

- *get the gearing right, put some LED's on it, and you might just have a conversation piece... your videos are giving me a lot of ideas :D.*
- *WHAT DA HELL*
- *You know this actually makes a lot of sense. If you aren't observing the function algebraically (where your asymptotes are whenever your function becomes non-continuous, due to $\cos\{x\}=0$), it actually uses that extremely basic rule where if you have to pick up the pencil the function is non-continuous, or in this case whenever the device has to flip to the other end of the pencil, there is an instant where it is making no contact with the graph at all. Dammit....this would have helped in trig!*
- *Great. Now I am forced to make the polar equation for this. :D*
- *GENIUS!!! That's what every math teacher should do to explain it!!!*

9. CONCLUSION

The e-Universe of the 21st century is a significant factor affects humans and their everyday life. It also affects the education by imposing new rules and new processes. Educators, teachers and content providers around the world strive for creating educational content that reflects the new reality. The last generations have conceptually different vision of the e-Universe and this vision should be harnessed into the construction of educational content of new type.

Nowadays science concepts are implemented in other media. Tutting, for example, is a modern street dance in which the performer constructs and deconstructs geometrical shapes by arranging body parts in specific configurations. This dance style is a typical example of using Mathematics in non-mathematical environment. Tutting dance with a sharp focus on 3D geometrical shapes has already been used commercials.

Educational materials can also be presented in the form of advertisements – short 30-seconds video clips which feature various topics and concepts from science in an attractive and unobtrusive way. The main advantage of this approach is that in-school education could be started in an out-school time. Some of the concept taught in the classroom might be presented “concealed” as short animations. Being not a part of the regular educational regime, such content will be considered with a different attitude. Being 3D and visually attractive, such content will captivate interest and (eventually) provoke further thoughts and recollections.

The current volume of scientific concepts being converted into advertisements is mainly from the area of Mathematics. Further development includes incorporating other science domains, like Physics, Chemistry, Biology, etc. Currently the collection uploaded to YouTube contains about 200 video clips.

New clips are added regularly, but without focusing on the comprehensive traversal of concepts. For example, a video clip about some theorem might be followed by a demonstration of Computer graphics technique, which might be followed by an animation based on a student’s project.

If the advertisement approach becomes successful this might change the role of school. Students will “grasp” raw knowledge from information streams outside any formal educational environment. This knowledge will be unshaped and will possibly contain some undesired fluctuations. The role of the school will be to polish this knowledge by removing defects and clearing uncertainties, to rationalize and formalize it.

The common ground of μ Authoring, μ Worlds and μ Ads is to break up knowledge and skills into small pieces that can be “absorbed” even subconsciously and later on reconstructed internally. The major benefit of μ Learning is that the minimal size of learning objects makes learning continuous and smooth – there are no thresholds and barriers as they appear in conventional learning approaches. In this respect, μ Learning represents the quantum of learning and teaching. The small size allows to group learning entities in configurable chains and thus reaching higher levels of adaptability and personalization. μ Content can be naturally embedded in traditional learning objects and units. After all, μ Learning makes it possible to apply a true distributed and ubiquitous learning that spans across space and time.

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