

The New Frontiers of Edutainment: The Development of an Educational and Socio-Cultural Phenomenon Over time of Globalization

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Abstract: Problem statement: The cultural aspect of the game lies in its extraordinary value as a learning tool, as even traditional model of sports, eventually took on new and expanded features. Motor-sports activities proposed in the form of play, are increasingly seen as a real social need, which involves large and small, young and old, able-bodied and disabled people in perspective of a practice that is not just reserved for a select few and tied to the achievement of high performance but is increasingly accessible and adapted to all individual skills and abilities, as stated by Corona. Among the possible applications of information technology in the United States has been imagined and realized the combination of two areas or learning, education, entertainment and fun. **Approach:** The new roles in the training areas in Europe have created a radical shift to a more focused reflection on ways and methods that can facilitate transmission of knowledge using tools borrowed from its edutainment. In fact they are multiplying in this sense approaches and experiences that change, depending on the cultural horizons examined the practices of learning fun. **Results:** A cognitive knowledge cannot be separated from knowledge and thus affective learning tacit or experimental is considered effective. When we experience our feelings are engaged and respond directly, learning experience and its knowledge in a spontaneous and sensory. **Conclusion:** Research conducted in the field has shown that recreational activities can teach children different things: To tell stories, to know and be able to count the numbers, participate and be together with others. Yet even for the highest age group we must move towards the game-teaching.

Key words: Educational games, edutainment structured, learning fun, game-teaching, transmission of knowledge, intellectual skills, strategic skills, true interactivity, psychological implications

INTRODUCTION

The cultural aspect of the game lies in its extraordinary value as a learning tool, as even the traditional model of sports, eventually took on new and expanded features. Motor-sports activities proposed in the form of play, are increasingly seen as a real social need, which involves large and small, young and old, “able-bodied and disabled people in the perspective of a practice that is not just reserved for a select few and tied to the achievement of high performance but is increasingly accessible and adapted to all individual skills and abilities Corona (2008).

Today all that involves an exchange of knowledge man-play point of view cannot ignore the ongoing stresses and stimuli arising from the use of computer technology.

McLuhan and Powers (1992) is no coincidence that he called it “global village” by showing that already long before the spread of computers and computer products are debates about the role of the media. The first experiments for the application of computers to teaching in advance of the discussion that comes up in other forms in the early nineties. To realize just browse one of the first Italian books on the subject at school

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with your computer, Pentiraro (1984), who in 1983 rebuilt and raised the idea of training via the signal defining key concepts such as historically to interactivity, but also make learning fun and educational games in their psychological implications of that past theories of behaviorist and cognitivist.

Among the most prominent examples at the international level should be mentioned Papert (1984), a student of Piaget, a follower of constructivist theories according to which learning takes place through the construction of shared worlds.

In this process the computer is thus, for a particularly effective educator.

The invention of the Logo, the popular programming language designed for use by elementary school children, has made history. In the eighties, in collaboration with the builders of the LEGO Papert has led to the Lego-Logo, a game/language which gave children the opportunity to build and operate the computer through the actual models used for cyber learning.

Behind the concept of edutainment, therefore, both from a theoretical point of view and an operational one can trace a very deep tradition, it is good to mention that by defining some key concepts.

According to other views, among which it is worth mentioning that Lanier (2010), one of the proponents of virtual reality, true interactivity is described as follows: "Many things that are defined in reality they are not interactive at all. If you just give the user the ability to choose where to go within a range of options, it is not true interactivity. True interactivity means that you cannot know where you go and this is very different".

In fact, among the possible applications of information technology in the United States has been imagined and realized the combination of the two areas or learning, education, entertainment and fun.

The merger has given rise to an initial term "Edutainment" and a phenomenon that takes advantage of new products in technology, in the wake of a concept of disclosure of their Anglo-Saxon world and obtained by means of different methodologies.

Later this terminology to describe the more limited technology products and computer or web pages, has been so extended to denote all activities involving paths based on a mode of learning is through play, such as a type of teaching laboratory embracing the various spheres of knowledge through flexible and creative proposals.

In Italy borders edutainment and its possible applications are still unknown to what has been taken a step forward to promote a significant growth advantage specific areas and communication routes with a led on a larger scale and strong emotional impact and socio-cultural.

Objectives and functions: The primary purpose of our research has led to encouraging a methodology based on the principle of educating entertaining. Situation and context that combine education and entertainment are well performed by a proposal of edutainment structured by function, which lets you combine the quality of information and involvement.

An educational strategy that combines the fun and the game becomes a prerequisite for growth and cognitive development of children which is expressed through those elements, you know and respect. The merger of these two factors have an active form of mental exploration, which calls for creativity, thinking skills and thinking.

Education through entertainment, which derives from the Latin phrase *Ludendo docere*, is certainly very effective because it allows transferring them to embrace complex issues with a view attractive and pleasant.

The proposed edutainment is put into practice by examining the educational component not only seeing it as a simple discussion of a topic cultural, historical or artistic value, but focusing it on a real and clear educational mission.

If you make a detailed analysis of the various proposals edutainment cannot ignore the context and consequently the geographic catchment area where they are oriented.

In the national landscape is expanding, following the derived demand from the public, design techniques and the edutainment initiatives in the area.

The requirements that lead to this application-oriented economic-territorial, as it produces a positive effect on employment and tourism development, but especially for what concerns our field of research in order to achieve the objectives of cultural and educational through the recovery of values and historical and social identity by linking it to the various territorial specificities.

MATERIALS AND METHODS

The new roles in the training areas in Europe have created a radical shift to a more focused reflection on ways and methods that can facilitate the transmission of knowledge using tools borrowed from its edutainment.

In fact they are multiplying in this sense approaches and experiences that change, depending on the cultural horizons examined the practices of learning fun.

It should be emphasized the European dimension of such considerations as we must not confine itself to a national scale since the relationship between culture and practices play follows, not only in recent times, a chronological evolution different from that found in the United States.

The establishment of research laboratories to test a wide range of interventions and demonstrate the potential of edutainment in particular related to the recall of material from cultural heritage and serves to enhance the learning capacity of a real analysis of new methods for structuring real learning that goes beyond a simple fun and putting in operation the storage rooms (Cozzarelli, 2010).

Today multiply in many cases accompanied by new approaches, new theories, often to the effect of the possible uses of multimedia materials in existence.

The contents generate new forms of cultural or historical accounts related to cultural heritage and therefore new relations on the cultural listings and orality.

The game multiplies orality and multimedia documents for openings to new horizons of knowledge. The discussions now under way and on the concepts of orality and their cognitive value fed recreational uses of the word but have not revealed the study and experiments, that occurred mainly in Italy, some of the situations of creative learning.

As part of Project Tic and Cognition ISI of Florence, for example, the oral narration, accompanied by multimedia production, becomes an important means of knowledge, a true paradigm of knowledge. The media narrative will certainly highlights the interplay of knowledge, but also the complementarity between the different thought patterns that are subject to rules and forms of expression.

The concept of “edutainment” is a response to traditional education systems and represents an attempt to find the right channels are able to conceptualize the various features of learning.

In Japan, edutainment has considerable importance from the academic point of view. One example is the Institute for Research Edutainment which organizes forums dedicated to its application in schools.

It ‘important to note that the Japanese edutainment is not focused exclusively on the intellectual, in fact, Nintendo has some of the best edutainment games / family as Wario Ware and Mario Party 3-4, which are focused on the playful side.

A cognitive knowledge cannot be separated from knowledge and thus affective learning tacit or experimental is considered effective. When we experience our feelings are engaged and respond directly, learning experience and its knowledge in a spontaneous and sensory.

Claxton (1999), about learning designed according to different modes of attention, says in this regard that the focus of attention moves constantly restricted to defined bull’s-eye, which is a large as a projector.

Both methods are really essential conditions for learning as the first segment and analyze, while the second is open, receptive and non-selective.

The method involves five essential dimensions of edutainment: Understanding, skills, attitudes, fun and inspiration, behavior and development.

RESULTS

The main result obtained by reconciling teaching-learning-education and entertainment is the stress and motivation to the development of various skills such as: Intellectual skills, strategic skills, social skills, emotional skills, physical abilities and communication skills. Each of these dimensions covers a wide range of potential sub-categories of learning that open a detailed discussion of each category. The intention is to proceed with the research aimed to investigate about the size and the various facets that make learning.

DISCUSSION

The first word of key processes in the recreational sphere of education is definitely the word that glocalism is a summary of global and local view of society as a combination of proximity and global society, consisting of reports based on the interaction distance. The local root mean a return to the source of the territories have become producers of knowledge and content.

The other is global instead crossed by countless practical experiments, but also theoretical considerations with which they are members of the world’s media spokesman and contemporary creativity.

It is therefore essential to the creation of new spaces and new places to carry out a comprehensive strategy for knowledge exchange.

CONCLUSION

This alignment of cultural heritage with reflection on new forms of cultural content is an important vector for the construction of innovative environments.

The mapping of best practices and all other tests we conducted show that it is essential to develop strategies of contextualization or even re-contextualization of identity.

In the field of learning is discussed on two different approaches, the symbolic one which proceeds by abstraction, for example by reading a book and the immersive, represented by those receiving the audio-visual products.

Immersive learning the information is treated in a more emotional than rational shall be forfeited without the ability to think analytically and to stop and at the same time implemented in a fast and instinctive.

The experimental results clearly demonstrate that the use of text messages at once, sound and allows you to store more information than that of a message monomediale.

Combining multiple modes of perception can regardless of the time of exposure to the message, a further increase in peak values.

Many schools, agencies and institutions must be addressed with respect to a playful learning in order to clear away skeptical and prejudiced attitudes toward ludo-curricular activities that should not be considered simply play. E 'need to recognize the importance of the knock that may have interest and passion for students.

Research conducted in the field has shown that recreational activities can teach children different things: to tell stories, to know and be able to count the numbers, participate and be together with others. Yet even for the highest age group we must move towards the ludo-educational.

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