

Generation Examination: A Phenomenological Study of Generation X Women and Mobile Games

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ABSTRACT

This phenomenological study explores the experience of Generation X women who play casual video games on mobile devices (e. g., smartphones and tablets), and draws connections to learning, particularly in the areas of New Literacies, multiliteracies, and digital literacy. A qualitative methodology was implemented to explore and document the experiences of five Generation X women with casual video games and mobile gaming. Interpretive phenomenological analysis (IPA) is used to analyze data gathered from in-depth, semi-structured interviews and photographic documentation of gameplay in situ. The theoretical framework that guided this study was formed from the first five of 36 Learning Principles developed by James Paul Gee in his seminal work *What Video Games Have to Teach Us About Learning and Literacy* (2007). Results of the study will contribute to our understanding of video gaming using mobile technology, and will explore connections to learning, literacy, and leisure activities in an unexamined demographic group. This study extends Gee's original work, contributes to an ongoing investigation within Library and Information Science of how people are using new technologies, and documents how casual games are a mechanism for learning and literacy for a large segment of American society. Finally, the study addresses a gap in the existing scholarly literature and adds to our knowledge of an underrepresented demographic and their use of emerging technologies.

ALISE RESEARCH TAXONOMY TOPICS

human-computer interaction & design; information practices; specific populations; sociocultural perspectives; research methods

AUTHOR KEYWORDS

video games; literacy; digital literacy; The New Literacies Studies; learning; mobile technology