

# LEARNING THROUGH ENTERTAINMENT – A QUALITATIVE STUDY ON THE EFFECTIVENESS OF EDUTAINMENT IN HIGHER EDUCATION

**S.Aswini Chithra**

Assistant Professor

Department of visual Communication

SRM Institute of Science and Technology, Kattankulathur, TamilNadu, India

**Abstract** - Over past decades, In India education has become one of the basic needs to survive. To favour Indian constitution has made education as one of a fundamental right. India ranks third position in Higher education in the world and it becomes major source for a person to sustain himself in this Information age. But the major purpose of education starting from primary school to higher education is to retain and deliver the knowledge on demanded situations, in which we have failed in earlier days as the learning process was vague and tough. But the new technique Edutainment which means Education through Entertainment made the learning process easy. The growing technologies in this digital age with social media and wireless network facilitated the use of tools involved in edutainment. To find the effectiveness of Edutainment in Higher Education among students qualitative experimental research methodology was adopted with targeted control group were pre test and post test were conducted with a e-learning content with group 1 and group 2, were feedbacks and opinions were collected after post test.

**Index Terms** – Higher Education, Edutainment, Digital Media

## I. EDUCATION – INTRODUCTION & GROWTH

Education has become a basic need for living well, next to physiological needs. In the past decades education has made many tremendous changes in the country with the implementation of new courses and innovative learning techniques. The revolution in learning process includes e-learning, game based learning, learning through stories, virtual class rooms and mobile learning which earlier served as a supplement to the conventional text books, later on it became as an alternative education.

Travelling through the history of educational development starting from Gurukula system and Brahmacharyam system in which, we acquired education in pure form of value based education which also taught us the basic education and 64 traditional arts of living. Nalanda, Takshila, Ujjain, & Vikramshila Universities reformed higher education system in India and stepped into the next level of education which provided departments on all branches including Economics, fine arts, Religion, Philosophy, mathematics, Medicine, architecture and astronomy.

Learning English as a language and learning through English language spread its wings along with the British period in India, this kind of education rooted certain rules and regulation in the governance. Education in the post independence era as a joint work of both state and central made rapid changes and establishments in Indian Education System, Indian constitution made education as a fundamental right, which brought Indian citizen to achieve their milestones.

This history in education, which made every single person to acquire formal education, again spread its wings in fulfilling the technological demands which made learning at its own pace. Writing on palm leaves and tree barks were replaced by papers which is now succeeded by electronic notebooks and storage devices.

## II. HIGHER EDUCATION

Literacy growth solitarily will not make the developing India to a developed country. Higher Education has become the major source for a human to sustain in this Information age as it works as a driving force for societal change and economic growth. Increase in the number of students gaining higher education will truly make the land a developed country. Higher Education in India holds third largest rank in the world after United States and China. The need for higher education in the past decade revolutionized the education system broadly from online degree courses, Distance learning, Vocational training and part time education. University grants commission (UGC) the main governing body of India in higher education system, has implemented many schemes and regulations in administration, academics and financial support to promote higher education to all, by also granting permission for the establishment of many private educational institutions and Universities which lifted higher education scenario in the country.

## III. EDUTAINMENT

The purpose of education is to retain and deliver the knowledge of what we have learnt on the demanded situations, in which many failed in earlier days as learning process was tough and vague. This problem was overcome by Edutainment kind of learning. Edutainment is simply Education with Entertainment which made the study materials to educate as well as entertain. The Walt Disney company were the first to term the word edutainment for the “True life Adventures” series during 1948. An education with entertainment (Edutainment) was invisibly

available with Fables and parables and made its foot prints in 1970’s with the arrival of personal computers. Early days, educators built many educational video games to learn while you play. And many pedagogical approaches were made to make learning more attentive which will make students to engage in learning complex subjects more interesting and easily memorable. Edutainment has a strong impact in educating oneself. This keyword made the educators to work on new curriculum to find ways and implement various edutainment related activities to learn fast, starting from primary education to tertiary level. Edutainment tools used to deliver education were done by Games, Television,

Audio & Video Interactive Cds, Radio, Films, and toys. Each type has its own advantages and disadvantages in attaining the positive results in course of study. The growing technologies like Computer, laptop, e-notebooks, android phones, and social media wireless network, Bluetooth facilitated the use of tools involved in edutainment.

#### IV. BENEFITS OF EDUTAINMENT

When it comes to a game based learning, it has a tendency to give motivation with fun and excitement and grabs the attention of the learners. We also increase the power of retaining the knowledge of subject we learn and also Edutainment promotes team work in virtual classrooms and game based learning. Through e-learning courses we have an opportunity to get immediate feedback on the assessments we do at the end of the learning module. Edutainment increases the critical thinking and problem solving skills in each and every individual in the course of study that develops various analytical, reasoning skills which is necessary to sustain in life.

##### 4.1 INTERACTIVITY

Edutainment and Interactivity are two hand on hand Techniques for a Power packed education. Interactivity shifted the education paradigm to new roots. It should be considered as a major benefit in Edutainment kind of education. As a monotonous classroom education might make the students inactive. 'Learning by responding', 'learning by questioning' and 'learning by doing' are the powerful tools in education to retain the knowledge.

#### V. VARIOUS EDUTAINMENT APPROACHES

Here we have discussed various edutainment approaches adopted in learning process.

##### 5.1 Game based learning

In the earlier period of education where edutainment penetrated, many educators developed video games to learn while you play. As this pedagogical approach make the learners to involve more and learn with self interest. This makes the learners to test and challenge one's own ability. Motivation helps the learning players to hold the attention, and game based learning in short can be referred as a sweet pill in Education. Games asses the players ability constantly and regularly at each level, which makes the learner to evaluate how effective they are. Some game based learning involves certain educational video games, Minecraft and Portal. Games make the learners to enhance decision making skills and problem solving skills.

##### 5.2 Storytelling Education

Inducing education by means of storytelling is an early technique came through parables and fables. In India studying the stories of Ramayana and Mahabharata give value based education. Storytelling adds emotional values and gain knowledge on others experience and construct new knowledge through linking practices to theory. Stories work as a ad hoc principle in learning or dealing with specific subjects.

##### 5.3 Media in Education

Mass Media is an umbrella which covers media like Print, Television, Radio, Multimedia and film. Mass media can be considered as largest source to reach people in every corner of the earth. It attracts the people of all age with audio, visual and graphics. When the attractive media join in hands with Education the result will be incredible. Each and every media has its own style in delivering Education at its best. Many educational magazines supplement the learning with activity based games like crossword, Sudoku and formative assessment pages.

Radio was an early device in nineteenth century, which served for the educational purpose for even to the illiterates and blind as it is most concerned with only audio. The easy access, wide spread signal, low cost and popularity made the medium to use as a convenient and practical medium. Absence of other mediums such as Television and internet and ignorance of print medium due to illiteracy made Radio as an educational medium as a mass success. Adult education in Radio started by 1946, with the broadcasting of programme called "Radio Forums Project" for Village audience to educate about agriculture which involved discussion with active listening. Educational announcements with jingles and narrative teaching techniques added many number of learning audiences.

Emergence of television had drastic changes in education as it added the value of visual/video with audio which attracted the audience to the new medium. Television with the growth of technologies, increased bandwidth and satellite television made its imprints in SITE (Satellite Instructional Television experiment) and EDUSAT (Educational Satellite) and GSAT (geosynchronous satellites). Educational channels which focus purely on education like Gyan Dharshan and edutainment channels like National geographic and discovery channels focus on education with entertainment. Many social issues are also induced to people's knowledge through advertisements.

Film is a medium in which all the major attracting elements like storytelling, visuals, and graphics, audio all together were delivered in a single white screen which made the medium more effective and reachable. Education in a narrative way with screenplay and favourite artists make film as edutainment. Films produced in India such as "The Quantum Indians" in 2013 and "Advaitham" in 2010 won National award for best Educational, Instructional film.

E-Learning and Mobile learning are considered to be best educational tools in 21<sup>st</sup> century due to the growing technologies. As there kinds of learning are self paced and also accommodate multiple learning styles with the help of Multimedia to make the course interesting and interactive. In e-learning and m-learning we have no geographical barriers and easy accessible anywhere and anytime, which make the tool acquired by all. Multimedia plays a major role in these learning approaches as it creates the text, graphic and animation part and makes the course attractive and gain high retention.

#### VI. BACKGROUND OF THE STUDY

Today the world has shrunk due to the arrival of digital technologies. And education is setting its imprints in many innovative kinds of learning and teaching as higher education in India is planning to attain the 1<sup>st</sup> position in global market. When teaching is made more interesting we

can make the students to actively participate in the race of learning. Edutainment is an old pedagogical approach which is still not utilized by many educational institutions.

## VII. PURPOSE OF STUDY

The main idea of education is to retain the knowledge and deliver at necessary situations. To preserve the knowledge we need some interesting tools, one of which is edutainment which means, Education plus entertainment. As this is not a wide spread pedagogical approach in India. It is the duty of every educator to create awareness of such a valuable tool (edutainment) and prove how effective the tool works in higher education.

## VIII. AIM OF THE STUDY

A study on the effectiveness of Edutainment in Higher Education.

## IX. OBJECTIVES

1. To find the effectiveness of edutainment in Higher Education with related to tutorial software.
2. To evaluate the impact of Edutainment among students.
3. To analyze the growth of the edutainment approaches in higher education in recent days.

## X. SCOPE AND LIMITATION

The study will enable us to understand how edutainment makes the educational content to learn in an effective way. And to examine to what degree it is more powerful than traditional learning method.

The study has certain limitations too. The research analysis is confined to only age group of 17-18 years (1<sup>st</sup> year of college) Arts & Science students.

## XI. METHODOLOGY

Methodology is a precise and theoretical analysis to apply in the field of study in the research. Methodology can be called as best practice in the field of research to calculate the result.

To test my hypothesis I have adopted Qualitative research methodology, in that I have tested the Experimental design methodology. The other name of experimental design is also called as true research as it gives accurate cause and effect relationship. Quasi experimental design was followed in experimental design in which we have no random variable with a control group. Quasi experimental design has been implemented in the study to find casual impact on the targeted control group. It is basically an empirical study to observe the findings using Pre-test and post-test.

To find the effectiveness of Edutainment in Higher Education among students I have adopted Experimental research in that pre-test and post-test was conducted in SRM University 1<sup>st</sup> year Visual communication students, were 50 students was examined on the subject Designing Principles, were 50 students of 1<sup>st</sup> year visual communication were allowed to discuss about lessons on designing principles and gave an introduction to e-content on pre-test.

In post test the same controlled group were divided into Group-1 and group-2. Group-1 was allowed to study the conventional text book and attended class room lecture of designing principles subject. And group-2 was made to observe the e-content design made up of flash software, for the same period of time in which the subject was illustrated with visual examples and audio on the background, and discussed with both the groups on the questions asked on pre-test and feedback opinions were collected on the edutainment study material.

## XII. ANALYSIS AND INTERPRETATION

Here I have presented the data collected during the course of research and the interpretations based on the results obtained in research.

With the help of quasi experimental design on control group, to study the effectiveness of edutainment in higher education a focused group survey was conducted with the people who participated in quasi-experimental design to get the opinion from the students on, how effective and entertaining was the e-content used in the course of study to make the learning process easier, and what are the pedagogical approaches has to be filled more to make the content more effective with related to multimedia.

### 12.1 DISCUSSION IN PRE-TEST

As a part of quasi experimental design Pre-test was conducted with 50 participants of Visual communication students and interaction was done with them to collect their opinions and current teaching and learning techniques and also discussed on what is meant by edutainment and what are the pedagogical approaches to make the learning effective. In this discussion it was found that very less number of participants had the knowledge of edutainment and e-content.

### 12.2 POST-TEST

In post test the participants were divided into two groups namely group-1 and group-2. In this group-1 were allowed to study the conventional text book on designing principles. And group-2 was allowed to study the e-content on the same subject with equality in timing for studying the subject for both the groups. Both the group were controlled and no random variables were selected in the course of study, and the response for the experiment conducted is given below.

### 12.3 RESPONSE FROM GROUP-1

The group was allowed to have a traditional way of learning and when evaluated on the knowledge they gained in the study shown that only 33% of the participants were able to answer the questions in assessment correctly out of which only above the average level and the rest 41%

of the participants answered above average level. Findings show that 67% of the participants were unable to retain the subject on the given period of time.

#### 12.4 RESPONSE FROM GROUP-2

The group-2 participants were allowed to observe an e-content on the same subject which was also studied by group-1 and assessed their retention in the subject. From the result we can find that 71% of the participants can answer the questions in the assessment and out of that 62% were above the average level and 38% were below the average level. Findings show that there was an increase in percentage of the participants who can gain high retention with the help of edutainment based e-content material.

#### XIII. FEEDBACK OPINION

A Feedback opinion was collected with the group-2 participants with the help of focused group survey based on quantitative methodology. And the findings were discussed below.

- In the survey conducted 49% of the participants liked the appropriate illustrated examples for the subject which made their understanding better. And 47% were attracted by the visual appeal of the course material. 4% of them said the content was normal.
- 55% of the participants told the edutainment kind of learning made them to retain the subject well and made them to perform well in the assessment. And the remaining 43% of participants told the content was interesting. Remaining 2% said no idea.
- 72% of the participants said the interactive buttons used in the course of study were allowed them to go to the topic they wish in a single click and they can engage themselves in interactivity. And 28% percentage said they need more examples and interactive pages.
- When discussed about how effective edutainment is better than traditional learning process 57% of the participants voted for edutainment is more effective than traditional learning type and 40% of the participants said they need traditional classroom with edutainment approach on hard subjects. And remaining 3% said they are convenient with traditional classrooms.

#### XIV. INTERPRETATIONS OF RESULT

With the help of many collaborative edutainment tools, learning made easier for the students, and Students perform well and retain the subject knowledge more with edutainment. Majority of the participants expect more interactivity in the subject and wish to assess their knowledge at the end of the topic. It is understood that a colourful visual with interactivity, and supported by audio makes the learning better, and grasp the subject faster.

#### XV. FINDINGS

From the research performed with the help of e-content, the following findings have been derived.

Students want more interactivity and self assessment materials in edutainment. Great numbers of students wish edutainment should be added in their daily lesson plan along with traditional way of learning for each subject they learn, with different pedagogical approaches like e-learning, game based learning and storytelling, also supplemented with audio/visual treatment in classrooms. Future of edutainment in Higher education has a chance to getting widely spreaded along the globe and the entire curriculum will be altered inducing edutainment tools.

#### XVI. CONCLUSION

In the past decade the utilization of digital technologies substantially increased in the education domain. At the same time, expectations from the students in new paradigms have changed the pedagogical approaches as well. In that entertainment in education serves as a new technique in the learning chronologies as it makes the students to actively involve and retain the knowledge.

Edutainment created a new dimension in education, and will give us the joy and fun of learning with innovative and interesting techniques. Effective and quality interactive materials will make the students to engage more in the subject and make them to do self assessments on the lesson they learn. Thus the raise in competition in delivering the learning materials more entertaining will take the Indian education to global market.

#### XVII. SUGGESTIONS

All the Higher education Institutions should make edutainment tools in learning as a compulsory activity. Students should be assessed based on the performance of game based activities and other edutainment approaches which suits for the subject.

Exercises based on edutainment approaches should be added in the curriculum to make the edutainment method of teaching successful and acquired by all the students.

Awareness on edutainment should be made to each and every colleges and Universities, through seminars and workshops to make the learning process effective and make edutainment as a standard.

#### REFERENCES

B.Deka(2000). Higher Education in India Development and Problems. Atlantic Publishers and distributors.

Annie Koubek (2004). Guidelines for game based learning. Pabst Science Publishers.

Janice Mcdury.,and Mexine Alterio. Learning through storytelling in higher education. Dunmore press limited.

N.Usharani(2006). Educational Television in India - Challenges and issues. Discovering publishing house.

Gaurav Chadha& Nafay Kumaile (2002) E-learning an expression of the knowledge economy. TATA McGraw-Hill Publishing Company.

<https://tojde.anadolu.edu.tr/tojde7/articles/educationalradio.htm>

<http://www.editlib.org/noaccess/39956/>

<http://www.slideshare.net/brendapomerenke/edutainment-1761825>

<http://eric.ed.gov/?id=ED425737>

[http://www.academia.edu/1747225/HISTORY\\_OF\\_EDUCATION\\_IN\\_INDIA](http://www.academia.edu/1747225/HISTORY_OF_EDUCATION_IN_INDIA)

