

**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

**Abstract:** Berichterstattung in Spielmagazinen und Werbung für Computer- und Videospiele sind stark sexualisiert, Frauen werden diskriminiert.

**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:** Dissertation Abstracts International Section A: Humanities 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. Mediation 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. 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 users 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 Angstbewaeltigung.

Der Einfluss der individuellen Angstverarbeitungsstrategien auf den Umgang mit Computerspielen

**Publisher:** Universitaet Graz, Naturwissenschaftliche Fakultae. (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 Angstbewaeltigung.

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

**Abstract:** Ausgehend von der immer wieder aufflammenden Diskussion um die Wirkung von Computerspielen, insbesondere von uebermaessigem Computerspielkonsum gepaart mit gewalttaetigen Inhalten, wird der Einfluss von individuellen Angstverarbeitungsstrategien auf den Umgang mit Computerspielen untersucht. Daten wurden in einer Voruntersuchung an einer Stichprobe von 457 computerspielerfahrenen Kindern und Jugendlichen im Alter von 7 bis 18 Jahren



erhoben. Die Ergebnisse dienten als Ausgangsbasis fuer die Nachfolgeuntersuchung, in der Spielpraeferenzen und Spieldauer im Zusammenhang mit der Verarbeitung von Angst analysiert wurden. Gemaess dem interaktiven Kompensations- und Verstaerkungsmodell von Vitouch sollte der Einfluss des individuellen Angstverarbeitungsstils auf spezifische Spielgewohnheiten untersucht werden. Die Hauptuntersuchung wurde an 152 Gymnasiasten der vierten Schulstufe durchgefuehrt. Neben allgemeinen und spezifischen Computerspielgewohnheiten wurde der individuelle Angstverarbeitungsstil Repression versus Sensitization, Aengstlichkeit und soziale Erwueschtheit erhoben. Die Ergebnisse zeigten, dass der spielerische Umgang mit Computerspielen fuer einen Grossteil der Jugendlichen zum Alltag gehoert. Das vielfaeltige 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, waehrend Wenigspieler eher kurzweilige Spiele bevorzugten. Dementsprechend legten Vielspieler besonderen Wert auf ein gutes Equipment, etwa leistungsfaeheige Computer und Graphik- und Soundkarte. Die Annahme, dass Vielspieler defensive Angstverarbeitungsstrategien aufweisen und Computerspiele als Moeglichkeit zur Angstbewaeltigung einsetzen, wurde nicht bestaetigt. Wenigspieler zeigten repressive Tendenzen, was darauf zurueckgefuehrt wird, dass sich Represser durch eine hohe soziale Angepasstheit auszeichnen und exzessiver Computerspielkonsum gesellschaftlich nicht erwuenscht ist.

**Notes:** Psyndex 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

**Author:** Brenick, A.; Henning, A.; Killen, M.; O'Connor, A.; Collins, C.

**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

**Abstract:** Computerspiele fuer Kinder sind vor allem durch negative Medienberichte bekannt. Dadurch wird ihr innovatives Potential haeufig uebersehen. Mit "Schatzsuche" wird erstmals ein professionelles Computerspiel fuer den Einsatz in einer kognitiv-verhaltenstherapeutischen Behandlung entwickelt. Das Spiel enthaelt eine Reihe verhaltenstherapeutischer Elemente, die auf gut evaluierte Behandlungsverfahren zurueckgehen. Es soll den Therapeuten nicht ersetzen, sondern die Behandlung 9- bis 13-jaehriger Kinder mit Hilfe "cooler" elektronischer Hausaufgaben unterstuetzen. Es wird festgestellt, dass die Entwicklung verhaltenstherapeutisch inspirierter Computerspiele auf der Grundlage evaluierter Therapieverfahren ein hohes Potential hat und weiter verfolgt werden sollte. (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

**Volume:** 36

**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, Londong, 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:** alvert, 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](mailto: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>

[http://p7.gbv.de/iPort?previous=24&sessionid=012283203080&request=external\\_resource&url=http%3a%2f%2fwww.economics.emory.edu%2fWorking%5fPapers%2fwfwp%2fcapra%5f06%5f01%5fpaper.pdf](http://p7.gbv.de/iPort?previous=24&sessionid=012283203080&request=external_resource&url=http%3a%2f%2fwww.economics.emory.edu%2fWorking%5fPapers%2fwfwp%2fcapra%5f06%5f01%5fpaper.pdf)

**Link to PDF:** [internal-pdf://capra\\_06\\_01\\_paper-1515251968](http://p7.gbv.de/internal-pdf://capra_06_01_paper-1515251968)  
[capra\\_06\\_01\\_paper.pdf](http://p7.gbv.de/internal-pdf://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

**Volume:** 51

**Issue:** 2

**Pages:** 687-707

**Date:** Sep

**Type of Article:** Peer Reviewed Journal

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

**ISSN:** Print 0360-1315

**Electronic Resource Number:** <http://dx.doi.org/10.1016/j.compedu.2007.07.007>

**Accession Number:** 2008-06893-015

**Keywords:** creative expression, classrooms, computer games, interactive story, authoring, gender differences, gender

**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 constructors 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) (journal abstract)

**Notes:** PsycINFO, Peer Reviewed Journal

**Research Notes:** GS

**Author Address:** Szafron, Duane: [duane@cs.ualberta.ca](mailto:duane@cs.ualberta.ca)

Szafron, Duane: Department of Computing Science, University of Alberta, Edmonton, AB, Canada, T6G 2E8

**Language:** English

**Reference Type:** Conference Proceedings

**Record Number:** 21

**Author:** Carr, D

**Year of Conference:** 2005

**Title:** Contexts, pleasures and preferences: Girls playing computer games

**Conference Name:** DiGRA 2005 Conference: Changing views - worlds in play

**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](mailto: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>

**Keywords:** cooperative vs competitive task, aggressive distracters, gender of character in educational mathematics software, attitudes toward software, 6th & 7th grade girls, gender, games

**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

**ISBN:** 1-57273-296-2

**Accession Number:** 0140212

**Keywords:** gender, computerspiele, 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

communication science, cognitive science, and cultural sociology is stressed.  
(G.Sch. - ZPID)

**Notes:** Psyndexplus, chapter 5 from the german communication yearbook

**Research Notes:** GS

**Language:** ger, eng

**Reference Type:** Journal Article

**Record Number:** 62

**Author:** Cherney, Isabelle D.

**Year:** 2006

**Title:** Gender-linked differences in the toys, television shows, computer games, and outdoor activities of 5-13-year-old children

**Journal:** Sex Roles

**Volume:** 54

**Issue:** 9-10

**Pages:** 717-726

**Date:** May

**Short Title:** Gender-linked differences in the toys, television shows, computer games, and outdoor activities of 5-13-year-old children

**ISSN:** Print 0360-0025

Electronic 1573-2762

**Accession Number:** 2007-07674-012

**Label:** <http://dx.doi.org/10.1007/s11199-006-9037-8>

**Keywords:** gender differences, toys, television shows, computer games, outdoor activities, 5 to 13 year old children, leisure activity preferences, gender, games

**Abstract:** 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)

**Notes:** PsycINFO, article in Sex Roles

**Research Notes:** GS

**Author Address:** [cherneyi@creighton.edu](mailto:cherneyi@creighton.edu)

**Language:** eng

**Reference Type:** Journal Article

**Record Number:** 147

**Author:** Cherney, I. D.

**Year:** 2008

**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](mailto: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:** Ergänzend 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, Lavalley, 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

**Research Notes:** GS

**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.

**Notes:** Psyc critiques, electronic review-book

**Research Notes:** GS

**Access Date:** Access Date

**Language:** English

**Reference Type:** Book

**Record Number:** 56

**Author:** Davis, Thadious M.

**Year:** 2003

**Title:** Games of property: Law, race, gender, and Faulkner's *Go down, Moses*

**City:** Durham, NC

**Publisher:** Duke Univ. Press

**Number of Pages:** 339

**Short Title:** Davis 2003 - Games of property

**ISBN:** 0-8223-3103-9

**Keywords:** African American women in literature, Property in literature, sex role in literature, race in literature, law in literature, southern States, in literature, gender

**Notes:** GBV

**Research Notes:** Möglicherweise Grenzbereich von gender & computer games, GS

**Language:** eng

**Reference Type:** Book Section

**Record Number:** 22

**Author:** de Castell, S; Bryson, M.

**Year:** 1998

**Title:** Retooling play: Dystopia, and difference

**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:** 232-261

**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:** PsyclINFO, 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 International 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 stuetzt

**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 stuetzt

**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:** PsynDEXplus, 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 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.

**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](mailto: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@lrc.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

**Abstract:** Vor dem Hintergrund der zunehmenden Verbreitung von Video- und Computerspielen unter Kindern und Jugendlichen werden unterschiedliche aktuelle Spielgeraete (Hardware) und Spielinhalte (Software) beschrieben. Anhand der Ergebnisse einer empirischen Untersuchung wird der Frage nachgegangen, welche Gestaltungselemente, wie Graphik, Sound und Spielinhalte, Bildschirmspiele so faszinierend und anziehend machen. Weiterhin werden Wirkungen des Spiels mit dem Computer auf Sensomotorik, kognitive Faehigkeiten sowie im emotionalen Bereich untersucht. In einem abschliessenden Teil werden sich daraus ergebende Empfehlungen fuer Paedagogen und Eltern zusammengefasst. (Autor/A.Z. - ZPID)

**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

**Abstract:** Computerspiele halten zunehmend Einzug in den Spielalltag von Kindern und Jugendlichen, sie kommen den kindlichen Beduerfnissen nach Spass, spannender Unterhaltung und Herausforderung entgegen. Im Gegensatz zu den pauschalen und oft undifferenzierten Diskussionen um Sinn, Zweck und Auswirkungen des Spiels mit dem Computer wird in diesem Beitrag auf paedagogisch-psychologischer Grundlage eine Analyse der Spiele unter motivationaler, kognitiver, sensumotorischer und sozialer Perspektive vorgenommen. Bezogen auf die unterschiedlichen inhaltlichen Klassen der Computerspiele (Geschicklichkeitsspiele, Abenteuerspiele, Simulationen und Denk-Logikspiele) zeigt die Analyse, dass die Beurteilung von Computerspielen eine differenziertere Betrachtung erfordert, als dies bisher oft vorgenommen wurde. Aus paedagogischer Sicht ergibt sich als besondere Problematik, dass Computerspiele insgesamt eine grosse inhaltliche Bandbreite beinhalten, die von anspruchsvollen Spielen ueber triviale Spiele bis hin zu Spielen mit erheblich aggressiven Inhalten reicht. Angesichts der zunehmenden Verbreitung von Computerspielen besteht eine wichtige Aufgabe von Paedagogik und Paedagogischer Psychologie darin, Modelle fuer einen kompetenten Umgang mit dem Computer fuer Kinder, Jugendliche und Eltern zu entwickeln.

**Notes:** Psyndexplus, Forschungsbericht

**Research Notes:** GS

**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

**Abstract:** Negative Auswirkungen der wachsenden Verbreitung von Computern werden am Beispiel der Beziehung zwischen narzisstischen Stoerungen und Computerspielboom im Freizeitbereich verdeutlicht. Auf der Grundlage psychoanalytischer Ansaetze wurde die erhoekte Inzidenz psychischer Stoerungen und charakterlicher Deformation, die primaer den Bereich des Narzissmus betreffen, als Wesenskriterium der spaetkapitalistischen Epoche beschrieben. Eine Auswertung repraesentativer Textpassagen und aus der Literatur entnommener Interviews mit Computerspielern zeigte, dass der Computer narzisstischen Sicherheitsbeduerfnissen entgegenkommt. Die Qualitaeten des Computers hinsichtlich Interaktions-, Denk- und Beziehungsfahigkeit sowie die Realitaetsvereinfachung im Computerspiel wurden als weitestgehend befriedigend fuer das Verlangen nach Omnipotenz- und Grandiositaetserlebnissen unter Umgehung zwischenmenschlicher Kontakte herausgearbeitet. Grundlegende Motive

fuer die von Weizenbaum analysierte Computereuphorie werden zu einem Syndrom zusammengefasst, und die Beziehung zwischen Computerspiel und dem sozial funktionalen Charakter des "narzisstischen Zeitalters" wird diskutiert. Fuer 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

**Short Title:** The U.S. Video game industry: Analyzing representation of gender and race

**ISSN:** 1548-3908

**Accession Number:** 2007-09403-006

**Keywords:** 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](mailto: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:** Psyn dexPlus, 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.; Ketznel, 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

**Abstract:** Der Einfluss von Videospiele auf die Freizeitgestaltung und Spielgewohnheiten Jugendlicher wird, weitgehend auf empirischer Basis, analysiert. Die Beitrage gehen unter friedenspaedagogischen Gesichtspunkten der Frage nach, ob und in welchem Masse insbesondere gewalt- und kriegsverherrlichende Computerspiele Verhaltensweisen und Einstellungen Jugendlicher veraendern. Darueber hinaus weisen sie auf Moeglichkeiten und Chancen hin, Jugendliche zu einem bewussteren Umgang mit Videospiele anzuleiten. - Aus dem Inhaltsverzeichnis: (1) H. Retter: Die Technisierung der Spielmittel. Vom mechanischen Spielzeug zu den elektronischen Medien. (2) W. H. Swoboda: Veraenderungen im Medienalltag Jugendlicher - Befuerchtungen und Befunde. (3) J. Fritz: Videospiele zwischen Faszination, Technik und Kommerz. (4) C. Buettner: Gewalt im Spiel. Zum Verhaeltnis von phantasierter zur realen Gewalt. (5) R. Stefen und G. Adams: Kriegsverherrlichung - Kriegsverharmlosung: Problematische Begriffe? (6) C. Birkholz und E. Geisler: Kriegsszenarien im Computerspiel. (7) H. Kampe: Krieg in Familien- und Gesellschaftsspielen (Brettspiele). (8) S. Pfeifer: Krieg - Sport - Abenteuer. Streifzug ueber den Computerspielemarkt. (9) S. Kolfhaus: Umgang Jugendlicher mit Videospiele. (10) S. Kolfhaus: Bilanz von Wirkungsstudien zum Videospiele. (11) J. Fritz: Wie wirken Videospiele auf Kinder und Jugendliche? (12) C. Birkholz und E. Geisler: "Wenn die Action stimmt, ist es egal". Interview mit einem Computerfreak. (13) H. Hengst: Zur Medien- und Freizeitkultur Jugendlicher. (14) R. Stefen und G. Adams: Bildschirmkriegsspiele als Jugendgefaehrdung? Probleme des Jugendmedienschutzes. (15) W. Fehr: Probleme des paedagogischen Jugendmedienschutzes in Institutionen. (16) J. H. Knoll: Medienpaedagogische Arbeit in der Erwachsenenbildung. (17) W. Fehr und J. Fritz: Videospiele als Anstoss fuer mediale Aktivitaeten in der Jugendarbeit. (18) J. Fritz: Videospiele in der Schule.

**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

**Abstract:** Merkmale, Erscheinungsformen und Wirkungen von Videospiele werden erörtert. Drei wesentliche Merkmale sind gegeben: Das Spielgeschehen findet auf einem Bildschirm statt, die Spieler koennen und sollen aktional oder strategisch eingreifen, und die Grundlage des ganzen ist ein Computerprogramm.

Ausgangspunkt der Entwicklung waren Automaten in Spielhallen; daneben entwickelten sich die Telespiele, die ueber Videospielecomputer und Fernseher benutzt werden. Bei den Home Computern sind die Spiele nur eine Nutzungsform unter anderen. Schliesslich gibt es miniaturisierte Systeme mit integriertem Bildschirm. Hinsichtlich des Spielgeschehens kann unterschieden werden zwischen (1) Abschussspielen, (2) Geschicklichkeitsspielen und (3) Abenteuerspielen. Als Besonderheiten des Marktes werden rasche Veraltung einerseits, die Verbreitung von Raubkopien andererseits genannt. Neueren Untersuchungen zufolge haben mehr als 70 Prozent der Jugendlichen und jungen Erwachsenen Erfahrungen mit Videospiele; rund ein Drittel besitzt einen Home Computer oder einen Personal Computer. Die meisten spielen jeweils nur eine begrenzte Zeit. Durch das Spiel werden verschiedene Motivgruppen angesprochen: Spass und Spannung, Leistung, Feedback und aesthetische Momente. Videospiele fordern und foerdern eine Vielzahl von Faehigkeiten. Sie werden ueberwiegend kollektiv genutzt, also in die sozialen Kontakte der Jugendlichen eingefaedelt. Allerdings wird bei den Spielen bislang nur ein begrenztes Spektrum an Dispositionen beruecksichtigt, andere, wie Mitgefuehl, Liebe, Zaertlichkeit, Ruhe, bleiben ausgespart. Ihr Einbezug wird jedoch prinzipiell fuer moeglich gehalten. (A.W. - ZPID)

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 Annaeherungen 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

**Abstract:** Die Ergebnisse einer Forschungsreihe zur Faszination von Computerspielen werden zusammenfassend bewertet. Zunaechst werden die Befunde zu den Motiven von Computerspielern, zur Bedeutung von Erfolg versus Misserfolg im Spiel, zum Stellenwert des Macht- und Kontrollmotivs, zur moeglichen Sogwirkung von Computerspielen, zur Rolle von Persoenlichkeits- und Geschlechtsunterschieden im Zusammenhang mit Spielintensitaet und -auswahl, zu kurzfristigen Wirkungen von Computerspielen, zu Unterschieden zwischen Wenig- und Vielspielern sowie zu Stresserfahrungen bei Computerspielen resuemiert. Dann werden noch offene Forschungsfragen benannt.

**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 Videospiele. 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 Videospiele. 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

**Abstract:** Anhand von ausgewählten Befunden aus qualitativen Interviewstudien werden Formen und Prozesse der Aneignung von Computer- und Videospiele bei Kindern erörtert. Nach einleitenden Anmerkungen zu den Besonderheiten der Computertechnologie wird dabei unter anderem eingegangen auf (1) die Verbreitung und Nutzung von Video- und Computerspielen bei Kindern, (2) die Bedeutung solcher Spiele im Alltag der Kinder (Nutzungsumfang, Art von Spielen, Veränderungen der Nutzungsmuster, Rolle von Gleichaltrigen und Eltern bzw. Schule) sowie (3) die Spielnutzung unter der Perspektive der Aneignungstheorie. Abschliessend werden aus den dargestellten Befunden pädagogische Konsequenzen abgeleitet. (R.N. - ZPID)

**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, adolescence, aggression, 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

**Keywords:** potential effects of computer games on cognitive & personality-related & sensorimotor & social & media competence, games, competence, gender

**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:** PsyclINFO, 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)

**URL:** [http://gamedev.cs.cmu.edu/spring2004/handouts/ChildrenNow\\_report.pdf](http://gamedev.cs.cmu.edu/spring2004/handouts/ChildrenNow_report.pdf)

**Link to PDF:** [http://gamedev.cs.cmu.edu/spring2004/handouts/ChildrenNow\\_report.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 veraendern die Kindheit.

Nutzung und Auswirkungen des Fernsehens, der Videospiele, Videofilme u.a. bei 6- bis 10jaehrigen Kindern und Jugendlichen

**City:** Weinheim

**Publisher:** Deutscher Studien Verlag

**Number of Pages:** 167

**Short Title:** Die neuen Medien veraendern die Kindheit.

Nutzung und Auswirkungen des Fernsehens, der Videospiele, Videofilme u.a. bei 6- bis 10jaehrigen Kindern und Jugendlichen

**ISBN:** 978-3-89271-384-5

**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

**Abstract:** Empirische Untersuchungsbefunde zur Verbreitung und Nutzung der neuen Medien bei Grundschulkindern werden dargestellt. An den mit Fragebogen durchgefuehrten Datenerhebungen waren insgesamt 1400 Grundschueler der 1. bis 4. Klasse beteiligt. Im Vordergrund der Ergebnisdarstellung stehen (1) der Besitz und die Nutzung von elektronischen Geraeten (Radio, Radiorecorder, Fernseher, Videorecorder, Kindercomputer, Walkman und Gameboy), (2) das Ausmass des Fernsehkonsums, Fernsehpraeferenzen und die Auswirkungen des Fernsehens auf die Bewegung, Lesefaehigkeit und Lesebereitschaft, (3) das Ausmass der Nutzung von Computerspielen, Videospiele, Videofilmen und Musikvideo-Clips, (4) der Konsum beschlagnahmter und indizierter Videofilme und die schaedigenden Auswirkungen von Horrorfilmen, (5) die Auswirkungen der neuen Medien auf das Spielverhalten, (6) die Auswirkungen der neuen Medien auf das Lesen in der Freizeit, (7) die moeglichen Effekte der Medien auf die Aggressivitaet und Kriminalitaet von Kindern und Jugendlichen sowie (8) der Konsum und die Inhalte von Videoclips und Platten aus dem Bereich der "Heavy Metal"-Musik. (G.K. - ZPID)

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:** Psyn dex 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 Fernsehen, Videospiele und Computern

**City:** München

**Publisher:** Psychologie Verlagsunion

**Number of Pages:** 249

**Short Title:** Kinder und neue Medien. Die Wirkung von Fernsehen, Videospiele 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

**Abstract:** Empirische Ergebnisse zur Wirkung moderner Medien (Fernsehen, Video-Spiele, Computer) auf Kinder werden zusammenfassend dargestellt und ausgewertet. Es wird gezeigt, dass Medien bei richtiger Nutzung eine durchaus positive Wirkung auf die kindliche Entwicklung im visuellen, sensumotorischen und auch im sozialen Bereich haben koennen. - Aus dem Inhaltsverzeichnis: (1) Die elektronischen Medien. (2) Wie Filme und Fernsehsendungen verstanden werden. (3) Fernsehen und Lernen. (4) Fernsehen und soziale Wirklichkeit. (5) Fernsehen als Moeglichkeit zur Ueberwindung von Bildungsnachteilen. (6) Buch, Radio und Fernsehen im Vergleich. (7) Video-(Tele-, Computer-, Bildschirm-)spiele. (8) Computer. (9) Multimediale Erziehung. (J.W. - ZPID)

**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%2990003-5>

**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: Inductive 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

**ISBN:** 1-56750-131-1

**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 representation [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]

**Notes:** PsycINFO, Reprinted from "Journal of Applied Developmental Psychology," 15, 1994.

**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)

**URL:** [www.clickz.com/stats/sectors/demographics/article.php/3312301](http://www.clickz.com/stats/sectors/demographics/article.php/3312301).

**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:** Adolescence, 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 Charite -  
 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, <sup>a</sup>Datensammlung, Simulationsspiele, Methodologie, gender, games

**Abstract:** Es wird der Frage nachgegangen, wie in der motivationspsychologischen  
 Grundlagenforschung die Möglichkeiten moderner Computertechnik ausser zur  
 Rationalisierung statistischer Standardmethoden auch bereits auf der Ebene der  
 Datengenerierung und der explorativen Datenanalyse eingesetzt werden koennen.  
 Vorgestellt wird ein Verfahren, bei dem Versuchspersonen mit Hilfe eines geeignet  
 konstruierten Flugsimulators auf eine phantastische "Reise in den Weltraum"  
 geschickt werden. Da die Versuchsperson diesen Abenteuerflug prinzipiell ueber die  
 Bedienung der Bordinstrumente gestaltet, erlaubt die Methode eine vollstaendige,  
 detailgenaue und zeitgetreue Erfassung aller anfallenden Verhaltensdaten. Es wird  
 aufgezeigt, dass die Methode hinsichtlich Umfang und Genauigkeit genau jenes  
 Datenniveau produziert, das benoetigt wird, um das im vorangegangenen Beitrag  
 dieser Reihe von N. Bischof vorgestellte systemtheoretische Motivationsmodell (in  
 Zeitschrift fuer Psychologie 1993, 201 (1)) empirisch zu pruefen. (Zeitschrift/J.R. -  
 ZPID)

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 astronomical  
 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

**Abstract:** Es wird der Frage nachgegangen, welches Gefaehrdungspotential in Fantasy-Rollenspielen und Computerspielen im Hinblick auf eine Verfuehrung zu Magie und Okkultismus steckt. Der Ablauf von Fantasy-Rollenspielen und Fantasy-Live-Rollenspielen wird skizziert. Kennzeichnend fuer diese Spiele ist, dass die Teilnehmer in die Rolle von Bewohnern einer imaginierten Spielwelt mit pseudohistorischem oder futuristischem Hintergrund schluepfen. Kontraere Auffassungen ueber die Gefaehrdung von Jugendlichen durch diese Spiele sowie aehnlich geartete Video- oder Computerspiele ("Guide to Hell", "Dungeon Keeper", "In Nomine Satanis") werden aufgezeigt: Einerseits existieren Einzelfallberichte ueber ein Uebergreifen der fiktiven Spielwelt in die Realwelt mit tragischen Konsequenzen, andererseits gibt es keinen wissenschaftlichen Nachweis zwischen den genannten Spieltypen und einer erhoeheten Okkultismus-Gefaehrdung

**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

**Pages:** 97-108

**Date:** Aug

**Type of Article:** Peer Reviewed Journal

**Short Title:** Game content creation and it proficiency: An exploratory study

**ISSN:** Print 0360-1315

**Electronic Resource Number:** <http://dx.doi.org/10.1016/j.compedu.2007.04.002>

**Accession Number:** 2008-06524-007

**Keywords:** game content creation, proficiency, information technology practices, computer related skills, human computer interaction, gender

**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](mailto: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](mailto: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 males 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

**Abstract:** Ausgehend von der historischen Entwicklung der Computerspiele wird ein Ueberblick ueber verschiedene Arten von Computerspielen gegeben, die auf Jugendliche einen besonderen Reiz ausueben. Ein Computerspiel mit brutalem Inhalt wird ausfuehrlich dargestellt. An ihm wird gezeigt, dass in vielen dieser Spiele ein vereinfachender Schwarz-Weiss-, bzw. Gut-Boese-Gegensatz enthalten ist, der die komplizierten Inhalte simplifiziert. Als besonders bedenklich werden die

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:** PsyclINFO, 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

**Publisher:** Verlag Deutsches Jugendinstitut

**Number of Pages:** 74

**Short Title:** Kinder - Computer - Telespiele

**ISBN:** 978-3-87966-279-1

**Accession Number:** 0022215

**Keywords:** computer-games & video-games, usage by & influence on children & adolescents, review & documentation of German-language literature, gender, games, gender

**Abstract:** Die deutschsprachige Literatur zur Verbreitung und Wirkung von Computer- bzw. Telespielen bei Kindern und Jugendlichen wird zusammenfassend dargestellt und interpretiert. Im Literaturteil des Buches werden die einschlaegigen Arbeiten dokumentiert und in Kurzzusammenfassungen beschrieben. - Aus dem Inhaltsverzeichnis: (1) Marktentwicklung und sozialstatistische Daten. (2) Spielmotivation (Aussagen zu spielimmanenten Reizen; Aussagen zu individuellen Spielmotiven; Einfluss von Lebensverhaeltnissen auf Spielmotive). (3) Wirkungsbereiche des Telespielens (Wirkungen im sensomotorischen Bereich, im kognitiven Bereich, im Gefuehlsbereich, im sozialen Bereich). (4) Zusammenfassung: Wandel der Kindheit?

**Notes:** Psyndex Plus, Book

**Research Notes:** GS

**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

**Accession Number:** 0060635

**Keywords:** Stratos, computer software for diagnosis of problem-solving strategies, gender, games

**Abstract:** Am Beispiel eines neuartigen Erhebungskonzeptes zur Einschaeztung der Faehigkeit zum "integralen Problem-Management" wird aufgezeigt, wie die heute in der diagnostischen Praxis schon weitverbreiteten Personal Computer zur Umsetzung komplexer, mehrdimensionaler Testdispositive in konkrete Erhebungssituationen dienstbar gemacht werden koennen. Das beschriebene Testinstrument "STRATOS" ist vom Typ eines vom Probanden direkt beeinflussbaren Trickfilms. Es erlaubt die Beschreibung individueller Problem-Management-Strategien in einem Handlungsraum mit den Dimensionen Zieldefinition, Problemexploration und Problemloesungsschritte, Sicherung der Handlungsaehigkeit des Problemloesers, Informationsbearbeitung und konzeptuelle Verarbeitung der gesammelten Erfahrungen und Informationen. Die Resultate einer Pilotstudie mit studentischen Versuchspersonen belegen die



Relevanz des Instrumentes fuer 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%2801%2900261-0>

**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](mailto:munyin@hkucc.hku.hk)

**Language:** eng

**Reference Type:** Journal Article

**Record Number:** 67

**Author:** Hoefft, F.; Watson, C. L.; Kesler, R.; Bettinger, K. E.; Reiss, A. L.

**Year:** 2008

**Title:** Gender differences in the mesocorticolimbic system during computer gamen-play

**Journal:** Journal of Psychiatric Research

**Volume:** 42

**Issue:** 4

**Pages:** 253-258

**Short Title:** Gender differences in the mesocorticolimbic system during computer gamen-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](mailto: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

**Author:** Inkpen, K.; Uptis, R.; Klawe, M.; Lawry, J.; Anderson, A.; Ndunda, M.; Sedighian, K.; Leroux, S.; Hsu, D.

**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.nl](mailto:j.jansz@uva.nl)

**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](mailto: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](mailto: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  
**ISBN:** 0-262-11319-8, 978-0-262-11319-9  
**Keywords:** Video games; Social aspects; Video games industry, Videospielemarkt, Geschlechtsunterschied, Aufsatzsammlung, gender, Videospiele, 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

**Abstract:** Dokumentiert werden ausgewählte Beiträge der ersten "International Computer Game Conference Cologne", die im März 2006 in Köln veranstaltet wurde. Im Rahmen der Veranstaltung wurde das Thema "Computerspiele und soziale Realität" aus psychobiologischer, kommunikationswissenschaftlicher, spiel- und kulturtheoretischer, psychologischer, soziologischer und pädagogischer Sicht behandelt. - Inhalt: (1) A. Laschet: Computerspiele und Politik - Zwischen Wirtschaftspolitik, Jugendmedienschutz und Bildungspolitik. - (A) Digitale Aneignung der Umwelt. (2) E. Aarseth: Warum Game Studies? (3) W. Bergmann: Die spielerische Erschaffung von Welten. (4) M. Kocher: Der ludoliterarische Typenkreis. Analyse und Kategorisierung von Cybertexten. - (B) Virtuelle und reale Welten. (5) P. Vorderer: Warum sind Computerspiele attraktiv? (6) C. Klimmt: Zur Rekonstruktion des Unterhaltungserlebens beim Computerspielen. (7) T. Hartmann: Gewaltspiele und Aggression. Aktuelle Forschung und Implikationen. (8) K. Mathiak und R. Weber: Computerspiele, Gewalt und Gehirne. - (C) Rollenspiele: Virtuell und real. (9) J. Fritz und K. Misk-Schneider: Oh, what a game: ?OGAME?. Zur Faszinationskraft von Online-Spielen. (10) D. Hoeschen: "In jedem steckt ein Held" oder MMORPGs. (11) K. Wenz: Computerspiele als jugendkulturelles Referenzmedium? (12) J. Zaremba: GENDER NON/KONFORM. Die produktive Uniformität von Heldinnen und Gamerinnen. - (D) Pädagogik, Schule und Computerspiele. (13) J. Fromme: Zwischen Immersion und Distanz - Lern- und Bildungspotenziale von Computerspielen. (14) C. Scholtz: Spielwahl und Spielpraxis. Computerspiele als pädagogische Herausforderung. (15) M. Fileccia und U. Schmidt: Ein schwieriges Zusammenspiel Computerspiele und Schule. (16) B. Dolle-Weinkauff: Mit Janosch spielen und lernen. Zur multimedialen Inszenierung kinderliterarischer Stoffe. (Buch/A.G. - ZPID)

**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.



**Year:** 2003

**Title:** Persoenlichkeitsmerkmale und soziale Erfahrungen von Maedchen, die extensiv gewaltdarstellende Computerspiele nutzen. Ein korrespondenzanalytischer Zugang.

Personal characteristics and social experiences of girls who extensively use violent computer games. A correspondence analysis approach

**Journal:** Zeitschrift für Medienpsychologie

**Volume:** 15

**Issue:** 4

**Pages:** 131-139

**Short Title:** Persoenlichkeitsmerkmale und soziale Erfahrungen von Maedchen, die extensiv gewaltdarstellende Computerspiele nutzen. Ein korrespondenzanalytischer Zugang.

Personal characteristics and social experiences of girls who extensively use violent computer games. A correspondence analysis approach

**ISSN:** Print 1617-6383

**Original Publication:** Persönlichkeitsmerkmale und sozialhe Erfahrung von Mädchen die extensiv gewaltdarstellende Computerspiele nutzen: Ein korrespondenzanalytischer Zugang

**Accession Number:** 2003-09397-003

**Label:** <http://dx.doi.org/10.1026//1617-6383.15.4.131>

**Keywords:** personal characteristics, social experiences, violent computer games, violence, peer group acceptance, parent acceptance, life style, socialization, games, gender

**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.

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

Ermittelt werden Merkmale von Maedchen, die extensiv gewaltdarstellende Computerspiele nutzen. Maedchen, die extensiv gewaltdarstellende Computerspiele konsumieren, sind meistens in Stichproben so schwach vertreten, dass die entsprechenden Daten quantitativ-empirisch nicht analysiert werden koennen. Die Korrespondenzanalyse eroeffnet hier einen rechnerischen Ausweg. Diese Methode der Datenauswertung und deren Ertrag fuer Analysen im Schnittfeld quantitativer und qualitativer Forschung wird getestet. Ueber den Einsatz der Korrespondenzanalyse konnte eruiert werden, dass Maedchen, die in hohem Masse gewaltdarstellende Computerspiele konsumieren, durch eine hohe Gewaltakzeptanz und durch eine geringe Akzeptanz anderer Gleichaltriger zu charakterisieren sind. Zugleich erfahren sie eine geringe Akzeptanz durch ihre Lehrpersonen und werden von den Eltern in einem geringen Ausmass im Bewaeltigungsprozess anstehender

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:** PsyclNFO, article in Zeitschrift für Medienpsychologie

**Research Notes:** GS

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

**Translated Title:** Persönlichkeitsmerkmale und sozialhe 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

**Abstract:** Ueberlegungen zur Faszinationskraft des Computerspielens werden angestellt. Dabei wird der Prozess des Spielens aus medien- und spielspsychologischer Perspektive beleuchtet. Die zentrale Annahme, dass die besondere unterhaltende Wirkung von Computerspielen in der Kombination von Merkmalen klassischer Unterhaltungsmedien und elektronischer Spielzeuge besteht, wurde in einem Feldexperiment mit 349 Teilnehmern ueberprueft. Demnach besteht die Faszinationskraft von Computer- und Videospiele darin, dass sie ihren Nutzern gleichzeitig Handlungsmoeglichkeiten anbieten und eine Handlungsnotwendigkeit suggerieren

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

**Research Notes:** GS

**Language:** German

**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

**Abstract:** Computer- und Videospiele werden aus medienpsychologischer Perspektive betrachtet. Es werden vier Fragestellungen genannt, unter denen sich die Medienpsychologie mit Computer- und Videospiele befasst hat: Worin liegen die Ursachen fuer die grosse Faszination, die Computer- und Videospiele auf ihre Nutzer ausueben? (2) Warum zeichnen sich weibliche und maennliche Personen durch so stark unterschiedliches Interesse an und so verschieden intensive Nutzung von Computer- und Videospiele aus? (3) Inwiefern fuehrt die intensive Nutzung gewalthaltiger Spiele zu aggressiven Einstellungen und Verhaltensweisen ausserhalb der Spieltaetigkeit? (4) Welche Faehigkeiten und Fertigkeiten lassen sich durch intensiven Gebrauch von Computer- und Videospiele schulen? Aufgrund der Neuheit des Gegenstands und der besonderen methodischen Probleme, die mit der Untersuchung interaktiver Mediennutzungsprozesse einhergehen, wird der gegenwaertige Wissensstand der Medienpsychologie zu allen vier Fragestellungen als unbefriedigend bezeichnet. Angesichts der starken Verbreitung von Computer- und Videospiele werden deshalb in Zukunft theoretische und empirische Anstrengungen fuer notwendig erachtet, um gesicherte Antworten auf die grundlagenbezogenen Fragestellungen, aber auch die anwendungsbezogenen und gesellschaftspolitisch relevanten Probleme der Spielnutzung zu finden. (Buch/A.G. - ZPID)

**Notes:** PsyndexPlus, chapter from Lehrbuch fuer Medienpsychologie

**Research Notes:** GS

**Language:** ger

**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

**ISBN:** 0-8058-532-7

**Accession Number:** 0192664

**Keywords:** computer games, self efficacy, motivation, choice behavior, gender

**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

**Reference Type:** Journal Article

**Record Number:** 97

**Author:** Klimmt, C.; Trepte, S.

**Year:** 2003

**Title:** Theoretisch-methodische Desiderata der medienpsychologischen Forschung ueber die aggressionsfoerdernde Wirkung gewalthaltiger Computer- und Videospiele

**Journal:** Zeitschrift für Medienpsychologie

**Volume:** 15

**Issue:** 4

**Pages:** 114-121

**Short Title:** Theoretisch-methodische Desiderata der medienpsychologischen Forschung ueber die aggressionsfoerdernde Wirkung gewalthaltiger Computer- und Videospiele

**ISSN:** 1617-6383

**Accession Number:** 0165528

**Keywords:** aggressiveness, violence, computer games, communication theory, aggressive behavior, antisocial behavior, Aggressivität, Gewalt, Computerspiele, Aggressionsverhalten, games, gender

**Abstract:** Skizziert werden die zentralen Probleme der bisherigen Forschung im Bereich theoretischer Ansätze und empirischer Studien zur medienpsychologischen Klärung möglicher aggressionsförderlicher Auswirkungen von gewalthaltigen Computer- und Videospiele. Zugleich werden Strategien entworfen, diese Suboptimalitäten in Zukunft zu überwinden. Auf theoretisch-konzeptueller Ebene wird die Frage der (Effekt-)Modellierung des subjektiven Erlebens von Spielgewalt durch die Nutzer sowie der Rolle von "Medienkompetenz" als Moderatorvariable diskutiert. Auf methodischer Ebene werden die Besonderheiten des Forschungsgegenstands bei Experimentalstudien hinterfragt und die Erklärungskraft von Längsschnittstudien geprüft. (Zeitschrift Pe.K. - ZPID)

**Notes:** PsyndexPlus

**Research Notes:** GS

**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 ueber die aggressionsfoerdernde Wirkung gewalthaltiger Computer- und Videospiele

**Journal:** Zeitschrift für Medienpsychologie

**Volume:** 15

**Issue:** 4

**Pages:** 114-121

**Short Title:** Theoretisch-methodische Desiderata der medienpsychologischen Forschung ueber die aggressionsfoerdernde 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

**Abstract:** Skizziert werden die zentralen Probleme der bisherigen Forschung im Bereich theoretischer Ansaetze und empirischer Studien zur medienpsychologischen Klaerung moeglicher aggressionsfoerderlicher Auswirkungenvon gewalthaltigen Computer- und Videospiele. Zugleich werden Strategien entworfen, diese Suboptimalitaeten in Zukunft zu ueberwinden. Auf theoretisch-konzeptueller Ebene wird die Frage der (Effekt-)Modellierung des subjektiven Erlebens von Spielgewalt durch die Nutzer sowie der Rolle von "Medienkompetenz" als Moderatorvariable diskutiert. Auf methodischer Ebene werden die Besonderheiten des Forschungsgegenstands bei Experimentalstudien hinterfragt und die Erklaerungskraft von Laengsschnittstudien geprueft

**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

**ISSN:** Print 0360-1315

**Electronic Resource Number:** <http://dx.doi.org/10.1016/j.compedu.2008.05.007>

**Accession Number:** 2008-12088-030

**Keywords:** women, computers, stereotype threat, failure attribution, threat, games, gender

**Abstract:** 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](mailto: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](mailto: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, article 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

**Short Title:** The use of computer driving games among 13- to 17-year-old male adolescents - Results from a pilot questionnaire survey

**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

**Abstract:** Videospiele sind innerhalb kürzester Zeit zur dominierenden Freizeitbeschäftigung im Kindes- und Jugendalter geworden. Bei der anhaltenden Diskussion um gewalthaltige Shooter-Spiele wird übersehen, dass die Darstellung von Aggressivität auch in anderen Genres überhand gewinnt. Eine Pilotbefragung des Allianz Zentrums für Technik hatte zum Ziel, in einer bayernweiten Erhebung mit 657 Teilnehmern das Spielen sog. Rennspiele bei Jugendlichen, eingebettet in ihr weiteres Kraftfahrzeugbezogenes Interessensspektrum, zu quantifizieren. Demnach konsumieren 77 Prozent der Befragten Rennspiele, bei einem Einstiegsalter von 10 Jahren. Die Ergebnisse legen den Zusammenhang zwischen Rennspielen und verkehrssicherheitsrelevanten Aspekten wie Kraftfahrzeug-Tuning nahe. Hinsichtlich der Auswirkung der Spiele auf die Verkehrssozialisation besteht erheblicher

Klaerungsbedarf. Fuer 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](mailto: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](mailto: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

**Publisher:** American Psychological Association, PsycCRITIQUES

**Issue:** 41

**ISSN:** Electronic 1554-0138

**Accession Number:** 2007-07860-001

**Label:** <http://dx.doi.org/10.1037/a0008182>

**Keywords:** advertising, advocacy groups, media, cross-cultural perspectives, developmental stages, gender, sexuality, media education, media effects, media use, music, public policy, violence, aggression, games, gender

**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

**Research Notes:** GS

**Access Date:** Access Date

**Language:** English

**Reference Type:** Journal Article

**Record Number:** 36

**Author:** Lawry, J.; Uptis, R.; Klawe, M.; Anderson, A.; Inkpen, K.; Ndunda, M.; Hsu, D.; Leroux, S.; Sedighian, K.

**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

References .

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?

**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, article in Journal of Communication

**Research Notes:** GS

**Author Address:** Lee, Eun-Ju: eunju0204@snu.ac.kr

Lee, Eun-Ju, eunju0204@snu.ac.kr

**Language:** English

**Reference Type:** Journal Article

**Record Number:** 82

**Author:** Lee, K.-S.

**Year:** 2008

**Title:** The relationship between children's computer game usage and creativity in Korea

**Journal:** Dissertation Abstracts International Section A: Humanities and Social Sciences

**Volume:** 69

**Issue:** 1-A

**Pages:** 112

**Short Title:** The relationship between children's computer game usage and creativity in Korea

**ISSN:** 0419-4209

**Accession Number:** 2008-99130-288

**Keywords:** children computer game usage, creativity, Korea, school, games, gender

**Abstract:** This study investigated the relationships among children's creativity, computer games, natural play, TV, and their structured activities daily after school by the analysis of their time spent on computer games, and the other components with the Torrance Test of Creative Thinking (TTCT), using the statistical methods of MANOVA and SEM. Activity 5 of Verbal Form B and Activity 2 of Figural Forms B of the TTCT were used to measure students' verbal and figural creativity scores. Two hundreds and thirty eight 3<sup>rd</sup> and 6<sup>th</sup> grade students from one rural and one urban school in the Republic of Korea were studied. The study also examined whether any

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

**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

**Abstract:** In einer kritischen Auseinandersetzung mit Planspielen, deren zunehmende Verbreitung in der Schule unter dem Etikett "Lernen durch Tun" seit den sechziger Jahren zu verzeichnen ist, wird auf den Planspielbegriff, typische Einsatzbereiche von Planspielen, ihre didaktischen Funktionen und die Evaluation des Lernerfolgs eingegangen. Moeglichkeiten der Computersimulation und Wechselwirkungen zwischen Schuelermerkmalen und Merkmalen der Planspielgestaltung werden aufgezeigt. Es wird ueber ein Lehrexperiment mit 132 Berufsschuelern und Gymnasiasten berichtet, anhand dessen der Zeitpunkt (vor bzw. nach den Planspielentscheidungen) und der Informationsgehalt (dreifach abgestuft) von Lernanleitungen in Abhaengigkeit von Schuelermerkmalen (Vorkenntnissen, Pruefungsangst) beim Lernen mit dem betriebswirtschaftlichen computersimulierten Planspiel "Kuechenfronten-Werk-2" anhand eines 2x3-faktoriellen, kovarianzanalytischen Versuchsplans untersucht wurden. Die Ergebnisse belegen die Wichtigkeit von Lernanleitungen, insbesondere bei Schuelern mit geringen Vorkenntnissen. Sie belegen auch, dass Schueler mit hoher Pruefungsangstlichkeit in einem normalen Planspiel mit Leistungsrueckmeldungen grosse Probleme haben, die beseitigt werden koennen, wenn sie Handlungsanweisungen vor ihren Entscheidungen anstelle von Leistungsrueckmeldungen nach ihren Entscheidungen erhalten. Implikationen fuer

die didaktische Gestaltung von Planspielen, computersimulierten Planspielen und fuer 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 Realitaetsbereichen: Evaluation des Computer-Simulationsspiels "Hunger in Nordafrika"

**Journal:** Unterrichtswissenschaft

**Volume:** 17

**Issue:** 4

**Pages:** 327-341

**Short Title:** Entdeckendes Lernen in komplexen Realitaetsbereichen: 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 fuer den Unterricht auf Lehreffektivitaet und -effizienz wird untersucht. Mit "Hunger in Nordafrika" wird ein Programm fuer den Erdkundeunterricht vorgestellt, dessen Entwicklung sowohl auf allgemein- wie auch auf fachdidaktischen Kriterien basiert. Darueber hinaus wird ueber ein 2x2-faktorielles Lehrexperiment mit 64 Schuelern des siebten Schuljahres berichtet, anhand dessen ueberprueft wurde, ob eine Implementation von Lehrfunktionen besseres Lernen bewirkt. Die Evaluationsergebnisse zeigen, dass beim spielerischen Explorieren des computersimulierten Realitaetsbereichs tatsaechlich neues Wissen ueber Begriffe, Fakten und Prinzipien des Bereichs erworben wird, insbesondere dann, wenn online-adaptive (problem-situations-angepasste) 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](mailto: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

**Research 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

Gender, task contexts, and children's performance on a computer-based task  
ISI:00008017220000956

**Author Address:** Open Univ, Fac Social Sci, Milton Keynes MK7 6AA, Bucks, England. Bournemouth Univ, Poole BH12 5BB, Dorset, England. Univ Southampton, Southampton SO9 5NH, Hants, England. Littleton, K, Open Univ, Fac Social Sci, Walton Hall, Milton Keynes MK7 6AA, Bucks, England.

**Reference Type:** Journal Article

**Record Number:** 101

**Author:** Lukesch, H.

**Year:** 1990

**Title:** Nutzungsmuster von Videspielen

**Journal:** Medienpsychologie

**Volume:** 2

**Issue:** 2

**Pages:** 100-114

**Short Title:** Nutzungsmuster von Videspielen

**ISSN:** 0936-7780

**Accession Number:** 0069778

**Keywords:** computer games, human sex differences, children, dolescents, games, gender

**Abstract:** An zwei je 4000 Kinder und Jugendliche umfassenden Stichproben wurden 1985 und 1988 Verbreitung und Nutzungsarten von Videospiele sowie deren jugendkulturelle Einbettung untersucht. Es ergaben sich Hinweise auf die deutliche Zunahme der Nutzung von Videospiele. Jeder fuenfte Befragte verwendete auch indizierte Spiele. Maedchen blieben in der Nutzung trotz erheblicher Steigerungsraten noch weit hinter den Jungen zurueck. Das Spielen hatte sich von oeffentlichen Orten in den privaten Bereich verlagert. Es ergaben sich Hinweise auf das Bestehen einer spezifischen jugendlichen Subkultur, in der Videospiele eine hohe Akzeptanz aufwiesen, waehrend in anderen Gruppierungen diese Freizeitbetaetigung auf Ablehnung stiess. Das durch den Videospielemarkt bereitgestellte Angebot fuehrte nicht zu einer Homogenisierung, sondern zu einer Heterogenisierung in der Jugend. (Zeitschrift/R.N. - ZPID)

**Notes:** PsynindexPlus, 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

**Abstract:** Erkenntnisse zur Nutzung von Computern und Videospielen durch Kinder und Jugendliche werden mitgeteilt. Neben statistischen Angaben zur derzeitigen und erwarteten Ausstattung der bundesdeutschen Haushalte mit elektronischen Mediengeräten werden folgende Zusammenhänge aufgezeigt: (1) Kinder, die sich mit Videospielen beschäftigen, nutzen dafür weniger den Heimcomputer als vielmehr einfach zu bedienende, speziell für diesen Zweck konstruierte Geräte. (2) Mit wachsender Computerkenntnis nimmt die Faszination durch Videospiele ab. (3) Neben sozial erwünschten Effekten des Computerspielens werden auch eher negativ zu wertende Effekte beschrieben. (4) Für die heutigen Kinder und Jugendlichen ist die Multi-Media-Nutzung und nicht die Konzentration auf ein Medium typisch. (5) Auch bei den Inhalten von Videospielen lassen sich negative Tendenzen, etwa in Richtung auf rassistische, sexistische, gewaltverherrlichende Topoi feststellen. (6) Jungen sind von Videospielen stärker fasziniert als Mädchen. (7) Es lassen sich Verdrängungs- und Ergänzungseffekte im Vergleich zu anderen Medien feststellen.

**Notes:** Psycndex Plus, chapter

**Research Notes:** GS

**Language:** German

**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

**ISSN:** Print 1094-9313 Mary Ann Liebert Publishers Electronic, Print Electronic

**Electronic Resource Number:** <http://dx.doi.org/10.1089/cpb.2007.0089>

**Accession Number:** 2008-05373-020

**Keywords:** online social networking, Web sites, gender differences, social portraits, MySpace profiles, gendered identity, self-presentation, games, gender

**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

**Research Notes:** GS

**Author Address:** Dundes, Lauren: [ldundes@mcdaniel.edu](mailto:ldundes@mcdaniel.edu)

Dundes, Lauren: Department of Sociology, McDaniel College, 2 College Hill, Westminster, MD, US, 21157-4390, [ldundes@mcdaniel.edu](mailto: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

**Alternate Journal:** Women, girls, and computers

**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:** PsycINFO, 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 ( $\leq 18$  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<sup>-1</sup>) of TV but 28% watch more than 4 h day<sup>-1</sup>. Boys and girls with access to video games spend approximately 60 and 23 min day<sup>-1</sup>, respectively, using this technology. Computer use accounts for an additional 30 min day<sup>-1</sup>. 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

**Pages:** 38-42

**Short Title:** "Das ist interessanter als Fernsehen. Da kannst du was selber machen". Ursachen fuer die besondere Attraktion der Computerspiele fuer Kinder und Jugendliche

**ISSN:** 0933-7997

**Accession Number:** 0070883

**Keywords:** attraction of computer games for children & adolescents; reasons & motives & needs & developmental psychology aspects, games, gender

**Abstract:** Nach einfuehrenden Angaben zur Nutzung von Computerspielen durch Kinder und Jugendliche werden verschiedene Faktoren der Attraktivitaet dieser Form der Freizeitgestaltung analysiert. Motive des Spielens am Computer werden mittels Befragungsergebnissen sowie ausgewaehlter Aeusserungen von Kindern und Jugendlichen veranschaulicht und unter entwicklungspsychologischen Gesichtspunkten gewertet. Computerspiele werden als Moeglichkeit erkannt, das in der realen Welt zunehmend begrenzte Grundbeduerfnis nach Entfaltung und Freiheit auszuleben

**Notes:** Psynindex 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

**Short Title:** Are computer games compatible with conventional games in the high tech age?

**ISSN:** 0030-9273

**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 aehnlicher Form in Computerspielen wiederfinden, wird der Frage nachgegangen, ob die Theorien des Spiels, welche bereits vor der Zeit der Computerspiele entwickelt wurden, noch zeitgemaess sind, wenn man sie den Innovationen und virtuellen Inspirationen gegenueberstellt, welche die moderne Computertechnologie der Spielwelt beschert hat. Computerspiele als Phaenomene unserer technologisch gepraeigten Welt werden mit konventionellen Spielen unter sozialwissenschaftlichen, phaenomenologischen, entwicklungspsychologischen und psychoanalytischen Aspekten der Spieltheorie kontrastiert. Es wird aufgezeigt, dass der phaenomenologische Ansatz nach Scheuerl fuer das Computerspielen die hoechste spieltheoretische Erklaerungskraft hat, da alle phaenomenologischen Wesensbestimmungen des Spiels fuer das Computerspiel zutreffen, waehrend die



anderen Spieltheorien nur bedingt eine Antwort auf die Frage geben, ob Computerspiele zu konventionellen Spielen "kompatibel" sind.

**Notes:** PsycINFO, article in Pädagogische Psychologie

**Research Notes:** GS

**Language:** German

**Reference Type:** Journal Article

**Record Number:** 135

**Author:** Mcmillan, K. E.

**Year:** 2000

**Title:** Gender and subjective experience in a virtual environment

**Journal:** Dissertation Abstracts International Section B: The Sciences and Engineering

**Volume:** 60

**Issue:** 10-B

**Pages:** 5243

**Date:** Apr

**Type of Article:** Dissertation Abstract

**Short Title:** Gender and subjective experience in a virtual environment

**ISSN:** 0419-4217

**Accession Number:** 2000-95008-096

**Keywords:** gender, subjective experience in virtual environment, 12-15 yr olds, computer, games

**Abstract:** 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

**Author:** Metz-Goeckel, S.; Fronert, S.; HahnMausbach, G.; Kauermann-Walter, J.; Erkes, A.; Kampczyk, S.

**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

**Abstract:** Die Befunde einer empirischen Studie zum Sozial- und Lernverhalten von Maedchen und Jungen beim Umgang mit und Lernen an Computern werden dargestellt. Insgesamt 90 Maedchen und 30 Jungen im Alter von 8 bis 14 Jahren nahmen an zwölf ausserschulischen Computerkursen mit acht Wochenstunden teil. Die Kurse unterschieden sich in den Lerninhalten (Einfuehrung in die Programmiersprache LOGO beziehungsweise BASIC oder in ein Anwenderssoftwaresystem), nach dem Alter (8 bis 12 versus 12 bis 14 Jahre) und dem Geschlecht der Kinder (reine Maedchengruppen versus koedukativer Unterricht) sowie nach dem Geschlecht der Lehrpersonen und Beobachter. Datenerhebungen wurden wiederholt mit kurzen Fragebogen ueber Vorerfahrungen und Einstellungen gegenueber dem Computer sowie ueber teilnehmende Beobachtungen durchgefuehrt. Die Befunde zeigen (1) dass die Jungen ueber mehr Vorerfahrungen mit Computern verfuegten, (2) dass sich im koedukativen Unterricht die Gesamtgruppe zumeist in geschlechtshomogene Teilgruppen spaltete, die untereinander kaum soziale Kontakte aufwiesen, (3) dass die Jungen in den seltenen gemischtgeschlechtlichen Lerndyaden die Fuehrung uebernahmen und die Maedchen in die Rolle der Assistentin gerieten, (4) dass die Verhaltensweisen in den Maedchengruppen weniger fixiert und staerker vom sozialen Umfeld beeinflusst waren und (5) dass sich die guenstigere Lernatmosphaere in den Maedchengruppen foerdernd auf die Lernleistungen auswirkte. Die Produktivitaet

und Qualitaet der erstellten Arbeiten in den Maedchengruppen uebertraf die durchschnittlichen Lernergebnisse der Jungen und die der koedukativen Gruppen

**Notes:** Psyndex 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](mailto: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

**Pages:** 39-65

**Short Title:** College students under the spell of computer games

**Accession Number:** 0105564

**Keywords:** determinants of fascination of computer games; performance & control as basic motivational aspects & preferences for types of computer games; research project with college students; experience report, games, gender

**Abstract:** Es wird ueber Erfahrungen berichtet, die im Rahmen eines Forschungsseminars zur Faszinationskraft von Computerspielen an der Fachhochschule Koeln gesammelt wurden. Das Forschungsseminar umfasste (1) das Vertrautwerden mit dem Medium durch eigene Spielerfahrungen, (2) die Analyse ausgewaehlter Computerspiele, (3) die Eroertung der theoretischen Hintergruende (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 Praeferenz fuer bestimmte Computerspiele durch Prozesse der strukturellen Koppelung beeinflusst wird.

**Notes:** Psyndex Plus, chapter

**Research Notes:** GS

**Language:** German

**Reference Type:** Journal Article

**Record Number:** 165

**Author:** Mitchell, Kimberly J.; Wolak, Janis; Finkelhor, David

**Year:** 2008

**Title:** Are blogs putting youth at risk for online sexual solicitation or harassment?

**Journal:** Child Abuse & Neglect

**Volume:** 32

**Issue:** 2

**Pages:** 277-294

**Date:** Feb

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

**Short Title:** Are blogs putting youth at risk for online sexual solicitation or harassment?

**ISSN:** Print 0145-2134 Elsevier Science Electronic, Print Electronic

**Electronic Resource Number:** <http://dx.doi.org/10.1016/j.chiabu.2007.04.015>

**Accession Number:** 2008-03347-008

**Keywords:** internet, blogs, risk of harassment, online sexual solicitation, games, gender

**Abstract:** Objective: In light of public concern about the dangers to young people from maintaining online journals or "blogs," this exploratory paper examines whether bloggers are at increased risk for online sexual solicitation or harassment. Method: A national telephone survey of 1,500 youth Internet users, ages 10-17, conducted between March and June 2005. Results: Sixteen percent of youth Internet users reported blogging in the past year. Teenagers and girls were the most common bloggers, and bloggers were more likely than other youth to post personal information online. However, bloggers were not more likely to interact with people they met online and did not know in person. Youth who interacted with people they met online, regardless of whether (AOR= 2.42,  $p < .01$ ) or not (AOR= 2.36,  $p < .001$ ) they blogged, had higher odds of receiving online sexual solicitations.

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 Fakultae

**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

**Abstract:** In einer Laengsschnittstudie wurde untersucht, inwieweit sich die regelmaessige Beschaeftigung mit gewalthaltigen Bildschirmspielen auf aggressionsbeguenstigende Kognitionen und die Aufrechterhaltung einer aggressiven Persoenlichkeitsdisposition auswirkt. Insgesamt 349 Maedchen und Jungen im Alter von 12 bis 16 Jahren wurden im Abstand von sechs Monaten zweimal zu ihrem Konsum von und der Praeferenz fuer gewalthaltige Bildschirmspiele sowie zu normativen Ueberzeugungen bezueglich der Angemessenheit aggressiven Verhaltens in Konfliktsituationen und zur feindseligen Attribution in uneindeutigen Situationen befragt. Geschlecht und Aggressivitaet wurden als antezedente Variablen des Gewaltspielkonsums beruecksichtigt. Die Ergebnisse zeigten, dass zwar sowohl Jungen als auch Maedchen regelmaessig Bildschirmspiele nutzten, dass sich aber insbesondere die hochaggressiven Jungen zu den Gewaltgenres hingezogen fuehlten. Die Analyse der querschnittlichen Zusammenhaenge zum ersten Erhebungszeitpunkt zeigte, dass der Gewaltspielkonsum erwartungskonform die Akzeptanz physisch-aggressiver Handlungen praediziert: Je mehr sie sich mit Kampfspielen beschaeftigten, desto

mehr stimmten Jugendliche physisch-aggressiven Verhaltensweisen als angemessener Reaktion auf einen Konflikt zu. Dieser Zusammenhang wurde dabei durch einen Moderatoreffekt der Aggressivitaet qualifiziert: Danach stimmten insbesondere diejenigen Jugendlichen, die sich selbst als aggressiv beschrieben und zusaetzlich haeufig Gewaltspiele nutzten, den aggressiven Normen zu. Der Einfluss des Medienkonsums auf die Attribution in uneindeutigen sozialen Interaktionen zeigte sich hingegen nur indirekt, fast vollstaendig durch die normativen Ueberzeugungen vermittelt. Die Analyse der laengsschnittlichen Daten ueber den Zeitraum eines halben Jahres ergab fuer Maedchen und Jungen eine staerkere Beeinflussung der Aggressivitaet durch den Gewaltspielkonsum als umgekehrt der Beschaeftigung mit dem Medium durch die Persoenlichkeit. Auch die aufgrund sozialkognitiver Erklaerungsmodelle zur langfristigen Wirkung von Mediengewalt getroffene Annahme, dass eine allmaehliche Verfestigung aggressiver Tendenzen in der Persoenlichkeitsstruktur durch verschiedene Prozesse, etwa durch die normativen Ueberzeugungen vermittelt werden, konnte empirisch mittels Mediationsanalysen gestuetzt werden.

**Notes:** Psycarchives, 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:** Psycindex 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

**Research Notes:** GS

**Language:** English

**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



**Issue:** 6

**Pages:** 714-727

**Short Title:** Gender stereotypes, aggression, and computer games: An online survey of women

**ISSN:** Print 1094-9313

**Accession Number:** 2005-01128-014

**Label:** <http://dx.doi.org/10.1089/cpb.2004.7.714>

**Keywords:** sex role stereotypes, aggression, computer games, women, gender identity, games, computer, gender

**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](mailto:kamalanorris@alum.wellesley.edu)

**Language:** English

**Reference Type:** Journal Article

**Record Number:** 42

**Author:** Ogletree, S. M.; Drake, R.

**Year:** 2007

**Title:** College students' video game participation and perceptions: gender differences and implications

**Journal:** Sex Roles

**Volume:** 56

**Issue:** 7-8

**Pages:** 537-542

**Date:** Apr

**Short Title:** College students' video game participation and perceptions: gender differences and implications

**ISSN:** 0360-0025

**Accession Number:** 2007-07613-013

**Label:** <http://dx.doi.org/10.1007/s11199-007-9193-5>

**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](mailto: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

**Abstract:** Bildschirmspiele (Spiele am Computer, Videokonsole oder Hand-held-game, etwa Gameboy) haben sich in der Spielewelt der heutigen Kindheit einen festen Platz erobert. Die Forschung hat dies zur Kenntnis genommen und einzelne Aspekte der Mediennutzung analysiert. Die Interaktion der spielenden Kinder bzw. Jugendlichen mit anderen Personen und die Kommunikation ueber Bildschirmspiele ist bisher selten untersucht worden. Im Rahmen des Duesseldorfer Projekts "Kinder, Computer und neue Medien" wurde eine erste Fragebogenerhebung durchgefuehrt, in der neben den Bereichen Zugang und Anschaffung von Bildschirmspielen besonders die Aspekte der Interaktion und Kommunikation untersucht wurden. Eine anfallende Stichprobe von 113 Jungen und 48 Maedchen im Grossraum Duesseldorf wurde mit einem eigens konstruierten Fragebogen im Sommer 1995 interviewt. Die Auswertung beruecksichtigt neben Altersunterschieden auch die Art der Schule und geschlechtsspezifische Unterschiede. Juengere Kinder spielten nur, waehrend aeltere Kinder und Jugendliche den Computer auch zum Lernen benutzten. Bildschirmspielende Kinder hatten durchaus noch andere Freizeitinteressen. Maedchen spielten weniger als Jungen, lasen aber mehr Buecher. Freunde waren bei weitem die wichtigsten Kommunikationspartner. Eltern spielten nur beim Kauf eine Rolle, beim Spiel selbst wurden sie nur selten um Rat gefragt.

**Notes:** Psyndexplus, Artike aus Medienpsychologie

**Research Notes:** GS

**Language:** ger

**Reference Type:** Book

**Record Number:** 96

**Author:** Petzold, M.

**Year:** 2000

**Title:** Die Multimedia Familie. Mediennutzung, Computerspiele, Telearbeit, Persnplichkeitsprobleme und Kindermtwirkung in Medien

**Series Title:** Virtuelle Welten

**Publisher:** Leske + Budrich

**Number of Pages:** 125

**Edition:** 2

**Short Title:** Die Multimedia Familie. Mediennutzung, Computerspiele, Telearbeit, Persnplichkeitsprobleme und Kindermtwirkung in Medien

**ISBN:** 978-3-8100-2643-9

**Accession Number:** 0134142

**Keywords:** Computer games, Kinder, Familie, Persönlichkeitsmerkmale, Computerspiele, Mensch-Computer-Interaktion, gender

**Abstract:** Die Auswirkungen der neuen Multimedia-Welt auf die Entwicklung der Familie sowie die individuelle, soziale, emotionale und kognitive Entwicklung von Kindern werden einer naeheren Betrachtung unterzogen und diskutiert. Eigene empirische Ergebnisse werden dabei zum Teil mit einbezogen. Auf folgende Punkte wird eingegangen: (1) Allgemeine Einfuehrung und sozialpsychologische Aspekte der neuen Medien, (2) Familienleben, Mediennutzung und Konsumzwaenge, (3) Nutzung von Bildschirmspielen in der Familie, (4) Persoenlichkeitstypen und Computer-Internetnutzung, (5) Chancen und Probleme durch Telearbeit, (6) Mitwirkung von Kindern in den Medien, (7) Ausblick. (E.C. - ZPID)

**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

**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.

**Notes:** Psyndex Plus, PDF file

**Research Notes:** GS

**URL:** [http://www.uni-hamburg.de/fachbereiche-einrichtungen/fb16/absozpsy/HAFOS\\_77.pdf](http://www.uni-hamburg.de/fachbereiche-einrichtungen/fb16/absozpsy/HAFOS_77.pdf)

**Image:** 2752556800HAFOS\_77.pdf

**Language:** English

**Reference Type:** Book Section

**Record Number:** 59

**Author:** Richard, B.

**Year:** 2004

**Title:** Sheroes: Genderspiele im virtuellen Raum

**City:** Bielefeld

**Publisher:** Transcript-Verlag

**Pages:** 120

**Series Title:** Cultural studies; 8

**Short Title:** Richard - Sheroes

**ISBN:** 3-89942-231-7

**Keywords:** Heldin; Computerspiel; Geschlechterforschung; Video games; Social aspects; Croft, Lara, gender

**Notes:** GBV

**Research Notes:** GS

**Language:** ger

**Reference Type:** Journal Article

**Record Number:** 167

**Author:** Rosen, Larry D.; Cheever, Nancy A.; Cummings, Cheyenne; Felt, Julie

**Year:** 2008

**Title:** The impact of emotionality and self-disclosure on online dating versus traditional dating

**Journal:** Computers in Human Behavior

**Volume:** 24

**Issue:** 5

**Pages:** 2124-2157

**Date:** Sep

**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.: [Irosen@csudh.edu](mailto:Irosen@csudh.edu)

Rosen, Larry D.: Department of Psychology, California State University, Dominguez Hills, 1000 E. Victoria Street, Carson, CA, US, 90747, [Irosen@csudh.edu](mailto:Irosen@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

zahlreicheren "Gelegenheits-Online-Zocker" sind jedoch überwiegend Frauen mittleren Alters

Zu diesem unerwarteten Ergebnis kommt die neueste Studie von Screen Digest und Goldmedia mit dem Titel "Online Gaming Markets to 2007 – The New Growth Opportunities". Sie analysiert die Entwicklungen in den beiden Nutzermärkten "Hardcore Gaming" und "Casual Gaming" und zeigt, dass gerade Hausfrauen Spaß daran haben, ihre Zeit ungeachtet der bereits mit dem Computer mitgelieferten Spiele mit Kartenspielen, Solitaire, Puzzles und Casino-Spielen via Internet zu verbringen. Es wird erwartet, dass diese sogenannten "Casual Gamer" dem gesamten Online-Spiele-Markt einen kräftigen Wachstumsschub geben. Im Jahre 2003 generierten sie in Westeuropa und Nordamerika bereits einen Umsatz von 405 Millionen Euro.

"Der Markt des "Casual Online Gaming" ist seit dem Ende des Dotcom-Booms schnell gewachsen. Während einer dreijährigen Pause sind neue Erlös-Modelle entstanden und haben diesem Bereich ein schnelles Wachstum zurückgebracht. Übereinstimmend berichten alle großen Anbieter für "Casual Online Games", dass das Wachstum vor allem durch weibliche Spieler mittleren Alters generiert wird." Internet- und Games-Spezialist Nick Gibson, Autor der Onlinespiel-Studie

Im Bereich "Casual Online Gaming", den "Quartalsspielern", haben sich in den letzten zwei Jahren vor allem die wettkampforientierten Internetspiele zu einem erfolgreichen Wachstumsmarkt entwickelt. Die vornehmlich weiblichen Nutzer zahlen, um an Wettkampfspielen teilzunehmen und können dabei Geld und andere Preise gewinnen. Beliebte Wettkampfspiele sind Kartenspiele, Lernspiele und einfache Puzzlespiele. Bei einigen Spielen sind Preise im dreistelligen Bereich ausgeschrieben. Wie in allen anderen Sparten des "Casual Online Gaming" dominieren die Frauen dabei auch den Bereich der Wettkampfspiele. Den Angaben einiger Anbieter zufolge ist das Verhältnis von Frauen zu Männern hier stolze 70:30.

#### Hardcore Online Gaming

Der größte "Hardcore Online Gaming"-Markt ist der für sogenannte "Massive Multi-Player Online Games" (MMOGs). Diese Spiele werden online von Tausenden Spielern gleichzeitig in virtuellen Spiel-Welten gespielt. Die wohl beliebtesten Spiele in diesem Bereich sind "Everquest" und "Star Wars Galaxies", bei denen mehrere Hunderttausend Mitspieler bis zu 15 US-Dollar monatlich bezahlen.

#### 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:** Ergänzt, 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:** Jugendgefaehrung durch Video- und Computerspiele?.

Diskussion der Risiken im Horizont internationaler Forschungsergebnisse.

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:** Jugendgefaehrung durch Video- und Computerspiele?.

Diskussion der Risiken im Horizont internationaler Forschungsergebnisse.

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

**Research Notes:** GS

**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](mailto:tcs@yorku.ca)

Sanders, T. C.: York University - Sociology, 2060 Vari Hall, 4700 Keele Street, Toronto, ON, Canada, M3J 1P3, [tcs@yorku.ca](mailto: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](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?

**Journal:** Zeitschrift für Semiotik

**Volume:** 19

**Issue:** 3

**Pages:** 317-327

**Short Title:** Computerzombie oder Homo ludens?

**ISSN:** 0170-6241

**Accession Number:** 0124798

**Keywords:** Computer Games, ego & identity, theories of education, Computerspiele, Freizeit, Ich-Identität, pädagogische Theorien, gender

**Abstract:** Tendenzen der Forschung zum Computer- und Videospiel werden im Ueberblick erörtert. Einleitend wird darauf hingewiesen, dass Computerspiele Teil der postmodernen Populaerkultur sind. Sie ueberschreiten die gewohnten Grenzen zwischen Literatur und Sachbuch, Spiel und Fiktion sowie Erwachsenen- und Jugendkultur und erlauben dadurch den Spielern ein fortwaehrendes spielerisches Erproben von Identitaeten. Die paedagogische Kritik verfehlt diese Charakteristik des Computerspiels groesstenteils und schafft sich ein Wunschbild von unschuldiger Kindheit, das zur Kompensation der Aengste der dominierenden Kultur herhalten muss. (Zeitschrift/R.N. - ZPID)

**Notes:** PsyndexPlus, Artike aus Zeitschrift für Semiotik

**Research Notes:** Randbereich, GS

**Language:** ger

**Reference Type:** Edited Book

**Record Number:** 208

**Editor:** Schulz, U.; Albers, W.; Mueller, U.

**Year:** 1994

**Title:** Social dilemmas and cooperation

**Series Editor:** Psychologie, Universität Bielefeld: Abteilung für

**City:** Berlin

**Publisher:** Springer

**Number of Pages:** 541

**Short Title:** Social dilemmas and cooperation

**ISBN:** 978-3-540-57757-7

**Accession Number:** 0086670

**Keywords:** social dilemmas; cooperation in social situations from perspectives of game theory & biology & sociology & social psychology & philosophy; theoretical studies & empirical studies, games, gender

**Abstract:** Presents papers from two conferences held at Bielefeld, Germany during the summer of 1992. The first was the workshop on "Models for the Development of Cooperation: Game Theoretic, Evolutionary, and Behavioral Perspectives" and the second was the "Fifth International Conference on Social Dilemmas." Contents: (1) T. Doi: Social orientation analysis of the common and individual interest problems. (2) P. A.M. van Lange: Toward more locomotion in experimental games. (3) T. Takigawa: Individual reasoning process in the participation game with period. (4) R. Suleiman, D. V. Budescu, and A. Rapoport: The position effect: The role of a player's serial position in a resource dilemma game. (5) R. Vollmeyer: Positive and negative mood effects on solving a resource dilemma. (6) J. A. Joireman, D. M. Kuhlman, and H. Okuda: Fairness judgments in an asymmetric public goods dilemma. (7) A. Franzen: Group size effects in social dilemmas: A review of the experimental literature and some new results for one-shot N-PD games. (8) A.

Rapoport and I. Erev: Provision of step-level public goods: Effects of different information structures. (9) E. van Dijk and H. Wilke: Conditional contributions and public good provision. (10) I. Erev: Convergence in the orange grove: Learning processes in a social dilemma setting. (11) M. Foddy and A. Crettenden: Leadership and group identity as determinants of resource consumption in a social dilemma. (12) T. Yamagishi, N. Hayashi, and N. Jin: Prisoner's dilemma networks: Selection strategy versus action strategy. (13) M. Watabe and T. Yamagishi: Choice of strategies in social dilemma supergames. (14) A. Nowack, B. Latane, and M. Lewenstein: Social dilemmas exist in space. (15) M. van Vugt, R. M. Meertens, and P. A. M. van Lange: Commuting by car or by public transportation? An interdependence theoretical approach. (16) T. Yamagishi and N. Takahashi: Evolution of norms without metanorms. (17) D. M. Messick and W. B. G. Liebrand: Computer simulations of the relation between individual heuristics and global cooperation in prisoner's dilemmas. (18) I. Eshel, D. Weinshall, and E. Sansone: What risk should a selfish partner take in order to save the live of a non-relative, selfish friend? - A stochastic game approach to the prisoner's dilemma. (19) H. C. Micko: Learning models for the prisoner's dilemma game: A review. (20) R. Gardner, E. Ostrom, and J. Walker: Social capital and cooperation: Communication, bounded rationality, and behavioral heuristics. (21) A. Diekmann: Cooperation in an asymmetric volunteer's dilemma game: Theory and experimental evidence. (22) W. Albers: Ten rules of bargaining sequences: A boundedly rational model of coalition bargaining in characteristic function games. (23) A. Ostmann: Aspiration processing in multilateral bargaining: Experiment, theory and simulation. (24) W. Gueth and K. Ritzberger: Resistance against mass immigration - An evolutionary explanation.

**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

**Short Title:** A refined computer harassment paradigm: Validation, and test of hypotheses about target characteristics

**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

**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)

**Notes:** PsycINFO, article in ychology of Women Quarterly

**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](mailto: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

**Electronic Resource Number:** <http://dx.doi.org/10.1016/j.jneb.2007.08.012>

**Accession Number:** 2008-00309-001

**Keywords:** nutrition literacy, Website, game modalities, computer skills, nutrition education, education delivery, games, gender

**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](mailto:silkk@msu.edu)

Silk, Kami J., 566 Communication Arts and Sciences, East Lansing, MI, US, 48824, [silkk@msu.edu](mailto:silkk@msu.edu)

**Language:** English

**Reference Type:** Journal Article

**Record Number:** 10

**Author:** Slater, M. D.

**Year:** 2003

**Title:** Alienation, Aggression, and Sensation Seeking as Predictors of Adolescent Use of Violent Film, Computer, and Website Content

**Journal:** Journal of Communication

**Volume:** 53

**Issue:** 1

**Pages:** 105-121

**Date:** Mar

**Short Title:** Alienation, Aggression, and Sensation Seeking as Predictors of Adolescent Use of Violent Film, Computer, and Website Content

**ISSN:** Print 0021-9916

Electronic 1460-2466 Electronic, Print Print

**Accession Number:** 2003-05277-008

**Label:** <http://dx.doi.org/10.1093/joc/53.1.105>



**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

**Reference Type:** Journal Article

**Record Number:** 204

**Author:** Souvignier, E.

**Year:** 1999

**Title:** Die Verbesserung räumlicher Fähigkeiten durch computerunterstützte Fördermassnahmen: Zwei Evaluationsstudien

**Journal:** Zeitschrift für Pädagogische Psychologie

**Volume:** 19

**Issue:** 1999

**Pages:** 4-16

**Short Title:** Die Verbesserung räumlicher Fähigkeiten durch computerunterstützte Fördermassnahmen: Zwei Evaluationsstudien

**ISSN:** 1010-0652

**Accession Number:** 0127949

**Keywords:** computer-assisted training of spatial ability, effectiveness of video games vs learning program vs technical drawing course vs text & calculating program, KF-RCT, games, gender

**Abstract:** In zwei Trainingsexperimenten mit jeweils 29 lernbeeinträchtigten Schülern der sechsten, siebten und achten Klasse wurden Wirksamkeit und differentielle Effekte computerunterstützter Fördermassnahmen zur Verbesserung räumlicher Fähigkeiten untersucht. Die räumlichen Fähigkeiten wurden mit vier Subtests aus dem "Kit of Factor-Referenced Cognitive Test" erhoben. Im Vergleich zwischen den Computerspielen Tetris und Block-out sowie einem computerunterstützten Lernprogramm mit graphischer Animation ergaben sich keine Unterschiede (Experiment 1). Die beiden Computerspiele und ein computerunterstützter Lehrgang in technischem Zeichnen erwiesen sich als wirksamer zur Verbesserung räumlicher Fähigkeiten als die Beschäftigung mit

Textverarbeitungs- und Rechenprogrammen (Experiment 2). Differentielle Analysen ergaben, dass bei dem computerunterstützten Lehrgang in technischem Zeichnen vor allem Schüler mit guten Trainingsleistungen von diesem Programm profitierten. Bei der Förderung mit den Computerspielen zeigte sich ein solcher Zusammenhang zwischen Trainingsleistung und Trainingsgewinn nicht. Die Ergebnisse dieser Untersuchungen unterstreichen, dass räumliche Fähigkeiten einerseits durch die Interaktion mit multimedialen Lernumgebungen gefördert werden, dass sie andererseits aber auch eine notwendige Voraussetzung zur erfolgreichen Nutzung solcher Umgebungen sind.

**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

**Abstract:** In zwei repräsentativen Fragebogenerhebungen bei Schülern aller Schularten wird untersucht, wie Jugendliche im Alter zwischen 10 und 20 Jahren neue Medien (Videofilme, Telespiele, Computer) in ihrer Freizeit nutzen und wie sich dadurch ihre Alltagswelt verändert. Dazu wurden 1985 etwa 1800 Jugendliche und 1987 etwa 2300 Jugendliche befragt. Im Vergleich der beiden Stichproben wurde deutlich, dass sich die Zugangsmöglichkeiten der Jugendlichen zu den Bildschirmmedien erheblich verbessert haben, dennoch hatte deren Nutzung im Vergleich zu den übrigen Freizeitaktivitäten einen niedrigen Stellenwert. Als Bestimmungsfaktoren für das Mediennutzungsverhalten wurden Geschlecht, Schulzugehörigkeit und Alter (in dieser Reihenfolge) ermittelt. Folgende Nutzungsformen wurden aufgedeckt: (1) gezielte Gestaltung der eigenen Alltagswelt, (2) Teilhabe an der Alltagsgruppenkultur, (3) einheitliches Freizeitverhaltensmuster, (4) spielerischer Umgang mit Bilderwelten, (5) Kompensation übergangener Emotionalität. Problematische Konsequenzen für die Schule werden skizziert. (Zeitschrift/A.G. - ZPID)

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. (Journal/M.K. - ZPID)

**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](mailto: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

Electronic 1469-9680

**Accession Number:** 2004-10197-004

**Label:** <http://dx.doi.org/10.1080/1367626032000162113>

**Keywords:** leisure, risk, gender patterning, health risk behavior, substance abuse, drinking pattern, computer, games, gender

**Abstract:** 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 domestication 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](mailto:helen@msoc.mrc.gla.ac.uk)

**Language:** English

**Reference Type:** Journal Article

**Record Number:** 142

**Author:** Temple, L.; Lips, H. M.

**Year:** 1989

**Title:** Gender differences and similarities in attitudes toward computers

**Journal:** Computers in Human behavior

**Volume:** 5

**Issue:** 4

**Pages:** 215-226

**Type of Article:** Peer Reviewed Journal

**Short Title:** Gender differences and similarities in attitudes toward computers

**ISSN:** 0747-5632

**Accession Number:** 1990-13376-001

**Label:** <http://dx.doi.org/10.1016/0747-5632%2889%2990001-0>

**Keywords:** attitudes toward & involvement with computers, male vs female college students, gender, games, computer, gender

**Abstract:** Examined gender differences among 178 female and 127 male 17-60 yr old undergraduates in attitudes toward and involvement with computers. Males had taken more computer science (CSCI) courses, were more knowledgeable about computer languages, were more likely to want to major in CSCI, and had played video games more than females. Nonvideo-game computer use and exposure to computers in non-CSCI courses were similar for all Ss, as was reported personal interest in and enjoyment of computers. Males, however, reported more comfort and confidence with computers and more positive attitudes toward mathematics. Despite

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

**Abstract:** Die soziale Identitaet ist in Modellen zur Medienwahl wie dem Uses-and-Gratifications-Ansatz als ein wichtiger Faktor herausgestellt worden. In bisherigen Studien hat man sich der Frage gewidmet, in welchem Zusammenhang die Altersidentitaet oder ethnische Zugehoerigkeit mit der Selektion bestimmter Fernsehsendungen oder Musikgenres steht. Diese Perspektive wird in der vorliegenden Studie um die nationale und Gender-Identitaet erweitert. In einer Befragung bewerteten insgesamt 419 Deutsche und US-Amerikaner Fernsehserien, bei denen das Geschlecht der Protagonisten und der Produktionsort (USA, Deutschland) systematisch variiert wurde. Die Ergebnisse zeigen einen Effekt des Geschlechts, die Nationalitaet steht jedoch nicht in Zusammenhang mit der Medienwahl. Die Reichweite der Theorie sozialer Identitaet fuer die Erklaerung der Medienselektion wird diskutiert und ein Medienselektionsmodell der sozialen Identitaet wird vorgeschlagen.

**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



Electronic 1365-277X

**Accession Number:** 2006-05216-001

**Label:** <http://dx.doi.org/10.1111/j.1365-277X.2006.00683.x>

**Keywords:** fast eating, meal skipping, computer games, self report, media, gender

**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](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

**Short Title:** Interaction Between Gender and Technology

**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) (journal abstract)

**Notes:** PsycINFO, article in Computers & Education

**Research Notes:** GS

**Author Address:** Vekiri, Ioanna: [ivekiri@pre.uth.gr](mailto:ivekiri@pre.uth.gr)

Vekiri, Ioanna, P.O. Box 20103, Thessaloniki, Greece, 55101, aretsou@hol.gr

**Language:** English

**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

**Abstract:** Bisherige Forschung ergab, dass Frauen bei der Arbeit am Computer benachteiligt sind. Die vorliegende Studie untersucht mögliche Erklärungen. Wir nutzten das kognitiv-motivationale Prozessmodell (Vollmeyer & Rheinberg, 1999, 2000) um zu testen, ob Motivation den Geschlechtsunterschied erklären kann. Das Modell nimmt an, dass die Eingangsmotivation die Strategien und die Motivation während des Lernens beeinflusst, die dann wiederum auf die Leistung wirken. Studenten und Studentinnen einer Einführungsvorlesung in Statistik (N = 40) mussten in 30 Minuten vier Statistikaufgaben mit dem SPSS-Programm bearbeiten. Gemessen wurden die Eingangsmotivation, der funktionale Zustand (i.e., Flow) während der Aufgabenbearbeitung, der Navigationsstil und die Leistung. Die Ergebnisse zeigen, dass die Studenten schneller und besser die Aufgaben bearbeiteten als die Studentinnen. Studenten zeigten einen stärker lösungsorientierten Navigationsstil als Studentinnen. In einer explorativen Pfadanalyse erwiesen sich Flow und der Navigationsstil als Mediatoren. Die Ergebnisse werden so interpretiert, dass Studenten effektivere Versuch-und-Irrtum-Strategien benutzen.

**Notes:** Psyndex Plus, article in Zeitschrift für Pädagogische Psychologie

**Research Notes:** GS

**Language:** English

**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

**Pages:** 147-163

**Short Title:** What attracts children

**ISBN:** 0-8058-5322-7

**Accession Number:** 0192665

**Keywords:** computer game, motives for computer game choice in school age children; fulfillment of developmental tasks & escapism & mood management & match of developmental level; development of gender differences & preference for violence; results from KUHL longitudinal study, gender

**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

**Research Notes:** GS

**Author Address:** salisch@uni-lueneburg.de

**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:** Ärgerregulierung 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

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

**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

**ISBN:** 978-0-230-51717-2

**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 Name:** Psychische Potentiale fuer eine interdisziplinäre

Lehrerbildung: Motivation - Kognition - Entwicklung. Tagungsbericht des 1.

Dortmunder Symposions fuer Paedagogische Psychologie

**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

**Abstract:** Ausgewählte Ergebnisse einer Studie werden vorgestellt, in der mögliche Ursachen der Faszinationskraft von Video- und Computerspielen bei Studenten untersucht wurden. Daten wurden an einer Stichprobe von 48 Studenten aus verschiedenen Fachrichtungen erhoben. Zunächst wurden das Macht-, das Leistungs- und das Anschlussmotiv sowie Impulsivität und das Bedürfnis nach Reizvariation mit Fragebögen erfasst. Abhängige Variablen waren die generellen Spielpräferenzen für verschiedene elektronische und nichtelektronische Spielmittel und die Nutzungshäufigkeit einzelner Spielmittel. Darüber hinaus wurde das Wahlverhalten in Bezug auf drei Videospiele (Kampfspiel,

Comic-Adventure, Simulation eines Motorradrennens) beobachtet. Zusätzlich wurden den Versuchspersonen zwei weitere Spiele (Geschicklichkeitsspiel, Reiz-Reaktions-Spiel) vorgestellt. Es ergaben sich Hinweise auf Zusammenhänge zwischen dem Spielverhalten und dem Leistungs-, dem Anschluss- und dem Machtmotiv der Person sowie den Persönlichkeitsmerkmalen Impulsivität und Beduerfnis nach Reizvariation. Elektronische Bildschirmspiele wurden eher von solchen Personen genutzt, die leistungsangstlich waren und zugleich fürchteten, von anderen Menschen beherrscht zu werden.

**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 Name:** 56th Annual Meeting of the International Communication Association, June 21-24 2006

**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

1741-3087 Sage Publications Electronic, Print Electronic

**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

**Research Notes:** GS

**Author Address:** Wingstedt, Johnny: johnny.wingstedt@kmh.se Brandstrom, Sture: sture.brandstrom@ltu.se Berg, Jan: jan.berg@ltu.se

Wingstedt, Johnny: Royal College of Music, Dept. of Music and Media Technology, PO Box 27711, Stockholm, Sweden, SE-115 91, johnny.wingstedt@kmh.se

**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

**Author Address:** Wolak, Janis: janis.wolak@unh.edu

Wolak, Janis: Crimes against Children Research Center, University of New Hampshire, 10 West Edge Drive, Durham, NH, US, 03824, janis.wolak@unh.edu

**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 im Ergebniss um Gender & Games, GS

**Language:** eng

**Reference Type:** Book Section

**Record Number:** 128

**Author:** Wright, J. C.; Huston, A. C.; Vandewater, E. A.; S., Bickham D.; Scantin, R. M.; Kotier, J. A.; Caplovitz, A. G.; Lee, J. H.; Hoffert, S.; Finkelstein, J.

**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:**

**Language:** 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 opportunities, 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.

