



5TH VIENNA GAMES CONFERENCE

FUTURE AND REALITY OF GAMING

PLAYFULNESS

APPLIED

21.-23.10.2011, VIENNA



Introduction

It is our greatest honour to welcome you to the 5th Vienna Games Conference "Future and Reality of Gaming 2011". Vienna's annual Games Conference FROG offers an open and international platform for leading game studies researchers and scholars, game designers, education professionals and gamers from around the world. The main objective of FROG11 is to explore the phenomena of applied playfulness in regard to questions of media competence, media convergence, the sociability of play and the impacts of games on future and reality of our culture.

Conference Theme F.R.O.G. 2011: "APPLIED PLAYFULNESS"

The study of players' experiences, competences and skill developed through playing games raises the following questions: How do we apply what we experience in games and through media to our everyday lives, to our culture, and society? How do different forms of media converge in our game spaces and impact our playfulness? What are the applicable potentials games offer in theory and practice? Today players use different forms of media to engage in games, thereby creating and establishing new forms of playfulness. Playing does not stay limited to the actions proceeding on the screens, but reaches beyond the screen into our everyday lives and cultures. The relation between play, society and culture is transforming giving rise to novel potentials and possibilities, but also questions, challenges and promises. FROG11 focuses on questions, challenges and innovation exploring the transition between different forms and activities of play, media and competences. The Vienna Games Conference is a key element of the "Game City" roadshow and offers the unique opportunity for researchers from different disciplines and countries, game designers, educators and gamers to meet, play and discuss in the magnificent Vienna city hall.

Sincere appreciation and gratitude are expressed to all members of the Program and Planning Committee for their diligent efforts in effecting a most interesting and fruitful conference. Finally, we sincerely do wish all participants a successful and inspiring conference, a good time in Vienna and – as the gamers do – good luck & have fun!

Jennifer Berger, Konstantin Mitgutsch, Herbert Rosenstingl (FROG Organization Committee)

FROG11 is jointly organized by the Austrian Federal Ministry of Economy, Family and Youth, the City of Vienna, wienXtra, the Singapore-MIT GAMBIT Game Lab, the University of Vienna, the Danube-University Krems and FAMUS.

FROG KEYNOTES

MIA CONSALVO	7
JONAS LINDEROTH	8
LAWRENCE KUTNER	9
CHERYL K. OLSON	10
NATHALIE POZZI AND ERIC ZIMMERMAN	11
CHRISTIAN WESSELEY	12

FROG PRESENTATIONS

BLEUMERS LIZZY, WILLAERT KOEN, HEYMAN ROB AND JACOBS AN	14
BREITLAUCH LINDA	14
BROM CYRIL, SISLER VIT AND BUCHTOVA MICHAELA	15
CZAUDERNA ANDRÉ AND SCHMITZ BIRGIT	16
DE LUCA VANESSA AND BERTOLO MARESA	17
EE ANDREW AND CHO HICHANG	17
EINBÖCK SONJA AND MAIER-RABLER URSULA	18
FERREIRA ALEXANDRA AND HOCK-KOON SÉBASTIEN	19
GRÜNBERGER NINA	20
HOCK-KOON SÉBASTIEN	20
JANSZ JEROEN AND NEYS JOYCE	21
KAYALI FARES, JAHRMANN MARGARETE, SCHUH JOSEF AND FELDERER BRIGITTE	21
KLIMMT CHRISTOPH AND AHRENS JULIA	22
KÖHL MARGARITA	23
KÖNIG NIKOLAUS	24
KOPP HERWIG	25

LACASA PILAR, MARTINEZ-BORDA RUT AND CORTÉS SARA	25
LANKES MICHAEL AND MIRLACHER THOMAS.....	26
LARSEN LASSE JUEL	27
LEHENBAUER MARIO, STETINA BIRGIT, GLENK LISA, KOTHGASSNER OSWALD, FELNHOFER ANNA, HLAVACS HELMUT AND KRYSPIN-EXNER ILSE	27
MANKER JON	28
MCALLISTER GRAHAM AND MIRZA-BABAEI PEJMAN	28
MITGUTSCH KONSTANTIN	29
MITTELL JASON	30
NASEEM AMANI AND TOFT IDA MARIE	31
ORTIZ DE GORTARI ANGELICA B., ARONSSON KARIN AND GRIFFITHS MARK D.	31
PRAXMARER, ROBERT	32
RING SEBASTIAN AND SCHEMMERLING MAREIKE	33
RING SEBASTIAN	33
RIZZOLLI MICHAELA	34
RODIL KASPER, ESKILDSSEN SØREN AND REHM MATTHIAS	34
RUSCH, DORIS C.	35
SCHOENAU-FOG HENRIK	35
SCHOLLAS SABINE AND RACZKOWSKI FELIX	36
SCHWINGELER STEPHAN.....	37
SEIFERT ROBERT	37
SILLER NOTBURGA	38
SISLER VIT	39
SUOMINEN JAAKKO AND ALA-LUOPA SAARA	39

SWERTZ CHRISTIAN	40
WAGNER THOMAS AND BRUNNER JÜRGEN	41
WERNBACHER THOMAS, WAGNER MICHAEL AND HOFSTÄTTER JÖRG.....	41
WIMMER JEFFREY	42
WITKOWSKI EMMA	43

FROG 2011 POSTER PRESENTATIONS

CEONI KARINA	45
CICERI MARIA RITA AND RUSCIO DANIELE	45
DIEPHUIS JEREMIAH	46
ESKILDSSEN SØREN, RODIL KASPER AND REHM MATTHIAS	46
HALBEISEN SARAH	47
HOFSTAETTER JOERG AND KRANZER JOCHEN	47
LIPPUNER FLORIAN	48
MARIANI ILARIA	49
PRAX PATRICK	49
RIESNER MICHAEL	50
SONG GONGPU	50
SVELCH JAROSLAV	51
THEUER EUGENIE MARIA	51
WIEMKER MARKUS	52

PROGRAM COMMITTEE CO-CHAIRS AND REVIEW COMMITTEE	53
---	-----------

ADDITIONAL REVIEW COMMITTEE.....	53
---	-----------

FROG ORGANIZATION.....	53
-------------------------------	-----------

FROG 2011 PROGRAM	54
--------------------------------	-----------



5TH VIENNA GAMES CONFERENCE

FUTURE AND REALITY OF GAMING

PLAYFULNESS

APPLIED

21-23.10.2011, VIENNA

KEYNOTES



Mia Consalvo

Professor at the Concordia University in Montreal, Canada

Avatar Play: Games, fictions, & identification

Friday, 21.10.2011, 17.10 - 18.10; Language: English

This talk draws on several studies of players, gameplay and avatars across games and virtual worlds as diverse as Second Life, Faunasphere, Glitch and Dragon Age to question players' relationships with avatars, as well as our own role(s) as researchers in naming and reifying such activities.

Specifically I question the notion of identification and how it has been applied to players' relationships' with their avatars, as well as how game fictions and community contexts work to shape player actions and beliefs about gameplay in key ways. Ultimately I question what the role of the game studies researcher should be, and how we go about naming, identifying and explaining the complexities of player practice in contemporary games.



Mia Consalvo is Associate Professor of Game Studies at Concordia University in Montreal. She was a Visiting Associate Professor in the Comparative Media Studies program at the Massachusetts Institute of Technology and Associate Professor at Ohio University in the School of Media Arts and Studies. She is the author of *Cheating: Gaining Advantage in Videogames*, and is currently writing a book about Japan's influence on the videogame industry and game culture. She has published in *Critical Studies in Media Communication*, *Games & Culture*, *Game Studies*, and *Convergence*, and she is the President of the Association of Internet Researchers.

Jonas Linderöth

Associate Professor at the University of Gothenburg, Sweden

An Ecological Approach to Games and Gameplay

Saturday, 22.10.2011, 17.50 - 18.50; Language: English

In the discussion on how digital games affect players there are two sides in opposition to each other. One side is focusing on violence and aggression, the other side looking at positive aspects arguing that games can be powerful tools in education. Both of these sides furnish arguments on the basis of a shared logic: Games are seen as “powerful media” that affect players for better or worse. They are so powerful that they foster attitudes, knowledge and behaviours that transfer to situations beyond the game itself. In this talk Linderöth will claim that both sides present agenda driven arguments that are based on a set of specific psychological and philosophical ideas. As an alternative to this view he will outline the fundamentals of the Ecological Approach to Games and Gameplay. The talk will develop four claims:

- Gameplay is to perceive, act on and transform the affordances that are related to a game system or other players in a game.
 - The fundamental learning process during gaming is to become attuned to the game environment. When playing games we learn to see and utilize affordances.
 - In digital games avatars are the player’s extension of agency into the game. They are the tools that allow us to reach into the digital environment.
 - Avatars and game worlds have a dynamic relation that makes game unique as learning environments. When progression is built into a game system, gaming can give us a pleasant illusion of learning, a false sense of accomplishing something.
-



Jonas Linderöth is an associate professor at the Department of Education, Communication and Learning, University of Gothenburg. Jonas academic interest is about perception, learning and cognition during gameplay. Jonas claims that most contemporary ideas about what happens “inside” a gamer during gameplay are based on naïve versions of Cartesian dualism that fails to see gaming as an embodied practice. As an alternative to this “common sense theory” he is currently developing what he calls an Ecological Approach to Games and Gameplay based on the works of James and Eleanor Gibson. “Experimental psychology as well as the serious games movement are trying make the reality of gaming fit their predefined ideas. The Ecological approach, on the other hand, is an attempt to find a theory that fits the reality of gaming”.

Lawrence Kutner

Executive Director of the Jack Kent Cooke Foundation, USA

Video Games: Politics vs. Data

Saturday, 22.10.2011, 09.00 - 10.00; Language: English

All the concerns about video games and their purported influence on everything from youth violence to moral decay may seem new, but they're not. We've seen versions of them whenever a new and popular communications medium has been introduced. This presentation will put some of the claims by politicians and pundits into historical and cultural perspective. It will also offer a challenge on how we might use video game technology to help youth at risk.



Lawrence Kutner, Ph.D., is the executive director of the Jack Kent Cooke Foundation, located outside of Washington, DC. Over the course of his career, he's been a psychologist, journalist, documentary producer, radio talk show host, business consultant, university professor and researcher. He's written six books on child development, the most recent of which, *Grand Theft Childhood: The Surprising Truth About Violent Video Games*, and *What Parents Can Do*, was based upon a multi-year study he worked on while a faculty member at Harvard Medical School.

Cheryl K. Olson

Owner at C.K. Olson, Inc.

Panel Introduction: Media Literacy in relation to video games

Saturday, 22.10.2011, 15.40 - 16.30; Language: English

This presentation looks at research on how children learn to make sense of video games, how parents and older siblings might help children apply standard media literacy skills to games, and when efforts to “protect” children from certain video game content may backfire. Compared to older media such as television, children may be more “literate” about video games than their parents, which makes it more challenging to teach children how to interpret game “messages” and navigate through potential hazards.



Cheryl K. Olson, Sc.D., was the principal investigator for a major government-funded Harvard research project to study the effects of video games on young teens. She coauthored a popular book, *Grand Theft Childhood: The Surprising Truth about Violent Video Games and What Parents Can Do*, which has been translated into Japanese, Korean and Lithuanian. She has presented her research in multiple countries, most recently at the PEGI conference in Malta. She received her Doctor of Science degree in health and social behavior from the Harvard School of Public Health.

Nathalie Pozzi and Eric Zimmerman

NAKWORKS / New York University Game Center & Gamelab

Spaces of Possibility

Friday, 21.10.2011, 13.00 - 14.00; Language: English

Why are games meaningful? Do we use them like a language to speak to each other? Do we wear them like fashion, to express ourselves? Do we inhabit them like buildings? This talk by architect Nathalie Pozzi and game designer Eric Zimmerman will explore the ways that games create meaning by carving out spaces that are both separate from and intertwined with the real world. Through examples of their collaborative work together, as well as interactive exercises with the audience, we will look at how the design of games is also the design of meaning.

Nathalie Pozzi is an architect whose projects cross the boundaries of art installation, architecture, and landscape. Trained in Venice, Stockholm and Helsinki, Pozzi explores the classical design of space and light and the elegant use of materials, while also incorporating social and ethnographic elements into her work. Her projects expand the possibilities of architecture from building beautiful structures into a global and cultural act. Projects range from the short film “Home”, presented at the 4th International Festival for Architecture in Video in Florence, to design and production consulting for internationally renowned artists. Recent work with Eric Zimmerman involves the creation of large-scale physical games, including *Starry Heavens*, exhibited at the Museum of Modern Art in New York City in 2011.



Eric Zimmerman is a veteran game designer and scholar. He has worked in the industry for nearly 20 years, including running his own company Gamelab for a decade. His work ranges from award-winning commercial games, such as *Diner Dash*, an online hit that helped invent casual games, to educational work such as *Gamestar Mechanic*, an online site that lets kids create games, to more experimental projects such as *Leela*, a game about mediation and play created with Deepak Chopra for the Xbox Kinect. Current projects include the *Metagame*, a card game created with Local No. 12, and his ongoing work with architect Nathalie Pozzi creating large-scale physical games. Eric is a founding faculty at the NYU Game Center.

Christian Wesseley

Professor at the University Graz, Austria

Schnitt-Stelle. Computerspiele als Begegnungsort von Religion, Kunst und Technik

Sunday, 23.10.2011, 10.00 - 11.10; Language: German

Die wesentlichen spezifisch menschlichen Lebensäußerungen Technik, Kunst und Religion werden oft – zu Unrecht – als getrennte Begrifflichkeiten oder gar Gegensätze verhandelt, während sie doch engstens zusammenhängen. Das Referat analysiert die Spezifika und die Konnekte dieser drei prägenden Hervorbringungen des menschlichen Geistes und verortet sie in besonderer Weise im Genus des Computerspieles an sich. Dabei werden einerseits die inhaltlichen, andererseits auch die strukturellen Ebenen der Produkte angesprochen, Vermarktungs- und Identifikationsmöglichkeiten abgewogen und die Frage behandelt, inwieweit Computerspiele letztlich ihrerseits Kunst, Technik und vor allem Religion verändern.



Geboren 1965, Agraringenieur, Dr. theol., (Von Star Wars, Ultima und Doom. Mythologische Strukturen in der Unterhaltungsindustrie, Frankfurt: Lang 1996), Univ.-Doz. für Fundamentaltheologie mit Schwerpunkt Neue Medien, Computerspiele und kommerzieller Film. Forschungsfokus: Veränderungen in der aktuellen Religionsrezeption durch mediale Einflüsse. Derzeit Univ.-Prof. f. Fundamentaltheologie in Graz.



5TH VIENNA GAMES CONFERENCE

FUTURE AND REALITY OF GAMING

PLAYFULNESS

APPLIED

21-23.10.2011, VIENNA

PRESENTATIONS



Bleumers Lizzy, Willaert Koen, Heyman Rob and Jacobs An (IBBT-SMIT, Vrije Universiteit Brussel)

Ladders and snakes: Lessons learned from applying contextual laddering to game prototype evaluation

Slot 2/B: Friday, 21.10.2011, 14.40 - 15.10; Language: English

In this presentation, we report on the evaluation of two mixed-reality prototypes intended for intergenerational remote play. Both prototypes represent family members by their video-image integrated in a computer-generated environment. The first prototype provides cooperative puzzle play, while the second prototype is a quiz game.

Using a method called contextual laddering, we were able to not only identify which prototype characteristics were (dis)liked by family members, but also how these related back to the values that family members cherish. By discussing how we applied the method, the challenges we encountered on the way, and the results we obtained in our project, we want to illustrate how contextual laddering can contribute to games research.

Lizzy Bleumers obtained a master's degree in Psychology. After several years of fundamental research, she obtained a postgraduate degree in usability design. She now conducts user experience research at IBBT-SMIT (University of Brussels) and has a particular interest in the experience of gaming and virtual worlds.

Koen Willaert holds a master's degree in Psychology and in Cultural Sciences. Prior to joining IBBT-SMIT, where he currently studies how technology can support informal distributed team communication, he was involved in policy and employee satisfaction research, and e-mental health application development.

Rob Heyman is a doctoral student at IBBT-SMIT. He researches to what degree and how users and their privacy are being empowered or disempowered by social media. This research is part of the four-year research project, EMSOC (User Empowerment in a Social Media Culture).

An Jacobs holds a PhD degree in Sociology (University of Ghent). She is Research Professor at the University of Brussels and teaches sociology at the Artesis Hogeschool Antwerpen (Department of Design Sciences). At IBBT-SMIT, she coordinates user research on healthcare and virtual experience.

Breitlauch Linda (Mediadesign University of Applied Sciences)

Are you still learning or already playing? Conceptual design for serious games regarding didactical and playfully requirements

Slot 13/B: Saturday, 22.10.2011, 16.40 - 17.10; Language: English

Playing means learning. A player learns how to use buttons or keys to move his character, he learns the conditions, which may lead the player to the goal. Games represent a fictional world with own rules concerning the immanent learning system. A player who engages himself in the game complies with the conditions of space, time and action. He voluntarily accepts the rules and operates with fun as well as concentration, strategic and systematic thinking for the chance of winning the game.

But why are a lot of so told serious games, which focus on the transport of learning objectives, so disappointing in this matter? A lot of serious games don't even make fun. So, what must a good serious game achieve to be efficient in the learning field and to generate fun as well? A look at successful entertainment games shows how you can learn without noticing it. The player's motivation remains intrinsic, and this is what you need to adopt in a serious game.

Linda Breitlauch initially studied business economics before she graduated in film and television scriptwriting from the Film & Television Academy (HFF) in Babelsberg. In 2008 she completed her PhD about dramatic composition in computer games. In 2007 Linda Breitlauch was appointed Europe's first female professor of game design at the Mediadesign University of Applied Sciences. There she teaches and researches with special focus on the areas of transmedial storytelling, serious games, and dramatic composition. Furthermore, she works as an evaluator and is a consultant in the areas of media didactics and interactive storytelling. In 2011 she was nominated for European Women in Games Hall of Fame Award.

Brom Cyril, Sisler Vit and Buchtova Michaela (Charles University in Prague)

Learning Effect of Educational Simulation Europe 2045

Slot 7/A: Saturday, 22.10.2011, 10.40 - 11.10; Language: English

This presentation analyses the learning effect of an educational simulation Europe 2045, which the authors have developed and which is currently being used in more than 50 Czech secondary schools. Europe 2045 is a supportive tool for social science courses, familiarizing players with political, economic and social issues in a united Europe. During the experiment conducted in May 2011 in 4 Czech secondary schools (6 experimental groups, 6 control groups), we have assessed the knowledge and skills acquired through the simulations by means of pre-tests, immediate post-tests, delayed post-tests, video surveillance, field notes, and in-depth interviews with students and teachers. Essentially, the experiment has shown that students using the simulation in experimental group achieve generally the same score in tests of factual knowledge, yet they score significantly higher in open-ended questions aimed at assessing deeper understanding of key principles of European integration and its broader economic and social aspects.

Cyril Brom, Ph.D. holds a PhD degree in computer science from the Faculty of Mathematics and Physics of Charles University in Prague. He is currently employed as an assistant professor there, and he is also the head of Artificial Minds for Intelligent Systems research group. His research deals with serious games, artificial intelligence, 3D virtual reality, and computational ethology. He collaborated with Vit Sisler on several educational projects, including Europe 2045.

Vit Sisler, Ph.D holds a PhD degree in information science from the Faculty of Arts of Charles University in Prague. He is currently employed as an assistant professor there, and he is also the founding editor-in-chief of the research project Digital Islam. His research deals with the educational and political video games, normative frameworks in cyberspace, and the relation between Islam and digital media. He is one of the main authors of the educational simulation Europe 2045.

Michaela Buchtova is an absolvent of Sociology (Palackého University in Olomouc, Czech Republic) and Andragogy (Charles University in Prague, Czech Republic). Within her studies and professional career she is interested in digital technologies and new practices in education and lifelong learning. She participated in development of the first e-learning platform for health care workers in Czech Republic and nowadays assists in the research and development of educational simulations.

Czauderna André and Schmitz Birgit (Fachhochschule Köln / Humance AG)

Medienpädagogische Praxisforschung zur zielgruppengerechten Entwicklung von Computerlernspielen

Slot 7/B: [FROGA KUCHA] Saturday, 22.10.2011, 10.40 - 10.50; Language: German

Der Beitrag stellt die sozialwissenschaftliche Begleitforschung des Projektes SpITKom (Spielerische Vermittlung von IT-Kompetenz für benachteiligte Jugendliche zwischen Schule und Ausbildung) vor. Ziel des dreijährigen Projektes SpITKom ist die Entwicklung eines Browser-Aufbauspieles, das in berufsvorbereitenden Maßnahmen des Baugewerbes zur Vermittlung von IT-Kompetenzen und bauwirtschaftlichem Fachwissen eingesetzt werden kann. Im Rahmen des Beitrages wird ein praxisorientierter Einblick in einen sozialwissenschaftlichen Forschungsprozess offeriert, der im Wechselverhältnis mit einem technologischen und didaktischen Entwicklungsprozess steht. Anhand von konkreten Beispielen wird aufgezeigt, wie medienpädagogische Praxisforschung Entwicklungsprozesse beeinflussen und damit zur zielgruppengerechten Entwicklung von Computerlernspielen beitragen kann. Zum Schluss des Beitrages steht eine Analyse der interdisziplinären Zusammenarbeit im Forschungs- und Entwicklungsprojekt, wie sie sich insbesondere zwischen Medienpädagogen auf der einen Seite und Computerspielentwicklern auf der anderen Seite dargestellt hat.

André Czauderna is a research associate at the Cologne University of Applied Sciences. He is currently working on a project called SpITKom which develops a Multiplayer Browser Game for IT Education of educationally disadvantaged youth. Furthermore, he is doing research on learning in gaming affinity spaces.

Birgit Schmitz has received a diploma in Business Education in 1997 and worked as a teacher for vocational education until 2000. She then decided to change subject and work in the field of technology enhanced learning. She is currently heading the department "Knowledge and eLearning" with the Humance AG focusing on the development of training concepts/blended learning solutions and the production of multimedia trainings. Besides managing industry level content projects with diverse partners she supports international and manages national research projects focusing on competency based content development and game based learning.

Urban Games to design the augmented city

Slot 5/B: Friday, 21.10.2011, 16.40 - 17.00; Language: English [FROG BEST PAPER CANDIDATE]

We live in an historical moment where the relationship among people, technological object and urban life are moving towards new adaptive shapes. The daily environment can be read as an overlapping of realities populated by hybrid identities, digital networks, mobile practices and locative media. The real world empowerment with the game-play elements, such as metaphors, the mimicry component, the narrative path, or a winning situation, can have a positive impact in designing the urban interactions. How and through which game elements we can use and design the city augmentation are the issues that this presentation will handle. Starting from the analysis of the ludic exploration behavior in its historical and technical evolution, this presentation will introduce a research that investigates how different forms of urban games supported (and not) by locative technologies could enhance citizens to participate actively to the city-life.

Vanessa De Luca Researcher and designer at Interaction Design Lab SUPSI (Switzerland), she completed her Ph.D. in Industrial Design and Multimedia Communication Politecnico di Milano (Italy) on the game paradigms for the collaborative design practice. Her activities look at the player's experience in sensors-equipped environments, urban gaming and the intertwining of the game/play elements in the daily life activities.

Maresa Bertolo Researcher at the Design Department of the Politecnico di Milano (Italy), she works in the field of Communication Design. Her research and teaching topics are mostly in Computer Graphics, Computer Animation, Interaction Design and Game Design, a field she started exploring in the early 2000 and which is now one of her major research focus fields.

Ee Andrew and Cho Hichang (National University of Singapore)

What Makes an MMORPG Leader?: A Social Cognitive Theory-Based Approach to Understanding the Formation of Leadership Capabilities in Massively Multiplayer Online Role-Playing Games

Slot 15/B: Sunday, 23.10.2011, 11.10 - 11.40; Language: English [FROG BEST PAPER CANDIDATE]

Massively Multiplayer Online Role-Playing Games (MMORPGs) are growing in prevalence and exert both positive and negative impacts on the society. One such impact is on the potential transfer of leadership skills fostered in MMORPGs to real-world contexts. Using Bandura's (1986) Social Cognitive Theory (SCT) and McCormick's (2001) SCT-applied models of leadership, we aimed to gain a full appreciation of the dynamic and complex processes of leadership development in

MMORPG environments. We collected in-depth interview data from 20 World of Warcraft players and examined how personal factors (e.g. self-efficacy) and environmental factors (e.g. game design, communication, and collaboration structures) affect the development of leadership capabilities. The findings suggest that 1) game designs that allow for formalised leadership roles can create better opportunities for leadership development, and 2) self-efficacy plays an important role in cultivating leadership capabilities especially when players' actions entail risky and negative outcomes. Implications for research and practice are discussed.

Andrew Ee is a graduate of the National University of Singapore, having earned a Bachelors of Social Sciences (Hons) in Communications and New Media. Prior to his studies, Andrew had garnered corporate experience in a variety of industries including Finance, Marketing, and Advertising. His research interests include Learning in Serious Games and Online Games, Management Education in New Media Technologies, and Computer-Mediated-Communication in Corporate Settings.

Hichang Cho (PhD, Cornell University) is Assistant Professor in Communications and New Media Programme at National University of Singapore. His research interests include social influence on technology adoption and utilization, trust and risk judgments in online environments, and computer-mediated communication. He has published in Communication Research, Communications of the ACM, Computers & Education, Computers in Human Behavior, JASIST, Journal of Communication, etc.

Einböck Sonja and Maier-Rabler Ursula (ICT&S Center, University of Salzburg)

Where play and work meet... or merge? - Modding as a precursor to new work concepts

Slot 16/B: Sunday, 23.10.2011, 11.40 - 12.10; Language: English

The presentation builds bridges from game culture to economic trends and challenges by examining modding and its impact on the economic sphere of everyday life, with the objective of pointing towards a change of societal concepts of work. In order to capture the booming phenomenon of modding comprehensively, a brief overview of the history, the different kinds, and the diverse tools of modding is provided. Current and future economic aspects and contexts of modding, such as copyright/licensing and business concepts related to mods, modders and the modding community are discussed. Within and as a result of this discussion, the concepts of "playbour" (Kücklich), "commodification" of leisure time work (Sotamaa), "participatory culture" (Scacchi), "convergence culture" (Jenkins) and "co-creative media" (Morris) are opposed to each other and lead to the concluding outlook on future participatory work concepts.

Sonja Einböck carries a master degree in English (foci on comparative literature-film studies and communication, knowledge and culture) and a bachelor degree in Communication Science (major: audiovisual and digital communication). She is teaching and research assistant at the ICT&S Center at the University of Salzburg and currently writing her Communication Science master thesis on "(Serious) Games for Participation".

Ursula Maier-Rabler, Assistant Professor and Senior Researcher of Communication Science at the University of Salzburg focusing on ICTs and society. She is co-founder of the ICT&S Center (Information and Communication Technologies and Society) and was its director from 2002 to 2011. Her research concentrates on the social implications of new information and communication technologies, especially in the areas of politics and education. Another research nucleus is comparative studies in information and network society with a focus on information cultures.

Ferreira Alexandra and Hock-Koon Sébastien (University of Paris-Nord)

Gender stereotypes in video game: Super Princess Peach in question

Slot 3/B: [FROGA KUCHA] Friday, 21.10.2011, 15.20 - 15.30; Language: English

Super Princess Peach may be seen as an inversion of the kidnapped princess cliché. Indeed, Princess Peach has to save Mario and Luigi. After the game was released in western countries, it was charged with sexism. Beyond Peach's blond hair, pink dress and golden crown, the real problem is that her powers are not physical but emotional. On the one hand, toys and games, especially video games, do not work the way reality does (Brougère, 2003). On the other hand, they may involuntarily reinforce a normative model of femininity (Butler, 2006). Gonzalo Frasca (2006) has tried to study the game while combining the two visions.

Our purpose is to push his reflexion further. By connecting Peach's powers to the story, the game design and other fictional universes relating power to emotions, we will question the context in which Super Princess Peach may be considered sexist.

Alexandra Ferreira is a Ph.D candidate in Education Science at the University of Paris-Nord. She studies gender construction from a sociological point of view. More exactly, she focuses on how children, in extra-curricular leisure institutions, actively learn – and may transform – what a boy and a girl may be. Besides being a gender researcher, she also works in her field as a counsellor.

Sébastien Hock-koon is a funded Ph.D candidate in Education Science at the University of Paris-Nord. He studies learning in video games, more precisely how some games may take "a minute to learn and a lifetime to master". Former game designer, game design teacher and expert arcade player on Alien Vs. Predator, he uses his practical experience of the field to enrich his academic research.

Grünberger Nina (Danube University Krems)

What shall I do? - Play! Zur Krisenbewältigung im Bildungsprozess durch Spiel

Slot 8/B: Saturday, 22.10.2011, 11.40 - 12.10; Language: German

Die Auseinandersetzung mit der Umgebung und dem Selbst im Rahmen eines Bildungsprozesses impliziert eine Konfrontation mit Unbekanntem, welchem durch kulturelle Ordnungsstrukturen Bedeutung zugeschrieben und dem Subjekt zugänglich gemacht wird. Durch Veränderungen können diese Strukturen nicht mehr die nötige Orientierung bieten. Dieses Moment zeichnet sich durch die Merkmale Unruhe, Unsicherheit und Desorientierung aus, welche auch Krisen zugeschrieben werden. Im Bildungsprozess kann daher ein krisenhafter Moment verortet werden. Wie diese Krise bewältigen? – Ein Potential zur Krisenbewältigung kann im Spiel im Sinne von Play aufgefunden werden. Es wird die Frage fokussiert, ob Spiel/Play einen Beitrag zur Krisenbewältigung im Bildungsprozess leisten kann. Zur Überprüfung werden zentrale Begrifflichkeiten über strukturelle Merkmale definiert und in Relation zueinander gesetzt.

Nina Grünberger studied education and theatre-, film- and media science at the University of Vienna. As a Ph.D. candidate she is working at her doctoral theses in educational science. Nina Grünberger is a research assistant and course director at the Danube University Krems

Hock-Koon Sébastien (University of Paris-Nord)

Affordances of learning in arcade video games: Introducing "elliptic mechanisms"

Slot 14/B: [FROGA KUCHA] Saturday, 22.10.2011, 17.10 - 17.25, Language: English

Digital game-based learning proponents have finally convinced educational institutions of video games potential for learning. However, Linderöth (2010), without negating it, criticizes the way researchers link a successful action in the game and learning. In my Ph.D research, I try to understand how "great video games" (Kunkel, 2003) may take "a minute to learn and a lifetime to master". As a part of my research, I trained myself for six months to perform a one-credit run on Alien vs. Predator Arcade. Improving oneself on an arcade game implies several levels of understanding, in order to learn each level, one must unlearn the level before. I will use this experience to study how arcade games afford this type of learning. For this Froga Kucha, the focus will be put on the objective part of affordances, i.e. the properties of video game mechanisms that made such learning possible.

Sébastien Hock-koon is a funded Ph.D candidate in Education Science at the University of Paris-Nord. He studies learning in video games, more precisely how some games may take "a minute to learn and a lifetime to master". Former game designer, game design teacher and expert arcade player on Alien Vs. Predator, he uses his practical experience of the field to enrich his academic research.

Jansz Jeroen and Neys Joyce (Erasmus Universiteit Rotterdam)

Political Internet games: Engaging an audience

Slot 3/A: Friday, 21.10.2011, 15.10 - 15.40, Language: English

This presentation is concerned with Internet games that critically address political issues. Developers and players of six online games were interviewed about the expressive and engaging power of the games, in particular with respect to the performance of a 'political self'. Both qualitative and quantitative methods were used in order to explore this issue in some detail. Interviews with the six game-developers revealed that building a game contributed to the enhancement of their everyday political engagement. Players were addressed by an online questionnaire which also included playing a political game (N = 80). The results showed an impact of playing a political game on their knowledge and opinion about the issue addressed in the game. The results also suggested that the construction and expression of a 'political self' through the act of playing a political game may have consequences in the real world.

Jeroen Jansz and **Joyce Neys** work at ERMeCC, the Erasmus Research Centre for Media, Communication and Culture. Jansz is Professor of Media and Communication and Joyce Neys is Lecturer and PhD student. Their collaborative research is focused on both entertainment games and serious games.

Kayali Fares, Jahrman Margarete, Schuh Josef and Felderer Brigitte
(University of Applied Arts, Vienna)

Hybrid Spaces: Applying persuasive game elements to an exhibition setting

Slot 4/B: Saturday, 21.10.2011, 16.10 - 16.40; Language: English

This presentation answers if persuasive game elements found in non-hybrid games and game art can be applied to an alternate reality game. This is done by identifying three 'tactics of persuasion' and applying them to exemplary hybrid game setups. The tactics of 'détournement', 'absurd coupling' and 'in-game advertising' are observed using a combined methodology of explorative design, playing research and interviews with experts. This presentation provides a proof of concept how persuasive game elements can be transferred to and work in a hybrid exhibition setup. Considering that hybrid games are regarded in a cultural and art context, implications of different cultural reflection have to be strongly considered. It was further found out that by tapping into a player's real identity and by supporting collaborative interaction a hybrid setup allows for more player agency and thus an increasing efficacy of the applied tactics of persuasion.

Fares Kayali is a Vienna-based game designer and researcher. He went from creating interactive media art and playful digital musical instruments to founding his own independent game studio. His games were finalists at the IGF and IndieCade festivals. Fares Kayali now designs serious and AR games as a postdoctoral researcher at the Vienna University of Technology and University of Applied Arts Vienna. He holds a PhD in computer science. Aside from making games he engages in digital game studies research and teaches game design and scientific method at several Austrian universities.

Dr. Margarete Jahrmann is an artist who lectures and exhibits internationally. 2011 she received the University of Plymouth Leverhulme post doc award, UK. 2010 she launched the EU funded arts and humanities research project HERA/TEF as IP project leader at the Angewandte Vienna, on Persuasive Prosumer Plays. She has received major media arts awards, such as the distinction in interactive arts, PrixArsElectronica 2003 and the software arts award, Transmediale, Berlin 2004. In 2006 she founded the international arts research association Ludic Society.

Brigitte Felderer, curator, teaches at the University of Applied Arts Vienna. Her exhibition projects focus on themes within the field of cultural history and technology and have been shown internationally.

Josef Schuh is an independent game designer and game researcher from Vienna. He creates applications and games for the iPhone and designs AR and location-based games at the Vienna University of Technology and the University of Applied Arts Vienna. He teaches game design at the Danube University Krems and works on crowdsourcing solutions for landmark validation problems.

Klimmt Christoph and Ahrens Julia (Hannover University of Music, Drama and Media / University of Mainz)

Paying for a Little Extra Fun: Exploring the Willingness to Purchase Digital Items in Online Gamers

Slot 14/A: Saturday, 22.10.2011, 17.10 - 17.40; Language: English

Digital item selling has emerged as new mode of generating revenues with (free-to-play) online games. The present survey explored players' readiness to pay money for in-game items. We assumed that players would be most likely to pay for those items that promote types of fun to which players assign personal relevance. Findings from an online survey with N = 167 German online gamers (mean age 27 years) confirmed a positive link between personal importance of a fun factor (from Nick Yee's list of 30 motivations to play online games) and willingness to purchase an in-game item related to that factor. More importantly, however, relevant levels of willingness to pay was only observed for items that would promote achievement-related fun dimensions, such as generating a more powerful character. Results hold both conceptual implications for game studies as well as applied-economic implications.

Christoph Klimmt, *1976, Professor of Communication Science at Department of Journalism and Communication Research (IJK), Hanover University of Music, Drama, and Media. Research interests: Media experiences and effects, entertainment, video games.

Julia Ahrens, *1983, Diploma Degree in Media Management, University of Mainz. Research interests: Video games.

Köhl Margarita (Kaohsiung University of Science and Technology, Taiwan)

„Terrorist Tamagotchi“ – Bist du Terrorist?

Slot 9/B: [FROGA KUCHA] Saturday, 22.10.2011, 12.31 - 14.00; Language: German

"Die moderne Gesellschaft läuft über Software", so der Medientheoretiker Lev Manovich. Wie sich institutionelle Überwachungsprogramme und die beschriebene Transformation der intimen Ökonomien ergänzen, damit beschäftigt sich das Facebook-Spiel "Terrorist Tamagotchi" und bündelt damit Fragestellungen zum Zusammenhang von individuellen (technologisch vermittelten) Praktiken auf SNS und Diskursen zu Bedrohung, Terror und Sicherheit. Das Spiel fungiert hierbei als Medium künstlerischer Intervention, was zum Einen durch den inhaltlichen Zusammenhang, vielmehr aber durch seine spezifischen Charakteristika zu begründen ist: Als Repräsentationen realer oder imaginierter Systeme, ermöglichen Spiele nicht nur die Darstellung von systemischen Zusammenhängen, sondern machen diese auch fühl- und erlebbar. Terrorist Tamagotchi kombiniert Elemente von Social Games, wie einen niederschweligen Zugang und einfache Belohnungsstrukturen, mit Elementen klassischer textbasierter Adventure Games.

Neben der Spielentwicklung umfasste das Projekt „Terrorist Tamagotchi“ auch eine Vortragsreihe zum Thema "digitale Sicherheit und Überwachung", die darauf abzielte, ein breiteres Publikum für die Thematik zu sensibilisieren. Im interdisziplinären Projekt-Team sind RepräsentatInnen aus den Bereichen Medienaktivismus, Cultural Studies, Politikwissenschaft, Science and Technology Studies vertreten, die Spielinhalt und –design in einem kollaborativen Prozess entwickelten. Vorliegende Präsentation gliedert sich in einen theoretischen Teil, der den Hintergrund des Projekts beleuchtet und einen praktischen Teil, der den Entwicklungsprozess, das Spieldesign und die Umsetzung des gesamten Projekts thematisiert.

Currently **Margarita Köhl** is working at the National Kaohsiung First University of Science and Technology, Taiwan. Before she was a research assistant and lecturer at the Department of Communication/ University of Vienna. Together with "Servus.at", a cultural association based in Linz, she developed the ironic social game "Terrorist Tamagotchi". She holds a master degree in Communication & Japanese Studies and a postgraduate degree in arts and cultural management. Her work focuses on science and technology studies, game studies and transcultural research. She was visiting researcher & lecturer at Dokkyo University, Tokyo as well as Silpakorn University, Bangkok.

König Nikolaus (University of Vienna)

Playful Assassins - How playful actions can balance conflicting demands, and how a mechanical concept of play can make this kind of playfulness tangible

Slot 12/A: Saturday, 22.10.2011, 14.40 - 15.10; Language: English

‘Play’ is a pretty elusive category when it comes to the assessment of gameplay experiences. Classical conceptions of play, based on delineating definitions, may help in opposing the ‘freedom of play’ to the seriousness of life or to the restrictions of a game’s rules. But they only go so far when it comes to the assessment of the seemingly paradoxical processes taking place when players engage in the act of playing. The talk will show the persistence of delineating concepts in historical play theories, which are still at the heart of today’s game studies discourse; an alternate model of play as a balancing force will be suggested, rooted in Friedrich Schiller’s ‘play theory’ and directly related to mechanical concepts of play. Finally, as a contribution to the assessment of ‘applied playfulness’, the talk will show how players make use of this balancing power of play by playfully negotiating conflicting demands on the example of a contemporary video game.

"Passivity, Subordination and Restraints - Sexual Roleplaying Games of Submission and Dominance as examples for pleasurable play through Non-Agency"

Slot 3/B: [FROGA KUCHA] Friday, 21.10.2011, 15.10 - 15.20; Language: English

In the contemporary game studies discourse, guided by the specific nature of interactive media, the pleasurable qualities of ‘play’ are commonly traced back to the idea of ‘agency’, making player activity the focus of attention. But when it comes to play as a general quality, it does not suffice to limit the idea of pleasurable play to the notion of active engagement. Playing a game can just as well consist in passive submission to outside forces, as is obvious in the case of games of chance. In games of submission and dominance, it is obvious that for the person taking the submissive role, activity and choice are not the appealing aspects of the game, but the idea of passivity and submission. Employing the example of sexual roleplaying games, the talk will therefore assess the conditions under which ‘passivity’ can become an alternative source of pleasurable play.

Nikolaus König has graduated in Communication and Media Studies in Vienna, where his doctoral thesis: "The Play Experience - A Constructivist Anthropology on Computer Games" is currently under evaluation. He teaches game theory and game design at the Danube-University Krems and has recently shifted his gaming interests from MMORPGs to an extensive revisitation of Survival Horror Games. Contact: nikolaus.koenig@univie.ac.at

Kopp Herwig (NORmALUM – Mixed Realities UG)

Normalität als transmediale Fiktion

Slot 15/A: [FROGA KUCHA] Sunday, 23.10.2011, 11.55 - 12.10; Language: German

Aus interdisziplinären Erkenntnissen von Philosophie und Kognitiven Neurowissenschaften lässt sich kohärent die These vertreten, Normalität als Fiktion, als Prozess vielfältiger kultureller Figuration zu sehen. Normalität nicht als Täuschung, die vorgibt, Wirklichkeit zu sein, sondern als Erwartungshaltung, die das Ergebnis der Fiktionalisierung von Wahrnehmung darstellt. In der Gegenstandswahrnehmung lassen sich schon auf Rezeptorebene Mechanismen der Metaphernbildung zeigen, da im neuronalen System durch Sprung und Verschiebung dynamische Strukturen bilden, um die Welt als Verknüpfung von Begriffen und Handlungen zu ordnen. Dieses „Begreifen“ führt zur Ausbildung von transmedialen Fiktionen durch menschliche Kommunikationsformen im Spiel als genuinen Ort für die Fiktion: Es negiert einerseits den eindeutigen Bezug zur Realität, andererseits ist Regeln zu folgen, solange man spielt. Fiktion hat die pragmatische Funktion des Probehandelns, und bildet den Rahmen um gesellschaftliche Kräfte zu ordnen und zweckdienlich zu verwerten. Spiel wird nicht nur als Ort der Konstitution sonder auch als Schlüssel der Veränderung von Normalität vorgestellt.

Herwig Kopp (*1974) is fascinated by grey zones of fiction & reality. He studied at the Academy of Fine Arts in Vienna (New Media, under Peter Kogler & Conceptual Art under Renee Green) as well as organized and completed a new individual interdisciplinary study plan called „Cognitive Neuroscience“ at the University of Vienna composed of Medicine, Biology, Psychology and Philosophy. Since 2007 he works as a Conceptual Artist, Social Designer on interaction & learning. Through the combination of Communications Design, New Media & Brain Research he specialised on consultancy for crossmedia strategies and gamification which led to the foundation of Berlin based NORmALUM - Mixed Realities UG in 2010 providing transmedia experiences and viral entertainment.

Lacasa Pilar, Martinez-Borda Rut and Cortés Sara (University of Alcalá)

From machinima to classical cinema: looking for multimodal literacies

Slot 9/A: Saturday, 22.10.2011, 12.10 - 12.40; Language: English

This presentation examines, from an ethnographic perspective, innovative educational settings where children explore new and media as proactive participants in virtual and digital universes, specially video games and multimedia productions supported by machine recordings and classical films. Data has been collected from the 2009/2010 school year. Several groups of teachers and children, joined with the researchers, have been working together with videogames and other new and traditional technologies in the classrooms in a workshop, according to the usual schedule of the school. Analyses have been carried out following an interpretative and discourse analysis approach,. The results show

how video games combined with other technological tools could be educational tools contributing not just to motivation in the learning processes but also to children developing new ways of being literate individuals.

Pilar Lacasa. Professor of Developmental psychology she coordinates the group “Imágenes, palabras e ideas” since 1998. She loves these new emerging communication technologies, enjoys personally exploring them, and using them as tools to socialize with local and distant friends. She frequently goes to the cinema, watches classic European and American movies on television, photographs natural surroundings, and plays strategy videogames. Her research work has been developed from a social-cultural approach. <http://uah-gipi.org/ingles.htm>

Rut Martínez Borda. Assistant Professor at the University of Alcalá. Her main interest is focused on analyzing the role played by communication tools, which are quickly transforming the society, in the life of children and youngsters. From issues as diverse as education through art, programs for a safe mobility, video games as cultural and educational objects or the respect for creations from a field as complex intellectual property, she tries to look for answers that may help educators, parents and teachers when facing the different challenges posed by society on our day to day. Her research is especially focused in the education and communication environment. <http://uah-gipi.org/ingles.htm>

Lankes Michael and Mirlacher Thomas (Upper Austria University of Applied Sciences / IRIT)

Sketching Game Design Ideas Collaboratively

Slot 9/B: [FROGA KUCHA] Saturday, 22.10.2011, 12.24 - 12.31; Language: German

We propose a concept for sketching game design ideas that grants engaging collocated collaboration for both designers and players. The approach allows quickly generating game ideas and favors innovation rather than production. Our concept consists of three environments: the Expert Environment, the Collaborative Environment, and the Play Environment. These environments are linked with each other and allow an easy way to exchange game elements. The Expert Environment addresses the perspective of the designer, where low level game design decisions are made. The Collaborative Environment, brings designers and players together to work on game sketches. Interactive tabletop solutions appear as effective means to enable collaboration between actors. Game elements are created via analog tools that do not require any special knowledge. These elements are placed in the game world and can be modified if required. Sketches can be evaluated interactively via the Play Environment to identify flaws in the design.

Michael Lankes is an Associate Professor in the Digital Media department at the Upper Austria University of Applied Sciences and focuses on user experience in games and game design. Apart from various research activities, he worked as a freelance 3D artist and as an illustrator.

Larsen Lasse Juel (University of Southern Denmark)

Objects of desire - A reading of the reward system in World of Warcraft

Slot 5/A Friday, 21.10.2011, 16.40 - 17.00; Language: English **[FROG BEST PAPER CANDIDATE]**

The present presentation reads the reward structure in World of Warcraft (WoW) from Jacques Derrida's philosophy especially his notion of *différance*. It regards rewards as signs and the semiotic theory it draws upon is Charles. S. Peirce's triadic notion of the sign as embedded in infinite semiosis. The dominant analytical perspective is player centric. From a combination of Peirce's semiotic and Derrida's philosophy on *la différance* this presentation intends to investigate how the design of *différance*, desire, and game structure in WoW implicit as well as explicit correlate and how connections between rewards as sign, signs as objects of desire, and the paradox of desire creates a complex reward structure and multilayered vortex in which players easily loses themselves. This presentation is structured as a case study as it opens with a scene from classic WoW which it later on more or less draws upon as its main material for analysis.

Lasse Juel Larsen holds an extended (Mag.art) degree in Comparative Literature from University of Copenhagen. He's currently employed at University of Southern Denmark at the center Knowledge lab where he researches play, learning and locations based games and their interrelatedness especially concerning place and space in relation to his Ph.D-dissertation.

Lehenbauer Mario, Stetina Birgit, Glenk Lisa, Kothgassner Oswald, Felnhöfer Anna, Hlavacs Helmut and Kryspin-Exner Ilse (University of Vienna / Webster University Vienna / University of Veterinary Medicine)

Play and change! Psychological interventions in (serious) games

Slot 11/B: Saturday, 22.10.2011, 14.10 - 14.40; Language: English

The need for psychological therapy increased, the economic costs of psychological disorders appear to be substantial. As a result, researchers developed technology-aided and less time-intensive interventions. In our presentation we want to emphasize the role of psychology for game design: how psychological interventions and novel biometric measurements can be included into games. Technology-aided interventions are usually based on cognitive-behavioral techniques. Biofeedback is a scientifically proven method for delivering body relaxation. We aim at discussing these biological parameters in terms of possible use in innovative human-computer interfaces, including serious games. There are still controversial discussions in psychology whether serious games and virtual realities represents a new type of technology-aided therapy. The outcomes of several studies confirm the efficacy in general, but are often controversially discussed (because of questionable recruiting, small sample sizes, missing control groups, ...) – there is still a need for profound research to draw any well-founded conclusions.

Mario Lehenbauer is a Clinical Psychologist and Health Psychologist, and currently Research Associate at the Faculty of Psychology, University of Vienna. His research focuses on technology-aided psychological interventions.

Manker Jon (Södertörn University)

Game Design Prototyping

Slot 1/B: Friday, 21.10.2011, 14.10 - 14.40; Language: English **[FROG BEST PAPER CANDIDATE]**

In this presentation the communicational quality of prototypes is made obvious and put in relation to other existing conceptions of prototyping. One could say that as an image says more than 1000 words, a prototype says more than 1000 images. Prototypes are in that sense seen as a form of language. The way a prototype works seem to closely resemble negotiation theory from rhetoric. The rhetoric approach on prototyping is reflected on and put in contrast to other conceptions of prototyping through a literature review. This review tries to include most of the available resources on game design prototyping and a relevant selection of other texts on prototyping in general. The conclusion is that by viewing prototypes as a form of communication, or language a valuable and rich set of analytical tools become available, the role of the prototype within the design process and the design team is made clearer and this view compliment other views on prototyping in a valuable way. This is valid for prototyping in general and for game prototyping in particular.

Jon Manker: Games are his focus. He basically does two things at Södertörn University: He researches game design and has developed a bachelor program in Game Development. Before games he worked in the film industry, primarily with sound, and he turned to games when he received research funds. His research focuses on prototyping in game design. He studies existing prototype practice, analyzes it and collaborates with game designers to improve prototyping processes. Prototyping practices are continuously tested.

Mcallister Graham and Mirza-Babaei Pejman (University of Sussex)

Player Metrics: Using Behaviour and Biometrics to Analyse Gameplay

Slot 12/B: Saturday, 22.10.2011, 14.40 - 15.10; Language: English

Understanding how players behave and feel during gameplay can provide invaluable information for refining the gameplay experience. In contrast to game metrics which are collected from the game itself, this presentation is concerned with player metrics, data which can be collected by focusing on the player. A new approach to understanding players and gameplay is introduced. It involves using a combination of sequential analysis (to identify players' behaviour) and biometrics (to identify players' feelings). Initial results suggest that the method has potential to reveal novel insights

into players and gameplay that could be used by developers to refine the player experience. The presentation makes contributions in three areas; (1) understanding and refining game design, (2) understanding players and (3), visualising player performance.

Utilising Biometric Event Analysis to Structure Post-Session Interview

Slot 10/B: Saturday, 22.10.2011, 13.40 - 14.10; Language: English

Due to the specific characteristics of video games most of the established game user research methods cannot be used the same way for video games. To address this, the aim of the work presented here is to introduce an approach based on utilising biometrics data in combination with other user research methodologies such as observation and interview. In this approach, player's physiological data are used to locate 'micro-events' that provoke a significant amount of arousal (e.g. peaks in galvanic skin response) as an index of specific moments of a game with the greatest effect on player experience. The located events are played back for the player at the post-session interview stimulating him to talk about his gameplay experience. We show how this approach offers a mixed-methods for video games community that can result in a more thorough evaluation of player experience, and therefore more usable and playable games.

Graham McAllister is the Director of Vertical Slice, a leading user research studio dedicated to understanding the interaction between players and video games. He is also a Senior Lecturer in Human-Computer Interaction at the University of Sussex, focusing on research into video games usability and user experience. Graham McAllister is the Director of Vertical Slice, a leading user research studio dedicated to understanding the interaction between players and video games. He is also a Senior Lecturer in Human-Computer Interaction at the University of Sussex, focusing on research into video games usability and user experience.

Pejman Mirza-Babaei is a researcher at the University of Sussex. His primary avenue of research is using physiological measures in combination with other user research methods in order to improve methodologies on understanding player's gameplay experience. He is also the biometrics researcher at Vertical Slice.

Mitgutsch Konstantin (Singapore-MIT GAMBIT Game Lab)

Just a spoonful of sugar helps the medicine go down? Serious Learning in Serious Games

Slot 13/A: Saturday, 22.10.2011, 16.40 - 17.10; Language: English

Serious Games are a promising tools to foster learning and to transform the players' behavior and perspectives on particular topics. But can serious games satisfy these high expectations on an educational, learning theoretical and empirical level? This presentation investigates different learning levels in serious games and follows the question, how serious learning in serious games proceeds. Based on Gregory Bateson's concept of learning three essential learning

processes in games are compared and examples of serious games are analyzed critically. The main focus hereby lies on transformative, deep and meaningful learning processes that have a serious impact on the players' perspectives. Furthermore the educational concept of transformative learning is applied to serious games and their potentials and limits for game design and education are discussed..

Konstantin Mitgutsch is a Post Doctoral Researcher at the Singapore-MIT GAMBIT Game Lab at the Massachusetts Institute of Technology and a Visiting Professor at the University of Vienna. His research focuses on learning processes in computer games; in particular, the role of learning through failure and transformative learning in games. He is currently investigating meaningful learning processes through gameplay experiences in player biographies. He also analyzes learning processes in Serious Games and Educational Game Design. He has worked in the fields of learning, media studies, computer games and age rating systems at the University of Vienna for several years and was a Max Kade visiting fellow at the Education Arcade at the Massachusetts Institute of Technology in 2010. He has been organizing the annual Vienna Games Conference FROG since 2007 and is member of the Pan European Game Information (PEGI) Experts Group.

Mittell Jason (Middlebury College)

Playing for Plot in the Lost and Portal Franchises

Slot 11/A: Saturday, 22.10.2011, 14.10 - 14.40; Language: English **[FROG BEST PAPER CANDIDATE]**

The rising prominence of transmedia storytelling in the digital era has helped to spur the intertwining of narrative and ludic media. In this presentation, I will discuss the way that gameplay and storytelling co-mingle in two very different franchises with both cult and mainstream appeal: the television series Lost and the game series Portal. While each privileges the typical form of their medium, with Lost emphasizing plot and Portal foregrounding play, looking at the cultural practices of each franchise's "forensic fans" highlights how ludic and narrative pleasures are embedded within both media and their transmedia extensions. Contrasting the appeals encouraged by their transmedia extensions and the innovative practices embraced by fans highlights how both gameplay and storytelling can work together and potentially come into conflict within contemporary media environments.

Jason Mittell is Associate Professor of American Studies and Film & Media Culture at Middlebury College. He is the author of Genre & Television: From Cop Shows to Cartoons in American Culture (Routledge, 2004), Television & American Culture (Oxford UP, 2009), numerous essays in journals and anthologies, and the blog Just TV. He is currently writing a book entitled Complex Television: The Poetics of Contemporary Television Narrative (NYU Press, forthcoming). In the 2011-12 academic year, he will be a visiting fellow at the Lichtenberg-Kolleg Institute for Advanced Study at University of Göttingen, Germany.

Naseem Amani and Toft Ida Marie (IT University of Copenhagen)

Designing a game for playful communication in families

Slot 1/A: Friday, 21.10.2011, 14.10 - 14.40, Language: English – [FROG BEST PAPER CANDIDATE]

This presentation describes Junomi, a game designed for closeness and playing together among teenagers and their families. It is designed to inspire families to experiment with the communication in easy and convenient ways while going about their daily activities. User centered design methods that were used will be discussed in relation to the advantages they brought to understanding and designing for the complexity of such a social situation. The relevance of design decisions is related to their potential to change an existing situation to the desired one. The overall design approach was to try and map the game moments onto their daily lives in a way that made the existing communication situation playable inviting exploration and breaking of ingrained communication habits. Rules are kept to a minimum, and players are left to judge the content they create and come to a common understanding about what is acceptable in the game.

Ida Toft holds a M.Sc. in It, design and communication from the IT University in Copenhagen. Together with Amani Naseem she runs a design company making playful experiences accessible for vulnerable groups in our society. Besides she works as a research assistant at the Copenhagen University studying everyday habits of communication & media use.

Amani Naseem holds a M.Sc. in It, design and communication from the IT University in Copenhagen. Together with Ida Toft she runs a design company making playful experiences accessible for vulnerable groups in our society. She also researches game design for ubiquitous and emerging technologies and is a So I will include. She ist a teaching assistant at the IT University of Copenhagen.

Ortiz De Gortari Angelica B., Aronsson Karin and Griffiths Mark D.
(Nottingham Trent University / Stockholm University)

Exploring Game Transfer Phenomena in Young People

Slot 8/A: Saturday, 22.10.2011, 11.40 - 12.10; Language: English

Forty-two Swedish frequent video game players aged between 15 to 21 years were interviewed to better understand the psychological engagement mechanism behind video games and video game effects on players. The study investigated how experiences in video games can be transferred to real life domains and somehow influence players' fantasies, thoughts, and behaviours. This is what the authors describe as Game Transfer Phenomena (GTP). GTP occurs when video game elements are associated with real life elements triggering subsequent thoughts, sensations and/or behaviour among players. Players' experiences were classified as either automatic or intentional experiences. Based on a relatively small number of video game players, the findings suggest that intense video game playing can cause automatic thoughts, altered sensory perceptions and even involuntary behaviour and dissociations.

Angelica Ortiz de Gortari BSc, MA, MSc, PhD student Nottingham Trent University Angelica's doctoral research explores the psychological engagement mechanism behind video games and video game's psychosocial and cognitive effects. She started exploring the psychosocial implications of interactive media in 1998. She is interested in understanding the interaction between human beings and technology, with the goal of maximizing the psychological and social benefits of interactive media technologies while reducing the risks or dangers it can present to some individuals.

Professor Karin Aronsson Stockholm University Professor Karin Aronsson directs the Department of Child- and Youth Studies at Stockholm University. Her research interests concern informal learning and language socialization practices in peer groups, family life encounters, and institutional arenas such as preschools, classrooms and school yard settings, as well as clinical interviews (e.g. family therapy talk and paediatric interviews).

Professor Mark Griffiths BSc, PhD, CPsychol, PGDipHE, FBPsS, FRSA Nottingham Trent University Dr. Mark Griffiths is a Chartered Psychologist and Professor of Gambling Studies at the Nottingham Trent University. He has published over 300 research papers, three books, over 65 book chapters, and over 1000 other articles. He is internationally known for his work into gambling and gaming addictions and has won ten national and/or international awards and prizes for his research.

Praxmarer, Robert (FH Salzburg / MultiMediaTechnology)

The Big Bang of the Magic Circle

Slot 18/A: Sunday, 23.10.2011, 13.40 - 14.10, Language: English

The talk tries to give a broad overview of games and playful experiences which challenge the notion of the magic circle. Life Science, Augmented Reality and Pervasive Entertainment in the context of games and social networks are discussed with all their implications of ethics and privacy. The presentation exemplifies two current ongoing research works by the author which deal with setting up a social community which interferes with our real life and world. The author is interested under which conditions emergent game play forms in such cross media frameworks, respectively narrative spaces. The work has to be understood as applied research of an interdisciplinary team of game designers, programmers and artists.

Robert Praxmarer is an artist, developer and researcher. Currently he leads the department for Augmented Reality & Computer Games at University of Applied Sciences Salzburg. Furthermore he is the creative and scientific head of the Center for Advance in Digital Entertainment Technologies (CADET) and the Pervasive Entertainment Lab Salzburg (PELS).

Ring Sebastian and Schemmerling Mareike (JFF)

MyGames – Jugendtagungen zu Computerspielen

Slot 7/B: [FROGA KUCHA] Saturday, 22.10.2011, 10.50 - 11.00; Language: German

Dieser Beitrag befasst sich mit einem medienpädagogischen Ansatz der Peer-to-Peer-Education zur Förderung von Reflexion über Computerspiele. Im Rahmen der Jugendtagungen MyGames diskutieren Jugendliche miteinander und mit professionellen Akteuren aus den Feldern Game Studies, Psychologie, Pädagogik, Spielentwicklung oder Politik über Computerspiele und das Computerspielen. Die Jugendtagungen richten sich an bildungsbenachteiligte Jugendliche im Alter von 12 bis 16 Jahren. Die Tagungen umfassen u.a. Vorträge, multimediale Inputs, Podiumsdiskussionen, spielerische Elemente und die Präsentation von Jugendproduktionen zu und mit Games. Im Vorfeld werden durch Schulklassenprogramme und Workshops die Tagungen inhaltlich vorbereitet. Im Sommer und Herbst 2011 finden im süddeutschen Raum insgesamt sechs Tagungen statt. Das gesamte Projekt wird durch die Abteilung Forschung des JFF wissenschaftlich begleitet und evaluiert.

Sebastian Ring (* 1977), Studium der Philosophie (M.A.) und Sozialpädagogik (Dipl.) in München. Seit 2006 Referent am JFF - Institut für Medienpädagogik in Forschung und Praxis, München, mit dem Arbeitsschwerpunkt interaktive und digitale Medien. Seit 2011 Promotion an der Hochschule für Philosophie München mit dem Schwerpunkt Computerspiele aus ethischer Perspektive.

Mareike Schemmerling (* 1985), Studium der Medien und Kommunikation (M. A.), Schwerpunkt Mediendidaktik, an der Universität Augsburg. Seit 2011 medienpädagogische Referentin und wissenschaftliche Mitarbeiterin am JFF - Institut für Medienpädagogik in Forschung und Praxis.

Ring Sebastian (JFF)

„In solchen Situationen geht es nicht ums Geld, sondern um die Brüderschaft“. Spielerdiskurse über moralische Implikationen des Spiels Grand Theft Auto IV

Slot 15/A: [FROGA KUCHA] Sunday, 23.10.2011, 11.40 - 11.55; Language: German

Dieser Beitrag wirft – anhand einer Analyse von Diskursen, die Spielende im Internet zum Spiel Grand Theft Auto IV (GTA IV) des britischen Spielentwicklers Rockstar North führen – exemplarisch ein Schlaglicht auf moralische Fragen, die sich den Spielenden beim Spielen stellen und behandelt die Frage nach der Struktur von Entscheidungsprozessen beim Spielen und jenen Faktoren, die bei der Abwägung eine Rolle spielen. Aus pädagogischer Perspektive stellt sich dabei die Frage nach den Bildungspotenzialen des Computerspielens, der Verknüpfung zwischen Spielerfahrung und alltäglichem Handeln, sowie nach Diskursen über Computerspiele in der konvergenten Medienwelt, auch mit Hinblick auf die Entwicklung moralischen Urteils.

Rizzolli Michaela (University of Innsbruck)

Alltagskultur in Massive Multiplayer Online Role-Playing Games

Slot 9/B: [FROGA KUCHA] Saturday, 22.10.2011, 12.17 - 12.24; Language: German

Im Zentrum meines Beitrags steht die Frage nach der Schnittstelle zwischen Spiel-Welten und Alltagskultur. Menschen umgeben sich mit den alltäglichsten und wunderlichsten Gegenständen, welchen sie sinnstiftende Bedeutungen zuweisen. Doch was wird in virtuellen Realitäten von den Dingen übrig bleiben?

Der Beitrag versucht die Analyse von Alltagskultur in Spiel-Welten zu verorten und zu konzeptualisieren. Dazu wird der kulturtheoretische und medientheoretische Diskurs seit dem 'material turn' dargestellt. Die gesellschaftliche und erkenntnistheoretische Relevanz der wissenschaftlichen Beschäftigung mit historischer und gegenwärtiger Alltagskultur ergibt sich in Anlehnung an Heidrich Hermann (2001) daraus, dass Dinge immer eine gewichtige Rolle spielen. Sie tun dies auf einer strukturellen Ebene, als auch auf der Ebene der individuellen und kollektiven Bedeutungen. Daher wird angenommen, dass Dinge immer, also auch in virtuellen Spiel-Welten bedeutungsvoll sind und sinnstiftende Bedeutung im Alltag von Spielern und Spielerinnen haben.

Michaela Rizzolli is a Ph.D. student at the University of Innsbruck in Media Education and Communication Culture. She holds a Bachelor of European Cultural Anthropology and a Master in Education Science from University of Innsbruck.

Rodil Kasper, Eskildsen Søren and Rehm Matthias (Aalborg University)

Virtual Savannah – in Situ Test of a Virtual Learning 3D Visualization for children

Slot 14/B: [FROGA KUCHA] Saturday, 22.10.2011, 17.25 - 17.40; Language: English

The Virtual Savannah is a first iteration prototype, which is a dynamic and lifelike 3D representation of the African savannah. The prototype, along with animated animal species, contains a GUI system conveying traditional textual information; images, videos, picture galleries and sounds. The objective of this research is evaluating the system in situ as a virtual learning tool for public schools as a part of a teaching program between zoos and the public schooling system for children. To evaluate children's preferred learning media and navigations in the unexplored virtual world, a logging component has been created to quantifiably create insights into the use of the system. This tool can aid in the decoding on how children found information for a set of assignments in sense of traditional media and visualized information. The first test investigates if children can extract information from the system, and add to their prior knowledge on the subject.

Søren Eskildsen, M.Sc. in Medialogy; Affiliation: Aalborg University

Kasper Rodil, M.Sc. in Medialogy; Affiliations: Aalborg University, Denmark. Polytechnic of Namibia, Namibia

Matthias Rehm, Associate Professor at CREATE; Affiliation: Aalborg University

Rusch, Doris C. (DePaul University)

“Core” Experience – Exploring Less Obvious Design Approaches To Exercise Games

Language: English Slot 10/A: Saturday, 22.10.2011, 13.40-14.10

This presentation investigates the so far under-explored experiential potential of exercise games. It takes its departure from the observation that exercise games largely focus on simulating sports activities (e.g. snowboarding, surfing, dancing or yoga) instead of trying to model the experience of what it feels like to actually engage in these activities. The central hypothesis of this talk is that the experience of any kind of physical activity is never solely (or primarily) about the physical, tangible aspects of the activity but about how these aspects make us feel and think. Exercise games mostly ignore this part of exercising, maybe assuming that by simulating the activity its mental aspects will happen by themselves. This presentation explores what is lost by this current design approach and what an alternative route could look like. By way of concrete, original design examples, new avenues of exploration for exercise games shall be sketched out and put forth for discussion.

Doris C. Rusch is game designer, researcher play aficionado and holds a position as assistant professor for game design at DePaul University in Chicago. Before that she did post doctoral work at GAMBIT Game Lab, MIT, co-founded the Austrian game prototyping company "Game Gestalt - play for change", acted as interim head of the Applied Game Studies Department at Danube University and taught several game related courses at University of Technology, Vienna, and Vienna University. Rusch's work is focused on the theory and practice of game design and investigates game's potential as "conceptual tools" that tackle the "human experience". She is an expert in modeling abstract ideas in games (e.g. games about love, addiction, trust etc.) via metaphors. Having completed studies in Literature, Philosophy, Comparative Media Studies and English at Vienna University, she received her Ph.D. in Applied Linguistics and Interactive Systems in 2004.

Schoenau-Fog Henrik (Aalborg University)

Teaching Serious Issues through Player Engagement in an Interactive Experiential Learning Scenario

Slot 6/A: Saturday, 22.10.2011, 10.10 - 10.40; Language: English **[FROG BEST PAPER CANDIDATE]**

In order to teach and inform about a serious subject concerned with the tragic consequences of being a victim of war in an interactive narrative game-like experience, it is essential to design a scenario which keeps the participant engaged despite the grave content. This presentation will thus focus on how player engagement can be applied to drive participants through a non-pleasurable experiential learning scenario in order to communicate serious topics.

By investigating the concept of engagement in games, a framework of player engagement will be introduced. The framework has been used in a case-study to aid the design of an application - the “First Person Victim” - which is intended to be used in combination with an in-class discussion at high-schools in order to address the serious theme. An evaluation of the scenario indicates that participants are being engaged in various ways, while also experiencing the negative emotions related to the topic.

Henrik Schoenau-Fog holds a Master degree in Film- and Media Science and a Bachelor degree in computer science from University of Copenhagen. He is currently a Ph.D. Fellow at Department of Architecture, Design and Media Technology; Section of Medialogy at Aalborg University, Copenhagen. Here he is lecturing in Computer Animation, Screen Media, Game Design, Interactive narratives and Motion Capture while supervising various bachelor and master projects. He is currently investigating engagement in relation to games, experiential learning, and interactive emergent narratives.

Schollas Sabine and Raczkowski Felix (Ruhr-Universität Bochum)

Playing with reality: the magic circle and the theory of clear boundaries in times of alternate and augmented reality games

Slot 17/A: Sunday, 23.10.2011, 13.10 - 13.40; Language: English

Due to the increased presence of alternate and augmented reality games, this presentation aims to newly analyze the basic theoretical concept of the “Abgegrenztheit” of game and non-game (magic circle). It focuses on alternate reality games’ conceptual proximity to marketing strategies as well as on the overlapping of virtual and physical spaces caused by technologies of augmented reality games. While the former are accessible through everyday/daily media use and require unconventional strategies for playing and solving puzzles, the latter open up new possibilities for playing in and interacting with already known spaces. So tendencies for ubiquitous gaming are inherent to both types of games. This forms the basis for rethinking and actualising concepts of boundaries between Games and “Reality” in the Game Studies.

Felix Raczkowski holds a master’s degree in media studies and a bachelor of arts in comparative literature studies from the Ruhr-University Bochum. His research interests are the narrativity and mediality of video games, gamification, alternate reality games, the history of games, contemporary serial television and transmedia storytelling. His spare time is gladly spent with the Diablo- and Final Fantasy Series as well as with games like Portal.

Sabine Schollas holds a master’s degree in media studies and a bachelor of arts in social sciences from the Ruhr-University Bochum. Her research interests are marketing and PR in times of web 2.0. Other than that, she is interested in video game interfaces as well as training games such as Brain Training. In her free time she is keen on the Guitar Hero series, shooters (Golden Eye), sport games and platformers (Little Big Planet).

Schwingeler Stephan (University Trier)

Das Computerspiel als künstlerisches Material

Slot 15/A: Sunday, 23.10.2011, 11.10 - 11.40; Language: German

KünstlerInnen haben seit 1995 Computerspiele als Material in ihrer künstlerischen Praxis etabliert. Eine grundsätzliche Strategie, Computerspiele als Material zu verwenden, ist der modifizierende Eingriff. Der Beitrag fragt nach den unterschiedlichen Qualitäten künstlerischer Computerspielmodifikation und kategorisiert diese anhand zahlreicher Beispiele. Methodisch verfährt der Beitrag zwischen Kunst- und Bildwissenschaft, Rezeptionsästhetik sowie Methoden der Game Studies. Künstlerische Computerspielmodifikationen als Teilbereich einer spezifischen Spielkultur zeichnen sich insbesondere dadurch aus, dass KünstlerInnen Störungen, Glitches und Fehler kultivieren. Vielfach werden Regelwerk, Interface und Gameplay negiert. Die visuellen Oberflächen der Spiele werden in Abstraktion überführt. Bei den Beispielen handelt es sich um technologische, kulturelle und gesellschaftliche Grenzgänge, die mit Computerspielen im Sinne einer applied playfulness kritisch umgehen. Die KünstlerInnen benutzen Computerspiele zur Kreation neuartiger unkonventioneller Spielräume und Spielhandlungen, die das Ausgangsmaterial ad absurdum führen. So stellen künstlerische Computerspielmodifikationen einen Beitrag zur Spiel- und Medienkompetenz, Soziabilität und Medienkonvergenz von Spielen in unserer Gesellschaft dar, die einer Rhetorik des Verneinens folgen: In dem Moment, wo das Computerspiel nicht mehr wie gewohnt funktioniert, tritt seine Funktionsweise ex negativo ins Bewusstsein.

Stephan Schwingeler, M.A. (*1979) studied art history and media studies at the University Trier and in Florence. His book *Die Raummaschine – Raum und Perspektive im Computerspiel* is one of the first analyses of video games based on image science. Schwingeler will finish his doctoral thesis about the video game as artistic material in 2011. He is member of the advisory board of the Next Level Conference and is supervising and contributing to the conference's blog.

Seifert Robert (University of Erfurt)

Stages of digital gaming life: Shaping and reflecting biography

Slot 3/B: [FROGA KUCHA] Friday, 21.10.2011, 15.30 - 15.40; Language: English

In diesem Vortrag werden Akteure, Mediennutzungsformen und Kommunikationsprozesse in der sog. „roguelike“-Community kommunikationswissenschaftlich analysiert und als Ergebnis grafisch visualisiert. Roguelikes sind eine spezielle Form von Computer(rollen)spielen, die sich durch zufallsgenerierte Spielwelten, rundenbasierte Kämpfe und traditionell ASCII-basierte Darstellung auszeichnen. Die Identifikation von Akteuren und Mediennutzungsformen sowie die beispielhafte Analyse von Kommunikation in der roguelike-Community bietet Einblicke in eine höchst interessante,

sehr lebendige und z.T. von eigenwilligen Charakteren gekennzeichnete Szene und kann gleichzeitig als Modell dienen, Kommunikationsprozesse auch in anderen Computerspiel-Szenen zu betrachten.

Zunächst werden die wichtigsten Merkmale von roguelikes beschrieben. Anschließend werden Akteure der roguelike-Community identifiziert und klassifiziert sowie mit den von ihnen genutzten Mediennutzungsformen in Verbindung gebracht werden. Dies dient als Basis zur beispielhaften Analyse von Kommunikation, die wiederum Grundlage für eine Visualisierung der roguelike-Community und ihrer Kommunikationsprozesse ist. Das Vorgehen stellt eine Ergänzung zu sonst häufig nur an der Häufigkeit von Kommunikation orientierten Visualisierung sozialer Netzwerke dar, die einen tieferen Einblick in die Qualität der Interaktionen erlaubt.

Robert Seifert is research assistant and lecturer at the department of communication studies at the University of Erfurt (GER). He studied Applied Media Science at the Technical University of Ilmenau (GER) and worked for the German Youth Institute (Munich) for AOL (Hamburg) and Germany based games publisher dtp entertainment (Hamburg). Research fields: digital games, mediatization of adolescence from a sociological and communication science perspective, youth cultures

Siller Notburga (University of Vienna)

Geschichte Spielen. Kommerzielle Computerspiele mit historischen Inhalten und ihre Spielerinnen und Spieler.

Slot 7/B: [FROGA KUCHA] Saturday, 22.10.2011, 11.00 - 11.10; Language: German

Kommerzielle Computerspiele mit historischer Thematik sind Bestandteil der gegenwärtigen Geschichtskultur. Diese interdisziplinäre Magisterarbeit (Geschichts- und Kommunikationswissenschaft) konzentriert sich auf SpielerInnen derselben. Von Interesse sind Nutzungsgründe, der Umgang mit explizit und implizit vermittelten historischen Informationen sowie eventueller Einfluss auf das Geschichtsverständnis.

Theoriegrundlagen sind das Transfermodell von Fritz sowie die Ausführungen von Wesener zu virtuellen Welten und Transferprozessen. Ebenso miteinbezogen werden das Konzept Geschichtsbewusstsein sowie die Kompetenzen historischen Denkens von Schreiber et al., insbesondere die Gattungskompetenz. Es wird mit einem Methodenmix gearbeitet: Die Darstellung der Vergangenheit in drei Spielen (CIVILIZATION IV, BATTLEFIELD 1942, ASSASSIN'S CREED) wird mit einer qualitativen Inhaltsanalyse untersucht: Hier steht eine Ereignislogik der Weltgeschichte dem gehetzten Blick eines namenlosen Soldaten im Zweiten Weltkrieg und einer dezidiert fiktiven (Helden)Erzählung zur Zeit der Kreuzzüge gegenüber. Es folgen 15 qualitative Leitfadengespräche: Die Spiele werden vor allem als Spiel und nicht als absichtliche Quelle des Historischen benannt, wobei sie unterschiedlich genutzt und eingeschätzt werden. Interesse für Geschichte kann Spielen motivieren und umgekehrt.

Notburga Siller: Diplomstudium Geschichte sowie Magisterstudium Publizistik- und Kommunikationswissenschaft an der Uni Wien, seit Sommersemester 2011 Doktorat Geschichte. Arbeitstitel der Dissertation: "Die Rezeption von Computerspielen mit historischen Inhalten". - Diploma programme History as well as Master's programme Journalism and Communication Studies at the University of Vienna, since spring 2011 Doctoral programme History. Working title of the dissertation: "The reception of historical games".

Sisler Vit (Charles University in Prague)

Constructions of Identity in Iranian Video Games

Slot 2/A: Friday, 21.10.2011, 14.40-15.10 Language: English

This presentation analyzes contemporary Iranian video games and explores the ways in which they communicate different concepts of identity. It is based on a content analysis of more than 20 video games developed in Iran between the years 2005-2009, alongside interviews with 7 different Iranian game producers. It will analyze various audiovisual signifiers in Iranian video games, including their narrative and game play structures. The research methodology encompasses recent trends in cultural studies, computer science, and game studies. Substantive portions of the materials considered in this paper were gathered during a fieldwork trip to Tehran in 2008.

Vit Sisler holds a PhD degree in information science from the Faculty of Arts of Charles University in Prague. He is currently employed as an assistant professor there, and he is also the founding editor-in-chief of the research project Digital Islam. His research deals with the educational and political video games, normative frameworks in cyberspace, and the relation between Islam and digital media. Sisler is an editor of CyberOrient, a peer reviewed journal of the virtual Middle East."

Suominen Jaakko and Ala-Luopa Saara (University of Turku)

Playing with Pac-Man: A Life and Metamorphosis of a Game Cultural Icon, 1980-2011

Slot 17/B: [FROGA KUCHA] Sunday, 23.10.2011, 13.10 - 13.40; Language: English

The "Froga Kucha" presentation illustrates visually, how one of the most known game cultural icon, Pac-Man (1980) transforms from a popular video game to more than a game, a continuously changing basis for adaptations, re-interpretations and popular cultural nostalgia. The presentation portrays cultural transformation process, divided into seven different iterative and continuing phases,: 1) Novelty, 2) popularization, 3) adaptation, 4) romantization, 5) nostalgization, 6) adaptation of nostalgization, 7) next generation nostalgization...

The presentation is theoretically based, for example, on Svetlana Boym's and Fred Davis' ideas of nostalgia and its media cultural consumption. The empirical base lays on survey materials on personal gaming experiences and histories by about 1000 Finnish users as well as visual material such as images of Pac-Man games and Pac-Man clones, accessories, Pac-Man related performances and artwork and street art.

Jaakko Suominen is professor of Digital Culture at the University of Turku, Finland. Currently, he works with a project, titled as "Second Lives of a Computer" and do research, for example, on questions of retrogame cultures. In his studies, Suominen has focused on cultural history of information technology and media. Homepage: <http://www.tuug.fi/~jaakko/>

Saara Ala-Luopa is a MA student of Digital Culture at the University of Turku, Finland. Her master thesis deals with alternate reality games and viral marketing.

Swertz Christian (University of Vienna)

Serious Games in the introductory phase of a study program for educational sciences

Slot 17/B: [FROGA KUCHA] Sunday, 23.10.2011, 13.10 - 13.40; Language: English

Serious Games as successors of edutainment products put the play experience into the center. With serious games, learning by gaming is not longer a serious of typical school tasks, loosely connected to some kind of narrative. Serious games are supposed to be experienced as games. In order to investigate the design process of serious games we developed 20 board games. These games are intended as an introduction for beginners of a study program in educational sciences. The learning content is integrated in different aspects of the games: Game mechanics, tasks, design, narratives etc. In order to test the gaming experience the games have been tested with 84 beginners of the study program. A quantitative questionnaire has been applied. Dimensions like the experienced fun, the subjective learning progress and the aquired knowledge have been tested. First results show a strong connection between the gaming experience and the subjective learning progression. Further results will be reported in the talk.

Prof. Dr. Christian Swertz studied educational sciences, information sciences and psychology. He is currently full professor for media education at the University of Vienna. His main research areas are the educational theory of media, media didactics and e-learning, educational digital game research and media literacy in school and extracurricular field.

Wagner Thomas and Brunner Jürgen (FH Salzburg GmbH)

Linked Dots - discover, connect, play, create!

Slot 9/B: [FROGA KUCHA] Saturday, 22.10.2011, 12.10 - 12.17; Language: German

Der öffentliche Raum erfährt in verschiedenster Form Einschränkung und Regulierung und Menschen bilden einen unsichtbaren Schutzraum um sich. In spielerischer Interaktion sehen wir eine Chance und einen Anreiz individuelle Schutzräume zu überwinden und somit öffentliche Plätze zu beleben. „Linked Dots“ als Installation versucht passierende Menschen auf einem öffentlichen Platz zu spielerischer Interaktion anzuregen um die Möglichkeiten mit anderen gemeinsam zu. Betritt eine Person den Platz wird sie erst durch eine Kamera erfasst und von einem blauen Kreis mittels Projektion umgeben. Dies geschieht mit jeder Person, die die Spielumgebung betritt. Treffen zwei Besucher innerhalb eines bestimmten Abstandes aufeinander, so verbinden sich die beiden individuellen Kreise. Dieses Framework erlaubt verschiedene, einfache Spielprinzipien zu kombinieren und den Besuchern durch spielerische Interaktion neue Spielmodi zu kreieren. Die neue Umgebung, welche in jenem öffentlichen, wertbelegten Raum entstanden ist, soll einem Spielplatz gleich kommen, ein kennenlernen ermöglichen und Gemeinschaft und Zusammenhalt fördern.

Thomas Wagner, designer, artist, researcher works at the Pervasive Entertainment Lab Salzburg (PELS) a research project at the University of Applied Sciences, Salzburg. He is a graduate of the Art University Linz with a degree in Interface Culture, a MA program that harnesses new interface technologies at the confluence of art, research, application & design.

Wernbacher Thomas, Wagner Michael and Hofstätter Jörg (Danube University Krems / KPH Vienna / ovos)

Learning by Playing

Slot 6/B: Saturday, 22.10.2011, 10.10 - 10.40; Language: German

In fall 2011 our learning game “Ludwig” will be released. It is funded by the Austrian Ministry of Science in course of the educational projects “Sparkling Science” and “Departure”. “Ludwig” is a 3D-adventure on renewable energies set in a sci-fi context reminiscent of today’s blockbuster games. The content of the game is based on the physics curriculum (two physics didacts are involved). Our project involves students and teachers from the very beginning (conceptional stage). Students reflect on the playability of our game, on the usability of our knowledge base (representing the content) and on motivational aspects (learning motivation, interest for physics). Teachers reflect on the potential benefits and problems of using “Ludwig” in class. The empirical phase of our project encompasses elements of a formative (quality assurance workshops) as well as a summative evaluation (assessment of motivational, cognitive and learning processes). By taking this multi-method approach we aim at the development of a standardized method for evaluating future game based learning projects.

Thomas Wernbacher studied psychology at the Karl-Franzens-University in Graz, his master in applied game studies will be obtained by fall 2011 at the Danube University in Krems. His focus is on empirical studies conducted in the field of media sciences. He is currently holding positions in the project (“playful learning”) and lecturing (research methods) staff in Krems. He is also working as scientific assistant at the Institute of Psychology in Graz, where he is doing research concerning educational benefits of using learning games in class.

Michael Wagner is rector of the Christian University College of Education Vienna/Krems, Austria. Full Professor for Technology-Enhanced Learning and Multimedia at Danube University Krems, Austria.

Jörg Hofstätter studied architecture at Studio Zaha Hadid at the University of Applied Arts Vienna while successfully establishing his first online agency with partners (among them Hannes). Jörg founded Ovos in 2004 and consistently worked on making it the first choice for digital worlds of experience in Austria. Just like a satellite, Jörg orbits fairs and lectures, cultivating contacts with scientists, absorbing new ideas and feeding Ovos with information and inspiration. He is responsible for Ovos’ orientation, strategy, communication and marketing. Jörg has held lectures at the Vienna University of Technology, at the University of Applied Sciences Hagenberg and at the Academy of Fine Arts Vienna.

Wimmer Jeffrey (TU Ilmenau)

Online Gaming in Everyday Life. A meaning orientated exploration of the appropriation of the online football manager game Hattrick.

Slot 4/A: Friday, 21.10.2011, 16.10 - 16.40; Language: English

Due to the increased presence of alternate and augmented reality games, this presentation aims to newly analyze the basic theoretical concept of the “Abgegrenztheit” of game and non-game (magic circle). It focuses on alternate reality games’ conceptual proximity to marketing strategies as well as on the overlapping of virtual and physical spaces caused by technologies of augmented reality games. While the former are accessible through everyday/daily media use and require unconventional strategies for playing and solving puzzles, the latter open up new possibilities for playing in and interacting with already known spaces. So tendencies for ubiquitous gaming are inherent to both types of games. This forms the basis for rethinking and actualising concepts of boundaries between Games and “Reality” in the Game Studies.

Dr. Jeffrey Wimmer is assistant professor for digital games/virtual worlds at the Ilmenau University of Technology (DE), since 2009. Besides this, he is chair of the ECREA-section ‘communication and democracy’ and of the DGPUK-section ‘sociology of media communication’.

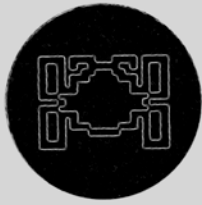
Witkowski Emma (IT University of Copenhagen)

Breaking the boundary: The shifting codes of play of expert players

Slot 17/B: [FROGA KUCHA] Sunday, 23.10.2011, 13.10 - 13.40; Language: English

At question in this presentation is the notion of the boundary object. From a long-term qualitative exploration of the practices of high performance World of Warcraft Arena tournament (AT) players who moved within coexisting seasons (between “standard” online play and location-based play), a circumstance arose which convoluted the notion of the game system as a boundary object. A boundary object is framed as being able to maintain its distinctiveness whilst being employed in various ways across different social worlds. Expert AT players’ revealed how several of them thwarted a systematized hierarchy online – the paramount PVP in-game title “Gladiator”. This examples significance is that the game “as code” is situated as holding active as well as latent instability. Such a moment in play directly questions the notion of the game as boundary object as these small shifts in coded structure makes a mess of the uniformity of the object in play.

Emma Witkowski is a PhD candidate with the Center for Computer Games Research at the IT University of Copenhagen. Her qualitative research looks at networked team-play through the lens of game studies and traditional sports studies.



5TH VIENNA GAMES CONFERENCE

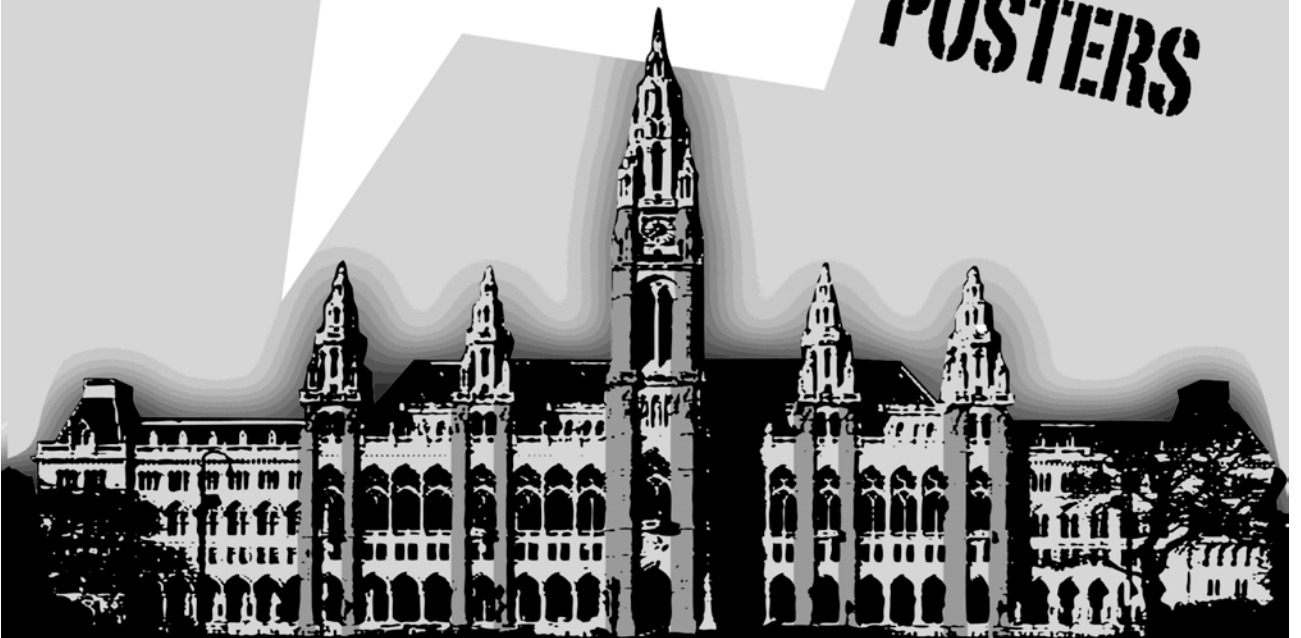
FUTURE AND REALITY OF GAMING

PLAYFULNESS

APPLIED

21-23.10.2011, VIENNA

POSTERS



Relationships between the game and metagame: Time and favored activities

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

This poster aims to achieve a greater understanding of some cultural and social issues involved in the games. Our main interest is to observe, qualifying and quantifying, the relationships between the game and the metagame. We understand the metagame as the activities that players do outside the game, while not gaming, but motivated or inspired by the game they play. To meet this objective we adopted different methods: literature review and interviews. Was also used participant observation with players of Role-Playing Game (RPG) tabletop, and netnography with players of Massively Multiplayer Online Games (MMOG). We then compare the observations of these two groups. We were able to identify the existence of intense and quite varied metagame movements, spread across diverse leisure activities. Was not identified, proportionality between the time devoted to game and the amount of time devoted to metagame, however we observed that the RPG players spent more time with metagame activities than the MMOG players. With this data we go through reflections on the creation of games that allow the development of a healthy and educational metagame.

Karina Trajano Ceoni holds a BA in Leisure and Tourism, and is currently researching networking in games, within the master's program in Complex System's Modeling at the University of São Paulo, Brazil. Her work with RPGs and MMOGs started in 2005 and have been a multidisciplinary approach of gaming considering educational interests.

Ciceri Maria Rita and Ruscio Daniele (Università Cattolica del Sacro Cuore)

Skilled in the Videogames, Skilled on the Road? Analysis of racing videogames and comparison between performances of Drivers and Non-Drivers.

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

The present study explores the way eleven commercial racing-videogames simulate the driving experience, and how drivers and non-drivers interact with them. An expert analysis was conducted in order to rate the simulation and create a benchmark of videogames in terms of road-environment, driving realism, car crashes dynamics and consequences, and emotional impact of the videogames. After having selected two different type of "top-realistic" games, subjects were asked to play them in a laboratory setting, while their driving behavior, arousal activation and facial expressions were recorded. After the gaming experience they were asked to fill a questionnaire about the "driving simulation" recreated by videogames and one about their behavior in the videogames. Results showed that is hard for naïve subjects to differentiate a videogame with a realistic graphic but an unrealistic driving simulation, from a videogame with both a realistic graphic and a realistic driving simulation. They are also aware of what are the risky behaviors on the road, but nonetheless they act the same risky behaviors systematically in the videogames, while enjoying the gaming experience. In a second study a video taken from a videogame with highly realistic graphic simulation, was compared to a video taken from reality. In particular tests were conducted in order to analyze visual exploration of different types of crossroads by experienced drivers and by young non-drivers; in the real driving video and in a corresponding videogame video.

The results showed significant differences between drivers and non-drivers in visual exploration of the road and awareness in detection of salient road interactions; in both the real driving video and in the simulated video. In particular the non-drivers seemed to explore

the crossroads in a less focused way, and with a narrow visual field; focusing their gaze at the center of the street for most of the time, not adjusting their attention at different traffic situations.

Maria Rita Ciceri, Ph.D. (rita.ciceri@unicatt.it) is Associate Professor of General Psychology (Bachelor Degree in Psychology) and of Communication Psychology (Master Degree in Developmental and Communication Psychology). Her main research interests concern the communicative functions of non verbal vocal cues (supra-segmental cues and vocal qualities), the expression and communication of emotion, dis-communication (the phenomenology of lying, ironic communication), synchronization and the strategies of vocal convergence and divergence

Daniele Ruscio (daniele.ruscio@unicatt.it) is a Ph.D. Student in Psychology. Master Degree in Communication and Developmental Psychology at the Catholic University in Milan. His research interests concern traffic psychology and especially drivers' visual exploration and risk perception, reaction time to danger while driving and racing videogames usage.

Diephuis Jeremiah (Upper Austria University of Applied Sciences)

A Game-based Approach to Public Discourse in Museum Spaces

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

Developments within Participatory Media (Web 2.0, Gaming 2.0) have influenced a great number of other areas, including the field of Museum Studies. Exhibitions are becoming increasingly interactive and even collaborative, bridging the gap between artist, curator and visitor. Nevertheless, the museum space is full of challenges that limit the degree of visitor participation and its potential for public discourse. A game-based approach to these challenges, Robocracy, aims to motivate museum visitors to voice their opinions about the controversial topic of robotics in an exhibition context. Utilizing a rating system as a major element of gameplay, Robocracy attempts to eliminate the need for external moderation in a system for exhibition-related public discourse.

Jeremiah Diephuis is a lecturer in the Media Technology and Design program at the Hagenberg Campus of the Upper Austria University of Applied Sciences. He was the European Coordinator for the Leonardo EU-New Zealand Pilot Exchange Program for Interaction Design and is currently completing a postgraduate degree in Communication and Knowledge Media. His research interests include Game-based Learning, Serious Games and Interactive Storytelling.

Eskildsen Søren, Rodil Kasper and Rehm Matthias (Aalborg University)

Virtual Savannah – Logging User Interaction in a Learning Visualization for Children

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

Recreating the African Savannah in zoos is a difficult task, since it is impossible to present true African ecology to visitors. Virtual Savannah is a dynamic virtual world that introduces school children to a 3D representation of the wildlife sanctuaries Serengeti and Masai Mara.

The objective is to substitute supplementary textual information currently used in schools and provide the teacher with information about each pupil. The Virtual Savannah was tested in situ on 19 pupils age 10-11 with the purpose of logging all interaction with animals, GUI and the navigation. The test depicted how they managed to search the virtual world for answers in patterns related to restrictions in the system and using graphical points of interest as reference points. Collecting information about the complete interaction provides teachers with a tool to assess the individual pupil better in order to help them receive the information.

Søren Eskildsen, M.Sc. in Medialogy; Affiliation: Aalborg University

Kasper Rodil, M.Sc. in Medialogy; Affiliations: Aalborg University, Denmark. Polytechnic of Namibia, Namibia

Matthias Rehm, Associate Professor at CREATE; Affiliation: Aalborg University

Halbeisen Sarah (University of Vienna)

Categorization of Serious Games

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

Serious Games established themselves as a new genre of video games. However, 'Games with a Purpose' do differentiate from conventional computer games through context and intention of the game. In contrast to conventional methods of learning, game mechanics have the potential to evoke a direct benefit due to motivation inherent to playing a game. For the theoretical analysis as well as the actual game design of Serious Games, the model that has been commonly used is similar to the obsolete stimulus-response model (Ratan & Ritterfeld 2009). The outcome are often games that miss out on fun, motivation and/or good quality of game design. Due to this fact, those fail to meet the expectation of players and educators. Classifications vary from a focus on intention, gameplay and areas of practice or all of the above but miss out on valuable information visualisation. By interviewing 5 experts of Game Research (Univ.-Prof. Mag. Dr. Michael Wagner, Dr. Konstantin Mitgutsch Mag. Jörg Hofstätter, Dr. Fares Kayali and Dipl.-Inform. Victor Wendel), I developed a new concept that combines scientific and economic point of views to spot flaws in development and research. Discussions on this poster should help to improve the proposed model by collecting further opinions and perspectives.

Sarah Halbeisen is studying Communication Science at the University of Vienna where she focuses her research on Serious Games. She is also working as a PR Assistant at Kropf Kommunikation and is researching for LHBS.

Hofstaetter Joerg and Kranzer Jochen (ovos)

Creating the first curriculum-based 3D Adventure

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

We at ovos are developing Ludwig, an online game on renewable energies, set in a sci-fi context reminiscent of today's blockbuster games. It is developed in cooperation with Universities and is officially supported and sponsored by the Federal Austrian Ministry for Education. It is the first 100% curriculum based physics game and will be available for 11-14 year old high school students as of Autumn

2011. <http://www.playludwig.com> We want to give a talk to share our experiences at developing Ludwig focussing on two aspects: 1) Curriculum-based & game-based learning: The PPA model 2) Make Money and Meaning? On game-based learning and business models

Jörg Hofstätter studied architecture at Studio Zaha Hadid at the University of Applied Arts Vienna while successfully establishing his first online agency with partners (among them Hannes). Jörg founded Ovos in 2004 and consistently worked on making it the first choice for digital worlds of experience in Austria. Just like a satellite, Jörg orbits fairs and lectures, cultivating contacts with scientists, absorbing new ideas and feeding Ovos with information and inspiration. He is responsible for Ovos' orientation, strategy, communication and marketing. Jörg has held lectures at the Vienna University of Technology, at the University of Applied Sciences Hagenberg and at the Academy of Fine Arts Vienna.

Jochen Kranzer started turning his passion into a career while studying architecture at the Vienna University of Technology. Using his many identities (a magician in World of Warcraft, a ruler of entire empires in Civilization or a fearless sailor and merchant in Anno 1404) he has been roaming virtual worlds for decades. He has worked with Ovos since 2005 and became a partner in 2007. At Ovos, Jochen is responsible for game design and projectmanagement. Both Jochen und Ovos are increasingly concentrating on games where players not only win points but gain knowledge. He also holds lectures on gamedevelopment at the University of Applied Sciences Hagenberg and at the Vienna University of Technology. In addition to his work, he is currently attending the master course MediaGameEducation (MedienSpielPädagogik) at the Danube University Krems.

Lippuner Florian (Universität Zürich)

Das Biografiespiel – Virtuelle Realitäten als Erweiterung jugendlicher Lebenswelten. Die Relevanz des biografischen Ansatzes im Rahmen adoleszenter Computerspielnutzung.

[FROG POSTERSESSION] Sunday, 23.10.2010, 12.10 - 13.00

Im Zentrum der Dissertation steht die Frage: Welche Zusammenhänge sehen die Nutzenden zwischen ihrer bisherigen Biografie und ihrer Computerspielnutzung? Anhand von qualitativen Interviews mit 18-25-jährigen ehemaligen oder aktuellen VielnutzerInnen sollen hierzu Daten erhoben und ausgewertet werden. Das theoretische Fundament der Arbeit setzt sich aus dem medienbiografischen Ansatz, dem Konzept der strukturellen Koppelung, der Transfertheorie und dem Lebenskonzept zusammen.

Relevant ist eine biografische Herangehensweise an solche Zusammenhänge deshalb, weil dynamische Sichtweisen auf die jugendliche Computerspielnutzung bislang fehlen. Der Umstand, dass sich Nutzungsmodi und Spielvorlieben im Zeitverlauf verändern können, bleibt meist aussen vor. Anhand der anvisierten Forschungsanlage kann gezeigt werden, in welchen Sozialisations- oder Übergangsphasen sich solche Nutzungsgewohnheiten wie und wieso ändern.

Das Ziel ist es also, retrospektiv gewonnene Erkenntnisse in prospektiv verwendbare Wissensbestände für die (Medien-)Pädagogik zu transformieren; mit einer solchen Forschung könnten mitunter Strategien und Lösungsansätze für eine konstruktive Einbettung der Computerspielnutzung in den jugendlichen Alltag erarbeitet werden.

Florian Lippuner received his Master of Arts in Social Sciences from the University of Zurich (Major: Media Science; Minors: Cultural Anthropology, Sociology) by 2008, where he works on his ph. D. at the IPMZ – Institute of Mass Communication and Media Research since 2009. Additionally Florian Lippuner works at the communication division of the ZHAW School of Health Professions.

Mariani Ilaria (Politecnico di Milano)

Giuc[MI] - a playful approach to local identities communication

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

This poster is about an urban game dealing with the territorial communication in Milan, aiming to allow players to experience urban spaces more closely, focusing on new interaction models of society and culture. Giuc[MI] is the consequence of an analysis on game topics and the desire of develop a socio-cultural interaction related to territory, born as a graduation thesis at Politecnico di Milano. The aim is to communicate the city experiencing local identities which represent the genius loci and the uniqueness of the place, enhancing the sense of creative discovery in a Serendicity attitude. Giuc[MI] is a hybrid between treasure hunt and pervasive game, which involves urban context as an active player and people who have to visit as much neighborhood as possible. The goal is also to engage players in building a relationship with those who live in the urban context as workers and authors of meaning: the artisans.

Ilaria Mariani attended the School of Design at the Politecnico di Milano, Master of Science in Communication Design. She graduated with honors in March 2011 with a thesis on the urban game, specifically relating to territorial communication. Currently she's a student of Master in Brand Communication and she cooperates with the INDACO Department of Politecnico dealing with the topic of Gamification, Computer Graphics and Animation. She's planning to attend the PhD in Design in 2012

Prax Patrick (Uppsala University)

Online Games as Risk-Free Learning Spaces? Social Pressure and the Teron Gorefiend Simulator

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

This poster analyses the applicability of the established principles of learning in games by James Paul Gee to massively-multiplayer games. The argument is informed by the theory of cultural and social capital by Thomas Malaby, the classification of games by Jesper Juul and Jonas Linderöth's critique of Gee's principles. Gee's principles are tested in the case study of the Teron Gorefiend Simulator, a community training tool for a raid boss in World of Warcraft.

Both the theoretical analysis and the case study show that Gee's principle which portrait games as a place for risk-free trial-and-error learning are not correct for massively-multiplayer games. The case study shows that there are real risks like the exclusion from social groups attached to failure in games. Games are not necessarily a risk-free place for learning. However, the poster also shows that the learning principles by Gee related to social and distributed learning are valid.

Patrick Prax is PhD candidate in Media and Communication in Uppsala, Sweden. He has published about leadership and communication literacy in MMORPGs and is currently studying online game communities with a focus on user created content, learning and game design.

Riesner Michael (Dresden)

Ludisch, narrativ, explorativ – Die drei Elemente des modernen Computerspiels

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

Ein modernes Computer- oder Videospiel besteht aus einer charakteristischen und eindeutigen Verteilung von ludischen, narrativen und explorativen Elementen. Alle Bestandteile des Spiels sind Teil einer oder mehrerer dieser Klassen, egal welche Art von Ein- oder Ausgabe sie benötigen, welchem Genre die Spiele angehören oder wie viele Personen am Spiel beteiligt sind.

Der Grundgedanke der Klassifikation ist eine Unterteilung des Computerspiels in einzelne Spielbestandteile: in die Elemente oder Entitäten. Diese Unterteilung kann auf verschiedenen Abstraktionsebenen erfolgen: auf der Programmcodeebene, auf der Spielerebene oder auf einer beide verbindenden Metaebene. Denn was das Computerspiel mehr als alles andere auszeichnet ist die Interaktion des Menschen mit der Maschine, parallele Prozesse auf beiden Seiten mit gegenseitiger starker Beeinflussung. Was ist ein Spieler ohne Spiel und ein Spiel ohne Spieler?

Diese Beeinflussung, die Interaktion erfolgt bidirektional und asynchron. Der Spieler beeinflusst das Spiel überwiegend durch Änderungen an Zuständen des Programms und damit Änderungen an der Simulation während das Spiel vorherrschend durch Erzählungen und Bedeutungsübertragungen auf den Spielenden Einfluss ausübt. Die Formalisierung dieser Zusammenhänge schuf die Notwendigkeit der Definition und Begriffsbildung für diese Elemente.

Michael Riesner was born in Görlitz, Germany on May the 27th in 1983. He studied Media informatics and design at the "Technische Universität" in Dresden and still lives there as a free foto- and webdesigner.

Song Gongpu (University Trier)

The fun of gathering - Gathering mechanism in computer games

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

This article attempts to define that "gathering" is one of the most important mechanisms in computer games. Definition of "gather (verb)": 2 [with object] bring together and take in from scattered places or sources (source: <http://oxforddictionaries.com/>). "Gather" is sometimes also understood as "collection" – like hobbies – stamps collection or matchboxes collection; similar to "collection", in computer games players gather something – think about Super Mario Bros. (100 Coins = 1up), Diablo (Weapons), the Snake (Eating Points), or Plants vs. Zombies (Plant Arts). On the basis of my empirical studies and practical experiences is found an interesting phenomenon, that almost all the successful games introduce or integrate the "gathering" mechanism.

However, the here mentioned “gathering” is different to conventional “collection”. Actually, players gather their own experience during playing, the things they gathered worth nothing in the real world, but exact these things are the factors of fun.

Gongpu Song (1979, Jinan, China), doctoral candidate from University of Trier, Screen-Writer, journalist, correspondent of Chinese press 21st Century Business Herald and CBN Weekly, is a researcher for computer games theory. Among his last publications are: The secrets of the rise of the Japanese video game industry (German), Space-Time relationship in video game’s narrative (Chinese).

Svelch Jaroslav (Charles University in Prague)

The Monster and the System: Representations of Monstrosity in Game Mechanics

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

This poster discusses the possibilities of representation of monstrosity in video games. While philosophers and literary scholars often stress the unknowable and unrecognizable nature of monsters, video games are designed systems, and therefore operate based on the system of rules. In order for the monsters to be in the game, they have to somehow fit in the system. This creates an interesting conflict, specific to the medium of the video game, that can be resolved in many ways. Quite often, monsters are conceptualized as a series of “weak spots” or “special attacks” that have to be discovered and learned. Other games such as Amnesia: The Dark Descent try to preserve the unknowability of the monsters by making them invincible and virtually invisible. This poster tries to map this conflict using the methods of comparative analysis.

Jaroslav Švelch (jsvelch@gmail.com) is a lecturer and researcher in game studies and new media at Charles University in Prague and Masaryk University in Brno, Czech Republic. He focuses on social history of games, representation in games, games and ethics, and language management in the online environment.

Theuer Eugenie Maria (University of Vienna)

A Narcisstic Vertigo: An examination of meta-referential devices in video games with special reference to .hack//Infection

[FROG POSTERSESSION] Sunday, 23.10.2011, 12.10 - 13.00

In recent years, the concept of meta-reference, which may be described as a technique whereby a work of fiction displays awareness of its own status as fiction, has sparked considerable interest among literary and cultural theorists. Meta-referential devices have been extensively studied in a variety of genres and media, and yet, research on the topic has largely failed to acknowledge the contributions of a medium which has developed into an intrinsic part of popular culture, namely that of video games. The present analysis aims at filling this gap by analyzing the nature and effect of meta-referential forms in video games, focusing on the Play Station 2 game .hack//Infection, in which meta-referential elements become a salient feature and which may, therefore, be described as a meta-game.

Eugenie Maria Theuer is a student and research assistant at the Department of English Studies at the University of Vienna. She is currently working on her diploma thesis dealing with narcissism in the novels by Bret Easton Ellis. Her research interests include intertextuality, meta-referentiality, and grotesque realism as defined by Bakhtin.

Wiemker Markus (RWTH Aachen)

“Sex, Drugs and Violence Rock...!” or the Role of Censorship and Regulation in Games.

[FROG POSTERSESSION] Sunday, 26.09.2010, 11.10 - 12.00

Like books, magazines, film, comics, music, and television before them, video games became the focus of censorship and regulation efforts. Governments around the world have passed laws that restrict access, prohibit content, or even ban certain video games. Every year a growing number of countries establish censorship rules, classification systems, and rating agencies with the ambitious aim of regulating games on a wide variety of platforms. Censorship, as the strongest form of regulation, generally means the intervention from superordinate authorities (mostly state institutions) in the creative work of an individual or a group. This intervention aims to protect the public through the control of access to content that is not conformable with the dominant norms and values or is actually harmful to society. In this sense, censorship assumes that all individuals, not just children, are vulnerable and need protection from offensive material. For this reason, most democratic societies have founded state or industry-controlled rating agencies who evaluate possible dangerous media content, content that might negatively affect the development of children and adolescents or endanger their ability to become a moral and ethical individual.

Markus Wiemker studied Sociology, Philosophy and Psychology at the RWTH Aachen University and worked as a lecturer and consultant for Game Design & Game Studies at the Games Academy Berlin & Frankfurt, University of Applied Sciences MD.H Berlin & Munich, Adolf Grimme Institute Marl, International Film School Cologne, Republic Polytechnic Singapore, University of Applied Sciences St. Pölten, Games College Vienna, Qantm Institute for Game Design Vienna, Danube University Krems, University of Klagenfurt and the Austrian Institution for Game Ratings: BuPP.

Program Committee Co-Chairs and Review Committee

Jennifer Berger (University of Vienna); Christoph Klimmt (Hanover University of Music, Drama, and Media); Konstantin Mitgutsch (Massachusetts Institute of Technology); Claus Pias (University of Vienna); Martin Pichlmair (Studio Radiolaris); Maja Pivec (University of Applied Sciences FH Joanneum); Herbert Rosenstingl (Austrian Federal Ministry of Economy, Family and Youth); Doris Rusch (Danube-University Krems); Christian Swertz (University of Vienna); Michael Wagner (PH St. Pölten); Jeffrey Wimmer (TU Ilmenau)

Additional Review Committee

Christian Roth (Communications Science/VU University Amsterdam); Christina Schumann (TU Ilmenau - Institut für Medien und Kommunikationswissenschaft); Christine Wijnen (University of Vienna); Sven Jöckel (Universität Erfurt); Andy Neal (Rutgers, The State University of New Jersey); Leonard Reinecke (University of Mannheim); Sebastian Deterding (Hans Bredow Institute for Media Research); Andreas Jahn (Sudmann University of Göttingen); Mathias Fuchs (Salford University Manchester); Fares Kayali (Vienna University of Technology); Clara Fernández-Vara (Singapore-MIT GAMBIT Game Lab); Jason Begy (Singapore-MIT GAMBIT Game Lab); Henrik Schønau Fog (Aalborg University); Mia Consalvo (Singapore-MIT GAMBIT Game Lab); Nikolaus König (University of Vienna); Abe Stein (Singapore-MIT GAMBIT Game Lab)

Organization

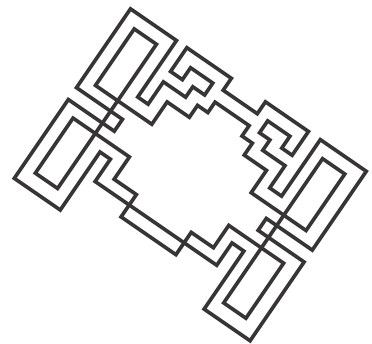
Jennifer Berger (University of Vienna), Konstantin Mitgutsch (Massachusetts Institute of Technology), Herbert Rosenstingl (Austrian Federal Ministry of Economy, Family and Youth)

Assistance

Katrin Bejwl, Vicky Ebner, Irene, Inge Machal

Design & Layout



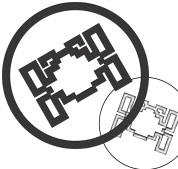


Konstantin Mitgutsch (MIT), Katrin Bejwl (Universität Wien)



Friday, October 21






Track A / Wappensaal - Vienna City Hall

Track B / Top317 - Vienna City Hall

11:30	REGISTRATION	
12:30	FROG11 - 5th Vienna Games Conference Opening Austrian Federal Ministry of Economy, Family and Youth (TBA) City of Vienna (TBA) Doris Rusch (DePaul University)	
13:00	FROG11 Opening Keynote and Game: "Spaces of Possibility" Eric Zimmerman (NYU / Gamelab) & Nathalie Pozzi (NAKWORKS)	
14:00	Mini-Break	
14:10	Slot 1/A (FROG BEST PAPER CANDIDATE): Amani Naseem and Ida Marie Toft (IT University of Copenhagen) Designing a game for playful communication in families 	Slot 1/B (FROG BEST PAPER CANDIDATE): Jon Manker (Södertörn University) Game Design Prototyping 
14:40	Slot 2/A: Vit Sisler (Charles University in Prague) Construction of Identity in Iranian Video Games	Slot 2/B: Lizzy Bleumers, Koen Willaert, Rob Heyman and An Jacobs (IBBT-SMIT, Vrije Universiteit Brussel) Ladders and snakes: Lessons learned from applying contextual laddering to game prototype evaluation
15:10	Slot 3/A: Jeroen Jansz and Joyce Neys (Erasmus Universiteit Rotterdam) Political Internet games: Engaging an audience 	Slot 3/B: FROGA KUCHA Nikolaus König (University of Vienna) "Passivity, Subordination and Restraints - Sexual Roleplaying Games of Submission and Dominance as examples for pleasurable play through Non-Agency" Alexandra Ferreira and Sébastien Hock-Koon (University of Paris-Nord) Gender stereotypes in video game: Super Princess Peach in question Robert Seifert (University of Erfurt) Stages of digital gaming life: Shaping and reflecting biography
15:40	Break	
16:10	Slot 4/A: Jeffrey Wimmer (TU Ilmenau) Online Gaming in Everyday Life. A meaning orientated exploration of the appropriation of the online football manager game Hattrick.	Slot 4/B: Fares Kayali, Margarete Jahrmann, Josef Schuh and Brigitte Felderer (University of Applied Arts, Vienna) Hybrid Spaces: Applying persuasive game elements to an exhibition setting
16:40	Slot 5/A (FROG BEST PAPER CANDIDATE): Lasse Juel Larsen (University of Southern Denmark) Objects of desire - A reading of the reward system in World of Warcraft 	Slot 5/B (FROG BEST PAPER CANDIDATE): Vanessa De Luca (Supsi - LCV - Interaction Design Lab) and Maresa Bertolo (Politecnico di Milano) Urban Games to design the augmented city 
17:00	Mini-Break	
17:10	Keynote: "Avatar Play: Games, fictions, & identification" Mia Consalvo (Concordia University Montreal)	
18:10	Change of Location (Rathaus Keller)	
18:30	FROG CONFERENCE DINNER FROG AWARD 2011 Introduction Game Idea Award "die game gestalt 2012"	




***Presentation held in German language

Saturday, October 22

Track A / Wappensaal - Vienna City Hall		Track B / Top317 - Vienna City Hall	
08:30	COME ON BOARD		
09:00	Keynote: "Video Games: Politics vs. Data" Lawrence Kutner (Jack Kent Cooke Foundation)		
10:00	Mini-Break		
10:10	Slot 6/A (FROG BEST PAPER CANDIDATE): Henrik Schoenau-Fog (Aalborg University) Teaching Serious Issues through Player Engagement in an Interactive Experiential Learning Scenario		Slot 6/B:*** Thomas Wernbacher (Danube University Krems), Michael Wagner (KPH Vienna) and Jörg Hofstätter (ovos) Learning by Playing
10:40	Slot 7/A: Cyril Brom, Vit Sisler and Michaela Buchtova (Charles University in Prague) Learning Effect of Educational Simulation Europe 2045		Slot 7/B: FROGA KUCHA*** André Czauderna(Fachhochschule Köln) and Birgit Schmitz (Humance AG) Medienpädagogische Praxisforschung zur zielgruppengerechten Entwicklung von Computerspielen Sebastian Ring and Mareike Schemmerling (JFF) MyGames – Jugendtagungen zu Computerspielen Notburga Siller (University of Vienna) Geschichte Spielen. Kommerzielle Computerspiele mit historischen Inhalten und ihre Spielerinnen und Spieler
11:10	Break		
11:40	Slot 8/A: Angelica B. Ortiz De Gortari (Nottingham Trent University), Karin Aronsson (Stockholm University) and Mark D. Griffiths (Nottingham Trent University) Exploring Game Transfer Phenomena in Young People		Slot 8/B:*** Nina Grünberger (University of Vienna) What shall I do? - Play! Zur Krisenbewältigung im Bildungsprozess durch Spiel
12:10	Slot 9/A: Pilar Lacasa, Rut Martínez-Borda and Sara Cortés (University of Alcalá) From machinima to classical cinema: looking for multimodal literacies		Slot 9/B: FROGA KUCHA*** Thomas Wagner and Jürgen Brunner (Fachhochschule Salzburg GmbH) Linked Dots - discover, connect, play, create! Michaela Rizzoli (University of Innsbruck) Alltagskultur in Massive Multiplayer Online Role-Playing Games Michael Lankes (Upper Austria University of Applied Sciences) and Thomas Mirlacher (IRIT) Sketching Game Design Ideas Collaboratively Margarita Köhl (Kaohsiung University of Science and Technology, Taiwan) „Terrorist Tamagotchi“ – Bist du Terrorist?
12:40	LUNCH		
13:40	Slot 10/A: Doris C. Rusch (DePaul University) "Core" Experience – Exploring Less Obvious Design Approaches To Exercise Games		Slot 10/B: Pejman Mirza-Babaei and Graham Mcallister (University of Sussex) Utilising Biometric Event Analysis to Structure Post-Session Interview
14:10	Slot 11/A (FROG BEST PAPER CANDIDATE): Jason Mittell (Middlebury College) Playing for Plot in the Lost and Portal Franchises		Slot 11/B: Mario Lehenbauer (University of Vienna), Birgit Stetina (Webster University Vienna), Lisa Glenk (University of Veterinary Medicine), Oswald Kothgassner, Anna Felthofer, Helmut Hlavacs and Ilse Kryspin-Exner (University of Vienna) Play and change! Psychological interventions in (serious) games
14:40	Slot 12/A: Nikolaus König (University of Vienna) Playful Assassins - How playful actions can balance conflicting demands, and how a mechanical concept of play can make this kind of playfulness tangible		Slot 12/B: Graham Mcallister and Pejman Mirza-Babaei (University of Sussex) Player Metrics: Using Behaviour and Biometrics to Analyse Gameplay
15:10	Break		
15:40	PANEL: WHAT THE "FROG" IS "MEDIA COMEPTEENCE"? Panel intro by Cheryl K. Olson (Health Behavior Change Consultant, Researcher & Co-Author of "Grand Theft Childhood") "Media Literacy/Competence in relation to video games" Discussants: Pilar Lacasa (Founder of the "Culture, Technologies and New Literacies Research Group", University of Alcalá), Jonas Linderorth (University of Gothenburg. He is Co-Author of "Living in World of Warcraft"), Herbert Rosenstingl (Federal Office for the Positive Assessment of Computer and Console Games, Co-Author of "Schauplatz Computerspiele")		
16:30	Mini-Break		
16:40	Slot 13/A: Konstantin Mitgutsch (Singapore-MIT GAMBIT Game Lab) Just a spoonful of sugar helps the medicine go down? Serious Learning in Serious Games		Slot 13/B: Linda Breittlauch (Mediadesign University of Applied Sciences) Are you still learning or already playing? Conceptual design for serious games regarding didactical and playfully requirements
17:10	Slot 14/A: Christoph Klimmt (Hanover University of Music, Drama, and Media) and Julia Ahrens (University of Mainz) Paying for a Little Extra Fun: Exploring the Willingness to Purchase Digital Items in Online Gamers		Slot 14/B: FROGA KUCHA Sébastien Hock-Koon (University of Paris-Nord) Affordances of learning in arcade video games: Introducing "elliptic mechanisms" Kasper Rodil, Søren Eskildsen and Matthias Rehm (Aalborg University) Virtual Savannah – in Situ Test of a Virtual Learning 3D Visualization for children
17:40	Mini-Break		
17:50	Keynote:"An Ecological Approach to Games and Gameplay" Jonas Linderorth (University of Gothenburg)		
18:50	Game Over - Day 2		

***Presentation held in German language

Sunday, October 23

Track A / Wappensaal - Vienna City Hall		Track B / Top317	
9:30	COME ON BOARD		
10:00	Keynote:*** "Schnitt-Stelle. Computerspiele als Begegnungsort von Religion, Kunst und Technik" Christian Wessely (University Graz)		
11:10	15/A:*** Stephan Schwingeler (University Trier) Das Computerspiel als künstlerisches Material	15/B (FROG BEST PAPER CANDIDATE): Andrew Ee and Hichang Cho (National University of Singapore) What Makes an MMORPG Leader?: A Social Cognitive Theory-Based Approach to Understanding the Formation of Leadership Capabilities in Massively Multiplayer Online Role-Playing Games	
11:40	15/A: FROGA KUCHA*** Sebastian Ring (JFF) „In solchen Situationen geht es nicht ums Geld, sondern um die Brüderschaft“. Spielerdiskurse über moralische Implikationen des Spiels Grand Theft Auto IV Herwig Kopp (NORMALUM - Mixed Realities UG) Normalität als transmediale Fiktion	16/B: Sonja Einböck und Ursula Maier-Rabler (ICT&S Center, University of Salzburg) Where play and work meet... or merge? - Modding as a precursor to new work concepts	
12:10	FROG-Poster-Session Online Games as Risk-Free Learning Spaces? Social Pressure and the Teron Gorefiend Simulator (Patrick Prax, Uppsala University) Das Biografiespiel – Virtuelle Realitäten als Erweiterung jugendlicher Lebenswelten. Die Relevanz des biografischen Ansatzes im Rahmen adoleszenter Computerspielnutzung (Florian Lippuner, Universität Zürich) Virtual Savannah – Logging User Interaction in a Learning Visualization for Children (Søren Eskildsen, Kasper Rodil and Matthias Rehm, Aalborg University) Skilled in the Videogames, Skilled on the Road? Analysis of racing videogames and comparison between performances of Drivers and Non-Drivers. (Maria Rita Ciceri and Daniele Ruscio, Università Cattolica del Sacro Cuore) Ludisch, narrativ, explorativ – Die drei Elemente des modernen Computerspiels (Michael Riesner, Dresden) Giuc[M]I - a playful approach to local identities communication (Ilaria Mariani, Politecnico di Milano) The fun of gathering - Gathering mechanism in computer games (Gongpu Song, University Trier) The Monster and the System: Representations of Monstrosity in Game Mechanics (Jaroslav Svelch, Charles University in Prague) A Narcissistic Vertigo: An examination of meta-referential devices in video games with special reference to .hack//Infection (Eugenie Maria Theuer, University of Vienna) Creating the first curriculum-based 3D Adventure (Joerg Hofstaetter and Jochen Kranzer, ovos) “Sex, Drugs and Violence Rock...!” or the Role of Censorship and Regulation in Games (Markus Wiemker, RWTH Aachen) Relationships between the game and metagame: Time and favored activities (Karina Ceoni, University of São Paulo) A Game-based Approach to Public Discourse in Museum Spaces (Jeremiah Diephuis, Upper Austria University of Applied Sciences) Catagorization of Serious Games (Sarah Halbeisen, University of Vienna)		
13:00	Mini-Break		
13:10	Slot 17/A: Sabine Schollas and Felix Raczkowski (Ruhr-Universität Bochum) Playing with reality: the magic circle and the theory of clear boundaries in times of alternate and augmented reality games	Slot 17/B: FROGA KUCHA Christian Swertz (University of Vienna) Serious Games in the introductory phase of a study program for educational sciences Emma Witkowski (IT University of Copenhagen) Breaking the boundary: The shifting codes of play of expert players Suominen Jaakko and Ala-Luopa Saara (University of Turku) Playing with Pac-Man: A Life and Metamorphosis of a Game Cultural Icon, 1980-2011	
13:40	Slot 18/A: Robert Praxmarer (FH Salzburg / MultiMediaTechnology) The Big Bang of the Magic Circle		
14:10	Mini-Break		
14:15	FROG Closing Ceremony		
14:45	– FROG OVER –		
	*** Presentation held in German language		

