

# Video gaming and regulation in immigrant family contexts in Norway

Meeting parents' informational needs and competences

NORDMEDIA NETWORK

07.10.20

## Interesting research projects on Media Literacy

**U-YouPa – OSLOMET.** Understanding Youth Participation and Media Literacy in Digital Dialogue Spaces (2020-2024)  
OsloMet

**ELEMENT – NTNU.** Exploring living and Learning through New Technology and Media Practice

**SKJERMET BARNDOM - NLA UNIVERSITY COLLEGE.** Children and media use

**LiDA – UiO.** Living and Learning in the Digital Age



## Research: Youth, video games and regulation in family contexts

### Medietilsynet (2020)

- 3400 respondents between 9-18 yrs across the country
- 86% of youth play video games
  - 96% - boys, 76% - girls (2020) vs. 96% -boys, 63% -girls (2018)
- 58% spent real money (self or with parent)
  - 55% of boys between 15-16yrs shopped lootboxes
  - 1/10 9-18 have made purchases without asking a parent



Medietilsynet (2020) children and media. Gaming and use of money in video games.

EU Kids online (2020) Survey from 19 countries (eukidsonline.net)

Brunborg, G. S.; Hansen M. B. and Frøyland L.R. (2013) Lottery and video games: changes over 2 years among youth in Norway. NOVA Norsk Institutt for Forskning om Oppvekst og aldring.

## **Research/Debates: Youth, video games and regulation in family contexts**

### **Prospects (Medietilsynet 2020)**

- **Better at English 70%**
- **Socialization 57%**
- **Learning alot 48%**
- **Gaming as a good way to learn about something (45%)**
- **Deeper capability for critical thinking, problem-solving and empathy (UNESCO MGIEP)**

### **Concerns (especially among parents)**

- **Violence (Anderson and Dill 2000)**
- **Video game addiction and associated stereotypes (Ask; Griffith 2005)**
- **Time-use (and cause of conflict in family contexts) (Medietilsynet 2018)**
- **Media literacy (Mainsah 2020)**

## Digital Media Competence among (Immigrant) Parents

- 41% immigrants vs. 21 % Norwegians master technologies to a small extent
- 8/10 polish master current technologies vs. Vietnam, Pakistan, Somalia and Irak
- Immigrants relatively good at using tools such as emails, Skype, IP-telephone to keep in contact with home
- Motivated to learn but few arenas



## National policy frameworks

- Digitization strategy for basic education (2017 – 2021)
- White paper No. 17 “An information society for all.” (2007-8)
- Introduction Program/legislation (2005)

Several others: <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/68-media-literacy-and-safe-use-new-media-norway>

# Policy on Video Games: Action Plan against Gaming Problems 2019-21

## A focus on prevention:

- Few afflictions
- Increase in knowledge production and dissemination
- Preventions: Challenges 'problems' shall be identified early and treated

## Focus on critical media literacies

- Offer relevant and good information about the gaming problematic (Handlingsplan 2019-20. p.4)
- Commercialisation in games. (Action Plan 2019-2021. P.4)



## What does the action plan say about minorities?

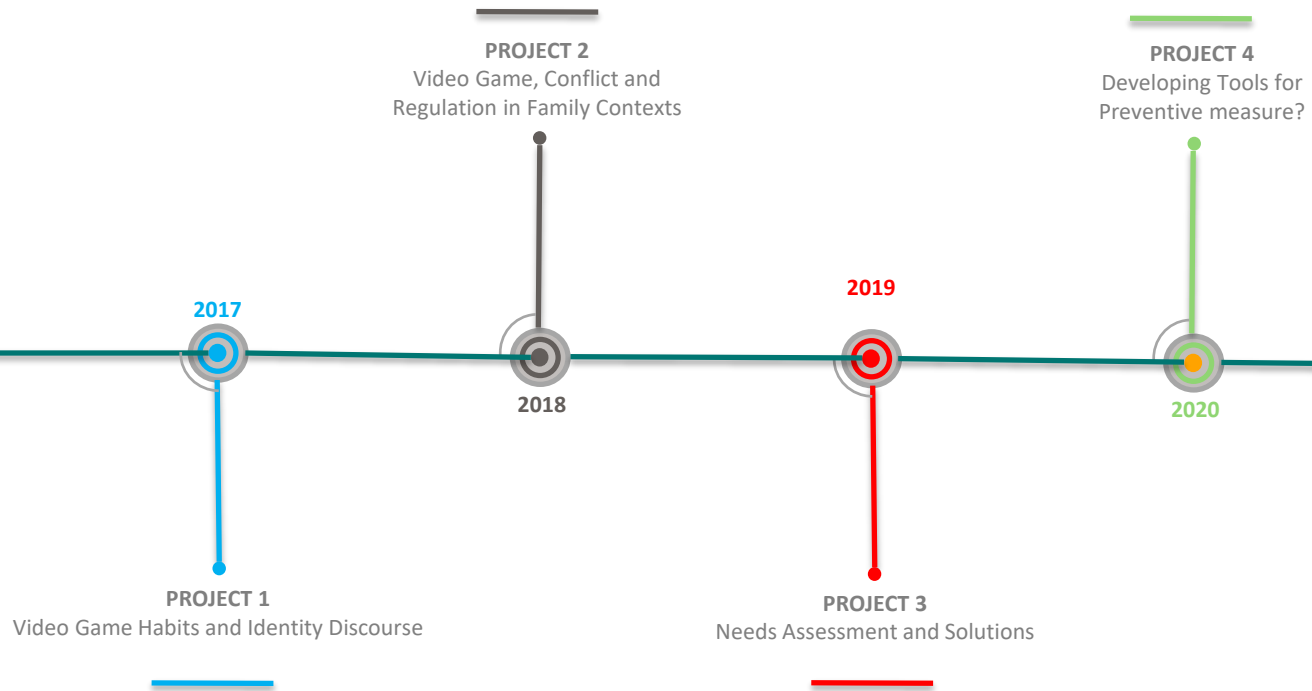
Point 2.2c focus on non-western youth (Handlingsplan 2019-2021. s. 9)

*«There is therefore a need for increased information and knowledge. A culture-sensitive approach is important to be able to develop relevant initiatives as well as meet the language and cultural challenges (Handlingsplan 2019-2021. s.13)*





# OUR VIDEO GAMES PROJECTS ON 'NON-WESTERN IMMIGRANTS'



## **Non-Western youth relationship to video games: Habits, identity and regulation**

### **Responding to Gaps in research:**

- **2017/Norwegian Media Authority**
- **Insights into VG habits among non-western youth 'boys'**
- **Intersectional perspectives to identity discourses including; gender, ethnicity, religion, location, socio-cultural status, etc**

## **Non-Western youth relationship to video games: Habits, identity and regulation**

- 10 youth (boys and girls; 16-19 years old; 7 non-western countries)
- In Norway 2004 – 2016
- Interviews and observations

## **FINDINGS IN BRIEF: A gendered glocal video gaming culture**

- **Non-western youth are part of the global gaming culture**
  - **Ubiquitous technologies and condusive polices in Norway**
  - **Time —use: ‘Big-gamers’ and not ‘Problem gamers’**
  - **Boys play more than girls and on gaming platforms**
  - **Play mostly with ‘close’ friends: ethnic norwegians, diaspora - **SOCIALIZATION****
  - **Language most used while gaming:  
Norsk → english → native language**

## **FINDINGS IN BRIEF: A gendered glocal video gaming culture**

- Identity in games: Avatar-skills more important than identity – ethnicity, religion, culture, gender etc
- \*Video gaming as culturally inclusive/fostering integration
  - Language, friends, other extra-curricular activities
- BUT also excluding
  - ‘Gamer-girls’ excluded among ‘gamer boys’

## FINDINGS IN BRIEF: A gendered glocal video gaming culture

Learning/identity construction: Languages new and old, history, Self-awareness and self-representation. etc

*«I love my dark complexion and when ever I get the chance i make my avatars black».*

## **(Un)Critical media literacy: gendered perspectives**

### **Hypersexual characters:**

**«I do not like the way those boy games depict women, it is always as sex objects, even the language is so sexist...» Female informant**

**«No, I never gamed with a girl, I think because girls do not like gaming» Male informant**

**«I like the Chelsea English football team on FIFA. But because it is white male avatars, I always end up playing as a white man» female informant.**

## **CONFLICT AND VIDEO GAME REGULATION IN FAMILY CONTEXTS**

**2018/Norwegian Media Authority  
Funds**

**Study of video games as an  
everyday activity in family contexts**

- **How VG affect families**
- **How they are regulated**

- Family interviews with 10 parents with diverse backgrounds from 7 countries
- Parents in Norway 7-26 years
- 10 mothers/1 father
- Youth between 13-19/2 girls
- **Analysis**
  - Models for conflict resolution/regulation from family perspectives



## Experiences of conflict

- Time-use as biggest source of conflict: 9 families.
  - The more time laying, the more the conflict
- Other conflictual issues:
  - Unfulfilled family chores
  - Time spent with family members
  - Homework
  - Violent games
- 1 family experienced no conflict
  - But concerned for 'what can one learn from video games'

Draleaga, C. A.; Corneliussen G. H.; Seddighi, G. og Prøitz, L. (2018) *Time-use" in regulation of gaming: a "non-Western" immigrant family perspective. VF Rapport 2018– 4.*

## Models of interaction and VG regulation (1/4)

### The dictatorial parent(s)

- «Digital migrant» use of own experiences as point of reference
  - Tensions between 'non-western' upbringing and norwegian contexts for youth
  - «No one teaches us how to raise kids these days, I do it the best way I know»
- Parents decide without giving youth chance to negotiate

# Models of interaction and regulation (2/4)

## Dualistisk konflikt

Parents open up for dialogue - negotiation is possible

Parents decide

Conflictual communication:

- «he becomes aggressive, hisses and calls us names ...when we try to limit his video-game due to time over use»
- Youth do not feel heard

## Models of interaction and regulation (3/4)

### Self-regulating youth with minimal parental interference

Trust and openness as a regulatory praxis

- Dialog part of regulatory practice

*«I cannot remember that my mum has ever told me that something is not good. But she has often asked me what I think about different issues... we talk about issues and then we come to a conclusion» Male informant*

# Models of interaction and regulation (4/4)

## Dialogical and participatory approaches

Typically evolves from a period with conflict

When parents take an initiative to learn more about video games

When they participate in playing

Seen as «Best practice» model

## PROJECT 3

### COMBATING CHALLENGES AROUND VIDEO GAME REGULATION

#### **The goals of the project:**

- Assess immigrant parents' needs around video game regulation
- Collaborate with relevant actors to develop resources to help parents better understand how to regulate video games.
- Disseminate tested and improved resources to wider publics.
- Avail resources in several languages and formats. **AND FREE!**

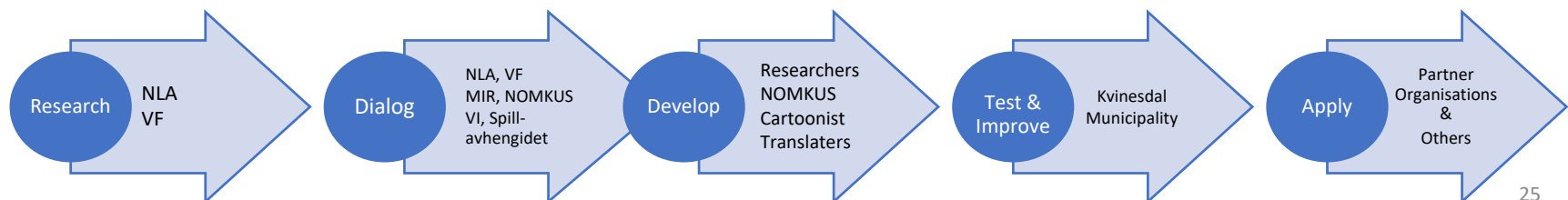
# PROJECT 3

## PROJECT PARTICIPANTS

### Main participants in the current project include:

- **RESEARCHERS from:**
  - NLA University College (NLA) – Project coordinators.
  - Western Norway Research Institute (VF)
- **IMMIGRANT ORGANIZATION:**
  - Norges Multikulturell Senter (NOMKUS) in Kvinesdal
  - Multikulturelt Initiativt og Ressursnettverk (MIR) in Oslo
  - Vestland Innvanderråd (VI) in Bergen
- **PARENTS AND YOUTHS:**
  - Parents and youth were recruited as informants from the 3 regions mentioned above.
- **GAMING ORGANISATION:**
  - The organisation Spillavhengighet participated in the dialogue.

## PROCESS



## PROJECT 3

### CHALLENGES, NEEDS AND COMPETENCES?

### FOR WHOM?

#### **BUILDING ON** previous research showing:

- Parents often lack basic information on video games.
- Video game regulatory practices often create conflict in families.
- Lack of Information in a language and format understood by users.
- Alternative activities to engage youths.
- The taboo of seeking help
- Networks and collaboration among parents

**PARENTS** with children who are interested in video games are the primary target group.

**YOUTH** interested in video games

**ORGANIZATIONS** working with immigrant parents and children

**SCHOOLS** interested in helping parents and youth with immigrant background

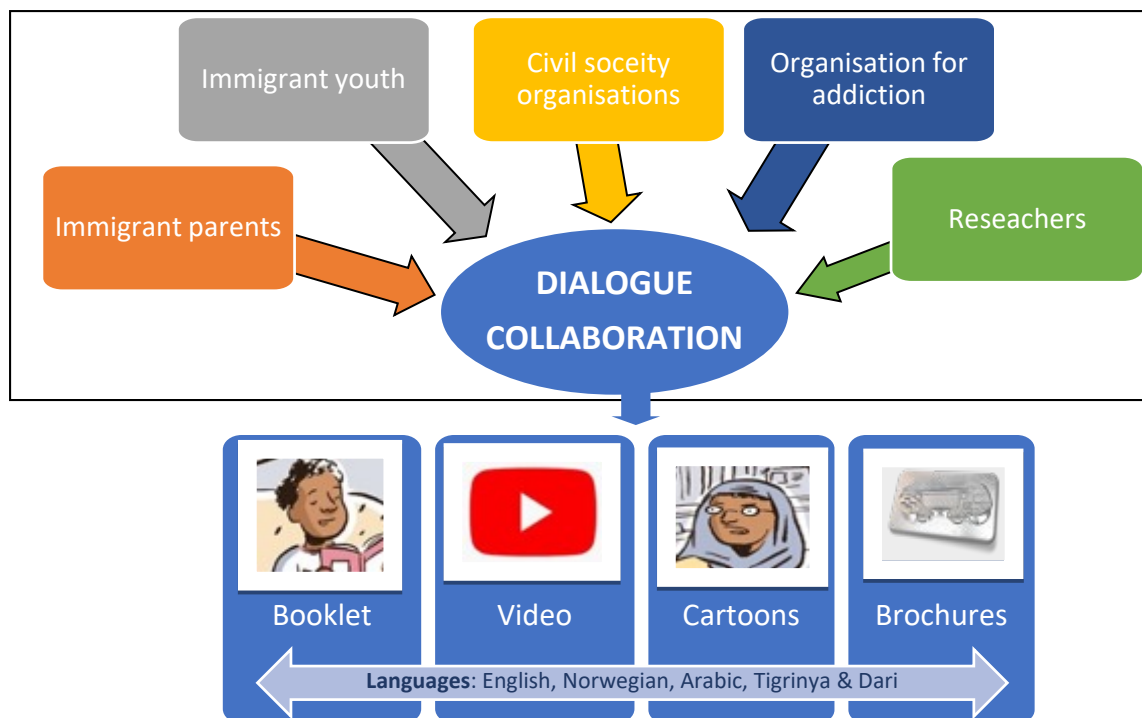
**MUNICIPALITIES** who run out-of-school activities for (immigrant) youth

**ANYONE** interested in video games regulation in immigrant families and family contexts.



# APPROACH – MULTI ACTOR COLLABORATION AND DIALOGUE

Project partners collaborated to achieve the following outcomes



## PROJECT 3



# When video games challenge family life

March 2020 (NLA University College, Kristiansand)

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Håkon Repstad – NLA University College

Hilde G. Corneliusen – Western Norway Research Institute

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**Illustrations:** Viktoria Kurpas, Shutterstock

**Pictures:** Tor Magne Gausdal (NOMKUS)

A **booklet** with  
advice on how to  
handle video games  
for immigrant  
families



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# PROJECT 3

## Cartoons: Navigating video game regulation

Masters of  
Video game  
regulation



Disasters of  
Video game  
regulation



Money in  
video games



Taboos around  
parenting



READ THE COMICS in English, Norwegian, Arabic, Tigrinya and Dari. [www.nla.no/dataspill](http://www.nla.no/dataspill)

# PROJECT 3

## Video: Youth advice parents and peers

### VIDEO

Young people share tips for parents and peers



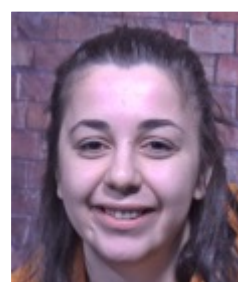
*Baraa Ghazi*



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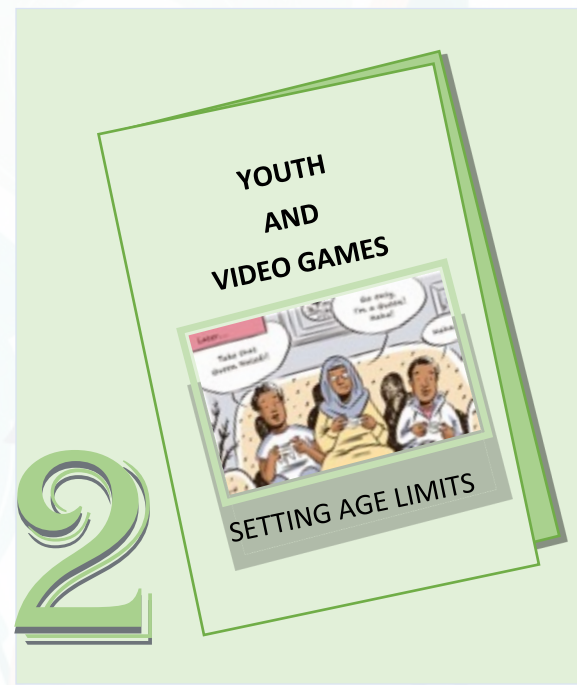
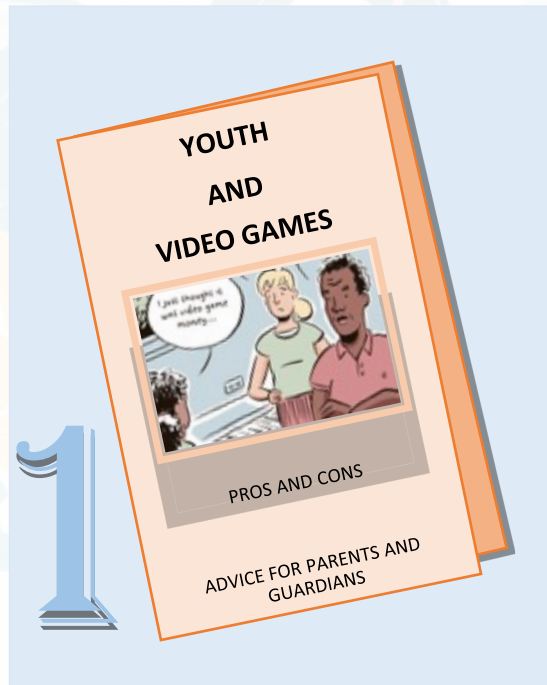
*Axel Galdal*

**READ, LISTEN AND WATCH** in English, Norwegian, Arabic, Tigrinya and Dari. [www.nla.no/dataspill](http://www.nla.no/dataspill)

# PROJECT 3

## ADDITIONAL RESOURCES FROM THE PROJECT

### BROCHURES



READ, LISTEN AND WATCH in English, Norwegian, Arabic, Tigrinya and Dari. [www.nla.no/dataspill](http://www.nla.no/dataspill)

# Concluding reflections

- Policy, practices, research exists but mostly general
- Challenges specific to this demographic exist
- Need for: Bottom-up, participatory, needs based and user-generated approaches, processes and outcomes



# THANK YOU!

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