

# **Teenagers and computer games**

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## **Preface**

One of the main motivations for choosing teenagers and computer games as the subject for this master thesis is a result of cooperation with the organisation Childminder. Thanks to Stig Ryland for introducing me to this topic.

There are many who deserve thanks for their contribution to the completion of this thesis. First of all I would like to thank my supervisor Lars Vavik. You have been an inspiration in my work, and available at MSN for guidance day and night. Thank you.

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## Content:

1	Introduction .....	3
1.1	Research focus .....	3
1.2	Perspective on existing research .....	3
1.3	Problem definition .....	3
1.4	Theoretical perspectives .....	3
1.5	Research design and informants .....	3
2	Theoretical references .....	3
2.1	Computer games .....	3
2.2	How to keep the player playing .....	3
2.3	Passive receiver or active player .....	3
2.4	Psychological perspectives in teenagers' life .....	3
3	Research design .....	3
3.1	Quantitative method .....	3
3.1.1	Questionnaire .....	3
3.2	Qualitative method .....	3
3.2.1	Interview .....	3
3.3	Preparation of empirical data .....	3
3.4	Ethical aspects .....	3
3.5	Reliability and validity .....	3
3.6	Evaluation of research methods .....	3
4	Findings .....	3
4.1	How do teenagers use the computer? .....	3
4.2	What kinds of games are popular? .....	3
4.3	What about influence from computer games? .....	3
4.4	The power-users main motivation is not playing for pastime .....	3
4.5	Playing computer games as a relaxing activity .....	3
4.6	The attitude to violent content in computer games .....	3
4.7	How does power-user prioritise homework? .....	3
4.8	The role of the parents or guardians .....	3
4.9	Differences between genders .....	3
4.10	Reasons for playing .....	3

4.11	Playing as a part of asserting oneself?.....	3
4.12	Power-users need someone to restrict their playing time .....	3
4.13	Power-users define themselves as being addicted to playing.....	3
4.14	Violence in games, typical boy activity .....	3
5	Discussions .....	3
5.1	Preferred games .....	3
5.2	The role of the group for the power-users .....	3
5.3	Reduced performance at school.....	3
5.4	Computer games; supporting commercialization of teenagers?.....	3
5.5	Parents'/guardians' role.....	3
5.6	Influence from the computer games .....	3
6	Conclusions .....	3
7	Literature .....	3

## List of figures:

Figure 1:	One-way impact from a socialisation source.....	12
Figure 2:	Perspective of interaction in the socialisation process .....	13
Figure 3:	A family pedagogical mode (Evenshaug, Oddbjørn 2000).....	15
Figure 4:	How do teenagers use computer technology, 1. priority.....	22
Figure 5:	How do teenagers use computer technology, 2. priority.....	23
Figure 6:	How do teenagers use computer technology, 3. priority.....	23
Figure 7:	Most popular category of games, Power-users.....	24
Figure 8:	Most popular category of games, others.....	24
Figure 9:	Teenagers own opinion of how they are being influenced.....	25
Figure 10:	Most important reason for playing computer games.....	25
Figure 11:	A chi-square test of the answers on most important reason for playing computer games.....	26
Figure 12:	Mean values regarding the answer "Computer games regarding is a nice way to relax".....	26
Figure 13:	Mean values regarding the answer "violence in computer games is ok since it is not happening in real life".....	27
Figure 14:	Spread of answers between power-users and others regarding "violence in computer games is ok since it is not happening in real life".....	28

Figure 15: T-test of the answer "violence in computer games is ok since it is not happening in real life".....	28
Figure 16: Graphical representation of how power-users and others prioritise their time.....	29
Figure 17: Statement regarding parents/guardians role.....	31
Figure 18: An unvaried analysis of difference between genders.....	32
Figure 19: An unvaried analysis between genders on parents role in what kind of games teenagers play.....	33

## **Appendix:**

Letter of consent to the informants	2
Questionnaire	3
Guidance of interview	11
Screen dumps used during the interview of power-users	12

# 1 Introduction

It is a fact that a lot of children in Norway spend several hours each day playing different games. The numbers of games sold are increasing rapidly. Childminder, an organisation working with children and media, reports that during the first half year of 2005 there was a 60 percent increase in the sales of computer games compared to the same period in 2004 (Barnevakten 2005b). The game industry is challenging the traditional film industry. The game industry in the USA report increased sales figures over the last few years. They have increased from \$6.9 billion in sales in 2002, to \$7 billion in 2003 and \$7.3 billion in 2004 (Davis, Steury & Pagulayan 2005).

There is an increasing concern in society on how computer games affect the behaviour of children, change their values, and reduce their physical activity to mention some issues. The media has focused on different aspects of how playing computer games affect children. Published articles and research papers within this field also reflect diversity of interest concerning effects of computer games/TV programs. One of the main focuses in the media has been the connection between playing computer games and the player's behaviour. Some of the questions raised are; how do playing impact children's behaviour? What about the impact on their moral understanding? Do they become more aggressive by playing violent computer games?

A Minister of Cultural Affairs in Norway (in office 2001 – 2005), Valgerd Svarstad Haugland, encouraged parents to give their children positive computer games instead of denying them to play (Barnevakten 2005a).

## 1.1 Research focus

This chapter will give an introduction to some existing studies and their different approaches and focus on different aspects within the field of “social computer science”. The rationale for the research question in my thesis will also be described.

## 1.2 Perspective on existing research

Studies have been done with focus on the amount of time spent playing computer games, *times studies*. This approach mainly focuses on the variable related to time spent on playing computer games and the potential connections between the time spent and

the impact on the player's behaviour. This type of problem is addressed in the Danish research project *Children, youth and computer games* (Medieraadet). Another perspective is given in *effect studies* which focus on what effect the playing has on the player. Different conclusions have been offered concerning *if, how and how much* impact computer games cause (Gynther, Boe & Krogh 2003 s. 7). A longitudinal research, *Screenplay*, has this perspective. The Screenplay project took place in England from 1998 to 2000 (Facer 2003).

Another study with the *effect* perspective is the 4 year longitudinal Norwegian study *The Child in the Interaction between International and Functional Education*. How do children experience the influence of values from school and media? (Simonnes, Gjelsten & Kleven 2004). The objective of the Norwegian pilot project, *Transfer of values in computer games*, is to investigate whether there takes place any transfer of values from the computer games to the player, and if there are any potential troubles connected to the way children use computer games (Senn, Clatworthy 2004)

### **1.3 Problem definition**

The overall objective of this research project is to get increased knowledge about teenagers and computer games. This is a big subject, and my research will concentrate on four different aspects. My first research goal is to:

- Identify the relative number of power-users among teenagers

Earlier research projects and knowledge from the game industry tell us that there are great variations in computer games introduced for teenagers. My next research question will therefore focus on types of computer-games.

- What kinds of computer games do power-users play?

These questions are more of a descriptive character and I will direct the following research questions toward both individual consequences of playing and cultural consequences. I will look for

- What kinds of needs in the lives of the power-users do computer games satisfy?

Teenagers are at a vulnerable age, and the social network of friends, family and other socialisation sources are important elements in the teenager's life. With the introduction of computer technology and computer games a new important participant has been introduced into the lives of teenagers. I will therefore further explore:

- What role do computer games play in the culture of teenagers?

All these research perspective will lead me towards a goal where I will develop a portrait of the power-user of computer games and identify the cultural consequences computer games have among teenagers.

According to earlier research we can expect that young people in general will spend several hours daily on computer games. An assumption is that teenagers are a group that have developed a game culture (Valkenburg 2004).

### **1.4 Theoretical perspectives**

The introduction of powerful realistic computer games is a challenge to existing theory on games. Increased interactivity, powerful graphics and effects are opening up a whole new realistic world to the players. Power-users, a person who play computer games for two hours or more every day, defined on page 9 in the chapter *Research design and informants* page 10, are investing a lot of resources in the activity and their devotion seems to affect different social relations. To understand the computer game players I will use knowledge from a wide theoretical context. Computer games as a *cultural phenomenon* among young people has existed for a while. I will use ideas from game theory (Liestøl 2001) and, through my own data collection, further try to explore the functions computer games are filling in the power-user's life.

*Motivation* for playing will be an important theoretical approach in my work. I will mention some research results like playing *as an escape from reality*, and playing as a possibility to *prove social competence*. Researchers in the field claim that computer games include all the characteristics of traditional games (Liestøl 2001).

Another theoretical approach will be to look into the *design of computer games*. I will identify important fundamentals of computer game design. Further, I will analyse a possible common understanding between the game designer and the power-user of how important these fundamentals are.

Other important theoretical discussions in the research will be the analysis of the potential impact on the power-user's *socialization* and development of *identity*.



## 1.5 Research design and informants

The selection of research design is important. Within this research field different approaches exist. This project will combine a quantitative and a qualitative approach. Initially I will use a questionnaire to gather data, identify the power-user, and combine results. These data will be analysed statistically in SPSS and discussed in the light of existing theory. The qualitative approach of this project will be carried out through an in-depth interview, a variant of observation, of the power-user. Through the interview, I hopefully will be able to collect detailed information and present a deeper understanding of the power-user and the role computer games have in the culture of teenagers.

### 1.5.1.1 Informants

My target group contains of pupils in 10th grade. A power-user of computer games will, in this case, be defined as a person in 10th grade who play computer games on a daily basis for more than 2 hours each day. The power-users are identified by the informants' own evaluation of their playing pattern. I ran an analysis through the questionnaire and identified those who matched the following combination:

**6. Hvor ofte spiller du dataspill? (sett ring rundt)**

<input checked="" type="radio"/> Daglig	<input type="radio"/> To – tre ganger uken	<input type="radio"/> En gang i uken	<input type="radio"/> En gang i måneden	<input type="radio"/> Aldri
---	--	--------------------------------------	---	-----------------------------

**7. Hvis du spiller "Daglig" eller "To-tre ganger i uken". Hvor lang tid spiller du da hver gang? (sett ring rundt)**

<input type="radio"/> 30 min-1 time	<input type="radio"/> 1 -2 timer	<input checked="" type="radio"/> 2-3 timer	<input type="radio"/> 3 timer eller mer
-------------------------------------	----------------------------------	--	---

All informants were given a specific value on a variable in the statistic program (SPSS) called 'Users' (1=power-users and 2= others).

The total number of informants is 76, and 12 of them are in the category "power-users", there were 2 missing informants which are not included in the categories.

## **2 Theoretical references**

“The arrival of each new communication technology has brought public concern about the influence of the medium on children” (Sherry 2001). The introduction of new media for children has always captured public interest (Valkenburg 2004). These quotes illustrate some of the reactions caused by the introduction of new technology.

Even if the computer game technology has a 40 years history, the innovation in the field is very high. The brand new technologies from the last couple of years have opened up possibilities for ground breaking innovation in the production of games. The graphics in the games are more sophisticated than ever and so are the speed and complexity. The varieties in peripheral equipment used in games are growing. The games are also often a part of a bigger product branding, and are introduced together with movies, food, toys and clothes among other things. The industry is huge.

### **2.1 Computer games**

The first computer game, Spacewar, was introduced in the US in the 1960's. It was a game where the player could steer a spaceship and fire missiles. It was introduced as a result of the research on computers and interactivity. The game had a simple graphical representation and limited possibilities. The development of computer games has been closely connected to the innovation of hardware technology (Liestøl 2001). The powerful computer technologies that exist today are able to present realistic environments in the games. The introduction of specific game consoles like X-Box, Playstation and Nintendo has made the games available for more people. The latest developments of powerful process units make it possible to speed up and handle actions in games that up until recently were unknown. The games offer such realistic presentations of real life that games are used in training for real life situations in both industry and the military. The techniques of building simulation games are used in many areas like supporting of management decisions, analysis of consequences of pollution etc. (Ulrich 1997).

With the growth of the Internet, real time connection between players has been introduced in games. In several computer games you are able to connect to the Internet and play against others. This functionality has opened up for a more social gaming activity. In addition to playing with others they use chat programs to cooperate in the games.

Like in film and literature there exist different genres of computer games. The word genre implies there is something common within a group of games (Liestøl 2001). In this thesis it will be of interest to look into how the power-user select between genres. Valkenburg (Valkenburg 2004) and Liestøl (Liestøl 2001) present different numbers of categories. I will use Valkenburg's set of categories which identifies computer games within these categories:

- *Platform games*: A genre which often involves a fair bit of action. The player has to get through different levels in the game to reach the end. Each of the levels requires that the players are able to solve challenges.
- *Adventure*: In these games the player moves through a story by controlling one of the characters. This character has to achieve a certain goal by moving through the story and solve the challenges he meets.
- *Action games*: Games where the main activity is to fight. There are typically a number of different characters who compete until death. The player is able to equip the characters with different properties.
- *Role-Playing games*: These games often take place in a fantasy world. The player has a role which he keeps throughout the game. Some of these games are text-based and you compete through the Internet. Others stand alone and the player competes against the computer.
- *Simulation games*: A type of games that try to simulate the real world and real situations as closely as possible. Typical topics are sports, cars, being a pilot etc. These types of games are also aimed at the business market.
- *Mental, Puzzle and Skill Games*: These games are well known from the typical board games. An example of a game in this category is chess. These games are available as stand-alone products and Internet-based products.

With the growth of the computer game industry there have lately been introduced games that include aspects from several genres. They may combine features from many of these categories. Such games have been introduced as hybrid games (Valkenburg 2004).

## **2.2 How to keep the player playing**

To investigate what function computer games have in the teenager's life it is important to look into the interaction between computer games and players. What techniques are

used by developers to keep teenagers playing for hours? What kind of needs do the game developers intend to satisfy? These perspectives are important to both researchers and game developers. For the game developers it is important to build games that attract as many players as possible to make return on investment. For the public opinion it is essential to establish knowledge on how computer games affect the players. Knowledge about both these perspectives will be valuable with regard to discussing the function of the games from a broader point of view and when trying to reveal what needs the games satisfy.

Some literature (Crawford 1984) on game theory present techniques to keep the player connected to the game. The literature states several important fundamentals needed in the process of developing a successful computer game. The importance of *challenge* in engaging and motivating game players is already well recognised in the industry.

Regarding challenge there were important criteria for choosing a computer game, these were identified as:

1. correspondence between level of challenge and the player's ability;
2. isolation of activity from other stimuli
3. clear criteria for performance
4. feedback;
5. range of challenges ( s. 72 Facer 2003)

The use of *interaction* is another important function in computer games. New technology has opened up to several ways for players to interact with the games. Players are able to use the mouse, steering wheel, keyboard, joysticks, screen to interact, camera reading of your body movements is also available. Future perspectives will probably also introduce an active use of the whole human body to interact in the games; there will be a closer involvement of the player. The interaction is important for several reasons. Through interaction the challenges in the games are made interpersonal and the player can act upon these. The games also use the element of conflict to attract the player. Through interaction the player has to solve a conflict (Crawford 1984).

One of the master minds of Atari's games, Chris Crawford, claims that there are several reasons why people play. *The fundamental motivation for all game-playing is to learn*, but the player may not be conscious of this motive ( s. 13 Crawford 1984). One of the advantages of learning through games is the opportunity of learning in a safe

environment. In the game environment the user can meet situations that are hard to create in the real world. He can practice responding, making decisions and doing exercises in the game environment. Other motives for playing are more easy to express and are motives like *living out fantasies, nose-tumbling, proving oneself, social lubrication, exercise and the need for acknowledgement* ( s. 13 Crawford 1984).

To meet these needs the game developers need to build in corresponding functions to the game. For example, a virtual world that includes more exciting possibilities than the ordinary world, will offer a way to meet the player's fantasy. In a fantasy world the player will be able to realise needs more easily than in the real world. The need for change from a boring real world is also a powerful mechanism to use to attract the player ( s. 13 Crawford 1984). In this case the player uses the game as a kind of escape from reality, a day-dreaming tool. In this world the player can succeed and establish his own separate status. One of the popular games for teenagers is World of Warcraft (WoW). When players describe the game they focus on the possibility to leave the real world and act in the adventure world. "Players from across the globe can leave the real world behind and undertake grand quests and heroic exploits in a land of fantastic adventure" (Blizzard 2006).

Another reason for people playing computer games is to *prove prowess*. Most of the games include a function where the player can compete against someone or something. This need is well known and used in several ways. Such prowess can be showed by winning car races, defeat aliens and sometimes rescue people. As a symbol of success, some games include rankings, where the player's results can be presented. In other games the player is able to win money through his performance. In countries like South Korea and USA there are professional computer game players who earn large sums of money by winning tournaments. In South Korea there are TV-channels which broadcast people playing computer-games 24 hours a day (Bryne 2005).

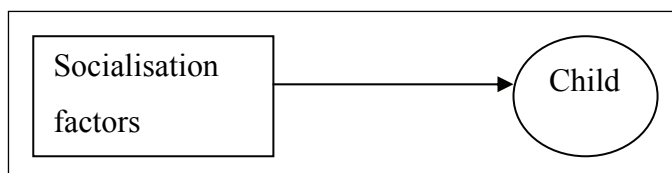
As a moderation of the need-oriented understandings of why children play computer games, there are other explanations. "Similar to other entertainment children and youth use computer games as a plain game, not to get information, learn, as therapy or another instrument" ( s. 126 Liestøl 2001). This statement indicates that there also exist perspectives on playing computer games which emphasise the genuine childish nature of playing.

Another characteristic feature of computer games is the methodology used to get the player to solve challenges in the games. The information needed to solve a challenge in the game may be hidden and will then create excitement and appeal to the player's concentration. The degree of instructions is very low in these games; the user is not told in detail what to do with a specific problem. When the player finds solutions to challenges he is rewarded with progress in the game. This reward may be access to a new level, scores given etc. (Liestøl 2001).

The interaction between the power-user and the computer game can be explained as a *pedagogical relation* (Evenshaug, Hallen 2000). There is interaction and communication going on between the game and the player. This is done through sound, instructions, graphical presentations, commands and the user's responds to challenges in the game. Communication is done within the rules set in the game. The acceptance of rules is fundamental to acting in the game. If the player does not act according to the given rules, he will not succeed.

### **2.3 Passive receiver or active player**

Some theoretical approaches claim that users of media are being "directly and heavily influenced" (Littlejohn 2005). They claim there is a one-way stream of influence from the media to the user. This understanding is also claimed as a fact concerning the relation between computer games and children. The essential question for these approaches is what does the game do to the player? From this point of view the user of the game is being understood as open-minded and can be formed by the impact from the source. This is a kind of theoretical approach which we also meet in the theory of pedagogical psychology known as behaviourism. The human being is perceived as a mechanism which responds on stimulus from an external socialisation source (Evenshaug, Hallen 1991). We can illustrate this graphically, as in figure 1.



**Figure 1: One-way impact from a socialisation source**

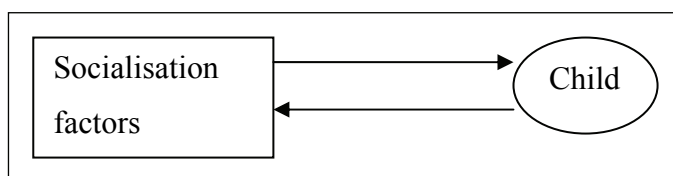
Another perspective on the interaction between computer games and players is the uses & gratification approach. This approach modifies the understanding of a passive user; it reduces the one-way direction of influence from the media source to the user. The user is more fundamentally understood as an active part.

Compared with classical effects studies, the uses and gratifications approach takes the media consumer rather than the media message as its starting point” (Littlejohn 2005).

This approach focuses on the consumer, or the player in my case, as an active chooser of the media which can address his needs (Severin, Tankard 2001). Contributors in this tradition have defined needs in five categories:

1. Cognitive needs: acquiring information, knowledge and understanding
2. Affective needs: emotional, pleasurable, or aesthetic experience
3. Personal integrative needs; strengthening credibility, confidence, stability, and status
4. Social integrative needs; strengthening contacts with family, friends etc.
5. Tension release needs; escape and diversion ( s. 297 Severin, Tankard 2001)

This is important to address when I search for which functions the computer games fulfil in the power-users life. The power-user may be very selective in the use of games and critical to what the games are delivering. He may be well aware of what computer games do for him. The essential point may not be what the computer games do with the player, but what the user does with the game. The uses and gratification approach emphasise the active role of the user. I will use this approach to investigate how the power-user defines his role of selecting games. A corresponding psychological perspective on the understanding of interaction between socialisation factors and children, this perspective is called the perspective of interaction (Evenshaug, Hallen 1991), illustrated in figure 2.



**Figure 2: Perspective of interaction in the socialisation process**

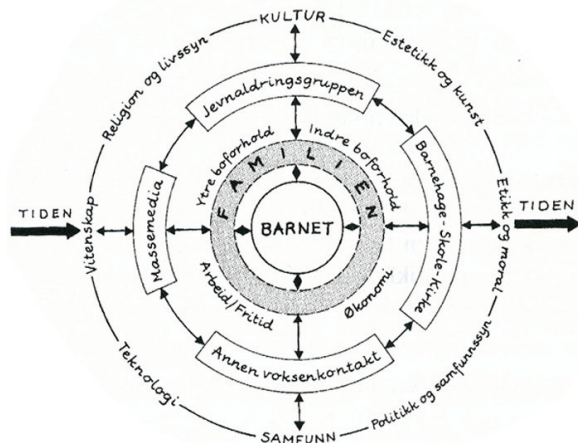
Computer games as a supplier in the socialization process make current how teenagers are being affected from the computer games. Influence from computer games is of international interests and is debated in several media. After some of the massacres at American schools, where several pupils and teachers were killed, questions were raised about possible influence from computer games. There are, in general, speculations in the public debate on consequences of the playing, and even presentations of myths related to such consequences, e.g. by professor Henry Jenkins, director of comparative studies at MIT (Jenkins). In this debate there are a variety of approaches. There exists research that identify an increase of IQ as a consequence of playing computer games (Svendsen, Lars F. H., Barrie 2006). Other contributors debate what problems the one-sided critical attitude to new media might cause (Brandtzæg 2005).

#### ***2.4 Psychological perspectives in teenagers' life***

To describe and understand the meaning of playing computer games it is an advantage to look into the field of psychology. The teenagers are in a vulnerable age where their identity is being formed. All external socialisation sources like media, friends, family etc. affect them in some ways. Which sources influence the teenager the most and how much, is hard to predict but there are variations on how much and by which sources the teenager is being influenced (Evenshaug, Hallen 2000)? Traditionally the family has functioned as a filter for the impulses from all other sources. There are reasons to believe that the family filter has reduced its authority in many teenagers' life. This is explained by the changes in family structure within the society. Figure 3 illustrates the traditional understanding of the role of the family.

In modern industrial society teenagers have transformed their role from being a part of the production to more and more take a consumer role (Evenshaug, Hallen 2000). Teenagers have become important consumers for different industries. Teenagers have been defined as a market segment and there are developed and promoted products especially directed towards this group. Issues regarding youth and influence are not new, but research literature on youth cultures have always concentrated on the changes on the youths (Valkenburg 2004).





**Figure 3: A family pedagogical mode (Evenshaug, Oddbjørn 2000)**

Industry has become a socialisation factor for the youth, in addition to serving the interest of their owners by gaining profit “A lot of the culture that has been created of the industry has mainly become the youth culture” ( s. 299 Evenshaug, Hallen 2000). One of the most important factor is that the media culture “deliver identification objects, symbols and lifestyles” ( s. 299

Evenshaug, Hallen 2000) to the youth.

Computer games are also a part of the media culture, and have over the last few years become a dominant time consumer in many teenagers’ lives.

However it seems to be differences between the genders use of computer games. The boys, have and still are, traditionally been the major consumer of games. The computer game industry has put effort to interest the female group of players by making changes to the games so the girls could more identify themselves with the games. Since there are a strong connection between violence and action in the games the removing of violence made the games more boring and did not have the same appeal to the users (Valkenburg 2004).

In the majority of violent computer games released leading up to the 1990s, women had been portrayed in two extreme ways: as killers or victim. Neither of these roles seemed to appeal to many girls ( s. 115 Valkenburg 2004).

There are reasons to believe that the game’s presentation of lifestyles may be a source of reference for the youths. For example, studies of many games have explored a traditional, old-fashioned presentation of gender roles. Studies of characters in some popular computer games reveal very stereotypical gender roles.

Super heroes in the games are typically tough, exaggeratedly masculine men.

Women are often portrayed as a sweet princess or a helpless victim who has to be rescued from the clutches of gorillas or other villains ( s. 114 Valkenburg 2004).

### **2.4.1.1 Self-image and identity**

When youths become teenagers their existing role as children is challenged. They are neither children nor adults. They meet challenges both physically and psychologically. They are going to establish a new identity that involves answering big questions concerning for example sexuality, choosing a profession and acceptance of their own appearance. The way this new identity is being established differs from culture to culture and from person to person. A common feature of this phenomenon is that teenagers interpret feedback on their own personality from various groups. We know that in this age their social network of friends is an important source for feedback. It is common to mirror their own personality towards others they are in many ways vulnerable to what feedback they receive. (Evenshaug, Hallen 2000). It seems reasonable to understand teenagers as more open to influence from various groups and other socialisation factors like trends, commercial and media. In our modern society they have more access to socialisation sources and they choose more on their own what to spend time on. The filter function that parents may possess when the children are younger is now reduced. It is relevant to ask the power-user if and how he/she is using the computer games as a supplier of feedback to their steps from youth to adulthood.

### **2.4.1.2 Group belonging**

It is important for teenagers to be accepted in their own social group. It is a critical age where friends are more important than ever.

“In the group at the same age will the teenager get compensation for the lack of status as a grown-up. It can satisfy the need for belonging and acknowledgement, and through the group try to meet the grown-ups” ( s. 297 Evenshaug, Hallen 2000) *(My translation)*.

Friends are taking over some of the parents' role as authorities and significant others. It seems that it is important for young people to follow the group when choosing activities, trends and opinions. This process is an important stage on the way from teenager to adult. It seems that belonging to a group seems to be more important in developing the self in the child's and teenagers life than later on.

“The self is developing through a symbolic interaction between me and the members of the different groups I belong to” ( s. 79 Stensaasen, Sletta 1989) *(My translation)*.

### **3 Research design**

The main concern in this research projects is to develop an understanding of a power-user of computer-games and understand the role computer game have in the culture of teenagers. A research question has to be formulated in such a way that a method of research can support the process. In the pedagogical research tradition there are different approaches; from descriptive studies to experimental studies. This research project has the intention to study the phenomenon of power-users of computer games; there are no intentions to impact the situation so it is not a typical experimental study (Salamon, Vavik 2006). To get a better understanding I have chosen a variant of an observation study and my data collection methods will be questionnaire and in-dept interview. The main purpose of the questionnaire is to identify the power-user and describe some characteristics of the group. The interview will provide a deeper understanding of the power-user.

#### **3.1 Quantitative method**

The quantitative approach has been the dominant as method of research in this scientific area. Scientists traditionally maintain strong belief to this approach. The method also has a strong position in the social science field. This may be explained as a result of the trust in numbers (Holme 1996 s. 141). When data can be explained with numbers and evaluated with statistics expressions, it seem to increase their reliability. There are tools available for analysing the data and presenting statistics expressions that increase the information value.

There is a growing notion that numbers may be misused and do not reflect the whole truth. Quantitative methods are also influenced by the human touch. The researchers understanding might influence different phases in the research process (Holme 1996 s. 143). The impact is both on values and the researcher's professional education (Holme 1996 s. 143). The researcher's pre-understanding will have an impact on the way questions are being asked, which approach to the subject is chosen and so on.

In my thesis I see the advantage of using quantitative methods to collect data that I can compare. My first two main research questions are of a kind that can be answered using such a method. They both represent concerns that can be expressed on a numerical scale. I will start with a questionnaire to get a notion of how much time the teenagers

spend playing computer games, what kind of games etc. I will also try to reveal any differences in attitudes between power-users and others.

### **3.1.1 Questionnaire**

My questionnaire includes questions with predefined answers. I want the informants to express what attitude they have to different statements. This helps me gather the same information from all of my informants. I am able to compare how power-users and others answer the different questions. One of the advantages of using a questionnaire is that all informants get the same questions asked in the same way.

Designing the questionnaire requires an understanding of the target group. My informant group is teenagers, and keeping this in mind. I need to be aware of how I define the questions and what kind of words I choose. I need to define the questions in a clear and understandable way. The structure of the questionnaire is also important for the outcome of answers. I need to get the informants motivated to do their best in answering the questionnaire. In the beginning of the questionnaire I started with easy fact-oriented questions to get the informant on track. More complex questions were asked in the middle of the questionnaire (Holme 1996 s. 163).

To secure the language used in the questionnaire and reduce potential misunderstandings I had a pre-test of the questionnaire with a group of teenagers. The pre-test resulted in a revision of the questionnaire. The revision was both on changing expressions and what kind of questions I asked. The questionnaire is enclosed in the appendix.

### **3.2 Qualitative method**

A qualitative method is a collective term covering research methods. It includes observations, direct participation, interview and analysis of documents. (Holme 1996 s. 85). It is a way of research which has been rejected by adherents of the more traditional scientific approach, who have accused this way of doing research of being less reliable than quantitative methods. Some of the criticism is directed at the close connection between the informants and the researcher.

These methods have some advantages such as a possibility to more deeply investigate a subject and achieve nuances about the power-user. This may be important when investigating a subject like computer games and teenagers because it may be easier to

increase knowledge through conversation. Such an approach may be better suited for deeper investigations of a specific subject. This is a good way, as I see it, to support my last two research questions. The interview will be a way to reach knowledge about what kinds of needs the computer games satisfy and further look into the function computer games have among teenagers.

### **3.2.1 Interview**

For my purpose the interview will be an important source for knowledge. I assume that through conversations I will get a deeper understanding of the “companionship” between teenagers and computer games. In the research field there has been a growing interest in developing the category “qualitative interview”. There has been experienced a need for better quality within this research method. Since a lot of research within the field of social science is done by interview, this has resulted in both a change in the understanding of knowledge and research (Kvale 1997 s. 25). A potential outcome from an interview is to get knowledge on how to improve the situation for the individual (Kvale 1997 s. 25). This outcome is also an important aspect of my work. The need for knowledge within the field is important for society, seeing how fast this industry is growing, social concern on possible negative consequences of playing too much etc.

The goal of a research interview is to get a deeper understanding of the persons daily life (Holme 1996 s. 94). To be able to reach that goal it is important to develop both methods and the way to ask questions. The interview situation needs to stimulate the informant to be as real as possible. The interview must invite the person to tell what he see as important in his own experience. This challenges me as a researcher to balance the questions needed and to let the informant speak freely. The tool for managing this is to develop an interview guide before doing the interview. Using this guide I will secure that all the information I see as important will be answered.

One of the advantages of interviewing is that the research situation is very close to the real-life situation. While doing the interview the researchers must have in mind to minimize influence on the way informants are thinking (Holme 1996 s. 94). The informants may more easily share their experiences and thoughts. The information received in the interview may also be complemented from the questionnaire.

### **3.3 Preparation of empirical data**

The data that is collected through the questionnaire will be of different test levels. There will be both scale and nominal data. Some of these data will be analyzed using different statistical methods. A standard statistical program (SPSS) will be used. The observation study will be an interview; the data from this will be presented in the form of direct quotes from the interview with the power-users.

### **3.4 Ethical aspects**

An important ethical aspect is to secure the informants' anonymity. In a modern democratic society the protection of personal information is fundamental. The public authorities also regulate what kind of information we are able to gather. I have gathered necessary permissions by "*Norsk samfunnsvitenskapelig datatjeneste*" (NSD Stat) to collect information through questionnaire and interview.

When interviewing people I need to take care of different ethical aspects. It will be important for me to secure the informants' confidentiality. Confidentiality during the research process means that I do not publish personal information that unmask the informants identity (Kvale 1997 s. 68). Another ethical aspect is to be critical as to what kind of questions I will raise. I need to be aware that the interviewing situation is special and I do not want to ask young people questions that they later will regret having answered (Kvale 1997 s. 69).

The basic attitude is to respect the fellow-being and not use it as a remedy to reach a certain goal (Holme 1996 s. 311)

### **3.5 Reliability and validity**

Reliability refers to error of measurement. It emphasizes the consistency of the data collected through my research methods. It is an objective to obtain a high value of reliability of the collected data, this secure high consistency (Kvale 1997). Do I use appropriate methods to measure variables on the field children and computer games? I believe that by combining both interview and questionnaire I am able to get a better insight in the research field. By combining these methods I can increase the quality of the data. One important aspect of keeping a high reliability is to have a critical awareness of the expressions I choose both in the interview and in the questionnaire (Kvale 1997).

I tried to take care of this issue through designing the questionnaire with statements that the informants could agree or disagree with.

### **3.6 Evaluation of research methods**

I experienced that I had a lot of material to analyse from the questionnaire and I could have ended the data collection with this. But I decided to follow the initial plan and interview the power-users. During the registration of the data from the questionnaire I experienced some weaknesses in the way I had defined the scales. The informants were able to answer from 1 (agree) to 5 (disagree) on the statements. I got the impression that the informants who had no opinion tended to check '3'. It seemed that the informants perceived this to be neutral or denote 'no opinion on the statement'. This was not intended from my point of view; to avoid this I should maybe have chosen four alternatives so the informants had to choose if they did agree more than disagree. Another weakness with the question was related to the category of computer games they could select between. I introduced "knowledge games" and "pedagogical games", this differentiation was unnecessary.

I also experienced that during the interview I could have more open questions and maybe do the interview with a power-user "in action", while he was playing. I could then get a better impression of how the playing happened and get a deeper understanding of how a power-user devotes himself to the playing.

But my conclusions concerning the research methods is that I am satisfied with the way I have accomplished the research project and feel that my data keeps a high quality on both the reliability and validity.

## **4 Findings**

My findings opened up for several possibilities for the analysis. I have data to describe the power-user in depth, get increased insight into the culture and analyse differences in several ways. The results from the questionnaire opened up possibilities to compare answers from power-users with answers from others. Since my main focus is to study the power-users, much of the presentation is focused on the differences between

“power-users” and “others”. Through this I will hopefully emphasise important aspects of the power-user. The material in the questionnaire also opened up for running statistical analyses to identify variations between genders, which will also be a way to increase knowledge about the culture.

I will start my presentation with the findings from the questionnaire, and the results will be presented both textually and illustrated graphically with the use of tables and graphs. To further improve the knowledge about the culture and the power-user I will present results from the in-depth interview. I interviewed three power-users, two boys and one girl. The objective with the interview was to search for a deeper understanding of the power-user and search for the main motivation for playing. As a background for the interview I used some of the findings from the questionnaire. In addition I made some questions that I could use to stimulate the conversation, enclosed in the appendix. I experienced several interesting reflections on their own playing. I also got the impression that the power-users evaluate their own playing as both a positive and negative activity. A common reflection from all informants was the understanding of the conflict between time spent on playing computer-games and the results achieved at school. They all stated that their playing affected their performance at school. All of them needed, to a greater or lesser extent, to have their parents control how much time they spent on computer games.

The informants were selected randomly among the power-user group. I wanted to have both genders represented.

#### 4.1 How do teenagers use the computer?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid chat	29	37,2	41,4	41,4
computer game	14	17,9	20,0	61,4
home work	13	16,7	18,6	80,0
surf	10	12,8	14,3	94,3
download	4	5,1	5,7	100,0
Total	70	89,7	100,0	
Missing System	8	10,3		
Total	78	100,0		

Figure 4: How do teenagers use computer technology, 1. priority.

The informants were asked to prioritise their computer activity. They were asked to select from predefined alternatives. The alternatives were “Homework”, “Play computer games”, “surf the Internet”, “E-mail”, “Chat



(MSN or other), “Download” or “others”. They were to mark ‘1’ for the most popular, ‘2’ for the second most popular and ‘3’ for the third most popular activity.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid download	23	29,5	33,8	33,8
surf	18	23,1	26,5	60,3
chat	12	15,4	17,6	77,9
computer game	7	9,0	10,3	88,2
home work	6	7,7	8,8	97,1
e-mail	2	2,6	2,9	100,0
Total	68	87,2	100,0	
Missi System	10	12,8		
Total	78	100,0		

**Figure 5: How do teenagers use computer technology, 2. priority**

the second most popular activity with 20% answers. It seems that the computer has a strong social function for the group. Teenagers use the computer as part of their social life. It seems that teenagers also define the computer to be an important tool for their homework.

70 out of 78 informants responded to this question and the result from the analysis showed a clear tendency. The most popular computer activity is chatting. 41% of the informants selected this.

Playing computer games was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid surf	21	26,9	31,8	31,8
home work	13	16,7	19,7	51,5
computer game	11	14,1	16,7	68,2
download	11	14,1	16,7	84,8
chat	10	12,8	15,2	100,0
Total	66	84,6	100,0	
Missing System	12	15,4		
Total	78	100,0		

**Figure 6: How do teenagers use computer technology, 3. priority**

second most popular computer activity. Downloading was on the top. Broadband is now very common, and this means faster and easier downloading of digital movies, music and software from the Internet. It seems this may be a growing activity for teenagers in the future. Playing computer games was also a popular activity in this group. 10% of the valid informants reported this to be their second most popular activity.

Homework is selected by 16,7% of the informants to be the third most popular activity.

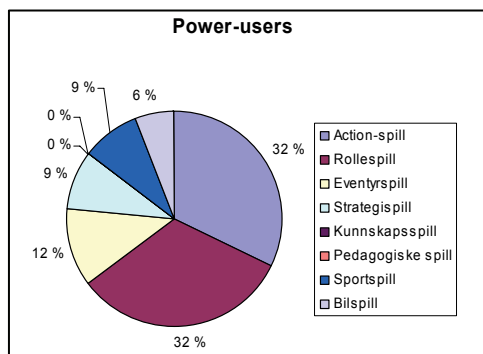
Looking into the informants' second most popular computer activity it seems that the social function is being supported.

15% stated chatting to be their

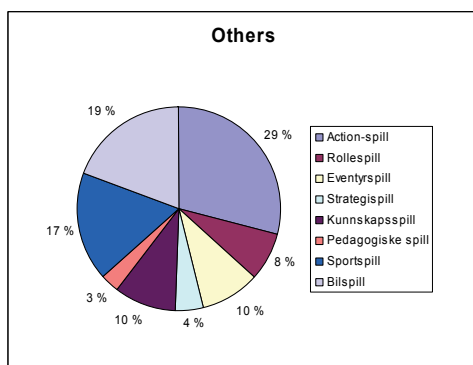
When looking into what teenagers stated to be their third most popular activity we also see computer game as a popular activity. 16,7 % reported this.

It seems that entertainment and social activities are in total the most popular computer activities. Even if the entertainment aspect is most popular this analysis does not consider “time spent” on these activities and the picture may look different if I had considered this.

## 4.2 What kinds of games are popular?



**Figure 7: Most popular category of games, Power-users**



**Figure 8: Most popular category of games, others.**

One of the major focuses in this thesis was to look for what kind of games a power-user prefer playing. Are there differences between Power-users and others? To find answers to this I had included the topic in the questionnaire. The questionnaire contained predefined categories of computer-games which the informants were to select between. The informants were told to select two of the alternatives. The results

showed some differences between the power-users and others. I have presented the results in two pie charts, one for power-users and one for the others. The charts reflect how many “votes” each of the categories have reached totally. Power-users prefer playing “action-” and “role playing-” games. Both of these alternatives obtained 11 check marks, or 32%. Two of the categories, “knowledge games” and “pedagogical games”, were not selected at

all by the power-users. When looking to the other group and how their check marks were spread there was a different picture. All of the categories were represented and, as with the power-users, the most popular category was Action game. This category gained nearly the same percentage as with the power-users. A major difference between power-users and others was related to role-playing games; these games were more than 3 times as popular with the power-users as with the “others”.

### 4.3 What about influence from computer games?

One of the questions in the questionnaire was about influence from computer games. Do

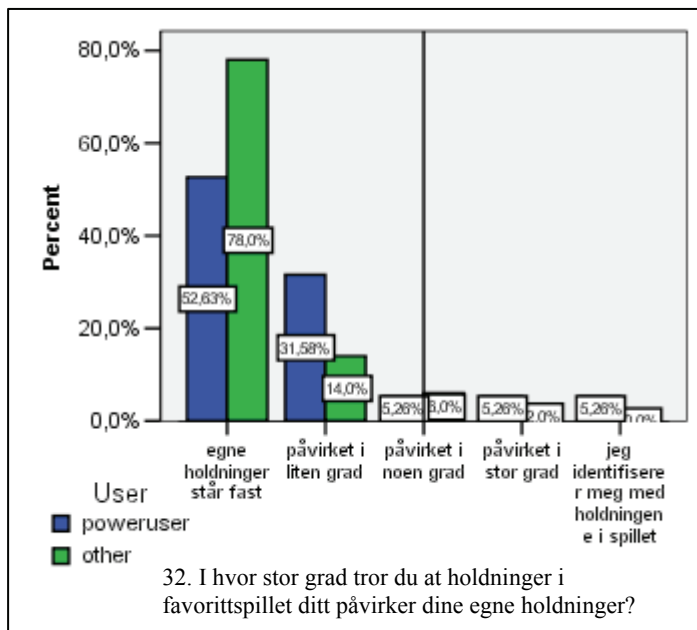


Figure 9: Teenagers own opinion of how they are being influenced

values in computer games affect the teenagers' own values?

The results described a major tendency among the teenagers. Over 80% of the informants in both groups stated that they are either being affected to a very small extent or that their own attitudes are unchanged. The graphical representation in figure 9 says that a very small of the users admits that they

are being influenced from the games. This perspective was also an important in my interview of the power-users. Even if they stated that computer games displace homework the power-users did not admit any direct impact from the games.

### 4.4 The power-users main motivation is not playing for pastime

			User		Total
			poweruser	other	
Hva er den viktigste grunnen til at du spiller dataspill?	Det er underholdende og spennende	Count	14	28	42
		% within User	73,7%	57%	61,8%
	Det å spille gir meg anerkjennelse blant venner	Count	0	2	2
		% within User	,0%	4,1%	2,9%
	Jeg bruker det som tidsfordriv	Count	0	14	14
		% within User	,0%	29%	20,6%
	Dataspillene gir meg følelse av å mestre	Count	1	1	2
		% within User	5,3%	2,0%	2,9%
	andre grunner	Count	4	4	8
		% within User	21,1%	8,2%	11,8%
Total		Count	19	49	68
		% within User	*****	****	100,0%

Figure 10: Most important reason for playing computer games

All informants were asked to state their most important reasons for playing computer games. It was interesting to notice the difference between power-users and others. The cross tabulation (figure 10) showed a major difference in

some of the reasons given. These were the variables entertainment and excitement and pastime. To see whether the differences are statistically significant, I ran a square test. The result is 0.056, indicating borderline significance.

This table reveals difference in the reason for playing between power-users and others. Both groups selected “Entertainment & excitement” as the most specified important

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,227 <sup>a</sup>	4	,056
Likelihood Ratio	13,236	4	,010
Linear-by-Linear Association	,000	1	1,000
N of Valid Cases	68		

a. 6 cells (60,0%) have expected count less than 5. The minimum expected count is ,56.

**Figure 11: A chi-square test of the answers on most important reason for playing computer games**

reason for playing (the open text answer alternative “others” is not included). But even with this on top there is a difference between the two groups. There was a stronger tendency among the power-users with 74% (14/19). In the group others 57% (28/49) selected this to be their referred reason.

Playing computer games as a pastime activity seems to be no option among the power-users. None of the informants chose this to be their preferred reason for playing. 28.5% (14/49) of the group “others” stated this as the most important reason. Based on these responses it seems that the power-users are more conscious of their reason for playing. There seems to be a higher awareness of why they play computer games. This may be connected to the importance of computer games. It seems reasonable to conclude that computer games are more serious for the power-users than for others.

#### 4.5 Playing computer games as a relaxing activity

**10. Datspill er en fin måte å slappe av på?**

**Agree**
**Disagree**

1     P    2    3     O    4    5

User	N	Mean	Std. Deviation	Std. Error Mean
Datspill er en fin måte å slappe av på poweruser	20	1,65	,671	,150
other	56	3,18	1,130	,151

**Figure 12: Mean values regarding the answer "Computer games regarding is a nice way to relax"**

To find which functions computer games accomplish for teenagers I asked different question about how they experience their own relation

to computer games. Some answers seem to reveal significant differences between power-users and others.

One of the differences are related to the understanding of playing as a “way of relaxing”. All the informants were asked if playing computer games is a nice way to relax. The answers showed major differences in the mean value between power-users and others. To further look into these differences I ran different statistical analyses to be sure that my conclusions on the subject are statistically confident.

Group Statistics			
	User	N	Mean
Vold i dataspill er helt ok siden det ikke skjer i virkeligheten	poweruser	19	1,42
	other	56	2,55

**Figure 13: Mean values regarding the answer "violence in computer games is ok since it is not happening in real life"**

An analysis of the differences between the user groups showed that the mean value in the group of power-users (P) was 1.65, closer to the ‘agree’ alternative than the other group. The group ‘others’ had a mean value of 3.18 (O). Even if the mean differed so much

I needed to assure that there was significance between them. I ran a T-test in SPSS and this reported to indicating a borderline significance.

I needed to assure that there was

It seems that for the power-user there is a stronger tendency to use computer games as a way of relaxing. This may be explained as a result of their competence in playing computer games. The games often require skills before the player is confident. If you are a regular computer game player you may not possess these skills. If you struggle with many of the functions in the game you may feel the playing situation stressing. One of the principles in computer game theory is to find the right level of difference between skills required and the player’s skills (Crawford 1984). If this gap is too big or too small the motivation may sink and the player may reduce his/her interest in the game. The power-user may experience this situation different because he/she has the skills and feel more confident with the game. The power-user may experience better control over the computer game and get a totally different experience when playing.

## 4.6 The attitude to violent content in computer games

### 18. Vold i dataspill er helt ok siden det ikke skjer i virkeligheten

Agree disagree

1 (P)                      2                      (O)                      3                      4                      5

In many computer games violence is a dominant part. What attitudes do computer game players show regarding violent content? My interest was to look for the attitude teenagers have in general and to see whether there were any differences between power-users and others. Mean values in both of the groups were closer to 'agree' than

**18:Vold i dataspill er ok siden det ikke skjer i virkeligheten \***  
User Crosstabulation

Count

		User		Total
		poweruser	other	
Vold i dataspill er ok siden det ikke skjer i virkeligheten	1	14	17	31
	2	3	12	15
	3	1	14	15
	4	1	5	6
	5	0	8	8
Total		19	56	75

**Figure 14: Spread of answers between power-users and others regarding "violence in computer games is ok since it is not happening in real life"**

'disagree'. Even if my findings showed a small difference between the two groups the tendency was clear. Power-users do see fewer problems with violence in the computer games than the other group. This conclusion was also supported when looking into the variations of answers. None of the power-users answered 'disagree' and only 2 of them answered value three or four.

I ran a statistical test to see if the difference was significant. The enclosed Sample test table shows the results from this test. The mean value on how the power-users answered was 1,42 and the mean value on "others" was 2,55. The independent sample tests showed that there was a significant difference between the two groups.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Vold i dataspill er helt ok siden det ikke skjer i virkeligheten	Equal variances assumed	9,806	,003	-3,348	73	,001	-1,133	,338	-1,807	-,458
	Equal variances not assumed			-4,241	52,268	,000	-1,133	,267	-1,668	-,597

**Figure 15: T-test of the answer "violence in computer games is ok since it is not happening in real life"**

There seems to be acceptance among teenagers in general that violence in computer games is not a big problem

for them. We know that power-users spend more time and are being more exposed to the fantasy world in computer games. A consequence of this may be that they are more used to violence in games and therefore see fewer problems with this than the other groups. This is one explanation why they are more comfortable with violence than the other group. When comparing the variations on how all informants answer this question, the cross tabulation shows that there are few in both groups that express problems with violence. As an expression of having problems with this we may look into how the informants have answered in the direction of ‘disagree’ (value four or five to this question). One out of nineteen in the power-user group disagree. This means 5%. In the other group 13 out of 56 express this to be a problem, this equals 23 %. This strengthens the conclusion that power-users are more comfortable with the violence than the other group.

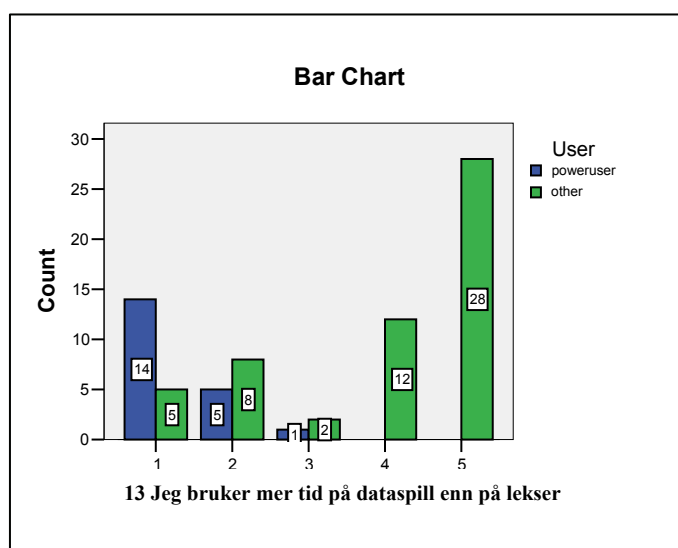
#### 4.7 How does power-user prioritise homework?

**13. Jeg bruker mer tid på dataspill enn på lekser**

**Agree**
**disagree**

1 
2
3
4 
5

Teenagers in 10. grade are in the last year of secondary school. The results they achieve are important for their options to choose further education. When asking teenager if they spend more time on computer-games than homework, there are significant differences between power-users and others.



**Figure 16: Graphical representation of how power-users and others prioritise their time**

Power-users admit that they spend more time on playing than on homework. The mean value of power-users is 1.35, very close to ‘agree’. Looking into the variations within the group also confirms this attitude. None of the informants in the power-user category answers 4 or 5 on this statement. Nineteen out of twenty informants chose 1 or 2

describe their own prioritizing of time spent on computer-games as compared to homework.

A chi square test proves this difference to be significant.

There seems to be more variations in the other group. This group of teenagers was represented in all of the answering categories. The important difference between the two groups lies in where the majority of the users define themselves to be. Fourteen out of twenty power-users fully agree to this statement. That is 70% of all valid informants in this group. 28 out of 55 in the group "others", nearly 51%, disagree to this statement.

This might mean that there exist differing attitudes towards the importance of homework. It is natural that teenagers who declare themselves to play computer-games more than two hours a day, priorities both their energy and time to such activities more than to working with homework. It may also be an indication that computer-games have such a strong attraction to teenagers that they are willing to work more with them than with school. Looking to the other group of teenagers gave a different picture of the situation. The findings do not give reason to conclude that the "others" spend more time on homework than the power-users. It only ascertains the difference between those two activities. The variation of answers within the "others" group may also indicate that homework is competing with computer games even if the user do not define themselves as power-users.

#### ***4.8 The role of the parents or guardians***

I posed four different questions on how the teenagers defined their parents' or guardians' role in what type of computer games they can play and how much time they are allowed to spend. Is this a part of their own private domain or should parents be allowed to control the children's computer activities?

Both groups seem to disagree that their parents should decide how much time they are allowed to spend playing. It seems that this is a decision that teenagers want to handle by themselves. The mean value in both groups were closer to 'disagree' (Power-user 3,75 and others 3,70).



A further exploration of the parents'/guardians role is done by asking the teenagers several questions with different nuances. I saw the same tendency in both groups when I asked question regarding their parents' knowledge. To the statement "My parents or guardians do not know what type of computer-games I am playing" both groups reported a tendency toward 'disagree'. The mean value in both groups were close to 3 (power-users 3,30 and others 3,50). When the mean value is so close to three this may be understood as an expression that they don't have an opinion or they really disagree.

Group Statistics					
	User	N	Mean	Std. Deviation	Std. Error Mean
Ofte er det foreldre/foresatte som sier at jeg skal slutte å spille	poweruser	20	2,65	1,599	,357
	other	56	4,07	1,277	,171
Det er viktig at mine foreldre/foresatte kan uttale seg om hvor mye tid jeg får spille	poweruser	20	3,75	1,333	,298
	other	56	3,70	1,476	,197
Mine foreldre vet ikke hvilke dataspill jeg spiller	poweruser	20	3,30	1,689	,378
	other	56	3,50	1,526	,204
Mine foreldre har ingenting med hvilke dataspill jeg spiller	poweruser	20	1,90	1,294	,289
	other	56	2,64	1,458	,195

**Figure 17: Statement regarding parents/guardians role**

To the statement "What kinds of computer-games I am playing is none of my parents' business". I saw a tendency in both groups to answer closer to the 'agree' attitude. The power-user had a mean value of 1,90 and the others had 2,64.

"It is often my parents or guardians who tell me when to stop playing". With this statement I saw a significant difference between the two groups. The power-users agreed with this statement significantly more than the 'others' group (2,65 compared to 4,07). This means that the power-users feel more strongly that their parents should not interfere with this activity. The power-users want to decide this by themselves. The other groups are more open to the involvement from their parents or guardians.

The last statement about the parents' or guardians' role concerned their role in limiting time spent on computer games. Both groups disagreed that the parents or guardians should have anything to say as to the teenagers' playing pattern.

#### **4.9 Differences between genders**

In the power-user group both males and female were represented. The representation of females was very small in the power-user group; there were 3 out of 20. In this research projects boys seem to be typical power-users of computer games. This is also a conclusion that other research projects have revealed. There still exist, as described in

the chapter Psychological perspectives in teenagers' life, great variations between genders in their playing pattern.

To see if there were major differences between genders I ran some statistical analyses on some of the variables. The reason for this is to search for potential differences in attitudes to some of my questions. Do the boys answer differently from the girls even if

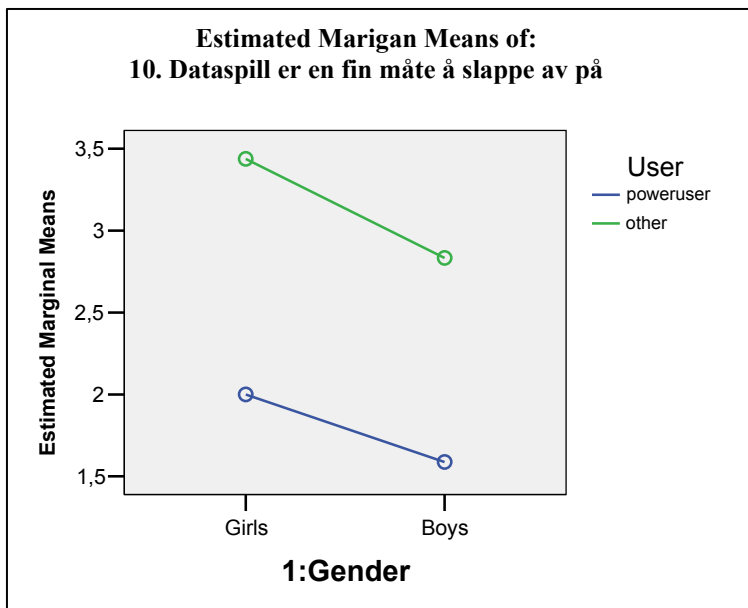


Figure18: An unvaried analysis of difference between genders

they are power-users? This may complement the picture of the power-user and give a deeper understanding of the phenomenon. To search my data for differences I used a univariate analysis.

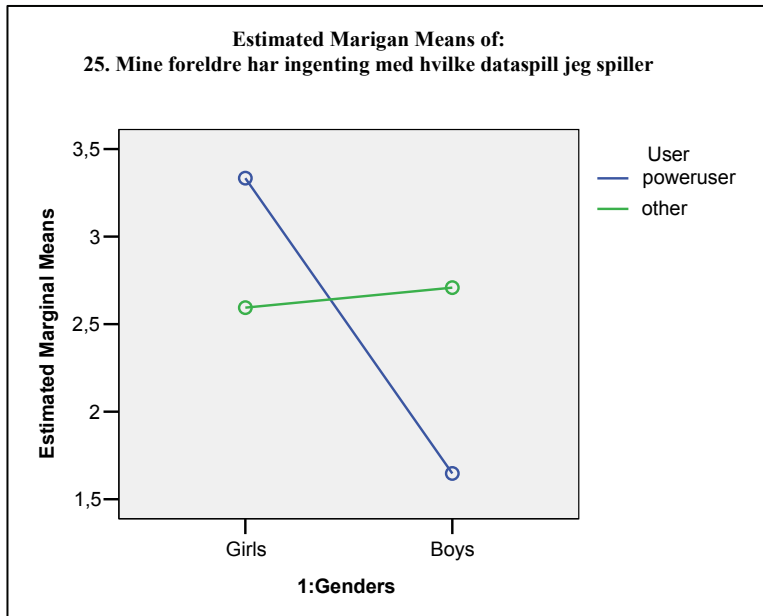
With regard to the statement “Playing computer games is a nice way to relax” I saw the

same pattern between power-users and ‘others’. The boys in both groups agreed more to this statement than the girls. The enclosed graph (figure 18) illustrates this with the two lines measuring the mean value in both groups. The lines are nearly parallel. The blue line shows how the mean value varies between boys and girls in the power-user group. The variation between boys and girls within the same group is not very large. I can conclude that the interaction is not statistically significant (Kerlinger 1973).

I see the same pattern on the question about a violent content in computer games. The difference is not significant and the answers are parallel. An interesting tendency here is related to the level between the mean value for boys in the ‘others’ group and the mean value for girls in the power-user group. This difference is very small and may be an indication of sharing the same attitude to a violent content.

I experienced the same pattern on how the teenagers reported the knowledge their parents had regarding what kind of games they were playing.

Concerning these two statements it seems that the variation between genders is the same in both groups. The boys and girls in both groups have the same way of answering. The curves are nearly parallel.



**Figure 19: An unvaried analysis between genders on parents role in what kind of games teenagers play**

I find the most interesting variations in connection with the statement “What kind of computer games I am playing is none of my parents’ business”. On this statement there was a significant interaction.

The answering patterns were different between the genders in both groups. In the power-user

group there were differences between the attitudes of the boys and girls. For the girls it was not so important to 'disagree' with this statement. The boys in the same group showed a total different attitude towards this statement. For them it was important that the parents had no business interfering with what kind of computer games they played.

The major difference in mean values in the power-user group was surprising. Why do we not find the same variation in the other group? And why did a boy in the power-user group disagree more strongly than a girl in the other group? Do the girls respect their parents more in this group? Statistically, the interaction is significant (Kerlinger 1973)

#### **4.10 Reasons for playing**

A remarkable result from the questionnaire concerned the motivation for playing computer games. None of the power-users reported that playing was a pastime activity. It seemed that playing was not an activity that compensated for boredom. In the course of the interview, I got the impression that this picture needed to be modified. It seems

that all of the informants did in fact now and then play simply because they had nothing else to do.

Another focus in the interview was to look for how the power-users defined their main motivation for playing computer games. Some of these quotes show how the amusement is important for all of the power-users:

*Hovedgrunnen til at jeg liker dette spillet er at jeg liker spillet der du kan leve livet til andre mennesker. Jeg liker ikke så mye skyting akkurat (jente)*

*PK: Hvorfor spiller du?*

*Informant: Fordi det ikke er så mye annet å gjøre på.*

*PK: Så det er en form for tidsfordriv?*

*Informant: Ja. Det er akkurat som noen spiller fotball og noen spiller data.*

*PK: Men det er bevisst at du spiller data. Hvis du får tilbud om noe annet hva ville du foretrekker. Hvis noen ville ha deg med å spille fotball.*

*Informant: Da ville jeg spille. Jeg spilte fotball før, men jeg ble ganske lei det. Så det var mye gøyere med dataspill. (gutt)*

*PK: Jeg har spørreskjemaet ditt her og kikker litt på det underveis og sånn. Jeg forstår ut fra det du har svart at du liker å spille spill?*

*Informant: Ja veldig*

*PK: Er det favorittaktiviteten din?*

*Informant: Ja det er det jeg gjør mye av i hvert fall.*

*\*litt senere i intervjuet.*

*PK: Du nevnte at du hadde oppdaget spillet gjennom vennene dine. Men hva er hovedgrunnen til at du spiller World of Warcraft?*

*Informant: Siden de fleste av mine venner spiller det. Det er kjekt å spille det.*

*PK: Det er altså en del av det dere gjør sammen som venner?*

*Informant: JA (gutt)*

A further exploration of the motivations for playing shows that computer games seem to be a part of the group activities among friends. Among the boys the playing activities also work as a common subject for conversation. The informants describe how players

who play the same game stick together during school breaks. This means that in addition to spending a lot of time playing computer games, a power-user, especially boys, talks a lot about the games. It seems that the playing may be an activity that keeps friends together.

*Vi snakker om dette spillet hele tiden i friminuttene. Vi er en gruppe som snakker om disse spillene hele tiden (gutt)*

#### **4.11 Playing as a part of asserting oneself?**

Another perspective in my dialogue with the power-users was to look into whether playing computer-games had a function of giving social status. There seems to be diversity between boys' and girls' understanding of this. Among the boys it seems to be more important within their social group to have skills in playing. This may give a potential higher status in the group.

*PK: Når vi sitter og spiller spill, så kan man bli sint, irritert osv. Hva slags følelser appellerer dette mest til?*

*Informant: Når man taper og sånn så blir man ganske sint, men når du vinner da øker selvtilliten litt.*

*PK: Interessant, tar du med deg den økte selvtilliten videre, når du møter venner?*

*Informant: Ja litt, vi snakker ganske mye om det.*

*PK: Så det betyr litt i gjengen da?*

*Informant: Ja, litt.*

*PK: Er du god?*

*Informant: Ikke så veldig akkurat.*

*PK: Er det folk som er bedre enn deg her på skolen?*

*Informant: Ja.*

*PK: Ser du opp til de på noen måte?*

*Informant: De er god å spille da.*

*PK: Får de en høyere status da?*

*Informant: Av de som spiller spillet og sånn*

*PK: Søker dere som spiller samme spill sammen i friminuttene?*

*Informant: Ja, så snakker vi og sånn. (gutt)*

Questions related to status were not so important for the girls. It seemed that the girls were not very interested in this. It seemed that for them the activity was mainly related to the playing itself. Achieving status was not a motivation for their playing. One girl said that she had experienced this to be a topic among the boys. The following quote from the interview with the girl may illustrate this.

*PK: Når du er med vennene. Hvis noen er veldig god i et spill får de da en høyere status?*

*Informant: Jo kanskje.*

*PK: Men du selv føler ikke at du tenker sånn?*

*Informant: Nei*

*PK: Men når du sier at andre, er det noen som innenfor din omgangskrets utmerker seg som stjerner innenfor spill og dermed blir liksom sett opp til?*

*Informant: Det er noen i klassen som spiller CS som snakker hele tiden om hvor god de er. Men det spillet har ikke jeg prøvd.*

*PK: Men den som e god og best i CS, ser du opp til den?*

*Informant: Nei, den ser jeg ikke opp til*

*PK: Kan det hende at de som spiller samme spillet ser opp til den beste?*

*Informant: Ja det tror jeg.*

*PK: Men i The Sims så fungerer det ikke sånn? Hvis venninnen din er mye bedre enn deg i The Sims så ville ikke du sett opp til henne?*

*Informant: Jeg tror ikke det går an å bli bedre i The Sims*

*PK: Så det er ikke noe poeng?*

*Informant: Nei. Der er det bare til å bygge hus og lage familier og sånn.*

*PK: Så det er ikke noe typisk konkurransespill?*

*Informant: Nei*

*PK: Men er du opptatt av konkurranse i andre spill eller syntes du ikke det er viktig?*

*Informant: Jeg syntes ikke det er viktig.*

#### **4.12 Power-users need someone to restrict their playing time**

An interesting part of the interview was related to how the power-user restricts the time they spend playing computer games. Both boys and girls tell us that this is a challenge for them. All of them indicate that their playing is very time consuming and they admit

that it is hard to stop. Among the informants there are different ways to control the time spent. Common for all of them seems to be the parents' role. All of them admit that their mother tells them to stop. Even if the user can save his/her work and start at the same place with next log on it is hard to stop. It seems that the games have a very strong binding effect on the users.

*PK: Du spiller mest om vinteren og sånn? Hvor sent på kveldene spiller du?*

*Informant: Ja, 22.30 tiden i ukedagene må jeg slå av.*

*PK: Hvem som sier det?*

*Informant: Mamma*

*PK: Hvis ikke hun sier det?*

*Informant: Da hadde jeg sittet lenger (gutt)*

*PK: Du sier du spiller noen timer når du er i gang, et par timer eller sånn, hva syntes familien hjemme om det?*

*Informant: Jeg sier jeg går på dataen og det er greit å så går jeg av når jeg får beskjed om å slutte med dataen*

*PK: Så de på en måte styrer litt*

*Informant: Ja, jeg kunne sittet hele dagen jeg. (jente)*

#### **4.13 Power-users define themselves as being addicted to playing**

One perspective in my conversation with the power-users was to look into how they reflected on the amount of time they spent on computer games. This part of the conversation was maybe the most surprising. All of the informants defined themselves as being more or less addicted to this activity. They described the addiction with different words, and based on how the playing affects several aspects of the boys' lives, it seems that the addiction varies between genders.

*PK: Du sier du har spilt det mye. Og at de hjemme sier når du skal stoppe og sånn.*

*Vil du si på en måte at du er litt hekta på å spille?*

*Informant: Det er jeg. Men som regel så klarer jeg å stoppe selv*

*PK: Så du er ikke helt avhengig av å spille?*

*Informant: Ikke helt avhengig, men nesten*

*PK: Men hva syntes du om det?*

*Informant: Det kan være dumt og det kan være greit*

*PK: Hvorfor kan det være greit?*

*Informant: Da har jeg i alle fall tidsfordriv når jeg kjeder meg (jente)*

*PK: Vil du si at du er hektet på spillet?*

*Informant: Ja ganske. Eg var det før. (gutt)*

*PK: Følte du at spillet tok kontroll over deg?*

*Informant: Ja på en måte.*

*PK: Fikk du noen reaksjoner fra foreldre/foresatte?*

*Informant: Foreldrene mine sier at jeg må kutte ned spillet. Lærerne på skolen sier også at jeg må kutte ned på spillet. Men det klarer jeg ikke. Jeg tror ikke at jeg kommer til å slutte med spill. Det blir lenge til. Så ser jeg nye spill etter hvert så blir jeg hektet og tenker det må jeg prøve. De har prøvd å lage toeren på dette spillet. Det kommer til høsten og det skal jeg kjøpe.*

*.. litt lenger nede i intervjuet*

*Informant: For meg er PCen damen min. Jeg kan ikke leve uten PCen min. Jeg klarer ikke å leve uten PCen min. Jeg bruker den til å laste ned filmer. Det er så kreativt med PC i dag. PCen fikk meg til å slutte meg med basket og Tae Kwondo.*

#### **4.14 Violence in games, typical boy activity**

During the interview with the power-users I experienced a difference between how boys and girls regard a violent content in computer games. Both of the boys played computer games where violence was an important part of the content. The games World of Warcraft and Counterstriker both have killing as a way to succeed in the games. In Counterstriker you kill the terrorists or you get killed. In World of Warcraft killing is also a way of getting points. The Sims, which was the girl's favorite game, does not include violence at all.

The girl also says that she is not so happy with the violence in computer games.

*PK: Du har ikke spilt sånne, du nevnte WoW. Sånne typiske skyte og drepespill.*

*Informant: Nei det har jeg ikke prøvd*



*PK: Er det bevisst det?*

*Informant: Ja*

*PK: Hvorfor?*

*Informant: Jeg liker ikke sånne spill*

*PK: Hvorfor liker du ikke sånne spill?*

*Informant: Jeg vet ikke, jeg liker de ikke.*

*PK: Syntes du det er ubehagelig å drepe noen på et spill?*

*Informant: Ja*

*PK: Hvorfor det?*

*Informant: Jeg liker rett og slett ikke dreping*

*PK: Gjelder det film også, liker du ikke dreping?*

*Informant: Nei film det går bra det. Det kan være humor, og det kan det i spill også.*

*Men i spill er det liksom du som dreper.*

*PK: Så da blir det mer personlig, at du utfører det?*

*Informant: Ja i film så sitter du bare og ser. (jente)*

The picture is a little bit different when looking at how the boys respond to violence in computer games.

*PK: La oss stoppe opp litt med drepingen, hva syntes du om det?*

*Informant: Det går ikke så veldig inn på meg. Tenker ikke på det når jeg har spilt det så lenge.*

*PK: Var det verre i begynnelsen?*

*Informant: JA, det var ikke verre da, men da la jeg mer merke til det?*

*PK: Så det å drepe blir bare en mekanisk, gjør for det at du må?*

*Informant: JA (gutt)*

*PK: DU kan ikke komme videre?*

*Informant: Jeg er kommet på et nivå som gjør at jeg kan drepe de fleste i spillet som er under nivået mitt.*

*PK: Hvordan dreper du de?*

*Informant: Du dreper med ulike våpen.*

*PK: Spilte du dette spillet i går?*

*Informant: Ja*

*PK: Drepte du mange i går?*

*Informant: Ja, mange*

*PK: E det gøy å drepe?*

*Informant: Jeg har ingenting å gjøre når jeg er på nivå 60 så hva skal jeg gjøre nå. Så da bare går jeg rundt og dreper folk for å få honorpoint (ærepoeng). Så blir du sterkere. Det er en sånn greie som kalles battlefield. Hvis jeg dreper f.eks 200 på en dag så kan jeg tjene minst 60 000 sånne honorpoint. Så må jeg vente til neste onsdag så fyller rankingen opp. Og jo høyere ranking jo bedre ting kan jeg kjøpe.(gutt)*

## **5 Discussions**

### **5.1 Preferred games**

Generally speaking, my findings show that teenagers play different kinds of games. It seems that the games offer different kinds of adventures for the users. But the material also reveals some tendencies which seems important to reflect upon. How can I explain the differences between power-users and others?

It seems that the most popular computer games offer teenagers a bit of action. The action game was on the top in both of the groups. This may be a reflection of how today's teenagers are searching for more action than their real life can offer. Even if some results in my findings indicate that the power-users are more conscious of why they play computer games (see 4.4), the search for action is the biggest common motivation.

The findings revealed a major difference related to role-playing games. Among the power-users these were the most popular games. Why this difference between the two groups? It is impossible to make conclusions which represent the total picture, but some assumptions may be done. The role-playing games give the user a chance to perform as an actor. He/she can act in a fantasy world and perform through their chosen figure and alias<sup>1</sup>. The games are often complex and require skills and time to achieve goals, receive

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<sup>1</sup> påtatt navn

features, advance to higher levels, join special happenings etc. It seems that the games require more devoted players.

This was also supported in my interview with the power-users. The male power-users prefer playing games with a major bit of action and violence. They choose a hybrid type of game which is a combination of different genres. WoW, one of the most popular games, is a combination of the traditional platform game, role-playing game and adventure game. It includes both a lot of action and you are able to advance to higher levels based on your results. Several aspects of these games were mentioned during the interview with the power-users which indicate that they establish a stronger connection between game and player than other games. As a player you pay for the amount of time you can stay in the game, which means that if you don't play you lose money. The admission ticket, money, may stop the "others" group from playing. In addition, special happenings are released at a specific time of the week, if you aren't in the game at that time you lose that happening. This may also require a more devoted player. Finally, many of the games do not have an end. Games without an end, is a new trend in computer games. Even if you have reached level 60, patches from the producers deliver new content and keep the power-users' interest in the game. This function may only appeal to the devoted players.

Power-users do not play "knowledge-" or "pedagogical games" at all. This may be an expression for the power-users playing as a goal in it self. Not playing for reaching a goal, like knowledge etc.

## ***5.2 The role of the group for the power-users***

When searching for the function of computer games it seems that social status works as a motivation for acquiring skills at computer games. Both theory and my findings reveal how important group identification is for teenagers. Earlier in their lives, the family/guardians have been important in their social life and for giving feedback on their own person, who they are, for passing on values etc. When they become teenagers their friends are more important to them. It seems that computer games can have the function of establishing groups of teenagers. Players keep company with each other not only while playing, but also in other contexts. The contexts I have identified are school

breaks, their homes, LAN parties etc. In all these contexts computer games work as a common topic among them. It is glue that keeps the group together.

The spoken language is both in content and in the “way of speaking” influenced from the computer games. This was revealed during the interview with the teenagers, their spoken language was penetrated by “jargon” from the games. Further, in addition to the language, when the power-users meet more casually, their conversation is very much concentrated around the computer games. Knowledge is an “admission ticket” to be included in the conversation within the group. The female power-user said that when she joined the male power-users, she had difficulties in following the conversation because she did not play the same game. She also confirmed that the topic of computer games was an important part of the conversations among her friends. Both the spoken language and content for conversations may exclude others from joining the power-users. They may not be denied access to the social companionship, but they might not perform as a complete member during the conversation and might exclude themselves.

The interview did not make known directly how strong the role of the group was when the teenagers chose games. The informants gave an impression that the power-users influence each other on the choice of computer games. For the time being it seemed that there was a shift among the boys at school from playing Counterstriker towards playing World of Warcraft (WoW). These two games are, at present, two of the most popular computer games among male teenagers. One of the boys did deny that his friends had anything to do with this shift. But when looking to the same informant’s explanation on how he started playing Counterstriker, friends were important for his choice. There seems to be a conformity pressure among the power-users concerning what computer games which are acceptable to play. This pressure may not be expressed explicitly, but more implicitly as a result of which computer game the group concentrates on.

The boys give the impression that skills are an asset among the friends in the group. If you possess high level skills in a popular game, you are a person that the other teenagers can go to for help with achieving higher levels in the games. You may become a significant other. It appears that skills also work as a way of asserting oneself. Your position in the group may be influenced by the skills you have in the computer game. There seems to be a touch of admiration for the best. Even if there are many other

components which will be a part of the teenager's position, skills in computer games may be significant. Based on the power-users' answers there are reasons to believe that skills in computer games are more important in this group than their achievement at school.

These findings were not so prominent among the female power-users. There are differences between the boys and girls as to how much computer games dominate their lives. It seems that the boys are much more devoted to the playing than the girls. The girl gave the impression that the playing was more of an isolated activity, separate from other activities.

It is likely that the playing may work as a support for social integrative needs; they are strengthening their contacts with friends through the playing. In this case the power-user of computer games may select the activity to support their integration with friends. It may be a strategic choice for getting included in the group. There are reasons to believe that the power-user is an active selector who chooses playing to achieve a higher goal, acceptance in the group.

### ***5.3 Reduced performance at school***

All of the power-users spend more time on computer games than homework. All of the interviewed power-users confirm that their playing has resulted in poorer results at school. The need to play is stronger than the need for performing at school. These findings were revealed in the questionnaire. The tendency was very clear. During the interview it was confirmed that homework is the activity which loses in the competition for the teenager's concentration. All of the interviewed informants confessed that their achievements at school had been suffering as a result from their playing. Even if they are in the final year of secondary school, and their result are important, this does not seem to affect their priorities. What is it with the playing that stops them from doing so? The power-users seem to define the outcome from the playing as more valuable than the price they are paying.

Both the games, played by the boys, used well known techniques from the game industry that strongly appeal to the teenagers. They employ fundamental knowledge about how to keep the player connected. Both games are action games where the

teenagers are able to develop their own character; in addition they have elements of role-playing. WoW is built with many levels, where skills are needed for the player to advance further in the game; this is also known as a criterion of success. The games also address the teenagers' emotions; there is a fairly high level of action in both WoW and Counterstriker. This action, and the anticipation of what will happen in the next scene, works as strong glue for the teenagers.

Looking to the game which the girl played, the picture is a different one. Even though there are levels in the Sims, the girl did not emphasize this to be a very important motivation for her playing. It seems that the idea of "trying-to-live-out" in the game was a major motivation. The game may work as an area where experimentations can be done, with less risk than in real life. The game may work as a tutor, training the players to meet real life situations. The traditional "playing with dolls" is exchanged for a game which includes more sophisticated ways of practicing life.

The conflict between playing computer games and doing homework seems to challenge the power-users. Some of the power-users had established a system in order to make sure that they did homework at all. They had introduced their own rules about playing. They had to finish their homework before they allowed themselves to play on the computer.

#### ***5.4 Computer games; supporting commercialization of teenagers?***

When bringing the industry of computer games into a historical perspective of teenagers' role in family life, it seems that the development supports the notion of teenagers becoming more and more a separate market segment for commercial interests. Historically, such a time-consuming activity among teenagers would be inconceivable just a few decades ago. The teenagers then acted differently as part of the family. They took more part in the duties of the family; they had a more active role in housework, taking care of their brothers and sisters etc. In many ways they were a producer in their own family. When we look at playing computer in isolation, we can see a totally different culture. There is much more time available for teenagers today to be engrossed by such activities. Their parents accept that they spend more than two hours each day on this activity. All this available time may open up for more commercialised input in their

lives. They are much more in a situation of choosing what to do. It does not seem that the economical cost related to computer games is an issue. There are reasons to conclude that power-users take it for granted that the economical cost is a minor issue. Statements from the teenagers indicate that their parents play an active role in buying needed equipment for them. When new versions of the computer games become available, they expected to acquire these and be updated. Another commercial aspect was that all of the interviewed power-users had their own computer available. Two out of three of them had got this from their parents.

The informants denied that they experienced any other commercial pressure due to playing. They knew of other teenagers who had bought clothes and other consumer goods known from the game, but they had not done this themselves. Based on these findings it is hard to evaluate what kind of influence they are being exposed to.

### **5.5 Parents'/guardians' role**

One of the interesting findings in both the quantitative and the qualitative data was related to the parents'/guardians' role. Even if computer technology and computer games are an expression of modern society, and parents/guardians may not be updated on the technology, they seem to have a certain role. The traditional understanding of the family as a filter against the influence from external socialization sources, like Figure 3: A family pedagogical mode (Evenshaug, Oddbjørn 2000), seems to function to a certain level. The parent seems to have a role in controlling how much time power-users spend. It is a notion during this research that the filter role stops at that. The parents or guardians seem to have an insignificant role in controlling what kind of games the power-users are playing. It is even difficult to conclude that parents/guardians have enough knowledge about what kind of games the power-users play. And even impossible to see if the parents have a role in deciding what kind of games the power-users are allowed to play.

During the interview I got the impression that the parents' major source of knowledge about the games was the information given by their children. The power-users work as a filter when telling their parents about the games. It is difficult to know how the power-users pass on the content in the computer games to their parents/guardians. Do they choose to tell what they believe will be accepted? It is impossible to conclude. There are

reasons to believe that they may be selective what they tell. In the questionnaire the power-users agreed (mean value 1,9) that their parents/guardians did not have any business interfering with what computer games they were playing. This was their own decision to make. When the power-users reveal this attitude to their parents' role there may be reasons to believe that the information will be adjusted in such a way that it is acceptable to the parents/guardians.

Both of the games played by the boys, Counterstriker and World of Warcraft, had a violent content. The player kills to perform in the game. In what ways do the parents work as a filter both to discuss the content and to protect the teenagers against inappropriate content? This seems to be absent in the filter role. The power-user is not likely to turn to his parents for feedback on what he has experienced while playing. The parents are not the significant other with whom the power-users can discuss the content in the computer games. To the extent that there are critical discussions on content, it seems these will take place together with their friends.

In the modern society it is much harder to control all socialization sources which compete for the teenager's interest. They are being influenced from many different sources. This may be one of the big challenges for a parent/guardian in the modern society.

The Sims, the popular game among the girls, also challenges the parents'/guardians' role in a way. The game seems to work as a practicing area for real life situations. In a way it may be a modern version of playing with dolls for the girls. The game gives them training on several areas which they need to deal with in real life. When they succeed in this game, they achieve better performance in the lives of the Sims. With the notion of the teenager's vulnerable age this may be a positive outcome for the players. They can date, sport, shop etc. with low risk before doing it in real life. The challenge may be related to the close connection between causes and effect in the game. Even if you perform well in the game you may not perform well in real life. The game may not grasp the complexity that the social interactions in real-life situations consist of. Performing is not a mechanical qualification in real life.



An aspect that distinguishes computer games from traditional board games is the social concern. We know traditional board games as an activity that the family can gather around. The board games work as a get-together activity with acting at the same physical place, developing social competence, developing relations, broadening vocabulary etc. Computer games are not a typical gathering activity for the family. It is more an activity where the player sits in isolation, in companionship with the computer. In my findings the only participation from other family members was younger sisters who were watching their big sister playing and the power-user working as a teacher who demonstrates the game. It seems that the power-users' playing challenge the amount of shared time parents/guardians and teenagers have available. This may lead to a further challenge of the parents as a significant other.

### **5.6 Influence from the computer games**

Teenagers are in a vulnerable age and open to influence from several socialisation sources. How much and what may be the major supplier of influence on teenagers is difficult to identify and not a topic in this project. We know that group identification is important for their developing of attitudes. It is well known from earlier research that the group they identify themselves as part of, function as a place where they develop their attitudes and get feedback. In their response to some of my questions the teenagers reveal a strong belief in their own resistance against being influenced from computer games. The majority of informants claim that their own attitudes are unchanged. There are reasons to believe that they trust their own attitude too much. Some signals of this were revealed when I interviewed the power-users.

The male power-user who played Counterstriker described a change in how he experienced the killing in the game. In the beginning, when he was new to the game, he did not feel comfortable about doing the killing. But when he had played this game for a while, the killing was just a natural part of the game, and he did not notice it so much. There had been a change in how strongly this action affected him. It is likely to believe that through frequent repetition the killing may become less serious for him. This may be a way the game has made a change in the power-users' resistance against killing in a computer environment.

The other male power-user reported that he imitated acting from the game in real life. This happened while he was waiting for the loading of WoW. He was so enthusiastic of the game that he took after it. This is also a way the power-user brings the figures, rules, and stories into the real world. For shorter periods of time he has adapted parts of the game into real life. This may also be an expression of influence from the game, but it is difficult to see this as an indication that the power-user has wiped out the border between the real world and the game world.

Discussing the same questions with the girl gave another picture. It seemed that for the girl the playing was a much more isolated activity and did not, as far as my interview revealed, lead to any "transfer" to real life. She did in fact make it quite clear to that this did not interfere with real life at all.

Another way I identify a potential influence from computer games has to do with how their performance in the game affect their mood. The power-users describe how the game communicates with several emotions. They are laughing, feeling excitements, disappointment, being annoyed etc. In some cases this mood could be carried on after the power-user has completed the game. It is also in this case difficult to make conclusions as to whether expressions represent a way the playing challenges the values and attitudes of the teenagers. Some of the signals from the players give reasons to believe that they carry on the mastering feelings into other situations. Success in the game may give increased self-confidence.

I can't, from my findings, make conclusions about influence from computer games. The way the power-users describe their playing and how they reflect, do not give any clear answers. On the one hand I have identified indications of influence from the games. On the other hand the power-users claim not being influenced. In addition, like imitating games, feeling satisfaction, may be an expression of regular reactions to all kinds of playing, not specific to computer games. Even if the power-users are being influenced, it is further difficult to make broad conclusions about how the games influence the teenagers' way of thinking, their moral understanding, their socialization process etc. The only example I can identify as a common admission to influence, is how the playing has reduced their performance at school.

All this public concern, mentioned in chapter 2.3 Passive receiver or active player, on the subject demonstrates the need for increased knowledge in this field.

## 6 Conclusions

During this research project I have investigated different aspect of teenagers and computer games. I have had a descriptive part where I have identified how widespread power-users of computer games are. Further I have searched for knowledge about what kinds of computer games that is predominant among power-users.

The research project has focused on power-users and investigated several differences between them and other teenagers. Some of the findings represent important knowledge about this group of teenagers. Which functions computer games have in the teenage culture has been an important aspect. It has also been natural to look into how this time-consuming activity displaces other aspects of the teenager's life.

The most important findings I have revealed, that constitute important aspects of a power-user, can briefly be summed up as follows:

- *Majority of males represented in the group:* 20 out of 76 informants defined themselves as power-users of computer games. Of these 20, only three were girls.
- *Most popular games:* There seems to be a tendency that computer games containing action are the most popular games for the teenagers. Further, male power-users prefer hybrid games which include elements from role playing games and action games.
- *Influence from computer games:* Teenagers assert that their attitudes are not being influenced from the playing. This kind of self-understanding is inconsistent with the way power-users describe changes in their own attitudes to, for instance, violence.
- *Motivation for playing:* It seems that playing computer games has a defined role in the power-users' lives. They use computer games more as a preferred activity and not primarily as a pastime activity.
- *Competition with homework:* One of the activities that lose against computer games is homework. All of the power-users admit that their effort on homework has suffered as a result of their playing.

- *Violent content in games:* Several of the games, especially those preferred by the boys, contain a lot of violence. Violent acting is a major trigger for performing well in the games.
- *Difference between genders:* Among the power-users I see differences between genders. Boys seem much more devoted to the games than the girls. For the boy's it seems that being good in computer games is a way of asserting themselves. The computer games are also a major subject to talk about among friends. In a way I got indications that the playing is a common interest among the boys that constitute a group. Boys that play together stick together.
- *Parents/guardians' role:* The role of the parents is mainly related to limiting the time power-users spend on computer games. They are less involved in evaluating what kind of computer games their children play.
- *Admit addiction:* All of the power-users defined themselves to be, in some way, addicted to the playing. How serious this addiction is has not been a major topic in the thesis.

I have during this project reached my objective, to portrait the power-user. The portrait has focused on differences between power-users and others. By analysing the feedback from the teenagers, several important features of computer game culture have been identified. Some of these have only been briefly touched upon here and further research is needed to achieve a deeper understanding. All in all, I feel that I have been able to shed some light on the four research questions which were raised in the problem definition.

With the growth of the computer game industry and parallel development of technological innovations, the game industry may still be in its childhood as a technology. We may see computer games in the future that use more of the three-dimensional technology and use the human body as input. All these technological innovations will be a challenge to the existing knowledge about computer games and teenagers. Therefore, it will be important to initiate longitudinal projects that can monitor this development and evaluate positive possibilities and negative consequences that power-users of computer games will be exposed to.

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# Appendix

## Innhold:

Informasjonsskriv i forbindelse med undersøkelsen ”tenåringer og dataspill”	Side 2
Spørreskjema om Ungdom og dataspill	Side 3
Intervjuguide	Side 11
Skjermbilder fra dataspill til bruk under intervjuet (et utvalg)	Side 12



Til enkeltelever

## **Informasjonsskriv i forbindelse med undersøkelsen "tenåringer og dataspill"**

I forbindelse med masterstudiet "IKT og læring" ved Høgskolen Stord Haugesund skal jeg foreta en spørreundersøkelse ved 10. klasse på skolen. Spørreundersøkelsen handler om dataspill. Gjennom denne undersøkelsen skal vi prøve å få mer innsikt i hvorfor dataspill har blitt en så populær fritidsaktivitet. I tillegg til spørreundersøkelsen ønsker jeg videre å intervju 3-5 av dere om samme emnet. De personene jeg skal intervju vil få en ny henvendelse der også deltakelse er frivillig. Disse personene velges ut etter hvordan de har svart på et av spørsmålene. Spørreskjemaet vil derfor i første runde kunne knyttet til deg som elev. Denne oversikten har skolen og læreren vil også spørre om du vil være med i intervjuet videre. Spørreundersøkelsen er meldt til personvernombudet for forskning. Det er frivillig å delta på undersøkelsen og du kan når som helst trekke deg.

De personopplysningene jeg skal registrere om deg er hvilket kjønn og hvor mange søsken du har. Dine svar på spørreskjemaet vil videre bli behandlet statistisk. Alle opplysninger skal anonymiseres, noe som innebærer at jeg ikke vil knytte deg som enkeltperson til undersøkelsen når jeg behandler dataene statistisk. Spørreskjemaene vil bli makulert etter at prosjektet er avsluttet og alle data vil også da bli slettet. De grafer og tabeller som blir laget for illustrasjonsformål vil kun bli brukt i masteroppgaven.

Alle data vil bli behandlet konfidensielt og vi har taushetsplikt omkring denne undersøkelsen.

Har du noen spørsmål om dette kan du ta kontakt med meg.

Jeg har mottatt skriftlig og muntlig informasjon og er villig til å delta i studien,"

\_\_\_\_\_

Dato

\_\_\_\_\_

Signatur

## Spørreskjema om Ungdom og dataspill



Del A: Formelle opplysninger.....	4
Del B: Dataspill.....	5

## **Del A: Formelle opplysninger**

### **1. Hvilket kjønn? (sett 1 kryss)**

- Jente  
 Gutt

### **2. Hvor mange søsken har du? (sett 1 kryss)**

- 1  
 2  
 3  
 4 eller flere

### **3. Hva har du tilgang til av datautstyr hjemme? (sett 1 kryss)**

- En felles PC for hele familien.  
 Egen PC som jeg bruker alene.  
 Jeg deler PC med mine søsken.

### **4. Ranger de 3 ulike aktivitetene du bruker datamaskinen til**

(skriv 1 for mest brukt til, 2 for nest mest brukt og 3 for det tredje mest brukt).

- Gjøre skolearbeid  
 Spille dataspill  
 Surfe på Internett  
 Sende e-post  
 Chatte (MSN eller tilsvarende)  
 Laste ned musikk eller filmer  
 Annet: \_\_\_\_\_

### **5. Når du spiller dataspill hvilke spillkonsoll foretrekker du da å bruke?**

(skriv 1 for mest brukt til, 2 for nest mest brukt og 3 for det tredje mest brukt).

- Datamaskin (PC)  
 X-Box  
 Playstation  
 Annet: \_\_\_\_\_



**13. Jeg bruker mer tid på dataspill enn på lekser**

**Enig** 1 2 3 4 **Uenig**  
5

**14. Å spille dataspill gir meg en følelse av å mestre utfordringer**

**Enig** 1 2 3 4 **Uenig**  
5

**15. Gjennom dataspillene får jeg vist at jeg kan løse problemer**

**Enig** 1 2 3 4 **Uenig**  
5

**16. En viktig grunn til å spille dataspill er at jeg får jeg rask tilbakemelding på mine prestasjoner**

**Enig** 1 2 3 4 **Uenig**  
5

**17. Vold i dataspill gir meg en spenningsfølelse som er tilfredsstillende**

**Enig** 1 2 3 4 **Uenig**  
5

**18. Vold i dataspill er helt ok siden det ikke skjer i virkeligheten**

**Enig** 1 2 3 4 **Uenig**  
5

**19. Utøvelse av vold er en viktig del av innholdet i mitt favorittspill**

**Enig** 1 2 3 4 **Uenig**  
5

**20. Når jeg spiller dataspill syntes jeg det er vanskelig å avslutte**

**Enig** 1 2 3 4 **Uenig**  
5

**21. Ofte er det foreldre/foresatte som sier at jeg skal slutte å spille**

**Enig** 1 2 3 4 **Uenig**  
5

**22. Det er viktig at dataspillet ikke trenger noen bruksanvisning for å kunne spilles**

**Enig** 1 2 3 4 **Uenig**  
5

**23. Det er viktig at mine foreldre/foresatte kan uttale seg om hvor mye tid jeg får spille**

**Enig** 1 2 3 4 **Uenig**  
5

**24. Mine foreldre vet ikke hvilke dataspill jeg spiller**

**Enig** 1 2 3 4 **Uenig**  
5

**25. Mine foreldre har ingenting med hvilke dataspill jeg spiller**

**Enig** 1 2 3 4 **Uenig**  
5

**26. Det er viktig for meg at spillet har en ranking liste?**

**Enig** 1 2 3 4 **Uenig**  
5

**27. Hva heter favorittspillet ditt?**

Navn: \_\_\_\_\_

**28. Hva er den viktigste grunnen til at du liker dette spillet?**

**Kryss av for et av alternativene**

<input type="checkbox"/>	Det har tøff grafikk
<input type="checkbox"/>	Det er spennende (inneholder mye action)
<input type="checkbox"/>	Det er passe utfordrende
<input type="checkbox"/>	Det er spillet som er in nå for tiden.
<input type="checkbox"/>	Jeg kan spille mot andre
<input type="checkbox"/>	Det er morsomt
<input type="checkbox"/>	Annet: _____

**29. Hvilke verdier syntes du favorittspillet formidler? (Sett ring rundt det alternativet som passer best for deg)**

**Ærlighet** 1 2 3 4 **Uærlighet**  
5

**Rettferdighet** 1 2 3 4 **Urettferdighet**  
5

**Nestekjærlighet** 1 2 3 4 **Egoisme**  
5

<b>Troskap</b>					<b>Utroskap</b>
1	2	3	4	5	
<b>Respekt for regler</b>					<b>Regler betyr ingenting</b>
1	2	3	4	5	
<b>Respekt for andres meninger</b>					<b>Andres meninger har liten betydning</b>
1	2	3	4	5	
<b>Respekt for liv</b>					<b>Tap av liv har liten betydning</b>
1	2	3	4	5	

30. Hvilken følelse er sterkest fremme hos deg når du spiller favorittspillet ditt? Kryss av for en av alternativene.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Sinne       | <input type="checkbox"/> Glede        |
| <input type="checkbox"/> Fortvilelse | <input type="checkbox"/> Spenning     |
| <input type="checkbox"/> Irritasjon  | <input type="checkbox"/> Annet: _____ |

31. Hvis du fikk bestemme innholdet i favorittspillet ditt, hvilke tre egenskaper ville være viktig for deg? Sett kryss på tre av alternativene

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Fart         | <input type="checkbox"/> Tøff musikk  |
| <input type="checkbox"/> Vold         | <input type="checkbox"/> Spenning     |
| <input type="checkbox"/> Tøff grafikk | <input type="checkbox"/> Kjærlighet   |
| <input type="checkbox"/> Skyting      | <input type="checkbox"/> Annet: _____ |

32. I hvor stor grad tror du at holdninger i favorittspillet påvirker dine egne holdninger? Sett ring rundt.

Holdningene mine står fast uavhengig av spillet.	Holdningene mine blir i liten grad påvirket av spillet.	Holdningene mine blir i noen grad påvirket av spillet.	Det påvirker mine holdninger i stor grad.	Jeg identifiserer meg med holdningene i spillet.
--	---	--	---	--

33: Har du prøvd/spiller du *Grand Theft Auto*

Ja  Nei

33a: Uansett om du svarte ja/nei i forrige spørsmål: Hvilke verdier tror du dette spillet kan formidle av verdier? Sett ring rundt det alternativet som passer best for deg.

<b>Ærlighet</b>					<b>Uærlighet</b>
1	2	3	4	5	

<b>Rettferdighet</b>				<b>Urettferdighet</b>
1	2	3	4	5
<b>Nestekjærlighet</b>				<b>Egoisme</b>
1	2	3	4	5
<b>Troskap</b>				<b>Utroskap</b>
1	2	3	4	5
<b>Respekt for regler</b>				<b>Regler betyr ingenting</b>
1	2	3	4	5
<b>Respekt for andres meninger</b>				<b>Andres meninger har liten betydning</b>
1	2	3	4	5
<b>Respekt for liv</b>				<b>Tap av liv har liten betydning</b>
1	2	3	4	5

**34: Har du prøvd/spiller du *World of Warcraft*?**  Ja  Nei

**34a: Uansett om du svarte ja/nei i forrige spørsmål:** Hvilke verdier tror du dette spillet kan formidle av verdier? **Sett ring rundt** det alternativet som passer best for deg..

<b>Ærlighet</b>				<b>Uærlighet</b>
1	2	3	4	5
<b>Rettferdighet</b>				<b>Urettferdighet</b>
1	2	3	4	5
<b>Nestekjærlighet</b>				<b>Egoisme</b>
1	2	3	4	5
<b>Troskap</b>				<b>Utroskap</b>
1	2	3	4	5
<b>Respekt for regler</b>				<b>Regler betyr ingenting</b>
1	2	3	4	5
<b>Respekt for andres meninger</b>				<b>Andres meninger har liten betydning</b>
1	2	3	4	5



**Respekt for liv**

1                      2                      3                      4

**Tap av liv har  
liten betydning**

5

**35: Har du spilt/spiller du *Need for speed most wanted*?**  Ja                       Nei

**35a: Uansett om du svarte ja/nei i forrige spørsmål: Hvilke verdier tror du dette spillet kan formidle av verdier? Sett ring rundt det alternativet som passer best for deg.**

**Ærlighet**

1                      2                      3                      4

**Uærlighet**

5

**Rettferdighet**

1                      2                      3                      4

**Urettferdighet**

5

**Nestekjærlighet**

1                      2                      3                      4

**Egoisme**

5

**Troskap**

1                      2                      3                      4

**Utroskap**

5

**Respekt for  
regler**

1                      2                      3                      4

**Regler betyr  
ingenting**

5

**Respekt for  
andres  
meninger**

1                      2                      3                      4

**Andres  
meninger har  
liten betydning**

5

**Respekt for liv**

1                      2                      3                      4

**Tap av liv har  
liten betydning**

5

Takk for at du var med på denne undersøkelsen.

## Intervjuguide

I begynnelsen av intervjuet gjennomfører jeg noen åpne spørsmål for å få samtalen i gang. Det er viktig at jeg lar informanten få kjøre mest mulig av showet.

### **Kontrolliste over spørsmål:**

1. Hva er hovedgrunnen til at du spiller dataspill?
2. Hva er den mest positive opplevelsen du har opplevd ved å spille dataspill?
3. Når det gjelder favorittspillet ditt, hva er det med det spillet som gjør at du er begeistret for det?
4. Er det mange av dine venner som spiller dataspillet? Har dataspillingen ført til at du har fått noen nye venner?
5. Hvilke type tilbakemeldinger får du i spillet ditt?
6. Syntes du det er lett å forholde seg til de spillregler som finnes i spillet?
7. Når du går lei et spill, hva er grunnen til det? Er det slik at spillets kode er knekt, det er ikke flere utfordringer igjen?
8. Er det noen tidspunkt du spiller mest spill i løpet av året eller spiller du like mye gjennom hele året?
9. Hvor sent i løpet av dagen spiller du spill?
10. Har dataspillene påvirket deg til å kjøpe noen andre ting (effekter som springer ut av spillet, gensre, musikk, effekter)
11. Kan du beskrive en negativ opplevelse av å spille spill?
12. Syntes du det er regler/deler av spillet som bryter med din egen moral?
13. På hvilken måte tror du at spillene du spiller påvirker deg?
14. Skaper dataspillingen en form for mestringsfølelse hos deg?
15. Hvordan vil du si at de resultatene du presterer i dataspillet påvirker selvtilliten din?
16. Hender det at du blir irritert på spillet og har hatt en fysisk reaksjon på spillet, slått i tastaturet, kastet skjermen vegg i mellom?
17. Hva syntes foreldre/foresatte om at du spiller mye dataspill?
18. Hvilke andre fritidsinteresser har du?

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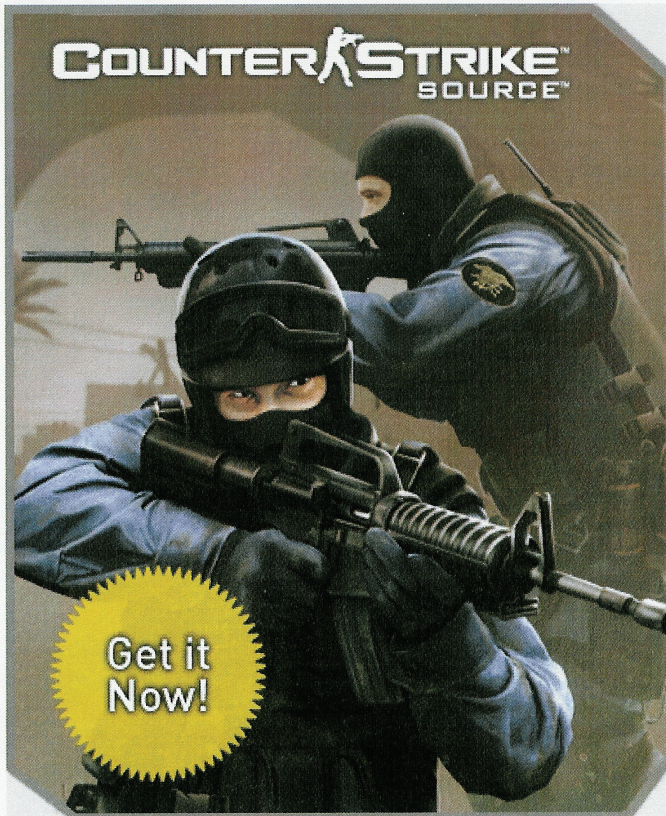


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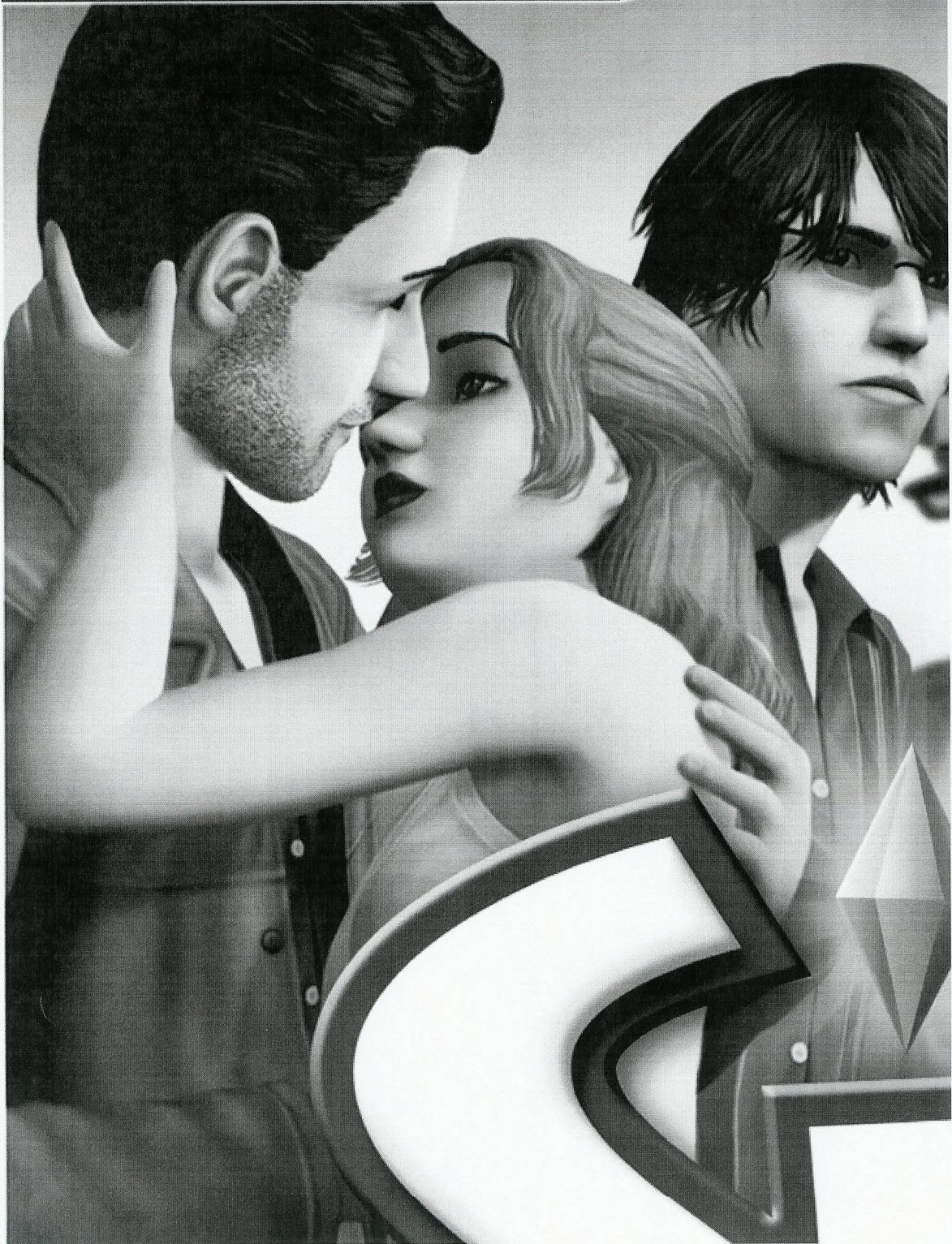
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21.03.2006



The Sims 2

## PRODUKTINFORMASJON

### THE SIMS 2

#### Oppfølgeren til det mest solgte PC-spillet noensinne

I The Sims 2 styrer du Simmene dine gjennom et helt liv, og blander genene der generasjon til den neste. Du bestemmer Simmenes mål i livet; berømmelse, rikk romantikk eller kunnskap. Gi dem et langt suksessfullt liv eller etterlat livet dere til det ekstreme: Fra å bli tatt på fersken til å se et spøkelse, fra å gifte seg med skrive en glitrende roman. Slipp løs kreativiteten din med det splitter nye Lag-En-Sim), nye byggealternativer og den nye kamerafunksjonen i spillet. Vær klar til å deres, oppfylle drømmene og presse dem til det ekstreme. Hva vil du gjøre med

#### BLAND GENER

Simmene dine har DNA og kan arve fysiske karaktertrekk og personlighetstrekk. et uendelig antall generasjoner og utvikle ditt eget Sims-familietre.

#### LA DRØMMER GÅ I OPPFYLLELSE

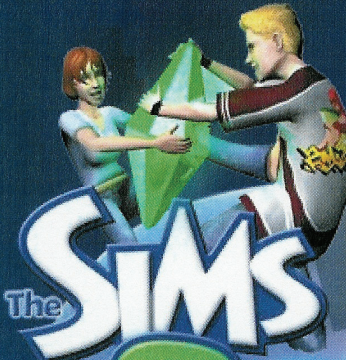
Nå har Simmene dine mål i livet. Sikter de etter et liv med berømmelse, rikdom, eller romantikk? Nå er det du som bestemmer om Simmen blir en vinner eller en eller lutfattig, dum eller en mesterhjerne. Gi dem det de vil ha og de vil leve et li Lek deg med det de frykter mest og du risikerer å ruinere livet deres. Simmenes hender.

#### BRYT GRENSER

Vil Simmene dine bli forlatt ved alteret og trenge psykiatrisk hjelp, eller arve en superrike? Vær vitne til de store øyeblikkene som gjør livet til hver eneste Sim u minneverdig.

#### KREATIVITET UTEN GRENSER

Lag unike simmer med den nye Lag-En-Sim (Create-A-Sim), fullpakket med et s ansiktstrekk, hårfrisyrer og klær. Bygg ditt drømmehjem og konstruer nabolag n nytt design og nye møbler.



**LOGG INN**

Registrer Deg Nå! **OK!**

TheSims2.no

The Sims 2 (PC)

The Sims 2  
:: Tilleggs pakke ::  
Livets Skole  
Uteliv  
Forretningsliv

The Sims (PC)

Konsoll

Håndholdt

Mobil



**REVOLUSJONERENDE FILM-FUNKSJON**

Lag din egen simsfilm med den splitter nye film-funksjonen. Sett sammen rollebrklar scenen, ta kontroll over kameraet og se ditt eget manuskript bli satt ut i live nærmere med det nye kameraet for å spille inn hver eneste detalj mens din egen form.

- [Minimumskrav >>](#)
- [The Sims 2 FAQ >>](#)
- [The Sims 2 Body Shop >>](#)
- [Spillomtaler >>](#)

Les om ekspansjonspakkene til The Sims 2:

- [Livets Skole >>](#)
- [Uteliv >>](#)
- [Forretningsliv >>](#)

**SCREENSHOTS**



1 2 3 4 5 6 7

**FILMER**



**Pikenes Sim**  
High / Low



**Sneak P**  
High / L



**Flørtning i Sims 2**  
High / Low



**Ufo-bort**  
High



NEWS +

ACCOUNT +

GAME INFO -

- Game Guide
- Introduction
- Features
- New Players
- Races
- Classes
- Professions
- Reputations
- Battlegrounds
- In Development
- Previous Patches

INTERACTIVE -

- PvP Rankings
- Talent Calculators
- Events Calendar
- Raid Calendar
- World Map
- PvP Mini Site
- War Effort Ranking

COMMUNITY -

- Complete List
- Forums
- Contests
- Guild Relations
- In-Game Events
- Real-Life Events
- Wallpapers
- Fan Art
- Screenshots
- Spotlight

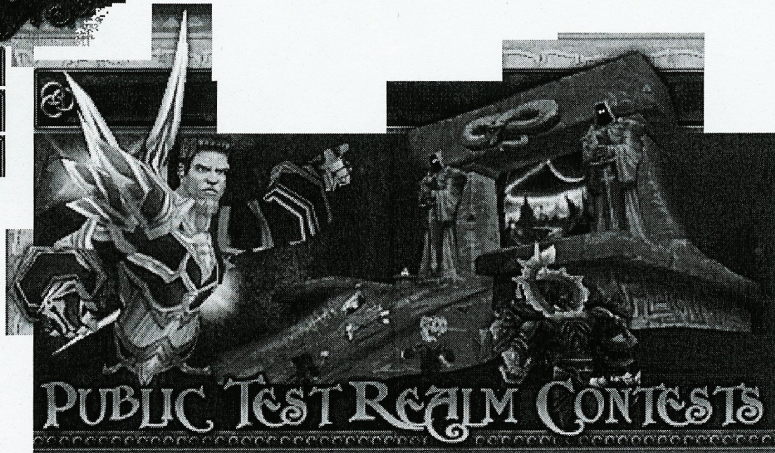
FORUMS -

- Complete List
- Realm Status
- Technical Support
- Realm Forums
- General
- Suggestions
- PvP Discussion
- Guild Recruitment
- Classes
- Professions
- Quests
- Role-Playing
- UI & Macros
- Code of Conduct

SUPPORT +

MEDIA -

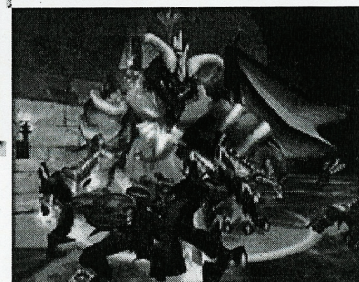
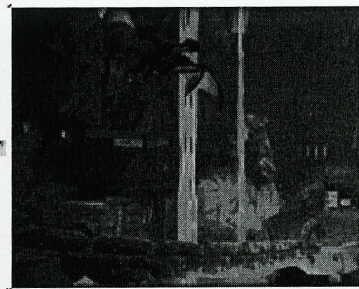
- Complete List



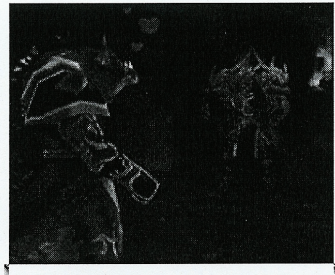
1.10 Priest Talents Karazhan Preview Events Calendar

### Screenshot Contest Winners! - Ordinn on 3/20/06

Our judges used up most of their savings on fire resist potions, but they were finally able to crawl through thousands of submissions and emerge with five winners! Among the submissions were many daring, impressive shots, but in the end, these five dragon and dungeon screenshot winners stood out above the rest:



- wallpaper
- Movies
- Music & MP3s
- Gadgetzan Times



We received so many fantastic entries that we couldn't allow to ha dark. Be sure to view the **honorable mentions**. Great job everyor

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### Four New Realms Opening

- Drysc on 3/20/06



Today at 12:00 PM PST, we will be opening four ne start fresh adventures in Azeroth! Players will be abl immediately with a choice of three realm types: PvP

- Duskwood - PvE
- Zuluhed - PvP
- Anetheron - PvP
- Steamwheedle Cartel - RP PvE

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### Warcraft Weekly

- Eyonix on 3/17/06

We encourage everyone to check out the latest Warcraft Weekly, threads created and responded to by the World of Warcraft comm news archive is a great source of information and a wonderful alte stay up-to-date with all the latest and greatest topics but don't hav forums each day. Check it out **here**.

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### Community Spotlight

- Drysc on 3/16/06



**Gamer Disclaimer** has created a Murloc RPG whic Murk, an inexperienced Murloc warrior. Your accom you everlasting glory, or at least until an adventurer out by clicking **here**.

Have you made or seen something that you think deserves to be c Community Watch? Send us a link at: **wowcommwatch@blizzar**

\*Links on this news post may expire over time and are created by other companies/inc with nor supported by Blizzard Entertainment.



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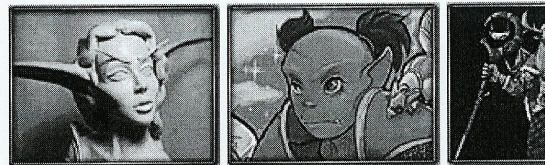
### New World of Warcraft: The Burning Crusade Wallpa

We have just updated our **World of Warcraft: The Burning Crusade** with a new wallpaper featuring the **Blood Elves**.



### New World of Warcraft Fan Art

The **Blizzard Fan Art Section** has been updated with new pieces



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### Video Games Live Concert - Nebu on 3/15/06

*Video Games Live* will be performing its first concert of 2006 in San Jose, CA at the Game Developers Conference on **Friday, March 24th at 8pm**. The concert will feature over 20 games, including *World of Warcraft*, which will feature a special video edit done by the World of Warcraft themselves! The video will be set in perfect synchronization to the Symphony Silicon Valley and choir. This is the same concert that received an Oscar nomination and was performed at the Hollywood Bowl to over 11,000 screaming video game fans. The concert event will include a state-of-the-art video and light show to celebrate the game. **Buy tickets here.** For more information visit [www.videogameslive.com](http://www.videogameslive.com)

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### Featured Penny Arcade Comic! - Nebu on 3/15/06

Check out our latest featured **Penny Arcade comic** from the **Official**




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## New Realms and Transfers

- Eyonix on 3/13/06



We're opening up two new realms for character transfer starting at 3:00 AM PST.

**New Realm: Korgath** - Deadline: Thursday, March 16 at 3:00 AM PST

Players with characters on the following two realms will have an opportunity to transfer their characters to Korgath, a new PvP realm. If you're interested in transferring your characters to Korgath, please [click here](#).

**Kil'Jaeden** → **Korgath**

**Tichondrius** → **Korgath**

**New Realm: Muradin** - Deadline: Thursday, March 16 at 3:00 PM PST

Players with characters on the following four realms will have an opportunity to transfer their characters to Muradin, a new PvE realm. Characters transfers for the following realms will be available until Thursday, March 16 at 3:00 PM PST.

**Doomhammer** → **Muradin**

**Icecrown** → **Muradin**

**Proudmoore** → **Muradin**

**Uther** → **Muradin**

During this time standard character creation will not be available for new realms. However, eligible character transfers are available Monday thru Friday at 3:00 AM PST. If you're interested in transferring your characters from the old realms to the new realms, please [click here](#).

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## Community Spotlight

- Eyonix on 3/10/06



The Stilsgin cousins discover that courage comes from within and that clothes sure do help. Watch them as they struggle to stand up to bullies. To see a day in the life of these lovable characters, click [here](#).

Have you made or seen something that you think deserves to be featured on Community Watch? Send us a link at: [wowcommwatch@blizzard.com](mailto:wowcommwatch@blizzard.com)

\*Links on this news post may expire over time and are created by other companies/institutions.

with nor supported by Blizzard Entertainment.

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**Patch 1.10 Public Test Realm Contests Live** - Ordinn on 3/9/06

Be one of the first players to experience World of Warcraft's upcoming currently running three contests on our public test realms -- the weekly the upcoming World of Warcraft: The Burning Crusade beta test. For more info on the contest and [here to copy your character!](#)

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**New Gameplay Trailer – Ahn'Qiraj** - Blaze on 3/8/06

Something sinister dwells within Ahn'Qiraj, something that gave even the mighty dragons pause when they led the night elven forces into the heart of the qiraji empire during the War of the Shifting Sands. For a thousand years, the magical barrier around the ancient fortress city has contained this threat; now, the fate of Kalimdor and all of Azeroth lies in the hands of the mortal races. Watch an enormous group of heroes from Horde gather before the Scarab Wall to face the coming darkness [gameplay trailer](#), which features footage of the gates of Ahn'Qiraj last.

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**New Novel: Cycle of Hatred** - Blaze on 3/7/06

The new Warcraft novel Cycle of Hatred is now available in the **Bl Online Store**! Cycle of Hatred's story takes place three years after events of Warcraft III: Reign of Chaos. The Burning Legion has been defeated, and the eastern regions of Kalimdor are now shared by two nations: the orcs of Durotar, led by their noble Warchief, Thrall; and humans of Theramore, led by one of the most powerful mages alive, Lady Jaina Proudmoore. But the tentative peace between orcs and humans is starting to crumble. Random attacks against Durotar's borders suggest that the humans have renewed their aggression towards the orcs. Now Jaina and Thrall must avert disaster before old hatreds are plunged into another devastating war...

Check out this sneak peek at the first chapter of **Cycle of Hatred**, Warcraft universe.

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**Patch 1.10 Public Test Realms Now Available!** - Ordinn on 3

The public test realms are now live! Players can now try out all the coming in content patch 1.10. The highlights of this patch include new dungeon armor sets, weather effects, and a host of other exciting [test realm patch notes here](#) to learn more.

Players can participate in the test realms by creating a character, deleting a character, or copying their characters from existing realms to the test realms. To create a character, visit our [Public Test Realm Page](#). Pre-made character transfers are available anytime during the testing period while personal character transfers are available from 3:00 AM to 3:00 PM PST Monday through Friday. Test realm data, which can be downloaded at the same page, is available for both test realms.

Please be aware that the test realms are designed to allow us to test new features before they go public. Therefore, some changes may be introduced during the testing phase, before a patch goes live, and some changes may be made to the patch after the test realms have closed. To read more about the test realms, visit the [Test Realm FAQ](#). We truly appreciate our players taking the time to provide feedback on the changes to the game; thank you all!

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### Miss a News Item?

Make sure that you keep up to date on all the latest in the [World of Warcraft News](#).

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