Unpacking FIFA play as text and action in literacy practices in and out of school

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## Topics

* Learning
* Internet usage, practices and engagement
* Literacy and skills
* Content-related issues

## Sample

The data are derived from a 3-year ethnographic study involving students (aged 13–16) from two lower secondary schools: Vestlia and Sørlia (pseudonyms). From the observations (field notes and video data), questionnaires and group interviews, we identified that some students enjoyed gaming more than others. Specifically, in the current context, the FIFA-gang had been playing FIFA over an extended period of time before we began this 3-year ethnography.

## Implications For Parents About

## Implications For Educators About

* School innovation
* Digital citizenship
* School networking
* Professional development

## Implications For Policy Makers About

# Abstract

In this article, we use a model for games and literacy to explore how one FIFA gamer worked across contexts. Previously, this model has been used to address the role of computer and video games in the teaching of literacy in the subject of English. In the current article, we combine this model with a learning lives perspective, which builds on the idea of following the learner across a wide range of contexts. The findings illustrate how one learner is able to research a specific topic, build a convincing argument for it and transfer knowledge from one source to another in a critical way. The knowledge of a game and its culture and the world around the game is prevalent in a gamer’s literacy practices out of school, and this is shown when our participant draws upon this knowledge in literacy practices for specific tasks in school.

# Outcome

The findings illustrate how one learner is able to research a specific topic, build a convincing argument for it and transfer knowledge from one source to another in a critical way. The knowledge of a game and its culture and the world around the game is prevalent in a gamer’s literacy practices out of school, and this is shown when our participant draws upon this knowledge in literacy practices for specific tasks in school.