Reference Type: Book Section  
Record Number: 43  
Author: Alloway, N.; Gilbert, P.  
Year: 1998  
Title: Video game culture: Playing with masculinity, violence and pleasure  
Editor: Howard, S.  
Book Title: Wired-Up. Young People and the Electronic Media  
City: London, Bristol (PA)  
Publisher: UCL Press  
Pages: 95-114  
Short Title: Video game culture: Playing with masculinity, violence and pleasure  
Keywords: Gender, Games  
Notes: print (kmb)

Reference Type: Generic  
Record Number: 175  
Author: Andersen, J. L.  
Year: 2008  
Title: The kids got game: Computer/video games, gender and learning outcomes in science classrooms  
Volume: 69 (6-A)  
Pages: 2205  
Section: Disertation Abstracts International Section A: Humanties and Social Sciences  
Type of Work: Dissertation Abstracts  
Short Title: The kids got game: Computer/video games, gender and learning outcomes in science classrooms  
ISBN/ISSN: 0149-4209  
Accession Number: 2008-99231-184  
Keywords: game, computer games, video games, gender difference, learning outcomes, science classrooms, gender  
Abstract: In recent years educators have begun to explore how to purposively design computer/video games to support student learning. This interest in video games has arisen in part because educational video games appear to have the potential to improve student motivation and interest in technology, and engage students in learning through the use of a familiar medium (Squire, 2005; Shaffer, 2006; Gee, 2005). The purpose of this dissertation research is to specifically address the issue of student learning through the use of educational computer/video games. Using the Quest Atlantis computer game, this study involved a mixed model research strategy that allowed for both broad understandings of classroom practices and specific analysis of outcomes through the themes that emerged from the case studies of the gendered groups using the game. Specifically, this study examined how fifth-grade students learning about science concepts, such as water quality and ecosystems, unfolds over time as they participate in the Quest Atlantis computer game. Data sources included classroom observations and video, pre- and post-written assessments, pre- and post- student content interviews, student field
notebooks, field reports and the field notes of the researcher. To make sense of how students learning unfolded, video was analyzed using a framework of interaction analysis and small group interactions (Jordan & Henderson, 1995; Webb, 1995). These coded units were then examined with respect to student artifacts and assessments and patterns of learning trajectories analyzed. The analysis revealed that overall, student learning outcomes improved from pre- to post-assessments for all students. While there were no observable gendered differences with respect to the test scores and content interviews, there were gendered differences with respect to game play. Implications for game design, use of external scaffolds, games as tools for learning and gendered findings are discussed. (PsycINFO Database Record (c) 2009 APA, all rights reserved)

Notes: PsycINFO, Dissertation Abstract

Research Notes: GS

Language: english

Reference Type: Journal Article

Record Number: 38

Author: Anderson, C. A.; Murphy, C. R.

Year: 2003

Title: Violent video games and aggressive behavior in young women

Journal: Aggressive Behavior

Volume: 29

Pages: 423-429

Short Title: Violent video games and aggressive behavior in young women

Keywords: gender

Abstract: The increasing availability of violent video games and their implication in recent school shootings has raised the volume of public debate on the effects of such games on aggressive behavior and related variables. This article reports an experiment designed to test key hypotheses concerning the short term impact of exposure to violent video games on young women, a population that has received relatively little attention in this research literature. Results were that brief exposure to a violent video game increased aggressive behavior. Mediational analyses suggested that the violent video game effect on aggression was not mediated by instrumental aggressive motivation, but was partially mediated by revenge motivation. Other results suggested that the violent video game effect on aggression might be greater when the game player controls a same-sex violent game character.

Notes: pdf (kmb)

Reference Type: Journal Article

Record Number: 64

Author: Antonletti, A.; Mollone, R.

Year: 2003

Title: The difference between playing with and without the computer: A preliminary view

Journal: Journal of Psychology: Interdisciplinary and Applied

Volume: 137

Issue: 2

Pages: 133-144
Short Title: The difference between playing with and without the computer: A preliminary view
ISSN: Print 022-3980
Accession Number: 2003-00662-005
Keywords: cognitive strategies, individual differences, metacognition, play, practice effects, video games, gender
Abstract: The authors address the question of whether associations between video games and cognitive and metacognitive variables depend either on the features of the computer or on the content of the game that the computer allows one to play. An experiment to separate these two kinds of effects was carried out by using a traditional version and a computer-supported version of Pegopolis, a solitaire game. The performance levels and strategies followed during the game by the 40 undergraduates who took part in the experiment were not significantly different in the real and virtual conditions. None of the participants transferred playing strategies or practice from one version of the game to the other. Scores were not affected by gender or by the studies pursued by participants, the habit of playing games in the traditional manner or playing video games, or intelligence. Retrospective reports did not support differences in the subjective experience between the two versions. Results showed that video games, when they do not make much use of the computer's special features, produce effects because of the situations they simulate rather than because of features of the computer itself. (PsycINFO Database Record (c) 2008 APA, all rights reserved)
Notes: PsycINFO
Research Notes: Artikel beschreibt eher Grenzbereich, GS
Author Address: Antonietti, Alessandro: Dept of Psychology, Cognitive Psychology Laboratory, Catholic U of the Sacred Heart, Largo Gemelli 1, Milano, Italy, 20123, alessandro.antonietti@unicatt.it
Language: eng

Reference Type: Electronic Book
Record Number: 209
Author: Ault, R. L.
Year: 2007
Title: The Play Paradox: Can Scientists Study Play Playfully
Publisher: American Psychological Association, US
Volume: 52
ISBN: 1554-0138
Accession Number: 2006-22676-001
Label: http://dx.doi.org/10.1037/a0006302
Keywords: pretend play, child play behavior, adult play behavior, games, gender
Abstract: Reviews the book, The Development of Play (3rd ed.) by David Cohen (see record 2006-06577-000). The chapters at the heart of the book cover traditional play topics. After the introductory chapter, Cohen briefly reviews historical writers' ideas about play, beginning with Aristotle, Plato, and Rousseau. Chapter 3, "Playing With Objects," gives an overview of Piaget's (1962) seminal work on imitation and the beginning of pretend play during the sensorimotor and preoperational periods and takes potshots at various empirical studies of how children play with toys (mostly as adjuncts to pretend play), because "the whole dynamics of the game are out of the children's control: adults run it" (p. 44). Chapter 4, "Playing With Other Children," likewise covers pretend play, with or without others; rough and tumble
play among boys; and preschoolers' performance on appearance-reality and false belief tasks, which abilities children can learn through play (as well as through other types of interactions). Chapter 5, titled "Pretending," repeats many of the earlier themes. Throughout these early chapters, Cohen indicates how most play research follows three major traditional directions in ascribing cognitive, emotional (therapeutic), and social functions to play. He identifies additional aspects that ought to receive more research attention: cultural aspects of play, play among adults, and how television and the toy industry affect children's toy selection and play. In chapter 6 Cohen presents extended examples of the play of his sons at home when they were under age six. Apparently, this material formed much of his doctoral work and closely resembles the presentation in the previous two editions of The Development of Play. The first half of Chapter 7 reviews play therapy from the psychoanalytic perspective, which Cohen criticizes for not being empirically supported and for not enhancing the parent-child bond, because therapists routinely exclude parents from therapy sessions. The second half of Chapter 7 concerns the well-documented findings that children with autism play predominantly with objects, often in rigid, stereotyped ways, and lack pretend play. Cohen's examination of adult games in Chapter 8 starts with historical reasons why psychologists have neglected the topic. The four subsequent areas of Cohen's focus are sports (especially risky ones), computer and fantasy games, functionless knickknacks or consumer toys, and personal growth games. (PsycINFO Database Record

Notes: PsycCritiques, Electronic Collection
Research Notes: GS
Access Date: Access Date
Language: English

Reference Type: Journal Article
Record Number: 33
Author: Ballard, M. E.; Lineberger, R.
Year: 1999
Title: Video game violence and confederate gender: Effects on reward and punishment given by college males
Journal: Sex Roles
Volume: 41
Issue: 7-8
Pages: 541-558
Short Title: Video game violence and confederate gender: Effects on reward and punishment given by college males
ISSN: 0360-0025
Accession Number: 121
Keywords: AGGRESSIVE-BEHAVIOR, WOMEN, MEDIA, PERSONALITY, ADOLESCENTS; CHILDREN, PLAY
Abstract: We examined reward and punishment behavior among male college students (N = 119) following video game play. Most participants (N = 96) were White, the remainder (N = 23) were African American; most were from middle- to upper-middle-class backgrounds. The participants played either a nonviolent (NBA Jam(TM)) or one of three levels of a violent (Mortal Kombat(TM)) video game. After playing the video game for 15 minutes participants rewarded and punished a male or female confederate in a teacher/learner paradigm. Participants rewarded male
(but not female) confederates with significantly more jellybeans under the basketball condition than under any of the martial arts conditions. Participants rewarded confederates more under the NEA Jam condition than any of the Mortal Kombat conditions, but the Mortal Kombat conditions did not differ significantly from one another. Participants punished confederates significantly more after playing Mortal Kombat II than after playing NEA Jam. While participants were punished more harshly under the Mortal Kombat II condition than the Mortal Kombat conditions, these differences were not significant. Post hoc analyses showed that females were punished significantly more stringently as game violence increased but this finding should be interpreted with caution.

Notes: Oct
Article
Video game violence and confederate gender: Effects on reward and punishment given by college males
ISI:000084738900004
39

Author Address: Appalachian State Univ, Dept Psychol, Boone, NC 28608 USA. Ballard, ME, Appalachian State Univ, Dept Psychol, Boone, NC 28608 USA.

Reference Type: Journal Article
Record Number: 112
Author: Baloglu, M.; Cevik, V.
Year: 2008
Title: Multivariate effects of gender, ownership, and the frequency of use on computer anxiety among high school students
Journal: Computers in Human Behavior
Volume: 24
Issue: 6
Pages: 2639-2648
Date: Sep
Type of Article: Peer Reviewed Journal
Short Title: Multivariate effects of gender, ownership, and the frequency of use on computer anxiety among high school students
ISSN: Print 0747-5632
Electronic Resource Number: http://dx.doi.org/10.1016/j.chb.2008.03.003
Accession Number: 2008-13201-013
Keywords: gender, ownership, computer anxiety, high school students
Abstract: Studies that address the problems associated with computer anxiety are abundant; however, fewer studies took into account multivariate nature of the construct. Moreover, studies focusing on high school students are even more limited. Thus, the present study investigated the multivariate effects of gender, ownership, and the frequency of computer use on computer anxiety levels, after controlling for the possible effects of trait anxiety among 715 Turkish high school students. The Computer Anxiety Scale and the State-Trait Anxiety Inventory were used to assess computer anxiety and state and trait anxiety levels, respectively. A 2 x 2 x 3 between-subjects factorial multivariate analysis of covariance was used on three dependent variables that are the three dimensions of computer anxiety: Affective Anxiety, Damaging Anxiety, and Learning Anxiety. Independent variables are gender, ownership (i.e., yes or no), and the frequency of computer use (i.e.,
everyday, several times a week, or once a week or less). Results showed a significant covariate effect of trait anxiety, significant main effects for gender, ownership, and the frequency of computer use on the dependent variables. No three-way or two-way interaction was detected. After the descriptive and comparative analyses, specific suggestions were provided based on the results.

(PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, Peer Reviewed Journal

Research Notes: GS

Author Address: Baloglu, Mustafa: baloglu@hotmail.com Cevik, Vildan: vildancevik@gop.edu.tr

Language: English

Reference Type: Journal Article
Record Number: 17
Author: Bartholow, B. D; Anderson, C. A.
Year: 2002
Title: Effects of violent video games on aggressive behavior: Potential sex differences
Journal: Journal of Experimental Social Psychology
Volume: 38
Issue: 3
Pages: 283-290
Short Title: Effects of violent video games on aggressive behavior: Potential sex differences
Keywords: gender
Notes: pdf, print

Reference Type: Journal Article
Record Number: 18
Author: Beasley, B; Standley, T. C.
Year: 2002
Title: Shirts vs. skins: Clothing as an indicator of gender role stereotyping in video games
Journal: Mass Communication & Society
Volume: 5
Issue: 3
Pages: 279-293
Short Title: Shirts vs. skins: Clothing as an indicator of gender role stereotyping in video games
Keywords: gender
Notes: print

Reference Type: Book Section
Record Number: 199
Author: Beck, K.; Raulfs, A.
Year: 2001
Title: The computer as a medium for media integration: Experiences and selected findings of an international online-offline Delphi survey
Editor: Reips, U.
Book Title: Dimensions of Internet science
City: Lengerich
Publisher: Pabst
Pages: 257-271
Short Title: The computer as a medium for media integration: Experiences and selected findings of an international online-offline Delphi survey
ISBN: 3-935357-52-4
Accession Number: 0147736
Keywords: future media integration, media convergencies vs media divergencies, Delphi survey; 360 experts, gender
Abstract: Reports on an international Delphi Survey asking experts their opinion on the media's future. Three core questions were asked: (1) Will media usage converge while media contents and formats are diverging? (2) How can we describe the feedback of the new digital media on the old means of mass communication? (3) How will media integration change our everyday experiences and our private lives? Six questionnaires concerning the following themes were developed: General development in computer-mediated communication; information, entertainment and games; virtual relationships and cybersex; teaching and learning; electronic commerce; and telecommuting. Responses were received from 360 experts world-wide using the Internet and paper and pencil. A sequential questionnaire was applied on general development and framework. The results are examined. The advantages of using the Delphi Survey technique is mentioned.
Notes: Psyndex Plus, chapter in Dimensions of Internet science
Research Notes: GS
Language: English

Reference Type: Book Section
Record Number: 202
Author: Bluemke, M.; Zumbach, J.
Year: 2007
Title: Implicit and explicit measures for analyzing the aggression of computer gamers
Editor: Steffen, Georges
Book Title: Emotions and aggressive behavior
City: Toronto
Publisher: Hogrefe
Pages: 38-57
Short Title: Implicit and explicit measures for analyzing the aggression of computer gamers
ISBN: 978-0-88937-343-3
Accession Number: 0199762
Keywords: implicit & explicit measures for analyzing aggression of computer game players, models of aggressive affect & cognition & behavior, IPIP40 & BPAQ & IAT & ST-IAT, 109 internet users, gender
Abstract: Investigates the relationship between automatic cognitive-affective variables, explicit personality questionnaires, and the use of aggressive computer games.
games. The group of violent game players of interest here is first-person shooters (FPS), a subgenre of shooter games in which the player has full control over a character and interacts directly with the environment from the character's point of view. Participants were recruited via Internet forums reserved for communities of practice (FPS: first-person-shooter-players) and compared them to other computer game players (PLAY: simulations, racing games, sport games, etc.), and personal computer users without excessive game consumption (PC: office applications, World Wide Web, etc.). The study was described as being related to computer use and personality in a general sense; aggressiveness was not mentioned. Of the 673 participants who clicked on study hyperlinks during a 1-month recruitment period, 238 completed the study. For the analyses, complete data were available from 37, 49, and 23 participants in the FPS, PLAY, and PC groups, respectively (mean age 28.0, 80.7 percent males). Explicit measures included an assessment of Big Five traits (IPIP40) and an aggressiveness questionnaire (BPAQ). Implicit associations were measured using the Implicit Association Test (IAT) and its descendant, the Single-Target IAT (ST-IAT). Analyses reveal reliable differences with regard to explicit and implicit aggression between ordinary PC users and uses that frequently play (both violent and nonviolent, FPS and PLAY) computer games. However, differences were not found between the players of violent and nonviolent games. In conclusion, suggestions for future research are given.

Notes: Psyndex Plus, chapter in Emotions and aggressive behavior

Research Notes: GS

Language: English

Reference Type: Generic
Record Number: 188
Author: Botthof, Sigrid
Year: 2002
Title: Computerspiele und Angstbewältigung. Der Einfluss der individuellen Angstverarbeitungsstrategien auf den Umgang mit Computerspielen
Publisher: Universitaet Graz, Naturwissenschaftliche Fakultaet. (2002). 161 S., 20 S. Anhang
Note: Schreibmaschinenfassung
Location: Bibliothek des Psychologischen Instituts der Universitaet Graz: IPS 85 B 751 D 557
Short Title: Computerspiele und Angstbewältigung. Der Einfluss der individuellen Angstverarbeitungsstrategien auf den Umgang mit Computerspielen
Accession Number: 01611890
Keywords: computer games & strategies of coping with anxiety, individual preferences & playing habits & repression vs sensitization & social desirability & complexity of computer games, total of 609 subjects, 1 pilot study & 1 main study, gender
erhoben. Die Ergebnisse dienten als Ausgangsbasis fuer die
Nachfolgeuntersuchung, in der Spielpräferenzen und Spieldauer im
Zusammenhang mit der Verarbeitung von Angst analysiert wurden. Gemaess dem
interaktiven Kompensations- und Verstärkungsmodell von Vitouch sollte der
Einfluss des individuellen Angstverarbeitungsstils auf spezifische
Spielgewohnheiten untersucht werden. Die Hauptuntersuchung wurde an 152
Gymnasiasten der vierten Schulstufe durchgeführt. Neben allgemeinen und
spezifischen Computerspielgewohnheiten wurde der individuelle
Angstverarbeitungsstil Repression versus Sensitization, Aengstlichkeit und soziale
Erwachsenheit erhoben. Die Ergebnisse zeigten, dass der spielerische Umgang mit
Computerspielen fuer einen Grossteil der Jugendlichen zum Alltag gehoert. Das
vielfältige Angebot verschiedenster Spielinhalte brachte ein heterogenes
Nutzungsverhalten der jugendlichen Computerspieler hervor, wobei Computerspiele
nach wie vor ein typisches "Bubenspielzeug" darstellen. Vielspieler zeigten eine
Vorliebe fuer komplexere Spiele, wahrend Wenigspieler eher kurzweilige Spiele
bevorzugten. Dementsprechend legten Vielspieler besonderen Wert auf ein gutes
Equipment, etwa leistungsfähige Computer und Graphik- und Soundkarte. Die
Annahme, dass Vielspieler defensive Angstverarbeitungsstrategien aufweisen und
Computerspiele als Moglichkeit zur Angstbewältigung einsetzen, wurde nicht
bestätigt. Wenigspieler zeigten repressive Tendenzen, was darauf zurückzuführen
wird, dass sich Represser durch eine hohe soziale Angepasstheit auszeichnen und
exzessiver Computerspielkonsum gesellschaftlich nicht erwünscht ist.

Notes: Psychdex Plus, dissertation

Research Notes: GS, Note: Schreibmaschinenfassung
Promotion Date: 2002
Location: Bibliothek des Psychologischen Instituts der Universitaet Graz: IPS 85 B 751 D 557

Reference Type: Journal Article
Record Number: 19
Author: Boyatzis, C. J.; Mallis, M.; Leon, I.
Year: 1999
Title: Effects of game type on children's gender-based peer preferences: A
naturalistic observational study
Journal: Sex Roles
Volume: 40
Issue: 1/2
Pages: 93-105
Short Title: Effects of game type on children's gender-based peer preferences: A
naturalistic observational study
Keywords: gender
Notes: print

Reference Type: Journal Article
Record Number: 51
Year: 2007
Title: Social evaluations of stereotypic images in video games: Unfair, legitimate, or "just entertainment"?

Journal: Youth & Society

Volume: 38

Issue: 4

Pages: 395-419

Short Title: Social evaluations of stereotypic images in video games: Unfair, legitimate, or "just entertainment"?

Keywords: Games, gender

Abstract: The aim of this study is to assess late adolescents’ evaluations of and reasoning about gender stereotypes in video games. Female (n = 46) and male (n = 41) students, predominantly European American, with a mean age 19 years, are interviewed about their knowledge of game usage, awareness and evaluation of stereotypes, beliefs about the influences of games on the players, and authority jurisdiction over three different types of games: games with negative male stereotypes, games with negative female stereotypes, and genderneutral games. Gender differences are found for how participants evaluated these games. Males are more likely than females to find stereotypes acceptable. Results are discussed in terms of social reasoning, video game playing, and gender differences.

Notes: pdf, im ordner

Reference Type: Journal Article

Record Number: 203

Author: Brezinka, V.

Year: 2007

Title: Schatzsuche - ein Computerspiel zur Unterstuetzung der kognitiv-verhaltenstherapeutischen Behandlung von Kindern

Journal: Verhaltenstherapie

Volume: 17

Issue: 3

Pages: 191-194

Short Title: Schatzsuche - ein Computerspiel zur Unterstuetzung der kognitiv-verhaltenstherapeutischen Behandlung von Kindern

ISSN: 1016-6262

Accession Number: 0200680

Keywords: Treasure Hunt, professional computer game based on principles of cognitive behavior modification, support of cognitive-behavioral treatment of children & adolescents aged 9-13 years, gender


(Zeitschrift/Pe.K. - ZPID)
Commercial computer games for children are blamed because of their association with aggressive behavior. However, computer games can also be used innovatively in a psychotherapeutic setting. Treasure Hunt is the first professional computer game based on principles of cognitive behavior modification. It is developed to support cognitive-behavioral treatment of children aged 9-13 years. Treasure Hunt integrates several strategies of healthy thinking that have been derived from empirically supported cognitive-behavioral treatment programs. The game is not meant to substitute the therapist, but to support therapy by offering electronic homework and rehearsing the basic psychoeducational parts of treatment. Because of their clear profile and well-described aims, cognitive-behavioral treatment programs form an ideal basis for the design of serious games that could support psychotherapy with children and adolescents.

Notes: Psyndex Plus, article in Verhaltenstherapie

Research Notes: GS
Language: German

Reference Type: Journal Article
Record Number: 2
Author: Brown, R. M.; Hall, L. R.; Holtzer, R.; Brown, S. L.; Brown, N. L.
Year: 1997
Title: Gender and video game performance
Journal: Sex Roles
Pages: 793-812
Short Title: Gender and video game performance
Keywords: sex differences, video games, gender

Reference Type: Book Section
Record Number: 16
Author: Brunner, C; Bennett, D; Honey, M
Year: 2000
Title: Girl gamers and technological desire
Editor: Cassell, J.; Jenkins, H.
Book Title: From Barbie to Mortal Kombat: gender and computer games
City: Cambridge, MA, London, GB
Publisher: MIT Press
Pages: 72-88
Short Title: Girl gamers and technological desire
Keywords: gender, games
Notes: print

Reference Type: Journal Article
Record Number: 52
Author: Burgess, M. C. R.; Stermer, S. P.; Burgess, S. R.
Year: 2007
Title: Sex, lies, and video games: The portrayal of male and female characters on video game covers
Journal: Sex Roles
Volume: 57
Pages: 419-433
Short Title: Sex, lies, and video games: The portrayal of male and female characters on video game covers
Keywords: games, gender
Abstract: Two hundred twenty-five console video game covers obtained from online retail sites were examined for portrayals of men and women. We hypothesized that males would be portrayed more often, but that females would be portrayed in a more hyper-sexualized manner. Male characters were almost four times more frequently portrayed than female characters and were given significantly more game relevant action. However, in spite of their less frequent appearance, female characters were more likely to be portrayed with exaggerated, and often objectified, sexiness. Further, violence and sexiness was paired more frequently for female characters than violence and muscular physiques for the male characters. The potential influence these negative portrayals could have on gamers is discussed.
Notes: pdf, im ordner

Reference Type: Journal Article
Record Number: 139
Author: Busch, T.
Year: 1995
Title: Gender differences in self-efficacy and attitudes toward computers
Journal: Journal of Educational Computing Research
Volume: 12
Issue: 2
Pages: 147-158
Short Title: Gender differences in self-efficacy and attitudes toward computers
ISSN: 0735-6331
Accession Number: 1996-06500-001
Label: http://dx.doi.org/10.2190/H7E1-XMM7-GU9B-3HWR
Keywords: gender, self efficacy & attitudes toward complex vs simple computer tasks, college students, computer
Abstract: 80 female and 67 male Norwegian undergraduates took a computer course and completed a questionnaire designed to measure self-efficacy (SE), computer anxiety, computer liking, and computer confidence. Results showed gender differences in perceived SE regarding completion of complex tasks in word processing and spreadsheet software. There were no gender differences in computer attitudes or SE regarding simple computer tasks. Males had previously had more computer experience in programming and computer games and reported that they had previously had more encouragement from parents and friends.
Notes: PsycINFO, article in Journal of Educational Computing Research
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 177
Author: Calvert, S. L.; Rideout, V. J.; Woolard, J. L.; Barr, R. F.; Strouse, G.
Year: 2005
Title: Age, Ethnicity, and Socioeconomic Patterns in Early Computer Use: A National Survey
Journal: American Behavioral Scientist
Volume: 48
Issue: 5
Pages: 590-607
Date: Jan
Short Title: Age, Ethnicity, and Socioeconomic Patterns in Early Computer Use: A National Survey
ISSN: 0002-7642
Accession Number: 2004-22441-006
Label: http://dx.doi.org/10.1177/0002764204271508
Keywords: child age, ethnicity, early computer use, media use habits, socioeconomic patterns, ethnic differences, parents educational level, gender
Abstract: Parents were interviewed about the media habits of their 6-month to 6-year-old children. For children who had used computers, linear increases in computer usage occurred across this age range with a shift from using a computer on a parent's lap at about age 2 1/2 to autonomous computer and mouse use at about age 3 1/2. There were almost no gender differences in early computer patterns. Families with higher incomes and higher education levels were more likely to own computers and to have Internet access from home. Latino families were least likely to own a computer; Latino and African American families were less likely than Caucasian families to have Internet access at home. Parents perceived computers favorably for children's learning. No relationship was found between the frequency with which children play computer games and the likelihood that they can read, but increased nongame computer use was associated with increased likelihood of reading.
Notes: PsycINFO, article in American Behavioral Scientist
Research Notes: GS
Author Address: Calvert, Sandra L.: Children's Digital Media Center, Department of Psychology, Georgetown University, 309-C White Gravenor Building, 37th & O Streets, N.W., Washington, DC, US, 20057, calverts@georgetown.edu
Language: English

Reference Type: Journal Article
Record Number: 141
Author: Canada, K.; Brusca, F.
Year: 1991
Title: The technological gender gap: Evidence and recommendations for educators and computer-based instruction designers
Journal: Educational Technology Communication and Development
Volume: 39
Issue: 2
Pages: 43-51
Type of Article: Peer Reviewed Journal
Short Title: The technological gender gap: Evidence and recommendations for educators and computer-based instruction designers

ISSN: 1042-1629

Accession Number: 1993-23578-001

Label: http://dx.doi.org/10.1007/BF02298153

Keywords: technology gender gap & computer related attitudes & behaviors, male vs female students, educational implications, gender

Abstract: Reviews literature on the existence of a technological gender gap (TGG). TGG refers to the idea that men and women have different technology-related attitudes, behaviors, and skills. The computer-related attitudes and behaviors of male and female students are discussed, and recommendations are made for educators and computer-based instruction designers to provide equitable educational opportunities for both genders. Recommendations include the elimination of sexist stereotyping and stereotypic themes from computer software and video games.

Notes: PsycINFO, article in Educational Technology Research and Development

Research Notes: GS

Language: English

Reference Type: Electronic Source

Record Number: 58

Author: Capra, C. Monica;; Li, Lei

Year: 2006

Title: Conformity in contribution games: gender and group effects

City: US

Access Year: 2008

Access Date: 2.12.2008

Type of Medium: Online resource

Short Title: Conformity in contribution games

Keywords: gender, games

Notes: GBV

Research Notes: Als PDF angehängt, GS

URL: http://p7.gbv.de

iPort?previous=24&sessionid=012283203080&request=external_resource&url=http%3a%2f%2fwww.economics.emory.edu%2fWorking%5fPapers%2fwcp%2fcapra%5f06%5f01%5fpaper.pdf

Link to PDF: internal-pdf://capra_06_01_paper-1515251968

capra_06_01_paper.pdf

Access Date: 2.12.2008

Language: eng

Reference Type: Journal Article

Record Number: 111

Author: Carbonaro, M.; Cutumisu, M.; Duff, H.; Gillis, S.; Onuczko, C.; Siegel, J.; Schaeffer, J.; Schumacher, A.; Szafron, D.; Waugh, K.

Year: 2008

Title: Interactive story authoring: A viable form of creative expression for the classroom

Journal: Computers & Education
Interactive story authoring: A viable form of creative expression for the classroom

Abstract: The unprecedented growth in numbers of children playing computer games has stimulated discussion and research regarding what, if any, educational value these games have for teaching and learning. The research on this topic has primarily focused on children as players of computer games rather than builders of computer games. Recently, several game companies, such as BioWare Corp. and Bethesda Softworks, have released game story creation tools to the public, along with their games. However, a major obstacle to using these commercial tools is the level of programming experience required to create interactive game stories. In this paper, we demonstrate that a commercial game story construction tool, BioWare Corp.’s Aurora Toolset, can be augmented by our new tool, ScriptEase, to enable students in two grade ten English classes to successfully construct interactive game stories. We present evidence that describes the relationship between interactive story authoring and traditional story authoring, along with a series of factors that can potentially affect success at these activities: gender, creativity, intellectual ability, previous experiences with programming, time playing computer games, and time spent online. Results indicate that students can successfully construct sophisticated interactive stories with very little training. The results also show no gender differences in the quality of these interactive stories, regardless of programming experience or the amount of time per week playing computer games or participating in general online activities, although a subset of female students did show a slightly higher level of performance on interactive story authoring. In the educational context of this study, we show that ScriptEase provides an easy-to-use tool for interactive story authoring in a constructionist learning environment. (PsycINFO Database Record (c) 2008 APA, all rights reserved)
Conference Location: Vancouver
Publisher: Sage Publications
Volume: 36
Pages: 464-482
Date: 16.-20. June
Short Title: Contexts, pleasures and preferences: Girls playing computer games
ISBN: 1046-8781
Accession Number: 2005-14556-004
Label: http://dx.doi.org/10.1177/1046878105282160
Keywords: gender, computer games, games club, gendered preferences, peer culture, consumer attitudes, girl gamers, video games, sex role attitude
Abstract: Konferenzpaper. In this article, the author explores computer gaming preferences of girls through observations of a games club at an all-girl state school in the United Kingdom. The author argues that gaming tastes are alterable and site specific. Gaming preferences certainly relate to the attributes of particular games, but they will also depend on the player's recognition and knowledge of these attributes. Players accumulate these competencies according to the patterns of access and peer culture they encounter. The constituents of preference, such as access, are shaped by gender, and as a result, gaming preferences may manifest along gendered lines. It is not difficult to generate data, indicating that gendered tastes exist, but it is shortsighted to separate such outcomes from the various practices that contribute to their formation
Notes: print, PsycINFO
Research Notes: Ergänzt, GS
Author Address: Carr, Diane: London Knowledge Lab, 23-39 Emerald St., London, United Kingdom, WC1N 3QS, d.carr@ioe.ac.uk
Language: English

Reference Type: Journal Article
Record Number: 110
Author: Case-Smith, J.; Kuhaneck, H. M.
Year: 2008
Title: Play preferences of typically developing children and children with developmental delays between ages 3 and 7 years
Journal: Occupation, Participation and Health
Volume: 28
Issue: 1
Pages: 19-29
Date: Win
Type of Article: Peer Reviewed Journal
Short Title: Play preferences of typically developing children and children with developmental delays between ages 3 and 7 years
ISSN: Print 1539-4492
Accession Number: 2008-01654-004
Keywords: play preferences, ratings, developing children, developmental delays, gender
Abstract: This cross-sectional survey research investigated play preferences of children with and without developmental delays who were between 3 and 7 years old. Parents completed questionnaires regarding their child's play activity and
context preferences. Valid results were obtained for 166 children, 83 of whom had developmental delays. Preference ratings were compared by gender, age, and delay status. Play preference did not differ by gender. Rough-and-tumble play and computer/video game play increased with age, whereas object exploration decreased. Children with developmental delays had higher preferences for rough-and-tumble play and object exploration and lower preferences for drawing and coloring, construction, and doll and action figurine play than typically developing children. This comparison of children's play preferences across ages, gender, and developmental status enhances our understanding of how these variables influence children's play. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, Peer Reviewed Journal
Research Notes: GS
Author Address: Case-Smith, Jane: Case-smith.1@osu.edu
Language: English

Reference Type: Book Section
Record Number: 20
Author: Cassell, J
Year: 2000
Title: Storytelling as a nexus of change in the relationship between gender and technology: A feminist approach to software design
Editor: Cassell, J; Jenkins, H
Book Title: From Barbie to Mortal Kombat: Gender and computer games
City: Cambridge, MA, London, GB
Publisher: MIT Press
Pages: 298-326
Short Title: Storytelling as a nexus of change in the relationship between gender and technology: A feminist approach to software design
Keywords: gender, games
Notes: print

Reference Type: Book
Record Number: 137
Author: Cassell, J.; Jenkins, H.
Year: 1998
Title: From Barbie to Mortal Kombat: Gender and computer games
City: Cambridge, MA, US
Publisher: The MIT Press
Volume: xviii
Number of Pages: 360
Short Title: From Barbie to Mortal Kombat: Gender and computer games
ISBN: 0-262-03258-9
Accession Number: 1998-06639-000
Keywords: socialization & stereotyped behavior, gender differences, computer games, video games, gender
Abstract: (from the jacket) Many parents worry about the influence of video games on their children's lives. The game console may help to prepare children for
participation in the digital world, but at the same time it socializes boys into misogyny and excludes girls from all but the most objectified positions. The new "girls' games" movement has addressed these concerns. Although many people associate video and computer games mainly with boys, the girls games' movement has emerged from an unusual alliance between feminist activists (who want to change the "gendering" of digital technology) and industry leaders (who want to create a girls' market for their games). // The contributors to From BarbieReg. to Mortal Kombat explore how assumptions about gender, games, and technology shape the design, development, and marketing of games as industry seeks to build the girl market. They describe and analyze the games currently on the market and propose tactical approaches for avoiding the stereotypes that dominate most toy store aisles. The mix of perspectives and voices includes those of media and technology scholars, educators, psychologists, developers of today's leading games, industry insiders, and girl gamers.

Notes: PsycINFO, Book
Research Notes: GS
Language: English

Reference Type: Book Section
Record Number: 15
Author: Cassell, J; Jenkins, H
Year: 2000
Title: Chess for girls? feminism and computer games.
Editor: Cassell, J.; Jenkins, H.
Book Title: From Barbie to Mortal Kombat: gender and computer games
City: Cambridge, MA, London, GB
Publisher: MIT Press
Pages: 2-45
Short Title: Chess for girls? feminism and computer games.
ISBN: 0-262-03258-9
Keywords: gender, games
Notes: print

Reference Type: Journal Article
Record Number: 138
Author: Chappell, K. K.
Year: 1997
Title: Investigating the impact of elements in educational mathematics software on girl's attitudes
Journal: Journal of Educational Computing Research
Volume: 17
Issue: 2
Pages: 119-133
Short Title: Investigating the impact of elements in educational mathematics software on girl's attitudes
ISSN: 0735-6331
Accession Number: 1998-04431-002
Label: http://dx.doi.org/10.2190/PPC1-588X-WE0G-ELQM
Abstract: Past research has suggested that certain features of educational computer software may negatively impact girls' attitudes toward computer software. This article describes 2 studies that investigated the impact of 3 specific features on girls' attitudes toward computer software. In Study 1, 48 7th-grade female mathematics students were randomly assigned to 1 of 4 conditions: Female character/Competitive task, Male character/Competitive task, Female character Cooperative task, and Male character/Cooperative task. Each S completed a computer task in her assigned condition and then independently completed the Computer Game Attitude Scale (CGAS). The Ss' scores on the CGAS were analyzed to examine the effects of learning environment (cooperative vs competitive) and gender of character on Ss' attitudes toward the computer software. In Study 2, 52 6th-grade female math students were randomly assigned to 1 of 2 conditions: aggressive distracters and no aggressive distracters. Each S completed a computer task in her assigned condition and then independently completed the CGAS. The results of Study 2 suggest that the factors controlled in these studies resulted in no significant differences in girls' attitudes toward the educational mathematics computer games.

Notes: PsycINFO, article in Journal of Educational Computing Research

Research Notes: GS

Language: English

Reference Type: Book Section
Record Number: 89
Author: Charlton, M.; Loehr, P.
Year: 1999
Title: Children and the Media
Book Title: The German communication yearbook
City: Germany
Publisher: Hampton Press
Pages: 211-244
Short Title: Children and the Media
Accession Number: 0140212
Keywords: gender, computernspiele, computer games
Abstract: Presents an overview of German research findings concerning the attitudes and behavior of children and adolescents with respect to the media. Empirical findings are reviewed concerning the following relevant issues: (1) children and adolescent preferences with regard to leisure activities, (2) gender-specific daily usage of television versus print media versus radio versus computers and video games, (3) children's reception of violent television content, and (4) children's interactions with the genres of cartoons and commercials. All of the subjects involved in the presented studies were between 6 and 13 years of age at the time of their participation. An analysis of long-term research trends reveals a growing tendency toward interdisciplinary projects, efforts to improve quantitative and qualitative methods, and attempts to implement studies in natural settings. The need for more media research on questions stemming from the areas of
This study was designed to compare how 5- to 13-year-old children’s leisure activity preferences differ with age and gender. Responses from 60 boys and 60 girls about their favorite toys, television shows, computer games, and outdoor activities were compared across leisure categories. The results showed that gender was a significant factor. Overall, boys spent more time in these leisure activities than girls did. They spent the most time engaged in sports, watching television, and playing computer games, whereas girls spent the most time watching television. Results from a gender index for all activities indicated that boys’ leisure preferences became slightly more masculine with age. For girls, preferences for television shows became more feminine with age, but preferences for toys, computer games, and sports became less feminine. These self-chosen preferences may provide differential opportunities for the development of visual-spatial skills, achievement, initiative, self-regulation, and social skills. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)
Title: Mom, let me play more computer games: They improve my mental rotation skills

Journal: Sex Roles

Volume: 59

Issue: 11-12

Pages: 776-786

Date: Dec

Short Title: Mom, let me play more computer games: They improve my mental rotation skills

ISSN: 1573-2762

Accession Number: 2008-17625-002

Label: http://dx.doi.org/10.1007/s11199-008-9498-z

Keywords: mental rotation, computer games, individual differences, gender differences, practice type, mathematical ability, distributed vs massed practice, gender

Abstract: This study investigated how 3-D and 2-D computer game practice and delivery as well as individual differences affect performance on two tests of mental rotation (Vandenberg Mental Rotation Test and Card Rotation Test). Sixty-one US undergraduates from the Midwest completed 4 h of either massed or distributed practice. While computer game practice improved mental rotation scores in general, women's gains were significantly greater than men's, and the most significant gains were accomplished when practice was massed. High mathematical ability, gender, and type of practice significantly predicted improvement scores. The findings suggest that even very minimal computer game practice may improve performance on mental rotation tasks.

Notes: PsycINFO, article in Sex Roles

Research Notes: GS

Author Address: Cherney, Isabelle D.: Department of Psychology, Creighton University, Omaha, NE, US, 68178, cherneyi@creighton.edu

Language: English

Reference Type: Journal Article

Record Number: 8

Author: Chiu, Shao-I; Lee, Jie-Zhi; Huang, Der-Hsiang

Year: 2004

Title: Video game addiction in children and teenagers in taiwan

Journal: Cyberpsychology & Behavior

Volume: 7

Issue: 5

Pages: 571-581

Short Title: Video game addiction in children and teenagers in taiwan

Keywords: Games, addiction, gender

Abstract: Video game addiction in children and teenagers in Taiwan is associated with levels of animosity, social skills, and academic achievement. This study suggests that video game addiction can be statistically predicted on measures of hostility, and a group with high video game
addiction has more hostility than others. Both gender and video game addiction are negatively
associated with academic achievement. Family function, sensation seeking, gender, and boredom have statistically positive relationships with levels of social skills. Current
models of video game addiction do not seem to fit the findings of this study.

Notes: PDF
Link to PDF: file:///C:/Dokumente%20und%20Einstellungen/Leonard%20Reinecke
Eigene%20Dateien/Literatur%20allgemein
chiu_lee_huan_video_game_addiction_in_taiwan.pdf

Reference Type: Journal Article
Record Number: 39
Author: Chou, C.; Tsai, M. J.
Year: 2007
Title: Gender differences in Taiwan high school students' computer game playing
Journal: Computers In Human Behavior
Volume: 23
Issue: 1
Pages: 812-824
Date: Jan
Short Title: Gender differences in Taiwan high school students' computer game playing
ISSN: Print 0747-5632
Accession Number: ISI:000241318000046
Label: http://dx.doi.org/10.1016/j.chb.2004.11.011
Keywords: gender, gender differences, Taiwan high school students, computer
game playing, hours played, motivation, enjoyment, games
Abstract: The purpose of this study is to explore gender differences among 
adolescents who play computer games: key areas of study include hours played, 
motivation, enjoyment experienced, and the impacts on the students' lives. The data 
were obtained from 535 Taiwan high school students. Results indicated that males 
spent more time playing computer games than did females and also enjoyed it 
more. Results also indicated that male students are more strongly motivated to play 
computer games. Gender differences exist in both the frequency and the types of 
games the subjects played. It is interesting to note that even with significant gender 
differences, both genders overwhelmingly concluded that playing computer games 
has helped the quality of their friendships. Finally, results also showed a slight 
gender difference regarding the predictors of Taiwan high school students' game 
playing enjoyments. (c) 2004 Elsevier Ltd. All rights reserved.
Notes: aus der uni-bibliothek besorgen!
Research Notes: Ergänzten aus PsycINFO, GS
URL: <Go to ISI>://000241318000046
Author Address: Chou, Chien: cchou@cc.nctu.edu.tw
Language: English

Reference Type: Journal Article
Record Number: 4
Author: Chumbley, J.; Griffiths, M.
Year: 2006
Title: Affect and the computer game player: The effect of gender, personality, and game reinforcement structure on affective responses to computer game-play
Journal: Cyberpsychology & Behavior
Volume: 9
Issue: 3
Pages: 308-316
Short Title: Affect and the computer game player: The effect of gender, personality, and game reinforcement structure on affective responses to computer game-play
ISSN: Print 0194-9313
Accession Number: 2006-08468-005
Label: http://dx.doi.org/10.1089/cpb.2006.9.308
Keywords: Gender, computer games, negative effects, human sex differences, personality traits
Abstract: Previous research on computer games has tended to concentrate on their more negative effects (e.g., addiction, increased aggression). This study departs from the traditional clinical and social learning explanations for these behavioral phenomena and examines the effect of personality, in-game reinforcement characteristics, gender, and skill on the emotional state of the game-player. Results demonstrated that in-game reinforcement characteristics and skill significantly effect a number of affective measures (most notably excitement and frustration). The implications of the impact of game-play on affect are discussed with reference to the concepts of “addiction” and “aggression.”
Notes: PDF, Kopie, PsycINFO
Research Notes: Ergänzt, GS
Link to PDF: file:///C:/Dokumente%20und%20Einstellungen/Leonard%20Reinecke Eigene%20Dateien/Literatur%20allgemein chumbley_griffiths_computer_games_and_affect.pdf
Language: English

Reference Type: Journal Article
Record Number: 115
Author: Clemente, M.; Espinosa, P.; Vidal, M. A.
Year: 2008
Title: The media and violent behavior in young people: Effects of the media on antisocial aggressive behavior in a Spanish sample
Journal: Journal of Applied Social Psychology
Volume: 38
Issue: 10
Pages: 2395-2409
Type of Article: Peer Reviewed Journal
Short Title: The media and violent behavior in young people: Effects of the media on antisocial aggressive behavior in a Spanish sample
ISSN: 0021-9029
Accession Number: 2008-14010-001
Label: http://dx.doi.org/10.1111/j.1559-1816.2008.00397.x
Keywords: media, violent behavior, young people, antisocial aggressive behavior, computer games, gender
Abstract: This study discusses the relation between television, computer games, and the Internet and antisocial aggressive behavior in under-18s. Given that the media are an important source of socialization for children, this research examines which variables in media exposure lead to antisocial behavior in under-18s. A sample of 93 participants (male and female), aged 13-18, answered an antisocial behavior inventory and a survey on computer gaming and TV viewing. Results show gender differences in the relation between media use and preference for violent media and direct and indirect aggressive behaviors. These findings support the idea that lack of interaction and role taking leads to deprived socialization and, in turn, to antisocial behavior.
Notes: PsycINFO, article in Journal of Applied Social Psychology
Research Notes: GS
Author Address: Clemente, Miguel: Universidad de La Coruna, Facultad de Ciencias de la Educacion, Departamento de Psicologia, La Coruna, Spain, 15076, clemen@udc.es
Language: English

Reference Type: Journal Article
Record Number: 127
Author: Colley, A.
Year: 2003
Title: Gender differences in adolescents’ perceptions of the best and worst aspects of computing at school
Journal: Computers in Human Behavior
Volume: 19
Issue: 6
Pages: 673-682
Date: Nov
Type of Article: Journal Article
Short Title: Gender differences in adolescents' perceptions of the best and worst aspects of computing at school
ISSN: 0747-5632
Accession Number: 2003-10064-003
Label: http://dx.doi.org/10.1016/S0747-5632%2803%2900022-0
Keywords: gender differences, adolescent perceptions, school computing, age differences, grade level, skill level, gender, games
Abstract: This study examined gender differences in perceptions of school computing by asking girls and boys at early and late stages in secondary education what they liked best and least about using computers at school. Overall age differences were very marked and reflected the different skill levels of the pupils and the increase in the sophistication of their computer use at the later stage of the curriculum. Gender differences were found in both age groups. These included a greater work orientation and liking for e-mail apparent in girls' responses. Boys showed a greater affinity with computer games and mentioned limitations upon their access to machines more. These gender differences are a further demonstration that girls approach computers as tools for accomplishing tasks, while boys approach
them as technology for play and mastery. Such differences are important for understanding how computers are approached in educational settings.

Notes: PsycINFO, article in Computers in Human Behavior

Research Notes: GS

Author Address: Colley, Ann: School of Psychology, U Leicester, Leicester, United Kingdom, LE1 7RH, aoc@Leicester.ac.uk

Language: English

Reference Type: Journal Article

Record Number: 70

Author: Colley, A.; Comber, C.

Year: 2003

Title: Age and gender differences in computer use and attitudes among secondary school students: What has changed?

Journal: Educational Research

Volume: 45

Issue: 2

Pages: 155-165

Short Title: Age and gender differences in computer use and attitudes among secondary school students: What has changed?

ISSN: Print 1469-5847

Accession Number: 2003-06912-002

Label: http://dx.doi.org/10.1080/0013188032000103235

Keywords: computer use, attitudes, age differences, gender differences, secondary school students, computer experience, gender, games

Abstract: The present study examined possible changes in the computer experience and attitudes of 11-12-year-old and 15-16-year-old students following a period in which ICT has become much more widely used in the school curriculum. In comparison with findings from a similar study undertaken in the early 1990s, there was some evidence of a reduced gender gap, particularly in the use of computers for applications such as word-processing, graphics, programming and maths. In addition, more recently introduced applications such as e-mail, accessing the internet and using CD-ROMs showed no overall gender difference in frequency of use. However, some gender differences remained, particularly in attitudes. Boys still liked computers more, were more self-confident in their use and, unlike previously, sex-typed them less than girls. They also used computers more frequently out of school, particularly for playing games. There was some evidence that, as found previously, older girls held the least positive attitudes, and it is suggested that their approach to computers may be influenced by the cultural pressures of gender stereotyping. More general age differences in use and attitudes were also found, and these may result from the different computing applications used by Year 7 and Year 11 pupils.

Notes: PsycINFO, article in Educational Research

Research Notes: GS

Language: English

Reference Type: Book

Record Number: 122

Author: Columbus, A.

Year: 2006
Title: Advances in psychology research, Vol. 45
City: NY, USA
Publisher: Nova Science Publishers
Volume: 45
Number of Pages: 267
Short Title: Advances in psychology research, Vol. 45
ISBN: 1-60021-152-6
Accession Number: 2006-22389-000
Keywords: psychology research, identity develop, self concept, adolescence, well being, computer games, mental health, gender, games
Abstract: (from the preface) Chapter 1 reviews and extends extant theory and research on identity development in adolescents and emerging adults. In chapter 2, the present research attempted to extend the study of self-concept clarity (Campbell, Trapnell, Heine, Katz, Lavallee, and Lehman, 1996), a construct tapping the structural feature of the self, to adolescents living in the Chinese culture of Hong Kong. As reported in chapter 3, adolescence has often been described as a period filled with stress and tension. Changes in the social environment as well as physiological ones provide wide opportunity to face potentially threatening events. However, there is an interaction between relevant coping traits and the characteristics of each particular context. Adolescents' interpersonal resources combined with intrapersonal factors such as age, gender, intelligence, and temperament, are perceived as crucial predictors of coping and adaptation. Chapter 4 reviews the research project "Influence of well being and life events upon adolescents' health disorders and risk behaviors," elaborated in Health Promotion and Postgraduate Education Department of the National Institute of Hygiene in Warsaw, Poland. In chapter 5, a cross-sectional study and two-year follow-up of two samples of adolescents and young adults (13-22) based on different health parameters found that mechanisms of health attributions and of family dynamics enable the identification of young people at risk two years in advance. Chapter 6 informs about computer games, which have become an ever-increasing part of many adolescents' day-to-day lives. In chapter 7, in the context of actual research results from a large longitudinal sample of student achievement data, several statistical and conceptual innovations introduced in recent years are reviewed. In chapter 8, the present study compares adolescents’ contribution to mealtime conversations in U.S. American, Estonian, Swedish Estonian and Swedish middle-class families. Chapter 9 will demonstrate how self, identity and occupation interact during the life span by providing theoretical knowledge and recent research results, with the main objective of improving clinical practice in the field of health. Finally, in chapter 10, 28 volunteers, at a psychiatric facility, completed the recently developed Volunteer Experiences Scale (VES) and the Six Factor Personality Questionnaire (SFPQ). Results are discussed.
Notes: PsycINFO
Research Notes: Chapter 6 beschäftigt sich mit Computer Games, GS
Language: English

Reference Type: Journal Article
Record Number: 114
Author: Cooper, A.; Sportolari, L.
Year: 1997
Title: Romance in cyberspace: Understanding online attraction
**Journal**: Journal of Sex Education & Therapy  
**Volume**: 22  
**Issue**: 1  
**Pages**: 7-14  
**Date**: Jun  
**Type of Article**: Peer Reviewed Journal  
**Short Title**: Romance in cyberspace: Understanding online attraction  
**Alternate Journal**: Special Issue: Sexuality and the Internet  
**ISSN**: 0161-4756  
**Accession Number**: 1998-04523-001  
**Keywords**: communication systems, gender, romance, interpersonal attraction, computer applications, social skills, games

**Abstract**: While many people think that electronic relating promotes emotionally disconnected or superficially erotic contacts, the structure and process of online relating can facilitate positive interpersonal connections, including the healthy development of romantic relationships. Computer mediated relating reduces the role that physical attributes play in the development of attraction, and enhances other factors such as propinquity, rapport, similarity, and mutual self-disclosure, thus promoting erotic connections that stem from emotional intimacy rather than lustful attraction. The Net is a model of intimate yet separate relating. It allows adult (and teen) men and women more freedom to deviate from typically constraining gender roles that are often automatically activated in face-to-face interactions. Online relating can lead to destructive results when people act on or compulsively overindulge in a speeded up, eroticized pseudo-intimacy. Clinicians can help their clients make positive use of online relating to improve social skills and confidence and to facilitate the exploration and integration of split-off parts of the personality

**Notes**: PsycINFO, article in Journal of Sex Education & Therapy

**Language**: English

**Reference Type**: Electronic Book  
**Record Number**: 212  
**Author**: Cooper, E.  
**Year**: 2006  
**Title**: Video Games: A Different Perspective  
**Publisher**: American Psychological Association, US  
**Volume**: 51(42)  
**ISBN**: 1554-0138  
**Accession Number**: 2006-12219-001  
**Label**: http://dx.doi.org/10.1037/a0004096  
**Keywords**: business, culture, digital games, video games, sociological perspectives, gender

**Abstract**: Reviews the book, The Business and Culture of Digital Games: Gamework/Gameplay by Aphra Kerr (see record 2006-05251-000). This book is written from a sociological perspective that focuses on the business, economic, and cultural impact that the video game market has on the world. In fact, the focus on business is strong, whereas psychological research is limited to a couple of pages. The reviewer was dismayed that there is such limited discussion regarding the supposed negative aspects of digital games. There are only a few paragraphs mentioning that video games may be linked to increased aggression, and no
discussion regarding lack of exercise or sedentary lifestyle. However, this book sheds light on the digital game industry, which is more complex than one could imagine. Kerr offers a large amount of information, perhaps too detailed at times, regarding the history of media, the digital game empire, and its various conglomerates, including the history of the rise and fall of a generational favorite: Atari. Nostalgia notwithstanding, much of the historical information of the industry is interesting, and Kerr offers a much more complex picture of the digital games industry. Although much of this book is focused on the business and economics of digital games, there is discussion related to the importance of video games to certain groups, including the so-called hardcore gamers, women, and other groups on a global scale. Again, the focus is from a sociological stance, but the ramifications for gender and the international focus are refreshing. In fact, the most positive aspects of this book include the international focus, implications for gender studies, and possible uses in the educational environment. Kerr's The Business and Culture of Digital Games is not what the reviewer had envisioned. However, this topic is interesting, current, and global, and the very different focus of the book pushed the reviewer to explore aspects of an issue that he might not have investigated otherwise.
Short Title: Retooling play: Dystopia, and difference
ISBN: 0-262-03258-9
Accession Number: 1998-06639-004
Keywords: gender, computer-mediated toys & games for girls, computer games
Abstract: (from the chapter) There has long been a sector of the toy industry dedicated to the manufacture of gender-appropriate playthings. But it is only in the very recent past that attention has been paid to the design and manufacture of technologically mediated and, specifically, computer-mediated toys and games for girls. Established companies--Sega, Mattel, Hasbro, Simon & Schuster, Phillips--and recent startups--HerInteractive, CyberGrrl, Girl Games, Girl Tech, and veteran software designer Brenda Laurel's corporate home, Interval Research--are all developing games specifically for girls. /// Topics include: playing with gender: what does a woman want; dysphoria; dystopia; difference/s.

Notes: PsycINFO, chapter

Research Notes: GS ergänzt

Language: English

Reference Type: Journal Article
Record Number: 134
Author: Deutscher, R. R.
Year: 2000
Title: Children and computers: The effect of gender, peer interactions, and educational software on performance and attitude
Journal: Dissertation Abstracts International Section A: Humanities and Social Sciences
Volume: 60
Issue: 11-A
Pages: 3901
Date: May
Type of Article: Dissertation Abstract
Short Title: Children and computers: The effect of gender, peer interactions, and educational software on performance and attitude
ISSN: 0419-4209
Accession Number: 2000-95009-127
Keywords: gender & peer interactions & educational software, performance & attitude, 4th & 5th graders, gender
Abstract: Computer literacy and competence are essential for effective adaptation to the challenges of the next century. Some populations, however, have fewer opportunities to learn these necessary skills. Among the various inequalities of access and competence, one of the most notable is the apparent difference between girls and boys. In attempting to identify the sources of these apparent differences and inequalities and to devise means for reducing the gaps, some investigators have focused on the influence of peer interactions. By observing children function under different conditions of gender pairing, it is possible to examine the influence of gender pairing on children's attitude and performance on the computer. This study examines the influence of gender pairing and the nature of educational software on boys' and girls' computer attitudes, feelings of competence, and performance. The researcher assessed children's performance and attitudes through interviews, observations, and computer scores. The participants who completed all phases of the study number 93 fourth graders and 41 fifth graders.
from two elementary schools. Each child engaged in three computer sessions followed by an interview. Children worked with a same-gender partner one session and a different-gender partner another session. Half of the children who participated utilized drill and practice software and the other half exploratory software. The results indicated few significant differences in performance scores. The observation data, however, implied reliable variations in interaction styles between the gender-paired groups. The boys were more likely to be exploratory, and engage in insulting and interrupting behavior, while girls were more likely to be supportive, to be talkative, and to ask their peers for help. Based on the interview, both boys and girls enjoyed a variety of software, but more boys preferred action/adventure and violent games, while more girls preferred creative and writing types of software. In choosing a partner, most boys and girls said that the gender of the partner was unimportant in regards to interest in computers, computer competence, a partner that is easier to work with, and a partner with whom more work gets done. Nevertheless, they said that generally children will choose a same-gender partner.

Notes: PsycINFO, Dissertation Abstract
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 85
Author: Dibenedetto, M. G.
Year: 2000
Title: Preadolescent girls' and boys' attributions for computer experiences
Journal: Dissertation Abstracts Innternational Section A: Humanities and Social Sciences
Volume: 61
Issue: 6-A
Pages: 2182
Type of Article: Dissertation Abstract
Short Title: Preadolescent girls' and boys' attributions for computer experiences
ISSN: 0419-4209
Accession Number: 200-95023-084
Keywords: attributions, computer experiences, Computer Experience Survey, Computer Achievement Responsibility Survey, sex differences, middle school students, gender, games
Abstract: This study investigated the attributions preadolescent children make to computer experience. The author developed both the Computer Experience Survey (to assess children's level of computer experience) and the Computer Achievement Responsibility Survey (CARS; an attributional instrument based on the School Achievement Responsibility Survey and derived from Weiner's 1976 theoretical model of attribution of ability, effort, task difficulty-ease, and luck). The CARS was used to assess the attributions children made to hypothetical successful and failure computer scenarios, and students were assigned to low, middle, or high computer experience categories based on the Computer Experience Survey. The study's purpose was threefold: (a) to investigate whether gender differences exist in middle school students' computer experiences, (b) to explore whether these students' computer experiences influence the attributions they make to successful and failure computer scenarios, and (c) to investigate whether the specific type of computer task (computer games, word processing, or educational computer games) affects
those attributions. Two hundred students from three school districts responded to both surveys. The Computer Experience Survey found that boys spent significantly more time at home playing computer games, and exploring the Internet than the girls, who spent significantly more time at home word processing. No gender differences were found in school computer use. The CARS found some significant differences in attributions made to successful and failure computer scenarios. Boys agreed to a greater extent with stable (ability and task difficulty-ease) attributions to successful overall, computer game, and word processing scenarios than girls. High computer experienced students agreed to a greater extent with ability attributions to successful overall, and word processing scenarios than less experienced students. Low computer experienced students agreed to a greater extent with ability attributions to failure overall, and computer game scenarios than their more experienced counterparts. No significant interaction effects were found for the variables of gender, computer experience, and attributions to overall and content specific computer scenarios.

Notes: PsycINFO, Dissertation Abstract

Research Notes: GS

Language: eng

**Reference Type**: Journal Article  
**Record Number**: 145  
**Author**: Dickhaeuser, O.; Stiensmeier-Pelster, J.  
**Year**: 2002  
**Title**: Gender differences in computer work: Evidence for the model of achievement-related choices.

Geschlechtsunterschiede bei der Arbeit am Computer: Evidenz, die das Modell der leistungsorientierten Entscheidungen stützt  
**Journal**: Contemporary Educational Psychology  
**Volume**: 27  
**Pages**: 486-496  
**Short Title**: Gender differences in computer work: Evidence for the model of achievement-related choices.

Geschlechtsunterschiede bei der Arbeit am Computer: Evidenz, die das Modell der leistungsorientierten Entscheidungen stützt  
**ISSN**: 0361-476X  
**Accession Number**: 0158050  
**Keywords**: gender differences in computer work, model of achievement related choices, attributional style & achievement & self-concept of ability, gender, games

**Abstract**: Examines whether the model of achievement-related choices can be used to explain gender differences in computer work. 200 college students (100 female, 100 male, aged 19-36 years) completed a questionnaire assessing attributional style, computer-specific self-concept, computer use, expectation of success for a specific situation, and the situation-specific perception of the value of computer work. A causal sequence deduced from the model was then tested using path analysis. Results revealed that the intensity of computer use could be predicted from the computer-specific self-concept of ability that was effected by computer specific attributions. Gender differences were found for the means of these variables. Moreover, the intended choice of computers in a specific situation could be explained by the computer-specific self-concept of ability, and the expectation of success and the perceived value of computers mediated this effect. Values also
affected expectations. The path coefficients did not vary as a function of gender thus supporting the assumptions of the model of achievement-related choices.

Notes: Psynexplus, article in Contemporary Educational Psychology

Research Notes: GS

Author Address: oliver.dickhaeuser@psychol.uni-giessen.de

Language: German, English

Reference Type: Journal Article
Record Number: 9
Author: Dietz, Tracy L.
Year: 1998
Title: An examination of violence and gender role portrayals in video games: Implications for gender socialization and aggressive behavior
Journal: Sex Roles
Volume: 38
Issue: 5-6
Pages: 425-442
Date: Mar
Short Title: An examination of violence and gender role portrayals in video games: Implications for gender socialization and aggressive behavior
ISSN: Print 0360-0025
Electronic 1573-2762
Accession Number: 1998-01317-006
Label: http://dx.doi.org/10.1023/A:1018709905920
Keywords: violent & gender role themes in video games & gender socialization & aggressive behavior, children Psychosocial & Personality Development, gender, games

Abstract: Using content analysis, this research examines the portrayal of women and the use of violent themes in a sample of 33 popular Nintendo and Sega Genesis video games. It is proposed that video games, like other media forms, impact the identity of children. This analysis reveals that traditional gender roles and violence are central to many games in the sample. There were no female characters in 41% of the games with characters. In 28% of these, women were portrayed as sex objects. Nearly 80% of the games included aggression or violence as part of the strategy or object. While 27% of the games contained socially acceptable aggression, nearly half included violence directed specifically at others and 21% depicted violence directed at women. Most of the characters in the games were Anglo. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

Notes: Peer Reviewed Journal
Dietz, Tracy L.: U Central Florida, Dept of Sociology & Anthropology, Orlando, FL, US
Springer. Springer
Research Notes: Ergänzt, GS
Language: English

Reference Type: Journal Article
Record Number: 151
Author: Dill, K. E.; Brown, B. P.; Collins, M. A.
Year: 2008
Title: Effects of exposure to sex-stereotyped video game characters on tolerance of sexual harassment
Journal: Journal of Experimental Social Psychology
Volume: 44
Issue: 5
Pages: 1402-1408
Date: Sep
Short Title: Effects of exposure to sex-stereotyped video game characters on tolerance of sexual harassment
ISSN: 0022-1031
Accession Number: 2008-11359-024
Label: http://dx.doi.org/10.1016/j.jesp.2008.06.002
Keywords: sex-stereotyped characters, video games, violence, sexual harassment, gender
Abstract: The violent video game literature has previously not extended to the domain of violence against women. The current investigation tested the effects of exposure to sex-typed video game characters versus images of professional men and women on judgments and attitudes supporting aggression against women. Results showed experimental effects of short-term exposure to stereotypes of media content on sexual harassment judgments but not on rape myth acceptance. A significant interaction indicated that men exposed to stereotypes of content made judgments that were more tolerant of a real-life instance of sexual harassment compared to controls. Long-term exposure to video game violence was correlated with greater tolerance of sexual harassment and greater rape myth acceptance. This data contributes to our understanding of mass media's role in socialization that supports violence against women.
Notes: PsycINFO, article in Journal of Experimental Social Psychology
Research Notes: GS
Author Address: Dill, Karen E.: Lenior-Rhyne College, School of Social and Behavioral Sciences, P.O. Box 7335, Hickory, NC, US, 28601, dillk@lrc.edu
Language: English

Reference Type: Journal Article
Record Number: 170
Author: Dill, Karen E.; Brown, Brian P.; Collins, Michael A.
Year: 2008
Title: Effects of exposure to sex-stereotyped video game characters on tolerance of sexual harassment
Journal: Journal of Experimental Social Psychology
Volume: 44
Issue: 5
Pages: 1402-1408
Date: Sep
Type of Article: Journal; Peer Reviewed Journal
Short Title: Effects of exposure to sex-stereotyped video game characters on tolerance of sexual harassment
Electronic Resource Number: http://dx.doi.org/10.1016/j.jesp.2008.06.002
Accession Number: 2008-11359-024
Keywords: sex-stereotyped characters, video games, violence, sexual harassment, games, gender

Abstract: The violent video game literature has previously not extended to the domain of violence against women. The current investigation tested the effects of exposure to sex-typed video game characters versus images of professional men and women on judgments and attitudes supporting aggression against women. Results showed experimental effects of short-term exposure to stereotypical media content on sexual harassment judgments but not on rape myth acceptance. A significant interaction indicated that men exposed to stereotypical content made judgments that were more tolerant of a real-life instance of sexual harassment compared to controls. Long-term exposure to video game violence was correlated with greater tolerance of sexual harassment and greater rape myth acceptance. This data contributes to our understanding of mass media's role in socialization that supports violence against women. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in Journal of Experimental Social Psychology

Research Notes: GS

Author Address: Dill, Karen E.: dillk@lrc.edu
Dill, Karen E.: Lenior-Rhyne College, School of Social and Behavioral Sciences, P.O. Box 7335, Hickory, NC, US, 28601, dillk@lrc.edu

Language: English

Reference Type: Journal Article

Record Number: 155

Author: Dill, K. E.; Thill, K. P.

Year: 2007

Title: Video game characters and the socialization of gender roles: Young people's perceptions mirror sexist media depictions

Journal: Sex Roles

Volume: 57

Issue: 11-12

Pages: 851-864

Date: Dec

Short Title: Video game characters and the socialization of gender roles: Young people's perceptions mirror sexist media depictions

ISSN: 0360-0025

Accession Number: 2008-03287-006

Label: http://dx.doi.org/10.1007/s11199-007-9278-1

Keywords: gender role socialization, video game characters, media depictions, sexism, youth perceptions, gender, games

Abstract: Video game characters are icons in youth popular culture, but research on their role in gender socialization is rare. A content analysis of images of video game characters from top-selling American gaming magazines showed male characters (83%) are more likely than female characters (62%) to be portrayed as aggressive. Female characters are more likely than male characters to be portrayed as sexualized (60% versus 1%), scantily clad (39% versus 8%) and as showing a mix of sex and aggression (39 versus 1%). A survey of teens confirmed that stereotypes of male characters as aggressive and female characters as sexually objectified physical specimens are held even by nongamers. Studies are discussed in terms of the role media plays in socializing sexism.
Notes: PsycINFO, article in Sex Roles
Research Notes: GS
Author Address: Dill, Karen E.: Lenoir-Rhyne College, P.O. Box 7335, Hickory, NC, US, 28603, dillk@irc.edu
Language: English

Reference Type: Journal Article
Record Number: 92
Author: Dittler, U.
Year: 1994
Title: Computerspiele im kindlichen Spielalltag. Vom WalkMan zum GameBoy
Journal: Pädagogisches Forum
Volume: 7
Issue: 3
Pages: 144-151
Short Title: Computerspiele im kindlichen Spielalltag. Vom WalkMan zum GameBoy
ISSN: 0933-9922
Accession Number: 0087349
Keywords: Computerspiele, Sensomotorische Prozesse, emotionale Reaktionen, Simulationsspiele, kognitive Prozesse, Simulation Games, emotional Responses, childhood, adolescence, gender, games
Notes: Psyndexplus, Artikel aus Pädagogisches Forum
Research Notes: GS
Language: ger

Reference Type: Report
Record Number: 90
Author: Dittler, U.; Mandl, H.
Year: 1993
Title: Computerspiele unter pädagogisch-psychologischer Perspektive
City: Germany, Frankfurt a. M.
Institution: Universität München, Institut für Pädagogische Psychologie Empirische Pädagogik
Pages: 47
Type: Forschungsbericht
Short Title: Computerspiele unter pädagogisch-psychologischer Perspektive
Accession Number: 0076411
Keywords: computer games, Education, childhood play behavior, Computerspiele, gender

Notes: Psyndexplus, Forschungsbericht

Language: ger, eng

Reference Type: Edited Book
Record Number: 193
Editor: Duessler, S.
Year: 1989
Title: Computer-Spiel und Narzissmus - Paedagogische Probleme eines neuen Mediums
City: Eschborn
Publisher: Klotz
Number of Pages: 154
Short Title: Computer-Spiel und Narzissmus - Paedagogische Probleme eines neuen Mediums
ISBN: 978-3-88074-185-0
Accession Number: 0038091
Keywords: computer games & narcissistic personality; adolescents; theoretical study & case reports, gender

fuer die von Weizenbaum analysierte Computereuphorie werden zu einem Syndrom zusammengefasst, und die Beziehung zwischen Computerspiel und dem sozial funktionalen Charakter des "narzistischen Zeitalters" wird diskutiert. Fur die am staerksten betroffene Gruppe der Jugendlichen wird eine Problemanalyse insbesondere hinsichtlich der Einfluesse des Computers auf die Freizeitgestaltung erstellt. Gefolgert wird, dass eine verstaerkte Information der Eltern und Erzieher ueber moegliche negative Auswirkungen des neuen Mediums zur Eingrenzung des Problems beitragen koennte.

Notes: Psyndex Plus, Authored Book

Research Notes: GS

Caption: 

Language: German

Reference Type: Journal Article
Record Number: 153
Author: Dunlop, J. C.
Year: 2007
Title: The U.S. Video game industry: Analyzing representation of gender and race
Journal: International Journal of Technology and Human Interaction
Volume: 3
Issue: 2
Pages: 96-109
ISSN: 1548-3908
Accession Number: 2007-09403-006
Keyword: US video game industry, gender, race, hegemonic ideologies
Abstract: Today's media are vast in both form and influence; however, few cultural studies scholars address the video gaming industry's role in domestic maintenance and global imposition of U.S. hegemonic ideologies. In this study, video games are analyzed by cover art, content, and origin of production. Whether it is earning more "powers" in games such as Star Wars, or earning points to purchase more powerful artillery in Grand Theft Auto, capitalist ideology is reinforced in a subtle, entertaining fashion. This study shows that oppressive hegemonic representations of gender and race are not only present, but permeate the majority of top-selling video games. Finally, the study traces the origins of best-selling games, to reveal a virtual U.S. monopoly in the content of this formative medium.

Notes: PsycINFO, article in International Journal of Technology and Human Interaction
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 126
Author: Dunstan, A. A.
Year: 2004
Title: Gender differences in simulator sickness when using a 17-inch computer monitor to display virtual reality
Journal: Dissertation Abstracts International Section A: Humanities and Social Sciences
Publisher: ProQuest Information & Learning
Volume: 64
Issue: 11-A
Pages: 3954
Type of Article: Dissertation Abstract
Short Title: Gender differences in simulator sickness when using a 17-inch computer monitor to display virtual reality
ISSN: ISSN 0419-4209
Accession Number: 2004-99009-028
Keywords: gender differences, simulator sickness, computer, virtual reality, motion sickness, gender, games
Abstract: Although computers have revolutionized education throughout the world, it will be necessary for the academic community to examine the appropriateness of the use of the new computer technologies, in particular, the use of virtual reality (VR) as it is designed for use on desktop computer monitors. Outside of the classroom the use of computerized VR has become very common. It is offered to the general public in the form of games, such as the various flight simulators for helicopters and fixed-winged airplanes, automobile simulators, and military tank simulators. These uses of VR have produced a reaction similar to motion sickness called "simulator sickness". The purpose of this study is to ascertain if simulator sickness occurs when a computer monitor is used as the medium for presentation of virtual reality. Further, if simulator sickness does occur when a computer monitor is used, this study will examine the data to discover any gender differences that may exist.
Notes: PsycINFO, Dissertation Abstract
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 5
Author: Eastin, M.S:
Year: 2006
Title: Video game violence and the female game player: Self- and opponent gender effects on presence and aggressive thoughts
Journal: Human Communication Research
Volume: 32
Pages: 351-372
Short Title: Video game violence and the female game player: Self- and opponent gender effects on presence and aggressive thoughts
Keywords: Games, Avatars, Gender, computer
Abstract: Adding depth and breadth to the general aggression model, this paper presents three experiments that test the relationships among user and opponent gender representation, opponent type, presence, and aggressive thoughts from violent video game play. Studies 1 and 2 suggest that females experience greater presence and more aggressive thoughts from game play when a gender match between self and game character exists. Studies
2 and 3 indicate that playing against a human opponent (rather than a computer) increases aggressive thoughts. Finally, although Studies 1, 2, and 3 indicate that playing as a female against a male opponent increases aggressive thoughts, Studies 1 and 2 suggest that playing as a male against a female opponent consistently and significantly decreases aggressive thoughts.

Notes: PDF

Link to PDF: file:///C:/Dokumente%20und%20Einstellungen/Leonard%20Reinecke Eigene%20Dateien/Literatur%20allgemein eastin_2006_avatars_and_aggression.pdf

Reference Type: Journal Article
Record Number: 129
Author: Fabio, R. A.; Antonietti, A.
Year: 2002
Title: How children and adolescents use computers to learn
Journal: Ricerche di Psicologia
Volume: 25
Issue: 1
Pages: 11-21
Short Title: How children and adolescents use computers to learn
ISSN: 0391-6081
Accession Number: 2002-17684-001
Keywords: computer use, academic outcomes, school achievement, primary students, secondary school students, word processing, video games, age, gender
Abstract: The goals of this research were to describe the styles of computer use of people of different age levels and gender and to study the relationships between quantity and quality of computer use and academic outcomes. A sample of 492 primary and secondary school students (aged 7, 10, 13, and 17 yrs) was investigated. Multimedia exposure was measured by a questionnaire about computer use; academic outcomes consisted of school marks. Results show that males use computers more often than females. Young children (7 and 10 yr olds) use mainly video games; older students often use word processors. Results about the relationship between quantity and quality of computer use and academic outcomes show low levels of school achievement corresponds to high rates of time spent in using the computer. However, academic outcomes are higher when students employ word processing and spreadsheet or statistical software. The role of computer exposure as an intervening variable is discussed.

Notes: PsycINFO, article in Ricerche di Psicologia
Research Notes: GS
Author Address: Antonietti, Alessandro: U Cattolica, Dipartimento di Psicologia, Largo Gemelli 1, Milano, Italy, 20123
Translated Title: Come bambini e adolescenti usano il computer per imparare
Language: Italian

Reference Type: Journal Article
Record Number: 157
Author: Feng, J.; Spence, I.; Pratt, J.
Year: 2007
Title: Playing an action video game reduces gender differences in spatial cognition
Journal: Psychological Science
Volume: 18
Issue: 10
Pages: 850-855
Date: Oct
Short Title: Playing an action video game reduces gender differences in spatial cognition
ISSN: 0956-7976
Accession Number: 2007-14630-002
Label: http://dx.doi.org/10.1111/j.1467-9280.2007.01990.x
Keywords: action video games, gender differences, spatial cognition, spatial attention, mental rotation, gender
Abstract: We demonstrate a previously unknown gender difference in the distribution of spatial attention, a basic capacity that supports higher-level spatial cognition. More remarkably, we found that playing an action video game can virtually eliminate this gender difference in spatial attention and simultaneously decrease the gender disparity in mental rotation ability, a higher-level process in spatial cognition. After only 10 hr of training with an action video game, subjects realized substantial gains in both spatial attention and mental rotation, with women benefiting more than men. Control subjects who played a non-action game showed no improvement. Given that superior spatial skills are important in the mathematical and engineering sciences, these findings have practical implications for attracting men and women to these fields.
Notes: PsycINFO, article in Psychological Science
Research Notes: GS
Author Address: Spence, Ian: Department of Psychology, University of Toronto, 100 St. George St., Toronto, ON, Canada, M5S 3G3, spence@psych.utoronto.ca
Language: English

Reference Type: Journal Article
Record Number: 152
Author: Ferguson, C. J.; Cruz, A. M.; Rueda, S. M.
Year: 2008
Title: Gender, video game playing habits and visual memory tasks
Journal: Sex Roles
Volume: 58
Issue: 3-4
Pages: 279-286
Date: Feb
Short Title: Gender, video game playing habits and visual memory tasks
ISSN: 0360-0025
Accession Number: 2008-03270-010
Label: http://dx.doi.org/10.1007/s11199-007-9332-z
Keywords: gender, video game playing habits, visual memory tasks, visuospatial recall
Abstract: The current research examined whether visuospatial recall of both abstract and common objects was related to gender or object familiarity. Seventy-two undergraduates from a university in the Southern U.S. were asked to draw the Rey Complex Figure and a series of common objects from memory. A pilot sample of seventy-three undergraduates had previously identified common objects as "male," "female," and "neutral" exemplars. Males were significantly better at drawing "male" and "neutral" exemplars whereas females were better at drawing "female" exemplars. Neither gender was significantly better at the Rey task. These results question whether males have an inherent advantage in visual memory. Results also found that experience with playing violent video games was associated with higher visual memory recall.

Notes: PsycINFO, article in Sex Roles

Research Notes: GS

Author Address: Ferguson, Christopher J.: Department of Behavioral, Applied Sciences and Criminal Justice, Texas A and M International University, Laredo, TX, US, 78045, CJFerguson1111@Aol.com

Language: English

Reference Type: Journal Article

Record Number: 105

Author: Ferguson, C. J.; Rueda, S. M.; Cruz, A. M.; Ferguson, D. E.; Fritz, S.; Smith, S. M.

Year: 2008

Title: Violent video games and aggression: Causal relationship or byproduct of family violence and intrinsic violence motivation?

Journal: Criminal Justice and Behavior

Volume: 35

Issue: 3

Pages: 311-332

Date: Mar

Short Title: Violent video games and aggression: Causal relationship or byproduct of family violence and intrinsic violence motivation?

ISSN: 0093-8548

Electronic Resource Number: http://dx.doi.org/10.1177/0093854807311719

Accession Number: Peer Reviewed Journal: 2008-03115-004

Keywords: violent video games, aggression, causal relationship, family violence, intrinsic violence motivation, Aggressive Behavior

*Computer Games, Etiology, Intrinsic Motivation, Violence, Behavior Disorders & Antisocial Behavior, gender

Abstract: Two studies examined the relationship between exposure to violent video games and aggression or violence in the laboratory and in real life. Study 1 participants were either randomized or allowed to choose to play a violent or nonviolent game. Although males were more aggressive than females, neither randomized exposure to violent-video-game conditions nor previous real-life exposure to violent video games caused any differences in aggression. Study 2 examined correlations between trait aggression, violent criminal acts, and exposure to both violent games and family violence. Results indicated that trait aggression, family violence, and male gender were predictive of violent crime, but exposure to violent games was not. Structural equation modeling suggested that family violence and innate aggression as predictors of violent crime were a better fit to the data than
was exposure to video game violence. These results question the common belief that violent-video-game exposure causes violent acts. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).

Notes: PsycINFO

Research Notes: GS

Author Address: Ferguson, Christopher J.: CJFerguson1111@aol.com

Name of Database: PsycINFO

Database Provider: Ovid Technologies

Language: English

Reference Type: Journal Article

Record Number: 103

Author: Fischer, P.; Kubitzki, J.; Guter, S.; Frey, D.

Year: 2007

Title: Virtual driving and risk taking: Do racing games increase risk-taking cognitions, affect, and behaviors?

Journal: Journal of Experimental Psychology

Volume: 13

Issue: 1

Pages: 22-31

Short Title: Virtual driving and risk taking: Do racing games increase risk-taking cognitions, affect, and behaviors?

ISSN: 1076-898X

Accession Number: 0196301

Keywords: racing games, computer games, computer simulation, risk taking, driving behavior, gender

Abstract: Research has consistently shown that aggressive video console and PC games elicit aggressive cognitions, affect, and behaviors. Despite the increasing popularity of racing (driving) games, nothing is known about the psychological impact of this genre. The present study investigated whether playing racing games affects cognitions, affect, and behaviors that can promote risk taking in actual road traffic situations. In Study 1 with 198 men and 92 women, the authors found that the frequency of playing racing games was positively associated with competitive driving, obtrusive driving, and car accidents; a negative association with cautious driving was observed. In Study 2 with 47 men and 36 women, the authors manipulated whether participants played 1 of 3 racing games or 1 of 3 neutral games to determine cause and effect. Participants who played a racing game subsequently reported a higher accessibility of cognitions and affect positively associated with risk taking than did participants who played a neutral game. Finally, on a more behavioral level, in Study 3 with 29 men and 39 women, the authors found that men who played a racing game subsequently took higher risks in computer-simulated critical road traffic situations than did men who played a neutral game. Theoretical and practical implications are discussed.

Notes: PsycINFO, article from Journal of Experimental Psychology

Research Notes: GS

Language: eng

Reference Type: Journal Article

Record Number: 76

Author: Forsyth, A. S.
Year: 1986
Title: A computer adventure game and place location learning: Effects of map type and player gender
Journal: Dissertation Abstracts International
Volume: 47
Issue: 6-A
Pages: pp. 2132
Type of Article: Dissertation Abstract
Short Title: A computer adventure game and place location learning: Effects of map type and player gender
ISSN: 0419-4217
Accession Number: 1987-56432-001
Keywords: computer, adventure, game, gender, learning
Notes: PsycINFO, Dissertation Abstract
Research Notes: GS
Language: eng

Reference Type: Journal Article
Record Number: 201
Author: Frey, A.; Hartig, J.; Ketzel, A.; Zinkernagel, A.; Moosbrugger, H.
Year: 2007
Title: The use of virtual environments based on a modification of the computer game Quake III Arena in psychological experimenting
Journal: Computers in Human behavior
Volume: 23
Issue: 4
Pages: 2026-2039
Short Title: The use of virtual environments based on a modification of the computer game Quake III Arena in psychological experimenting
ISSN: 0747-5632
Accession Number: 0198639
Label: http://dx.doi.org/10.1016/j.chb.2006.02.010
Keywords: suitability of game-based virtual environments for psychological experimentation; navigation task; 3 complexity levels; lap time; before vs after training episode; no vs low vs high gaming experience; cybersickness, gender
Abstract: Tested the applicability of virtual environments (VEs) based on commercially available computer games to psychological experimentation. Specifically, the effects of gaming experience and the susceptibility to cybersickness were investigated. A total of 85 participants (aged 18-53 years) navigated through VEs constructed by modifying the ego-shooter computer game Quake III Arena. The subjects were either non-players (n=40), inexperienced players (n=25) or experienced players (n=20) of ego-shooter games. Navigation performance was measured as the time required to reach the goal area from the starting point (lap time), and subjects moved through three VE levels of increasing complexity before and after completing a training episode. A questionnaire assessing cybersickness was administered after game completion. Training diminished differences in navigation performance between the groups with different experience levels, which is interpreted as an indication of the VE's internal validity. Moreover, the highest risk of experiencing cybersickness was identified in game-inexperienced female
participants over 31 years. VEs based on modifications of computer games are concluded to be a suitable platform for the administration of psychological experiments, allowing for an inexpensive realization of standardized experimental conditions while enhancing ecological validity.

Notes: Psyndex Plus, article in Computer in Human Behavior

Research Notes: GS

Author Address: Frey, Andreas: frey@ipn.uni-kiel.de

Language: English

Reference Type: Edited Book

Record Number: 185

Editor: Fritz, J.

Year: 1988

Title: Programmed for the war-game. World images and image worlds in computer-games

City: Frankfurt

Publisher: Campus

Number of Pages: 327

Short Title: Programmed for the war-game. World images and image worlds in computer-games

ISBN: 978-3-593-33949-8

Accession Number: 0026539

Keywords: influence of computer-games on children & adolescents; educational consequences; interdisciplinary contributions, gender, games

Notes: Psyndex Plus, Edited book
Research Notes: GS
Language: German

Reference Type: Journal Article
Record Number: 197
Author: Fritz, J.
Year: 1989
Title: Was wir ueber Videospiele wissen
Journal: Praxis Spiel + Gruppe
Volume: 2
Issue: 4
Pages: 130-141
Short Title: Was wir ueber Videospiele wissen
ISSN: 0934-5256
Accession Number: 0045695

Keywords: types & effects of video games; shooting vs skills-oriented vs adventure games; psychomotor skills training; overview, gender, games


Discusses the characteristics, types and effects of video games. Three basic facts are evident: play occurs on a video screen, the players can and should use active, strategic interventions, and the whole is based on a computer program. Video games had their origins in amusement arcade machines; there was a parallel development of home video games played with a video game computer and television. With regard to home computers, games are only one type of program among many. There are also miniaturized systems with an integrated screen. Several types of game can be distinguished: (1) shooting games, (2) skill-oriented games and (3) adventure games. The market is characterized by rapid
obsolescence and the spread of pirate copies. According to recent studies, more than 70 percent of adolescents and young adults have had experience with video games; about one-third own a home computer or a personal computer. Most people play for only a limited time. Several motives play a role: fun, excitement, achievement, feedback and aesthetic aspects. Video games require and encourage a number of different abilities. For the most part they are used collectively, interwoven in the social contacts of the adolescents. However, up to now the games have evoked only a limited spectrum of dispositions, whereas others - such as sympathy, love, tenderness, peace - have been neglected.

**Notes**: Psyndex Plus, article in Praxis Spiel + Gruppe

**Research Notes**: GS

**Language**: German

**Reference Type**: Book Section

**Record Number**: 150

**Author**: Fritz, J.; Wegge, J.; Wagner, V.; Gregarek, S.; Trudewind, C.

**Year**: 1995

**Title**: Faszination, Nutzung und Wirkung von Bildschirmspielen. Ergebnisse und offene Fragen.

**Book Title**: Warum Computerspiele faszinieren. Empirische Annaerherungen an Nutzung und Wirkung von Bildschirmspielen

**City**: Weinheim

**Publisher**: Juventa

**Pages**: 238-243

**Short Title**: Faszination, Nutzung und Wirkung von Bildschirmspielen. Ergebnisse und offene Fragen.

**Accession Number**: 0105572

**Keywords**: fascination of computer games; gender differences & individual differences & control motivation & preferences & effects & stress experiences; empirical evidence & unsolved research questions; overview, gender, games


**Notes**: Psyndexplus, chapter from: Warum Computerspiele faszinieren....

**Research Notes**: GS

**Language**: German

**Reference Type**: Book Section

**Record Number**: 93

**Author**: Fromme, J.; Kommer, S.

**Year**: 1996

**Title**: Aneignungsformen bei Computer- und Videospieilen. Überlegungen zu Konsequenzen der Mediatisierung von Spiel und Kinderkultur
Book Title: Glückliche Kindheit - Schwierige Zeit? Über die veränderten Bedingungen des Aufwachsens
Publisher: Leske + Budrich
Volume: 7
Pages: 149-178
Series Title: Kindheitsforschung
Short Title: Aneignungsformen bei Computer- und Videospielen. Überlegungen zu Konsequenzen der Mediatisierung von Spiel und Kinderkultur
Accession Number: 0103803
Keywords: computer game, childhood play behavior, recreation, Computerspiele, Spielverhalten bei Kindern, Erholung, Trends, gender
Notes: Psyndexplus, Kapitel 5 aus Glückliche Kindheit - Schwierige Zeit? ..
Research Notes: GS
Language: ger

Reference Type: Journal Article
Record Number: 44
Author: Funk, J. B.; Buchman, D. D.
Year: 1996
Title: Children's perceptions of gender differences in social approval for playing electronic games
Journal: Sex Roles
Volume: 35
Issue: 3-4
Pages: 219-231
Short Title: Children's perceptions of gender differences in social approval for playing electronic games
ISSN: 0360-0025
Accession Number: 787
Keywords: Video games, sex, television, adolescense, aggresion, childhood, gender
Abstract: Gender differences characterize children's commitment to playing electronic games. These gender differences are consistent with common stereotypes that may be triggered by the context and content of electronic games. If conforming to gender stereotypes in electronic game playing maintains social approval, then those children who choose alternate playing patterns risk social sanction. The present study was designed to characterize children's views of gender differences in social approval for electronic game playing. A questionnaire was administered to 364 fourth- and fifth-grade students (203 females) in a midwestern suburban school district. Approximately 12% of the students represented minorities,
and the majority were African-American. Children responded to fourteen statements describing the social acceptability by gender of certain playing habits. Chi-square analyses identified important gender and grade differences Many children endorsed statements indicating that social approval for game playing is consistent with common gender stereotypes. The most striking gender differences in perceived social approval were found in statements referencing "fighting games." Children whose game playing deviates from approved patterns may represent a group of "high-risk" electronic game players.

Notes: Aug

Article
Children's perceptions of gender differences in social approval for playing electronic games
ISI:A1996VV10700006
37

Research Notes: Ergänzt, GS
Author Address: Funk, JB, UNIV TOLEDO, TOLEDO, OH 43606.

Reference Type: Journal Article
Record Number: 45
Author: Funk, J. B.; Buchman, D. D.
Year: 1996
Title: Playing violent video and computer games and adolescent self-concept
Journal: Journal of Communication
Volume: 46
Issue: 2
Pages: 19-32
Date: Spr
Short Title: Playing violent video and computer games and adolescent self-concept
ISSN: Print 0021-9916
Electronic 1460-2466
Accession Number: 1998-11319-001
Label: http://dx.doi.org/10.1111/j.1460-2466.1996.tb01472.x
Keywords: violent electronic game playing, habits & preferences, self concept, male vs female, 7th & 8th graders, gender
Abstract: Adolescents are primary consumers of video and computer games, and the games they prefer are often violent. Related research suggests that exposure to media violence may affect attitudes and behavior. Self-concept is a key indicator of core attitudes and coping abilities, particularly in adolescents, This study documents current adolescent electronic game-playing habits, and explores associations among preference for violent games, frequency and location of play, and self-concept. Multivariate analyses identify marked gender differences in game-playing habits and in scores on the Harter Self-Perception Profile for Adolescents, For girls, more time playing video or computer games is associated with lower Harter scores on six subscales, including self-esteem.

Notes: Spr
Article
Playing violent video and computer games and adolescent self-concept
ISI:A1996UH04400002
46
**Research Notes**: GS ergänzt

**Author Address**: MED COLL OHIO, MED COLL HOSP, DEPT QUAL UTILIZAT & MANAGEMENT, TOLEDO, OH 43699. Funk, JB, MED COLL OHIO, DIV DEV & BEHAV PEDIAT, TOLEDO, OH 43699.

**Language**: English

**Reference Type**: Journal Article

**Record Number**: 23

**Author**: Funk, J. B.; Buchman, D. D.; Germann, J. N.

**Year**: 2000

**Title**: Preference for violent electronic games, self-concept, and gender differences in young children

**Journal**: American Journal of Orthopsychiatry

**Volume**: 70

**Issue**: 2

**Pages**: 233-241

**Short Title**: Preference for violent electronic games, self-concept, and gender differences in young children

**Keywords**: gender, games, computer

**Notes**: print

---

**Reference Type**: Book Section

**Record Number**: 24

**Author**: Gailey, C. W.

**Year**: 1996

**Title**: Mediated messages: Gender, class, and cosmos in home video games

**Editor**: Greenfield, P.M.; Cocking, R. R.

**Book Title**: Interacting with video

**City**: Norwood, NJ

**Publisher**: Ablex Publishing Corporation

**Pages**: 9-23

**Short Title**: Mediated messages: Gender, class, and cosmos in home video games

**Keywords**: games, gender, Computer

**Notes**: print

---

**Reference Type**: Journal Article

**Record Number**: 179

**Author**: Gebel, C.

**Year**: 2006

**Title**: The potentialities of computer games to foster different competencies

**Journal**: Unterrichtswissenschaft

**Volume**: 34

**Issue**: 4

**Pages**: 290-309

**Short Title**: The potentialities of computer games to foster different competencies

**ISSN**: 0340-4099

**Accession Number**: 0192519
Abstract: Based on both concepts of vocational and media competence as well as the current State of research of Computer games, I shall present seven criteria for examining Computer games' potentialities to foster one's competence in various aspects. Here, a selection of 30 populaer Computer games has served as the object of my study. My analysis reveals that, on the one hand, there are useful potentialities when looking at cognitive, personality related and sensorimotor skills. On the other hand however, the study of so-called Single player games has shown that their benefits for media and social competence have been reduced to a minimum. Further on, the ethically-normatively problematic content of most of those games is in itself very of-ten a hindrance for the promotion of social competence. On the basis of these results, further research perspectives shall be discussed and how thesepotentialities can be used within an educational context.

Notes: PsycINFO, article in Unterrichtswissenschaft

Research Notes: GS

Author Address: Gebel, Christa: JFF - Institut fuer Medienpaedagogik in Forschung und Praxis, Muenchen.

Language: German

Reference Type: Electronic Source
Record Number: 13
Author: Glaubke, C. R; Miller, P.; Parker, M. A.; Espejo, E.
Year: 2001
Title: Fair Play? Violence, Gender and Race in Video Games
City: Oakland, CA
Publisher: Children Now
Access Year: 2006
Access Date: July 25
Short Title: Fair Play? Violence, Gender and Race in Video Games
Keywords: Mädchen und Computerspiele, gender, games
Notes: pdf (kmb)
Link to PDF: http://gamedev.cs.cmu.edu/spring2004/handouts
ChildrenNow_report.pdf
Access Date: July 25

Reference Type: Book
Record Number: 195
Author: Glogauer, W.
Year: 1993
Title: Die neuen Medien verändern die Kindheit. Nutzung und Auswirkungen des Fernsehens, der Videospiele, Videofilme u.a. bei 6- bis 10jährigen Kindern und Jugendlichen
City: Weinheim
Publisher: Deutscher Studien Verlag
Number of Pages: 167
Short Title: Die neuen Medien verändern die Kindheit.
Nutzung und Auswirkungen des Fernsehens, der Videospiele, Videofilme u.a. bei 6-bis 10-jährigen Kindern und Jugendlichen

Accession Number: 0070100

Keywords: usage & effects of new mass media in children & adolescents; television & Gameboy & video games & video films & music video clips & computer games; childhood development & adolescent development; leisure time & psychosocial development; reading ability & childhood play behavior & aggressive behavior; 1,400 elementary school students; empirical study, gender


Presents empirical findings on the distribution and use of the new media by elementary school children. 1,400 first- to fourth-grade students took part in the questionnaire survey. The most important findings concern: (1) The ownership and use of electronic equipment (radio, tape recorder, television, VCR, child's computer, Walkman, and Gameboy). (2) The amount of television viewing, television preferences, and the effects of television on exercise, reading ability, and willingness to read. (3) The time spent on computer games, video games, video films, and music video clips. (4) The consumption of confiscated or X-rated videos and the damaging effects of horror movies. (5) The effects of the new media on play behavior. (6) The effects of the new media on reading during leisure time. (7) The possible effects of the media on aggression and criminal behavior in children and adolescents. (8) The consumption and the contents of video clips and records from the domain of heavy metal music.

Notes: Psyndex Plus, Authored Book
Research Notes: GS
Language: German

Reference Type: Book
Record Number: 60
Author: Graner Ray, S.
Year: 2004
Title: Gender inclusive game design: Expanding the market
City: Hingham, Mass.
Publisher: Charles River Media
Number of Pages: 193
Short Title: Graner Ray 2004 - Gender inclusive game design
ISBN: 1-584-50239-8
Keywords: gender, games, computer
Notes: GBV
Research Notes: GS
Language: eng

Reference Type: Book
Record Number: 99
Author: Greenfield, P.
Year: 1987
Title: Kinder und neue Medien. Die Wirkung von Fersehen, Videospielen und Computern
Publisher: Psychologie Verlagsunion
Number of Pages: 249
Short Title: Kinder und neue Medien. Die Wirkung von Fersehen, Videospielen und Computern
ISBN: 978-3-621-27027
Original Publication: Mind an Media. The effects of television, computers, and video games
Accession Number: 002636
Keywords: electronic media & child develeopment, computer, computer game, social learning, gender
Notes: PsyndexPlus, Book
Research Notes: GS
Translated Title: Mind and Media. The effects of television, computers and video games
Language: eng, ger

Reference Type: Journal Article
Record Number: 140
Author: Greenfield, P. M.
Year: 1994
Title: Video games as cultural artifacts
Journal: Journal of Applied Developmental Psychology
Volume: 15
Issue: 1
Pages: 3-12
Date: Jan-Mar
Short Title: Video games as cultural artifacts
ISSN: 0193-3973
Accession Number: 1994-446-46-001
Label: http://dx.doi.org/10.1016/0193-3973%2894%290003-5
Keywords: video games, development of cognitive skills, development of socialization, development of sex differences in appeal, gender
Abstract: Argues that video games (VGs) are cultural artifacts that both depend on and develop the iconic mode of representation, particularly the dynamic representation of space. It is suggested that, as cultural artifacts, VGs require and develop a particular set of cognitive skills and are a cultural instrument of cognitive socialization. However, VGs have greater appeal to some groups (e.g., boys) than to others. Reasons for the gender differences are discussed. Future study of VGs and their cognitive effects will have to take account of the multimedia and multimodal set of representational tools surrounding the increasingly fertile marriage of TV and the computer.
Notes: PsycINFO, article in Journal of Applied Developmental Psychology Special issue title: Effects of interactive entertainment technologies on development
Research Notes: GS
Language: English

Reference Type: Book Section
Record Number: 65
Author: Greenfield, P. M.; Camaioni, L.; Ercolani, P.; Weiss, L.
Year: 1996
Title: Cognitive socialization by computer games in two cultures: Unductive discovery or mastery of an iconic code?
Book Title: Interacting with video
City: Norwood, NJ
Publisher: Alex Publishing Corp.
Volume: 11
Pages: 141-167
Series Title: Advances in applied developmental psychology
Short Title: Greenfield 1996 - Interacting with video
Original Publication: Journal of Applied Developmental Psychology
Accession Number: 1996-98183-008
Keywords: gender & experience, transfer of inductive discovery skills from action video game to simulation of computer circuitry logic, college students, US vs Italy, reprint, gender, games
Abstract: (from the chapter) [the] process of making observations, formulating hypotheses, and figuring out the rules of governing the behavior of a dynamic represenation [i.e., an interactive video game] through a trial-and-error process is basically the cognitive process of inductive discovery [the process behind scientific thinking] / [if video games could function to train this process they could] provide cognitive socialization for the much needed scientific work of contemporary society to test this idea, the process of inductive discovery in the course of video game mastery was documented / the ultimate goal was to investigate whether video games could function as a method of informal education for the inductive discovery process so fundamental to the scientific method / goal was to investigate whether
discovery skills could transfer from an entertaining action video game to a scientific-technical representation [an animated computer simulation of the logic of computer circuitry] / the study had a cross-cultural aspect as well, involving a comparison between students in Los Angeles and students in Rome, where computer technology is less widespread / [Ss were undergraduate students varying in gender, video game experience, and culture]


Research Notes: GS
Language: English

Reference Type: Electronic Source
Record Number: 34
Author: Greenspan, R.
Year: 2004
Title: Girl gamers grow up
Access Year: 2006
Access Date: 12.7.
Short Title: Girl gamers grow up
Keywords: gender, games, computer
Notes: pdf (kmb)
Access Date: 12.7.

Reference Type: Journal Article
Record Number: 53
Author: Greenwood, D. N.
Year: 2007
Title: Are female Aaction heroes risky role models? Character identification, idealization, and viewer aggression
Journal: Sex Roles
Volume: 57
Pages: 725-732
Short Title: Are female Aaction heroes risky role models? Character identification, idealization, and viewer aggression
Keywords: games, gender, Computer
Abstract: Although research has shown that affinity for aggressive media characters is linked to greater aggressive tendencies, the increasingly prevalent female action hero has received little empirical scrutiny to date. The present study surveyed 85 undergraduate women in Michigan, United States to determine whether identification with and/or idealization (wishful identification) of a favorite female action hero was associated with aggressive tendencies. Results show that behavioral idealization of an action hero was linked to increased self-reported aggressive behaviors and feelings. Behavioral identification (perceived similarity), by contrast, was not significantly associated with behavioral or affective aggression and showed an inverse relationship with relational aggression. Findings highlight the potentially distinct psychological mechanisms and consequences for idealizing vs. identifying with a favorite female action character.
Notes: pdf, im ordner
Reference Type: Book
Record Number: 116
Author: Griffiths, M. D.
Year: 2008
Title: Videogame addiction: Fact or fiction?
City: Nottingham, United Kingdom
Publisher: Blackwell Publishing
Number of Pages: 384
Short Title: Videogame addiction: Fact or fiction?
ISBN: 978-4051-6207-4
Original Publication: Children's learning in a digital world
Accession Number: 2007-09150-004
Keywords: excessive technology, excessive computer gaming, computer games, aggressive games, gender differences, excessive users, platform games, gender
Abstract: (from the introduction) Concerns have been raised about excessive technology use. This chapter by the author provides some compelling discussion on whether excessive computer gaming should be characterized as an addiction. He also suggests that excessive technology use is rare but that males tend to be the most excessive users of computer games. The author notes as well that clear gender differences have been found in the type of games that are played. Boys are more likely than girls to play aggressive games, while girls are more likely than boys to play puzzlers and platform games. The author notes the lack of supported explanations for these differences, and outlines the need for further research.
Notes: PsycINFO, chapter from book "children's learning in a digital world"
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 46
Author: Griffiths, M. D.; Davies, M. N. O.; Chappell, D.
Year: 2004
Title: Demographic factors and playing variables in online computer gaming
Journal: Cyberpsychology & Behavior
Volume: 7
Issue: 4
Pages: 479-487
Short Title: Demographic factors and playing variables in online computer gaming
ISSN: 1094-9313
Accession Number: 915
Keywords: Adolescene, games, personality, gender
Abstract: Despite the growing popularity of online game playing, there has been no primary survey of its players. Therefore, an online questionnaire survey was used to examine basic demographic factors of online computer game players who played the popular online game Everquest (i.e., gender, age, marital status, nationality, education level, occupation). The survey also examined playing frequency (i.e., amount of time spent playing the game a week), playing history (i.e., how long they had been playing the game, who they played the game with, whether they had ever
gender swapped their game character), the favorite and least favorite aspects of playing the game, and what they sacrifice (if anything) to play the game. Results showed that 81% of online game players were male, and that the mean age of players was 27.9 years of age. For many players, the social aspects of the game were the most important factor in playing. A small minority of players appear to play excessively (over 80 h a week), and results suggest that a small minority sacrifice important activities in order to play (e.g., sleep, time with family and/or partner, work, or schooling).

Notes: Aug

Article

Demographic factors and playing variables in online computer gaming
ISI:000223657300013

18

Author Address: Nottingham Trent Univ, Psychol Div, Nottingham NG1 4BU, England. Griffiths, MD, Nottingham Trent Univ, Psychol Div, Burton St, Nottingham NG1 4BU, England. mark.griffiths@ntu.ac.uk

Reference Type: Journal Article
Record Number: 100
Author: Gruesser, S. M.; Thalemann, R.; Griffiths, M. D.
Year: 2007
Title: Excessive computer game playing: Evidence for addiction and aggression?
Journal: CyberPsychology & Behavior
Volume: 10
Issue: 2
Pages: 290-292
Short Title: Excessive computer game playing: Evidence for addiction and aggression?
ISSN: 1094-9313
Original Publication: Exzessives Computerspielen: Evidenz für Sucht und Aggression?
Accession Number: 0198640
Keywords: computer games, excessive gaming, aggressive behavior, prevalence of addictive gamers, gender
Abstract: Computer games have become an ever-increasing part of many adolescents’ day-to-day lives. Coupled with this phenomenon, reports of excessive gaming (computer game playing) denominated as computer/video game addiction have been discussed in the popular press as well as in recent scientific research. The aim of the present study was the investigation of the addictive potential of gaming as well as the relationship between excessive gaming and aggressive attitudes and behavior. A sample comprising 7069 gamers filled in 2 questionnaires online. Data revealed that 11.9% of participants (840 gamers) fulfilled diagnostic criteria of addiction concerning their gaming behavior, while there is only weak evidence for the assumption that aggressive behavior is interrelated with excessive gaming in general. These results contribute to the assumption that also playing games without monetary reward meets criteria of addiction. Hence, an addictive potential of gaming should be taken into consideration regarding prevention and intervention.

Notes: PsyndexPlus, article from Cyberpsychology & Behavior
Research Notes: Wurde ursprünglich geschrieben in der Charité - Universitätsmedizin Berlin, am Institut für Medizinische Psychologie, GS

Language: ger, eng

Reference Type: Journal Article
Record Number: 91
Author: Gubler, H.; Bischof, N.
Year: 1993
Title: Untersuchungen zur Systemanalyse der sozialen Motivation II: Computerspiele als Werkzeug der motivationspsychologischen Grundlagenforschung
Journal: Zeitschrift für Psychologie
Volume: 201
Issue: 3
Pages: 287-315
Short Title: Untersuchungen zur Systemanalyse der sozialen Motivation II: Computerspiele als Werkzeug der motivationspsychologischen Grundlagenforschung

ISSN: 0044-3409
Accession Number: 0079165
Keywords: Motivation, social behavior, computer simulation, systems theory, data collection, simulation games, Motivation, Soziales Verhalten, *Computersimulation, Systemtheorie, *Datensammlung, Simulationsspiele, Methodologie, gender, games


Discusses ways in which modern computer technology can be used in basic research in motivational psychology, and presents a method based on the idea of a spaceship simulator in which subjects experience the adventures of an astronautical voyage. Because the subjects' behavior consists almost exclusively of manipulating cockpit instruments, this setting permits comprehensive, detailed, and chronologically precise data recording. Subsequently, the results can be processed using exploratory data analysis. It is shown that this method yields data on a level which meets the prerequisites for an empirical validation of the systems model presented by N. Bischof in the previous article in this series (Zeitschrift fuer Psychologie, 1993, Vol 201(1)). (Journal/M.K. - ZPID)

Notes: Psyndexplus, Artikel aus Zeitschrift für Psychologie
Research Notes: GS
Language: ger, eng

Reference Type: Journal Article
Record Number: 47
Author: Haninger, K.; Thompson, K. M.
Year: 2004
Title: Content and ratings of teen-rated video games
Journal: Jama-Journal of the American Medical Association
Volume: 291
Issue: 7
Pages: 856-865
Short Title: Content and ratings of teen-rated video games
ISSN: 0098-7484
Accession Number: 987
Keywords: Aggressive-behavior, women, media, personality, adolescence, violence, gender, games

Abstract: Context Children’s exposure to violence, blood, sexual themes, profanity, substances, and gambling in the media remains a source of public health concern. However, content in video games played by older children and adolescents has not been quantified or compared with the rating information provided to consumers by the Entertainment Software Rating Board (ESRB). Objectives To quantify and characterize the content in video games rated T (for "Teen") and to measure the agreement between the content observed in game play and the ESRB-assigned content descriptors displayed on the game box. Design and Setting We created a database of all 396 T-rated video game titles released on the major video game consoles in the United States by April 1, 2001, to identify the distribution of games by genre and to characterize the distribution of ESRB-assigned content descriptors. We randomly sampled 80 video game titles (which included 81 games because 1 title included 2 separate games), played each game for at least 1 hour, quantitatively assessed the content, and compared the content we observed with the content descriptors assigned by the ESRB. Main Outcome Measures Depictions of violence, blood, sexual themes, gambling, and alcohol, tobacco, or other drugs; whether injuring or killing characters is rewarded or is required to advance in the game; characterization of gender associated with sexual themes; and use of profanity in dialogue, lyrics, or gestures. Results Analysis of all content descriptors assigned to the 396 T-rated video game titles showed 373 (94%) received content descriptors for violence, 102 (26%) for blood, 60 (15%) for sexual themes, 57 (14%) for profanity, 26 (7%) for comic mischief, 6 (2%) for substances, and none for gambling. In the random sample of 81 games we played, we found that 79 (98%) involved intentional violence for an average of 36% of game play, 73 (90%) rewarded or required the player to injure characters, 56 (69%) rewarded or required the player to kill, 34 (42%) depicted blood, 22 (27%) depicted sexual themes, 22 (27%) contained profanity, 12 (15%) depicted substances, and 1 (1%) involved gambling. Our observations of 81 games match the ESRB content descriptors for violence in 77 games (95%), for blood in 22 (27%), for sexual themes in 16 (20%), for profanity in 14 (17%), and for substances in 1 (1%). Games were significantly more likely to depict females partially nude or engaged in sexual behaviors than males. Overall, we identified 51 observations of content that could warrant a content descriptor in 39 games (48%) in which the ESRB had not assigned a content descriptor. We found that the ESRB assigned 7 content descriptors for 7 games.
(9%) in which we did not observe the content indicated within 1 hour of game play. Conclusions Content analysis suggests a significant amount of content in T-rated video games that might surprise adolescent players and their parents given the presence of this content in games without ESRB content descriptors. Physicians and parents should be aware that popular T-rated video games may be a source of exposure to a wide range of unexpected content.

Notes: Feb
Article
Content and ratings of teen-rated video games
ISI:000189000400024
9

Author Address: Harvard Univ, Sch Publ Hlth, Kids Risk Project, Boston, MA 02115 USA. Childrens Hosp, Ctr Media & Child Hlth, Boston, MA 02115 USA. Thompson, KM, Harvard Univ, Sch Publ Hlth, Kids Risk Project, 677 Huntington Ave, Boston, MA 02115 USA. kimt@hsph.harvard.edu

Reference Type: Journal Article
Record Number: 181
Author: Harder, B.
Year: 2002
Title: In nomine satanis. Are fantasy role playing and computer games leading to magic and occultism?
Journal: Skeptiker
Volume: 15
Issue: 2
Pages: 80-82
Short Title: In nomine satanis. Are fantasy role playing and computer games leading to magic and occultism?
ISSN: 0936-9244
Accession Number: 0156863
Keywords: potential seductive role of fantasy role playing & computer games for adolescents, danger of magic & occultism, games, gender
Notes: PsycINFO, article in Skeptiker
Research Notes: GS
Language: German

Reference Type: Journal Article
Record Number: 7
Author: Hartmann, T.; Klimmt, C.
Year: 2006
Title: Gender and computer games: Exploring females' dislikes
Journal: Journal of Computer-Mediated Communication
Volume: 11
Issue: 4
Pages: 910-931
Short Title: Gender and computer games: Exploring females' dislikes
ISSN: Electronic 1083-6101
Accession Number: 2006-13328-002
Label: http://dx.doi.org/10.1111/j.1083-6101.2006.00301.x
Keywords: Games, Gender, females dislikes, social interaction, violent content, gender role stereotyping
Notes: Kopie
Research Notes: Eintrag ergänzt, GS
Author Address: Hartmann, Tilo: Annenberg School for Communication, University of Southern California, Los Angeles, 3502 Watt Way, Los Angeles, CA, US, 90089
Language: eng

Reference Type: Book Section
Record Number: 200
Author: Hartmann, T.; Klimmt, C.
Year: 2006
Title: The influence of personality factors on computer game choice
Book Title: Playing video games. Motives, responses, and consequences
City: Mahwah
Publisher: Erlbaum
Pages: 115-131
Short Title: The influence of personality factors on computer game choice
ISBN: 0-8058-5322-7
Accession Number: 0192663
Keywords: gender, computer, games, empirical studies
Abstract: role of personality in computer game choice; definitions; review of empirical studies to date; action & aggressive & competitive tendencies; challenge & achievement motivations; fantasy & escape preferences; frustration tolerance; specific skills & efficacy beliefs; suggestion for systematic conceptual framework
Notes: Psyndex Plus, chapter in Playin video games
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 109
Author: Hayes, E.
Year: 2008
Title: Game content creation and it proficiency: An exploratory study
Journal: Computers & Education
Volume: 51
Issue: 1
Abstract: Computer and video gaming are often considered to be potential routes to the development of aptitude and interest in using other forms of information technology (IT). The purpose of this exploratory study was to determine the extent to which young people who play games engage in related IT practices, such as creating and sharing content or creating fan sites. Additional goals were to identify differences in such practices according to grade level, gender, and access to IT-related resources in the home, as well as to explore relationships between engagement in game-related practices and perceived proficiency in general computer-related skills. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: Peer Reviewed Journal

References.

Hayes, Elisabeth: Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, WI, US

Research Notes: GS

Author Address: Hayes, Elisabeth: erhayes@wisc.edu

Hayes, Elisabeth: Department of Curriculum and Instruction, University of Wisconsin-Madison, 225 N. Mills Street, Madison, WI, US, 53706, erhayes@wisc.edu

Language: English

Reference Type: Journal Article

Record Number: 75

Author: Haynes, L. C.

Year: 2000

Title: Gender differences in the use of a computer-based mathematics game: Strategies, motivation, and beliefs about mathematics and computers

Journal: Dissertation Abstracts International

Volume: 60

Issue: 9-A

Pages: pp. 3328

Type of Article: Dissertation Abstracts

Short Title: Gender differences in the use of a computer-based mathematics game: Strategies, motivation, and beliefs about mathematics and computers

ISSN: 0419-4209

Accession Number: 200-95005-012

Keywords: gender, computer games, learning strategies, mathematics

Abstract: The purpose of this study was to compare high school level mates and females in their game-playing and learning strategies, motivation to use a computer-based mathematics game, beliefs about mathematics and computers, and
mathematics performance. Participants included five ninth-grade classes enrolled in Algebra I. All participants played a computer-based game to review previously learned algebra topics. Participants completed the Fennema-Sherman Mathematics Attitudes Scales (Fennema & Sherman, 1976), the Computer Attitude Scale (Shashaani, 1993), and the Visualization in Two-Dimensions Test (Flanagan, Davis, Dailey, Shaycoft, Orr, Goldberg, & Neyman, 1964). The attitude scales indicated that males were more likely than females to stereotype both mathematics and computers as male domains. Following the use of the computer-based game, males showed increased beliefs for stereotyping mathematics as a male domain. The beliefs for stereotyping computers as a male domain did not change after using the game. Mathematics performance was measured by an algebra pretest, an immediate posttest, and a delayed posttest. No differences resulted between males and females for their algebra performance. After the treatment period, the students completed the Motivational Gaming Scale (Dempsey, Lucassen, Haynes, & Casey, 1997). Qualitative data were collected to analyze the students' strategies and reasons for motivation. The students participated in focus group interviews, wrote daily journals, and wrote a personal letter to a friend. Females gave more evidence of using metacognitive, cognitive and cooperative strategies. Males gave more reports that they did not have a specified strategy. Both males and females indicated their strategy was to challenge themselves. Females showed higher motivation through relevance. Males were more highly motivated by challenge in terms of self-esteem. Both males and females indicated they were motivated by success opportunities. This study shows that males and females are both interested in the use of a computer-based mathematics game, although they take a different approach and have different reasons to engage in the game. Implications are offered for the design of computer-based instructional games.

Notes: PsycINFO, Dissertation Abstract
Research Notes: GS
Language: eng

Reference Type: Journal Article
Record Number: 190
Author: Heidrich, J.-J.
Year: 1990
Title: Faszination und Gefahren von Computerspielen
Journal: Pädagogik
Volume: 42
Issue: 4
Pages: 40-44
Short Title: Faszination und Gefahren von Computerspielen
ISSN: 0043-3446
Accession Number: 0049008
Keywords: fascination of computer games, historical aspects, dangers of violent computer games, educational consequences, gender
verbotenen Nazi-Spiele fuer Computer genannt, die die Jugendlichen trotz aller Verbote erhalten. Abschliessend werden Eltern und Lehrer aufgefordert, mit den Kindern ueber das Thema "menschenverachtende, brutale Computerspiele" im Gespraech zu bleiben.

Notes: Psyndex Plus, article in Pädagogik
Author Address: Friedrichsruher Str. 42, 1000 Berlin 41 (D), Germany
Language: German

Reference Type: Journal Article
Record Number: 69
Author: Herring, S.; Martinson, A.
Year: 2004
Title: Assessing gender authenticity in computer-mediated language use: Evidence from an identity game
Journal: Journal of Language and Social Psychology
Volume: 23
Issue: 4
Pages: 424-446
Short Title: Assessing gender authenticity in computer-mediated language use: Evidence from an identity game
ISSN: Print 0261-927X
Accession Number: 2004-20739-003
Label: http://dx.doi.org/10.1177/0261927X04269586
Keywords: gender authenticity, computer mediated communication, chat environment, gender identity, linguistic styles, signal cost, gender
Abstract: Although a substantial body of research exists on gender differences in computer-mediated communication, relatively little empirical attention has been directed toward how people perform a different gender online, or to what behavioral cues other participants attend in assessing others' real-life gender. This study analyzes deceptive gender performances and assessments of their authenticity in The Turing Game, a publicly available synchronous text chat environment that supports spontaneous identity games. Content analysis of game logs shows that contestants produce stereotypical content when attempting to pass as the opposite gender, as well as giving off stylistic cues to their real-life gender. However, contrary to previous evidence that people judge online gender authenticity on the basis of linguistic styles, the judges in The Turing Game base their assessments mostly on stereotyped content, leading to a high rate of error. These findings are interpreted in terms of signal costs and conscious accessibility of cues.
Notes: PsycINFO, article in Journal of Language and Social Psychology
Research Notes: GS
Author Address: Herring, Susan C.: Indiana University, IN, US
Language: English

Reference Type: Book
Record Number: 194
Author: Herzberg, I.
Year: 1987
Title: Kinder - Computer - Telespiele
City: München

Notes: Psyndex Plus, Book

Language: German

Reference Type: Journal Article
Record Number: 191
Author: Hirsig, R.; de With, E.
Year: 1991
Title: Interaktives Computerspiel - Neues Instrument fuer die Psychodiagnostik
Journal: Psychoscope
Volume: 12
Issue: 10
Pages: 12-14
Short Title: Interaktives Computerspiel - Neues Instrument fuer die Psychodiagnostik
ISSN: 1013-5987

Relevanz des Instrumentes für Einzel-Assessments und Personalschulungsseminare sowie die hohe Akzeptanz bei den Probanden.

Notes: Psyndex Plus, article in Psychoscope

Research Notes: GS

Language: German

Reference Type: Journal Article
Record Number: 83
Author: Ho, Samuel M. Y.; Lee, Tatia M. C.
Year: 2001
Title: Computer usage and its relationship with adolescent lifestyle in Hong Kong
Journal: Journal of Adolescent Health Care
Volume: 29
Issue: 4
Pages: 258-266
Date: Oct
Short Title: Computer usage and its relationship with adolescent lifestyle in Hong Kong
ISSN: 1054-139X
Accession Number: 2001-18927-003
Label: http://dx.doi.org/10.1016/S1054-139X(01)00261-0
Keywords: patterns of computer usage, time spent on computer, social & physical lifestyle, social support, secondary school students, gender differences, homework, computer games, Internet, communication, gender
Abstract: Determined patterns of computer usage (CU) among adolescents in Hong Kong and examined whether CU is associated with less physical activity and social support. 2,110 secondary school students (52% boys and 48% girls; equivalent of US grades 7, 9, and 11) completed a set of questionnaires to measure their CU and social and physical lifestyle. Mean age of the respondents was 14.16 yrs. CU was assessed by asking Ss to indicate how much time (in mins) they spent on the computer each day for doing homework assignments, playing computer games, "surfing" the Internet, and communicating with others. Boys who used computers for doing homework, "surfing" the Internet, and communicating with others engaged in more social and physical activities than others. Boys who used computers to play games tended to be more socially and behaviorally inactive. For girls, patterns of CU were not related to lifestyle. It is concluded that computer users tend to engage in social and physical activities more frequently and have higher social support than nonusers. Patterns of CU, rather than amount of usage, are related to lifestyle and this relationship is moderated by gender.

Notes: PsycINFO, Article in Journal of Adolescent Health Care

Research Notes: GS

Author Address: Ho, Samuel M. Y.: munyin@hkucc.hku.hk

Language: eng

Reference Type: Journal Article
Record Number: 67
Author: Hoeft, F.; Watson, C. L.; Kesler, R.; Bettinger, K. E.; Reiss, A. L.
Year: 2008
Title: Gender differences in the mesocorticolimbic system during computer game play
Journal: Journal of Psychiatric Research
Volume: 42
Issue: 4
Pages: 253-258
Short Title: Gender differences in the mesocorticolimbic system during computer game play
ISSN: Print 0022-3956
Accession Number: 2008-01874-001
Label: http://dx.doi.org/10.1016/j.jpsychires.2007.11.010
Keywords: gender differences, mesocorticolimbic system, computer game play, neural processes, games, gender
Abstract: Little is known about the underlying neural processes of playing computer video games, despite the high prevalence of its gaming behavior, especially in males. In a functional magnetic resonance imaging study contrasting a space-infringement game with a control task, males showed greater activation and functional connectivity compared to females in the mesocorticolimbic system. These findings may be attributable to higher motivational states in males, as well as gender differences in reward prediction, learning reward values and cognitive state during computer video games. These gender differences may help explain why males are more attracted to, and more likely to become "hooked" on video games than females.
Notes: PsycINFO, article in journal of Psychiatric Research
Research Notes: GS
Author Address: Reiss, Allan L.: Center for Interdisciplinary Brain Sciences Research (CIBSR), Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, 401 Quarry Road, Stanford, CA, US, 94305-5795, reiss@stanford.edu
Language: eng

Reference Type: Journal Article
Record Number: 118
Author: Hussain, Z.; Griffiths, M. D.
Year: 2008
Title: Gender swapping and socializing in cyberspace: An exploratory study
Journal: CyberPsychology & Behavior
Volume: 11
Issue: 1
Pages: 47-53
Date: Feb
Short Title: Gender swapping and socializing in cyberspace: An exploratory study
ISSN: 1094-9313
Accession Number: 2008-02362-007
Label: http://dx.doi.org/10.1089/cpb.2007.0020
Keywords: gender swapping, socializing, cyberspace, social attributes, massively multiplayer, online role-playing games, online computer-gaming, games, gender
Abstract: Massively multiplayer online role-playing games (MMORPGs) are one of the most interesting innovations in the area of online computer gaming. Given the
relative lack of research in the area, the main aims of the study were to examine (a) the impact of online gaming (e.g., typical playing behavior) in the lives of online gamers, (b) the effect of online socializing in the lives of gamers, and (c) why people engage in gender swapping. A self-selecting sample of 119 online gamers ranging from 18 to 69 years of age (M = 28.5 years) completed a questionnaire. The results showed that just over one in five gamers (21%) said they preferred socializing online to offline. Significantly more male gamers than female gamers said that they found it easier to converse online than offline. It was also found that 57% of gamers had engaged in gender swapping, and it is suggested that the online female persona has a number of positive social attributes in a male-oriented environment.

Notes: PsycInFO, article in CyberPsychology & Behavior

Research Notes: GS

Author Address: Hussain, Zaheer: zaheer.hussain@ntu.ac.uk

Language: English

Reference Type: Journal Article

Record Number: 35


Year: 1994

Title: We Have Never-Forgetful Flowers In Our Garden: Girls Responses To Electronic Games.

Journal: Journal of Computers in Mathematics and Science Teaching

Volume: 13

Issue: 4

Pages: 383-403

Short Title: We Have Never-Forgetful Flowers In Our Garden: Girls Responses To Electronic Games.

Keywords: gender, computer, games

Abstract: Electronic Games for Education in Math and Science (E-GEMS) is a large-scale research project designed to increase the proportion of children who enjoy learning and mastering mathematical concepts through the use of electronic games. This paper describes one piece of research that examines how girls interact within an electronic games environment. Three interrelated questions are addressed in this paper: What interest do girls show in electronic games when the games are presented in an informal learning environment? How do girls play and watch others play? How does the presence of others in the immediate vicinity influence the ways that girls play? The research described was conducted at an interactive science museum, Science World BC, during the summer of 1993. Children were observed while they played with various electronic games, both video and computer. In addition, interviews were conducted with the children and timed samplings were recorded. Our observations and interviews show that girls have an interest in electronic games and enjoy playing. Girls were particularly interested when given the opportunity to socially interact with others. In addition, they indicated a preference for playing on computers over video game systems.

Notes: pdf (kmb)

Research Notes: Ergänzt, GS

Reference Type: Journal Article
Record Number: 32
Author: Ivory, J. D.
Year: 2006
Title: Still a man's game: Gender representation in online reviews of video games
Journal: Mass Communication & Society
Volume: 9
Issue: 1
Pages: 103-114
Short Title: Still a man's game: Gender representation in online reviews of video games
Keywords: Games, gender, computer
Notes: print

Reference Type: Journal Article
Record Number: 6
Author: Jansz, J.; Martis, R.G.
Year: 2007
Title: The Lara phenomenon: Powerful female characters in video games
Journal: Sex Roles
Volume: 56
Pages: 141-148
Short Title: The Lara phenomenon: Powerful female characters in video games
Keywords: Games, Avatars, Gender
Abstract: The content of games is an understudied area in social scientific research about video games. The purpose of the present study is to contribute to the understanding of the portrayal of gender and race in games. Previous research on game content has revealed that stereotypical masculine characters dominate video games and that those characters are generally White. Nowadays, quite a few video games have women in leading parts; Tomb Raider’s Lara Croft is the prototypical example. In our study we investigated the so-called 'Lara phenomenon,' that is, the appearance of a competent female character in a dominant position. We also studied the portrayal of men and the race of both male and female characters. We did a content analysis on the introductory films of 12 contemporary video games. Our results show that female characters appeared as often in leading parts as male characters did. They were portrayed with a sexualized emphasis on female features. Most game characters belonged to the dominant White race, the heroes exclusively so.
Notes: PDF, Kopie
Link to PDF: file:///C:/Dokumente%20und%20Einstellungen/Leonard%20Reinecke Eigene%20Dateien/Literatur%20allgemein/Janzs_2007_the_lara_phenomenon.pdf

Reference Type: Journal Article
Record Number: 215
Author: Jansz, J.; Martis, R. G.
Year: 2007
Title: The Lara phenomenon: Powerful female characters in video games
Journal: Sex Roles
Volume: 56
Issue: 3-4
Pages: 141-148
Date: Feb
Short Title: The Lara phenomenon: Powerful female characters in video games
ISSN: 0360-0025
Accession Number: 2007-07611-002
Label: http://dx.doi.org/10.1007/s11199-006-9158-0
Keywords: powerful female characters, video games, gender role, race, computer, gender
Abstract: The content of games is an understudied area in social scientific research about video games. The purpose of the present study is to contribute to the understanding of the portrayal of gender and race in games. Previous research on game content has revealed that stereotypical masculine characters dominate video games and that those characters are generally White. Nowadays, quite a few video games have women in leading parts; Tomb Raider's Lara Croft is the prototypical example. In our study we investigated the so-called 'Lara phenomenon,' that is, the appearance of a competent female character in a dominant position. We also studied the portrayal of men and the race of both male and female characters. We did a content analysis on the introductory films of 12 contemporary video games. Our results show that female characters appeared as often in leading parts as male characters did. They were portrayed with a sexualized emphasis on female features. Most game characters belonged to the dominant White race, the heroes exclusively so.
Notes: PsycINFO, article in Sex Roles
Research Notes: GS
Author Address: Jansz, Jeroen: Amsterdam School of Communications Research, University of Amsterdam, Kloveniersburgwal 48, Amsterdam, Netherlands, 1012 CX, j.jansz@uva.n
Language: English

Reference Type: Book Section
Record Number: 25
Author: Jenkins, H
Year: 2000
Title: "Complete freedom of movement": Video games as gendered play spaces
Editor: Cassell, J; Jenkins, H
Book Title: From Barbie to Mortal Kombat: Gender and computer games
City: Cambridge, MA, London, GB
Publisher: MIT Press
Pages: 262-297
Short Title: "Complete freedom of movement": Video games as gendered play spaces
Keywords: games, gender, Computer
Notes: print
Reference Type: Journal Article
Record Number: 172
Author: Jones, Rachel
Year: 2008
Title: Soap opera video on handheld computers to reduce young urban women's HIV sex risk
Journal: AIDS and Behavior
Volume: 12
Issue: 6
Pages: 876-884
Date: Nov
Type of Article: Journal; Peer Reviewed Journal
Short Title: Soap opera video on handheld computers to reduce young urban women's HIV sex risk
ISSN: Print 1090-7165 1573-3254 Springer Electronic, Print Electronic
Electronic Resource Number: http://dx.doi.org/10.1007/s10461-008-9416-y
Accession Number: 2008-14852-006
Keywords: soap opera video, handheld computers, young urban women, HIV, sex risk, evaluation, health promotion, games, gender
Abstract: The purpose of this study was to develop a soap opera video, A Story about Toni, Mike, and Valerie, designed to communicate HIV risk reduction themes. The study evaluated viewing the video and responding to audio computer assisted self-interview (ACASI) on a handheld computer. The sample was 76 predominately African American women, aged 18-29, in sexual relationships with men. Data were collected in urban neighborhoods in the northeastern United States. A pretest-posttest control group design with systematic assignment indicated statistically significant reduction in expectations to engage in unprotected sex in the experimental group. The handheld computer was found to be acceptable to view the near feature length video and complete ACASI. To date, no study has reported on use of video and ACASI on a handheld device to reduce HIV risk. The significance is the potential to stream health promotion videos to personal devices, such as cell phones. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)
Notes: PsycINFO, article in AIDS and Behavior
Research Notes: GS
Author Address: Jones, Rachel: racjones@rutgers.edu
Jones, Rachel: College of Nursing, Rutgers, State University of New Jersey, Ackerson Hall, 180 University Ave, Newark, NJ, US, 07102, racjones@rutgers.edu
Language: English

Reference Type: Book Section
Record Number: 27
Author: Kafai, Y. B.
Year: 1996
Title: Gender differences in children's constructions of video games
Editor: Greenfield, P.M.; Cocking, R. R.
Book Title: Interacting with video
City: Norwood, NJ
Publisher: Ablex Publishing Corporation
Pages: 39-66
Short Title: Gender differences in children's constructions of video games
Keywords: Games, gender, computer
Notes: print
Research Notes: Ergänzt, GS

Reference Type: Book Section
Record Number: 26
Author: Kafai, Y. B.
Year: 2000
Title: Video game designs by girls and boys: Variability and consistency of gender differences
Editor: Cassell, J; Jenkins, H
Book Title: From Barbie to Mortal Kombat: gender and computer games
City: Cambridge, MA, London, GB
Publisher: MIT Press
Pages: 90-114
Short Title: Video game designs by girls and boys: Variability and consistency of gender differences
Keywords: Games, gender
Notes: print
Research Notes: Ergänzt, GS

Reference Type: Book
Record Number: 57
Author: Kafai, Yasmin B.
Year: 2008
Title: Beyond Barbie® and Mortal Kombat: New perspectives on gender and gaming
City: Cambridge, Massachusetts
Publisher: MIT Press
Number of Pages: 371
Short Title: Kafai 2008 - Beyond Barbie® and Mortal Kombat
Keywords: Video games; Social aspects; Video games industry, Videospielemarkt, Geschlechtsunterschied, Aufsatzsammlung, gender, Videospiel, Frau, Geschlechterrolle
Notes: GBV
Research Notes: GS
Language: eng

Reference Type: Edited Book
Record Number: 74
Editor: Kaminski, W.; Lorber, M.
Year: 2006
Title: Clash of realities.
Computerspiele und soziale Wirklichkeit.
Clash of realities.
Computer games and social reality

Series Editor: Kaminski, W.; Lorber, M.
City: München
Publisher: Kopaed
Number of Pages: 253
Short Title: Clash of realities.
Computerspiele und soziale Wirklichkeit.
Clash of realities.
Computer games and social reality
ISBN: 978-3-938028-44-5
Accession Number: 0189951
Keywords: computer games, social reality, virtual vs. real worlds, computer games from perspectives of psychobiology & communication science & game theory & culture theory & psychology & sociology & education, gender


Notes: PsycINFO, edited Book
Research Notes: GS
Translated Title: Computerspiele und soziale Wirklichkeit
Language: English, German

Reference Type: Journal Article
Record Number: 63
Author: Kassis, W.; Steiner, O.
Abstract: This study intends to ascertain characteristics of girls extensively using violent computer games. Girls who extensively use violent computer games are mostly underrepresented in samples, so that their corresponding data cannot be analyzed in a quantifiable empirical way. Correspondence analysis provides a resort in a mathematical solution. This method of evaluation and its benefits for analysis in the field of quantitative and qualitative research is tested in this study. Based on correspondence analysis, we found out that girls who consume violent computer games to a large extent were rather prone to condoning violence while being less accepted in their peer groups. At the same time they were less accepted by their teachers as well as less looked after by their parents concerning coping processes that are necessary in the development of their youth. It becomes evident that these girls are not consuming a typical 'medium for boys' in a way of a positive undoing gender, but this rather represents a specific problem area in their life style.

Entwicklungsaufgaben des Jugendalters begleitet. Damit zeigt sich, dass fuer diese Maedchen der Konsum eines typischen "Jungenmediums" nicht die Form eines positiven "undoing gender" beinhaltet, sondern eine spezifische Problemlage ihrer Lebenswelt darstellt. (Zeitschrift/Pe.K. - ZPID)  

Notes: PsycINFO, article in Zeitschrift für Medienpsychologie  

Author Address: Kassis, Wassilis, Theaterstrasse 22, Basel, Switzerland, 4051, wassilis.kassis@unibas.ch  

Translated Title: Persönlichkeitsmerkmale und sozialer Erfahrung von Mädchen die extensiv gewaltdarstellende Computerspiele nutzen: Ein korrespondenzanalytischer Zugang  

Language: German, english

Reference Type: Journal Article  
Record Number: 108  
Author: Katz, R.; Amichai-Hamburger, Y.; Manisterski, E.; Kraus, S.  
Year: 2008  
Title: Different orientations of males and females in computer-mediated negotiations  
Journal: Computers in Human Behavior  
Volume: 24  
Issue: 2  
Pages: 516-534  
Date: Mar  
Type of Article: Peer Reviewed Journal  
Short Title: Different orientations of males and females in computer-mediated negotiations  
ISSN: Print 0747-5632  
Electronic Resource Number: http://dx.doi.org/10.1016/j.chb.2007.02.008  
Accession Number: 2008-01006-028  
Keywords: gender differences, computer-mediated negotiations, bargaining, Group & Interpersonal Processes, games, gender  
Abstract: This paper examines the existence of gender differences in computer mediated (CM) negotiations where "gender differences" refers to the differential patterns of behavior of males and females proposed by Rubin and Brown (Rubin, J. Z., & Brown, B. R. (1975). Bargainers as individuals. In The social psychology of bargaining and negotiation (pp. 157-196). New York: Academic Press). Namely, males are more profit oriented and females are more relationship oriented. External manipulations encouraging cooperativeness with other negotiators either by profitable or social incentives were inserted in the negotiations performed within the Colored Trails (CT) game framework. The negotiators included 27 females and 33 males who negotiated in foursomes via computers. In the first study we focused on independent negotiators whose success was not crucially dependent on the other party. In the second study negotiators were dependent upon one another, encouraging integrative solutions. The findings reveal that the social incentive (team factor) positively affected the females' cooperativeness in contrast to males who were slightly less cooperative. On the other hand, profitable incentive influenced the males' cooperativeness level, while no change was shown by females, which is consistent with Rubin and Brown's distinction. These tendencies were reduced when playing with a non-reciprocal simulated agent. The causes for gender
differences in CM as well as in face-to-face (FTF) negotiations are discussed.

(PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: Peer Reviewed Journal

Research Notes: GS

Author Address: Katz, Ron: katz@biu.013.net.il
Katz, Ron: Gonda Brain Research Center, Bar-Ilan University, Ramat-Gan, Israel, 52900, katz@biu.013.net.il

Language: English

Reference Type: Journal Article

Record Number: 77

Author: Kennelly, A.; Fantino, E.

Year: 2007

Title: The sharing game: Fairness in resource allocation as a function of incentive, gender, and recipient types

Journal: Society for Judgment and Decision Making

Volume: 2

Issue: 3

Pages: 204-216

Short Title: The sharing game: Fairness in resource allocation as a function of incentive, gender, and recipient types

ISSN: 1930-2975

Accession Number: 2007-11315-004

Keywords: sharing game, fairness, gender, games, decision making

Abstract: Economic games involving allocation of resources have been a useful tool for the study of decision making for both psychologists and economists. In two experiments involving a repeated-trials game over twenty opportunities, undergraduates made choices to distribute resources between themselves and an unseen, passive other either optimally (for themselves) but non-competitively, equally but non-optimally, or least optimally but competitively. Surprisingly, whether participants were told that the anonymous other was another student or a computer did not matter. Using such terms as "game" and "player" in the course of the session was associated with an increased frequency of competitive behavior. Males were more optimal than females: a gender-by-incentive interaction was found in the first experiment. In agreement with prior research, participants whose resources were backed by monetary incentive acted the most optimally. Overall, equality was the modal strategy employed, although it is clear that motivational context affects the allocation of resources.

Notes: PsycINFO, article from Society for Judgment and Decision Making

Research Notes: GS

Language: eng

Reference Type: Journal Article

Record Number: 14

Author: King, W. C.; Miles, E. W.; Kniska, J.

Year: 1991

Title: Boys will be boys (and girls will be girls): The attribution of gender role stereotypes in a gaming situation

Journal: Sex Roles
Volume: 25  
Issue: 11-12  
Pages: 607-623  
Short Title: Boys will be boys (and girls will be girls): The attribution of gender role stereotypes in a gaming situation  
Keywords: gender stereotyping sex role, games, gender  
Abstract: Tested 1 hypothesis concerning the attribution of gender role stereotypes about competitive behavior and 3 hypotheses concerning differences in attribution of sex between males and females. A Prisoner's Dilemma Game setting exposed 48 male and 59 female undergraduates to 1 of 3 conditions (competitive, cooperative, or tit-for-tat) to measure attribution of sex to an unknown confederate. Analysis revealed significant differences in the attribution of sex to the anonymous confederate between the competitive and the combined cooperative and tit-for-tat groups. In the competitive condition, Ss were more prone to think that the anonymous confederate was male than were Ss in the cooperative and tit-for-tat condition. Findings support the gender role stereotype that associates competitive behavior with masculinity. (PsycINFO Database Record (c) 2006 APA, all rights reserved)  
Notes: Journal; Peer-Reviewed-Journal; Empirical-Study  
English, pdf  

Reference Type: Journal Article  
Record Number: 187  
Author: Klimmt, C.  
Year: 2001  
Title: Computer-Spiel: Interaktive Unterhaltungsangebote als Synthese aus Medium und Spielzeug  
Journal: Zeitschrift für Medienpsychologie  
Volume: 13  
Issue: 1  
Pages: 22-32  
Short Title: Computer-Spiel: Interaktive Unterhaltungsangebote als Synthese aus Medium und Spielzeug  
ISSN: 1617-6383  
Accession Number: 0145972  
Keywords: computer game playing; determinants of fun experienced during computer games & interactivity & playing process, games, gender  
Notes: Psyndex Plus, article in Zeitschrift für Medienpsychologie  
Research Notes: GS  
Language: German
Literaturdatenbank Gender & Games.enl

**Reference Type**: Book Section  
**Record Number**: 98  
**Author**: Klimmt, C.  
**Year**: 2004  
**Title**: Computer und Videospiele  
**Book Title**: Lehrbuch der Medienpsychologie  
**City**: Goettingen  
**Publisher**: Hogrefe  
**Pages**: 695-716  
**Short Title**: Computer und Videospiele  
**ISBN**: 3-8017-1489-6  
**Accession Number**: 016385  
**Keywords**: computer games, video games, gender differences, effects of violent games on behavior, gender  
**Notes**: PsyndexPlus, chapter from Lehrbuch für Medienpsychologie  
**Research Notes**: GS  
**Language**: ger

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**Reference Type**: Book Section  
**Record Number**: 102  
**Author**: Klimmt, C.; Hartmann, T.  
**Year**: 2006  
**Title**: Effectance, self-efficacy, and the motivation to play video games  
**Editor**: Vorderer, P.; Bryant, J.  
**Book Title**: Playing video games, Motives, responses, and consequences  
**City**: Mahwah  
**Publisher**: Erlbaum  
**Pages**: 133-145  
**Short Title**: Effectance, self-efficacy, and the motivation to play video games
Abstract: Discusses two action-related concepts that may be useful in explaining selective exposure to and user activity in computer games. After outlining the relationship between selection intentions and anticipated playing experiences in computer game playing, the functions of effectance motivation and self-efficacy within computer game theory are explained. R. W. White's (1959) concept of effectance motivation helps explain the benefit of interactivity in computer games: that game play results in the enjoyment of causing change in the environment. Moreover, A. Bandura's (1977) concept of self-efficacy is considered to help explain how mastery experiences are the basis for game enjoyment and the efficacy-based playing motivation. It is concluded that both effectance motivation and self-efficacy contribute significantly to the motivation to play computer games.

Notes: PsyndexPlus, chapter 5 from "Playing video games .."

Research Notes: GS

Author Address: Klimmt, Christoph: christoph.klimmt@ijk.hmt-hannover.de

Language: eng
URL: http://www.hogrefe.de/zmp
Language: ger

Reference Type: Journal Article
Record Number: 189
Author: Klimmt, C.; Trepte, S.
Year: 2003
Title: Theoretisch-methodische Desiderata der medienpsychologischen Forschung über die aggressionsfordernde Wirkung gewalthaltiger Computer- und Videospiele
Journal: Zeitschrift für Medienpsychologie
Volume: 15
Issue: 4
Pages: 114-121
Short Title: Theoretisch-methodische Desiderata der medienpsychologischen Forschung über die aggressionsfordernde Wirkung gewalthaltiger Computer- und Videospiele
ISSN: 1617-6383
Accession Number: 0165528
Keywords: theoretical & methodological shortcomings in & perspectives of media psychology research about effects of violent video games & computer games on aggression, games, computer, gender
Notes: Psyndex Plus, article in Zeitschrift für Medienpsychologie
Research Notes: GS
Author Address: Klimmt, Christoph: christoph.klimmt@ijk.hmt-hannover.de
Language: German

Reference Type: Journal Article
Record Number: 171
Author: Koch, Sabine C.; Muller, Stephanie M.; Sieverding, Monika
Year: 2008
Title: Women and computers. Effects of stereotype threat on attribution of failure
Journal: Computers & Education
Volume: 51
Issue: 4
Pages: 1795-1803
Date: Dec
Type of Article: Journal; Peer Reviewed Journal
Short Title: Women and computers. Effects of stereotype threat on attribution of failure
Perspective: This study investigated whether stereotype threat can influence women's attributions of failure in a computer task. Male and female college-age students (n = 86, 16-21 years old) from Germany were asked to work on a computer task and were hinted beforehand that in this task, either (a) men usually perform better than women do (negative threat condition), or (b) women usually perform better than men do (positive condition), or (c) they received no threat or gender-related information (control group). The final part of the task was prepared to provide an experience of failure: due to a faulty USB-memory stick, completion of the task was not possible. Results suggest a stereotype threat effect on women's attribution of failure: in the negative threat condition, women attributed the failure more internally (to their own inability), and men more externally (to the faulty technical equipment). In the positive and control conditions, no significant gender differences in attribution emerged. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in Computers and Education

Research Notes: GS

Author Address: Koch, Sabine C.: sabine.koch@urz.uni-heidelberg.de
Koch, Sabine C.: University of Heidelberg, Department of Psychology, Hauptstrasse 47-51, Heidelberg, Germany, 69117, sabine.koch@urz.uni-heidelberg.de

Language: English

Reference Type: Journal Article

Record Number: 123

Author: Koezuka, N.; Koo, M.; Allison, K. R.; Adlaf, E. M.; Dwyer, J. M.; Faulkner, G.; Goodman, J.

Year: 2006

Title: The Relationship between Sedentary Activities and Physical Inactivity among Adolescents: Results from the Canadian Community Health Survey

Journal: Journal of Adolescent Health

Volume: 39

Issue: 4

Pages: 515-522

Date: Okt

Short Title: The Relationship between Sedentary Activities and Physical Inactivity among Adolescents: Results from the Canadian Community Health Survey

ISSN: 1054-139X

Accession Number: 2006-12449-010

Label: http://dx.doi.org/10.1016/j.jadohealth.2006.02.005

Keywords: physical inactivity, sedentary activities, computer usage, video game playing, television viewing, reading, youth development, games, computer, gender

Abstract: Purpose: To evaluate the relationships between the time spent on sedentary activities (computer usage, video game playing, television viewing, and reading) and physical inactivity in a sample of youth (aged 12-19 years) from the 2000-2001 Canadian Community Health Survey. Methods: The study sample included 7982 youth (4034 males, 3948 females) across Canada (mean age: 15.61 years, SD: 2.23 years). Weekly time spent on computers, video games, television,
and reading during leisure-time was obtained through self-reported questionnaires. Physical inactivity was determined by respondents’ daily energy expenditure assessed through a physical activity questionnaire. Multivariate logistic regression analysis was conducted to examine the relationship between sedentary activities and physical inactivity respectively by gender. Sociodemographic variables, health status, and overweight status were controlled in the analysis. Results: A substantial proportion of Canadian youth was inactive: 50.3% of males and 67.8% of females. Controlling for sociodemographic variables, health status, and body mass index, television viewing was significantly associated with physical inactivity for both males and females regardless of their overweight status. However, computer usage was associated with physical activity among males, and reading was associated with physical activity among females. Conclusions: There is a complex inter-relationship between sedentary behaviors and physical inactivity, highlighting the need for targeted interventions addressing patterns of sedentary behavior engagement. Reducing time spent on television viewing may be one plausible strategy within such interventions in reducing physical inactivity among youth.

Notes: PsycINFO, articles in Journal of Health Care
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 186
Author: Kubitzki, J.
Year: 2005
Title: The use of computer driving games among 13- to 17-year-old male adolescents - Results from a pilot questionnaire survey
Journal: Zeitschrift für Verkehrsicherheit
Volume: 51
Issue: 3
Pages: 135-138
ISSN: 0044-3654
Accession Number: 0180779
Keywords: computer driving games; description & problems & use among adolescents & age at initial activity; implications for youth protection measures, games, gender
Kläerungsbedarf. Für Street-Racing-Games wird eine Freigabe nicht unter 16 Jahren gefordert.

**Notes:** Psyndex Plus, article in Zeitschrift für Verkehrssicherheit

**Research Notes:** GS

**Language:** German

**Reference Type:** Journal Article

**Record Number:** 162

**Author:** Kutner, Lawrence A.; Olson, Cheryl K.; Warner, Dorothy E.; Hertzog, Sarah M.

**Year:** 2008

**Title:** Parents' and sons' perspectives on video game play: A qualitative study

**Journal:** Journal of Adolescent Research

**Volume:** 23

**Issue:** 1

**Pages:** 76-96

**Date:** Jan

**Type of Article:** Journal; Peer Reviewed Journal

**Short Title:** Parents' and sons' perspectives on video game play: A qualitative study

**ISSN:** Print 0743-5584 Sage Publications Electronic, Print Electronic

**Electronic Resource Number:** http://dx.doi.org/10.1177/0743558407310721

**Accession Number:** 2008-00063-005

**Keywords:** parents, sons, video games, violence, sexual content, perspectives, schoolwork, social skills, exercise, games, gender

**Abstract:** Public policy efforts to restrict children's access to electronic games with violent or sexual content are often predicated on assumptions about parental concerns. As an initial step in determining whether those assumptions are accurate, the authors conduct focus groups of 21 adolescent boys and 21 of their parents or guardians to explore parents' concerns, compare parents' and children's perceptions, and see whether these are consistent with the focus of proposed legislation and other public policy efforts. Parents' primary concern is that games not interfere with their children's schoolwork, social skills, and exercise. They worry about exposure to violent content, but definitions of and opinions about what is harmful vary and may not match proposed public policies. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

**Notes:** PsycINFO, article in Journal of Adolescent Research

**Research Notes:** GS

**Author Address:** Olson, Cheryl K.: colson@hms.harvard.edu

Olson, Cheryl K.: Center for Mental Health and Media, Massachusetts General Hospital Department of Psychiatry, Wang 812, Parkman Street, Boston, MA, US, 02114, colson@hms.harvard.edu

**Language:** English

**Reference Type:** Electronic Article

**Record Number:** 113

**Author:** L'Abate, L.

**Year:** 2007

**Title:** Whatever parents, researchers, and teachers need to know about children and the media
Abstract: Reviews the book, Encyclopedia of children, adolescents, and the media (Vols. 1 & 2) edited by Jeffrey Jensen Arnett (see record 2006-23536-000). The Greek term for encyclopedia means all the available knowledge about a topic or field of study. These two volumes then admirably fulfill that meaning. The editor relied on an editorial board of acknowledged experts in their respective disciplines and on literally hundreds of contributors for as many entries from A to Z. He should be congratulated for what I consider a labor of love. Entries are listed alphabetically. However, entries are also classified and cross-indexed according to sections that include Advertising, Advocacy Groups, Books and Print Media, Computers and Electronic Media, Cross-Cultural Perspectives, Developmental Stages, Gender and Sexuality, Media Education, Media Effects, Media Use, Movies, Music, Public Policy, Research Methods, Television, Theories, and Violence and Aggression. Each entry is also documented with a list of further readings relevant to that entry. Every public and academic library should have this encyclopedia on its shelves. Developmental psychologists, personality theorists, social psychologists, and even play therapists would benefit by consulting entries that are particular to their practice, teaching, and research interests. (PsycINFO Database Record

Notes: PsycINFO, electronic review of the book, Encyclopedia of children, adolescents, and the media

Reference Notes: GS

Access Date: Access Date

Language: English

Reference Type: Journal Article

Record Number: 36


Year: 1995

Title: Exploring common conceptions about boys and electronic games.

Journal: Journal of Computers in Mathematics and Science Teaching

Volume: 14

Issue: 4

Pages: 439-459

Short Title: Exploring common conceptions about boys and electronic games.

Keywords: computer, games, gender

Notes: pdf (kmb)

Reference Type: Journal Article

Record Number: 107

Author: Lee, E.-J.

Year: 2008
Title: Gender stereotyping of computers: Resource depletion or reduced attention?
Journal: Journal of Communication
Volume: 58
Issue: 2
Pages: 301-320
Date: Jun
Type of Article: Peer Reviewed Journal
Short Title: Gender stereotyping of computers: Resource depletion or reduced attention?
ISSN: Print 0021-9916
Electronic Resource Number: http://dx.doi.org/10.1111/j.1460-2466.2008.00386.x
Accession Number: 2008-09743-006
Keywords: gender stereotyping, computers, cognitive resource depletion, reduced attention, social actors paradigm, competence, conformity, text & speech output modality, attribution, simultaneous multiple tasks, games, gender
Abstract: Two experiments extended the computers are social actors paradigm by examining when and why people are more likely to evince gender-typed responses to computers. In both experiments, participants played a trivia game with a computer, which they thought generated random answers. When the computer gender was manifested in cartoon characters, participants attributed greater competence and exhibited greater conformity to the male than female computers, but such differences emerged only when they were simultaneously engaged in multiple tasks (Experiment 1). To elucidate what accounts for gender stereotyping of computers, Experiment 2 tested 2 competing explanations, depletion of cognitive resources and reduced attention, by varying the modality of computer output (speech vs. text). The advantages of the male computer observed in Experiment 1 dissipated when the computer provided speech output, demanding greater processing attention. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)
Notes: PsycINFO, a Peer Reviewed Journal
Lee, Eun-Ju: Department of Communication, Seoul National University, Seoul, Korea
Research Notes: GS
Author Address: Lee, Eun-Ju: eunju0204@snu.ac.kr
Language: English

Reference Type: Journal Article
Record Number: 169
Author: Lee, Eun-Ju
Year: 2008
Title: Gender stereotyping of computers: Resource depletion or reduced attention?
Journal: Journal of Communication
Volume: 58
Issue: 2
Pages: 301-320
Date: Jun
Type of Article: Journal; Peer Reviewed Journal
Short Title: Gender stereotyping of computers: Resource depletion or reduced attention?
Two experiments extended the computers are social actors paradigm by examining when and why people are more likely to evince gender-typed responses to computers. In both experiments, participants played a trivia game with a computer, which they thought generated random answers. When the computer gender was manifested in cartoon characters, participants attributed greater competence and exhibited greater conformity to the male than female computers, but such differences emerged only when they were simultaneously engaged in multiple tasks (Experiment 1). To elucidate what accounts for gender stereotyping of computers, Experiment 2 tested 2 competing explanations, depletion of cognitive resources and reduced attention, by varying the modality of computer output (speech vs. text). The advantages of the male computer observed in Experiment 1 dissipated when the computer provided speech output, demanding greater processing attention. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)
variables (i.e., gender, grade, location, achievement, genres of computer games and parental Social Economic Status) affected children's creativity scores and computer game usage. Children using computer games heavily showed significantly higher scores on the scale of Figural Originality than those with moderate usage. Highly structured activity students had significantly higher scores on all Figural TTCT scales than did the moderately structured activity group. There was a significant location difference on Figural Originality and Figural Elaboration, parental SES, and time spent on TV. Time spent on free play did not show any differences on any TTCT scales. Time spent on TV was differently correlated with the Figural TTCT by parental SES. Third graders obtained significantly higher scores than 6th graders on all the Verbal TTCT and Figural Elaboration scales. In this study, the subjects showed a significant preference for Role Playing Game (RPG) and Casual games. Gender differences on preferences of game genres, time spent on computer games and starting period of computer use were found. The MANOVA among genres of computer games on the TTCT scores was significant. The path models showed that the parent factor had strong correlation with children's figural creativity and the play factor was correlated more with verbal creativity.

Notes: PsycINFO, Dissertation Abstract

Research Notes: GS
Language: eng

Reference Type: Journal Article
Record Number: 174
Author: L'Engle, Kelly Ladin; Jackson, Christine
Year: 2008
Title: Socialization influences on early adolescents' cognitive susceptibility and transition to sexual intercourse
Journal: Journal of Research on Adolescence
Volume: 18
Issue: 2
Pages: 353-378
Date: Jun
Type of Article: Journal; Peer Reviewed Journal
Short Title: Socialization influences on early adolescents' cognitive susceptibility and transition to sexual intercourse
ISSN: Print 1050-8392
Electronic Resource Number: http://dx.doi.org/10.1111/j.1532-7795.2008.00563.x
Accession Number: 2008-06920-007
Keywords: socialization, early adolescents, cognitive susceptibility, sexual intercourse, life transition, Blacks, Whites, computer assistance, parents, peers, games, gender
Abstract: This study examined the relationship between perceived socialization from parents, school, peers, and media and adolescents’ cognitive susceptibility to initiating sexual intercourse and transition to intercourse 2 years later. Baseline and follow-up in-home Audio-Computer Assisted Self Interview surveys were completed by 854 Black and White male and female adolescents who, at baseline, were 12-14 years old and had not engaged in sexual intercourse. Results showed that stronger connections to parents and schools and less exposure to permissive sexual norms from peers and media were associated with less susceptibility and sexual behavior, especially among White adolescents. Susceptibility mediated 38-64% of the
relations between parent and school socialization and sexual intercourse behavior, and mediated 28-53% of the peer and media socialization links to behavior. Findings provide support for social cognitive models of adolescents' behavior and suggest potential strategies for successful interventions to delay initiation of sexual intercourse. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

**Notes:** PsycINFO, article in Journal of Research on Adolescence

**Research Notes:** GS

**Author Address:** L'Engle, Kelly Ladin: klengle@fhi.org
L'Engle, Kelly Ladin: Family Health International, PO Box 13950, Research Triangle Park, NC, US, 27709, klengle@fhi.org

**Language:** English

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**Reference Type:** Journal Article
**Record Number:** 196
**Author:** Leutner, D.
**Year:** 1989
**Title:** Angeleitetes Lernen mit Planspielen: Lernerfolg in Abhaengigkeit von Persoenlichkeitseigenschaften sowie Ausmass und Zeitpunkt der Anleitung
**Journal:** Unterrichtswissenschaft
**Volume:** 17
**Issue:** 4
**Pages:** 342-358
**Short Title:** Angeleitetes Lernen mit Planspielen: Lernerfolg in Abhaengigkeit von Persoenlichkeitseigenschaften sowie Ausmass und Zeitpunkt der Anleitung
**ISSN:** 0340-4099
**Accession Number:** 0042402

**Keywords:** guided discovery learning with simulation games; effectiveness of instructional computer simulation game as dependent on students' previous knowledge & test anxiety & feedback vs prior guidance; 132 high school students & vocational school students; experimental study, games, gender

die didaktische Gestaltung von Planspielen, computersimulierten Planspielen und
er sogenannte "Intelligente Tutorielle Systeme" werden angesprochen.

Notes: Psyndex Plus, article in Unterrichtswissenschaft
Research Notes: GS
Language: German

Reference Type: Journal Article
Record Number: 205
Author: Leutner, D.
Year: 1989
Title: Entdeckendes Lernen in komplexen Realitätsbereichen: Evaluation des
Computer-Simulationsspiels "Hunger in Nordafrika"
Journal: Unterrichtswissenschaft
Volume: 17
Issue: 4
Pages: 327-341
Short Title: Entdeckendes Lernen in komplexen Realitätsbereichen: Evaluation des
Computer-Simulationsspiels "Hunger in Nordafrika"
ISSN: 0340-4099
Accession Number: 0042401
Keywords: learning by discovery in complex situations; evaluation of computer
simulation game for geography instruction with integrated instructional functions; 64
7th graders; experimental study, games, gender
Abstract: Der Einfluss der Implementation von expliziten Lehrfunktionen in
Computer-Simulationsspielen für den Unterricht auf Lehreffektivität und -effizienz
wird untersucht. Mit "Hunger in Nordafrika" wird ein Programm für den
Erdkundeunterricht vorgestellt, dessen Entwicklung sowohl auf allgemein- wie auch
auf fachdidaktischen Kriterien basiert. Darüber hinaus wird über ein
2x2-faktorielles Lehrexperiment mit 64 Schülern des siebten Schuljahres berichtet,
anhand dessen überprüft wurde, ob eine Implementation von Lehrfunktionen
besseres Lernen bewirkt. Die Evaluationsergebnisse zeigen, dass beim
spielerischen Explorieren des computersimulierten Realitätsbereichs tatsächlich
neues Wissen über Begriffe, Fakten und Prinzipien des Bereichs erworben wird,
insbesondere dann, wenn online-adaptive (problem-situationsangepasste)
Lernhilfen gegeben werden.

Notes: Psyndex Plus, article in Unterrichtswissenschaft
Research Notes: GS
Language: German

Reference Type: Journal Article
Record Number: 121
Author: Li, N.; G., Kirkup
Year: 2007
Title: Punamaki, Raija-Leena: Raija-leena.Punamaki@uta.fi
Journal: Computers & Education
Volume: 48
Issue: 2
Pages: 301-317
Date: Feb
Short Title: Punamaki, Raija-Leena: Raija-leena.Punamaki@uta.fi
ISSN: 0360-1315
Accession Number: 2007-02709-010
Label: http://dx.doi.org/10.1016/j.compedu.2005.01.007
Keywords: gender differences, cultural differences, internet use, computer attitudes, games, gender
Abstract: This study investigates differences in use of, and attitudes toward the Internet and computers generally for Chinese and British students, and gender differences in this cross-cultural context. Two hundred and twenty Chinese and 245 British students' responses to a self-report survey questionnaire are discussed. Significant differences were found in Internet experience, attitudes, usage, and self-confidence between Chinese and British students. British students were more likely to use computers for study purposes than Chinese students, but Chinese students were more self-confident about their advanced computer skills. Significant gender differences were also found in both national groups. Men in both countries were more likely than women to use email or 'chat' rooms. Men played more computer games than women; Chinese men being the most active games players. Men in both countries were more self-confident about their computer skills than women, and were more likely to express the opinion that using computers was a male activity and skill than were women. Gender differences were higher in the British group than the Chinese group. The present study illustrates the continued significance of gender in students' attitudes towards, and use of computers, within different cultural contexts.
Notes: PsycINFO, article in Computers & Education
Research Notes: GS
Author Address: Kirkup, Gill: g.e.kirkup@open.ac.uk
Language: English

Reference Type: Journal Article
Record Number: 106
Author: Lim, Choonghoon
Year: 2008
Title: Examining the influence of sensation seeking and gender on consumers' emotional responses to visual stimuli in computer-simulated slot machines
Journal: Dissertation Abstracts International Section A: Humanities and Social Sciences
Volume: 68
Issue: 7-A
Pages: pp
Type of Article: Dissertation Abstract
Short Title: Examining the influence of sensation seeking and gender on consumers' emotional responses to visual stimuli in computer-simulated slot machines
ISSN: Print 0419-4209 Dissertation Abstracts International ProQuest Information & Learning
AAI3277352 Electronic
Accession Number: 2008-99011-319
Keywords: sensation seeking, gender differences, consumers' emotional responses, visual stimuli, computer-simulated slot machines, games, gender
**Abstract:** Purpose. Based on research on gambling and consumer psychology, the current study examines the influence of individuals’ sensation seeking and gender on their emotional responses to visual stimulation during computer mediated slot-machine gaming. Methods. Following a pilot test to establish the reliability of scaled measures, as well as the validity of gambling stimuli and baseline treatments, data are collected from a sample of social gamblers (18+), as identified by the SOGS diagnostic. The experiment consisted of three phases. First, information on subjects’ characteristics was gathered, including SS, gambling history, and gambling attitudes. Second, subjects participated in baseline tasks, designed to level their emotional states. Utilizing a randomized block design, participants (N = 200) then played a computer-mediated slot machine, with the conditions varying across groups in terms of level of visual stimulation (speed/duration of spin). Subjects also completed self-report measures of emotion (PAD) relative to their gambling experience. Results. Following the gambling and personality literature, data were analyzed separately by gender. Repeated measures ANOVA revealed no significant interaction effects between SS levels and visual manipulations, in terms of subjects’ emotional responses. However, there were significant main effects of SS on A for males and on P for females. Further, there was a significant main effect of visual stimuli on A for males. A post hoc analysis found a significant main effect of winning sequence on D, where sequence of game/spin outcomes (win-near miss, near miss-win, win-miss disconnected) influenced perceived control. Conclusion. This investigation is one of the first attempts to examine emotional response to certain features of slots in terms of SS. SS is not found to moderate visual stimulation effects on emotional responses for either sex. However, the data partially support the notion that certain emotions vary as a function of the main effects of SS or visual stimuli. The study results also indicate that males and females show different patterns of emotion within each treatment condition. Further, winning sequence is found to be a significant predictor for the D dimension of emotion. The applied theoretical implications of the study's findings are discussed, along with future directions for research. (PsycINFO Database Record (c) 2008 APA, all rights reserved)

**Notes:** PsycINFO, Dissertation Abstract

**Reference Notes:** GS

**Language:** English

**Reference Type:** Journal Article

**Record Number:** 48

**Author:** Littleton, K.; Ashman, H.; Light, P.; Artis, J.; Roberts, T.

**Year:** 1999

**Title:** Gender, task contexts, and children's performance on a computer-based task

**Journal:** European Journal of Psychology of Education

**Volume:** 14

**Issue:** 1

**Pages:** 129-139

**Short Title:** Gender, task contexts, and children's performance on a computer-based task

**ISSN:** 0256-2928

**Accession Number:** 1482
Keywords: computer games, computer tasks, context effects, gender, computer-mediated toys & games for girls, gender, secondary-school students, attitudes, anxiety, games, gender

Abstract: Gender differences in response to computers have been widely reported. This study addresses the question of how far the context in which a computer task is presented can affect girls' and boys' on-task performance. In an experimental study involving 60 ten and eleven year-olds, we examine the effects of differential contextualisation on girls' and boys' performance on a computer-based perceptual-motor skills task. Our findings illustrate that even with a single, standard piece of software, children's performance can be substantially affected by the context in which that software is presented. The results suggest that gender differences in children's responses to computer tasks are relatively labile, and highly context sensitive. The implications and possible explanations for these findings are considered.

Notes: Mar Article


Reference Type: Journal Article
Record Number: 101
Author: Lukesch, H.
Year: 1990
Title: Nutzungsmuster von Videospielen
Journal: Medienpsychologie
Volume: 2
Issue: 2
Pages: 100-114
Short Title: Nutzungsmuster von Videospielen
ISSN: 0936-7780
Accession Number: 0069778
Keywords: computer games, human sex differences, children, dolescents, games, gender


Notes: PsyndexPlus, article in Medienpsychologie
Research Notes: GS
Language: ger, eng

Reference Type: Book Section
Record Number: 183
Author: Lukesch, H.
Year: 1995
Title: Adolescents' media worlds and the role of computer games
Book Title: Auf den Schultern von Gutenberg. Medienoekologische Perspektiven der Fernsehgesellschaft
City: München
Publisher: Quintessenz
Pages: 181-192
Short Title: Adolescents' media worlds and the role of computer games
Accession Number: 0094954
Keywords: use of computers & computer games by children & adolescents; technical equipment & computer literacy & positive vs negative effects & media preferences & contents of computer games & gender differences, games, gender
Notes: Psycndex Plus, chapter

Reference Type: Journal Article
Record Number: 160
Author: Magnuson, Melissa Joy; Dundes, Lauren
Year: 2008
Title: Gender differences in "social portraits" reflected in MySpace profiles
Journal: CyberPsychology & Behavior
Volume: f
Issue: 2
Pages: 239-241
Date: Apr
Type of Article: Journal; Peer Reviewed Journal
Short Title: Gender differences in "social portraits" reflected in MySpace profiles
Abstract: The internet has brought about an entirely new method of self-presentation in such online social networking Web sites as MySpace in which individuals create profiles that reflect their identity. This cyber social tool provides a new site of analysis to examine the extent of patterns of gendered identity in which females tend to turn to others for validation in contrast to males, who are more apt to maintain their individuality and whose relationships are more of an extension of their already-complete selves. In this study of 51 female and 49 male MySpace profiles, males were less apt to mention their significant other in the "About Me" section: 43% mentioned their significant other 0 times compared to 16% of females, and 14% of males mentioned their significant other between 2 and 10 times compared to 37% of females ($p = 0.003$). In the "Interests" section, the majority of males (67%) did not mention their significant other at all compared to 47% of females, and 33% mentioned her between 1 and 5 times compared to 53% of females ($p = 0.05$). These results reveal that online data sources manifest identity formation consistent with traditional gender roles in which females are dependent on others for their sense of self. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in CyberPsychology & Behavior

Author Address: Dundes, Lauren: ldundes@mcdaniel.edu
Dundes, Lauren: Department of Sociology, McDaniel College, 2 College Hill, Westminster, MD, US, 21157-4390, ldundes@mcdaniel.edu

Language: English

Reference Type: Journal Article

Record Number: 130

Author: Mahiyeddini, C.; Kohlmann, C.-W.

Year: 2002

Title: Health behavior of primary school students: Gender differences and the meaning of defensive emotion regulation

Journal: Zeitschrift für Gesundheitspsychologie

Volume: 10

Issue: 2

Pages: 69-78

Short Title: Health behavior of primary school students: Gender differences and the meaning of defensive emotion regulation

ISSN: 0943-8149

Accession Number: 2002-06102-002

Label: http://dx.doi.org/10.1026//0943-8149.10.2.69

Keywords: gender differences, health behavior, primary school students, avoidant emotion regulation, body mass index, school absence, games, gender

Abstract: Examined whether gender differences in health behavior can be explained by gender differences in avoidant emotion regulation. For 248 primary school students avoidant emotion regulation, health behavior, and Body Mass Index were assessed. Children's self report data were validated with their mother's ratings.
Additionally, the number of days the children missed school because of illness was assessed (mother's perspective). The results indicate that girls take better care of their oral hygiene, act more carefully in traffic situations, eat healthier food, and are less interested in sports as well as in watching TV and in playing computer games. Furthermore, they sleep longer and avoid dangerous games. While gender differences in physical exercise and in playing dangerous games are due to boys' higher scores in avoidant regulation, boys who score low in avoidant regulation play computer games more frequently. These non defensive boys were highest in relative body weight but missed school less often. Considering the results, the costs and benefits of avoidant emotion regulation for health behavior are discussed.

Notes: PsycINFO, article in Zeitschrift für Gesundheitspsychologie

Research Notes: GS

Author Address: Mohiyeddini, Changiz: mohiyeddini@ph-gmuend.de

Translated Title: Gesundheitsverhalten von Grundschulkindern:
Geschlechtsunterschiede und die Bedeutung der defensiven Emotionsregulation.

Language: German

Reference Type: Journal Article

Record Number: 104

Author: Mandinach, E. B.; Corno, L.

Year: 1985

Title: Cognitive engagement variations among students of different ability level and sex in a computer problem solving game

Journal: Sex Roles

Volume: 13

Issue: 3-4

Pages: 241-251

Short Title: Cognitive engagement variations among students of different ability level and sex in a computer problem solving game

ISSN: print 1573-2762
electronic 1573-2762

Accession Number: 1986-21717-001

Keywords: human sex differences, computer games, ability level, problem solving, cognitive processes, games, gender

Abstract: Investigated the cognitive engagement processes used by more and less successful learners in a computer problem-solving game. These engagement variations were also related to sex and ability differences among students. Performance and engagement were monitored interactively as 29 male and 19 female 7th- and 8th-grade students learned a computer problem-solving game; student comments and notes were also recorded. Results show that the records of more and less successful students were distinguished by the spontaneous use of self-regulated learning processes—a sophisticated form of cognitive engagement. More successful students also appeared to shift cognitive engagement levels in response to computer game feedback. Success on the computer task and cognitive engagement variations were correlated with student differences in both ability and sex, with females more likely to adopt and maintain only 1 form of engagement throughout play.

Notes: PsyINFO, article in Sex Role

Research Notes: GS
Language: eng

**Reference Type:** Journal Article  
**Record Number:** 124  
**Author:** Marshall, S. J.; Gorely, T.; Biddle, S. T. H.  
**Year:** 2006  
**Title:** A descriptive epidemiology of screen-based media use in youth: A review and critique  
**Journal:** Journal of Adolescence  
**Volume:** 29  
**Issue:** 3  
**Pages:** 333-349  
**Date:** Jun  
**Short Title:** A descriptive epidemiology of screen-based media use in youth: A review and critique  
**ISSN:** 0140-1971  
**Accession Number:** 2006-07453-002  
**Label:** http://dx.doi.org/10.1016/j.adolescence.2005.08.016  
**Keywords:** descriptive epidemiology, screen based media, youth, television viewing, video game playing, computer use, secular trends, media usage, games, gender  
**Abstract:** The purpose of this systematic review was to (i) estimate the prevalence and dose of television (TV) viewing, video game playing and computer use, and (ii) assess age-related and (iii) secular trends in TV viewing among youth (<=18 yr). Ninety studies published in English language journals between 1949 and 2004 were included, presenting data from 539 independent samples (the unit of analysis). Results suggest contemporary youth watch on average 1.8-2.8 h of TV per day, depending on age and gender. Most (66%) are 'low users' (<2 h day-super(-1)) of TV but 28% watch more than 4 h day-super(-1). Boys and girls with access to video games spend approximately 60 and 23 min day-super(-1), respectively, using this technology. Computer use accounts for an additional 30 min day-super(-1). Age-specific data suggest TV viewing decreases during adolescence, but those considered 'high users' at young ages are likely to remain high users when older. For children with access to a television set, the number of hours spent viewing does not appear to have increased over the past 50 years.  
**Notes:** PsycINFO, article in Journal of adolescence  
**Research Notes:** GS  
**Language:** English  

**Reference Type:** Journal Article  
**Record Number:** 192  
**Author:** Mayer, W. P.  
**Year:** 1992  
**Title:** "Das ist interessanter als Fernsehen. Da kannst du was selber machen". Ursachen fuer die besondere Attraktion der Computerspiele fuer Kinder und Jugendliche  
**Journal:** Paed extra  
**Volume:** 20  
**Issue:** 12
Ursachen für die besondere Attraktion der Computerspiele für Kinder und Jugendliche


Notes: Psyndex Plus, article in Paed extra

Research Notes: GS

Language: German

Reference Type: Journal Article
Record Number: 182
Author: Mayer, W. P.
Year: 1993
Title: Are computer games compatible with conventional games in the high tech age?
Journal: Pädagogische Rundschau
Volume: 47
Issue: 1
Pages: 85-95
Accession Number: 0079331
Keywords: compatibility of computer games & conventional games; game theory; social science & phenomenological & developmental & psychoanalytic aspects, games, gender

Abstract: Angesichts der Tatsache, dass sich konventionelle Spiele in ähnlicher Form in Computerspielen wiederfinden, wird der Frage nachgegangen, ob die Theorien des Spiels, welche bereits vor der Zeit der Computerspiele entwickelt wurden, noch zeitgemäß sind, wenn man sie den Innovationen und virtuellen Inspirationen gegenüberstellt, welche die moderne Computertechnologie der Spielle Welt beschert hat. Computerspiele als Phänomene unserer technologisch geprägten Welt werden mit konventionellen Spielen unter sozialwissenschaftlichen, phänomenologischen, entwicklungspsychologischen und psychoanalytischen Aspekten der Spieltheorie kontrastiert. Es wird aufgezeigt, dass der phänomenologische Ansatz nach Scheuerl für das Computerspielen die höchste spieltheoretische Erklärungskraft hat, da alle phänomenologischen Wesensbestimmungen des Spiels für das Computerspiel zutreffen, während die
Previous research on adolescents' play with video games and other virtual environments has consistently found strong gender differences in how adolescents appropriate and make sense of these environments. This exploratory study investigated whether similar gender differences would be evident in adolescents' explorations of an environment that does not use the overdetermined, hyper-masculine structures and narratives characteristic of many video games. The data for this study were interviews with 48 12- to 15-year-olds, conducted while subjects were exploring a three-dimensional, computer-generated environment called Myst Island, part of the computer game Myst. The study addresses three primary research questions. Can subjects' modes of exploration be validly and reliably captured using a coding system based on Balint's (1955) "ocnophilia [clinging to objects]/philobatism [loving open spaces]" construct? Do subjects fall into two distinct and exhaustive groups-ocnophilic and philobatic-or into some other organization of subtypes that combine ocnophilic and philobatic characteristics? Finally, is gender significantly correlated with ocnophilia and philobatism, as has been demonstrated by other research (Hopf, 1988), or with other subtypes identified in the analysis? The theoretical framework for this study draws on object relational theory that articulates how subjects make use of spaces, places and environments as "objects" for psychological investment. Specifically, Balint's theory of ocnophilia and philobatism is used as the central conceptual framework. This study used an exploratory latent class analysis to identify two distinct modes of exploration used by the subjects. These modes combined elements of ocnophilia and philobatism and were distinguishable by features including subjects' methods of exploring the island and their affective responses to the island. Group membership was not related to gender. These findings are interpreted as evidence that virtual environments can provide subjects with opportunities to engage with dimensions of psychological experience that are not constrained by gender. These findings are also used to
argue that virtual environments are best understood not as opportunities for transcendence of embodied subjectivity but as opportunities to extend and elaborate on the already ambiguous psychological interplay of psychic and physical experience that characterizes symbolic experience of all environments.

Notes: PsycINFO, Dissertation Abstract
Research Notes: GS
Language: English

Reference Type: Book
Record Number: 213
Year: 1991
Title: Maedchen, Jungen und Computer.
Geschlechtsspezifisches Sozial- und Lernverhalten beim Umgang mit Computern.
Series Title: Sozialverträgliche Technikgestaltung
City: Opladen
Publisher: Wesdeutscher Verlag
Volume: 24
Number of Pages: 250
Short Title: Maedchen, Jungen und Computer.
Geschlechtsspezifisches Sozial- und Lernverhalten beim Umgang mit Computern.
ISBN: 978-3-531-12299-1
Accession Number: 0061971
Keywords: computer learning & computer attitudes of girls & boys; computer education & computer teaching & computer software learning; coeducation vs segregated education of girls & student age & sex of teacher; student cooperation & student status & academic achievement & learning; 90 girls & 30 boys aged 8 to 14 years; empirical study, games, gender
and Qualitaet der erstellten Arbeiten in den Maedchengruppen uebertraf die durchschnittlichen Lernergebnisse der Jungen und die der koedukativen Gruppen

Notes: Psypindex Plus, Book
Research Notes: GS
Language: German

Reference Type: Journal Article
Record Number: 154
Author: Miller, M. K.; Summers, A.
Year: 2007
Title: Gender differences in video game characters' roles, appearances, and attire as portrayed in video game magazines.
Journal: Sex Roles
Volume: 56
Issue: 9-10
Pages: 733-742
Date: Nov
Short Title: Gender differences in video game characters' roles, appearances, and attire as portrayed in video game magazines.
ISSN: 0360-0025
Accession Number: 2008-03288-011
Label: http://dx.doi.org/10.1007/s11199-007-9307-0
Keywords: video game characters, gender differences, roles, appearances, attire, video game magazines, games, gender
Abstract: Video game characters have the potential to shape players' perceptions of gender roles. Through social comparison processes, players learn societal expectations of appearances, behaviors and roles. Forty-nine articles were coded from current U.S. gaming magazines, resulting in 115 coded characters. This content analysis of video game magazine articles investigated how characters are portrayed, focusing on gender differences. Males were more likely to be heroes and main characters, use more weapons, have more abilities, and were more muscular and powerful. Females were more often supplemental characters, more attractive, sexy, and innocent, and also wore more revealing clothing. Understanding these video game messages is an important first step in understanding the effects games and magazines may have on behavior and attitudes.
Notes: PsycINFO, article in Sex Roles
Research Notes: GS
Author Address: Miller, Monica K.: University of Nevada-Reno, Mailstop 214, Leifson Physics Building 105A, Reno, NV, US, 89557, mkmiller@unr.edu
Language: English

Reference Type: Book Section
Record Number: 184
Author: Misek-Schneider, K.; Fritz, J.
Year: 1995
Title: College students under the spell of computer games
Book Title: College students under the spell of computer games
City: Wenheim
Publisher: Juventa
Es wird über Erfahrungen berichtet, die im Rahmen eines Forschungsseminars zur Faszinationskraft von Computerspielen an der Fachhochschule Köln gesammelt wurden. Das Forschungsseminar umfasste (1) das Vertrautwerden mit dem Medium durch eigene Spielerfahrungen, (2) die Analyse ausgewählter Computerspiele, (3) die Erörterung der theoretischen Hintergründe (Systematik der Computerspiele, Motivationspsychologie, Stress- und Flow-Theorie) sowie (4) die Teilnahme an einer experimentellen Untersuchung. Es ergaben sich Hinweise darauf, dass Leistung, Erfolg und Kontrolle des Spiels die beherrschenden motivationalen Elemente bei Computerspielen sind und dass die Präferenz für bestimmte Computerspiele durch Prozesse der strukturellen Koppelung beeinflusst wird.

Notes: Psyndex Plus, chapter

Language: German
Bloggers who did not interact with people they met online were at no increased risk for sexual solicitation (AOR= 1.41, ns). Moreover, posting personal information did not add to risk. However, youthful bloggers were at increased risk for online harassment, regardless of whether they also interacted with others online (AOR= 2.65, p < .01) or not (AOR= 2.55, p < .01). Conclusion: Prevention messages about blogging need to directly address the risks of interacting with people youth meet online and the risk of online harassment. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in Child Abuse & Neglect

Research Notes: GS

Author Address: Mitchell, Kimberly J.: Crimes against Children Research Center, Family Research Lab, University of New Hampshire, 10 West Edge Drive, Ste. 106, Durham, NH, US, 03857

Language: English

Reference Type: Generic
Record Number: 211
Author: Moeller, I.
Year: 2006
Title: Mediengewalt und Aggression.
Eine laengsschnittliche Betrachtung des Zusammenhangs am Beispiel des Konsums gewalthaltiger Bildschirmspiele
Place Published: Universität Potsdam
Publisher: Universitaet Potsdam, Humanwissenschaftliche Fakultaet
Pages: 224
Type of Work: Dissertation
Short Title: Mediengewalt und Aggression.
Eine laengsschnittliche Betrachtung des Zusammenhangs am Beispiel des Konsums gewalthaltiger Bildschirmspiele
Accession Number: 0193338
Keywords: relationship between exposure to & preference for violent video games & aggressive cognitions, hostile attributional style & aggressive norms & acceptance of aggressive strategies in dealing with interpersonal conflicts, gender differences, 349 subjects aged 12-16 years, games, gender

Notes: Psyccriques, Dissertation, PDF file
Research Notes: GS
URL: http://opus.kobv.de/ubp/volltexte/2006/773/
Image: 1662141440moeller_diss.pdf
Language: German

Reference Type: Journal Article
Record Number: 156
Author: Morawitz, E.
Year: 2007
Title: Effects of the sexualization of female characters in video games on gender stereotyping, body esteem, self-objectification, self-esteem, and self-efficacy
Journal: Dissertation Abstracts International Section A: Humanities and Social Sciences
Volume: 68
Issue: 6-A
Pages: 2227
Type of Article: Dissertation Abstract
Short Title: Effects of the sexualization of female characters in video games on gender stereotyping, body esteem, self-objectification, self-esteem, and self-efficacy
ISSN: 0419-4209
Accession Number: 2007-99231-060
Keywords: sexualization, female characters, video games, gender stereotyping, body esteem, self-objectification, self-esteem, self-efficacy, games, gender
Abstract: Content analyses indicate that women and girls are gender-stereotyped and negatively portrayed in video games, yet, to date, no research has examined the effects of exposure to these images on consumers. The purpose of the present study was to investigate the influence of sexualized (stereotypical) and non-sexualized (counter-stereotypical) portrayals of female characters in video games on players' self-esteem, gender stereotyping, body esteem, self-objectification, and self-efficacy. Social cognitive theory and presence are utilized to explicate the processes through which individuals are affected by video game play. According to social cognitive theory, the portrayals of women and girls in video games would be expected to influence social perceptions about gender and
self-concept in both male and female users. Integrating presence into this theoretical framework aids in explaining the effects of exposure to this uniquely interactive medium. The findings from this study suggest that short-term exposure to a sexualized female video game character predicts lower self-efficacy and negative attitudes toward women in terms of their physical capabilities for female players. Additionally, level of presence experienced by male game players predicted body-related outcomes, such that a higher level of presence was related to greater body satisfaction and lower self-objectification in men. Presence had no significant effect on the relationship between sex, type of character played, and the outcome variables. The results of this study are of consequence not only to media effects researchers but also to parents, legislators, and video game programmers.

Notes: PsycINFO, Dissertation Abstract
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 198
Author: Muenzer, S.; Borg, A.
Year: 2008
Title: Computer-mediated communication: Synchronicity and compensatory effort
Journal: Applied Cognitive Psychology
Volume: 22
Issue: 2008
Pages: 663-683
Short Title: Computer-mediated communication: Synchronicity and compensatory effort
ISSN: 0888-4080
Accession Number: 0210327
Label: http://dx.doi.org/10.1002/acp.1387
Keywords: compensatory communicative efforts in asynchronous computer-mediated communication; synchronous vs asynchronous media characteristics; conversational games analysis; 63 college students, games, gender
Abstract: Investigated compensatory communicative actions in groups when the medium has asynchronous characteristics. While synchronous media characteristics support the information integration process, asynchronous characteristics impede it. 63 college students (49 female, aged 19 to 34 years) were required to solve a murder mystery in groups, with each group member being assigned an expert role and being provided with associated unique pieces of information. Synchronicity was manipulated by assigning groups to 1 of 3 conditions in which parallelism and the immediacy of feedback were varied within real-time, text-based computer-mediated communication. A conversational games analysis (CGA) was performed to examine the functional purposes of the task-oriented contributions. While all groups successfully completed the task, groups interacting in the asynchronous mode produced significantly more contributions for the purpose of mutual task-oriented understanding and clarification. Members of these groups also repeated unique pieces of information more often. These findings are interpreted as reflecting communicative efforts which compensate for the hindering influence of asynchronous media characteristics on the process of information integration.
Notes: Psyndex Plus, article in Applied Cognitive Psychology
Research Notes: GS
Database Provider: English

Reference Type: Journal Article
Record Number: 143
Author: Muller, A. A.; Perlmutter, M.
Year: 1985
Title: Preschool children's problem-solving interactions at computers and jigsaw puzzles
Journal: Journal of Applied Developmental Psychology
Volume: 6
Issue: 2-3
Pages: 173-186
Date: Apr-Sep
Short Title: Preschool children's problem-solving interactions at computers and jigsaw puzzles
ISSN: 0193-3973
Accession Number: 1986-08769-001
Label: http://dx.doi.org/10.1016/0193-3973%2885%2990058-9
Keywords: problem solving interactions during learning games at computer & jigsaw puzzles, 3.7-5.6 yr old, computer, games, gender
Abstract: Investigated the interactions of preschool children while working on problem-solving tasks. In Study 1, 27 Ss ranging in age from 3 yrs 8 mo to 5 yrs 7 mo were observed working on learning games at a computer. Sharing, verbal and nonverbal instruction, and initiation of interaction were recorded. 63% of the Ss' time at the computer was spent with a peer, and they often spontaneously shared and instructed each other. Age-related increases in time spent at the computer and in self-initiation of interaction and sharing were evident. No differences were found between boys' and girls' activities at the computer. In Study 2, 18 Ss (a subset of the Study 1 sample ranging in age from 3 yrs 5 mo to 5 yrs 1 mo) were observed while working with jigsaw puzzles. In this context, Ss worked with peers just 7% of the time and exhibited far fewer instances of cooperative interaction. Results indicate that preschool Ss can engage in cooperative social interaction and instruction and that under certain circumstances this activity may aid problem solving. The research provides evidence that Ss younger than school age can work effectively at computers. Findings contradict common stereotypes about gender differences and social isolation from effects of computers. (27 ref)
Notes: PsycINFO, article in Journal of Applied Developmental Psychology
Reference Type: Journal Article
Record Number: 11
Author: Norris, K.O.
Year: 2004
Title: Gender stereotypes, aggression, and computer games: An online survey of women
Journal: CyberPsychology & Behavior
Volume: 7
Abstract: Computer games were conceptualized as a potential mode of entry into computer-related employment for women. Computer games contain increasing levels of realism and violence, as well as biased gender portrayals. It has been suggested that aggressive personality characteristics attract people to aggressive video games, and that more women do not play computer games because they are socialized to be non-aggressive. To explore gender identity and aggressive personality in the context of computers, an online survey was conducted on women who played computer games and women who used the computer but did not play computer games. Women who played computer games perceived their online environments as less friendly but experienced less sexual harassment online, were more aggressive themselves, and did not differ in gender identity, degree of sex role stereotyping, or acceptance of sexual violence when compared to women who used the computer but did not play video games. Finally, computer gaming was associated with decreased participation in computer-related employment; however, women with high masculine gender identities were more likely to use computers at work. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in CyberPsychology and Behavior

Research Notes: Eintrag ergänzt, GS

Author Address: Norris, Kamala O.: Department of Psychology, Claremont Graduate University, 816 College Ave., Claremont, CA, US, 91711, kamalanorris@alum.wellesley.edu

Language: English
Keywords: college student perceptions, video game participation, gender differences, games, gender

Abstract: As growing numbers of youth in the United States play video games, potential effects of game playing are being considered. We focused on gender-related aspects of gaming in a study of 206 college students. Men were significantly more likely than women to play video games two or more hours a week and to indicate that video game playing interfered with sleeping and with class preparation. A greater proportion of women than men complained about the amount of time their significant other played video games. Participants rated female video game characters as significantly more helpless and sexually provocative than male characters and as less likely to be strong and aggressive. Gender differences in participation and character portrayals potentially impact the lives of youth in a variety of ways.

Notes: PsycINFO, article in Sex Roles

Research Notes: Ergänzt, GS

Author Address: Ogletree, Shirley Matile: Department of Psychology, Texas State University, San Marcos, TX, US, 78666, so01@txstate.edu

Language: English

Reference Type: Book Section

Record Number: 206

Author: Ohler, P.; Nieding, G.

Year: 2006

Title: Why play? An evolutionary perspective

Editor: Vorderer, P.

Book Title: Playing video games. Motives, responses, and consequences

City: Mahwah

Publisher: Erlbaum

Pages: 101-113

Short Title: Why play? An evolutionary perspective

ISBN: 0-8058-5322-7

Accession Number: 0192662

Keywords: introduction of behavior diversification proto-cognition theory of play, principles of evolutionary biology & psychology, theory outline, neurobiological substrates & ontogenetic development, predictions for computer games, effect of play mode on strategy use & aggressive acts, games, gender

Abstract: Proposes the behavior diversification proto-cognition (BD-PC) theory - an evolutionary theory of play in animals and humans. After a brief introduction to the principles of evolutionary biology and an outline of different versions of evolutionary psychology, the BD-PC theory is delineated. It postulates a play module that enacts variability at different behavioral and cognitive levels. Inferences concerning the neurobiological substrates of this play module as well as the ontogenetic and phylogenetic development of play forms are outlined. Moreover, the results of two experiments are reported which tested the theory's predictions for the field of computer games. The first study (n=16) revealed that framing a task as a computer game instead of a static problem-solving scenario leads to the use of a broader range of solution strategies. The second study (n=20) showed that a higher play orientation in computer games rather than their violence level, led to more aggressive acts. It is concluded that the new theory allows the integration of play research into the field of developmental evolutionary psychology. Moreover, the
theory also suggests the reconstruction of mass media entertainment as a form of play.

Notes: Psyndex Plus, chapter in Playing video games

Research Notes: GS

Author Address: Ohler, Peter: peter.ohler@phil.tu-chemnitz.de

Database Provider: English

Reference Type: Book Section
Record Number: 31
Author: Okagaki, L; Frensch, P. A.
Year: 1996
Title: Effects of video game playing on measures of spatial performance: Gender effects in late adolescence
Editor: Greenfield, P.M.; Cocking, R. R.
Book Title: Interacting with video
City: Norwood, NJ
Publisher: Ablex Publishing Corporation
Pages: 115-140
Short Title: Effects of video game playing on measures of spatial performance: Gender effects in late adolescence
Keywords: games, gender
Notes: print

Reference Type: Journal Article
Record Number: 49
Author: Orleans, M.; Laney, M. C.
Year: 2000
Title: Children's computer use in the home - Isolation or sociation?
Journal: Social Science Computer Review
Volume: 18
Issue: 1
Pages: 56-72
Short Title: Children's computer use in the home - Isolation or sociation?
ISSN: 0894-4393
Accession Number: 1745
Keywords: games, Computerspiele, family and computer use, children and computers, social networks and computers, social effects of computers, sociology of computers, gender differences, attitudes, video, games, gender, behavior
Abstract: heavy users socialize related to computers

The researchers examined social interactions of children using home computers. The main concern was whether computers tended to isolate youthful users. Adult anxiety regarding the damaging effects of computers on children was assessed. Parental involvement, orientation to computers, and gender were the main independent variables. A case study approach was employed to gather
observational data regarding the variety of interactional networks that framed the computer experience of 32 participants. The findings challenged the notion that heavy computer users experience social isolation. It was found that the interpersonal lives and computer activities of children reflexively amplified each other and that boys were more likely to socialize in relation to computers than were girls. The findings were explained as consequences of context and gender-based differentiated styles of world-creating activity. Recommendations were made to parents and teachers encouraging a less apprehensive and more integrative developmental view of the social effects of children's computer use.

Notes: pdf (kmb)

Author Address: Calif State Univ Fullerton, Fullerton, CA 92634 USA. Orleans, M, Calif State Univ Fullerton, Fullerton, CA 92634 USA.

Reference Type: Journal Article
Record Number: 71
Author: Otomo, Y.
Year: 1998
Title: The relationship of computer anxiety, mathematics anxiety, trait anxiety, test anxiety, gender, and demographic characteristics among community college students
Journal: Dissertation Abstracts International Section A: Humanities and Social Sciences
Volume: 59
Issue: 6-A
Pages: pp. 1957
Type of Article: Dissertation Abstract
Short Title: The relationship of computer anxiety, mathematics anxiety, trait anxiety, test anxiety, gender, and demographic characteristics among community college students
ISSN: Print 0419-4209
Accession Number: 1998-95023-189
Keywords: Gender, Computer, Games, mathematics, test, anxiety
Abstract: This study investigated the relationships of four types of anxieties: computer, mathematics, trait, and test anxieties among community college students. In addition, the relationships between these variables, and gender, selected demographic characteristics and experience with computers were examined. One hundred fifty-three community college students were studied using the Computer Anxiety Index (CAIN), the Mathematics Attitudes Scales, the A-Trait scale of the State-Trait Anxiety Inventory and bipolar adjective checklists, computer experience, and demographic background characteristics. The subjects in this study were mainly native English speaking and between the ages of 18-25 years old, with slightly more female than male participants. Approximately half were majoring in liberal arts or business. About one-third owned their own computer. The most common use of the computer was for word processing, games and Internet access. The correlation between computer anxiety and mathematics anxiety was significant and positive. Trait anxiety was moderately and positively related to both mathematics and computer anxiety. Mathematics anxiety was strongly and positively related to test anxiety, but computer anxiety was weakly and positively related to test anxiety. Females had higher mathematics anxiety than males. Females thought of...
mathematics as being more of a male domain than males did. There were no
significant gender differences concerning computer anxiety, test anxiety, or trait
anxiety. English speakers had higher levels of mathematics anxiety than non-native
English speakers. Self-perceived skills in typing, computers, and mathematics were
negatively related to computer and mathematics anxiety. Even though the
relationship was small, the students who perceived themselves as good readers
thought mathematics was less of a male domain than students who did not. Bipolar
adjective checklists measuring subjects' feelings towards computers and
mathematics were strongly related to computer anxiety and mathematics anxiety.
The students who had higher computer anxiety chose negative adjectives to
describe the feelings towards computers and negative adjectives are also strongly
related to mathematics anxiety.

Notes: PsycINFO, Dissertation abstract

Research Notes: GS

Language: eng

Reference Type: Journal Article

Record Number: 176

Author: Papastergiou, M.

Year: 2008

Title: Digital game-based learning in high school computer science education:
Impact on educational effectiveness and student motivation

Journal: Computers & Education

Volume: 52

Issue: Jan 2009

Pages: 1-12

Date: Jun

Short Title: Digital game-based learning in high school computer science
education: Impact on educational effectiveness and student motivation

ISSN: 0360-1315

Accession Number: 2008-17099-002

Label: http://dx.doi.org/10.1016/j.compedu.2008.06.004

Keywords: digital game-based learning, high school education, computer science
education, educational effectiveness, student motivation, curriculum, gender

Abstract: The aim of this study was to assess the learning effectiveness and
motivational appeal of a computer game for learning computer memory concepts,
which was designed according to the curricular objectives and the subject matter of
the Greek high school Computer Science (CS) curriculum, as compared to a similar
application, encompassing identical learning objectives and content but lacking the
gaming aspect. The study also investigated potential gender differences in the
game's learning effectiveness and motivational appeal. The sample was 88
students, who were randomly assigned to two groups, one of which used the
gaming application (Group A, N = 47) and the other one the non-gaming one (Group
B, N = 41). A Computer Memory Knowledge Test (CMKT) was used as the pretest
and posttest. Students were also observed during the interventions. Furthermore,
after the interventions, students' views on the application they had used were
elicited through a feedback questionnaire. Data analyses showed that the gaming
approach was both more effective in promoting students' knowledge of computer
memory concepts and more motivational than the non-gaming approach. Despite
boys' greater involvement with, liking of and experience in computer gaming, and
their greater initial computer memory knowledge, the learning gains that boys and girls achieved through the use of the game did not differ significantly, and the game was found to be equally motivational for boys and girls. The results suggest that within high school CS, educational computer games can be exploited as effective and motivational learning environments, regardless of students' gender.

Notes: PsycINFO, article in Computer & Education

Research Notes: GS

Language: English

Reference Type: Journal Article
Record Number: 136
Author: Passig, D.; Levin, H.
Year: 1999
Title: Gender interest differences with multimedia learning interfaces
Journal: Computers in Human Behavior
Volume: 15
Issue: 2
Pages: 173-183
Date: Mar
Type of Article: review
Short Title: Gender interest differences with multimedia learning interfaces
ISSN: 0747-5632
Accession Number: 1999-13938-005
Label: http://dx.doi.org/10.1016/S0747-5632%2899%2900016-3
Keywords: design of multimedia interface, gender differences in learning interest & time on task & satisfaction, male & female kindergarten students, games, gender

Abstract: Examined whether there are gender differences in learning interest from different designs of multimedia interfaces. The authors assumed that design characteristics add to the interest in learning and developed a taxonomy of design of efficient user interfaces both for boys and girls. The research included 90 kindergarten students, who were exposed to interactive multimedia stories. The research Ss, with the help of a Pollimeter (S. I. Lampert, 1981) answered questionnaires, which examined their level of time on task and their level of satisfaction with the various interfaces. The research findings indicate that there is a significant difference between boys and girls in the influence of the design of the learning interfaces on their level of time on task as well as on their level of satisfaction with the different interfaces. Boys on the one hand had a higher level of time on task, and were more familiar with computer games so they looked for assistance through navigational buttons; girls on the other hand tended to ask for help with the game. Girls preferred to include writing into the game and preferred colourful screens full of drawings, which changed slowly. It was also found that boys preferred green and blue colours, whilst the girls preferred red and yellow.

Notes: PsycINFO, article in Computer in Human Behavior

Research Notes: GS

Language: English

Reference Type: Journal Article
Record Number: 73
Author: Peng, W.; Liu, M.; Mou, Y.
Year: 2008
Title: Do aggressive people play violent computer games in a more aggressive way? Individual difference and idiosyncratic game-playing experience

Journal: CyberPsychology & Behavior

Volume: 11

Issue: 2

Pages: 157-161

Short Title: Do aggressive people play violent computer games in a more aggressive way? Individual difference and idiosyncratic game-playing experience

ISSN: Print 1094-9313

Accession Number: 2008-05373-005

Label: http://dx.doi.org/10.1089/cpb.2007.0026

Keywords: individual differences, violent computer games, aggressiveness, game playing, gender differences, games, gender

Abstract: This study investigates whether individual difference influences idiosyncratic experience of game playing. In particular, we examine the relationship between the game player's physical-aggressive personality and the aggressiveness of the player's game playing in violence-oriented video games. Screen video stream of 40 individual participants' game playing was captured and content analyzed. Participants' physical aggression was measured before the game play. The results suggest that people with more physical-aggressive personality engage in a more aggressive style of playing, after controlling the differences of gender and previous gaming experience. Implications of these findings and direction for future studies are discussed.

Notes: PsycINFO, article from CyberPsychology & Behavior

Research Notes: GS

Author Address: Peng, Wei: Department of Telecommunication, Information Studies and Media, Michigan State University, 430 Comm Arts Building, East Lansing, MI, US, 48824, pengwei@msu.edu

Language: eng

Reference Type: Journal Article

Record Number: 94

Author: Petzold, M.

Year: 1996

Title: Kinder und Jugendliche beim Bildschirmspiel. Ergebnisse einer Befragung zu Interaktion und Kommunikation von 8-16jährigen an Comuter, Videokonsole oder Gameboy

Journal: Medienpsychologie

Volume: 8

Issue: 4

Pages: 257-272

Short Title: Kinder und Jugendliche beim Bildschirmspiel. Ergebnisse einer Befragung zu Interaktion und Kommunikation von 8-16jährigen an Comuter, Videokonsole oder Gameboy

ISSN: 0936-7780

Accession Number: 0111175

Keywords: computer games, Computerspiele, Spielverhalten bei Kindern, childhood play behavior, human sex differences, Geschlechtsunterschiede, games, gender

Notes: Psyndexplus, Artikel aus Medienpsychologie

Reference Type: Book
Record Number: 96
Author: Petzold, M.
Year: 2000
Title: Die Multimedia Familie. Mediennutzung, Computerspiele, Telearbeit, Persönlichkeitsprobleme und Kindermitwirkung in Medien
Series Title: Virtuelle Welten
Publisher: Leske + Budrich
Number of Pages: 125
Edition: 2
Short Title: Die Multimedia Familie. Mediennutzung, Computerspiele, Telearbeit, Persönlichkeitsprobleme und Kindermitwirkung in Medien
ISBN: 978-3-8100-2643-9
Accession Number: 0134142
Keywords: Computer games, Kinder, Familie, Persönlichkeitsmerkmale, Computerspiele, Mensch-Computer-Interaktion, gender

Notes: PsyndexPlus, Book
Research Notes: GS
Language: ger

**Reference Type:** Journal Article  
**Record Number:** 120  
**Author:** Punamaki, R.-L.; Wallenius, Marut; Nygard, C.-H.; Saarni, L.; Rimpela, A.  
**Year:** 2007  
**Title:** Use of information and communication technology (ICT) and perceived health in adolescence: The role of sleeping habits and waking-time tiredness  
**Journal:** Journal of Adolescence  
**Volume:** 30  
**Issue:** 4  
**Pages:** 569-585  
**Short Title:** Use of information and communication technology (ICT) and perceived health in adolescence: The role of sleeping habits and waking-time tiredness  
**ISSN:** 0140-1971  
**Accession Number:** 2007-10844-003  
**Label:** http://dx.doi.org/10.1016/j.adolescence.2006.07.004  
**Keywords:** adolescent attitudes, communication, sleeping habits, games, gender, information technology  
**Abstract:** The first aim for this paper was to examine gender and age differences in the intensity of usage of information and communication technology (ICT: computer for digital playing, writing and e-mailing and communication, and Internet surfing, and mobile phone). Second, we modelled the possible mediating role of sleeping habits and waking-time tiredness in the association between ICT usage and perceived health (health complaints, musculoskeletal symptoms, health status). The participants were 7292 Finns aged 12, 14, 16 and 18 years responding to a postal enquiry (response rate 70%). The results showed that boys played digital games and used Internet more often than girls, whose mobile phone usage was more intensive. Structural equation model analyses substantiated the mediating hypothesis: intensive ICT-usage was associated with poor perceived health particularly or only when it negatively affected sleeping habits, which in turn was associated with increased waking-time tiredness. The associations were gender-specific especially among older adolescents (16- and 18-year olds). Intensive computer usage forms a risk for boys', and intensive mobile phone usage for girls' perceived health through the mediating links. Girls were vulnerable to the negative consequences of intensive mobile phone usage, as it associated with perceived health complaints and musculoskeletal symptoms both directly and through deteriorated sleep and increased waking-time tiredness. The results of gender-specific ICT usage and vulnerability are discussed as reflecting gendered psychophysiological, psychological and social developmental demands.  
**Notes:** PsycINFO, article in Journal of adolescence  
**Research Notes:** GS  
**Author Address:** Punamaki, Raija-Leena: Raija-leena.Punamaki@uta.fi  
**Language:** English

---

**Reference Type:** Journal Article  
**Record Number:** 41  
**Author:** Quaiser-Pohl, C.; Geiser, C.; Lehmann, W.  
**Year:** 2006
Title: The relationship between computer-game preference, gender, and mental-rotation ability
Journal: Personality And Individual Differences
Volume: 40
Issue: 3
Pages: 609-619
Date: Feb
Short Title: The relationship between computer-game preference, gender, and mental-rotation ability
ISSN: 0191-8869
Accession Number: 0186003
Label: http://dx.doi.org/10.1016/j.paid.2005.07.015
Keywords: games, gender, Computer
Abstract: This study examined how computer-game preference relates to mental-rotation test (MRT) performance and to gender differences. Subjects were 861 German secondary-school children (mean age = 14.67; range 10-20 years). Latent class analysis with the data of a computer-game preference scale revealed three types of players: "non-players", "action-and-simulation game players" and "logic-and-skill-training game players". Large gender differences were found with respect to class assignment. More females than males were found in the "logic-and-skill-training game player" class (82.9%) and in the class of "non-players" (81.9%). Males in contrast were overrepresented (81.7%) in the class of "action-and-simulation game players". As expected, males on average outperformed females in mental-rotation test performance (d = 0.63). Furthermore, ANOVA results indicated mean differences in mental-rotation ability between action-and-simulation players and non-players (partial eta(2) = .01) as well as age differences (partial eta(2) = .04). With boys, non-players on average had lower MRT scores than action-and-simulation game players. For females, computer-game preference was unrelated to MRT performance. Results are discussed within a nature-nurture-interactionist framework of gender differences in spatial abilities.
Notes: pdf (kmb)
URL: <Go to ISI>://000235390600020
Language: ger, eng

Reference Type: Report
Record Number: 207
Author: Reinecke, L.; Trepte, S.; Behr, K.-M.
Year: 2007
Title: Why girls play.
Results of a qualitative interview study with female video game players
City: Universität Hamburg
Institution: Universität Hamburg: Universitaet, Fachbereich Psychologie, Arbeitsbereich Sozialpsychologie
Pages: 15
Type: Internet
Short Title: Why girls play.
Results of a qualitative interview study with female video game players
Accession Number: 0198590
Keywords: HAFOS Hamburger Forschungsberichte zur Sozialpsychologie, games, gender
Abstract: Qualitative interviews with 7 female players were conducted to gather information on the motives and attitudes of female users of video and computer games. Participants were asked about the importance of different gratifications of game play, critical incidents that initiated their interest in games, and their perceived competence in the use of computer technology. Special attention was paid to potential shortcomings of contemporary video and computer games in addressing female players' specific needs and the question whether female users can identify with in-game characters of today's computer games. The results indicate that the motive to win is of minor importance for female players. Additionally, many interviewees reported a lack of support for their hobby, especially from same-sex friends. Identification with the avatar is an important component of the gaming experience for the female players. At the same time, contemporary computer games that are often situated in primarily masculine contexts (e.g. war, competition) make it difficult for female users to identify with in-game characters.
Type of Article: Journal; Peer Reviewed Journal
Short Title: The impact of emotionality and self-disclosure on online dating versus traditional dating
ISSN: Print 0747-5632
Electronic Resource Number: http://dx.doi.org/10.1016/j.chb.2007.10.003
Accession Number: 2008-09010-026
Keywords: emotionality impact, self-disclosure, online dating, traditional dating, dating relationships, computer-mediated communication, games, gender
Abstract: Online dating is unique in the pursuit of romance. The bond created between potential partners takes a different path than normal dating relationships. Online dating usually begins with a flurry of e-mail messages, each more intimate than the last. Traditional dating relationships that might take months to develop in the real world, take weeks or even days online. Much has been written about cyber-dating, but little research has been done. This series of four studies examines the online dating process, similarities and differences between online and traditional dating, and the impact of emotionality and self-disclosure on first (e-mail) impressions of a potential partner. Results indicate that the amount of emotionality and self-disclosure affected a person's perception of a potential partner. An e-mail with strong emotional words (e.g., excited, wonderful) led to more positive impressions than an e-mail with fewer strong emotional words (e.g., happy, fine) and resulted in nearly three out of four subjects selecting the e-mailer with strong emotional words for the fictitious dater of the opposite sex. Results for self-disclosure e-mails were complex, but indicate that levels of self-disclosure led to different impressions. Low levels of self-disclosure were generally preferred in choosing for the fictitious dater, although these preferences differed by gender, education, and ethnic background. Results were discussed in terms of theories of computer-mediated communication. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)
Notes: PsycINFO, article in Computers in Human Behavior
Research Notes: GS
Author Address: Rosen, Larry D.: lrosen@csudh.edu
Rosen, Larry D.: Department of Psychology, California State University, Dominguez Hills, 1000 E. Victoria Street, Carson, CA, US, 90747, lrosen@csudh.edu
Language: English

Reference Type: Electronic Source
Record Number: 28
Author: Roth, W.-D.
Year: 2004
Title: Online-Spiele sind keine Männerdomäne
Access Date: 30.6.2004
Short Title: Online-Spiele sind keine Männerdomäne
Keywords: games, gender
Abstract: Überraschung: Online-Spiele sind keine Männerdomäne

Wolf-Dieter Roth 30.06.2004
Im Internet spielen mehrheitlich Frauen mittleren Alters "Online-Gaming" gilt ebenso wie Computern und Internet eher als Männervergnügen. Bei den richtig süchtigen "Hardcore-Gamern", die einen Großteil ihrer Freizeit mit Spielen im Internet verbringen, stimmt das auch. Die weit
zahlreicher "Gelegenheits-Online-Zocker" sind jedoch überwiegend Frauen mittleren Alters


Hardcore Online Gaming

Vorteile von Collaboration Anwendungen
Überlegungen zu Geschäftsmodellen zur Verbesserung der Unternehmensleistung. Auf Basis von Collaboration lassen sich neue Geschäftsmodelle realisieren oder bestehende Arbeitsabläufe leicht optimieren.
Wie Sie Ihren SQL Server immer verfügbar halten
Neverfail for SQL schützt Ihren SQL Server vor Ausfällen und Datenverlusten. Hier werden die Kernanforderungen vorgestellt, die Microsoft an ausfallsichere SQL-Server stellt.
Wie Open Source-Lösungen in Krisenzeiten helfen können
Lesen Sie in diesem Whitepaper über Möglichkeiten und Vorteile, die der Einsatz von Open-Source-Lösungen bringen kann und wie Sie dabei Kosten einsparen können.
Die Studie schätzt den Anteil der Männer bei diesen Spielern auf 86 Prozent und deren durchschnittliche Spieldauer auf 18 bis 26 Stunden pro Woche. Für die meisten "Hardcore"-Online-Spieler sind Computerspiele nicht nur ein einfacher Zeitvertreib, sondern ein Hobby, das einen wesentlichen Teil der Freizeit beansprucht.

Zukunftsaussichten
Die Studie prognostiziert, dass der gesamte Online Spiele Markt in Westeuropa und Nordamerika im Jahre 2004 einen Umsatz von mehr als 890 Millionen Euro generiert. 2007 wird der Umsatz 1,8 Milliarden Euro betragen. Das "Casual Gaming" übertrifft die Umsätze des "Hardcore Gaming" dabei etwa um das Anderthalbfache und lockt insgesamt fünf Mal so viele Spieler an.

Notes: print
Research Notes: Erfänzt, GS
URL: http://www.telepolis.de/deutsch/special/game/17768/1.html
Access Date: 30.6.2004

Reference Type: Journal Article
Record Number: 78
Author: Royse, P.; Lee, J.; Undrahbuyan, B.; Hopson, M.; Consalvo, M.
Year: 2007
Title: Women and games: Technologies of the gendered self
Journal: New Media & Society
Volume: 9
Issue: 4
Pages: 555-576
Short Title: Women and games: Technologies of the gendered self
ISSN: Print 1461-4448
Electronic 1461-7315
Accession Number: 2007-12373-001
Label: http://dx.doi.org/10.1177/1461444807080322
Keywords: women, computer games, consumption, gender identity, individual differences, games, gender
Abstract: This study examines how individual differences in the consumption of computer games intersect with gender and how games and gender mutually constitute each other. The study focused on adult women with particular attention to differences in level of play, as well as genre preferences. Three levels of game consumption were identified. For power gamers, technology and gender are most highly integrated. These women enjoy multiple pleasures from the gaming experience, including mastery of game-based skills and competition. Moderate gamers play games in order to cope with their real lives. These women reported taking pleasure in controlling the gaming environment, or alternately that games provide a needed distraction from the pressures of their daily lives. Finally, the non-gamers who participated in the study expressed strong criticisms about game-playing and gaming culture. For these women, games are a waste of time, a limited commodity better spent on other activities.
Notes: PsycINFO, article from New Media & Society
Research Notes: GS
Language: English
Reference Type: Journal Article
Record Number: 148
Author: Sacher, W.
Year: 1993
Title: Jugendgefaehrdung durch Video- und Computerspiele?.
Adolescent risks from video and computer games? A discussion of the risks on the horizon of international research results.
Journal: Zeitschrift für Pädagogik
Volume: 39
Issue: 2
Pages: 313-333
Short Title: Jugendgefaehrdung durch Video- und Computerspiele?.
Adolescent risks from video and computer games? A discussion of the risks on the horizon of international research results.
ISSN: 0044-3247
Accession Number: 0073973
Keywords: frequency of use of computer games & video games among children & adolescents; effects of extensive playing especially games with aggressive content; recent research results; overview, gender, games
Abstract: Discusses the frequency of playing video and computer games among children and the effects of extensive playing on behavior. On the basis of new research results, it is shown that the use of video and computer games by children and adolescents is much less widespread than is generally assumed. The effects of extensive playing is then analyzed, focusing on the importance of the situation in which the game is played, the structure of the game, and finally, on the contents of the game (i.e., aggressive contents). Overall, children and adolescents who play extensively form a rather inconspicuous group; the danger of habit formation exists only up to a point. It is only with very young children that the games with aggressive content may lead to problematic effects; otherwise, the often-evoked dangers cannot be sufficiently substantiated by the current research results. To adequately judge the games’ danger potential, however, new approaches in media research are required. In the final section, these approaches, as well as consequences of media education, are sketched.
Notes: Psyndexplus, article in Zeitschrift für Pädagogik
Language: German

Reference Type: Journal Article
Record Number: 168
Author: Sanders, T. C.
Year: 2008
Title: M4M chat rooms: Individual socialization and sexual autonomy
Journal: Culture, Health & Sexuality
Volume: 10
Issue: 3
Pages: 263-276
Date: Apr
Type of Article: Journal; Peer Reviewed Journal
Short Title: M4M chat rooms: Individual socialization and sexual autonomy
ISSN: Print 1369-1058

Electronic Resource Number: http://dx.doi.org/10.1080/13691050701836936
Accession Number: 2008-05829-004
Keywords: chat rooms, online social interaction, individual socialization, sexual autonomy, men for men websites, games, gender

Abstract: This paper uses data from twenty-one online and in-person qualitative interviews to examine the meaning and use of chat rooms located on men for men (M4M) websites from the perspectives of men seeking men on the Internet. This research is inspired by recent public health and social sciences literature on gay websites and chat rooms. The data indicate that these online sites help expedite learning about sex and sexuality and, for men who are shy or geographically isolated, to interact with metropolitan gay communities. There is, however, a measure of stigma associated with use of these chat rooms, particularly by men who are older or in coupled relationships. Using these data, the paper argues that M4M chat rooms play a vital role in fostering the sexual autonomy of many men who frequent these venues and that sociologists should devote more study to the complexity of online social interaction. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in Culture, Health & Sexualit

Research Notes: GS
Author Address: Sanders, T. C.: tcs@yorku.ca
Sanders, T. C.: York University - Sociology, 2060 Vari Hall, 4700 Keele Street, Toronto, ON, Canada, M3J 1P3, tcs@yorku.ca

Language: English

Reference Type: Journal Article
Record Number: 216
Author: Scharrer, E.
Year: 2004
Title: Virtual Violence: Gender and Aggression in Video Game Advertisements
Journal: Mass Communication and Society
Volume: 7
Issue: 4
Pages: 393-412
Short Title: Virtual Violence: Gender and Aggression in Video Game Advertisements
ISSN: 1520-5436 (Electronic: 1532-7825)
Accession Number: 2004-19913-002
Label: http://dx.doi.org/10.1207/s15327825mcs0704_2
Keywords: virtual violence, video games, advertisements, gender differences, aggression, advertising messages, quantitative content analysis, video game magazines, weapons representation, young adults, games, computer, gender

Abstract: Video games are increasing in popularity and use, with 42% of households in the United States owning a video game console (Interactive Digital Software Association, 2001 a, 2001 b). Children and young adults are frequent users (Roberts, Foehr, Rideout, & Brodie, 1999). Yet social scientific investigation of the advertising messages used to promote the games is rare. This study attempts to
fill that gap with a quantitative content analysis of 1,054 advertisements for video games appearing in large-circulation video game magazines. The study examines the portrayal of gender and violence in the images and text of the ads, as well as the representation of race and ethnicity, the genre of the game, the rating/label, and the use of advertising appeals such as user identification. Results show that 55.8% of the games contained violence, an average of 2.5 weapons appeared per ad, and males outnumbered females by more than 3 to 1.

Notes: PsycINFO, article in Mass Communication and Society

Research Notes: GS

Author Address: Scharrer, Erica: Department of Communication, University of Massachusetts Amherst, 309 Machmer Hall, Amherst, MA, US, 01003, scharrer@comm.umass.edu

Language: English

Reference Type: Journal Article
Record Number: 180
Author: Schiefele, U.; Roussakis, E.
Year: 2006
Title: Experimental conditions for flow experiences in computer games
Journal: Zeitschrift für Psychologie
Volume: 214
Issue: 4
Pages: 207-219
Short Title: Experimental conditions for flow experiences in computer games
ISSN: 0044-3409
Accession Number: 0192609
Keywords: determinants of flow experiences in experimental computer games; optimal challenge-skill fit vs easy vs difficult game levels & achievement motivation, computer games, gender

Abstract: Replicated an experiment by Rheinberg and Vollmeyer (2003). In accordance with flow theory, these authors showed that the flow experience while playing a computer game depends on the challenge and skill fit. In the present study, 76 university students played the Computer game "Roboguard" at a level with optimal fit and at two levels with low fit (too easy, too difficult). The Computer game was modified in order to have less extreme easy and difficult levels. The results showed the expected effects for the easy and optimal levels but not for the difficult level. The participants indicated high degrees of flow at the difficult level. A possible explanation being that extremely high demands in a game situation do not reduce the experience of flow under certain conditions. In conclusion, games such as Roboguard are not suitable for flow research in general, but only for specific research questions.

Notes: PsycINFO, article in Zeitschrift für Psychologie

Research Notes: GS

Language: German

Reference Type: Journal Article
Record Number: 95
Author: Schlechtweg-Jahn, R.
Year: 1997
Title: Computerzombie oder Homo ludens?
Computerzombie oder Homo ludens?


Notes: Psyndex Plus, Edited Book
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 161
Author: Shan, Caifeng; Gong, Shaogang; McOwan, Peter W.
Year: 2008
Title: Fusing gait and face cues for human gender recognition
Journal: Neurocomputing: An International Journal
Volume: 71
Issue: 10-12
Pages: 1931-1938
Date: Jun
Type of Article: Journal; Peer Reviewed Journal
Short Title: Fusing gait and face cues for human gender recognition
ISSN: Print 0925-2312 Elsevier Science Electronic, Print Electronic
Electronic Resource Number: http://dx.doi.org/10.1016/j.neucom.2007.09.023
Accession Number: 2008-07757-017
Keywords: fusing gait, face cues, human gender recognition, computer vision, gender classification, human computer interaction systems, games, gender

Abstract: Computer vision-based gender classification is an interesting and challenging problem, and has potential applications in visual surveillance and human-computer interaction systems. In this paper, we investigate gender classification from human gaits in image sequences, a relatively understudied
problem. Moreover, we propose to fuse gait and face for improved gender discrimination. We exploit canonical correlation analysis (CCA), a powerful tool that is well suited for relating two sets of measurements, to fuse the two modalities at the feature level. Experiments demonstrate that our multimodal gender recognition system achieves the superior recognition performance of 97.2% in large data sets. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in Neurocomputing: An International Journal

Research Notes: GS

Author Address: Shan, Caifeng: caifeng.shan@philips.com Gong, Shaogang: sgg@dcs.qmul.ac.uk McOwan, Peter W.: pmco@dcs.qmul.ac.uk

Shan, Caifeng: Philips Research, High Tech Campus 36, Eindhoven, China, 5656 AE, caifeng.shan@philips.com

Language: English

Reference Type: Journal Article

Record Number: 173

Author: Shan, Caifeng; Gong, Shaogang; McOwan, Peter W.

Year: 2008

Title: Fusing gait and face cues for human gender recognition

Journal: Neurocomputing: An International Journal

Volume: 71

Issue: 10-12

Pages: 1931-1938

Date: Jun

Type of Article: Journal; Peer Reviewed Journal

Short Title: Fusing gait and face cues for human gender recognition

ISSN: Print 0925-2312

Electronic Resource Number: http://dx.doi.org/10.1016/j.neucom.2007.09.023

Accession Number: 2008-07757-017

Keywords: fusing gait, face cues, human gender recognition, computer vision, gender classification, human computer interaction systems, games, gender

Abstract: Computer vision-based gender classification is an interesting and challenging problem, and has potential applications in visual surveillance and human-computer interaction systems. In this paper, we investigate gender classification from human gaits in image sequences, a relatively understudied problem. Moreover, we propose to fuse gait and face for improved gender discrimination. We exploit canonical correlation analysis (CCA), a powerful tool that is well suited for relating two sets of measurements, to fuse the two modalities at the feature level. Experiments demonstrate that our multimodal gender recognition system achieves the superior recognition performance of 97.2% in large data sets. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in Neurocomputing: An International Journal

Research Notes: GS

Author Address: Shan, Caifeng: caifeng.shan@philips.com Gong, Shaogang: sgg@dcs.qmul.ac.uk McOwan, Peter W.: pmco@dcs.qmul.ac.uk

Shan, Caifeng: Philips Research, High Tech Campus 36, Eindhoven, China, 5656 AE, caifeng.shan@philips.com

Language: English

Reference Type: Book Section
Record Number: 3
Author: Sherry, J.; Lucas, K.; Greenberg, B.S.; Lachlan, K.
Year: 2006
Title: Video game uses and gratifications as predictors of use and game preference
Editor: Vorderer, P.; Bryant, J.
Book Title: Playing video games. Motives, responses, and consequences
City: Mahwah, NJ
Publisher: Lawrence Erlbaum Associates
Pages: 213-224
Short Title: Video game uses and gratifications as predictors of use and game preference
Keywords: Computer, games, gender
Notes: Kopie
Image: 3591977728VGGender.pdf

Reference Type: Journal Article
Record Number: 164
Author: Siebler, Frank; Sabelus, Saskia; Bohner, Gerd
Year: 2008
Title: A refined computer harassment paradigm: Validation, and test of hypotheses about target characteristics
Journal: Psychology of Women Quarterly
Volume: 32
Issue: 1
Pages: 22-35
Date: Mar
Type of Article: Journal; Peer Reviewed Journal
ISSN: Print 0361-684
Electronic Resource Number: http://dx.doi.org/10.1111/j.1471-6402.2007.00404.x
Accession Number: 2008-02633-003
Keywords: refined computer paradigm, target characteristics, sexual harassment, physical attractiveness, games, gender
Notes: PsycINFO, article in Psychology of Women Quarterly

Abstract: A refined computer paradigm for assessing sexual harassment is presented, validated, and used for testing substantive hypotheses. Male participants were given an opportunity to send sexist jokes to a computer-simulated female chat partner. In Study 1 (N = 44), the harassment measure (number of sexist jokes sent) correlated positively with self-reported harassment proclivity. Study 2 (N = 77) included a more elaborate cover story, variations of the female target's attitude (feminist vs. traditional) and physical attractiveness (low vs. high), and additional measures for construct validation. Results showed that harassment correlated positively with self-reported harassment proclivity, hostile sexism, and male identity. Feminist targets were harassed more than traditional targets, whereas target attractiveness had no effect. Theoretical and applied implications are discussed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)
Research Notes: GS
Author Address: Siebler, Frank: frank@psyk.uit.no
Siebler, Frank: Department of Psychology, University of Tromso, Tromso, Norway, 9037, frank@psyk.uit.no
Language: English

Reference Type: Electronic Book
Record Number: 210
Author: Signorella, M. L.
Year: 1996
Title: Gender, Games
Publisher: American Psychological Association, US
Volume: 41
ISBN: 1554-0138
Accession Number: 2004-17624-042
Label: http://dx.doi.org/10.1037/003233
Keywords: gender segregation, childhood gender segregation, gender, play research, games, gender
Abstract: Originally published in Contemporary Psychology: APA Review of Books, 1996, Vol 41(11), 1143-1144. Review of Childhood Gender Segregation: Causes and Consequences edited by Campbell Leaper(see record 1994-98684-000). Fans of gender and play research can, by reading this volume, watch key players in this area (Serbin, Fabes, Martin, Fagot, Leaper, and Maccoby) hitting back and forth their hypotheses on the causes, correlates, and consequences of childhood gender segregation. In each of the chapters, the authors report data addressing possible causes of gender segregation and debate a pivotal theory. Given the small size of this volume and the complexity of much of the research being reported, it is not surprising that some of the details of the results are not clear. Anyone interested in pursuing these issues will need to read the original papers. This volume will be particularly useful to those interested in further investigation of childhood gender segregation.
Notes: PsycCritiques, Electronic Collection
Research Notes: GS
Access Date: Access Date
Language: English

Reference Type: Journal Article
Record Number: 40
Author: Sigurdsson, J. F.; Gudjonsson, G. H.; Bragason, A. V.; Kristjansdottir, E.; Sigfusdottir, I. D.
Year: 2006
Title: The role of violent cognition in the relationship between personality and the involvement in violent films and computer games
Journal: Personality And Individual Differences
Volume: 41
Issue: 2
Pages: 381-392
Date: Jul
Short Title: The role of violent cognition in the relationship between personality and the involvement in violent films and computer games

ISSN: 0191-8869

Accession Number: 2006-06894-019

Label: http://dx.doi.org/10.1016/j.paid.2006.02.006

Keywords: games & aggression, violent cognition, personality, films, computer games, empathy, attitudes, gender differences, gender

Abstract: The study investigates the relationship between empathy and attitudes towards violence and real-life exposure to violent films and computer games. It is hypothesised that low empathy and attitudes that predispose people towards violence are more strongly related to exposure to violent films and computer games than to superordinate personality traits (e.g., EPQ psychoticism, extraversion, antisocial personality traits), or subtraits, such as sensation-seeking. Four hundred and thirty-three students in further education completed three personality questionnaires, a questionnaire of attitudes towards violence, and reported on their use of violent computer games, films and videos. Multivariate analyses in the form of ordinary least squares (OLS) models were used to test the primary hypotheses. Acceptance of violence, as measured by the Maudsley Violence Questionnaire (MVQ), was the strongest and most consistent predictor of violent media use. Superordinate personality traits were generally fully mediated by acceptance of violence. The findings emphasise the importance of general acceptance of violence in the consumption of violent games and films. Some gender differences emerged; particularly in relation to the use of violent computer games. Empathy had no significant effects for either males or females. (c) 2006 Elsevier Ltd. All rights reserved.

Notes: PsycINFO, pdf (kmb)

Research Notes: Ergänzt, GS

URL: <Go to ISI>:://000238626100017

Author Address: Gudjonsson, Gisli H.: Department of Psychology, Institute of Psychiatry, Kings College, PO 78, De Crespigny Park, Denmark Hill, London, England, SE5 8AF, g.gudjonsson@iop.kcl.ac.uk

Language: English

Reference Type: Journal Article

Record Number: 159

Author: Silk, Kami J.; Sherry, John; Winn, Brian; Keesecker, Nicole; Horodynski, Mildred A.; Sayir, Aylin

Year: 2008

Title: Increasing nutrition literacy: Testing the effectiveness of print, Web site, and game modalities

Journal: Journal of Nutrition Education and Behavior

Volume: 40

Issue: 1

Pages: 3-10

Date: Jan-Feb

Type of Article: Journal; Peer Reviewed Journal

Short Title: Increasing nutrition literacy: Testing the effectiveness of print, Web site, and game modalities

ISSN: Print 1499-4046 Journal of Nutrition Education Elsevier Science BC Decker; Canada Electronic, Print Electronic
Abstract: Objective: To examine the effectiveness of three modalities for delivery of nutrition education. Design: Between-subjects, repeated-measures design. Setting: Data were collected at community agencies or during home visits. Participants: Low-income, European American and African American mothers (N = 155). Intervention: Participants were exposed to nutrition education material in 1 of 3 modalities (a computer game, The Fantastic Food Challenge; Web site; or pamphlet). Likeability, nutrition knowledge, intention to use, and demographic measures followed the intervention at T1 and T2. Main Outcome Measures: 5-point Likert-type scales measured likeability (5 items), and 33 multiple-choice questions measured knowledge. Analysis: Data were analyzed using analysis of variance (ANOVA) and analysis of covariance (ANCOVA) procedures using SPSS version 15.0 (SPSS Inc., Chicago, IL) software, P < .05. Results: Overall, the Web site was liked more than the other conditions with this audience of women. Significant differences in attention, understanding, and intent to use the information existed across modalities. The Web site performed better than other modalities on knowledge outcomes, with no differences in knowledge retention from T1 to T2. Conclusions and Implications: The Web site modality performed best with this audience of women, indicating that interactive computer games may not confer greater benefits than traditional modes of information delivery for all audiences, particularly those with low computer skills. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in Journal of Nutrition Education and Behavior

Author Address: Silk, Kami J.: silkk@msu.edu
Silk, Kami J., 566 Communication Arts and Sciences, East Lansing, MI, US, 48824, silkk@msu.edu

Language: English
Keywords: predictors, violent media use, sensation seeking, alienation, aggression, 8th graders, adolescents, violent film, internet websites, computer, games, video games, gender

Abstract: Use of violent media content by adolescents has long been a matter of public concern and debate, a concern that was heightened by the reported use of violent computer games and websites by the killers at Columbine High School in 1999. This study examined predictors of various types of self-reported use of violent media content by 8th graders (N=3,127) from 20 schools around the U.S. Hierarchical regression analyses indicated that gender, sensation seeking, aggression, and frequency of Internet use had relatively strong contributions to explaining the use of violent media content composite and the measure of violent website content use. Alienation variables contributed significantly, though modestly, to variance explained in the use of violence-oriented websites, but not to the composite measure. Alienation from school and family also appeared to partially mediate effects of sensation seeking and aggression on use of violent Internet content. A negative feedback loop model for linking uses and gratifications approaches to the study of effects of violent media content on adolescents is suggested. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)

--> Männer zeigen stärkere Präferenz für gewalthaltige Medieninhalte, als Frauen!

Language: English

Notes: Psyndex Plus, article in Zeitschrift für Pädagogische Psychologie
Research Notes: GS
Language: German

Reference Type: Journal Article
Record Number: 88
Author: Spanhel, D.
Year: 1988
Title: Neue Medien - Zur Bedeutung der neuen Medien für Jugendliche aus entwicklungs-theoretischer und alltagsweltlicher Sicht
Journal: Unterrichtswissenschaft
Volume: 16
Issue: 4
Pages: 19-31
Short Title: Neue Medien - Zur Bedeutung der neuen Medien für Jugendliche aus entwicklungs-theoretischer und alltagsweltlicher Sicht
ISSN: 0340-4099
Accession Number: 0035123
Keywords: gender, computer games, Identity Game, social influences, computerspiele, soziale Einflüsse, Geschlecht, effects of new media on leisure time & everyday life of adolescents, sex & age differences & forms of media use & consequences for school learning, 2 samples of 1,800 & 2,300 students aged 10-20, empirical study


Investigated changes in the lives of teenagers as a result of their leisure-time use of new media (video films, video games and computers). 1,800 teenagers were
interviewed in 1985 and 2,300 teenagers in 1987 about their use of new media. In comparing the two samples it became clear that there was an improvement in the way they approached the media; however, in comparison to other leisure time activities, these media played only a minor role. Factors affecting use of the media included gender, type of school attended and age (in that order). The following types of use were observed: (1) deliberate design of one’s own everyday environment, (2) participation in everyday group culture, (3) a uniform pattern of leisure-time behavior, (4) a playful approach to picture worlds, and (5) compensation for suppressed emotionality. Problematic implications of these behaviors are discussed.

Notes: Psyndexplus, Artikel
Research Notes: GS
Language: ger, eng

Reference Type: Journal Article
Record Number: 84
Author: Subrahmanyam, K.; Greenfield, P.; Kraut, R.; Gross, E.
Year: 2001
Title: The impact of computer use on children's and adolescents' development
Journal: Journal of Applied Developmental Psychology
Volume: 22
Issue: 1
Pages: 7-30
Short Title: The impact of computer use on children's and adolescents' development
ISSN: 0193-3973
Accession Number: 2001-07163-002
Label: http://dx.doi.org/10.1016/S0193-3973%2800%2900063-0
Keywords: home computer use, Internet, childhood development, adolescent development, gender, age, ethnicity, social development, cognitive skills, academic performance, games, gender
Abstract: In recent years, electronic games, home computers, and the Internet have assumed an important place in our lives. This paper presents a review of the research on the impact of home computer use on the development of children and adolescents. Time use data are presented along with a discussion of factors such as age, gender, and ethnicity, which impact the time spent on computers as well as the activities engaged in. Research on the impact of computer use on cognitive skill and academic development, social development and relationships, and perceptions of reality and violent behavior is reviewed. The special role of the Internet in the lives of adolescents is brought out using data from the HomeNet study. The paper concludes with recommendations for future study in order to better understand the growing impact of computers on our youth.
Notes: PsycINFO, Article in Journal of Applied Developmental Psychology
Research Notes: GS
Author Address: Subrahmanyam, Kaveri: ksubrah@calstatela.edu
Language: eng

Reference Type: Journal Article
Record Number: 37
Author: Subrahmanyam, K.; Greenfield, P. M.
Year: 1994
Title: Effects of Video Game Practice on Spatial Skills in Girls and Boys
Journal: Journal of Applied Developmental Psychology
Volume: 15
Pages: 13-32
Short Title: Effects of Video Game Practice on Spatial Skills in Girls and Boys
Keywords: gender, games, computer
Abstract: A study of the effect of video game practice on spatial abilities in girls and boys was carried out. Spatial performance, measured using two subtests of a computerized spatial skills battery, was significantly better in boys than in girls during pretest assessment. Subjects then practiced on an action video game, Marble Madness, or a computerized word game, Conjecture. Video game practice was significantly more effective than the word game in improving spatial performance on the posttest assessment; there was no significant interaction of gender with experimental treatment. However, video game practice was more effective for children who started out with relatively poor spatial skills. The pattern of results suggests that video games may be useful in equalizing individual differences in spatial skill performance, including those associated with gender.
Notes: pdf (kmb)

Reference Type: Book Section
Record Number: 30
Author: Subrahmanyam, K.; Greenfield, P.M.
Year: 2000
Title: Computer games for girls: What makes them play?
Editor: Cassell, J; Jenkins, H
Book Title: From Barbie to Mortal Kombat: Gender and computer games
City: Cambridge, MA, London, GB
Publisher: MIT Press
Pages: 46-71
Short Title: Computer games for girls: What makes them play?
Keywords: gender, computer, games
Notes: print

Reference Type: Journal Article
Record Number: 117
Author: Sweeting, H.; West, Patrick
Year: 2003
Title: Young People's Leisure and Risk-Taking Behaviours: Changes in Gender Patterning in the West of Scotland during the 1990s
Journal: Journal of Youth Studies
Volume: 6
Issue: 4
Pages: 391-412
Date: Dec
Short Title: Young People's Leisure and Risk-Taking Behaviours: Changes in Gender Patterning in the West of Scotland during the 1990s
ISSN: Print 1367-6261
Over the course of the 1990s, evidence emerged of increasing public visibility, reduced restrictions on activities and relatively greater increases in health-risk behaviours among females, together with suggestions of a domestification of leisure among males. This paper uses data from two cohorts of 15 year olds in the same geographical area (the West of Scotland), separated by 12 years (1987 and 1999) to examine changes in the gender patterning of young people's leisure, use of public space and risk taking (as represented by substance use) over this time period. Gender differences in "street-based" (previously more males) and "conventional/safe" (previously more females) leisure disappeared over this period while male excesses in watching sports and playing computer games increased. At the same time, female levels of drinking and experience of illicit drugs reached, and those of smoking overtook, their male counterparts. Additional analyses showed that changes in leisure activities over time accounted in part for the changing gender patterns in substance use. The paper discusses how greater public visibility and increased risk-taking behaviours among females have resulted from the lifting of constraints of respectability on young women's life-styles.

Notes: PsycINFO, article in Journal of Youth Studies

Research Notes: GS

Author Address: Sweeting, Helen: helen@msoc.mrc.gla.ac.uk

Language: English
their interest, females seemed to be inhibited about pursuing training and careers in CSCI.

Notes: PsycINFO, article in computers in Human Behavior
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 146
Author: Trepte, S.
Year: 2004
Title: Soziale Identitaet und Medienwahl. Eine binationale Studie zum Einfluss von Gender-Identitaet und nationaler Identitaet auf die Selektion unterhaltender Medieninhalte.
Social identity and the choice of media. A binational study of the impact of gender identity and national identity on the selection of entertaining media contents.
Journal: Medien & Kommunikationswissenschaft
Volume: 52
Issue: 2
Pages: 230-249
Short Title: Soziale Identitaet und Medienwahl. Eine binationale Studie zum Einfluss von Gender-Identitaet und nationaler Identitaet auf die Selektion unterhaltender Medieninhalte.
Social identity and the choice of media. A binational study of the impact of gender identity and national identity on the selection of entertaining media contents.
ISSN: 1615-634X
Accession Number: 0185675
Keywords: social identity & choice of media, role of gender identity & national identity in evaluation of television serials, 419 college students from Germany & United States, games, gender
Notes: Psyndexplus, article in Medien & Kommunikationswissenschaft
Research Notes: GS
Language: German

Reference Type: Journal Article
Record Number: 86
Author: Tzeng, S-C.
Year: 2000
**Title**: Optimizing challenges and skills in the design of an educational computer game and exploring adolescents' gaming beliefs  
**Journal**: Dissertation Abstracts International Section A: Humanities and Social Sciences  
**Volume**: 60  
**Issue**: 11-A  
**Pages**: 3894  
**Date**: May  
**Short Title**: Optimizing challenges and skills in the design of an educational computer game and exploring adolescents' gaming beliefs  
**ISSN**: 0419-4209  
**Accession Number**: 2000-95009-023  
**Keywords**: motivation & learning & beliefs, male vs female adolescents who played optimized vs non-optimized version of educational computer game, gender  
**Abstract**: The primary objective of this study was to compare the motivation and learning of students who played either the optimized or non-optimized version of an educational computer game. The secondary objective of the study was to explore the influence of gender and beliefs on computer game playing. More precisely, the study compared male and female adolescents' interest and achievement in the educational game. It explored the issue of if participants' ability and value-related beliefs about gaming were predictive of their weekly gaming hours. It also compared males' and females' participation levels in games and their perceived gaming ability and valuing of gaming. Finally, the correlations between students' (a) intrinsic motivation and learning performance in the educational game, (b) gaming beliefs and intrinsic motivation in the game, and (c) gaming beliefs and learning from the game were investigated. A total of 91 sixth graders participated in this research. The results indicated that regardless of either the version of the educational game played or the students' gender, students' levels of intrinsic motivation were the same. Compared to students whose version of the game was not optimized, students who played the optimized version of the game performed better on the posttest. Boys and girls learned equally from the game. Students' gaming beliefs explained 22% of the variance in the amount of time students reported spending on computer games each week. It was also found that boys reported spending more time playing computer games than did girls. Both sexes, however, considered themselves equally competent at playing games and assigned similar values to gaming. There was a positive correlation between post-game ratings of effort-importance and the posttest when controlling for initial effort-importance and the pretest. Moreover, attainment gaming value correlated positively with post-game ratings of perceived competence when controlling for initial perceived competence. Attainment gaming value also correlated positively with post-game ratings of effort-importance when controlling for initial effort-importance. Intrinsic gaming value correlated positively with post-game ratings of perceived competence when controlling for initial perceived competence. No statistically significant relationships between gaming beliefs and the posttest, however, were found when controlling for the pretest.  
**Notes**: PsycINFO, Dissertation Abstract  
**Research Notes**: GS  
**Language**: English  

**Reference Type**: Journal Article
Record Number: 131
Author: Valkenburg, P. M.; Soeters, K. E.
Year: 2001
Title: Children's positive and negative experiences with the Internet: An exploratory survey
Journal: Communication Research
Volume: 28
Issue: 5
Pages: 652-675
Date: Oct
Short Title: Children's positive and negative experiences with the Internet: An exploratory survey
ISSN: 0093-6502
Accession Number: 2002-17250-004
Label: http://dx.doi.org/10.1177/009365001028005004
Keywords: positive vs. negative experiences, internet, human computer interaction, motives, social interaction, age differences, gender differences, games, computer
Abstract: This survey among 194 Dutch children (aged 8-13 yrs) who had home access to the Internet was designed to explore (1) children's motives for using the Internet, (2) their positive experiences with the Internet, and (3) their negative experiences with the Internet. Results showed that the most important motive for using the Internet was affinity with computers, followed by information and entertainment. Online social interaction and off-line social interaction were the least important motives. Children's spontaneous descriptions of their positive experiences with the Internet most frequently included playing or downloading computer games (17%), watching video clips and songs (13%), visiting kids entertainment sites (12%), and seeking information about animals (7%). As a negative experience, children most frequently reported a virus or computer crash (10%), violence (4%), and pornography (4%). The authors found several significant age and/or gender differences in children's motives for using the Internet and in their experiences with the Internet.
Notes: PsycINFO, article in Communication Research
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 125
Author: Van den Bulck, J.; Eggermant, S.
Year: 2006
Title: Media use as a reason for meal skipping and fast eating in secondary school children
Journal: Journal of Human Nutrition and Dietetics
Volume: 19
Issue: 2
Pages: 91-100
Date: Apr
Short Title: Media use as a reason for meal skipping and fast eating in secondary school children
ISSN: Print 0952-3871
Abstract: Objective: This study examined self-reported meal skipping and eating faster than usual with the goal of watching television or playing computer games. Method: Respondents reported their media use and indicated how often they skipped a meal to watch a favourite television programme or to play a computer game, and how often they ate faster than usual in order to watch television or play a computer game. Subjects: Respondents were 2546 adolescents of 13 (first year of secondary school) and 16 years (fourth year of secondary school) of age. Results: About one respondent in 10 skipped at least one meal every week for either television viewing or computer game playing. Weekly meal skipping for television viewing occurs more regularly in boys and first-year students, but particularly in teenagers who view 5 h or more daily (15% of the sample). The category of teenagers who play computer games four times a week or more (25.3% of the sample) is at increased risk of meal skipping; those who play more than four times a week are 10 times more likely weekly to skip a meal. A quarter of the adolescents eat faster at least once a week to be able to watch television or play a computer game. Regardless of gender and school year, teenagers’ risk of eating faster progressively increases with their use of the media. Those who watch 4 h or more daily are about seven times more likely to skip a meal for television and those who play computer games at least four times a week are nine times more likely weekly to skip a meal. Conclusions: Unhealthy eating habits can be a side effect of heavy or excessive media use. Teenagers’ use of television or game computers during nonworking or out-of-school hours partly displaces the amount of time that needs to be spent at meals. Practitioners and educators may try to encourage or restore a pattern of healthful meal consumption habits by reducing the amount of media use, and by supporting parental rule-making regarding children’s eating habits and media use.

Notes: PsycINFO, article in Journal of Human Nutrition and Dietetics

Research Notes: GS

Language: English

Reference Type: Journal Article
Record Number: 133
Author: Van den Bulck, J.; Van den Bergh, B.
Year: 2000
Title: The influence of perceived parental guidance patterns on children's media use: Gender differences and media displacement
Journal: Journal of Broadcasting & Electronic Media
Volume: 44
Issue: 3
Pages: 329-348
Date: Summer
Short Title: The influence of perceived parental guidance patterns on children's media use: Gender differences and media displacement
ISSN: 1550-6878
Accession Number: 2001-14207-001
Label: http://dx.doi.org/10.1207/s15506878jobem4403_1
Keywords: parental guidance & child perceptions, children's use of television & computer games & books & comics, 9-13 yr old male vs female children & fathers vs mothers, computer, gender

Abstract: Examined the effects of parental guidance on children's use of 4 types of media, the perception of the child, and gender differences. 519 children (aged 9-13 yrs) completed questionnaires concerning daily television use and parents' guidance behavior concerning television, computer games, books, and comics. Results show that restrictive guidance led to a reduction of media consumption, whereas other forms of guidance did not. Restriction of the use of 1 medium was associated with increases in another medium offering a similar gratification. Ss' perceived differences between the guidance behavior of fathers and mothers. Parental guidance as measured as verbal cues affected media consumption of girls only. It is concluded that parental guidance effects should be measured separately for males and females and that guidance should be analyzed from the child's point of view.

Notes: PsycINFO, article in Journal of Broadcasting & Electronic Media

Research Notes: GS

Language: English

Reference Type: Journal Article
Record Number: 87
Author: Vaughter, R. M.
Year: 1999
Title: Interaction Between Gender and Technology
Journal: Psycritiques
Publisher: American Psychological Association
Volume: 44
Issue: 6
Pages: 528-531
Type of Article: Review-Book
ISSN: ISSN Electronic 1554-0138
Original Publication: Contemporary Psychology: APA Review of Books
Accession Number: 2004-17595-038
Label: http://dx.doi.org/10.1037/002129
Keywords: gender, computer games, interdisciplinary research, theory, children, technology, games

Abstract: Originally published in Contemporary Psychology: APA Review of Books, 1999, Vol 44(6), 528-531. This is a review of the book, "From Barbie to Mortal Kombat: Gender and Computer Games" (see record 1998-06639-000). From Barbie to Mortal Kombat is an engaging, stimulating, and timely collection of papers addressing issues of gender and technology. This edited book presents interdisciplinary research and theory and which will be of interest to a wide swath of audiences, including psychologists and educators, researchers, theorists; and entrepreneurs in media, communications, technology, and math and science. It must be noted at the outset that there is a glaring absence of research about, or including, children of color. Two other issues were not adequately or clearly addressed. There seems to be an acceptance of the notion that what boys want in computer game features are what boys need, but it is made clear that what girls want in computer game features is not what they need. There are additional points to be developed from the recognition that adherence to the (Euro-American)
masculine prescriptions are not totally wonderful for boys, any more than the feminine definitions are for girls. This has implications for strategies for gender equity other than the "change her, don't worry about him" approach. This collection of interdisciplinary research, theory, and ideas makes a worthy contribution to thought and research about gender, world views, and technology.

Notes: Psycritiques, Review of the book "From Barbie to Mortal Kombat..."

Research Notes: GS

Author Address: Vaughter, Reesa M.: Department of Psychology, Fordham University, Rose Hill, 441 East Fordham Road, Bronx, NY, US, 10458

Language: English

Reference Type: Journal Article

Record Number: 166

Author: Vekiri, Ioanna; Chronaki, Anna

Year: 2008

Title: Gender issues in technology use: Perceived social support, computer self-efficacy and value beliefs, and computer use beyond school

Journal: Computers & Education

Volume: 51

Issue: 3

Pages: 1392-1404

Date: Nov

Type of Article: Journal; Peer Reviewed Journal

Short Title: Gender issues in technology use: Perceived social support, computer self-efficacy and value beliefs, and computer use beyond school

ISSN: Print 0360-1315

Electronic Resource Number: http://dx.doi.org/10.1016/j.compedu.2008.01.003

Accession Number: 2008-08740-028

Keywords: gender issues, technology use, perceived social support, computer self-efficacy, value beliefs, computer learning, games, computer

Abstract: In this study, we examined relations between outside school computer experiences, perceived social support for using computers, and self-efficacy and value beliefs about computer learning for 340 Greek elementary school boys and girls. Participants responded to a questionnaire about their access to computer use outside school (e.g. frequency of use and nature of activities), perceived parental and peer support, and computer self-efficacy and value beliefs. Although almost all students used computers outside school, there were significant gender differences in frequency and type of computer use. Also, boys reported more perceived support from their parents and peers to use computers and more positive computer self-efficacy and value beliefs than girls. Parental support and, to a lesser extent, peer support were the factors more strongly associated with boys' and girls' computer self-efficacy and value beliefs, while home computer access was not related to students' motivation. Our findings highlight the role of socialization in the gender gap in computing and the need for research and educational interventions that focus on the social practices that communicate gendered expectations to young boys and girls. (PsycINFO Database Record (c) 2008 APA, all rights reserved)

Notes: PsycINFO, article in Computers & Education

Research Notes: GS

Author Address: Vekiri, Ioanna: ivekiri@pre.uth.gr
Vekiri, Ioanna, P.O. Box 20103, Thessaloniki, Greece, 55101, aretsou@hol.gr

Reference Type: Journal Article
Record Number: 214
Author: Vollmeyer, R.; Imhof, M.
Year: 2007
Title: Are there gender differences in computer performance? If so, can motivation explain them?
Journal: Zeitschrift für Pädagogische Psychologie
Volume: 21
Issue: 2007
Pages: 251-261
Short Title: Are there gender differences in computer performance? If so, can motivation explain them?
ISSN: 1010-0652
Accession Number: 0203942
Label: http://dx.doi.org/10.1024/1010-0652.21.3.251
Keywords: worse performance of females at computers, initial motivation as cause of gender differences, solution of statistics tasks experiment, assessment of initial motivation & functional state during task & navigation style & task performance, 18 female & 22 male German undergraduate students of economics, gender, games
Notes: Psyndex Plus, article in Zeitschrift für Pädagogische Psychologie

Reference Type: Book Section
Record Number: 144
Author: Von Salisch, M.; Oppl, C.; Kristen, A.
Year: 2006
Title: What attracts children
Book Title: Playing video games. Motives, responses, and consequences
City: Mahwah
Publisher: Erlbaum
Abstract: Discusses three motives playing a role in school age children's selection of computer games from a transactional-developmental viewpoint. It is first proposed that children choose electronic games that address their developmental tasks, and the roles of particular developmental tasks in middle childhood are discussed. Longitudinal data from the German KUHL study on the gender-dependent development of game preferences in school age children are also reported. Secondly, it is proposed that electronic games offer children possibilities for escapism and mood management. The reviewed empirical evidence is supplemented by results from the KUHL study on the development of preferences for violent games and aggressive behavior in school age children. It is finally suggested that computer games that match their current level of cognitive and emotional development are preferred by children. Future research suggestions concern the external, contextual, as well as personality factors influencing children's use of computer games. (K.Si. - ZPID)

Notes: Psyndex, chapter in book Playing video games. Motives, responses, and consequences

Translated Title: Was zieht Kinder an?

Language: German, english

Reference Type: Journal Article

Record Number: 80

Author: Von Salisch, M. B.; Hans, J.

Year: 2003

Title: Anger regulation and the use of (violent) electronic games by school-age children

Journal: Zeitschrift für Medienpsychologie

Volume: 15

Issue: 4

Pages: 122-130

Short Title: Anger regulation and the use of (violent) electronic games by school-age children

ISSN: 1617-6383

Original Publication: Argerregulierung und die Nutzung von (gewalthaltigen) Bildschirmspielen bei Schulkindern

Accession Number: 2003-09397-002

Label: http://dx.doi.org/10.1026//1617-6383.15.4.122

Keywords: anger regulation, violent electronic games, school age children, computer games, ecology, anger regulation, emotional expressivity, computer, gender
Abstract: Even though computer and computer games tend to change the ecology of childhood, few studies have investigated why school-age children use them. Based on the uses and gratifications approach, this study examined whether children’s interest in (violent) electronic games was associated with their habitual regulation of their anger. Therefore a sample of N = 94 primary-school children from third to sixth grade was asked (among others) about their strategies of anger regulation and about their use of electronic games. Regression analyses suggest that the interest in electronic games of any kind was associated with the tendency towards the redirection of attention when angry and by the male gender of the participants, even when competing explanations (such as age or personal or social deficits) were included in the analyses. The interest in violent electronic games was predicted solely by the male gender of the participants. These results are discussed under the notion that the reduction of emotional expressivity is a developmental task in middle childhood and that playing electronic games frequently may help in achieving this task. (PsycINFO Database Record

Notes: PsycINFO, Journal article from Zeitschrift für Medienpsychologie

Research Notes: GS

Author Address: von Salisch, Maria: Freie Universität Berlin, FB Erziehungswissenschaft und Psychologie, Habelschwerdter Allee 38-45, Berlin, Germany, 14195, msalisch@zedat.fu-berlin.de

Language: ger, eng

Reference Type: Edited Book

Record Number: 79

Editor: Vorderer, P.; Bryant, J.

Year: 2006

Title: Playing video games: Motives, responses, and consequences

Series Editor: Vorderer, P.; Bryant, J.

City: Mahwah, NJ, US

Publisher: Lawrence Erlbaum Associates Publishers

Volume: xiv

Number of Pages: 464

ISBN: -8058-5322-7 (paperback); 0-8058-5321-9 (hardcover); 9780805853223 (hardcover)

Accession Number: 2006-05034-000

Keywords: computer game, playing video games, motives, responses, consequences, gender

Abstract: (from the cover) From security training simulations to war games, to role-playing games, to sports games, to gambling, playing video games has become a social phenomenon, and the increasing number of players that cross gender, culture, and age is on a dramatic upward trajectory. Integrating communication, psychology, and technology. Playing Video Games: Motives, Responses, and Consequences delves deeply into the psychological and mediated aspects of computer game play. Editors Peter Vorderer and Jennings Bryant bring together more than 50 scholars from around the globe and from a variety of disciplines to shed light on what is currently known about the motives, responses, and consequences of playing video games. This exceptional volume not only looks at various user groups and types of games, but also includes research from a wide range of theoretical and methodological perspectives. Several chapters tackle the
controversial issue of the potential impact of violent video games on players, utilizing different points of view--and arriving at different conclusions. This unique and timely collection targets one of the most popular and pervasive media in modern times, and will serve to define the area of study and provide a theoretical spine for future research. It is appropriate for scholars, researchers, and graduate students in the areas of media studies and mass communication, psychology, education, human-computer interaction, consumer research, and marketing.

Notes: PsycINFO, Edited Book

Research Notes: GS

Language: eng

Reference Type: Book

Record Number: 54

Author: Walkerdine, V.

Year: 2007

Title: Children, gender, video games: towards a relational approach to multimedia

Publisher: Basingstoke: Palgrave Macmillan

Number of Pages: 235

Short Title: Walkerdine 2007 - Children, gender


Keywords: games, gender, computer

Research Notes: GBV, GS

Reference Type: Conference Paper

Record Number: 149

Author: Wegge, J.; Quaeck, A.; Kleinbeck, U.

Year: 1995

Title: Zur Faszinationskraft von Video- und Computerspielen bei Studenten: Welche Motive befriedigt die "bunte Welt am Draht"?

The fascination of video and computer games for college students


Conference Location: Dortmund

Publisher: Verlag Die Blaue Eule

Accession Number: 0102997

Keywords: college students' preference for computer games vs nonelectronic games, achievement motivation & power motivation & affiliation motivation & impulsiveness & sensation seeking; AMS, 48 male college students, empirical study, games, gender


Notes: Psyndexplus, Tagungsbericht

Research Notes: GS

Language: German

Reference Type: Conference Proceedings
Record Number: 50
Author: Wei, F.-Y. F.; Sopory, P.; Hendrix, K. C.
Year of Conference: 2006
Title: The effects of educational computer games on preschool children’s learning: Gender differences in playing competitive and noncompetitive mathematics games
Conference Location: Dresden, Germany
Short Title: The effects of educational computer games on preschool children’s learning: Gender differences in playing competitive and noncompetitive mathematics games
Keywords: Games, gender, computer
Notes: pdf

Reference Type: Journal Article
Record Number: 178
Author: Weibel, D.; Wissmath, B.; Habegger, S.; Steiner, Y.; Groner, R.
Year: 2008
Title: Playing online games against computer- vs. human-controlled opponents: Effects on presence, flow, and enjoyment
Journal: Computers in Human behavior
Volume: 24
Issue: 5
Pages: 2274-2291
Short Title: Playing online games against computer- vs. human-controlled opponents: Effects on presence, flow, and enjoyment
ISSN: 0747-5632
Accession Number: 0210458
Label: http://dx.doi.org/10.1016/j.chb.2007.11.002
Keywords: online games against a human- vs computer-controlled opponent, effects on flow & presence & enjoyment, 70 college students, computer, gender
Abstract: Investigated the effects of playing online games against other users as compared with computer-controlled opponents on participants’ feelings of presence, flow, and enjoyment. 70 college students (37 female, mean age 23.9 years) played a computer game and were informed that they were either playing against another
participant in a different room or against a computer. Presence, flow, and enjoyment were measured using self-report questionnaires. The type of opponent was found to influence playing experiences: Participants playing against a human opponent reported more presence, flow, and enjoyment, with presence proving to be most strongly affected by the type of opponent. Presence, flow, and enjoyment were strongly mediated, and further analyses suggest that the relationship between presence and enjoyment is mediated by flow. Finally, limitations of the findings and implications for future research are discussed.

Notes: PsycINFO, article in Computers in Human Behavior

Research Notes: GS

Language: English

Reference Type: Journal Article
Record Number: 66
Author: Wilder, G.; Mackie, D.; Cooper, J.
Year: 1985
Title: Gender and Computers: Two surveys of computer-related attitudes
Journal: Sex Roles
Volume: 13
Issue: 3-4
Pages: 215-228
Short Title: Gender and Computers: Two surveys of computer-related attitudes
ISSN: Print 0360-0025
Electronic 1573-2762
Accession Number: 1986-21800-001
Keywords: sex typing of & attitudes toward computers & videogames, male vs female kindergartners through 12th graders & college students
Abstract: Reports the results of 2 surveys intended to provide an empirical base for the anecdotal evidence that technology is a male domain. Survey 1 gathered developmental data to substantiate the hypothesis that males and females view computers and videogames as male activities. Survey 2 examined the differences between males and females in attitudes toward computing among a highly select achievement-oriented group of college freshmen. For Survey 1, more than 1,600 students from kindergarten through Grade 12 completed a questionnaire, part of which assessed their perceptions of sex-typing and liking for computers and videogames. Both boys and girls perceived the computer to be more appropriate for boys, and boys indicated a greater liking for the computer than did girls. As early as kindergarten, boys and girls viewed videogames as more appropriate to boys. A sharp decline in liking both computers and videogames was found for both boys and girls after middle childhood. Survey 2 consisted of questionnaire results of 141 female and 193 male college freshmen concerning previous experience with and attitudes toward computers. As expected, sex-typing of the computer was attenuated in this population. However, males indicated feeling more comfortable with the computer and rated themselves as more highly skilled in computer interaction--even compared to females with objectively equal backgrounds and skills.
Notes: PsycINFO, Empirical Study, Special Issue: Women, girls, and computers
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 72
Author: Williams, S. W.; Ogletree, S. M.
Year: 1992
Title: Preschool children's computer interest and competence: Effects of sex and gender role
Journal: Early Childhood Research
Volume: 7
Issue: 1
Pages: 135-143
Date: Mar
Type of Article: Peer review journal
Short Title: Preschool children's computer interest and competence: Effects of sex and gender role
ISSN: Print 0885-2006
Accession Number: 1993-05136-001
Label: http://dx.doi.org/10.1016/0885-2006%2892%2990023-R
Keywords: sex role concepts & computer interest & competence, computer, games, gender
Abstract: Investigated sex differences in computer interest and competence in preschool children and the relationship of these variables to gender role concepts. 44 boys and 38 girls (aged 3-4 yrs) were given the Sex Role Learning Index and a brief computer background questionnaire. Computer-related behaviors and computer competence were assessed by means of computer games, and computer interest was measured through Ss' level of participation. Contrary to expectations, little evidence was found for the general stereotyping of computers as masculine or for greater male interest and competence. While boys did view the computer as "masculine," girls viewed it as "feminine."
Notes: PsycINFO, article from Early Childhood Research Journal
Research Notes: GS
Language: English

Reference Type: Journal Article
Record Number: 158
Author: Wingstedt, Johnny; Brandstrom, Sture; Berg, Jan
Year: 2008
Title: Young adolescents' usage of narrative functions of media music by manipulation of musical expression
Journal: Psychology of Music
Volume: 36
Issue: 2
Pages: 193-214
Date: Apr
Type of Article: Journal; Peer Reviewed Journal
Short Title: Young adolescents' usage of narrative functions of media music by manipulation of musical expression
ISSN: Print 0305-7356
Electronic Resource Number: http://dx.doi.org/10.1177/0305735607085012
Accession Number: 2008-04400-004
Keywords: young adolescents, narrative functions, media, music, musical expression, musical training, rhythm, computer, games, gender

Abstract: This study investigates usage and knowledge of musical narrative functions in contemporary multimedia. A group of young adolescents were given the task of adapting musical expression, using the non-verbal research tool REMUPP, to fit different visual scenes shown on a computer screen. This was accomplished by manipulating seven musical parameters: instrumentation, tempo, harmonic complexity, rhythmic complexity, register, articulation and reverb. They also answered a questionnaire giving information about their musical training and media habits. Numerical data from the manipulation of the musical parameters were analysed to search for tendencies within the group with regard to the musical expression in relation to the different visual scenes shown. The results showed a large degree of in-group consensus regarding narrative functions of music, indicating knowledge about musical narrative codes and conventions. Also, the results were clearly influenced by factors such as the participants' musical training, gender and habits of music listening, playing computer games and watching movies--highlighting the complexity of learning and pointing to the impact of the increasing availability of narrative media on our attitudes and knowledge. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in Psychology of music

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Language: English

Reference Type: Journal Article
Record Number: 163
Author: Wolak, Janis; Finkelhor, David; Mitchell, Kimberly J.; Ybarra, Michele L.
Year: 2008
Title: Online "predators" and their victims: Myths, realities, and implications for prevention and treatment
Journal: American Psychologist
Volume: 63
Issue: 2
Pages: 111-128
Date: Feb-Mar
Type of Article: Journal; Peer Reviewed Journal
Short Title: Online "predators" and their victims: Myths, realities, and implications for prevention and treatment
ISSN: Print 0003-066X
1935-990X American Psychological Association Electronic, Print Electronic
Electronic Resource Number: http://dx.doi.org/10.1037/0003-066X.63.2.111
Accession Number: 2008-01689-003
Keywords: Internet, adolescents, child sexual abuse, statutory rape, sexual offending, online predators, prevention, implications for treatment, computer, games, gender
Abstract: The publicity about online "predators" who prey on naive children using trickery and violence is largely inaccurate. Internet sex crimes involving adults and juveniles more often fit a model of statutory rape—adult offenders who meet, develop relationships with, and openly seduce underage teenagers—than a model of forcible sexual assault or pedophilic child molesting. This is a serious problem, but one that requires approaches different from those in current prevention messages emphasizing parental control and the dangers of divulging personal information. Developmentally appropriate prevention strategies that target youths directly and acknowledge normal adolescent interests in romance and sex are needed. These should provide younger adolescents with awareness and avoidance skills while educating older youths about the pitfalls of sexual relationships with adults and their criminal nature. Particular attention should be paid to higher risk youths, including those with histories of sexual abuse, sexual orientation concerns, and patterns of off- and online risk taking. Mental health practitioners need information about the dynamics of this problem and the characteristics of victims and offenders because they are likely to encounter related issues in a variety of contexts. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Notes: PsycINFO, article in American Psychologist

Research Notes: GS

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Language: English

Reference Type: Journal Article
Record Number: 81
Author: Wren, Y.; Roulstone, S.
Year: 2008
Title: A comparison between computer and tabletop delivery of phonology therapy
Journal: International Journal of Speech-Language Pathology
Volume: 10
Issue: 5
Pages: 346-363
Short Title: A comparison between computer and tabletop delivery of phonology therapy
ISSN: 1754-9507
Call Number: 2008-11475-008
Label: http://dx.doi.org/10.1080/17549500701873920
Keywords: gender, games, phonology

Abstract: This paper reports on the development and evaluation of a software program aimed at assisting children with phonological impairment. An experimental approach was used whereby children's speech output was assessed pre- and post-therapy. Children were randomly assigned to a computer, a tabletop or a no therapy group. Those children receiving the computer therapy were exposed to an experimental software program that mirrored the tabletop activities using interactive computer games. The results showed no significant difference between any of the three groups with regard to change in speech output. These results may relate to the amount and frequency of therapy given and also to the heterogeneous nature of children included in the study. There was considerable variation in individual performance across all three groups and the data were therefore analysed to look
for patterns that might predict performance. Stimulability and gender were identified as possible predictors. Female children and those who were able to produce a greater number of consonant speech sounds in isolation were more likely to make progress in their speech output. Future research might use a similar methodology to compare the therapy conditions but with a more homogenous group in terms of stimulability and using a greater intensity of intervention. (PsycINFO Database Record

Notes: PsycINFO, International Journal of Speech-Language Pathology article
Research Notes: In diesem Artikel geht es um Ergebniss um Gender & Games, GS
Language: eng

Reference Type: Book Section
Record Number: 128
Year: 2002
Title: American children's use of electronic media in 1997: A national survey
Editor: Calvert, S.; Jordan, A. B.; Cocking, R. R.
Book Title: Children in the digital age: Influences of electronic media an development
City: Westport, CT, US
Publisher: Praeger Publishers/Greenood Publishing Group
Pages: 35-54
Short Title: American children's use of electronic media in 1997: A national survey
ISBN: 0-275-97652-1
Accession Number: 2003-04869-002
Keywords: electronic media use, television viewing, gender differences, age differences, media genres, media content, educational programs, cartoons, video games, children, gender
Abstract: (from the chapter) This reprinted chapter originally appeared in (Journal of Applied Developmental Psychology, 2001, Vol 22[1], 31-47). This chapter describes age and gender differences and similarities in the patterns of electronic media use (television and video/computer games) in a large nationally representative sample of children ages 0 to 12. A core assumption in this research is that the genre and content of media used by children are critical to understanding their role in children's lives. Findings are consistent with previous research indicating that preschool children and older elementary school children spend more time with television than do young school-age children and very young children. Very young children watch whatever their adult caregiver is watching and do a lot of secondary viewing. Gender differences indicate the diverging interests of girls and boys. Boys maintain their interest in noneducational cartoons into the older age groups more readily than do girls, whereas girls remain interested in educational programs longer than do boys. With respect to video games, boys spend about 3 times as many minutes per week playing games compared with girls. Overall, new media tend to fill time previously devoted to older, functionally equivalent media.
Notes: PsycINFO, book chapter in Children in the digital age
Research Notes: GS
Caption: English
Reference Type: Journal Article
Record Number: 132
Author: Yelland, N.; Lloyd, M.
Year: 2001
Title: Virtual kids of the 21st century: Understanding the children in schools today
Journal: Information Technology in Childhood Education Annual
Volume: 13
Pages: 175-192
Short Title: Virtual kids of the 21st century: Understanding the children in schools today
ISSN: 1522-8185
Accession Number: 2001-11621-010
Keywords: computers & video games, ownership, use, attitudes, gender differences, enjoyment, impact & relevance to classroom, curriculum design, learning opporunities, gender
Abstract: This article reports on a study which interviewed 934 children ranging from 10 to 13 years of age about their ownership, use, and views of computer and video games. Computer games are viewed as an important part of the lives of children and we need to understand their impact and relevance to the children who inhabit our classrooms. The results of the study both confirmed existing data which indicated major gender differences in ownership, use, and preferences and highlighted that students enjoy playing computer and video games and that they also enjoy a range of other activities as well as games. The results have important implications for those who design curriculum and learning opportunities in schools. In home contexts children now use information and communication technologies extensively. If education systems continue to ignore the potential of ICT for learning experiences they are in danger of being regarded as Neolithic by those who experience them and this should be a grave source of concern to those who are responsible for educating the next generation for the information age.
Notes: PsycINFO, article in Journal of Computing in Childhood Education
Research Notes: GS
Author Address: Yelland, Nicola: nicola.yelland@rmit.edu.au
Language: English

Reference Type: Book
Record Number: 55
Author: Zauchner, S.
Year: 2007
Title: Gender in e-learning and educational games: A reader
City: Innsbruck
Publisher: Studienverlag
Number of Pages: 327
Short Title: Zauchner 2007 - Gender in e-learning and educational
ISBN: 978-3-7065-4365-1
Keywords: Sex differences in education, Internet in education, Sex differences, Educational games, computer, games, gender
Notes: GBV
Research Notes: GS
Language: Engl.
Playing violent video games leads, it seems, to a reduction in the capacity of someone to show empathy. Tests on the impact of playing violent games show that those who play them are significantly less likely to want to help others while children who play video games with a violent element to them are significantly less moral than their peers. When children play video games they really enter into the spirit of things. Many times they are not just playing a game they are the character and they are dealing with the challenges and issues that confront them in the scenarios they face. Unlike a film, a game requires a player to be an active participant and to make certain choices that impact on the flow and story of the game. This makes for a fun (if troubling) experience for the children. Playing violent video games are not a healthy way of spending time. They fail to teach anything of significance to today’s culture and are mood-altering (Colman 12). Violent video games reinforce in children the notions that violence is a common aspect of everyday culture and that pleasure is to be gained from inflicting it (Strasburger 37). These violent games are even more dangerous if the user has other mental illnesses that make them more susceptible to acting them out.