Enacting Culture in Gaming: A Video Gamer's Literacy Experiences and Practices

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Abstract

Video games are growing as a subject for scholarly analysis (Gee, 2003; Selfe & Hawisher 2004; Selfe & Hawisher 2004, 2007): This discussion argues that video games are another simulacra for postmodern cultural critique. Video games do cultural work by allowing gamers to play out socially constructed hopes and fears. As cultural products mediated by overarching values, video games enact the culture from which they come and to which they are marketed, including features of individualism, militarization, and perseverance. Following Brian Streetâs (2003) ideological model of literacy, this analysis of a particular gamerâs literacy practices found them heavily influenced by contemporary culture: Video game environments require gamers to read dynamic semiotic systems (Gee, 2003) that position them to be cultural critics on the one hand and learners acquiring new literacy practices on the other. âBrent,â a creative writer, creates fictional worlds in his writing that reinscribe common video game narratives, an intertextuality reinforcing how literacy is never learned in a vacuum outside of cultural influences.

Acquiring literacy skills via gaming involves socio-political immersion in and interaction with media reflecting the surrounding dominant cultural ideology.

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I am an assistant professor of English at the University of North Carolina at Charlotte, where I teach courses in technical communication, rhetoric/composition, new media studies, and womenâs and gender studies.

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Discourse and Digital Practices shows how tools from discourse analysis can be used to help us understand new communication practices associated with digital media, from video gaming and social networking to apps and photo sharing. This cutting-edge book: draws together fourteen eminent scholars in the field including James Paul Gee, David Barton, Ilana Snyder, Phil Benson, Victoria Carrington, Guy Merchant, Camilla Vasquez, Neil Selwyn and Rodney Jones. Enacting culture in gaming: A video gamer’s literacy experiences and practices. When two groups have the opportunity to bridge a gap between their cultures, it’s definitely a moment to celebrate. Think of all the new opportunities! You get to try new foods, travel to new places, swap stories...but let’s be honest, the food is the best part. In any case, it’s an enriching experience. That being said, this also presents a difficult challenge, as these people have to find common ground on which to connect. Typically, people create that common ground through shared physical and linguistic space (“We Computer games are today an important part of most children’s leisure lives and increasingly an important part of our culture as a whole. We often, as adults, watch in amazement as children dedicate hours to acting as football coaches, designers of empires, controllers of robots, wizards and emperors. This review provides: • a summary of the contemporary state of the computer and video gaming industry, market and culture. • an overview of the main developments in research into gaming and the educational relevance of video games, and a summary of the literature resulting from this research. • a basis for communication between the educational research community and the commercial sector on the subject of the use of games technologies in the design of learning resources.