

COURSE SPECIFICATION DOCUMENT

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| Academic School / Department: | Communications & The Arts |
| Programme: | MA Film: Science Fiction and Fantasy |
| FHEQ Level: | 7 |
| Course Title: | Edutainment Video Essays |
| Course Code: | FLM 7103 |
| Student Engagement Hours: | 200 |
| Seminars: | 39 |
| Tutorials: | 6 |
| Independent / Guided Learning: | 155 |
| Credits: | 20 UK CATS credits 10 ECTS credits 4 US credits |

Course Description:

The Video Essay has become one of the most dominant forms of education and entertainment for streaming platforms, as ‘companion pieces’ for the consumption of popular cultural fantasy and sci-fi products, and ‘YouTube curation’ - the preferred method for media consumption by Generation Z and a substantial demographic of Millennials. This course explores the theory and practice of edutainment as it pertains to fantasy and science fiction story-worlds, the history and evolving trends of this new medium, the phenomenon of Edutainment Video Essays as intrinsic to the consumption of popular fantasy-genre entertainment. The course will culminate in an independent video project that will be worked on across the semester, forming a substantial proportion of the final grade.

Prerequisites and/or Co-requisites: MA Film: Science Fiction and Fantasy students only.

Aims and Objectives:

- To introduce the concept of ‘edu-tainment’ and its impact on both consumption and promotion in the fantasy-based film and media industry/marketplace.
- To examine the conventions of Video Essays and how these depend on an interplay of academic analysis/research with evaluative reviewing.
- To enable independent research skillsets necessary for criticism, academia and professional practice.
- To develop practical filmmaking skillsets required to create an effective Video Essay.

Programme Outcomes:

At the end of the course the student will have achieved the following programme outcomes:

B3, C1, C2, D1, D2, D3.

A detailed list of the Programme Outcomes is found in the programme Specification.

This is maintained by Registry and located at: <https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students are expected to be able to:

- Conduct successful and original research, including the application of appropriate methodologies for locating, assessing and interpreting primary sources
- Communicate clearly, effectively and professionally information, arguments and ideas in written, spoken or other form using appropriate visual aids and IT resources
- Work effectively and participate constructively as a team member
- Work effectively as an independent and interdependent researcher and research collaborator
- Apply current technologies to enhance research and be fully computer literate
- Recognise the limitations, contradictions and gaps in a complex argument
- Retrieve, process and manipulate information from a variety of valid sources

Indicative Content:

- Entertainment and Pedagogy
- Streaming channels and franchises
- Independent researcher and reviewer skillsets
- Editing, camerawork and streaming platform management
- 'YouTube curation'
- Profile Branding and Fan Community Endorsements

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Board and are located at <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

The course will consist of weekly postgraduate seminars, which will follow the structure set out within the course syllabus and will serve a number of functions: seminars provide a framework of the course; address critically the relevant literature in specific areas, examine concepts, theories and case studies, and enable students to engage in group discussion and dialogue, and autonomous learning. Seminars rely on upon active student participation, mediated by the course instructor. By examining and discussing issues and problems in the

seminar setting, students as junior research colleagues will be able to learn from each other and resolve questions that arise in the course of the lectures and readings. Seminars will only be useful to the extent that they are prepared for and participation in discussions and debates is an essential aspect of this. All students will be required to participate. Tutorial opportunities will also be available for research supervision and other academic support.

Indicative Text(s):

- Alter, N., *The Essay Film After Fact and Fiction*. (Columbia University Press 2018)
- Alter, N., Corrigan, T. *Essays on the Essay Film*. (Columbia University Press 2017)
- Bowdoin Van Riper, A. *Learning from Mickey, Donald and Walt: Essays on Disney's Edutainment Films* (McFarland 2011)
- Egenfeldt-Nielsen, S. *Beyond Edutainment: Exploring the Educational Potential of Computer Games* (Lulu Press).
- Gray-Rosendale, L. *Getting Personal: Teaching Personal Writing in the Digital Age*. (State University of New York 2018)
- Scott, D. M., *The new rules of marketing & PR : how to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly* (John Wiley & Sons 2015)
- Tuten, T. L., Solomon, M . R., *Social Media Marketing*. (SAGE 2018)

See syllabus for complete reading list

Change Log for this CSD:

| Nature of Change | Date Approved & Approval Body (School or AB) | Change Actioned by Registry Services |
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| Revision – annual update | May 2023 | |
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