

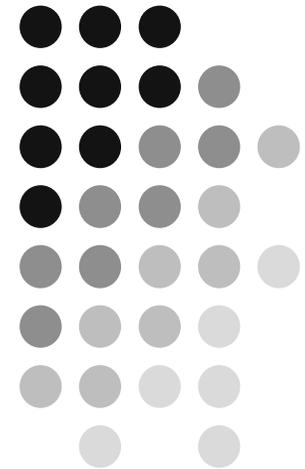
Digital Games Go Online..

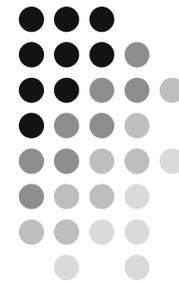


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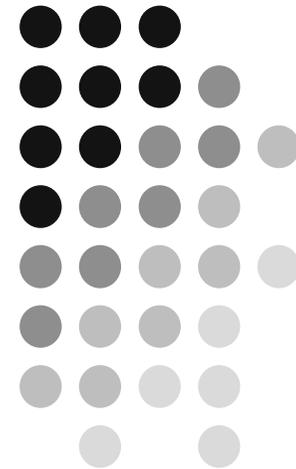
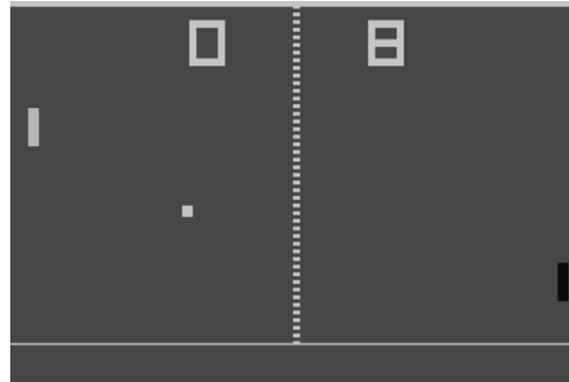
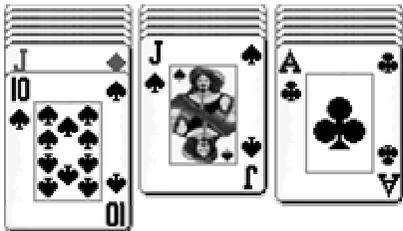




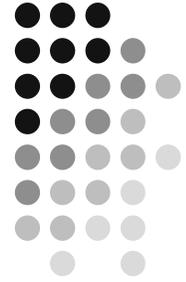
Overall

- Welcome OECD report on online computer and video games
- An independent academic perspective
- Academics, policy makers and small game companies face considerable barriers accessing information in this field which is independent and international
- Welcome the broad definition of online games..

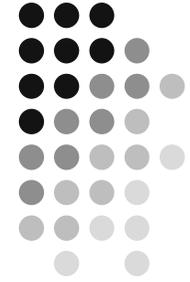
Simple/classic games....

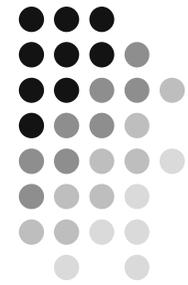


Networked PC games



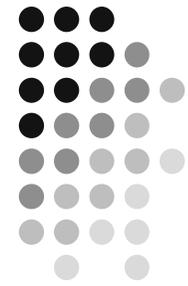
To more complex MMORPGs





Definitional probs..

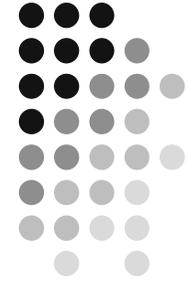
- Videogames = used more in US
- Computer games = used more in Europe
- Digital Games –
 - Chosen by the Digital Games Research Association, DIGRA, when founded in 2003.
See <http://www.digra.org/>



Drivers...technology

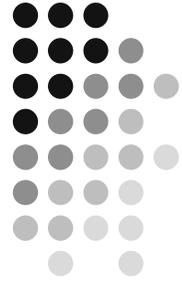
- Technology an important driver of games industry but there are others which impact upon 'content'.
- One is finance
 - to produce the game – VC, publisher advance, debt finance etc..
 - Financial barriers also vary between sub-sectors of industry – i.e. between console, PC and mobile

Drivers – Demographics..



- Very poor demographic data available. Academic surveys of game players access and use is structured by class, age and sex – esp. in UK
- IDSA/ESA survey data note increasing numbers ‘play regularly’?
Play what for how often?
The most popular form of online games are free, short/classic games..
- PC player profile v. interesting..
 - more females in this segment, why?
 - Online aspect, social aspect, flexibility/ability to modify content, game genres, type of gameplay?
- No certainty that games ‘will evolve’ to appeal more to women..
 - structural probs in industry, representational probs, public contexts of play,

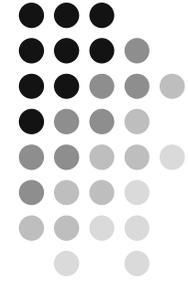
Drivers –player culture?



- Taylor (2003) study of *EverQuest (1999)*, MMORPG
 - identity and team play
 - social interaction/community
 - Combat/competition

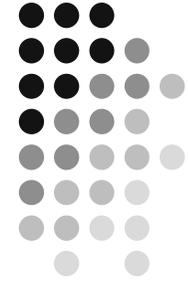
- Studies of LAN parties (PC multiplayer)
 - Not just in Korea!
 - importance of social interaction - hanging out, watching machinima,
 - swapping cheats.. sharing strategies
 - team play

Spillovers..- Education



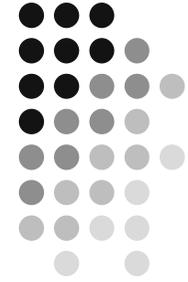
- Evidence to suggest that games can encourage critical learning..
- But no strong empirical evidence that critical learning skills from games are 'transferable' to other contexts. Also studies show numerous barriers to using commercial off the shelf games in schools
- Educational reform, pedagogical reform, and investment in games developed specifically for education needed..
- Examples of research
 - see the educationarcade.org, MIT's Games To Teach,
 - NESTA Futurelab projects in the UK, the London Knowledge Lab game literacy projects,
 - Kaleidoscope (NoE).
 - M-learning european project on mobile learning apps

Spillovers – Other sectors..

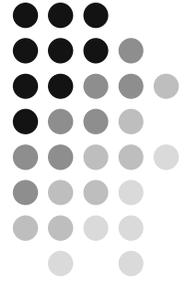


- Simulation Games
 - US military spent over \$7M to make *America's Army* (PC multiplayer, free to download) –
 - aim was marketing, recruitment
 - Army also uses simulations widely in training
- 'Serious Games' initiative in the US
 - Promoting and researching games for health, management and public policy
 - Serious games conferences in 2004

And finally...Intellectual Property Rights

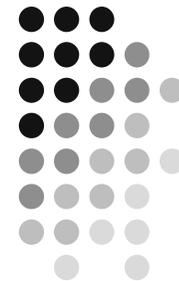


- PC games provide tools to players so they can produce their own modifications or ‘mods’ of games, replacing levels, characters,
- Player generated content problematises and produces difficulties for IPR laws... who owns this content?
- What of user/consumer production and ownership rights? Government policies must balance industry rights with promoting user creativity and user production rights



Challenging conceptions

- *Second Life: Your World, Your Imagination*
 - <http://secondlife.com/new.php>
- ...online multiplayer PC game
- Developers produce tools and manage community
- players produce the content, own IP of these creations but still pay a subscription!



More info:

1. Online academic journal <http://www.gamestudies.org/>
2. DIGRA – association of game researchers
<http://www.digra.org/>
3. European research on gender and ICTs, including games
<http://www.rcss.ed.ac.uk/sigis/>
4. Collection of academic work on games
<http://www.game-research.com/>
5. All Ireland game community and industry website
<http://www.gamedevelopers.ie/>