

In Bohol, a well-known rebel commander. Jesuit friars gave Dagohoy the Christian name Francisco. He is most known for leading an 85-year rebellion against Spain (1744-1829), the longest in Philippine history. The revolution began when a Spanish priest refused to grant Dagohoy's brother a Christian burial after being murdered on a mission to capture a renegade. Dagohoy incited 3,000 villagers to rebel, pillage the wealthy Jesuit estates, and murder the friars in retaliation for this insult. Dagohoy took his troops to the steep highlands of Bohol to build defenses against the Spanish. After many government expeditions failed to remove him, Dagohoy carried out successful attacks on churches and government buildings in the following years, attempting to expel all Spaniards from the island. The government promised to allow secular priests to serve in churches and suggested a general amnesty to appease him. Still, these concessions only encouraged the rebels to continue their armed rejection of Spanish authority.

* **Title:** Motivating Children to Learn Effectively: Exploring the Value of Intrinsic Integration in Educational Games

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The notion of intrinsic motivation is essential to the user engagement that digital games generate. Regardless, educational software has long tried to use games as an extrinsic motivator by utilizing them as a sugar coating for learning material. Although digital games may provide intrinsically stimulating activities in and of themselves, it's essential to examine the impact of adding learning material to an intrinsically motivating game. Game designers have recognized the importance of learning in game design. As a result, it is believed that the phrase intrinsic integration is a better approach to describe a scenario in which "a designer combines the subject matter with the game concept."

* **Title:** Engagement States and Learning from Educational Games

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The cognitive, emotional, and behavioral states of involvement of children and adolescents influence whether they like and do well with instructional games. We offer a complete model of engagement states and apply it to educational game creation research and research on the impact of different elements of engagement on gameplay and learning. Individual variations in attention, memory, motor speed and control, perseverance, and positive and negative affect (approach/avoidance) are highlighted, as well as how they relate to social cognitions about mathematical success. Moreover, engagement drives moment-by-moment usage and learning that happens during play and ideally transfers later for both children and adults who utilize instructional technology such as an educational game. Engagement is a set of consciously goal-directed states. Motivation derived from pleasant emotions is used to grasp and maintain a learner's cognitive and motor skills, which usually requires some effort. Through their actions, engaged learners show their participation in educational activities.