

Can Learning Be Fun?

Asha S Kutty¹, Manu Melwin Joy²

Abstract

Today's classrooms are filled with pedagogy that is "stale, bland and almost entirely stuff from the past" (Prensky 2005 p62). But today's students are technology savvy and expect to be engaged. Educators are looking for new methods to engage learners. So how can students be engaged and motivated to learn. The answer is simple. If we can induce an element of fun into learning process we will definitely be able to engage students, motivate them to learn, retain their attention and finally make them learn. So in this paper the author is trying to out how can we introduce the element of fun into learning. The objective of the study is to understand about the students' perception of including fun in learning process and to understand whether the inclusion of fun element can enhance motivation helps to retain attention and engage students. The use of fun elements in learning process will definitely make it interesting and easy to learn and appealing for students. Most of the students like to be engaged and expects that inclusion of fun elements will increase the rate of their interest and engagement. Even though fun can generate interest in learning, special attention should be given how, how much, when and where these elements should be added so that the subject will not lose its identity and content.

Keywords: Fun; Engagement; Learning

Introduction

Today's classrooms are filled with pedagogy that is "stale, bland and almost entirely stuff from the past" (Prensky 2005 p62). But today's students are technology savvy and expect to be engaged. These are contradictory situations. Hence it is a problem. A class is composed of students of various cultures, intelligence levels, family backgrounds and personalities. So it is always a challenge for a teacher to catch as well as retain the attention of all students. Once you succeed in getting your students' attention then only you will be able to make them gain interest in the subject. Once you are in a position to make them interested in subject, automatically you will be able to expand the horizon

of knowledge for your students. Suppose all the mentioned above process do not happen then you will be creating a student who is not enriched with knowledge. Such students will not be able to make a good life with help of education he received. A group of such students will create a bunch of citizens who are not satisfied with their life. So a very simple thing like not understanding a class or not being able to create necessary knowledge base has far seen consequences. This itself reveals the very necessity for a teacher to capture student's interest in his subject and to make each and every class interesting and engaging.

So now the question is how a teacher can make his subject interesting. There may be millions of answers for this question but the most feasible and interesting of the answers to this question is to include or induce fun elements into your subject or into your class.

Again we have the next question. What is Fun? Fun is a word that is used to represent what it is about things like games that makes them good, that makes them wonderful, that engages us, that makes us want to start playing them as well as to keep playing them.

Author's Affiliation: ¹Assistant Professor, MD College, Thrissur, Kerala 680026, India. ²Assistant Professor, School of Management Studies, Cochin University of Science and Technology (CUSAT), Kochi, Kerala 682022, India

Corresponding Author: Asha S Kutty, Assistant Professor, MD College, Thrissur, Kerala 680026, India.

E-mail: ashaskutty08@gmail.com

Received on 28.11.2018, **Accepted on** 31.12.2018

Fun has the following features:

1. Comes in the form of Problem Solving or Challenges
2. Exploring
3. Chilling Out
4. Collaborating & Cooperating
5. Recognition
6. Triumphant
7. Collecting
8. Surprise
9. Imagination
10. Sharing
11. Role Playing
12. Customization
13. Goofing Off

The above mentioned features of fun reveal the true nature of fun. Fun is not all about fun it also has many other aspects. Fun can come from solving problems or overcoming obstacles. It can happen when we explore. It can be a chilling out. It can also be a chance to collaborate and cooperate. It can come with recognition. It can also happen when you vanquish your opponent. It can come with a surprise. Collection involves fun. Sharing can create fun. Chance to imagine can be funny. Role play can give fun. Creating something for yourself can also be a funny thing. So these are various angles through which we can view fun.

Nicole Lazarro talks about 4 types of fun. Four different kinds of fun that are general categories that appears in any kind of game like context.

- Easy Fun: Chilling Out, Goofing, Hanging Out
- Hard Fun: Problem Solving, Mastery, Competition, Obstacle
- People Fun: Interacting with others, Socializing
- Serious Fun: Serious real objectives

Mark LeBlanc developed a framework for conceptualizing games. He put forward eight different kinds of fun.

- Sensation
- Fantasy
- Narrative
- Challenge
- Fellowship
- Discovery
- Expression
- Submission

So in short fun

- Fun has to be designed.
- Fun isn't always easy
- You can find fun in unexpected places.

Now the question is which of the features of fun can be incorporated with learning. This paper tries to find out which of the features of fun can be effectively incorporated into learning.

Statement of Problem

Learning is a process which can affect life of individual as well as well being of society. So necessary care and importance must be given to the process of learning. Teachers, students and learning environment are the key elements in the process of learning. Among these three key elements teachers play a crucial role than others. They are the ones who impart education to students. They are the ones who mould the future of students and there by future of nation. So teachers have huge responsibility and the main obligation of a teacher is to generate interest among students towards subject. But that's not so easy. How to make learning interesting? How to engage students? This is where fun comes to play a role. Fun has many properties and many definitions that can be effectively incorporated to learning.

Objectives of Study

- To understand about the students perceptive of including fun in learning process.
- To understand about various elements of fun that can be incorporated to learning.
- To find whether there exist any relationship between these elements of fun.

Research Methodology

The research design of this paper is descriptive. Simple random sampling was used to select samples. The population consisted of students out of which a sample of 40 students was taken for the study. Data was collected with help of questionnaire. Questionnaire consisted of 15 questions. The variables includes explore, collaborating & cooperation, immediate feedback, surprise, role-play, imagination, recognition, activities, fieldtrip, breaks, practical applications, interest, review and class in smart room. Percentage analysis and Coefficient of Correlation are the tools used for analysis.

Results

The Table 1 is the result of correlation between two variables Explore and Surprise. The coefficient of correlation is positive and hence it can be interpreted that when given a chance to explore while learning more will be chance for students to unlock surprises.

Table 1:

		Correlation	
		Explore	Surprise
Explore	Pearson Correlation	1	.724*
	Sig. (2-tailed)		.018
	N	10	10
Surprise	Pearson Correlation	.724*	1
	Sig. (2-tailed)	.018	
	N	10	10

Table 2:

		Correlation	
		Challenges	Recognition
Challenges	Pearson Correlation	1	.815**
	Sig. (2-tailed)		.004
	N	10	10
Recognition	Pearson Correlation	.815**	1
	Sig. (2-tailed)	.004	
	N	10	10

Table 4:

		Correlations														
		Explore	Surprise	Team	Feed-back	Role play	Imagination	Challenges	Recognition	Activities	Field-trip	Breaks	Practical Application	Interest	Review	Smart Room
Explore	Pearson Correlation	1	.724*	.218	-.218	.405	.535	.375	.488	.802**	.592	.651*	-.218	.554	.488	.413
	Sig. (2-tailed)		.018	.545	.545	.245	.111	.286	.153	.005	.071	.042	.545	.097	.153	.236
Surprise	Pearson Correlation	.724*	1	.678*	.000	.345	.431	.518	.674*	.492	.136	.726*	-.302	.302	.169	.270
	Sig. (2-tailed)	.018		.031	1.000	.330	.214	.125	.033	.148	.707	.017	.397	.397	.642	.451
Team	Pearson Correlation	.218	.678*	1	.000	.071	.408	.547	.745*	.102	-.302	.688*	-.167	.231	.000	.149
	Sig. (2-tailed)	.545	.031		1.000	.845	.242	.102	.013	.779	.397	.028	.645	.521	1.000	.681
Feedback	Pearson Correlation	-.218	.000	.000	1	.143	.000	-.156	.149	-.408	-.302	.000	-.333	-.231	-.447	.100
	Sig. (2-tailed)	.545	1.000	1.000		.694	1.000	.667	.681	.242	.397	1.000	.347	.521	.195	.784
Role Play	Pearson Correlation	.405	.345	.071	.143	1	.175	.513	.319	.408	.086	.131	-.429	-.121	-.160	-.185
	Sig. (2-tailed)	.245	.330	.845	.694		.629	.129	.368	.242	.813	.718	.217	.739	.659	.609
Imagination	Pearson Correlation	.535	.431	.408	.000	.175	1	.383	.609	.667*	.492	.749*	-.408	.565	.456	.162
	Sig. (2-tailed)	.111	.214	.242	1.000	.629		.275	.062	.035	.148	.013	.242	.089	.185	.654
Challenges	Pearson Correlation	.375	.518	.547	-.156	.513	.383	1	.815**	.255	-.283	.466	-.156	-.084	-.175	-.016
	Sig. (2-tailed)	.286	.125	.102	.667	.129	.275		.004	.477	.429	.175	.667	.817	.629	.966
Recognition	Pearson Correlation	.488	.674*	.745*	.149	.319	.609	.815**	1	.304	-.225	.684*	-.248	.172	.000	.371
	Sig. (2-tailed)	.153	.033	.013	.681	.368	.062	.004		.393	.532	.029	.489	.635	1.000	.291
Activities	Pearson Correlation	.802**	.492	.102	-.408	.408	.667*	.255	.304	1	.739*	.421	-.272	.534	.685*	.244
	Sig. (2-tailed)	.005	.148	.779	.242	.242	.035	.477	.393		.015	.225	.447	.112	.029	.497

The Table 2 is the result of correlation between two variables Challenges and Recognition. The coefficient of correlation is positive. This means that more a student is given a chance to face challenges more will be effect of recognition on these students.

Table 3:

		Correlation	
		Practical Application	Interest
Practical Application	Pearson Correlation	1	.282
	Sig. (2-tailed)		.430
	N	10	10
Interest	Pearson Correlation	.282	1
	Sig. (2-tailed)	.430	
	N	10	10

The Table 3 shows the correlation between Practical Application and Interest of students. There exists a positive relation between these two variables. This means that more practical exposure is given to students more will they have interest in learning. The Table 4 shows coefficient of correlation of all the variables used in this study. From the Table 5 shows that majority of students strongly agree that chance to explore, chance to imagine, field trips practical exposure can increase the effectiveness of learning. Whereas chance to

Field Trip	Pearson Correlation	.592	.136	-.302	-.302	.086	.492	-.283	-.225	.739*	1	.311	-.201	.626	.674*	.030
	Sig. (2-tailed)	.071	.707	.397	.397	.813	.148	.429	.532	.015		.381	.578	.053	.033	.934
Breaks	Pearson Correlation	.651*	.726*	.688*	.000	.131	.749*	.466	.684*	.421	.311	1	-.306	.600	.256	.160
	Sig. (2-tailed)	.042	.017	.028	1.000	.718	.013	.175	.029	.225	.381		.390	.067	.474	.659
Practical Application	Pearson Correlation	-.218	-.302	-.167	-.333	-.429	-.408	-.156	-.248	-.272	-.201	-.306	1	.282	.373	.431
	Sig. (2-tailed)	.545	.397	.645	.347	.217	.242	.667	.489	.447	.578	.390		.430	.289	.213
Interest	Pearson Correlation	.554	.302	.231	-.231	-.121	.565	-.084	.172	.534	.626	.600	.282	1	.860**	.513
	Sig. (2-tailed)	.097	.397	.521	.521	.739	.089	.817	.635	.112	.053	.067	.430		.001	.130
Review	Pearson Correlation	.488	.169	.000	-.447	-.160	.456	-.175	.000	.685*	.674*	.256	.373	.860**	1	.556
	Sig. (2-tailed)	.153	.642	1.000	.195	.659	.185	.629	1.000	.029	.033	.474	.289	.001		.095
Smart Room	Pearson Correlation	.413	.270	.149	.100	-.185	.162	-.016	.371	.244	.030	.160	.431	.513	.556	1
	Sig. (2-tailed)	.236	.451	.681	.784	.609	.654	.966	.291	.497	.934	.659	.213	.130	.095	

Table 5:

Variables	SA %	A %	N %	DA %	SDA %
Explore	50	47.5	2.5	0	0
Team Work	32.5	57.5	7.5	2.5	0
Immediate Feedback	17.5	55	22.5	5	0
Surprise	37.5	35	22.5	5	0
Role Play	20	50	20	10	0
Imagination	52.5	42.5	5	0	0
Challenges	40	45	10	5	0
Recognition	17.5	62.5	17.5	2.5	0
Activities	45	30	22.5	0	2.5
Field Trip	72.5	12.5	15	0	0
Breaks	55	30	15	0	0
Practical Application	52.5	32.5	12.5	2.5	0
Interest	15	32.5	30	20	2.5
Review	30	27.5	37.5	2.5	2.5
Smart Room	47.5	35	10	7.5	0

collaborate and cooperate, immediate feedback, recognition can to a certain extent motivate students to learn. But many are indifferent in relation to chance in nature of review system.

Conclusion

This study tries to give an idea about making the process of learning fun. For this features of fun were identified. Student's perspective of this inclusion of fun elements where assessed. It was found that fun can definitely enhance effectiveness of learning. But which elements to be taken and how it is to be included to learning process must be thoroughly because the effectiveness of learning process after inclusion of fun elements will definitely depend on these two factors. So if teachers can properly design pedagogy in which fun elements are added as required and in accordance with type of students and nature of subject, surely it will show positive results.

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Startup Culture in Kerala: Opportunities and Challenges

Shabla Mohamed Mustafa¹, B. Johnson²

Abstract

Background of the study: Kerala has always been a forerunner when it comes to promoting entrepreneurship. The latest form of entrepreneurship in business world is startups. Kerala, under the guidance of nodal agency Kerala Startup Mission is taking every step for promoting entrepreneurial culture within the state. Kerala is the first digital state in the country and also the first state to have a technology startup policy of its own. The startup development programmes within the state starts from schools and are taken forward to college levels. Even the government of Kerala has taken many steps for ensuring the growth of startup environment within the state. Despite all these attempts still there are many who are not aware about the possibilities of growth and development for startups in the state and there are startups who wind up due to lack of proper support. *Objectives:* The objective of this article is to provide a better knowledge regarding the startup culture in Kerala along with the steps taken by the government for promoting the startup culture. The opportunities available to startups and possible difficulties faced by them in Kerala will also be discussed. The article aims to analyse Kerala as a startup hub so as to understand the different dimensions of the startup development within the state. *Methods/Contents:* The study is conducted during the period of August-September 2018 and it is based on secondary data collected. The content of the article will be included in nine different heads. *Results and Discussions:* The article will discuss the startup culture of Kerala in detail including the startup history of Kerala, role of Kerala Startup Mission, accelerators and incubators functioning in the state, Startup landscape in Kerala, measures taken by government for the development of startups, various opportunities for startups in Kerala and possible difficulties to be faced by them. *Conclusion and Recommendations:* It concluded that the startup culture in Kerala is developed enough for supporting the growth of startups within the state and government also have sufficient measures to ensure the development of these startups. But still there are many issues that startups are facing within the state. Hence it is recommended that government itself has to conduct a detailed study regarding the problems faced by startups and take necessary actions to support them

Keywords: Challenges; Entrepreneurship; Government measures; Kerala Startup Mission; Opportunities; Startups; Startup culture.

Introduction

Since the formation of Thiruvananthapuram Techno Park in 1990, the largest techno park in Asia (in terms of area development), Kerala has always aimed to take a lead in terms of entrepreneurship and technology. Today Techno Park has successfully flourished into Kerala Startup Mission which is the

nodal agency for the development of startups in the state. In past 3-4 years there have been a sudden growth number of startups in the state. More young minds are coming up with innovative ideas and it becomes the responsibility of the state to support such ideas. Kerala has a huge network of schools, colleges, universities and research centres so it is every easy to support the efforts of these young minds. Kerala is the first state to have technology startup policy (2014) of its own for promoting the growth of technology startups. For supporting the startup culture within the state government of Kerala has taken different measures with the help of Kerala Startup Mission and the result is a well-developed startup ecosystem within the state.

All these facilities and opportunities are wasted if they are not properly utilised. Even today there are many startups which fail because they couldn't

Author's Affiliation: ¹Research Scholar ²Professor & Head, Dept. of Commerce & Management Studies, University of Calicut, Thengalappada, Kerala 673635, India.

Corresponding Author: Shabla Mohamed Mustafa, Research Scholar, Dept. of Commerce & Management Studies, University of Calicut, Thengalappada, Kerala 673635, India.

E-mail: shabla1100@gmail.com

Received on 28.11.2018, **Accepted on** 10.01.2019