




When reusing this work, please cite its original source and authors

Source: www.educacaoaberta.org/rea

This work is licensed under a
Creative Commons Attribution 3.0 Unported License

Paper presented at the 1st. International Symposium on Open Educational
Resource: Issues for Globalization and Localization
April 11-13, 2011 –Utah State University
Logan, Utah USA

The background is a solid teal color with several abstract, light-blue geometric shapes and lines. A prominent feature is a large, stylized 'A' shape formed by multiple parallel lines, with a white star in the center. Other smaller stars and curved lines are scattered throughout the design.

**“It’s a penguin world!”: what
can we learn from children’s
game play?**

Daisyane Barreto

Michael Orey



Introduction

- Working with Disney for the past 3 years on curriculum and game design
- Current work is in Club Penguin (Jelly Bean Game for example)
- CP is currently in 5 languages – English, Spanish, Portuguese, German and French
- Localization means translate (Dumb?)

Jelly Beans



A vertical teal bar on the left side of the slide. It features a white decorative element at the top, resembling a stylized '3' or a similar symbol, and a white line that curves from the bottom left towards the top right.

Research purpose

- This study examined children's experience in playing online games within a popular game environment.



Research Questions

- What kind of experiences do children have playing online games?
 - What are the motivational aspects of playing online games?
 - What are children learning from these experiences?



Research Context

- A four-hour long game camp.
- Seven children (from 4 to 10 years old). There were three boys and four girls in the camp.
- Interactions and activities of participants in playing online games were videorecorded and observed.



Data collected

- Five videorecordings of children playing online games:
- Field notes from researchers

Data sample



Data sample

Time	Actor	Dialog	Actions/Reactions	What is accomplished?
6:29	EN		Child clicks on a server (online spaces) in the game environment	
6:34			Game: a new screen loads up	
6:37		<u>Hydro-hopper!</u>	Child moves his mouse over a speed boat image on the screen	
6:39		I love hydro-hopper!	Child gazes at the child on his left. He clicks on the speed boat icon.	
6:40			Game: a message pops up asking whether he wants to play the game.	
6:43			Child clicks on yes button	
6:44			Game: a new screen with the title of the game loads up	
6:45			Child clicks on the play button	
6:46		I love this game!	Game: a new screen with instructions loads up	
6:47			Child clicks on the ready button	

Preliminary findings

- **Playing together**
- **Getting Bored**
- **Connecting with the game world**
- **Reading symbols/texts within games**
- **Teaching others how to play**



Future research

- Cross-cultural comparison (US vs Brazil)
- Think-aloud protocols