

# Gaming and Geography

## A multi-perspective approach to understanding the impacts of gaming on geography (education)

Editors: Michael Morawski & Sebastian Wolff-Seidel; Publisher: Springer

### Thematic focus and concept

In 2021, an estimated 3.24 billion people worldwide played video games at least occasionally. Video games are an extremely widespread medium, especially in North America, Europe and Asia. While video games have been a popular form of entertainment practice for several decades, they have only recently received much more attention from the scientific community. Although there is a growing body of scholarly work that addresses video games in works - among others - on new media, cultural studies, and media studies such as game studies, geography is just beginning to offer its own perspective on the medium and its associated practices. The contributions in this book are intended to examine from a multi-perspective approach - from the disciplines of geography and geography education as well as game/cultural studies - the extent to which video games can support or are part of the debating of current geographic questions and problems and accompany critical discourses in geographic contexts in a constructive and reflective manner from.

Perspectives that should be further developed range from potential authors (both within and beyond geography)

- who consider the geographies in video games (in relation to the constructivist representations and receptions of (including strategic) spatial and guiding images and policies in video games),
- trace the geographies of video games (in relation to the production and consumption of video games), and video games as cultural geography and critical geography practices (in relation to the technocultural practices through which video games and video game players are produced).

We argue that viewing video games as (techno)cultural practices enriches the political, socio-cultural, and thereby critical geographies in and of video games. Further, contributions from authors are warmly welcome

- that refer to the constructivist creative processes of game development, those of game playing/consumption as such and the critical reflection of the positioning possibilities of video games in (possible geographical) discourses.

The perspective of geography education can also be considered by authors. Video games - in contrast to movies - give players the possibility to actively observe the actions of other players as well as to influence the game by their own decisions and actions and to cause reactions. This component, that the consequences of one's own actions become much more consciously apparent in games, provides occasions to reflect on decisions and to deepen potential learning processes. The range of roles to be assumed is large and broad. Current socio-ecological challenges and phenomena that are important topics of geographic education, such as climate change and migration, are highly complex. Maturity in these contexts requires a networked way of thinking and a systemic competence that is difficult to develop in geography classes alone. Digital games that simulate, for example, such complex systems that address the pressing issues of the challenges of our time can be a useful addition to foster system thinking (in geography classes). Other possibilities, such as those of digital field trips and/or language support, can also be addressed.

- Articles that shed light on the role video games can play in the professionalization of (geography) teachers as well as articles that highlight practical methods/concepts for the use of video games in geography teaching are thus also warmly welcomed.

In the following, we would like to suggest possible topics for contributions. This does not mean that you have to refer exclusively to these possibilities with contributions. You are completely free to send us ideas. We just wanted to provide a possible way of inspiration:

Topics you could address in the book for example are:

- Critical Geopolitics: How are geopolitical models represented in games? To what extent are spatial identity formation and geopolitical discourses thematized? (...)
- Political geography: How is the interplay of society, power and space represented in games? (...)
- Geographies of conflict: How are (political) conflicts represented in video games? What does this mean for the developer industry, culture, attitudes among gamers? (...)
- Resources in video games: How are resources/resource conflicts addressed in video games? (...)
- Critical Geographies/Feminist Geographies: What role does the treatment and representation of capitalism, images of women, racism play in video games? (...)
- Neogeography/neocartography: How are maps designed/represented in video games? What role do maps in which games play? What does this mean for orientation and perception of space/teaching of cartography? (...)
- ESD (Education for Sustainable Development): How do video games address issues of sustainability? How do video games develop responsibility in players? Which topics are dealt with? (...)
- Civic education and video games: Which role can maturity and responsibility play in video games? (...)
- Argumentation and decisions: How can video games promote decision-making and argumentation skills in schoolchildren? The learner/the player as agent (...)
- Digital excursions with video games: Use in the classroom (...)
- Urban geography: How are questions/problems of urban geography addressed in video games, e.g. social segregation, exclusion, gentrification, traffic, crime, spaces of fear? (...)
- Social geography: E.g., How do avatars organize themselves in certain settings? What possibility for spatial organization of societies/groups do video games provide? (...)
- Psychology of learning, cognitive science, neuroscience, motivation, learning success, impulses for (geographic) learning. (...)
- (...)

## Structure and formats

The following contribution formats are intended to substantiate individual perspectives:

### Part I

Theoretical basic articles on current discourses in (critical, cultural, political or social) geography, game/cultural studies and geography education on the role of video games with geographic, sociological and cultural references. (5-10 pages; 12-24 thousand characters)

### Part II

Empirical contributions/articles on empirical research projects on current discourses in (critical, cultural, political or social) geography, game and cultural studies and geography education on the role of video games with geographic, sociological and cultural references. Reports on (completed) theoretical/conceptual or empirical research projects on the respective perspectives. (10-15 pages; 24-36 thousand characters)

### Part III

Practical contributions: Papers presenting practical approaches to how video games can be profitably integrated into university teaching and learning. Best practice examples and materials are welcome. Presentation of examples from schools and universities including reflections on the transferability of the concepts that develop from the respective perspectives (digital provision of materials via Springer is possible). (7-10 pages; 17-24 thousand characters)

### Review

A peer review process is planned. When submitting a paper, the authors commit to reviewing another paper, and the editors take over the second review.

We look forward to your contributions and to working together.

## Schedule

by 15.02.2022	Application with abstract (1-2 pages)
by 28.02.2022	Feedback on acceptance
by 04.05.2022	Submission of the manuscript
by 15.06.2022	Submission of the reviews done by the other contributors
by 30.06.2022	Final reviews by the editors (with suggestions for revisions if necessary)
by 15.08.2022	Submission of the reviewed manuscripts
Summer 2023	Publication

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