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Towards a Public Pathway for Careers in Gaming: NYC Youth and Agency

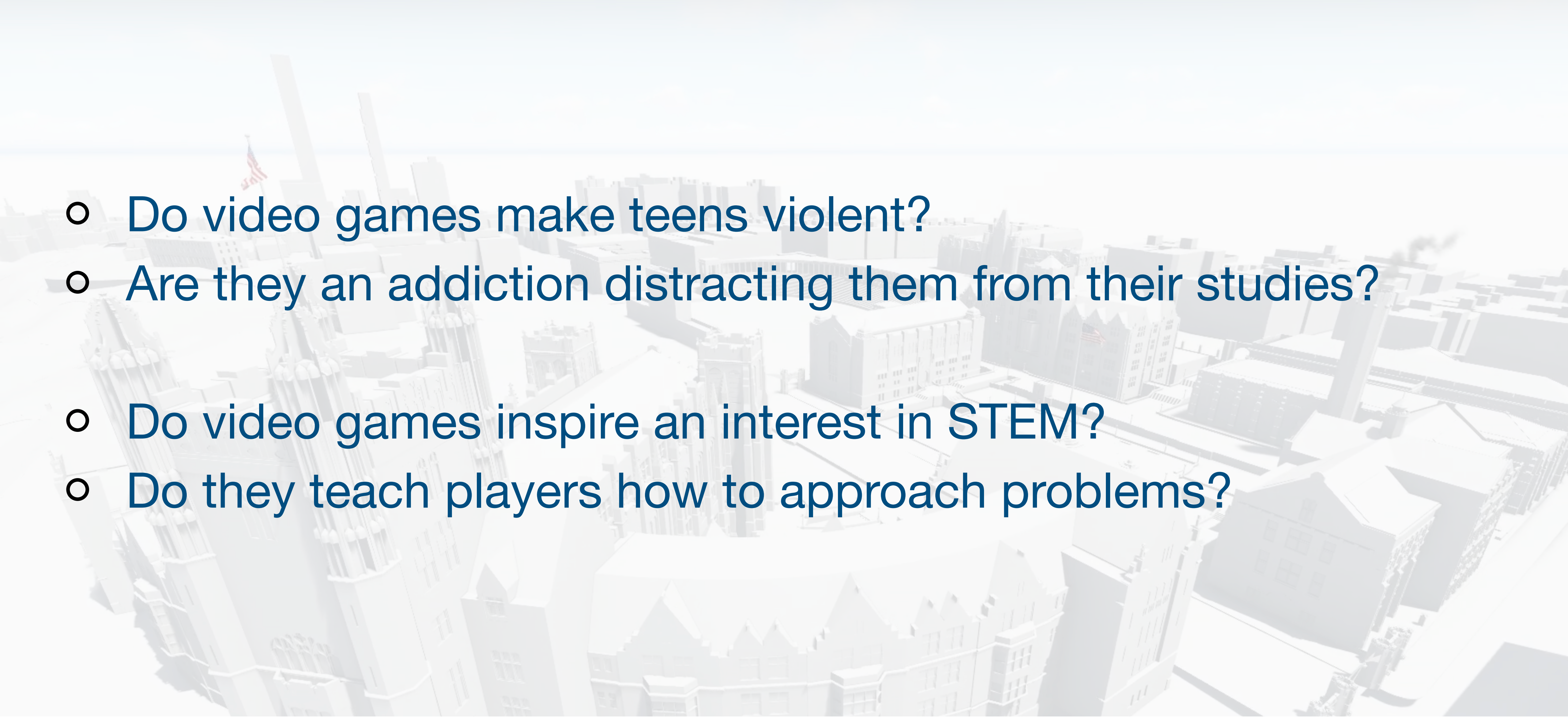# Towards a Public Pathway for Careers in Gaming: NYC Youth and Agency

science + arts engagement

The City College of New York

GLS
June 2022

image from Virtual CCNY project led by Dalton Whiteside

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- Do video games make teens violent?
- Are they an addiction distracting them from their studies?

- Do video games inspire an interest in STEM?
- Do they teach players how to approach problems?

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- How do you use games to manage your emotions?
- How do games help you to be the person you want to be in the world?

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Relationships with Games:

○ How do youth interact with games and the broader gaming ecosystem?

○ What roles do games play in youth's local and online communities?

Connecting Youth's Interests with Academic Opportunities

○ How do youth understand the cultural and economic power of games?

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Top 10 Video Games

VIDEO GAME	GAME GENRE	#	%
Among Us	Party, Social Deduction	43	84.31%
Minecraft	Sandbox, Survival	33	64.71%
Fortnite	Survival, Battle Royale, Sandbox	21	41.18%
Mario Kart	Racing	21	41.18%
Super Smash Bros.	Fighting	21	41.18%
Call of Duty	First-Person Shooter	20	39.22%
Roblox	Game Creation System, Massively Multiplayer Online	20	39.22%
Animal Crossing	Social Simulation	19	37.25%
Genshin Impact	Action Role-Playing	18	35.29%
Pokemon	Role-Playing	18	35.29%

Among 69 games played in the last year, only two were played by a majority of the survey respondents. In addition, only a small number are played by more than 1/3, suggesting there are many game niches (often within different gaming genres). (N=51).

3. Games Teens Play
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Please select all of the things you have done in the past year due to your interest in video games:

Activity	#	%	Activity	#	%
Watched videos on YouTube	49	96.08%	Viewed video game visual art	27	52.94%
Talked about games on Discord	38	74.51%	Watched videos on game design	26	50.98%
Listened to video game music	35	68.63%	Designed video games	25	49.02%
Watched recorded gameplays/walkthroughs	35	68.63%	Read gaming news	23	45.10%
Talked about games (in person)	34	66.67%	Made video game visual art	20	39.22%
Watched Let's Play videos	33	64.71%	Participated in a particular game's fan community	20	39.22%
Searched for tips and tricks	32	62.75%	Watched eSports or other video game competitions	17	33.33%
Watched video game news	31	60.78%	Made a game-related purchase that is not the game itself	14	27.45%
Watched videos on Twitch	31	60.78%	Made video game music	10	19.61%
Watched live streams of gameplays	30	58.82%	Competed in eSports or other competitions	5	9.80%

While they largely play different games from one another, the vast majority of these teens are engaged in the same diverse collection of video game-related activities. *(N=51)*

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"You want to know who your kid is? Listen to [them] when [they're] playing video games when [they] think you're not."

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4. What Teens Say When Playing Games
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4. What Teens Say When Playing Games
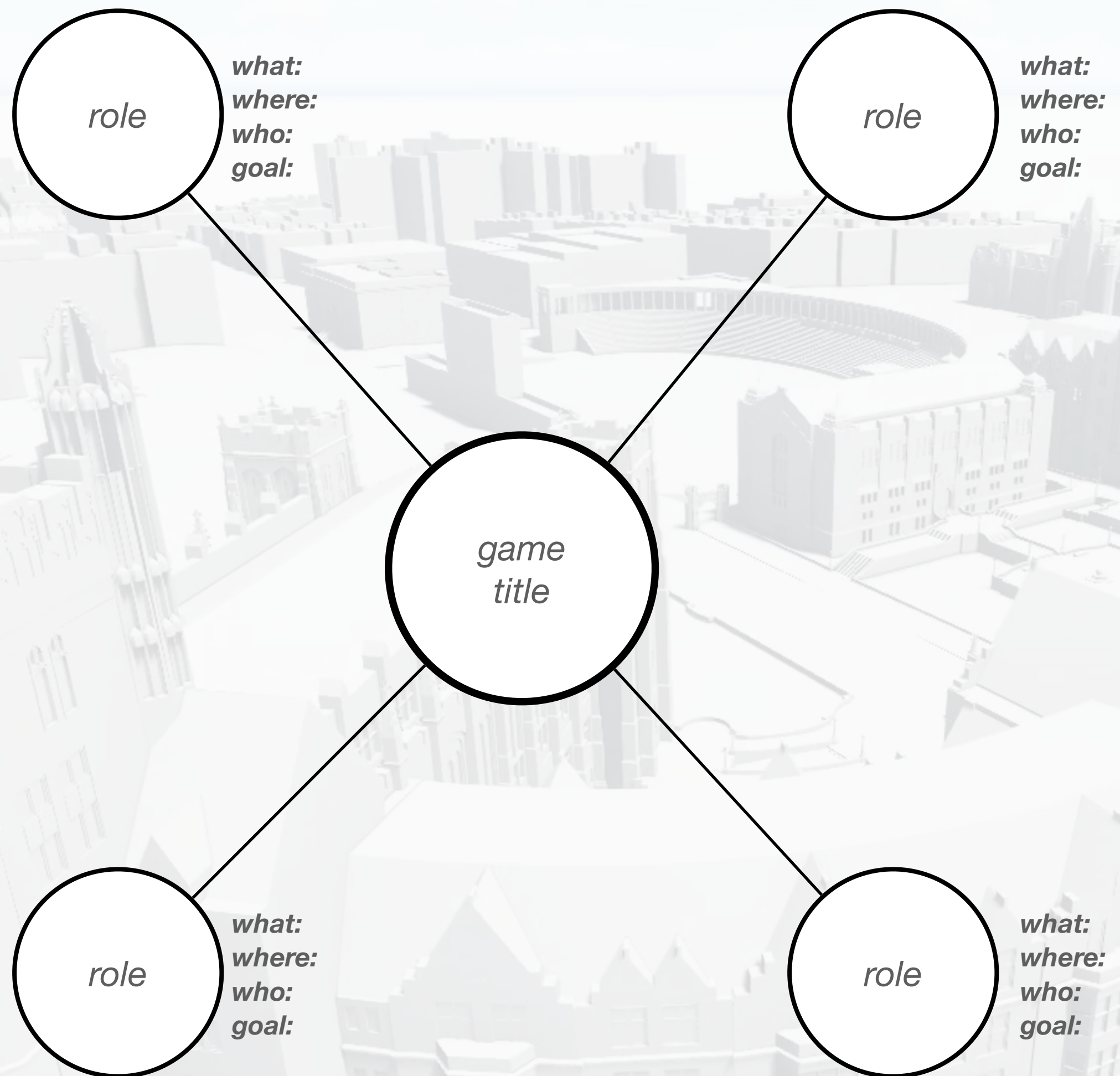*Towards a Public Pathway for Careers in Gaming: NYC Youth and Agency*

How do games help you be who you want to be in the world?

"Games are… where I learned how to think rationally before I act, how to interact socially with others, and ultimately builds both my mentality and physicality."
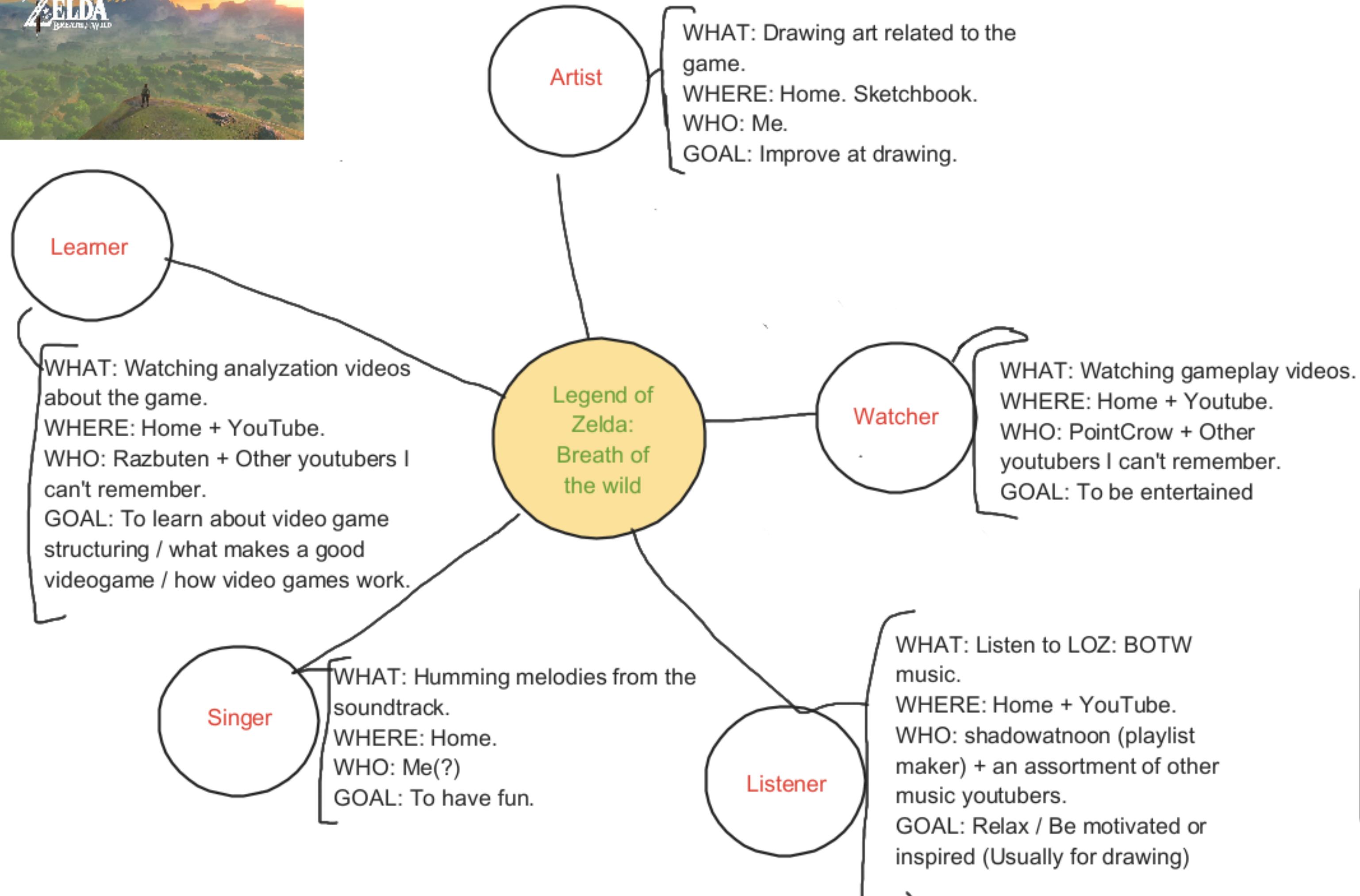
5. How Youth Use Games To Be Who They Want to Be In The World
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Steps

1. Name the game: Put the name of one specific game that you play in the center circle.

2. Fill in the game mechanic: In one sentence, describe what the player does to advance within the game.

3. Think of something you do related to that game that is NOT that game (e.g. watch videos, make art, read reviews, etc.). Then pick or add a circle and fill-in:

a. what: what is the thing you are doing related to the game?

b. where: where you are physically and digitally when doing that activity, and any institution or communication network involved.

c. who: who doing that activity connects you with, whether directly or through something they made related to the game and its ecosystem.

d. goal: what you are trying to achieve doing that activity.

e. role: In one word, preferably a noun, the thing you are when doing that activity.

4. Tell your story. Is there a common theme that emerges when you look across the social roles enabled by this game? What story does it tell about you? Write that in the box in the lower right.

5. Name yourself. Put your name in the lower right-hand corner.

role

what:
where:
who:
goal:

role

what:
where:
who:
goal:

game title

role

what:
where:
who:
goal:

role

what:
where:
who:
goal:

The story of me and [game title]:
As a player of [game title], I get to be THIS in the world:

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5. How Youth Use Games To Be Who They Want to Be In The World
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Game Mechanic:
LOZ: BOTW is an open world puzzle-exploration game.

Artist
WHAT: Drawing art related to the game.
WHERE: Home. Sketchbook.
WHO: Me.
GOAL: Improve at drawing.

Learner
WHAT: Watching analyzation videos about the game.
WHERE: Home + YouTube.
WHO: Razbuten + Other youtubers I can't remember.
GOAL: To learn about video game structuring / what makes a good videogame / how video games work.

Legend of Zelda: Breath of the wild

Watcher
WHAT: Watching gameplay videos.
WHERE: Home + Youtube.
WHO: PointCrow + Other youtubers I can't remember.
GOAL: To be entertained

Singer
WHAT: Humming melodies from the soundtrack.
WHERE: Home.
WHO: Me(?)
GOAL: To have fun.

Listener
WHAT: Listen to LOZ: BOTW music.
WHERE: Home + YouTube.
WHO: shadowatnoon (playlist maker) + an assortment of other music youtubers.
GOAL: Relax / Be motivated or inspired (Usually for drawing)

Me & My Game
As a player of LOZ: BOTW, I get to be THIS in the world: Someone who can be inspired and learn/retain wonder from playing and consuming related content, in order to better myself and possibly help others through my own inspired creations.

5. How Youth Use Games To Be Who They Want to Be In The World
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6. Where Youth Encounter Games in their Neighborhoods
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HOME

BUS STOP - PLAYING MOBILE
Getting off the bus, see people playing candy crush on their phones.

PLAYING MOBILE
Someone is playing a mobile game on their phone while on the subway to pass time.

SUBWAY

$$$

CAFE - PLAYING MOBILE
Someone is playing Pokemon GO in the tea shop while waiting for their order.

RESTAURANT
PLAYING MOBILE
People playing on the switch.

SCHOOL - PLAYING SWITCH & PC
Students playing Mario Kart on a switch in the school cafeteria.

In gaming club, playing and talking about games.

STORE - PLAYING CONSOLE
Hanging to chat, test, and buy games at Best Buy.

LIBRARY - PC
People of all ages come and play family friendly games.

FRIEND'S HOUSE - PLAYING SWITCH & CONSOLE
Inside friend's house to play some games.

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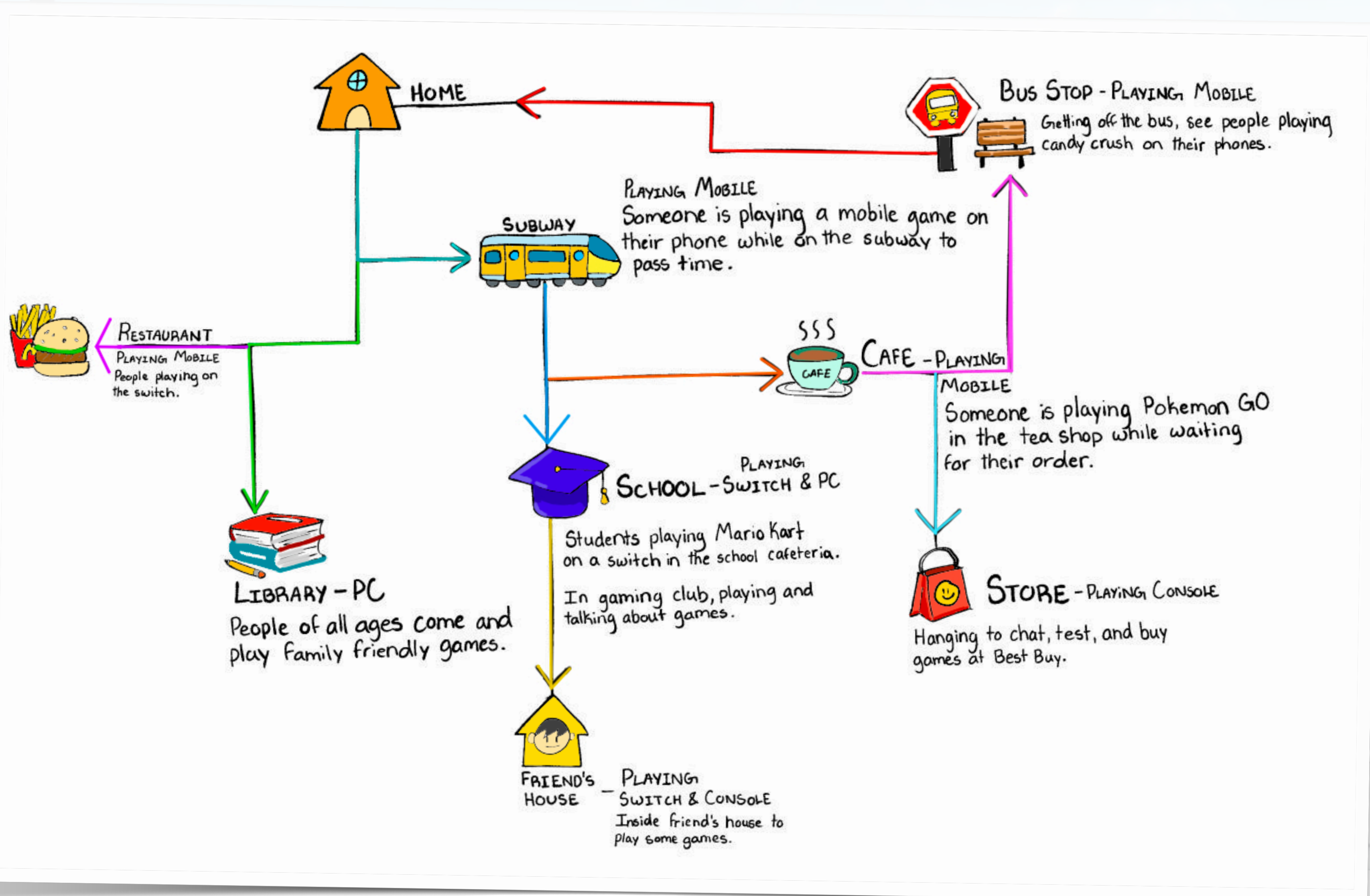
6. Where Youth Encounter Games in their Neighborhoods
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Is there anything you would like to change about how video games impact your community and, if so, what?

- **Increase accessibility** — 12
- **Create inclusivity policies** — 7
- **Play more often** — 6
- **Change how games and gamers are viewed** — 5
- **Reduce competitiveness** — 4
- **Increase positive social impact** — 4
- **Reduce gamer "addiction"**
- **No change**

7. Personal and Local Impact of In-person and Online Gaming
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7. Personal and Local Impact of In-person and Online Gaming
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GAME	CLASS	ROLE
Among Us	English	When work completed
Bingo Trivia	Global History	Test prep/review
Code.org	Engineering	Learning tool
Coolmathgames.com	Math	
Coolmathgames.com	Math	When work completed
Duolingo	Spanish	Learning tool
Duolingo	Spanish	Learning tool
Escape Room	Chemistry	
Games that teach definitions	English	Learning tool
Games used as examples	Social Science	
Kahoot	Chemistry	Learning tool
Kahoot	Chemistry	Learning tool
Kahoot	Chemistry	Test prep/review
Kahoot	English	Learning tool
Kahoot	English	Learning tool
Kahoot	English	
Kahoot	Geometry	Test prep/review
Kahoot	Geometry	
Kahoot	Global History	Test prep/review
Kahoot	Global History	Test prep/review
Kahoot	Global History	
Kahoot	Global History	
Kahoot	Government	Test prep/review
Kahoot	Health	Test prep/review
Kahoot	Health	Test prep/review

GAME	CLASS	ROLE
Kahoot	Math	Learning tool
Kahoot	Math	
Kahoot	Spanish	
Lab simulations	Chemistry	
math games	Math	
Minecraft	Computer Science	address environmental problems
Minecraft	Engineering	Learning tool
Online puzzles	Math	
Oregon Trail	Global History	Learning tool
p5.js	Computer science	Code javascript games
Quizizz	Calculus	Learning tool
Quizizz	English	Learning tool
Quizizz	Math	Learning tool
Quizizz	Math	
Quizizz	Spanish	Test prep/review
Quizizz	Spanish	Learning tool
Quizlet	Chemistry	Test prep/review
Quizlet	English	Learning tool
Quizlet	English	Learning tool
Quizlet	Spanish	Test prep/review
Scibbl.io	English	When work completed
typing games	Math	
Typing.com	Computer Applications	Learning tool
vocabulary.com	English	Learning tool

8. Youth, Games, and Academics
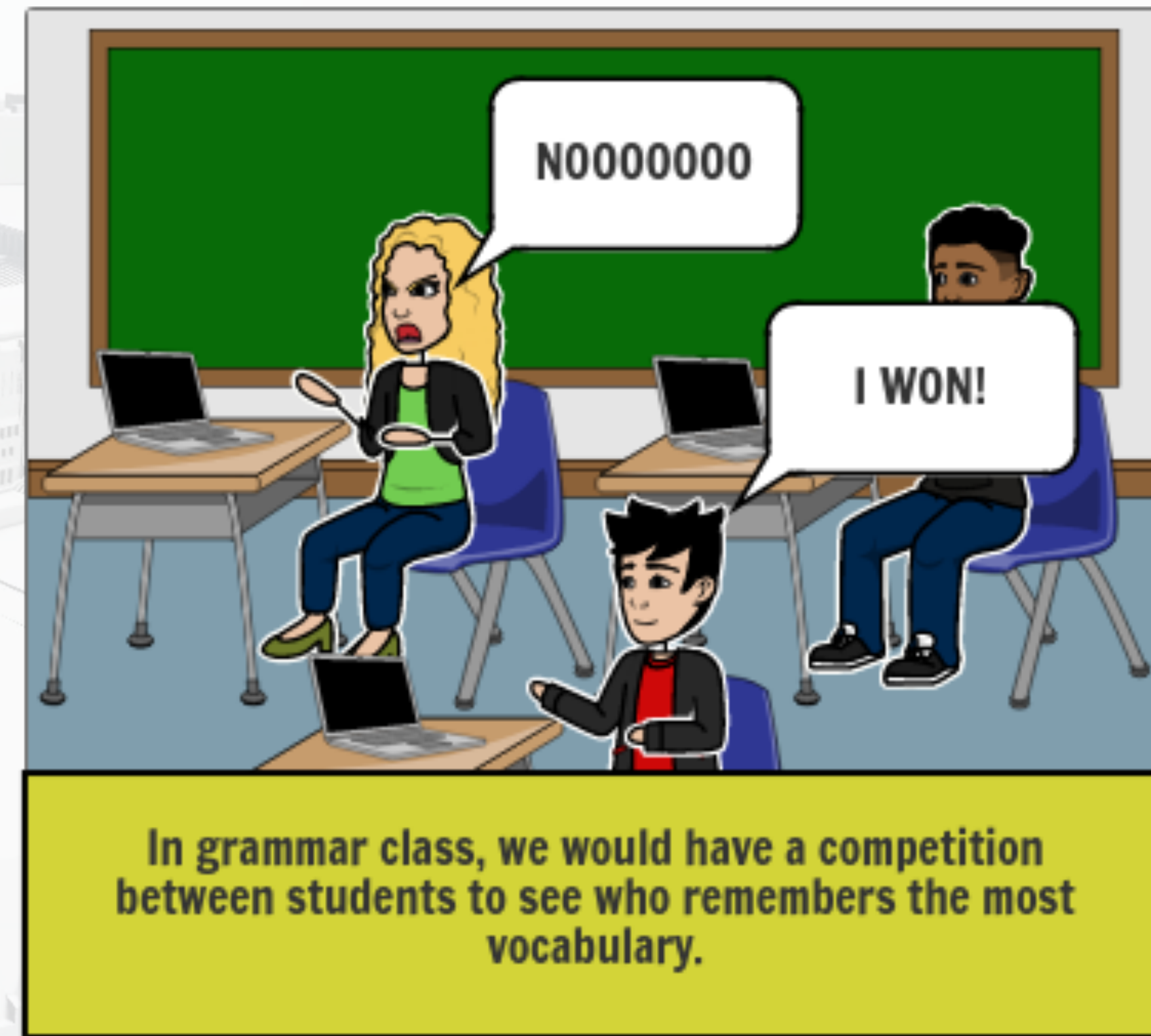*Towards a Public Pathway for Careers in Gaming: NYC Youth and Agency*
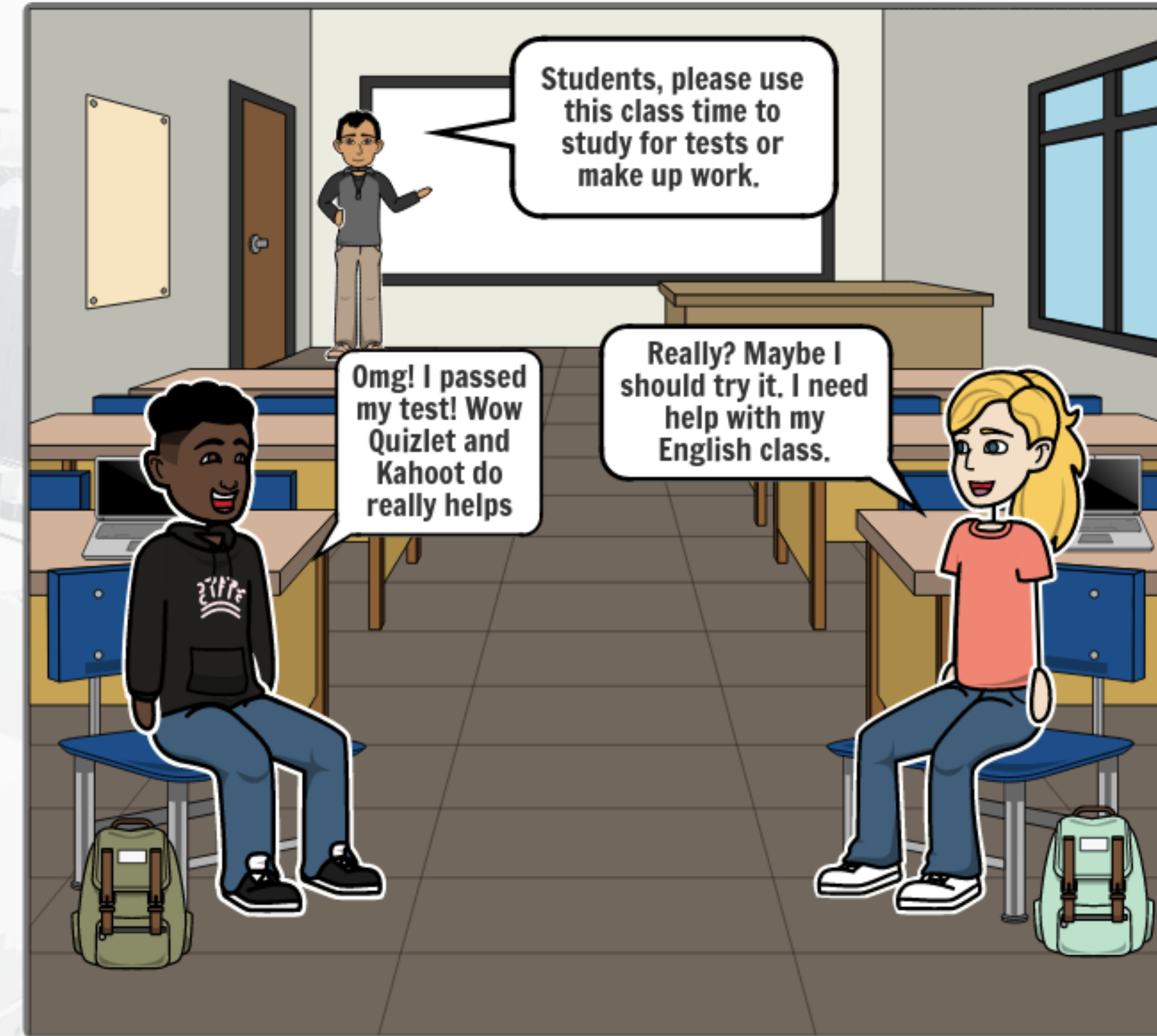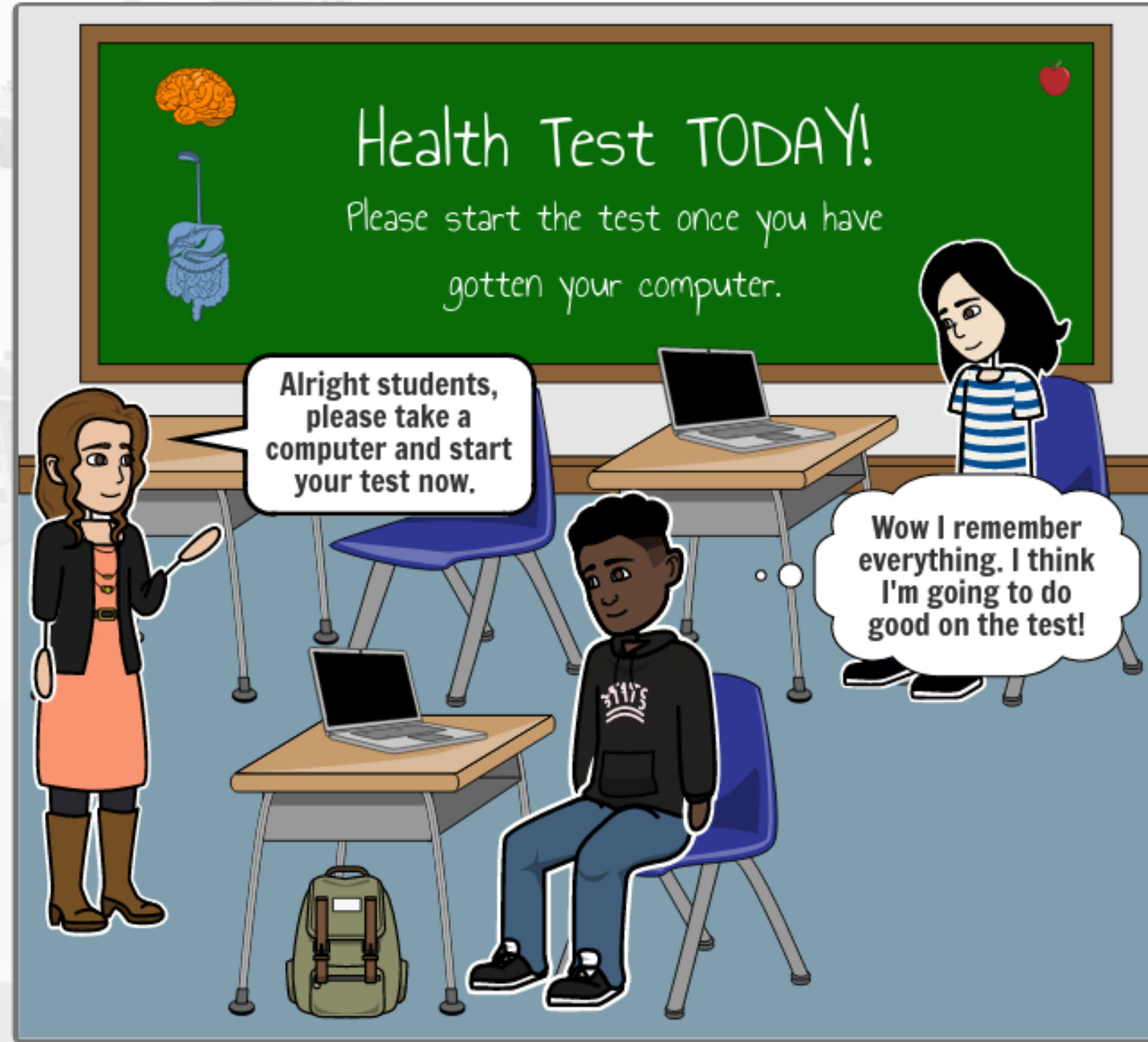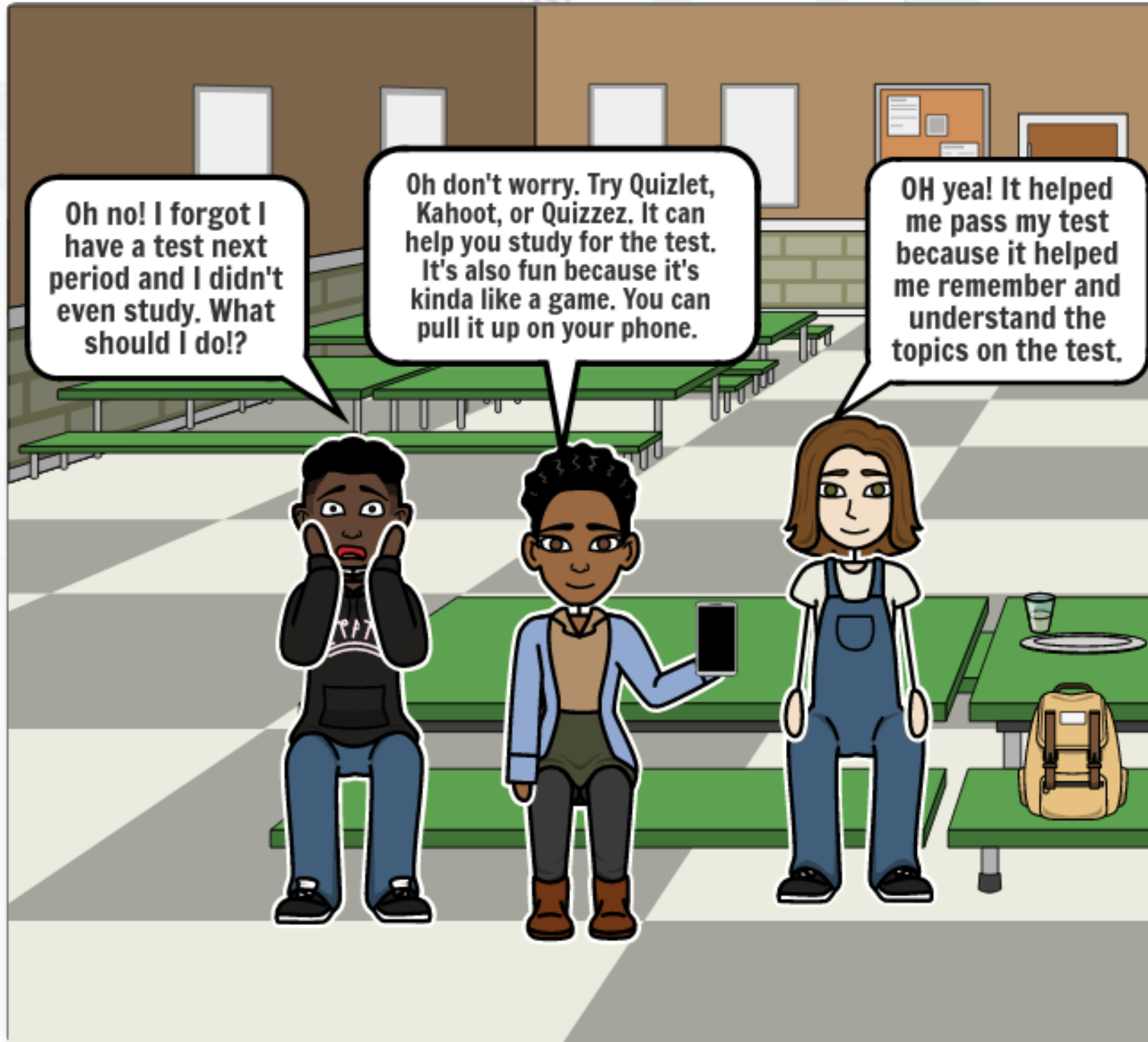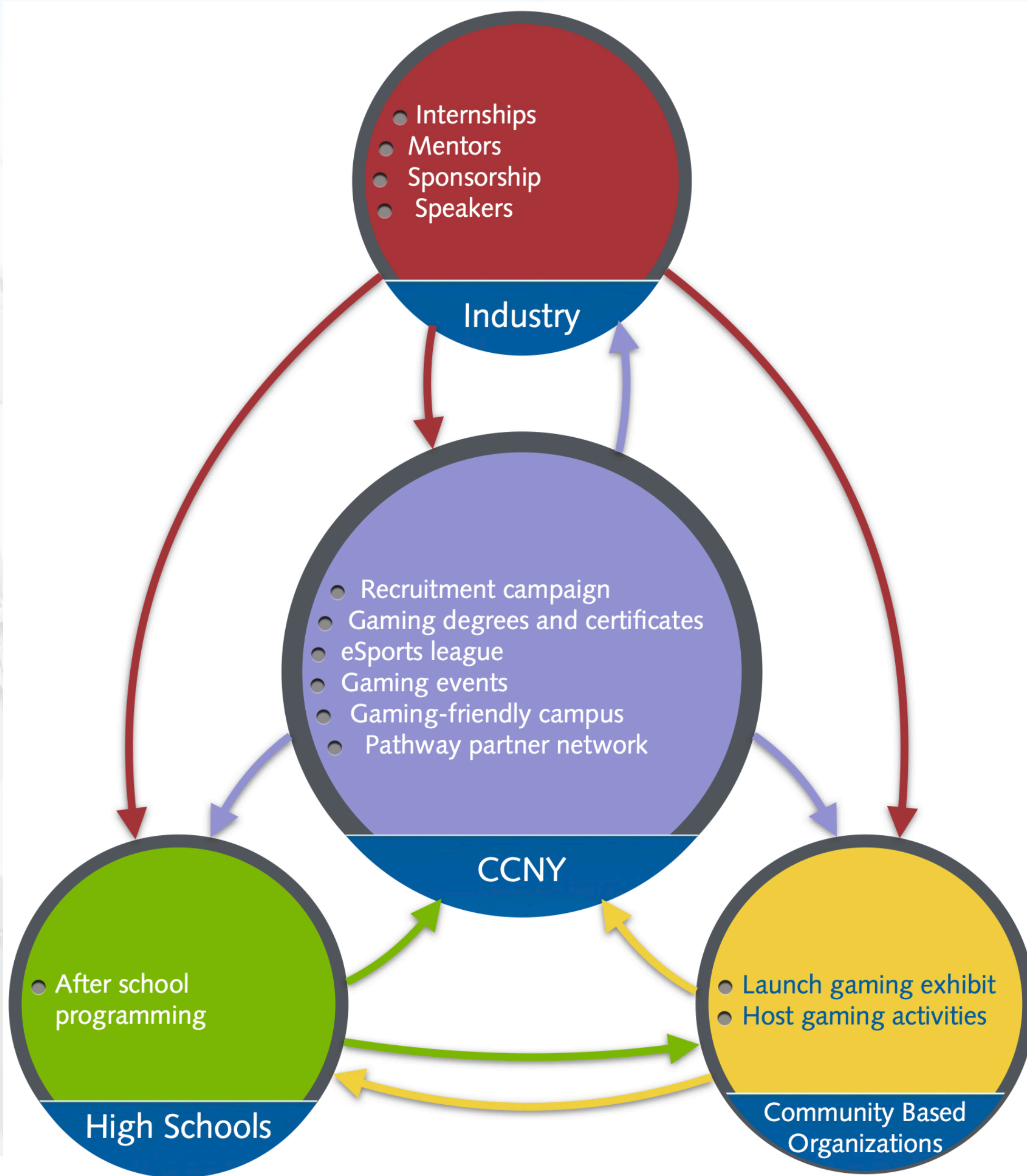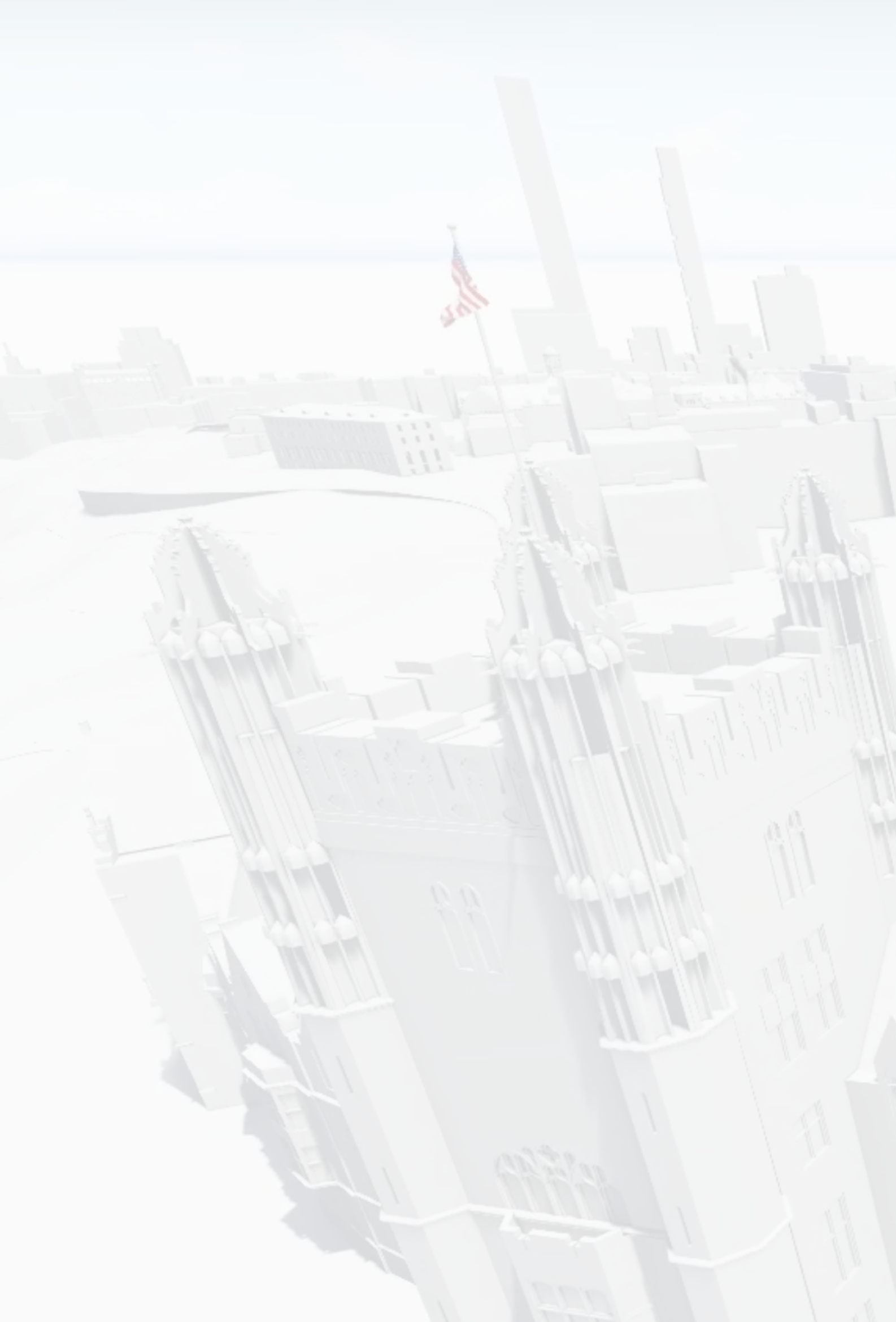
8. Youth, Games, and Academics
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9. Conclusion

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Nick Fortugno

Playmatics

Chief Creative Officer

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CCNY Game Development

- Early focus on three core disciplines: game design, art, and programming

- Move to specialization and team-based creation

- Ends in capstone project of full-game production

- Not dissimilar to other game development programs in NYC

Public Pathway

Townsend Harris

"Open the doors to all... Let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct and intellect." – Townsend Harris

"The experiment is to be tried, whether the children of the people, the children of the whole people, can be educated; and whether an institution of the highest grade, can be successfully controlled by the popular will, not by the privileged few" – Dr. Horace Webster, first President of the Free Academy

COLUMBIA COLLEGE IN 1850
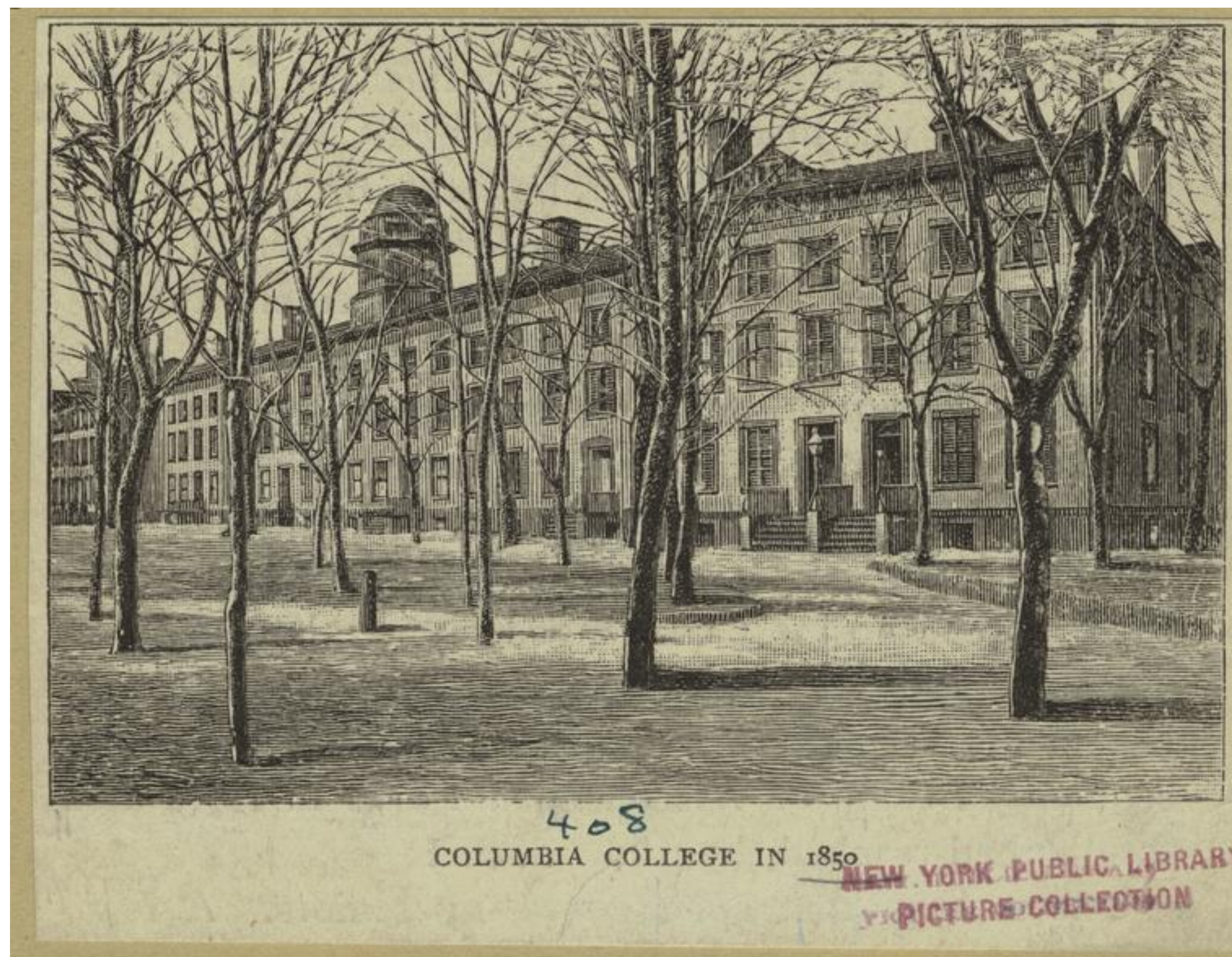
Intersectionality
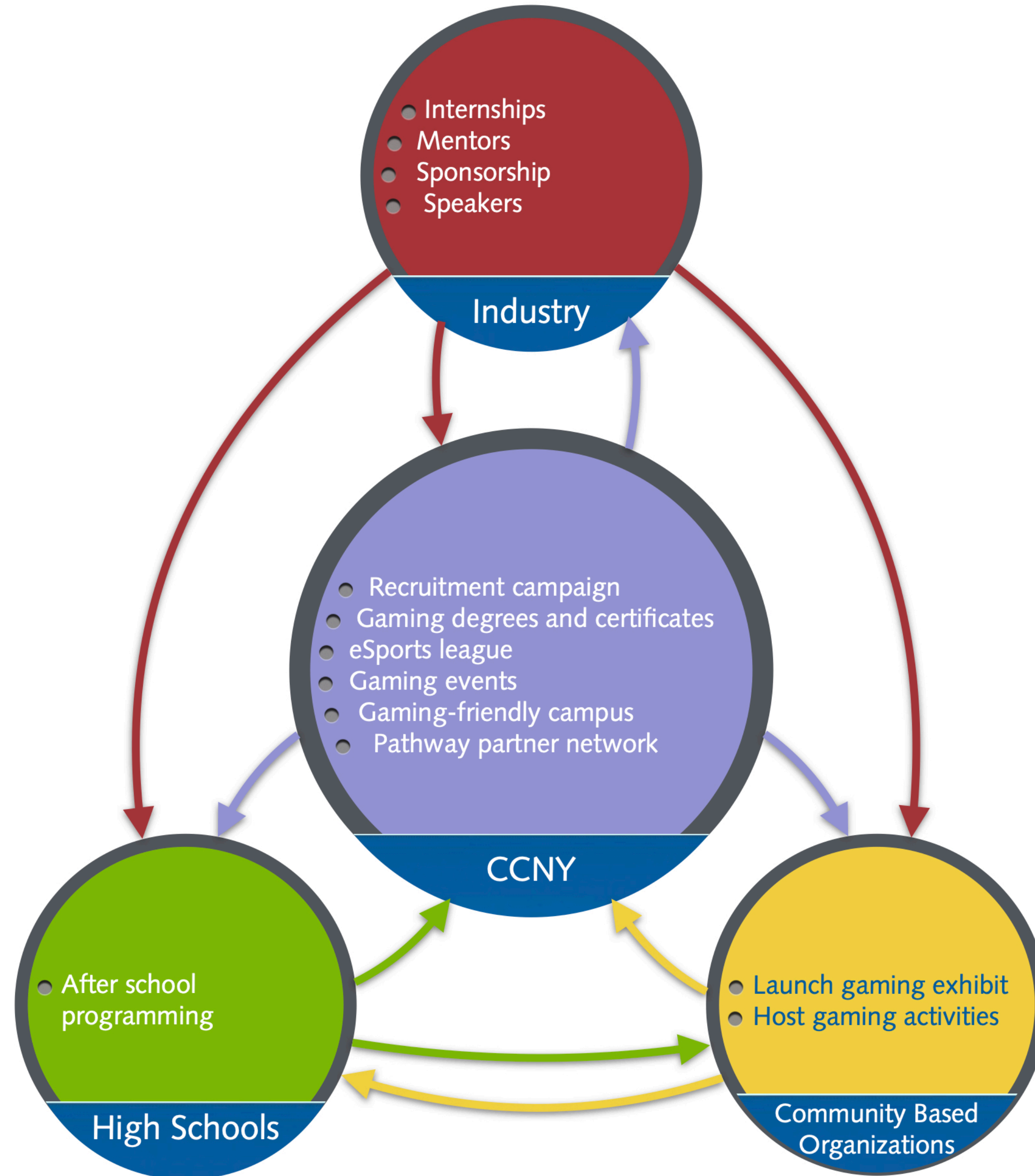
Interdisciplinary in Plan of Study

- Production disciplines: game design, producing, programming, visual arts, audio design

- Business disciplines: marketing, event producing, management, financing

- Intersectionality and Advocacy: courses thinking about games and identity and intersections with social justice

- E-sports: team-based play, organization, business

Intersectional Approach to Education

The School of Interactive Arts (SIA) is pre-college program in game development. SIA teaches high school students the art and science of game development, a field full of opportunity but lacking in workforce diversity.
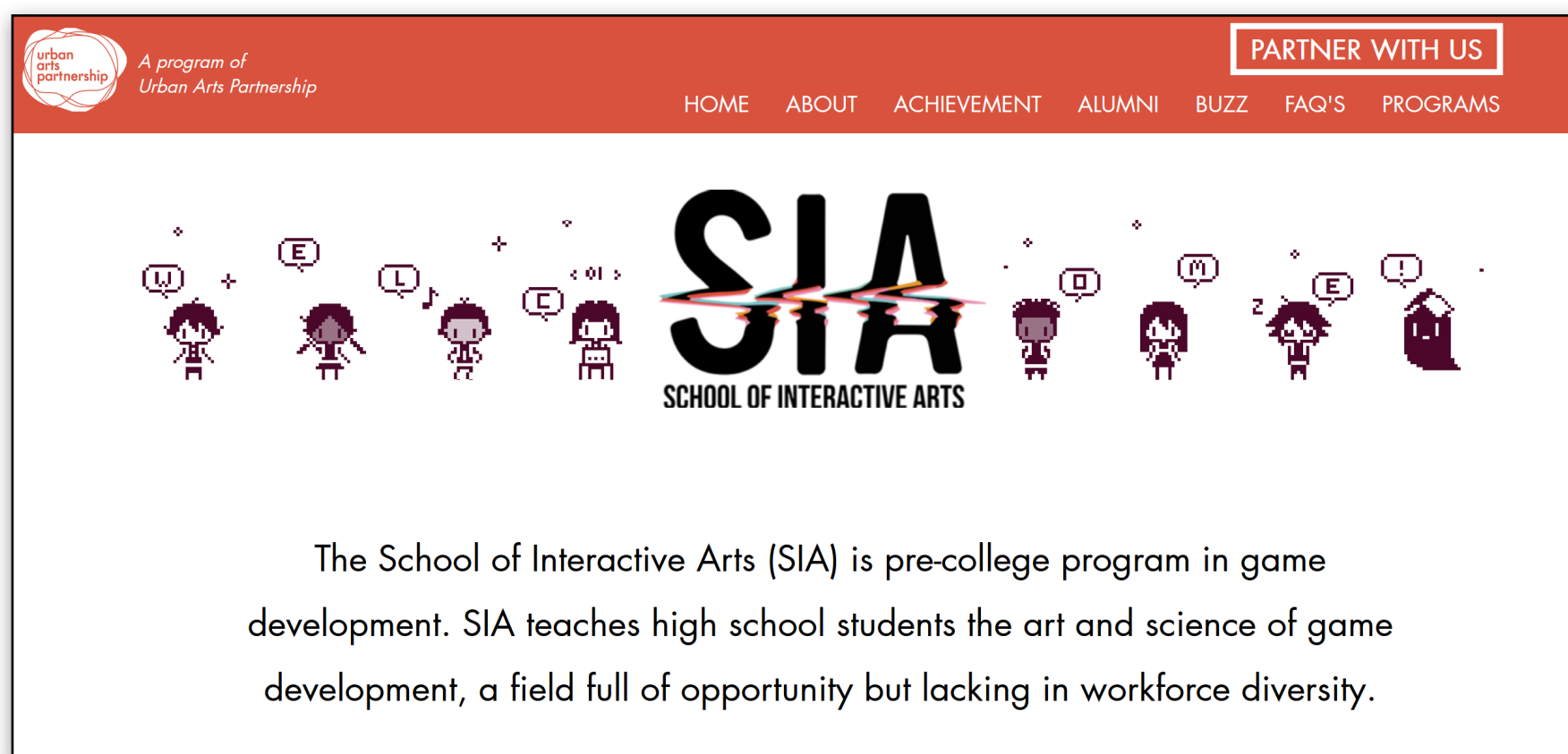
- Mission of inclusivity in recruiting students
- Working directly with community colleges (Hostos) to develop students to 4-year degrees
- Work with Urban Arts Partnership/School of Interactive Arts to create a path for high school students to move into college in game development
- Partnering with local advocacy, education, and arts organizations to connect students to industry, networks, and presentation opportunities

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Games + Design at UChicago

WESTON GAME LAB

GAME DESIGN WORKSHOPS

Hearsay

Hearsay Rules

Objective

It's the first week of classes at Hexaca-go University! The objective of Hearsay is to play as many Yellow cards as possible before the story ends. A Yellow card indicates when the Protagonist of the story learns something about con-traceptives or safer sex. Each is worth a point, and the storyteller with the most points at the end of the game wins.

game changer chicago
design lab

CONNECTIONS WITH GAME DEVELOPERS

DIGITAL AND ANALOG PORTFOLIO

TRANSMEDIA GAMES

S.E.E.D.

AUGUST 8, 2049

...YOU WILL CONNECT TO A DIFFERENT FUTURE.

THANK YOU FOR CARING.

OF COURSE, ANCHOR

ALL OF THE SUBROUTINES DO

BUT FIRST I MUST SHOW YOU SOMETHING. EVEN BEFORE THE EVENT, EVEN BEFORE WE MET, THIS SYMBOL CAME TO ME IN A DREAM.

SHOW US

I KNEW WE WERE CONNECTED AND

AUGUST 5, 2046

THERE ARE TWO OTHERS.

YES I POSE TO?

WHERE ARE THEY?

STEP TO YOUR LEFT

MOVE MORE TO THE LEFT

YES

STOP

RIGHT

IS IT HERE?

OVE LEFT AND T POSE ON US :)

TERRARIUM

AUGUST 6, 2047

FOR SOME REASON,

OH NO!

OH NO

THE FORCE FIELD IS STILL THERE.

...DO YOU NEED 5 ARMS FOR THE LAST ONE?

HOW?

HMMMM THAT IS A PROBLEM

ARE THE ALGORHYTHMS STILL ON YOUR DISPLAY?

YES

MEDIA ARTS, AND DESIGN MAJOR/MINOR

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