

Playing in the digital sandbox:

An exploration of social play behaviours in Minecraft

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Abstract

This qualitative study looks at children's social play behaviours during online Minecraft play, focusing on the research questions: 1. What types of social behaviours are taking place in digital play? 2. Do social play behaviours look different in digital play than in Parten's (1932) foundational study? Through observation of four online play sessions of five participants, ages 7-10, and follow-up interviews, a rich description of social play behaviours was recorded and six play episodes were selected for further analysis. The researcher began by addressing how non-play behaviours can still be categorized as play in a virtual world. By using Parten's social play theories as a framework for interpreting what was observed, the researcher was able to give examples of all six social play categories outlined by Parten (1932): non-play, onlooker, solitary, parallel, associative and cooperative. Four thematic findings emerged: the importance of communication in a virtual world, rapid transitions during play, YouTube's influence on onlooker play and the cognitive potential of solitary play. The researcher concluded that with minor adjustments, Parten's classic categories can be applied to this example of online Minecraft play. This study adds to the small pool of research on social play behaviours during online play and has implications for teachers, parents and video game designers.

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Introduction

Since its release in 2011, Mojang has sold over 23 million downloadable copies of Minecraft for personal computer use (Minecraft, 2016), making it one of the most popular video games of the last five years. Minecraft belongs to the genre of video games called ‘sandbox’ games because it is similar to playing in a sandbox; it has practically unlimited play possibilities (Sandbox Games, n.d.) for digging, building, crafting, destroying and imagining.

I was introduced to the world of multiplayer Minecraft and its many faces through watching my son, seven years old at the time, play with his father. My husband was the first in the family to play Minecraft when it was released and once he introduced it to our son, the world of gaming opened for him. My son caught ‘Minecraft fever’ and he quickly became obsessed with the game and everything Minecraft-related. As he became more proficient at the game, he expressed interest in playing it online with friends: first on a private server and then, soon after, he was asking to play on public online servers where hundreds of strangers play together. After much thought and discussion, my husband and I allowed our son to take small, independent, but monitored steps towards creating a presence in the world of online gaming. It was fascinating to watch. Some players would brag through the in-game chat system about equipment they won, purchased or ‘stole’. Others would be intentionally ‘harm’ players by attacking them or breaking their buildings, while still others played peacefully. My son typically played with just a few friends, skyping while they played to communicate with each other as they planned adventures, hunted monsters, and built large societies.

I started playing Minecraft to explore what my son and his friends liked so much about the game. It fascinated me that they could spend every free minute playing in this pixelated world. Having grown up loving all forms of video games, and being one of the few girl gamers in my community, I was willing to log in and try the game myself. It didn't take long until I too had 'Minecraft fever' and was playing what felt like every free minute. I played mostly on a small private server that my husband hosted, allowing me to play in the same digital world as my son and husband. It is this experience of playing and observing my son's Minecraft play, especially his in-game social interactions, that has inspired this research.

Play is a challenging concept to define as there are many aspects to it, such as social behaviours, cognitive skills, as well as emotional and moral behaviours. If a person was asked to define play, they may struggle to put it into words, yet most people seem to know play when they see it (Pellegrini & Smith, 1998). There are many theories of play, based in large part on fundamental works from Piaget and Smilansky, to Freud and Parten. This project, being concerned with the social interactions of children, will focus on Parten's social play theory, with a secondary focus on cognitive play theories to provide a rich description of the forms of play taking place. This study explores the social play behaviours children engage in while playing Minecraft online with other children and was guided by the following research questions:

1. What types of social behaviours are taking place during digital play?

2. Do social play behaviours look different in digital play than in Parten's study?

Chapter 1

Literature Review

This chapter will provide an overview of Minecraft and digital play, a description of social and cognitive play theories relevant to the study, and pertinent research on digital play.

Introduction to Minecraft

Minecraft is a “portmanteau of two verbs: to mine and to craft” (Gilbert, 2016). This is exactly what Minecraft is about. Minecraft worlds are randomized virtual worlds made up of blocks of different materials, such as wood, dirt, stone and precious metals. There are two basic modes of Minecraft play: survival and creative. When players first enter a Minecraft world, they play in survival mode: they have nothing - no supplies, tools or armor. All they have are their fists and they must use them to punch different blocks, trees, dirt, and stone, in order to collect supplies. This punching of blocks is ‘mining’ and players use the supplies that they excavate to craft tools and shelter, without which they would not be able to survive for long. There are hostile monsters, known as hostile mobs (mobile objects) that come out at night and attack players. A player can defend them by creating armor and weapons. Once they have a small shelter built, they can stay protected from hostile mobs and continue to collect resources and craft items from there. When playing in survival mode, these game play elements are important because the player needs to eat, have shelter from the hostile mobs, and collect resources to build with. There are almost no story line elements in Minecraft, although there are three large hostile mobs that can be fought in what is known in video gaming as a ‘boss fight’ and two alternate dimensions that can be traveled to.

Creative mode in Minecraft is completely different in purpose. In this mode, a player is in a peaceful environment and can build with unlimited resources that they do not need to collect

themselves. Everything is available from a menu screen and there are no longer hostile mobs. The player can easily break all blocks, even those which are unbreakable in survival mode, and the player cannot be injured and cannot easily die. They can also fly around the world giving them the ability to travel quickly and find the perfect location for their project and play. It is like having a blank canvas with unlimited blocks; there is practically no limit to what can be created with time and design.

Exploration is a large portion of Minecraft as well, as there are different biomes (a term used to describe the ecological areas, such as a forest biome) to explore within each world, each with their own vegetation and resources. The world is constantly being randomly generated as it is explored, so it is endless, and its borders can never be reached. There are agricultural activities in the game, so that a player can farm plants and livestock and can fish. A variety of foods can be farmed, such as wheat, potatoes and carrots, which are then used to lure passive mobs (mobile objects), such as cows, chickens and sheep. Once farm animals are captured and fenced, they can be bred and slaughtered for food and other resources. Cows can be milked, sheep can be sheared, and chickens lay eggs.

There are many ways that a player can play Minecraft. They can play alone or with others, single player or multiplayer. If a player would like to play with others, they can join an online server, similar to other massively multiplayer online games (MMOG) that would allow them to play mini-games and build creations alongside potentially thousands of other players. These servers require an Internet connection, have an in-game chat system, and have competitive and/or cooperative elements. Many online games and websites have chat systems, but they are often limited in what can be typed for safety purposes (Grimes, 2015). This means that children cannot freely type to the others as there are words and numbers that are blocked by the chat

system itself. Yet, Minecraft's chat system is unrestricted, allowing the player to type anything they would like. One of the other ways that a player could play online would be to set up and host a private online server that they could invite other players to join. These servers also require an Internet connection while running and allow the players to type messages in real-time to others who are on the server. Players who do not want to host a server of their own can find other servers to join, such as Minecraft Realms, which is the subscription services provided by Mojang.

Minecraft has an educational version as well, called Minecraft Education Edition, which is designed to be used within a classroom or afterschool club setting to "encourage 21st century skills" (Minecraft Education Edition, 2016). This interactive platform allows children and teachers to engage in play together while exploring a variety of topics. Nebel, Schneider and Rey (2016) list several topics that Minecraft has been used to explore within the classroom, including but not limited to language and literacy, computer art, and digital story telling. Minecraft Education Edition has a simple server interface making it easier for teachers to manage within their classroom while providing an interactive, social element to the game.

Minecraft has no specific age recommendations, and Mojang currently does not track user data; however, a search through forums and websites reveals approximate demographics. According to a compilation of information from Reddit and other online forums, the average user (43.7%) of Minecraft is between the ages of 15- 21. The next highest user demographic is 21-30 years (21.0%) with children under the age of 15 a very close third (20%) (Pew, 2012). With over 4 million children under the age of 15 playing Minecraft worldwide (Minecraft Seeds, n.d.), and many playing online, a closer look at the social interactions taking place is warranted.

Children's digital play and Minecraft

With the introduction of various technologies in the lives of children and their families, there has been an increase in research conducted on children's play interactions with digital technologies (Bird & Edwards, 2015; Edwards, 2016). Much of the research on digital play has focused on the attitudes and beliefs of educators and parents (Edwards, 2016). Educators and teachers alike have concerns that incorporating digital technologies, including tablets, computers, and toys that are enhanced by computer chips, into children's play is detrimental to the play itself (Johnson & Christie, 2009).

Freeman and Somerindyke (2001) considered preschool children's engagement in computer activities within the classroom. They acknowledged that the preschool classroom has been changing over the years and that preschool children are spending more time on the computer, both inside and outside of the classroom. They examined children's play behaviours in relation to computer use, as well as the potential the computer has for children's social interactions, peer-mediated learning, and play. Freeman and Somerindyke (2001) used Parten's social play theories and Vygotsky's social learning theories to frame their research and the analysis of their observations. They observed that certain children naturally became the 'experts' on the computer and that these children were quick to help out others. The 'experts' also engaged in cooperative game play with their classmates as they assisted them. These more technologically advanced children could help the other children reach their full digital learning potential. These 'experts' tutored and challenged their classmates to improve their skills through positive social interactions.

Edwards (2016) discussed the need for a new form of play classification as educators are struggling with incorporating digital and popular culture play in meaningful ways in the early childhood classroom. Edwards (2016) created a new method of play analysis which she calls

‘web-mapping,’ which uses a form of visual representation to include a variety of children’s current play forms, such as dramatic play (traditional), video game play (digital) and play with licensed products (pop culture based). Children’s play can span over more than one form of media, from toys to television and book, also referred to as convergent or trans-media play (Buckingham, 2013; Edwards, 2016). In this convergent play, traditional, digital and pop culture based play have become so closely interconnected that they are hard to tell apart, and Edwards (2016) used ‘web-mapping,’ to highlight all areas of play.

Minecraft studies. Minecraft has been cited as a useful game for researchers who want to explore topics within the field of digital games and learning, because, as a game, Minecraft is easily modifiable, has a large community of players and online resources including forums and YouTube videos (Nebel, Schneider, & Rey, 2016). Even researchers and educators with minimal computer programming skills can easily modify Minecraft, or search through the many existing modifications created by others. For this reason, Minecraft has been used to research topics such as human-computer interactions, programming, and educational psychology (Nebel et al., 2016).

In their study on children’s knowledge-making dialogues, Wernholm and Vigmo (2015) arranged digital play sessions in Minecraft for their participants, had them communicate by Skype while playing from different locations, and then had one of the children record the play sessions on their personal computer. They stated that, by recording one player’s game play, the dialogue of all three would be captured. They also stressed that having the participants play and record without the influence of the researcher (who was not playing or recording) removed the chance that the participants would behave differently because of the outsider (researcher) watching.

Willett (2016a) used the information of the purchase of Minecraft by Microsoft to explore children's "understanding of the gaming industry and related marketing" (p. 3). Through a series of in-home interviews with eleven 8-9-year-old children, she found a variety of levels of media literacy, specifically when it came to consumerism and the gaming industry. All the children could "identify revenue generating mechanisms" (p. 12), such as membership fees, in-game purchases or retail game costs. Although each child knew about Minecraft and some of the related merchandizing, only the two participants had an understanding that Minecraft generated a profit from sales and merchandizing. Willett (2016a) found that the children's sociocultural context influenced their level of media literacies. These influences included family members, socio-economic status, and a family's overall media interests. When considering a child's digital play, it is important to know that there are social as well as developmental factors influencing the children.

Minecraft in the community and classroom. Community centers, public libraries and afterschool programs have started to embrace the use of Minecraft within their programming. Cilauro (2015) has written about the use of a 'Minecraft Gaming Day' created by North Melbourne Library to address the noticeable gap between traditional library services and the digital gaming community. The Minecraft Gaming Day was a collaborative project in which six young Minecraft fans partnered with the librarians to create an event where children could come and play Minecraft and be encouraged to engage in the library space around them. Cilauro (2015) describes the collaborative effort of the young people and librarians to create this community event was key to its success. They worked together to create a community that was supportive of digital learning environments and inclusive in nature.

Through a year-long observation of a small group of 10-11-year-old children in an afterschool community program, Bailey (2016) examined children's behaviours during Minecraft play. The children all attended the same afterschool program, in which they had access to Minecraft Education Edition and collaborated on a shared virtual community. Bailey observed the children's individual and group interactions, in real life, as they participated in the virtual world. One interesting behaviour that Bailey observed was that impromptu songs were created as the children played. The songs reflected the actions that took place on the screen, and were put to a common musical tune such as 'Everything is Awesome' (from *The Lego Movie*, 2014). The songs changed as the virtual Minecraft world changed, and there was a direct correlation between the actions in-game and the songs. Sometimes a child sang alone, while other times a group of children would 'perform' together. These songs were often funny and positive, but could be turned into a more negative teasing behaviour over time. This study reveals the social nature of game play and identifies how actions done in a virtual world can be reflected in real world actions and relationships (Bailey, 2016).

Dezuanni, O'Mara and Beavis (2015) also looked at performative representations in Minecraft within a school setting. By observing and interviewing girls, ages 8-9, who play Minecraft both in and out of school, they discovered that knowledge of Minecraft could function as a 'social currency' within specific groups. As they held focus group conversations with the girls, they observed moments of social posturing, when specific girls would draw attention to themselves by expressing 'expert' knowledge of Minecraft, presenting their in-game creations. Within their individual groups, the girls would discuss their knowledge and achievement, each wanting to be heard, acknowledged, and ultimately to gain status within their peer group.

Trans-media game play. Although Minecraft started off as a unique concept for a computer game, it did not remain a computer game; it quickly expanded to include games on various platforms, as well as books, toys and other merchandizing. Popular toy brands have received licensing rights to release their own Minecraft themed products, such as Lego. As with many popular children's entertainment franchises, there is merchandise that can be purchased to enhance a player's experience or show their passion for the Minecraft game. There are toys, foam props, costumes, and books that can be purchased to enhance the play experience. As noted, this extension of the game through other play forms and merchandizing is referred to as trans-media game play (Willett, 2016b). In a recent study, Willet (2016b) found that trans-media game play was "prevalent across all the participants' gaming practices in this study, particularly in offline spaces" (p.8). She provides examples of children engaging in Minecraft pretend play, both online and offline with their friends. These children played Minecraft-themed games in the playgrounds, participated in after-school Minecraft clubs, and had Minecraft themed birthday parties. According to Willett (2016b), children can use these trans-media practices to "identify as fans" (p. 9), as well as to build social connections with other children through common play, both on and offline. There are, however, issues that can affect trans-media game play, such as socioeconomic status of the family, the family support of gaming or gaming interests, and the parental mediation of games (Willett, 2016b).

Maker culture and Minecraft. The Minecraft YouTube connection is another interesting trans-media phenomenon: many players have created videos of themselves playing Minecraft and posted the videos on YouTube. These videos include moments of game play, instructions on how to play or how to create an object, and narratives of make-believe characters (Niemeyer & Gerber, 2015; Wernholm & Vigmo, 2016). These YouTube videos have millions of views,

comments and shares. Niemeyer and Gerber (2015) write about the thousands of comments, forums and feeds that Minecraft fans flock to in search of community and relationship. Niemeyer and Gerber (2015) suggest that youth today are finding shared meaning through the creation of digital objects. It is through these digital spaces and virtual worlds that youth and adults are finding community and are making a new culture of their own (Taylor, 2009, as cited in Grimes, 2015).

Family and contextual factors

Parental influence on gaming. One aspect of children's game play that must be considered when researching children's gaming experiences is parental mediation of media. Children generally game-play within the guidelines that their parents enforce (Gee, Siyahhan & Cirell, 2016; Willett, 2016b). Indeed, a common theme throughout the research literature is that children's screen time (including television, computer, tablets and video game devices) is limited by their parents (Chambers, 2012; Willett, 2016b). Children's screen time has been a topic of discussion amongst academics, parents and the educational community. Recently the American Academy of Pediatrics released a new study stating that not all screen time should be considered equal. They make a distinction between entertainment and educational screen time, stating that parents should limit entertainment time but allow educational screen time (Dvorsky, 2016). Media outlets such as websites, newspaper articles and blogs have contributed to the discussion on the benefits and harm of video gaming and extended screen time, and have fuelled the disagreements. Many parents have fears about their children's video game around issues including social isolation and cyber bullying (Chambers, 2012). Other parents focus on the perceived benefits of digital play, including increased family interactions (Padilla-Walkers, Coyne & Fraser, 2012).

Parents typically mediate their children's media and screen time in three different methods: restrictive mediation, active mediation and co-operative mediation (Schaan & Melzer, 2015). Restrictive mediation is the creation of rules that limits the amount of time that a child can watch television or engage with media. Active mediation refers to when parents engage their children in conversation around their media use and the possible negative and positive influences of media. Lastly, co-operative use or co-use of media refers to parents who intentionally use the form of media with their children (Chambers, 2012; Schaan & Melzer, 2015). Restrictive mediation is normally associated with the parent's belief in the negative influences of media and games, whereas active mediation and co-use of media are associated with a positive view of media (Gee et al., 2016). In other words, parents who focus on a more restrictive mediation strategy will allow their children a very limited amount of screen time (Connell, Lauricella & Wartella, 2015), and possibly no access to online gaming, whereas a parent who is more confident about new media literacies is more likely to allow and encourage media use (Connell et al., 2015).

Joint media engagement. Joint media engagement (otherwise known as co-use of media), including playing digital games can span many relationships, from friends to family. Typically, co-use of media is thought of as two people playing with or engaging in media-based activities within the same physical space, however that is not always the case. Takeuchi and Stevens (2011) give two examples of joint media engagement. One is of a child playing a video game alone with other children in the room, and it does not take long before they are all interested in the game to varying degrees. The second is a youth posting a Facebook status, which others can comment on or like. In 2007, Aarsand studied how the joint engagement of computer and video games helped bridge the digital divide between family members. Chambers (2012) mentions the

increase of co-use of video games with the invention of the Nintendo Wii, and their marketing towards family gaming. It was this push in family-focused marketing that accelerated the trend of family gaming, moving computers and game consoles out of the bedrooms and offices and into the living rooms and family rooms.

Co-use of video games has social benefits for families and friends (Coyne et al., 2014). Families reported having closer relationships when they co-use media, including video games (Coyne et al., 2014; Padilla-Walker et al., 2012; Schaan & Melzer, 2015). Parents report that playing video games together with their young children helps them to monitor what their children are playing and that they can scaffold the learning that may be taking place (Schaan & Melzer, 2015). Families are starting to create routines around gaming and these routines help to “sustain and re-create family relationships and identities” (Gee et al., 2016, p.11; Chambers, 2012). These researchers view the family as a holistic unit, with routines, including gaming, affecting the whole family. They also write that joint media engagement can help create a family’s culture.

In a case study that researched children’s commercial understandings of online gaming, Willett (2016a) gives an example of a young boy’s father who was a ‘gaming mentor’ to him, even though they did not play games together. The father was an active online gamer and even arranged for a son of a friend to play Minecraft online with his son, George. Even though the father does not play games with George, he influenced his son’s passion for social gaming by the example of his own joint media engagement and by arranging for social online gaming play sessions for George. Children who co-play video games with peers, glean knowledge and skill from the other child (Freeman & Somerindyke, 2010).

It is important to consider the co-use of media, especially video games, as it directly relates to the social interactions that take place. Logging in and choosing to play with another person online is already a form of social play, but by looking closer at the specific play behaviours, we can examine how Parten's classic categories and terminology can be applied to digital play.

Understanding children's social and cognitive play

In order to frame a discussion on the co-use of digital games Vygotsky and Parten's social play theories will be presented, followed by a brief description of cognitive play theory, as well as some of the research that has been done cross-referencing Parten's and Piaget/Smilansky's theories.

Children learn through social interaction with others who are more advanced in learning than the child – what Vygotsky called the Zone of Proximal Development (Werth, 1984). By engaging in an activity with a peer or an adult who is more advanced in that activity, a child can succeed (Bodrova & Leong, 2015). Even children who are participating in onlooker play are within their zone of proximal development, learning through watching. Although Vygotsky was referring to a one-on-one relationship, Bodrova and Leong (2015) state that there can be a group mentality when it comes to the zone of proximal development, such as with games-with-rules. Children can be influenced by participating in a group activity (Bodrova & Leong, 2015).

Parten's social play categories. To better understand how digital play, demonstrated through Minecraft, can relate to social play, we can refer to Parten's (1932) well-known categories of social play. To review, the first category of play behaviors in Parten's theory is unoccupied behaviour; this is where child is not engaged in play at all. Using a video game example, the unoccupied child is the child who is not interested in the video game being played

by others and is not engaged. Freeman and Somerindyke (2001) state that unoccupied children may start to show an interest in video games simply by being near the game being played. Onlooker behaviour is the second category of Parten's theory, which is when a child is not engaged in play but is actively watching others play. The child may even ask questions or hold a conversation with those playing, but will not participate themselves. Solitary play occurs when a child is engaged in play alone, perhaps with a toy or game, but without any interaction with others. Parten deemed solitary play an immature form of social play, due basically to the lack of social behaviour. Solitary play differs from unoccupied play or onlooker play by the child's intentional and active play. Parallel play was also ranked low in Parten's theory of social play behaviours, due to the little social interaction that happens when children engage in parallel play (Parten, 1932; Rubin, Maioni & Hornung, 1976; Xu, 2010). Children are engaged in the same activity but they are not playing together or intentionally interacting.

Parten's (1932) last two categories of play are associative play and cooperative play. Associative play occurs when children engage in a form of group play, but are still focused on their own play interests and there is no real group direction or goal (Rubin, 1977; Werth, 1984). As an example, a group of children could all be playing in a sandbox and talking with each other about the play and sharing materials, but they are not working towards completing a predetermined group project or goal. Whereas cooperative play is when children play together to accomplish a task or engage in a shared make-believe theme. One key element of cooperative play is that there is often an intentional division of labour (Rubin, 1977; Werth, 1984), where the children organize their play to work collaboratively towards completing a goal. This goal could be a project, a narrative or playing a game. Associative and cooperative forms of play were rated the two most mature forms of social interactions within Parten's rating system, respectively.

Parten determined that age directly influenced social play behaviours in that the younger the children the more immature social behaviours they engaged in. She also observed that all children, regardless of age, participated in some solitary play, although parallel play was the most observed category of play.

Parten re-visited. Parten's social play theory is highly accepted within academic circles and did not come under much scrutiny for the first 40 years after its publication (Rubin et al., 1976). There have been a few studies done since that call into question the generalizability of Parten's findings. In more recent decades, researchers have studied the influences of gender, economics, environment and culture on children's play and children's social behaviour to gain a broader perspective (Goncu, Turner, Jain & Johnson, 1999; Rubin et al., 1976; Xu, 2010). Xu (2010) states that although Parten's categories can be a good guideline for educators, they should proceed with caution when generalizing them to all children, as there are many influences at work in children's lives.

Rubin and colleagues (1976) took issue with Parten's idea that a child engaged in solitary play because they lacked the social or cognitive maturity to engage in more mature forms of play, such as associative or cooperative. They intended on expanding the research in that area by studying the cognitive play behaviours that take place in solitary play. Through their research, they concluded that parallel play, not solitary play, is the most immature of the social play behaviour, as a child may choose to play alone to retreat from the busyness of the classroom, but a child who chooses to play near others with minimal engagement may do so because they lack the social skills to engage, yet they wish they could. Rubin et al. (1976) also concluded that the materials accessible to children in the environment also play a role in what form of social play the children engage in. For example, when sand, water, clay or playdough activities were

available, the children participated in more solitary or parallel play. Lloyd and Howe (2003) were also interested in children's solitary play and cognitive reasoning. They examined three forms of solitary play; solitary-active, solitary-passive and reticent behaviours. They found correlations between solitary play and convergent and divergent thinking skills, and that the materials available to the child influenced how they played. They suggest that children should have access to a variety of materials and that the classroom should encourage opportunities for solitary play.

As discussed earlier, Rubin, Maioni and Hornung (1976) also tested Parten's theory, and found that children from diverse socioeconomic backgrounds as well as both genders engaged in different amounts of solitary or cooperative play. Similar to Rubin and colleagues (1976) Xu's (2010), cautioned educators to make sure to take into account all influences while observing children, including but not limited to culture, economic background and gender. Xu (2010) also states that we must examine Parten's theory through the lens of social change and cultural differences. Children and children's play are not the same as they were 70 years ago, when Parten conducted her observations. The increase in available play materials and, certainly, the increase in media and digital technologies in the home, have transformed the nature of children's play (Marsh et al., 2016).

Cognitive play. Social play behaviours have often been considered in relation to cognitive play behaviours. Piaget saw play as a critical component for a child's intellectual development (Garwood, 1982), starting at the most sensory level and moving towards more abstract behaviours (Rubin, 1977). There are four levels of cognitive play behaviours developed by Piaget and Smilansky, and they include functional/sensory, constructive, dramatic/symbolic and games-with-rules (Garwood, 1982; Werth, 1984). Functional/sensorimotor play occurs when a

young child, typically under two years of age, repeats various learned behaviours that give them pleasure. Dramatic/symbolic play occurs when children can engage in the beginnings of pretend play. Constructive play takes place when children build with and manipulate materials to create objects. As children age, they engage in games-with-rules, which is the highest level of play according to Piaget/Smilansky and requires more cognitive and social awareness. Games-with-rules are often seen in school and with school-aged children. Older children are more likely to engage in mature play. This mature play requires higher social skills and more social interaction (Garwood, 1982). As a child progresses through the cognitive levels of play, social interactions become more important, drawing attention to Parten's social play theory (Garwood, 1982).

Smilansky-Parten Matrix. Rubin (1976) and Pellegrini and Perlmutter (1987) have researched the combined use of Parten's social play theory with Piaget and Smilansky's theory of cognitive play stages to give an enhanced view of play behaviours. Rubin et al. (1976) conducted a study to "discover the relationship between the two long-standing play hierarchies, the one social (Parten, 1932), the other cognitive (Piaget, 1962)" (p. 415). They were looking at forms of cognitive play that were taking place during different instances of social play, and they were specifically interested in seeing the cognitive nature of the 'lesser' social play behaviours, such as solitary and parallel play. They created a checklist to record the most present behaviours during the minute-long play observations. The checklist included different combinations of social and cognitive play behaviours, such as solitary-functional, solitary-constructive and solitary-dramatic. This was repeated for parallel and associative play, while cooperative play was broken down into cooperative-constructive, cooperative-dramatic and cooperative-games (with rules).

It is this combination of cognitive and social play categories that Pellegrini and Perimutter (1987) titled the Smilansky-Parten Matrix. They state that the matrix is a useful tool for categorizing children's play, and provides a more complete picture of the play behaviours taking place. They took issue with the overly complex nature of having so many variables, and simplified the matrix by reducing the variables to three factors: dramatic-constructive play, solitary behaviour, and functional-constructive play – which showed various levels of cognitive skill and social interaction. Dramatic-constructive play indicates highly cognitive play moving on a continuum between constructive and dramatic play, but does not speak to the social ability of children. Solitary behaviour does not address cognitive behaviours and simply refers to the socially regressive behaviours of children. Lastly, functional-constructive play reflects the parallel play behaviours of children, especially when they are concentrating on learning how to play with an object. They concluded that the matrix was more accurate using fewer variables and that all the previous categorizes of play were accurately represented in these three new categories. Educators can then use this simpler matrix to create less complex assessment tools to evaluate children's play behaviours.

Present Study

This literature and my own interest in and experience with video game play has inspired me to research the social interactions that take place in multiplayer Minecraft, and to use Parten's social play theory and Piaget's cognitive theories as guides to help me understand what I am observing. As stated in the literature review, Parten rated onlooker play and solitary play as the most socially immature forms of play that the child can engage in, yet perhaps in digital play, these forms are qualitatively different for the participants than Parten observed. This study focuses on these two exploratory questions: 1. *What types of social behaviours are taking place*

during digital play? 2. Do social play behaviours look different in digital play than in Parten's study? After all, De Grove and colleagues (2014) found that social interaction was one of the motivating factors of video game play.

As discussed, there is little research that intersects digital play and classic play theories, so this study could add to the reference material that is available. Social play as it relates to the digital realm is important, as children are engaging in hours of digital play each week. Common Sense Media reports that, in 2013, tween and teen boys played an average of 50 minutes of video games daily. A Reddit poll reports that the average Minecraft player, plays 5-9 hours a week (Pew, 2012). Moreover, teachers and parents believe that onlooker and solitary play, partly due to Parten's theory, are less mature forms of social play, and that those who engage primarily in solitary play do so because they lack the ability to engage socially (Parten, 1932; Rubin, et al., 1976; Xu, 2010). Is this the case for digital play as well?

Chapter 2

Methods

In this chapter, I introduce the design of the current study, including recruitment, observation method, and interviews. I will also frame the data analysis and give a brief description of the participants and the Minecraft world used in the study. A glossary of terms is located in Appendix A.

Recruitment

Recruitment was conducted through convenience sampling, beginning with my social circle and word of mouth. Following a series of conversations and emails, five participants were recruited, including my son. The participants were between 7 and 10 years of age when the research started and there were four boys and one girl. Each participant had previous experience playing Minecraft, although each child's history of the game varied. One participant ('Evelyn') was newer to the game, only having played for a few months while the others' play experiences ranged from two to 4 years. Two of the participants knew each other, 'Owen' and 'Andy', and had played virtual games together before. The three others were meeting for the first time online or otherwise. I personally knew two of the children, 'Owen', my son, and 'Andy', but met the rest for the first time.

Each child's parent was given the information sheet and consent form (Appendix F) and a schedule for the play sessions was arranged. Each of the four play sessions was scheduled to be an hour long and the children (and parents) were reminded before the sessions that they did not need to participate for the entire session. The virtual world was opened (turned on) 30 minutes before the play session started to allow the participants enough time to log in, and problem solve any technical problems that may have come up. I was always logged onto the virtual world

before any of the participants, and greeted each one as they joined through the in-game chat system. Each play session was recorded from my avatar's perspective and kept on my computer. I could not watch all the players at the same time but traveled from player to player within the game to observe what was happening. My character could instantly teleport to any chosen player, making observation easier.

The participants could chat with each other through the in-game chat feature. The children used the chat feature often and would ask questions, give directions or compliment each other throughout the play sessions. I could view the dialogue as the children typed them and I printed them out after each play session (see Appendix B).

Once the children logged on to the world and I had greeted each child, I kept my influence minimal, chatting with the children only if I was asked a question or to inform them about the time frame of the play session. Any message that I would give was done through typing in the in-game chat system. It was my intention to remain as hands off as possible, while still making sure to be present while the children were playing in order to witness the social interactions, answer any questions, and interject instructions on behaviours if needed. My avatar was invisible and could move anywhere in the virtual world as well as through walls, door and ground. This made supervising the children easier while keeping my influence minimal.

Observation method

I could not see all the participants' avatars at the same time, as the children were allowed to explore the world and move about freely. Because the recording of the play sessions corresponded with my avatar's view, I had to make rapid decisions on where to be and who to observe. Often, I made these decisions based on those talking to one another. If someone was chatting with another player, I would go to see what they were doing and observe them for a few

moments. I would also check to see what a participant was doing if I had not seen them for a few minutes or if they were very quiet in the chat feature. To try to counter a potential bias towards social play, that is, towards participants who were more social, I made sure that I observed each participant every few minutes.

Once the play session was nearing the end of the hour, I gave 10 and 5-minute warnings to the children that they would need to log off shortly. In the first play session, there were three children who did not want to end the session, and after several warnings I said good-bye to them and turned off the server. After the first session, I decided to leave the world on for approximately 30 minutes after the scheduled end of the play session so that the children could finish up whatever they were working on before logging off. At the end of each session I reminded the participants about the next session's date and thanked them for participating. Following each play session, the session's chat logs were printed out and colour coded by participant. Each video was re-watched and notes were taken on the videos. I would write any thoughts, questions or concerns that I had about the session in a journal. I then emailed the parents to thank them and to remind them when the next play session was going to be.

Interviews

Three of the five participants agreed to be interviewed in person after all the play sessions had taken place. Of the remaining two, one declined and the other had scheduling conflicts. Interviews were conducted to hear from the participants themselves what they liked or disliked about the play sessions. Personal interviews also provided a more complete understanding of the participants, as some of the children were unknown to me. I wanted to hear more about them, from them, to get a better sense of who they are in relation to video game play and to supplement what I observed during the play sessions. Although not all the children were able to be

interviewed, the three who were gave interesting contextual information for the play they engaged in. During these interviews, the participants were asked both open and close ended questions about their experiences playing Minecraft, in this study and outside of it. I encouraged them to tell me more about the video games they played, who they played with typically and how often they played video games. During each interview, the child's parent was within proximity of the interview but only one parent (a mother) actively participated in the interview with her son. The other two mothers were occasionally asked questions by their child or interjected their own responses, but were mostly silent during the interview. The interviews ranged between 15-60 minutes and were conducted in a location chosen by the participant. Each interview was transcribed and included in the analysis of data (Appendix C).

Data Collection and Analysis

By observing the types of social play behaviours, the players performed online, and by monitoring the chat logs, I was able to categorize the types of social interactions that took place, through an adaptation of the Smilansky-Parten matrix (Table 1). Because Parten's categories are meant to categorize younger children's play, there was a need to adapt them to the older age range of my participants. The categories provided a classification system for the children's social interactions. I was not looking at the development or frequency of the categories of play, but the quality of play taking place. I also took note of the cognitive play behaviours that took place in order to observe the cognitive levels of play (Rubin, et al., 1976). The combination of the "social-cognitive play hierarch[ies]" of Parten and Piaget/Smilansky (Rubin et al., 1976, p. 418) framed this study's analysis of the play behaviours that were observed.

Since digital play was not included in Parten's original study, there needed to be some additions and alterations to the descriptors of her original categories. Following the example of

Marsh et al. (2016), I created a framework with examples of what each category may include for Minecraft. Through reflection and analysis of the data, the definitions of the types of play (unoccupied/non-play, solitary, onlooker, parallel, associative and cooperative) were settled on in order to “retain many of the same characteristics as the original definitions” (Marsh et al., 2016, p. 246).

Table 1

Frame-work for analyzing digital play with social and cognitive categories

Social play categories	Possible behaviours observed	Cognitive play categories
Unoccupied/non-play behaviour	Avatar wandering around the world No interaction with materials or other players No building or destroying of objects	
Solitary play	Exploring of the world Creating or building of a structure Mining or gathering resources	Functional Constructive Dramatic
Onlooker play	Watching others build Watching others play a game of ‘player versus player’	
Parallel play	Building or creating a base near another player Mining or gathering resources near another player Engaging in chat with another player while building Sharing supplies and resources Farming near another player’s base	Functional Constructive Dramatic
Associative play	Exploring together Mining together to collect individual resources	Functional Constructive Dramatic
Cooperative play	Building a structure together Searching for a specific location or biome together Working together to defeat one of the two main ‘bosses’	Constructive Dramatic Games with rules

Using an adapted matrix gave me a more complete description of each instance of social play, and a better understanding of the play behaviours. As an example, if a participant engaged in mostly solitary play during a play session but was building a large structure in the game, this gives a very different picture than if a participant was just running through the world.

The data was reviewed many times and all social interactions were isolated (see Appendix D). From these isolated interactions, I selected six play episodes that I felt best illustrated social play behaviours during digital play for further coding and analysis. As an exploratory study, these play episodes were chosen because of their clear example of one of the specific social play categories (Coates & Coates, 2006; Papandreou, 2014), as well as the social elements of game-play observed, such as avatar proximity and in-game chatting. All chat logs from the chosen play episodes were printed out and coded according to Parten's categories. The videos of the selected play episodes were analyzed and notes were taken on the activities, creations and locations of each participant. I took note as well of collaborative creations, the location of player bases, and trading and shared resources. The play episodes were then analysed to see which of the social play behaviours they best represented, and the cognitive play behaviours observed.

The interviews gave me the opportunity to clarify certain moments of play that were observed but were not readily identifiable as a specific category of social play. By reminding the children of a specific incident or activity that they engaged in, I was able to ask them to tell me about what they were doing during the play, and this gave me a better understanding of the motivation behind their social interaction.

The coding, chat logs and interview transcripts were then analysed for emergent themes. As I saw a potential theme develop, I would look more closely at the data to determine if the theme was seen throughout all the play sessions or isolated to particular play episodes.

Ethics. Ethics approval for this study was obtained from the university (Appendix E). I received consent forms from all participants' parents, including consent to play on the online server and participate in the interview process (Appendix F). They were also informed of the

minimal risk of the study and that they could withdraw their children from the study at any time without consequence. The participants were informed at the interviews that they did not need to answer every question if they did not feel comfortable doing so, and that there were no consequences for refusing to answer a question. All data collected will be stored safely on a password protected computer.

Participants

Participant profiles. The information for the brief participant profiles came from a combination of information from the parents, the interviews and the children's in-game chat. To maintain the children's confidentiality, all names are pseudonyms.

“Owen”: 10-years and 10-months-old male and the oldest participant. He plays several games online with his friends and on public online games. He has been playing Minecraft for approximately 4 years, online on public servers and his family has hosted Minecraft servers before. He watches other ‘gamers’ on YouTube and creates YouTube content himself.

“Andy”: 9-years and 6-months-old male. He has been playing Minecraft for at least three years. He also plays other online games, both with his friends and brother but also on public servers. His family has hosted Minecraft servers for their children and friends to play on. He loves YouTube and watches others play games and helps his brother create YouTube content.

“Evan”: 8-years and 10-months-old male. He has been playing Minecraft for over three years. He plays Minecraft online on public servers and has hosted his own Minecraft server. He plays on a variety of online sites and games. He works collaboratively with other players online to create game content and levels for different games. He too watches YouTube but did not mention creating YouTube content.

“Matthew”: 8-years and 10-months-old male. He has been playing Minecraft for three years. He plays Minecraft only with people he knows, on Wi-Fi settings, and the study was the first time that he played with people he didn’t know personally. He plays other video games as well, but very few online. He watches YouTube but does not comment or create content of his own.

“Evelyn”: 7-years and 2-month-old female. She plays Minecraft and a few other video games, but this is her first experience playing with others online. She has been playing Minecraft for the shortest amount of time, only 4 months. She enjoys watching YouTube videos of others playing Minecraft but has not created her own content.

From here on, each participant will be referred to with their given pseudonyms.

The Play Environment of Minecraft

The virtual world was a randomly generated Minecraft world hosted through my computer. The server was secure and only those with the server address could access it. The spawn area (where a player starts the game for the first time) was in a forest biome (an term used to describe the ecological areas) and it was hedged by mountains on one side and the ocean on the other. There were two rivers in the area and the players spawned directly in a large village. A village in Minecraft is made up of houses, gardens and various buildings. A village also has computer generated villagers (people that are controlled by the game and that the players can interact with), and animals. Animals in Minecraft serve several purposes; many of them can be farmed for food, milk, leather or wool (sheep, cows, pigs, chickens), some can be tamed as pets (wolves, ocelots, llamas), while others can be used as transportation (pigs, horses, donkeys).

I had a sign built out of a variety of building materials stating, “Welcome to the Server”. This was created right at spawn so that it was one of the first things that participants saw. This

sign was the only change to the world that was made before the participants logged on for the first time. When a player logs into the world, they start in the exact place where they logged out, meaning that the participant could pick up right where they left off. The children did not explore far from the spawn point. Owen and Andy traveled the furthest, independently of each other at first, and then together, but they still only travelled a short distance from the spawn area. Most the play took place near the village as the children created fortresses, underground bunkers, large sculptures and small homes.

It is worth noting that even though each of the children had identical access to materials and supplies, they still made chests which they filled with items to share. Many of the chests, rooms or other spaces had signs on them that indicated that the supplies within, or the room itself, were there for the specific purpose of being shared. There was a real element of fairness and sharing seen in the world.

Chapter 3

Findings

Due to the visual nature of the data, the findings have been compiled and written out in two parts. First, is an overview of the four individual hour-long play sessions. A description of each play session was written to provide a rich description of the social interactions in Minecraft. Second, six selected play episodes are described in greater detail to highlight the unique social play behaviours. The play episodes were selected after thorough review of the play sessions and were chosen because they gave clear illustrations of specific types of social play. I then looked at the chat logs for that play episode to see what, if anything, the children were saying to each other during the play. Lastly, I cross-examined the three interview transcripts to see if the children talked about that specific moment of play and, if so, what they had to say about it. A play episode was not disqualified for selection if it was not mentioned in the interviews, or if there was no chat, but all three forms of data were included to give the most context and the richest description of the social play.

Play sessions overview

Play session one overview. As of the children logged on for the first session, Evan arrived first and started chatting with me and exploring the world directly around spawn. Each participant gradually logged on and started to explore the spawn area.

```
<Owen> It's my Turtle!  
<Owen> heheheh  
<Evan> Owen. Im sorry  
<Evan> I thought it was a structure  
<Owen> hey, no problem  
<Evelyn> hi  
<Owen> I just like making giant statues.  
<Andy> im sorry  
<Owen> You ain't sorry pal, are you.  
<Evan> I am, dude  
<Owen> Not you XD  
<Owen> Andy  
<Owen> Your fine
```

Figure 1 – Andy and Owen's exchange

Andy instantly started to place TNT blocks in the village, but did not blow them up right away; rather he ran around the village checking out the 'chunks' (a chunk is a 64 x 64 block area) near spawn. Once all the participants were on and they all had introduced themselves to each other, I thanked them for participating and told them they could explore the world and play for the hour (and to have fun). Andy asked if lighting things on fire was 'having fun' and he promptly blew up the TNT blocks that he placed earlier, then lit the 'welcome to the server' sign on fire. This caused a moment of concern for some of the players as they tried to put the fire out. Owen, who is a friend of Andy, told him not to blow everything up and to calm down, prompting Andy to leave the spawn area and explore the world. Everyone calmed down once the fire went out. Andy used the chat feature to invite the other players to come and find him, but none of the others showed interest which made him upset and he ended up logging off the world for approximately seven minutes before logging back on and continuing to explore. Andy seemed to be rather upset most of this play session and logged off twice but kept coming back to play.

During this time, the other players seemed to fall into groups that they would continue playing in during all four play sessions. Owen mainly played by himself, building statues and creations around the spawn area. Andy also spent most of his time in different areas of the world, exploring and lighting things on fire. The last three participants gravitated to each other, chatting with each other, starting to work together on an underground base and watching what each other was doing. Before the end of this play session, Andy invited the others to come into the End (an alternate dimension) and they did, but he had made a spelling mistake and meant to invite them to where he was, in the Nether (another alternative dimension). The other participants went to the End and fought the Ender Dragon (a large but passive monster), working together to complete that task, while Andy missed out because he was in the Nether. The participants did not want to

end the play and after several warnings and 15 extra minutes of play I ended up saying good-bye to everyone and turning off the server.

Play session two overview. The second play session started on time with Matthew being the first one to log in. Most participants stayed near the spawn area for the entirety of the play session. Evan, Matthew and Evelyn continued to work on their underground base together while Owen and Andy both found different areas to build new statues. This session was quieter than the first, with less chatting. The participants seemed to be focused on the play and less on the communication between each other. The group of Evan, Matthew and Evelyn stayed close to each other during this play session: following one another around, building on different elements of their base, but staying within a few blocks of each other for most of the time. During the

construction of the underground bunker, Evan created a door that could be locked and only opened with a key, the key he gave to Evelyn after asking if she would like to have it. When he asked for the key back later in the play session, Evelyn could not find it in her inventory. Evan talked her through the places it could be and they found it together. Evan was very patient and understanding with all the players, but especially with Evelyn, who had less experience and was the youngest. Evan would not have known that

Figure 4

<Evan> Umm
<Evan> Do you have the key?
<Evan> I swore I gave it to you.
<Evelyn> where would i see it?
<Evelyn> what is it for?
<Evan> Unlocking the door
<Evan> You should have it now
<Evelyn> in inventory?
<Evan> Yeah
<Evan> If your hand is full it might be there

Figure 2 – Discussion about the key

Evelyn was the only girl or the youngest, but probably had guessed that she was less experienced as she asked basic game play questions that implied inexperience (see Figure 2).

Play session three overview. This play session started off with more conversation as Evan logged on and stated that it was John Doe day, which he went on to explain is in reference to a ‘hacker’ (a player who alters the structure of the game to cheat other players) from the game Roblox, a game that three of the five participants play on a regular basis. This conversation continued mostly between Evan and Owen, while the other participants engaged in it a little. Owen and Andy spent the majority of this play session building creatures in the lake that Andy had started last session. Evelyn logged on a little late into the session and Evan was excited to see her. Evan, Matthew, and Evelyn stayed around the underground bunker, adding to it as the play session continued. Near the end of the session, Evelyn could not find her dog and asked for help in finding it. Evan and Matthew started looking around the base for the dog, while Evelyn gave information on where she last saw it. Owen helped in the search by answering questions and giving information from the lake where he was still building. Andy didn’t engage in the search for the dog at all and did not seem concerned that a fellow player was upset. At the end of the session, Evelyn decided that the dog must have died. She dug a hole which she placed some flowers in, filled it back up with dirt, planted some trees on it, and placed a sign in remembrance.

Play session four overview. Matthew was the first to log on this session and it took several minutes for others to join the world. At one point while he was waiting, Matthew asked me why the others were not on yet. While waiting, he started the construction of a mountain fortress. Within the first ten minutes, the rest of the participants logged on and they started doing their own activities. Owen and Andy continued building on a variety of structures around the world. Owen started building a laboratory in the side of a mountain which took up most of the play session. Andy traveled around the explored areas of the world, leaving chests filled with supplies, signs and other objects. Evan continued to work on the underground bunker while

Evelyn tamed another dog and stayed near the bunker. While exploring, Evan found Matthew's mountain fortress and did not know who had made it. He wrote signs with negative messages about the fortress, to which Matthew replied that he knew it was silly, but he liked it anyway. Evelyn logged out after about 30 minutes of play. The rest of the participants stayed on until the end of the hour session and two even stayed on for another 20 minutes after the play session ended.

Play episodes

Play episode 1 – Gift. During play session 4, Andy spent most of his time alone, traveling the world (still staying relatively close to the spawn area) and placing chests and other objects in player's homes, leaving them signs and 'gifts'. One such 'gift' was a *of the statue* treasure chest that he placed inside the head of the large statue that

```
<Andy> Owen
<Owen> Yeah?
<Andy> look inside your head
<Owen> Andy, I know you drilled a whole in my
head and put stuff in it.
<Andy> whats inside
<Owen> Buncha random stuff...?
<Andy> Owen its a picture
<Owen> I can't tell.
<Andy> someone was raiding
<Andy> the person protected the base and killed
the other
<Owen> I don't understand
<Andy> one guy is in the air
<Owen> I see it now...
<Andy> he lost his head
```

Figure 3 – Conversation about the gift



Figure 4 – Owen and Andy in the head

Owen created of himself. Andy dug a hole into the head of the statue and placed a chest where the brain would be (Figure 4). He placed three signs near the chest to relay a message to Owen (Figure 5).



Figure 5 – The signs Andy left near the gift

Looking at the first sign, I could see that Andy wanted this gift to be a surprise for Owen. He was not able to keep it a surprise though, and tells Owen to go look in the statue (perhaps he was too excited about his gift). The message on



Figure 6 – The gift Andy gave Owen

the second sign shows that it is intended as a gift. Andy had more in mind than just a gift of items to be used. He explained to Owen that the items in the chest created a picture (Figure 6). According to his words, there was a picture of a man protecting the base from another man and the second man ‘lost his head’. Owen did not understand the picture and could not see the image that the other child had created (Figure 6). It took some conversation for Owen to fully understand the picture. Looking at the picture more closely, the image that Andy was describing can be seen. Using the jack-o-lanterns icon as the heads of both the warrior and the raider, you can start to see the figure emerge. Many of the other icons were used to represent the items that the warrior was protecting from the raider. This act of gift-giving happened several times with different participants, but this one was selected because Andy had been engaging in primarily solitary play for the entirety of the play sessions; this time his solitary play was serving a more social purpose:

he was
thoughtfully and
artistically
creating a gift for
his friend.



Figure 7—screen shot of Evan, Matthew and Evelyn building bunker

Play episode 2 – The Underground Bunker. Three of the participants (Evan, Matthew and Evelyn) worked in collaboration with each other on an underground bunker. The construction of this bunker started in the very first play session and continued throughout all four of the play sessions, with much of the work being done during the second play session. These three participants seemed to gravitate towards each other, almost always playing in proximity of each other and of the spawn point, while working on a joint project, this bunker. Although there are many examples of the three players working on this bunker, the one specific example that I am referring to is during play session two, 27 minutes into the session. Matthew and Evelyn are at the surface, just above the bunker looking at something (because there was no talking taking place and nothing obvious for them to be looking at, I could not tell what they were doing just before this moment). They then went down through a whole in the ground and into a small square room that Matthew had dug out earlier in this play session.



Figure 8 – The progression of the underground bunker

They started to alter the room's appearance by adding a bed for each of them, which they promptly went to lay down on to try to sleep. Evan was just a few blocks (a unit of measurement based on the building block format of Minecraft) away, digging out another room in the bunker, working his way towards the room the other two were in. Evan reached the room that the other



Figure 10—Signs placed in bunker

As the play session was nearing to a close and the three of them had been working on the bunker for well over 20 minutes, Evan placed four signs on one of the bunker walls (Figure 10).

The sign that was on the top had only one word “Admin” on it. Below this sign there were two more, each with a similar message: “Thanks to: Matthew/Evelyn and one that said, “Thanks for the design: Evan.” When Evelyn saw that Evan had placed these signs and that she was named

on one of them, her avatar jumped up and down, possibly because she was excited to be included.

The other two children, Owen and Andy, did not seem to be interested in



helping to create this bunker. Figure 11 – “Nesy”

Owen was seen in their bunker on occasion, checking out what they were building, but Andy was never seen in the bunker.

Play episode 3 – Release the kraken. This play episode focuses on the play of the two oldest participants, Owen and Andy. At the beginning of the third scheduled play session, Andy logged on and asked Owen to come view the creation that he had made during the last play session. Owen agreed but said that it might take a few minutes for him to get there. When Owen arrived at the location, which was a lake that was close to the spawn area, he praised Andy for his work

<Andy> Owen
<Owen> Yeah?
<Andy> come see nesy
<Owen> KK, but i might take a while.
<Owen> Dude! This is AWESOME!
<Andy> I built last time
<Owen> I had saw it before it was finished.
<Owen> I need to build the Kraken.
<Andy> I saw you looking
<Andy> build him here
<Owen> Here?
<Andy> e
<Owen> ?
<Andy> here
<Owen> KK

on the creation. The creation was a version of the Lock Ness Monster, which Andy called Nesy (Figure 11, 13). He had put a lot of care into the creation, which was large and partially submerged in the lake. He built many details in the creature, including a large smiling mouth, bug eyes, and fins under the water. He also made a sign naming the creature Nesy. Andy explained that he spent most of last play session creating Nesy. Owen decided that he should also build a large sea creature, known as the ‘kraken’, and Andy suggested Owen should build it in the lake near his Nesy. Owen started to build his sea creature underwater, using green blocks (Figure 14) in the lake where Andy had specified.

Figure 12 – Conversation about the creations



Figure 13 – “Nesy” another angle

Andy. Andy also gave design suggestions for the teeth of the kraken and Owen took some of the suggestions. Andy started to build teeth on the kraken but Owen was quick to take them down and it didn't take long for Andy to understand that Owen did not want him to physically build on this creation. Andy hovered above the creation and gave his verbal feedback to the work that Owen was doing. This play continued for the entire episode. Once the kraken was

Just like Andy, he used potions to help him breathe, and see underwater. As Owen built his kraken, Andy stayed in the area, spawning Iron Golems (a passive creature that wanders around) and building other small creations. He asked Owen if he would like help with the creation of the kraken, but Owen turned down the help, which did not seem to frustrate



Figure 14 – The kraken

<Andy> yes
 <Evan> Typo
 <Andy> more teeth
 <Andy> put teeth in the middle to
 <Andy> i mean standing
 <Andy> yes
 <Andy> want help
 <Owen> No thanks, Im good.
 <Andy> ok
 <Owen> Ummm...?
 <Andy> he ate them
 <Owen> Ahhh

finished, Andy promptly spawned sheep in the mouth of the kraken which caused Owen to question why. Andy answered, "He ate them". Owen spent some time removing the sheep from the mouth of the kraken. Owen announced when his creation was finished and was promptly complimented by Andy. Once this 'build' (a term used by Minecraft players to describe a creation they are working on) was finished, Owen started building another creation on the shore of the

Figure 15 – Conversation about the sheep lake (what ended up being a 'Disc Jockey booth')



Figure 16 – The kraken and the sheep

while Andy made an underwater boundary and a sign for the kraken. It is worth noting that, for the majority of the play sessions, Andy kept to himself and did not talk to many people except Owen. He did not engage with the other children after the first few minutes of the first play session, when he tried to lead the group in a game of chase but no

one participated. An exception to this was during this play episode, when Andy asked Owen and Evan what they were talking about, to which they both answered (Figure 17). The other

participants did not venture away from the spawn point to see these creations and they were not

<Evan> This is bad
<Matthew> what
<Owen> maybe you shouldn't use those...
<Evan> Yep
<Andy> what are you two talking about
<Evan> The crystal
<Owen> He's using explosice end crystals.
<Andy> ohhhhhh

specifically invited to do so by the creators.

Although there was no conversation about it being a private space for just the two of them, Owen and Andy did not seem keen on inviting others to join them, or perhaps it did not cross their mind.

Figure 17 – Andy participates in conversation

Play episode 4—The first night. Within the first few minutes of the first play session, Owen and Evan were the only two logged onto the virtual world. They greeted each other through the chat feature and started to follow each around the spawn area for a few moments.



Figure 18 – Owen and Evan building

Owen started to build a large creation in a river near spawn and Evan went to see what Owen was doing. Evan stood on the creation for a moment watching Owen but then promptly went a few blocks away and under water to start building. Owen, who had used a potion of water breathing to make building underwater easier, went to Evan and tossed a potion at him, to aid in his building. This was all done without any verbal communication between them. Evan and Owen built side by side for a few minutes. When Evan's potion had worn off, he used another



Figure 19 – Progression of the building

one on himself and went to Owen and tossed one at him as well, reciprocating the action that Owen had done earlier. These participants continued to build side by side, with no communication for several minutes. Evan was building with stone, making what appeared to be a foundation coming out of the water and Owen was building under the water with green blocks. As the children continued to build, their creations started to take shape. Evan was building a square house made of wood and Owen was building a turtle in the water.

As the other players logged onto the server Owen and Evan greeted them through the chat system while they remained building in the river. They did not go to find the new players but stayed close to each other working on their individual projects. Once Owen’s turtle was finished, Evan gave a compliment which Owen responded with an emoji

<p><Evan> Dude, This is awesome <Owen> XD <Andy> hello <Evan> XP</p>

Figure 20 – Emojis



Figure 21 – Evan builds on Owen’s turtle

(Figure 20). Evan replied with his own emoji. They appeared to be comfortable with each other and this small text exchange showed a level of social behaviour, even though they had not been talking throughout the entire 15 minutes of parallel play. The two participants were still near their creations while the others were exploring spawn. At one point, Evan moved to the turtle structure and started to build on it, with the same blocks that Owen had been using. Owen came over and started breaking the blocks Evan was placing and told him that it was his structure, making it clear that he did not want anyone else to build on his creation. Evan was quick to apologize, which Owen accepted with a “hey, no problem.”

Play episode 5-- “I’m sorry”. This short section of play is found near the end of the fourth play session and involves Evan and Matthew. Throughout the last play session, Matthew had been working on what he called his mountain fortress. Deep in the mountain that was near

the spawn point, Matthew had created a series of tunnels, traps and challenges, leading to a large room that he was building. He kept to himself while building this fortress, engaging very little in the chatting that was happening on the server. He did not invite anyone to see his fortress or to come and play with him. He placed some signs around the fortress with messages of caution. Evan stumbled upon the fortress and went through the traps and challenges, often breaking them, until he got to the back room where Matthew saw him and welcomed him by saying, “So you’ve found my fortress.” It is unclear what Evan thought Matthew meant by this, as he started to place signs in the back room saying how easy the challenges were, ‘lol,’ and “Yo? Are you serious.”



Figure 22 – Signs that Evan placed in Matthew’s fortress

(Figure 22) Upon reading those signs, Matthew stated that he knew that his fortress was silly but that he liked it anyway. This was when Evan realized that the challenges and fortress were created by Matthew, which he confirmed through a question. He instantly removed the negative

signs, apologized and replaced them with a new one that said “Noice.” (a slang term for, nice).



Even though these signs were not very kind, Matthew said that his feelings were not hurt. This interaction did not seem to harm the budding friendship of these two, as they continued to play together after this moment and well after the official play session was over.

Figure 23 – The replacement sign

Play episode 6--The missing dog. This play episode illustrates the complexity in the children’s cooperative play. Nearing the end of the third scheduled play session (at 57 minutes) Evelyn asked for help to find her dog Nala, a wolf she had tamed in an earlier episode. This wolf had hung around the underground bunker at ground level. Evelyn would check on Nala several times each play session but never spent more than a few moments with it, as the only thing that a tamed wolf can do in Minecraft is sit and follow. Evan, Matthew, Evelyn were in the underground bunker when Evelyn headed up to ground level, discovered that her dog was missing, and asked for help to find her dog. Evan and Matthew stopped what they were doing and went up to the surface to see if they could help. Matthew asked questions to try to help Evelyn remember where she had seen Nala last while flying high in the sky looking over the spawn point. Matthew then flew to be closer to Evelyn and helped her look on land. Within moments, Evan typed that he found the dog and after finding out where he was, Evelyn went to check out if the found dog was Nala. It turned out that this was not her dog, but another wild

wolf that Evan tried to tame right at that moment. When he couldn't get the wolf to tame, he tried another one, and that one didn't work as well, so he told Evelyn to "never mind."

The group of three participants continued to explore the village, looking at each wolf to see if one of them may be Nala. Matthew stated that the last place that he saw the dog was near the black beacon, and he asked if Nala was still next to the Ender crystals (an explosive material within the game). Owen joined the conversation from the location at the lake, and said that all the Ender crystals blew up. Matthew

expressed surprise that the crystals blew up but still had hope (Figure 27). Evelyn did not have hope and Matthew tried to cheer her up by saying that he would keep looking.

Unlike the other participants, Evan started to show interest in taming animals once Nala was lost, and he offered his newly tamed pets to Evelyn as a replacement. For most

of the participants, the search did not last long; Evan quickly turned to taming animals, and Matthew started watching a pig roam around the spawn area. After Evelyn gave up hope of finding Nala she turned to



Figure 24 – Evelyn dug a hole



Figure 25 – Flowers and trees planted on a grave

creating a grave for the missing dog. As described earlier, to do this she dug a hole that was 2x2 blocks and that went 3 blocks deep. Into this hole she threw three different types of flowers before filling the hole with dirt. She then planted four trees over the grave and flowers all around it and placed a sign that stated, “Nala died” near the grave.



Figure 26 – Evelyn’s sign of remembrance

The only participant that did not engage in any way with the search for the missing dog was Andy. He did not show any interest in the incident and continued to stay in the lake where he was building creations with Owen. Owen did not show much interest in the missing dog either, but did offer some information in the form of text early in the search. Matthew expressed concern for the dog and tried to not give up hope, even when he found out that the Ender crystals all blew up near the dog. He told me in his interview that he had told a lie in the chat that took place about the missing dog. When Owen stated that the Ender crystals blew up, Matthew responded with a “WHAT,” a surprised expression, when in reality he knew that the crystals had blown up. In other words, he pretended to be surprised. He did not explain in the interview why he thought it was important to be surprised and I did not press him on the topic as I could see through his downward glances and pink cheeks that this lie was still bothering him. He went on to say that he was so embarrassed about this lie that he started to play further away from the spawn point, alone in the mountain.

This play episode came up in the other two interviews as well, and each participant had a different view of the incident. Evelyn seemed to blame Andy for the explosion that she believed killed Nala, even though Andy was nowhere near the spawn area for the entire play session. She also said that her favourite part of playing Minecraft was getting a new dog (after Nala). Unlike the other two interviewees, Evan wasn't concerned about the incident as there were many pets to be had in the area. He was quick to spawn new pets, even offering his to Evelyn and did not seem to understand her connection to this virtual creature.

<Matthew> she was next to the black becon
<Evelyn> she had a nametag and her name was nala
<Andy> 6
<Owen> Watcha buildin Andy???
<Andy> SECRET
<Owen> Aww...
<Matthew> was she next to the ender cristal
<Owen> Umm... Matthew...
<Matthew> so she mite be there
<Evelyn> she was near the mining spots
<Owen> All the end crystals blew up.
<Matthew> WHAT
<Owen> Yeah...
<Matthew> no i have hope
<Evelyn> i feel sad i dont think we can find her
<Matthew> i'm gonna ceep looking
<Evan> Alright. Deadlocked
<Matthew> what does that mean
<Kats_Paws> 5 more minutes! We will have one more play session on Tuesday
<Owen> Evan, do you make your own MC skins?
<Evan> Yep.
<Evelyn> I think shes dead

Figure 27 – Conversation about missing dog

Chapter 4

Analysis and Discussion

This chapter will begin with a discussion on the unexpected need to clarify the difference between social play behaviours and social behaviours in Minecraft. After, it will go through Parten's six categories, with examples from the play episodes. This will include a brief look at the cognitive behaviours taking place during the social play. The chapter will conclude with a discussion on the thematic findings.

Social behaviours and social play behaviours

There is an element of digital play, through gaming, that seems to inspire a form of community. According to Wernholm and Vigmo (2015), one of the contributing factors to a collaborative online community is having a shared gaming language (e.g. 'biome', 'build', 'Creeper'). When students in Wernholm and Vigmo's study did not know what to do, they would ask others within the game, and the more knowledgeable players would use their shared language of game play to help the weaker ones learn. In this collaborative online community, the zone of proximal development seems ever-present, as the participants are learning from each other.

One of the requirements to participate in this present study was having some prior experience playing Minecraft, which contributed to the child participants knowing much of the same game language. Yet, similarly to Wernholm and Vigmo's (2015) findings, when a participant was unaware of what was expected of them, they were quick to ask the other players within the game. The participants who had more experience promptly answered the questions of the less experienced. One of the participants (Evan, 8 yrs) in this study was quick to take a younger participant (Evelyn, 7 yrs) 'under his wing' and continually helped her learn more about

the game. Without any encouragement from an adult or other player, Evan often showed Evelyn game elements that he thought she may not know. He welcomed her to the game and always answered her questions. This form of joint media engagement has been shown to have benefits for all involved (Gee, Siyahhan & Cirell, 2016). The more experienced players have the opportunity to practice positive social behaviours by helping others and they sharpen their own skills by having to explain or demonstrate a particular process. The less experienced player gains valuable knowledge, and the opportunity to practice their newly acquired skills under the watchful eye of someone more experienced than them (Wenholm & Vigmo, 2015).

A layer of Minecraft play that needs to be addressed is that by simply logging onto a virtual world, where you know there will be other players, you automatically engage in a form of social behaviour. Unlike school or daycare, which students do not have much choice in attending, logging on to a virtual world with other players is a choice that the players make. They know that by logging on they will have some interaction with other people. If they did not want to be social, then they could simply play Minecraft in single player mode. According to De Grove et al. (2014), sociability is one of the key motivators of video game play, as gaming is “about being together, having fun together, making new friends and sustaining existing friendships” (p. 214). The interviewed participants in the current study mentioned that they enjoyed playing with other people, including their parents, other friends, siblings and strangers. Evan stated in his interview that he played several games online with friends and strangers.

My data analysis had to start with determining what was a social *play* behaviour and what was simply a social behaviour. While watching the videos of the online behaviours taking place and looking over the chat logs, it became clear that that the categories of social play were not easily identified. For example, the participants were often engaged in solitary play *while* talking

to other players around the Minecraft world. The virtual aspect makes such communication different from associative or parallel play in Parten's sense. The conversations were not always related to the play and were not limited to players within the same area of the world. The players would also talk to each other when they were doing tasks that were not typically considered play behaviours, such as walking from area to area or searching their inventories. The blurred lines between social play and social interaction led me to attempt to redefine play in online spaces for the purposes of this research.

Fromberg described the characteristics of play as: play is pleasurable, play is intrinsically motivated, play is freely chosen, play is active and symbolic (Mann, 1996). By looking closer at these categories, I realized that *everything* done in a virtual Minecraft world would fall into Fromberg's definition of play. Even the act of logging on and allowing your avatar to represent you is a form of symbolic play, that is, a level of 'what if'. This is especially true for Minecraft, as you play from the perspective of your avatar, so you do not actually get to see what you look like unless you open your inventory to view your character. Your choice of avatar may inspire your game play or the game play of others. The players in this study could be seen changing what their avatar looked like, for example, adding hats, armour and shields. There was even a conversation between two of the players about whether they had designed their own Minecraft 'skin' (which is the Minecraft terminology for the appearance of the avatar) through a third-party application or if they used pre-made skins. The symbolic nature of the avatar was not explored in this study but could be an area of future study.

This method of exploring traditionally deemed non-play behaviours inside of a virtual world is one that requires more research. Thinking about how to distinguish the different forms of social play and social behaviours, I needed to adjust my mindset about the 'what if' element of

play. There appears to be two levels of play in online gaming: the first is the constant symbolic nature of logging into a virtual world and the second is the play behaviour that take place within the virtual world. This is explained below.

Can Parten's terminology be used to describe digital play?

Going back to my original research question – “What social play behaviours take place during digital play and can Parten’s classic categories and terminology be applied?” – we can see that, yes, Parten’s categories can be applied for these particular play sessions, but that there are important differences. Through the analysis of the data we can see multiple examples of each play category. To illustrate these findings, as well as the adjustments that online play requires when applying Parten’s concepts, I used the examples described in the six play episodes, categorizing them according to the social play behaviours they best represented.

Non-play behaviours. As stated, *all* behaviour in Minecraft is, on one level, play. In order to describe non-play behaviours, I will refer to the second level of play within the virtual world, the actions taking place. As an example, a typical non-play behaviour defined by Parten (1932) is walking from one place to another within a classroom setting. However, in Minecraft, the act of walking from one place to another happens within the game world so that the participant is still engaging in the virtual world, and therefore still ‘playing’. Yet, by applying a second level of play, the participants could be said to engage in some non-play behaviours as they walked or flew from one area of spawn to another, for instance, when their avatars could be seen staring down at the ground, unmoving. There could be several reasons why a player would engage in non-play behaviours such as staring at the ground, unmoving. First, the player could be trying to type in the chat feature and required the extra time and focus on this task, for instance, they removed their hand from their computer mouse in order to type on the keyboard. Second, they

could be searching through the vast inventory of Minecraft, which, as stated, could still be classified as play (first level). Third, they could have stepped away from their computer and just left their character unattended, knowing that there is no danger to their characters in creative mode. The participant would need to inform me through chat that they were leaving their computer or logging out of the server for me to know, for certain, that they had left, which never occurred during the play sessions.

Solitary play. There were two participants that engaged in solitary play more than the others. These two were the oldest players with the most experience, which is contrary to what Parten (1932) would have expected. Parten's study showed that older children are more likely to engage in cooperative play because they are more socially mature, but Rubin (1977) countered this theory by stating that mature children may want to play alone for several reasons, including wanting to be by themselves and engaging in cognitively challenging activities. He also found that "with age solitary play becomes more cognitively mature" (p. 20). Taking a closer look at the two oldest participants' play in the present study, both participants can be found throughout the play sessions building large detailed creations, especially Owen (age 10). Looking at the large statue that Owen made of himself in the first play session shows that he was concentrating on building a huge duplicate of his avatar. He was fully immersed in solitary play while actively engaging in constructive play. Yet, while he was building, he was quick to chat with other players, answer questions and even stop what he was doing to answer requests from others. One such request came in the first play episode when Andy (age 9) told him that he had put something into the head of the giant statue, and Owen stopped building to see this. Owen conformed to the social norms of answering questions and participating in conversations, even though he was playing alone.

Andy also spent much of his time in solitary play during this first play episode. During my initial observation, it looked like he just moved around the world in an aimless fashion, or stared into a chest. These could be classified as non-play or reticent behaviours, “lacking engagement with the physical and social environment” (Lloyd & Howe, 2003, p. 24). However, Andy’s declaration of the gift’s meaning, showed that he had stared aimlessly into a chest but that he had created a picture, complete with a narrative, for his friend. What first appeared to be reticent behaviour was, in fact, creative and social. He had spent many minutes of his play devising a back-story for the picture he had created from unconventional materials arranged strategically in a chest (Figure 6), and he was excited to give it to a friend. Andy, during his solitary play, used materials in unconventional ways to create a story. He used the inventory grid of the chest as a canvas, carefully placing specific items until a picture emerged. He used his solitary play time to hone his divergent problem-solving skills and create the product he wanted for his friend (Lloyd & Howe, 2003). His play stayed solitary even when he was talking to Owen about the gift he had created for him and it wasn’t until Owen didn’t understand the picture, that Andy went to the statue to be with his playmate.

In contrast to the above examples of cognitively mature solitary play, there was some play that could be classified as the less mature solitary play. In the fourth play session, Owen was observed flying around the spawn area, constantly throwing potions at the ground to create a colourful, swirling effect around his avatar. This play behaviour appears to be functional in nature, a repetition of an action to see the result (Garwood, 1982). He was still social during these actions, engaging in chat with those on the server, but the play is less mature than his other solitary play.

Onlooker play. Onlooker play was also seen throughout the play sessions. This included the two youngest players, although the purpose of the onlooker play appeared to be different for each player. There was a distinct difference in gaming ability between Evelyn (age 7) and Matthew (age 8), the former having the shortest amount of game experience as well as being the youngest, while the latter lacked experience playing with others online, but had experience playing Minecraft. As Matthew stood watching others, he expressed, through the in-game chat, that he appreciated what others were building. He was quick to compliment and ask questions and could be found floating high above the world looking down on what others were doing or standing near them chatting. This was distinctly different from Evelyn's watching behaviours. She could be found following Evan around the spawn area, watching what he was building and occasionally asking questions about specific game play. Onlooker play for Matthew showed a level of social behaviour, one that allowed him to express himself and his enjoyment in the play of others, whereas Evelyn's onlooker play tended to reflect learning and figuring out how to engage in the play of Minecraft (Freeman & Somerindyke, 2001).

Another example of onlooker play from the play sessions can be seen in play episode 5, when Matthew watched as Evan explored the mountain fortress he created. Matthew spent several moments, undetected by Evan, watching him explore the fortress and leaving the negatively worded signs. It wasn't until the fifth sign was placed that Matthew addressed Evan and engaged him in conversation about the fortress. After the conversation Matthew continued to watch as Evan resumed his exploration.

Parallel play. As defined by Parten (1932), parallel play involves two children who are playing in proximity with the same toys but not meaningfully interacting with one another. With the nearly unlimited play functions of Minecraft, participants can play near each other using a

variety of building materials. This gives them a multitude of parallel play opportunities. For example, two players can be playing side by side, both working on creations, while using very different materials. Unlike in Parten's (1932) original study, where parallel play was often seen at the sandbox, in Minecraft, players can be playing side by side but one may be building with sand while the other is building with snow. Indeed, access to nearly every material in the game with the click of a button creates many different parallel play opportunities. Yet, there were not many examples of parallel play in the study.

A clear example of parallel play took place within the first few minutes of the first play session and was described in detail in play episode 5. Evan and Owen were both observed building in a river close to the spawn area. This play seemed to occur organically as there was no conversation between the players, yet they chose to build in very close proximity, only a few 'blocks' apart. They were not using the same building materials – Owen was using a green stone block while Evan was using wood – yet their actions made it parallel play. Their creations were not similar in theme and were different in both style and function. This parallel play continued uninterrupted for over 15 minutes. The small amount of communication that took place between the two was focused on the creations and did not include verbal requests for collaboration. At one point during the play, Evan appeared to initiate collaborative play by starting to build on Owen's creation, which Owen quickly stopped through words and actions. There did not seem to be any desire for collaboration in building by Owen. Owen did not want to share his creation or see it changed by another. This was made obvious again a few moments later when Owen warned Andy, albeit jokingly, to not blow up his turtle.

Associative play. Associative play is difficult to identify, as it is closely linked to cooperative play and can be hard to determine (Werth, 1984; Xu, 2010). Parten (1932) defined

associative play as occurring when children share materials, space and interact together but still focus more on their own play interests than the group interests.

One such associative play interaction was highlighted between Owen and Andy in the fourth play episode. Andy invited Owen to come and see the creation that he had made in the previous play session. Upon seeing Andy's creation, Owen was inspired to build his own in the same location as Andy's. The two participants stayed close to each other as Owen started to build his creation, a large sea creature known as the kraken. By playing in the same area, Andy could give Owen feedback and at times instructions. Although Owen and Andy were using different materials, they were near each other, completing similar tasks, building, and talking to each other. There were times that their social interaction transitioned along some of the categories of social play, but most of their play appeared to be associative. Owen remained focused on building, while Andy moved from onlooker play (watching Owen build) to parallel play (building on his own near Owen) but he mainly engaged in associative play, as he built near and interacted with Owen. They were both mainly focused on their own play interests, their creations, but a sea creature theme developed as they continued to play with and near each other.

The communication that took place during this play episode is what really shifts this play from parallel to associative. The comments and suggestions that Andy made to Owen kept them engaged in the play, even if Owen did act on it. There was joking and 'pranking' that took place during this time that added to the social nature of their play and kept them both involved. Although mutually engaging, their play did not seem to transition into cooperative play, as they did not work on anything together. In fact, when Andy asked if he could help build on the kraken with Owen, he was turned down. This verbal request to collaborate on the kraken only happened once and when Andy attempted to physically add to Owen's creation, Owen removed the blocks.

Perhaps it was because Owen turned down the request for collaboration that they stayed in associative play.

Cooperative play. There were few examples of truly cooperative play throughout the play sessions, as the participants seemed to be more concerned about their own play interests than playing in a group. Digital play, in this research, promoted an adjusted form of cooperative play, one in which the participants worked together with no guidance and no communication from the players, unlike in Parten's (1932) study where the participants were seen communicating with each other during cooperative play. There were several play episodes that showed what appeared to be cooperative play. It was observed most clearly in the construction of the underground bunker and communication of Evan, Matthew and Evelyn (which was described in detail in play episode 2). For much of this play episode, there was no clear leader; instead they worked together towards an unstated end goal of a completed bunker. As they worked, they seemed to know what to do to further the bunker. Each player used their own ideas and designs to create the areas of the bunker in which they were working, without consulting each other. At times, they were in the same 'room' constructing the space the way they wanted while, at other times, they were just a few blocks from each other, building their own spaces which were eventually incorporated into the bunker. Only once was it observed that a participant deliberately changed the look of an area that one of the others had created. Throughout the rest of the bunker construction, each child would create rooms however they chose, regardless of how others were building. Initially this appeared to be associative play, but upon further observation there was enough collaborative effort, including an end goal of having a 'really cool bunker' (Figure 9) to make it more than associative.

Yet, the play appeared less collaborative than one might expect cooperative play to be, as the children talked very little about what it should look like or who should do what. They seemed to know what to do and each participant appeared to be content with the work of the others, as they did not complain or change the work done. They were quick to compliment each other on various sections of the bunker, both with words and signs that were created and placed around the area. As an example, Evan placed thank-you signs in the bedroom of the bunker, thanking each player who contributed. Evan and Matthew did most of the building and designing while Evelyn moved in between each of the spaces adding her own touches to the rooms. There was one time when Evan seemed to be the leader, as he placed a sign on which he thanked himself for the design of the bunker, yet he did not give instructions to the others on how to complete that design. He also placed signs thanking Matthew and Evelyn (Figure 10). It was clear that each participant saw the bunker as a joint project. In most rooms the participants made sure that there were three of everything. They placed signs labeling the space with all three names and giving each the title of 'admin', making sure that each felt included in the play and welcomed in the space.

Parten (1932) found that cooperative play was observed up to 57% of the observations in the nursery and that there was a significant correlation between the age of the children and the amount of cooperative play that they engaged in. Using her correlation as a guide, one might expect to observe a large amount of cooperative play with participants in this study, as they were significantly older than the oldest participant in Parten's study. Yet cooperative play, as defined by Parten, was not common during the present study's play sessions. There is no immediately obvious reason why there was not more cooperative play seen during the play sessions, however,

perhaps the open-ended nature of creative mode promotes more building and creative play and less cooperative, game-like or dramatic play.

Games-with-rules is the form of cognitive play in which Piaget saw cooperative play take place (Garwood, 1997). Creative mode in Minecraft, however, is not the type of game that has many rules. Without quests to drive exploring, hunting, farming or other adventuring elements that inspire group play, the players had no obvious reason to work together in an organized fashion. With the game on creative mode, the dangers of monsters and of the players getting hurt were eliminated, which enabled the players to focus on their own play interests. Both Parten (1932) and Rubin (1977) found that certain materials, such as playdough, water and sand, inspired less mature social play. Although not exclusively a building game, the easily accessed and unlimited materials in Minecraft's creative mode seem to promote more solitary, parallel and perhaps associative play, and less cooperative play. In a similar way, having access to unlimited supplies and resources at the click of the mouse, there was no need for the players to share or search for items to build with, unlike in a classroom or playground setting. This eliminates any need for cooperative play that comes from wanting to use the same toys within a classroom.

Thematic findings

There were some interesting and recurring themes that arose during the analysis of the data, such as: the communication within the Minecraft world, the rapid transitions between play categories, YouTube and onlooker play, and the amount and nature of solitary play.

Communication in the Minecraft play sessions. Having the ability to communicate, not only in the shared language of game play and in the shared space of a virtual world, but also by having your words broadcast to the entire play world, adds to the social nature of playing online. An overview of the chat logs reveals that different play sessions encompassed different amounts

of ‘oral’ communication (i.e., on chat). The first play session had the most chatting between the players with over 200 lines of chat. The second play session was the quietest one, with 90 lines of chat. The participants were more vocal again in the third play session with nearly 180 lines of chat, while the fourth session was a bit quieter again with 145 lines of chat.

The participants used this chat feature for several types of communication: to ask questions about the game mechanics (ex: “Is a shovel better to use on dirt”), to offer suggestions (ex: “Let’s go to the End and dig up”), to talk about how their day was going (ex: “There was a problem”), to compliment each other (ex: “That’s cool”), and to express when they did not want others to do something (ex: “It is my turtle”). The players chatted back and forth with each other. There were basic pleasantries that occurred during each play session as well. The participants always greeted each other as they logged on, and as a new player logged on, each person who was already playing would type a greeting to the new person. This was done through a variety of ways, from a more formal hello with the use of Minecraft usernames (Hello Kats_Paws!) to a less formal use of slang or short hand (S’up? XD – a smiley face emoji). There was often a goodbye typed before people logged off too. Players also vocalized when they didn’t want to play specific games or did not want others to build on their creations. Unlike in a classroom or a playground, the children were not limited to talking to the people closest to them, but could talk to anyone logged on.

Humour also translated easily through the chat feature. The players used verbal jokes, emojis and other short hand to try to be funny. Some participants used sarcasm while others told jokes and used common slang. Evan was quick to tell a joke and even teased me at one point during play when he ‘took’ my role as time keeper and gave others a twenty-minute warning, quickly adding “Sorry to take your line Kats”. As in real life when children play together there

were some less friendly comments shared amongst the group. At one point a player used the term ‘shut-up’ and ‘this sucks’ while once another player pretended to swear by typing s***.

Because the chat log is viewed by everyone on the server at once, there were times when miscommunication occurred. If a participant did not specifically address who a comment was intended for, others sometimes mistook it as a comment directed at them. When this happened, they were quick to address it and clarify the error (Figure 1). The context of Figure 1 is that Evan was building onto a structure that Owen built, so Owen told Evan that the structure was his. Owen also used his avatar to break the blocks that Evan was placing. Evan apologized and explained why he was building on it and Owen told him not to worry about it. At the same time, but in a different part of the world, Andy blew up an area with TNT and apologized. Owen teased Andy by saying Andy wasn’t actually sorry, but Evan believed that Owen was referring to *his* apology. Confusion like this happened only a few times and mostly in the first session. After that, the participants seemed to adjust to the chat system and to follow the flow of the chats more easily.

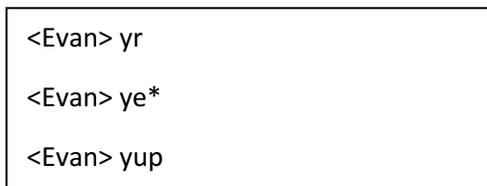
The in-game chat system was not the only way that the children communicated with each other; they also used signs (Figure 22, 26) within the game to leave messages for each other and to mark their space. Signs can be created in the game and any message can be typed on them, for instance, to give instructions inside different homes or to label people’s room or inventory chests. Some players left notes and gifts for others while some used signs as warnings for danger ahead. There was even a sign left in typical graffiti style of “_____ wuz here”.

The participants also used their avatars’ body language (movements and gestures) to communicate with each other. Typically, this body language would be accompanied by a few lines of chat, but not always. They would break blocks that others were placing if they did not

want them there, toss things to each other as gifts, and place a chest with items in it for other players. Players often chose to be near other players and would interact with them through copying their activity or collaborating on a project, with or without speaking.

Looking through the chat logs, it is clear that some players used the chat feature more than others. This could be due to a variety of reasons, including typing skills, personality, and age. The youngest participant (Evelyn) used the chat feature the least, and after talking with her parent it became clear that she often needed help typing. This meant that her parent needed to be close by to help her type. Evan used the chat feature the most, to talk to the other participants and myself. Evan had years of experience playing online in a variety of websites, many of which use a similar chat feature. During his interview, Evan spoke highly of his internet and computer skills, stating that he “knows a lot about computers.” This knowledge and experience most certainly affected his ability to use the chat feature. The oldest two participants also used the chat feature frequently, and again, this could be due to their experience with chat on Minecraft or other games. Matthew did not chat as much as Owen, Andy, and Evan. As they used comments, compliments, jokes and questions to enhance their play, I could see glimpses of their personalities and their likes and dislikes.

As noted, the children had different levels of typing skill. Some used common internet short hand to make the typing quicker and more efficient, while others typed each word out in its entirety. Some of the children worried about their spelling and would correct their spelling mistake



```
<Evan> yr
<Evan> ye*
<Evan> yup
```

Figure 28 – Example of chat text

in a second chat entry while others were not as concerned or aware that they had spelled something incorrectly. In Figure 28, we see Evan make three attempts in a row to text the word ‘yup.’

Rapid transitions between categories. One surprising finding was the rapid transitions between the categories of play. By reviewing the four play sessions closely, albeit in an exploratory way, I was able to see the children repeatedly move through multiple categories of social play, especially but not exclusively between solitary and associative play. They didn’t always move through the play categories in sequence, for example, they would go from onlooker to associative play. There was often no indication that the participant was going to change from solitary play to associative or cooperative, as there was often no need to move to a different area or change ‘supplies.’

Comparing play transitions in a classroom to those online can help explain the ease of online play transitions. In a classroom, to move from solitary play to parallel usually requires a student to move to another area, as children commonly place themselves away from others to engage in solitary play (Parten, 1932). This is not necessarily the case with online play as the environment of a virtual world can offer different experiences. A player can be in a Minecraft world and be in close online proximity to another player (for instance a few “blocks” away) but the landscape and buildings can vary so quickly that they could be in a different building, a different biome, or even underground below the other player – giving the illusion of distance and privacy. When the player wants to stop playing alone and interact with others, they can just stop what they are doing, look over, and start playing in a similar fashion to the player nearest to them. An example of this is when Andy and Owen were together in the lake in play episode 4. Owen was building his kraken and Andy was near Owen, flying around, placing random blocks

and creating monsters while Owen worked at building his creation. Andy transitioned from solitary play to associative play when he started building his own creation in the lake beside Owen's creation. With the click of the mouse he could access the building material he needed to build beside his friend.

There are still other possible explanations for why the transitions between play categories seems rapid and frequent on Minecraft. First, Parten (1932) used a one-minute method of sampling, looking at each child for one minute of play daily for the length of the study. She was not looking at the transitions in the social play, and perhaps the children in her study transitioned as quickly and as often as the children in this study. Another possible explanation is the already mentioned easy access to materials in creative mode Minecraft play. Rather than searching for materials they want to build with, they can adjust their play to match what a friend is doing with a click of the mouse. Another possible reason for the transition of play behaviours is the easily available communication from the chat system. Players can talk to each other, make plans, and inspire each other's play without being near each other. Having this ability to communicate instantly with everyone on the server at once frees up time that would, in a classroom or playground, require walking to find your friends then delivering your message or request to play.

Finally, another potential reason that children transitioned quickly between different categories of social play is the open-ended nature of Minecraft, seen through, for instance, a lack of direction from the game's storyline. The freedom that the game provides by not having a quest-based storyline allows the players to engage in whatever type of play they want. They have the freedom to build, explore or mine without needing to follow a game-imposed storyline. This allows them to choose how to act socially without the game imposing on them solitary or cooperative play to accomplish the quests. Similarly, without an adult or teacher creating play

opportunities for the players, they were free to play however they liked. Although I was always supervising the play sessions, and the students knew I was there, I kept my interactions with them as minimal as possible. I wanted the play to be as natural as possible. However, I did not consider that children's play experiences at school or home typically have some adult interaction. Parten (1932) mentioned that teacher influences play a role in social play. As well, Petrakos and Howe (1996) noted the influence of teacher-designed spaces on social and imaginative play. The way that the teacher arranges the play space and the materials offered to the children contribute to the children's dramatic and cooperative play (Petrakos & Howe, 1996). It is interesting to contemplate how the play could have been altered in this study if I would have intentionally created buildings, quests or obstacles within the study's virtual world.

YouTube's influence on onlooker play. All the children engaged in onlooker play at some point, regardless of the age of the players. Except for Evelyn, who seemed to engage in onlooker play out of necessity to learn more about the game, the other players appeared to watch out of an interest in participating in and creating community. Owen was seen visiting the bunker that Evan, Matthew and Evelyn created, looking around and exploring what they were building. In similar fashion, Matthew could often be seen complimenting the other players while watching what they were doing.

All three interviewed children (Evan, Matthew, Evelyn) commented on how they enjoyed watching other Minecraft players, during play and on YouTube. The participants in this study, on their own time, have been involved with YouTube in various ways, through watching videos, commenting and creating content. Evan was particularly enthralled with YouTube and was the only one who mentioned directly that he was really inspired by other players' 'builds,' (a term commonly used by Minecraft players to refer to a creation they made or are making), including

the ones that he sees on YouTube channels. During the interview, Evan also asked questions about Owen's building and implied that he was inspired by some of the builds that took place within the study's world. Matthew, in his interview, talked about how much he enjoyed watching other gamers play on YouTube and that after seeing some examples of creations on YouTube, he went into his own Minecraft world and tried to recreate them. Niemeyer and Gerber (2015) discuss the nature of YouTube and the social culture that it inspires. When like-minded people create, distribute and comment on gaming material, specifically Minecraft, they find what Niemeyer and Gerber term 'genuine community'. In other words, they find a place where they can feel like they are accepted and where their creative ability and gaming ability is recognized by others whom they respect (Niemeyer & Gerber, 2015).

This form of onlooker play, watching others play on YouTube and 'in person' on the study server, seems to be similar to children playing with an older, more mature student, which situates the less experienced player in a zone of proximal development (Dezuanni et al., 2015; Niemeyer & Gerber, 2015; Wernholm & Vigmo, 2015). By watching the more experienced players, Evelyn could learn about the game and become more comfortable during play. She could be seen watching Evan as he created banners, shields and signs, and she asked advice on which tool was best to use at which point. Even Evan, who was very experienced in the game, talked to the other players about how to accomplish specific tasks such as how to place Ender crystals. Playing together seems to have increased each player's skill (Dezuanni et al., 2015).

Cognitive play – Is solitary play immature? As already noted, one criticism of Parten's categories is that she states that solitary play is largely immature play. Rubin (1977) believes there are many reasons why children may want to play alone, not only because they are socially immature. Some of these reasons include needing to "get away" from the busyness of the

classroom or needing space to concentrate on the task that they are accomplishing. Rubin (1977) also suggests that parallel play may be the most immature form of social play because children who place themselves near others *want* to engage with them, but lack the ability to do so. Looking first at the play behaviours of the oldest participant in this study, Owen, this concept of engaging in solitary play to work on a challenging task is clearly shown. Owen engaged mainly in solitary play during the play sessions, however, he was constantly building large detailed structures. He even said in the first play session that building large statues was one of his favourite things to do in Minecraft, while building a large replica of his Minecraft skin. Andy also engaged in large amounts of solitary play, much of which was focused on detailed constructive play. He too could be seen building complex creations that took time and design to accomplish. Matthew's solitary play took place mainly in the creation of his mountain fortress during the last play session (play episode 5). His choice to engage in solitary play was directly related to a desire to "get away" from a situation he was embarrassed about, which was a lie that he had told through the chat system. He expressed this embarrassment and need to "get away" during the interview. Evan and Evelyn's solitary play had a more dramatic play element as much of it was taming animals. Although they did not mention the creation of a story line to go with their pets, they did name them and kept them near the area where they were playing.

Once again, not all solitary play was cognitively mature. Owen and Andy were both observed engaging in more immature solitary play, which involved repeating actions to see the results. Owen would rapidly throw potions at the ground to produce a colourful swirling effect around his avatar. Andy, especially in the first play session, flew around the virtual world setting fires to trees and houses.

Chapter 5

Implications and Future Research

This chapter will frame some of the potential implications that this research has for teachers, parents and for future research. The qualitative nature of the research has provided real life examples of children's online social play behaviours that may be interesting to teachers, parents and researchers.

Implications

One exciting implication is how influential communication methods provided in digital play seem to be for the players' social play behaviours. Being able to communicate in a variety of ways – the unrestricted chat system, in-game items including signs, and 'body language' – seems to enhance social play behaviours. Having the freedom to chat with anyone in the virtual world regardless of proximity creates social opportunities that a child does not have in a real-life setting. This may be important for teachers and parents as they may learn more about the different ways that children communicate during gaming. Having a better understanding of the ways children communicate online may help adults realize that gaming can hold an important social element for children. With this knowledge, teachers may be able to facilitate community within the classroom through allowing students to play games such as Minecraft (Bailey, 2015).

This research may have implications for parents and teachers when it comes to choosing video games for their children. Traditionally, teachers search for video games that would be classified as educational, looking for games that teach lessons or academic skills, such as math facts. It is common for classrooms to have access to computer labs, iPads or other technology and some teachers even assign going online to educational 'gaming' websites as homework. Although Minecraft is becoming more popular within the school settings (e.g., from classroom

work to afterschool programs and library programs) (Cilauro, 2015; Nebel, et al., 2015), it is still not classified as an 'educational' game. Teachers may be encouraged to remember that co-use of video games, in and out of the classroom, allows the players to learn from each other (Zone of Proximal Development). Parents can be encouraged to look for games that not only promote social play, but intentionally create opportunities for social play. Co-use of video game with parents, siblings or friends can have many positive outcomes for everyone involved, including better family relationships, a development of skills and enjoyment (Coyne et al., 2014; Padilla-Walker et al., 2012).

This research may also have implications for video game design. Having real life examples of game play and interviews can give insight to the game developers as they plan the format, communication and marketing of the game. Studying the ability to communicate while gaming online may grant designers insight into the importance of the chat system and encourage future improvements to communication systems design. Knowing more about the influence of the communication within the game may help designers better plan a game that promotes social behaviours and encourages a sense of community. Community can also be developed through the use of YouTube (Niemeyer & Gerber, 2015), and the connection of onlooker play and YouTube is important information for game designers. As game designers and marketers are looking to develop and promote their games, they may be able to use the knowledge that children are engaging in a level of social play (onlooker) through the watching of YouTube videos. Through this onlooker play, players are finding community and it is by focusing on that community that game developers can design a game that meet the needs the community.

Future Research

Many of the implications of this study are for future research, including research on game design, the in-game communication as well as the two layers of play in a virtual world.

The opportunities that an open-ended game brings to social play warrants further study. A “sandbox” game like Minecraft promotes positive social interactions between students, both inside and outside of the classroom (Bailey, 2015; Dezuanni, et al., 2015), allowing players to focus on the activities of their choice instead of being driven by the game’s storyline. Taking a closer look at the cognitive play taking place in multiplayer Minecraft could give insight to these chosen activities and the influences of an open-ended game. Further exploration into the influence of the open-ended, ‘sandbox’ nature of Minecraft on the social behaviours of its players is needed to fully understand its social advantages or disadvantages.

The communication within children’s online gaming is another element that requires future research. With the variety of chat systems and in-game items that allow for communication in a variety of games, it would be interesting to study how each system and item influences social behaviour. Do those more restrictive chat systems promote social play behaviours in the same way that the open chat system seemed to? How important to social play are the in-game items that allow for communication? Do parents and teachers take into consideration the type of communication that *can* occur, during online play?

Another important area of future research is the non-play behaviours in a virtual world. This study revealed the possibility of ‘two layers’ of play, the first being the overall symbolic nature of digital gaming and the second being the actions done within the virtual world. More research is needed to determine how children see these non-play behaviours. Do they see them as play? Do they enjoy these elements of the game or are they just something they tolerate to play the rest of the game?

Chapter 6

Limitations and Conclusion

This research project has limitations that are discussed in this chapter, including the children's play context, video recording method, sample size and interrater reliability.

Limitations

One of the limitations of this study is that little is known about what outside influences were acting on the participants during the play sessions. Due to the design of the project, with each participant being in their own home, unsupervised by the researcher, it is impossible to know what was going on around them while they played. The participants could have had a sibling, parent or friend talking to them, coaching them on what they were doing, or inhibiting them from playing how they wanted. They could have had the television on, distracting them from the game play or been on the phone talking while playing. It would be valuable to know what the external contexts the children are experiencing to fully understand their play experiences.

Another limitation is that the recording method of this qualitative study (recording from one computer) did not allow for all the participants to be observed simultaneously. Because the recording was conducted through my computer and from my avatar's visual perspective, I needed to choose who to watch at which times. This recording method was chosen deliberately to give freedom to the observer to capture and explore as many play experiences as possible, and not to be directed by a rotational observation method. However, a future study could benefit from a more scheduled observation method to avoid any potential bias towards social behaviours.

This exploratory study set out to get a better understanding of the social play behaviours that take place during online play. It was designed to gain real life examples of social play on Minecraft and to explore the context of those behaviours, and I believe that this was accomplished. Yet, due to the nature of the study design and the small sample size, the findings are not generalizable to a broad population. A future study could be focused around narrowing some of the variables. Limiting participants to players with similar game experience, a more balanced gender divide and a smaller age range may influence findings. Also, selecting only children who knew each other, or did not know each other, would add a unique aspect to an additional study.

Lastly, a limitation of this research is the lack of interrater reliability as the data was analyzed only by the researcher. Due to the small pool of research in this new field of online social play, an open interpretive approach seemed warranted.

Conclusion

Looking closely at the terms and categories that have been widely accepted since Parten first laid them out in 1932, it becomes evident that they do work for online play, with some adjustment. All forms of social play behaviours were observed throughout the different play sessions, yet there were subtle differences in how Parten categorized the behaviours and how they appeared in this study. The realization that non-play behaviours still have an element of symbolic play in a virtual world required some adjustment to Parten's theory. YouTube influenced onlooker play as the children discussed their appreciation for watching others play, including in Minecraft YouTube videos. Solitary play was typically more cognitively mature than Parten's theory but often had social elements. The participants were observed chatting with each other during all categories of play, including solitary. Parallel play was not common as the

participants were quick to transition from parallel to associative. Their play had a level of collaborative play that exceeded parallel, yet was not quite cooperative, as it did not often have a high level of organization. Even when cooperative play was observed, such as in the creation of the underground bunker, there was not a large amount of verbal organization or leadership. The players were working together in a more organic way, each working together towards a common, yet unstated goal.

Communication was a key finding in this research, as having different means to communicate with each other enhanced the social play behaviours of the players. Not having to rely on proximity to speak to the other players offered social play opportunities that they may not have in a classroom or playground setting. Being able to communicate in a variety of ways, including the chat system and in-game items, allowed the participants to be creative in their socializing, giving each player ways to communicate that are not only dependent on typing skill.

This study adds to the small pool of research on Minecraft and play behaviours in digital games. This study gives an in depth look at specific actions done on a virtual world, giving examples of types of play behaviours taking place.

It was my fascination in watching my son play Minecraft and my love of video games that inspired this study, and my interest in children's social play behaviours in online gaming has only grown throughout this process. It was inspiring to observe the different ways that the participants communicated with each other and the interest they showed in the play. The way that they expressed their concern, enjoyment and sense of humour showed me that online play has the potential to be a positive social experience for children. As a parent and educator, I was challenged to re-think what social play could look like in a virtual world and how communication can influence the social gaming experience. I observed the freedom that an open-

ended game offers to players and was able to acknowledge that children may experience online video game play as a social activity. As a fledgling researcher, this study has piqued my interest in children's social online play and has inspired me to further my education and continue with research.

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APPENDIX A

Glossary of Terms

Alternate dimension – another part of the virtual world with different landscape and creatures, accessible through player built portals

Avatar – the term for the character representing the player in-game

Biome -- a term used to describe the ecological areas, such as a forest biome

Blocks -- a unit of measurement based on the building block format of Minecraft

Boss fight – when a player fights a large monster

Build -- a term commonly used by Minecraft players to refer to a creation they made or are making

Chat systems – the in-game communication system where the player types messages to the other players

Chunk -- a 64 x 64 block area within the game

Computer generated villagers -- people that are controlled by the game and that the players can interact with

Creative mode – one of two game modes in Minecraft where the player has access to all supplies and is invincible.

Emoji – facial expressions created through the combination of keyboard characters

Enchanting tables – an in-game item that allows the player to add super powers on items

End -- an alternate dimension accessible through a portal

Ender crystals -- an explosive material within the game.

Ender Dragon -- a large but passive monster

Hacker -- a player who alters the structure of the game to cheat other players

Hostile mobs – monsters

Iron Golems -- a passive creature that wanders around

Minecraft skin – the look of the avatar

Nether -- another alternative dimension accessible through a portal

Noice -- a slang term for nice

Passive mobs – animals, such as cows, chickens and sheep

Spawn area -- where a player starts the game for the first time

Survival mode – one of the two game modes in Minecraft, where you need to collect resources and fight monsters to survive

TNT blocks – dynamite blocks

Usernames – the names chosen by the players to represent themselves in-game

Work bench – an in-game object that you create materials on

XD – a smiley face emoji

APPENDIX B

March 14th Chat Logs

[15:46:06] [Server thread/INFO]: Evan joined the game

[15:46:19] [Server thread/INFO]: <Evan> Hey

[15:46:49] [Server thread/INFO]: <Evan> Hello?

[15:48:04] [Server thread/INFO]: Evan has just earned the achievement [Taking Inventory]

[15:48:14] [Server thread/INFO]: <Kats_Paws> Hello!

[15:48:21] [Server thread/INFO]: <Evan> Hi

[15:49:01] [Server thread/INFO]: Owen joined the game

[15:49:18] [Server thread/INFO]: <Kats_Paws> welcome. Everyone should be logging in shortly

[15:49:25] [Server thread/INFO]: <Evan> Yeah

[15:50:01] [Server thread/INFO]: <Evan> Im not usually this early. Sorry

[15:50:10] [Server thread/INFO]: <Kats_Paws> no worries

[15:50:29] [Server thread/INFO]: <Kats_Paws> the server will always be up 1/2 hour before play sessions

[15:50:37] [Server thread/INFO]: <Owen> Don't worry, I'm usually the late one.

[15:50:43] [Server thread/INFO]: <Evan> Oh ok.

[15:58:26] [Server thread/INFO]: Matthew joined the game

[15:58:43] [Server thread/INFO]: <Owen> SupÉ

[15:58:45] [Server thread/INFO]: <Kats_Paws> hello

[15:58:57] [Server thread/INFO]: <Evan> H0i

[15:58:58] [Server thread/INFO]: <Owen> Sorry

[15:59:06] [Server thread/INFO]: <Evan> wat?

[15:59:22] [Server thread/INFO]: Matthew has just earned the achievement [Taking Inventory]

[15:59:39] [Server thread/INFO]: Andy joined the game

[15:59:44] [Server thread/INFO]: <Owen> Sup Andy!

[15:59:50] [Server thread/INFO]: <Owen> How are you?

[16:00:00] [Server thread/INFO]: <Evan> Andy? Where?

[16:00:11] [Server thread/INFO]: <Andy> hi Owen

[16:00:26] [Server thread/INFO]: Andy has just earned the achievement [Taking Inventory]

[16:00:29] [Server thread/INFO]: <Matthew> hey

[16:00:47] [Server thread/INFO]: <Evan> Dude, This is awesome

[16:00:55] [Server thread/INFO]: <Owen> XD

[16:01:00] [Server thread/INFO]: <Andy> hello

[16:01:06] [Server thread/INFO]: <Evan> XP

[16:02:19] [Server thread/INFO]: <Owen> Yo, Andy, calm with the TNT pal

[16:03:40] [Server thread/INFO]: Evelyn joined the game

[16:03:54] [Server thread/INFO]: <Evelyn> hello - this is Evelyn

[16:03:55] [Server thread/INFO]: <Kats_Paws> hello!

[16:04:10] [Server thread/INFO]: <Owen> Sup?

[16:04:16] [Server thread/INFO]: <Kats_Paws> hello Evelyn. this is Kathy

[16:04:28] [Server thread/INFO]: <Evan> Yeah. Hi. This is Evan

[16:04:37] [Server thread/INFO]: <Owen> Bit late. XD

[16:04:46] [Server thread/INFO]: <Kats_Paws> everyone is here now, feel free to explore, text, talk build

and have fun!

[16:04:55] [Server thread/INFO]: <Evelyn> hi

[16:04:57] [Server thread/INFO]: <Evan> I was early.

[16:05:08] [Server thread/INFO]: Evelyn has just earned the achievement [Taking Inventory]

[16:06:17] [Server thread/INFO]: <Andy> does haveing fun include lihging fires

[16:06:19] [Server thread/INFO]: <Owen> It's my Turtle!

[16:06:27] [Server thread/INFO]: <Owen> heheheh

[16:06:35] [Server thread/INFO]: <Evan> Owen. Im sorry

[16:06:48] [Server thread/INFO]: <Evan> I thought it was a structure

[16:06:52] [Server thread/INFO]: <Owen> hey, no problem

[16:07:14] [Server thread/INFO]: <Evelyn> hi

[16:07:23] [Server thread/INFO]: <Owen> I just like making giant statues.

[16:07:31] [Server thread/INFO]: <Andy> im sorry

[16:07:53] [Server thread/INFO]: <Owen> You ain't sorry pal, are you.

[16:08:13] [Server thread/INFO]: <Evan> I am, dude

[16:08:24] [Server thread/INFO]: <Owen> Not you XD

[16:08:28] [Server thread/INFO]: <Owen> Andy

[16:08:33] [Server thread/INFO]: <Owen> Your fine

[16:08:42] [Server thread/INFO]: <Andy> i said sorry

[16:08:46] [Server thread/INFO]: <Evan> yr

[16:08:54] [Server thread/INFO]: <Evan> ye*

[16:09:31] [Server thread/INFO]: <Evan> yup

[16:09:38] [Server thread/INFO]: <Owen> But Andy...

[16:09:41] [Server thread/INFO]: <Evan> cool eh?

[16:09:53] [Server thread/INFO]: <Owen> If you blow up my turtle...

[16:09:58] [Server thread/INFO]: <Evelyn> wow

[16:10:03] [Server thread/INFO]: <Evan> Noooo

[16:10:10] [Server thread/INFO]: <Owen> Me and my army of baby turtles will haunt you

[16:10:45] [Server thread/INFO]: <Evan> who did this?

[16:10:49] [Server thread/INFO]: <Andy> it was not e

[16:10:56] [Server thread/INFO]: <Andy> me

[16:11:17] [Server thread/INFO]: <Evan> this is horrible

[16:11:18] [Server thread/INFO]: <Evelyn> why are you putting fire on the sign?

[16:11:35] [Server thread/INFO]: <Evan> we don't know how it happened

[16:12:01] [Server thread/INFO]: <Matthew> poor sign

[16:12:09] [Server thread/INFO]: <Evan> yea

[16:12:17] [Server thread/INFO]: <Owen> *Sad music slowly plays*

[16:12:38] [Server thread/INFO]: <Evan> 9+10=21 HAHAHA

[16:12:40] [Server thread/INFO]: <Owen> *while a small violin plays just for the sign*

[16:12:49] [Server thread/INFO]: <Matthew> who put it on fire again

[16:12:54] [Server thread/INFO]: <Andy> it was not me

[16:13:10] [Server thread/INFO]: <Owen> Well well well.

[16:13:21] [Server thread/INFO]: <Evan> wat?

[16:13:25] [Server thread/INFO]: <Evelyn> my dog is on the sign help me get him off safely?

[16:13:27] [Server thread/INFO]: <Owen> What do we have here...

[16:13:40] [Server thread/INFO]: <Evan> okay

[16:13:58] [Server thread/INFO]: <Evan> Nooo

[16:14:08] [Server thread/INFO]: <Evan> He is drowning

[16:14:23] [Server thread/INFO]: <Evan> HELP HIM SOS

[16:14:26] [Server thread/INFO]: <Andy> youl never find me

[16:14:40] [Server thread/INFO]: <Evan> see

[16:14:47] [Server thread/INFO]: <Owen> Medic is on the way!

[16:14:56] [Server thread/INFO]: <Evan> I got him off safely

[16:14:58] [Server thread/INFO]: <Owen> Good as new.

[16:15:00] [Server thread/INFO]: <Evelyn> ty

[16:15:35] [Server thread/INFO]: <Evan> oops

[16:16:06] [Server thread/INFO]: <Andy> you will never find me

[16:16:17] [Server thread/INFO]: <Evan> rllY?

[16:16:32] [Server thread/INFO]: <Owen> Nobodys looking for you pal. Calm down.

[16:16:57] [Server thread/INFO]: <Andy> try to find me

[16:17:02] [Server thread/INFO]: <Evan> no

[16:17:15] [Server thread/INFO]: <Evan> I can't use teleport so noo

[16:17:21] [Server thread/INFO]: <Evan> no*

[16:17:24] [Server thread/INFO]: <Andy> i burnt the sing

[16:17:36] [Server thread/INFO]: <Evan> sign

[16:17:41] [Server thread/INFO]: <Owen> And he confesses!

[16:17:46] [Server thread/INFO]: <Evan> You spell bad yo

[16:17:59] [Server thread/INFO]: <Owen> Here we have it folks!

[16:18:07] [Server thread/INFO]: <Evelyn> build shelter?

[16:18:07] [Server thread/INFO]: <Owen> Andy, the sing burner XD

[16:18:14] [Server thread/INFO]: <Andy> screw you all

[16:18:34] [Server thread/INFO]: <Owen> Calm your face pal. Language.

[16:18:36] [Server thread/INFO]: <Matthew> i found a housebin the water

[16:18:56] [Server thread/INFO]: <Matthew> i ment house

[16:19:05] [Server thread/INFO]: <Owen> Ahh

[16:19:08] [Server thread/INFO]: <Evan> I not i

[16:19:28] [Server thread/INFO]: <Evan> HEY

[16:19:42] [Server thread/INFO]: <Evan> don't close that

[16:19:48] [Server thread/INFO]: <Evelyn> sorry

[16:20:52] [Server thread/INFO]: <Matthew> were is evrybody

[16:21:10] [Server thread/INFO]: <Evelyn> outside

[16:21:32] [Server thread/INFO]: <Owen> Yes, my favourite pass time. Building statues of myself.

[16:22:18] [Server thread/INFO]: <Evelyn> is a shovel better to dig dirt?

[16:22:19] [Server thread/INFO]: <Evan> This will be done soon.

[16:22:27] [Server thread/INFO]: <Evan> yeah

[16:22:46] [Server thread/INFO]: <Evelyn> lets make the ceiling bigger

[16:23:08] [Server thread/INFO]: <Owen> A pickaxe is good for stone, a sword is good for fighting, and a axe is good for cutting wood.

[16:23:12] [Server thread/INFO]: <Evan> Okay

[16:23:34] [Server thread/INFO]: <Evelyn> i see iron

[16:24:04] [Server thread/INFO]: <Matthew> cool status Owen

[16:24:04] [Server thread/INFO]: <Evan> The underground shelter

[16:24:13] [Server thread/INFO]: <Owen> Thanks.

[16:24:28] [Server thread/INFO]: <Evan> Oooh iron!

[16:25:20] [Server thread/INFO]: <Evan> I see coal too.

[16:25:52] [Server thread/INFO]: <Matthew> in my other world i made a big pig status

[16:25:53] [Server thread/INFO]: <Evan> Ladder?

[16:26:00] [Server thread/INFO]: <Evan> so...

[16:26:03] [Server thread/INFO]: <Owen> Nice

[16:26:15] [Server thread/INFO]: <Evelyn> i se more iron

[16:26:18] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Andy]

[16:26:22] [Server thread/INFO]: <Evan> Lets start making rooms

[16:26:49] [Server thread/INFO]: <Evelyn> yes

[16:26:56] [Server thread/INFO]: <Evan> ya

[16:27:05] [Server thread/INFO]: <Evan> more coal

[16:27:38] [Server thread/INFO]: <Evelyn> wer fa

[16:27:58] [Server thread/INFO]: <Evelyn> mistake

[16:28:08] [Server thread/INFO]: <Andy> i hate this

[16:28:12] [Server thread/INFO]: Andy left the game

[16:28:24] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Evelyn]

[16:28:38] [Server thread/INFO]: <Owen> Don`t worry, he usually does this

[16:30:35] [Server thread/INFO]: <Evan> I found the problem

[16:30:56] [Server thread/INFO]: <Evan> There were torches in the way

[16:31:23] [Server thread/INFO]: <Matthew> why is that bad

[16:32:47] [Server thread/INFO]: <Evelyn> what are you doing

[16:32:50] [Server thread/INFO]: Andy joined the game

[16:32:53] [Server thread/INFO]: <Evan> me?

[16:33:53] [Server thread/INFO]: <Owen> atlast, I am finished

[16:34:26] [Server thread/INFO]: <Matthew> cool

[16:34:50] [Server thread/INFO]: <Evan> Find the black beacons if you wanna find our place

[16:35:31] [Server thread/INFO]: <Evelyn> everybody go to sleep then we wake up and see better un mornin

[16:35:34] [Server thread/INFO]: <Evan> het

[16:35:34] [Server thread/INFO]: <Owen> Let me help

[16:35:38] [Server thread/INFO]: <Evan> hey

[16:35:45] [Server thread/INFO]: <Matthew> there are three

[16:35:48] [Server thread/INFO]: <Evan> follow me

[16:36:14] [Server thread/INFO]: <Andy> \tp TheOweniemaster

[16:36:23] [Server thread/INFO]: <Evan> claim room?

[16:36:34] [Server thread/INFO]: <Matthew> can i sleep here

[16:36:39] [Server thread/INFO]: <Evan> yep

[16:36:47] [Server thread/INFO]: <Evan> add all your stuff

[16:37:03] [Server thread/INFO]: <Evelyn> i m having fun with you guys

[16:37:04] [Server thread/INFO]: <Andy> \tpTheOweniemaster

[16:37:57] [Server thread/INFO]: <Owen> Love the hat Andy!

[16:38:25] [Server thread/INFO]: <Andy> shut up

[16:38:42] [Server thread/INFO]: <Evan> mind your manners Andy

[16:39:01] [Server thread/INFO]: <Evelyn> i m sorry he said that

[16:39:39] [Server thread/INFO]: <Evan> hi

[16:41:12] [Server thread/INFO]: <Evelyn> do you want to help us mine

[16:41:29] [Server thread/INFO]: <Evan> me? Sure

[16:41:41] [Server thread/INFO]: <Evan> after im done the admin room

[16:42:49] [Server thread/INFO]: <Evelyn> is that a portal outside?

[16:43:09] [Server thread/INFO]: <Andy> guy's go to the end and dig up

[16:43:25] [Server thread/INFO]: <Evan> ya

[16:44:22] [Server thread/INFO]: <Matthew> come to the end

[16:44:45] [Server thread/INFO]: <Andy> no WAIT THE NETHER

[16:45:05] [Server thread/INFO]: <Andy> NOT THE END

[16:45:24] [Server thread/INFO]: <Matthew> to late

[16:45:40] [Server thread/INFO]: <Evan> oh god

[16:45:52] [Server thread/INFO]: <Evan> HEEREE I GOOOO

[16:46:08] [Server thread/INFO]: <Evan> My god

[16:46:59] [Server thread/INFO]: <Evan> he can't heal! KILL HIM

[16:51:58] [Server thread/INFO]: <Kats_Paws> Hey everyone! we have 10 more minutes to play

[16:52:10] [Server thread/INFO]: <Owen> Aww, I was planning on displaying that.

[16:52:11] [Server thread/INFO]: <Evan> NOOOOO YOU BROKE THE EGG

[16:52:15] [Server thread/INFO]: <Matthew> THAT WAS FUN

[16:52:23] [Server thread/INFO]: <Evan> JERK

[16:52:24] [Server thread/INFO]: <Kats_Paws> This world will be open again to play at 4:00 on Thursday

[16:52:59] [Server thread/INFO]: [Kats_Paws: Set own game mode to Creative Mode]

[16:54:41] [Server thread/INFO]: <Evan> Okay so...

[16:55:03] [Server thread/INFO]: <Evan> I skipped the ending with Esc

[16:55:55] [Server thread/INFO]: <Kats_Paws> 5 more minutes and then we all will log out

[16:56:17] [Server thread/INFO]: <Andy> Owen

[16:56:26] [Server thread/INFO]: <Owen> YeahÉ

[16:56:38] [Server thread/INFO]: <Andy> folow me

[16:57:12] [Server thread/INFO]: <Andy> who bilt this

[16:57:14] [Server thread/INFO]: <Owen> Where`d you go

[16:57:18] [Server thread/INFO]: <Evan> Hmm?

[16:57:38] [Server thread/INFO]: <Owen> The shack, or the turtle

[16:57:59] [Server thread/INFO]: <Andy> the shak

[16:58:09] [Server thread/INFO]: <Owen> Evan

[16:58:30] [Server thread/INFO]: <Evan> Sorry. Everybody does that. Its Evan

[16:58:36] [Server thread/INFO]: <Evan> yes?

[16:58:51] [Server thread/INFO]: <Andy> what

[16:58:55] [Server thread/INFO]: <Owen> I was aying how you built the shack.

[16:58:56] [Server thread/INFO]: <Evelyn> i found a nother porta

[16:59:11] [Server thread/INFO]: <Evan> my underground shack?

[16:59:32] [Server thread/INFO]: <Kats_Paws> Sorry to end the fun, but it is time to log off.
WE can all play again on Thursday!

[16:59:42] [Server thread/INFO]: <Evan> Okay!

[16:59:54] [Server thread/INFO]: <Matthew> is anybody in the nether

[16:59:55] [Server thread/INFO]: <Evelyn> ok

[17:00:08] [Server thread/INFO]: Andy left the game

[17:00:11] [Server thread/INFO]: <Owen> Cya!

[17:00:13] [Server thread/INFO]: Owen left the game

[17:00:19] [Server thread/INFO]: <Evan> no. Nobody is in the nether

[17:00:32] [Server thread/INFO]: <Kats_Paws> Time to leave

[17:00:32] [Server thread/INFO]: <Matthew> can i go in

[17:00:50] [Server thread/INFO]: Matthew left the game

[17:01:03] [Server thread/INFO]: Evelyn left the game

[17:01:39] [Server thread/INFO]: Evan left the game

[17:01:46] [Server thread/INFO]: Kats_Paws left the game

[17:01:49] [Server thread/INFO]: Evan joined the game

[17:02:01] [Server thread/INFO]: <Evan> Bye!!!

[17:02:12] [Server thread/INFO]: Saving chunks for level 'world'/Overworld

March 16th Chat Log

[15:19:45] [Server thread/INFO]: Default game type: CREATIVE

[15:28:17] [Server thread/INFO]: Kats_Paws joined the game

[15:56:57] [Server thread/INFO]: Matthew joined the game

[15:57:11] [Server thread/INFO]: Andy joined the game

[15:57:21] [Server thread/INFO]: <Kats_Paws> hello!

[15:57:23] [Server thread/INFO]: Evan joined the game

[15:57:32] [Server thread/INFO]: <Andy> hello

[15:57:33] [Server thread/INFO]: <Evan> Hey!

[15:57:42] [Server thread/INFO]: <Evan> Im back!

[15:57:44] [Server thread/INFO]: <Kats_Paws> Just like yesterday you are free to play and build and explore

[15:57:54] [Server thread/INFO]: <Kats_Paws> welcome back! I am excited

[15:57:59] [Server thread/INFO]: <Evan> yep

[15:58:03] [Server thread/INFO]: <Kats_Paws> gamemode 3

[15:58:37] [Server thread/INFO]: <Matthew> hey

[15:58:45] [Server thread/INFO]: <Evan> Kats... You said just like YESTERDAY?

[15:58:58] [Server thread/INFO]: <Evan> More like 2 days ago

[15:59:00] [Server thread/INFO]: <Kats_Paws> oh sorry! Like Tuesday

[15:59:02] [Server thread/INFO]: <Kats_Paws> lol

[15:59:05] [Server thread/INFO]: <Evan> hehe

[15:59:34] [Server thread/INFO]: Evelyn joined the game

[15:59:46] [Server thread/INFO]: <Kats_Paws> hello Evelyn

[15:59:53] [Server thread/INFO]: <Evelyn> hello

[15:59:54] [Server thread/INFO]: <Evan> Red!

[16:00:36] [Server thread/INFO]: <Evelyn> where are you?

[16:00:45] [Server thread/INFO]: <Evan> By the beacon

[16:01:09] [Server thread/INFO]: <Evan> Underground?

[16:01:37] [Server thread/INFO]: <Evelyn> yes

[16:01:54] [Server thread/INFO]: Owen joined the game

[16:02:03] [Server thread/INFO]: <Evan> Owenie!

[16:02:11] [Server thread/INFO]: <Evan> Key?

[16:02:11] [Server thread/INFO]: <Owen> Sup? :D

[16:02:13] [Server thread/INFO]: <Andy> hi Owen

[16:02:28] [Server thread/INFO]: <Evan> Hey red, Want the key?

[16:03:37] [Server thread/INFO]: <Evan> BrB

[16:04:14] [Server thread/INFO]: [Kats_Paws: Teleported Owen to Andy]

[16:05:05] [Server thread/INFO]: <Evan> Back

[16:05:16] [Server thread/INFO]: <Owen> I found Andy

[16:05:56] [Server thread/INFO]: <Evan> I just had to switch the MC music with DEADLOCKED

[16:12:15] [Server thread/INFO]: <Evan> Lol death signs. They mean nothing to me

[16:19:55] [Server thread/INFO]: <Evan> Umm

[16:20:04] [Server thread/INFO]: <Evan> Do you have the key?

[16:20:18] [Server thread/INFO]: <Evan> I swore I gave it to you.

[16:20:20] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Andy]

[16:20:37] [Server thread/INFO]: <Evelyn> where would i see it?

[16:20:52] [Server thread/INFO]: <Evelyn> what is it for?

[16:21:01] [Server thread/INFO]: <Evan> Unlocking the door

[16:21:50] [Server thread/INFO]: <Evan> You should have it now

[16:22:26] [Server thread/INFO]: <Evelyn> in inventory?

[16:22:33] [Server thread/INFO]: <Evan> Yeah

[16:22:48] [Server thread/INFO]: <Evan> If your hand is full it might be there

[16:23:49] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Evelyn]

[16:27:04] [Server thread/INFO]: <Evan> Renovations

[16:33:49] [Server thread/INFO]: <Matthew> cool!!!

[16:33:57] [Server thread/INFO]: <Evan> I know right?

[16:34:19] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Evelyn]

[16:34:27] [Server thread/INFO]: <Evan> You are gonna like the result when its done!

[16:53:57] [Server thread/INFO]: <Owen> Wooo! End City!

[16:54:04] [Server thread/WARN]: Owen moved too quickly!

[16:54:49] [Server thread/INFO]: Evan fell out of the world

[16:55:49] [Server thread/INFO]: <Evan> BREAK IT

[16:55:55] [Server thread/INFO]: <Matthew> but it's on creatif

[16:56:03] [Server thread/INFO]: <Evan> TOO DANGEROUS

[16:56:06] [Server thread/INFO]: Owen fell out of the world

[16:56:36] [Server thread/INFO]: <Kats_Paws> 5 more minutes!

[16:56:54] [Server thread/INFO]: <Owen> Cya guys! Im out.

[16:56:55] [Server thread/INFO]: Owen left the game

[16:56:55] [Server thread/INFO]: <Kats_Paws> we will be back playing on Saturday!

[16:57:25] [Server thread/INFO]: <Evelyn> everybody lets go to sleep

[16:58:11] [Server thread/INFO]: <Evelyn> kai want turn pls

[16:58:29] [Server thread/INFO]: <Kats_Paws> Oh yes, Kai can play

[16:58:56] [Server thread/INFO]: <Kats_Paws> I need to leave by the world will stay open for 10 minutes

yet.

[16:59:12] [Server thread/INFO]: <Evelyn> tyw

[16:59:37] [Server thread/INFO]: <Kats_Paws> Ann and Kai, please don't blow anything up. :)

[16:59:49] [Server thread/INFO]: <Evelyn> wok

[17:00:05] [Server thread/INFO]: <Kats_Paws> So the study session is over, but you are all welcome to

play for a few more minutes

[17:00:22] [Server thread/INFO]: <Evan> Yay!

[17:00:34] [Server thread/INFO]: <Matthew> Yahoo

March 18th chat logs

[15:13:35] [Server thread/INFO]: Default game type: CREATIVE

[15:14:56] [Server thread/INFO]: Kats_Paws joined the game

[15:35:04] [Server thread/INFO]: Matthew joined the game

[15:40:37] [Server thread/INFO]: <Kats_Paws> welcome!

[15:40:57] [Server thread/INFO]: <Kats_Paws> you are the first, the others should be along shortly

[15:41:09] [Server thread/INFO]: <Matthew> Ok

[15:48:42] [Server thread/INFO]: Owen joined the game

[15:48:49] [Server thread/INFO]: Andy joined the game

[15:49:39] [Server thread/INFO]: <Kats_Paws> welcome Owen and Andy

[15:49:51] [Server thread/INFO]: <Andy> Owen

[15:49:57] [Server thread/INFO]: <Owen> Yeah?

[15:50:09] [Server thread/INFO]: <Andy> come see nesy

[15:50:52] [Server thread/INFO]: <Owen> KK, but i might take a while.

[15:51:24] [Server thread/INFO]: <Owen> Dude! This is AWESOME!

[15:51:30] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Owen]

[15:51:57] [Server thread/INFO]: <Andy> I built last time

[15:52:18] [Server thread/INFO]: <Owen> I had saw it before it was finished.

[15:52:40] [Server thread/INFO]: <Owen> I need to build the Kracken.

[15:52:47] [Server thread/INFO]: <Andy> I saw you looking

[15:53:16] [Server thread/INFO]: <Andy> build him here

[15:53:30] [Server thread/INFO]: <Owen> Here?

[15:53:40] [Server thread/INFO]: <Andy> e

[15:53:54] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Matthew]

[15:54:05] [Server thread/INFO]: <Owen> ?

[15:54:13] [Server thread/INFO]: <Andy> here

[15:54:18] [Server thread/INFO]: <Owen> KK

[15:56:02] [Server thread/INFO]: Evan joined the game

[15:56:08] [Server thread/INFO]: <Owen> Hey

[15:56:14] [Server thread/INFO]: <Kats_Paws> Hello Darth!

[15:56:20] [Server thread/INFO]: <Andy> hello

[15:56:23] [Server thread/INFO]: <Evan> Heya

[15:56:28] [Server thread/INFO]: <Matthew> hi

[15:59:10] [Server thread/INFO]: <Evan> Hey people, did you know its John Doe day today?

[15:59:16] [Server thread/INFO]: <Owen> Yeah!

[15:59:26] [Server thread/INFO]: <Andy> what

[15:59:39] [Server thread/INFO]: <Evan> I mean if you do not know what that is, its from roblox

[15:59:50] [Server thread/INFO]: <Andy> no

[15:59:56] [Server thread/INFO]: <Owen> John Doe is supposedly the second roblox account ever made.

[16:00:08] [Server thread/INFO]: <Owen> And he got hacked

[16:00:11] [Server thread/INFO]: <Evan> He hacks

[16:00:17] [Server thread/INFO]: <Owen> I don't believe that though.

[16:00:19] [Server thread/INFO]: <Andy> oh

[16:00:19] [Server thread/INFO]: <Evan> With Jane Doe

[16:00:30] [Server thread/INFO]: <Evan> I don't either

[16:01:00] [Server thread/INFO]: <Evan> Because there is no such thing as Room 01 in Roblox

[16:02:14] [Server thread/INFO]: <Evan> By the way I always change the music to GD. Because right now im listening to Fan-Made Theory of everything 3

[16:04:17] [Server thread/INFO]: <Evan> I wanted to tell you that its John Doe day because I got hacked by him

[16:04:29] [Server thread/INFO]: <Owen> XD

[16:04:41] [Server thread/INFO]: <Evan> My account was USED! XD

[16:05:00] [Server thread/INFO]: <Owen> Whats your RBLX username?

[16:05:31] [Server thread/INFO]: <Evan> BetterMegaboss3000 For some reason. I thought it sounded cool

[16:08:37] [Server thread/INFO]: Evelyn joined the game

[16:08:44] [Server thread/INFO]: <Evan> Red!

[16:09:00] [Server thread/INFO]: <Evelyn> hi

[16:09:06] [Server thread/INFO]: <Kats_Paws> welcome Red!

[16:09:14] [Server thread/INFO]: <Evan> Its John Doe day!

[16:09:20] [Server thread/INFO]: <Kats_Paws> I think this is everyone! Have fun

[16:10:23] [Server thread/INFO]: <Evan> Good. We have two people that know how to make stylish banners

[16:10:31] [Server thread/INFO]: <Evan> That includes me

[16:10:41] [Server thread/INFO]: <Owen> Those people are...?????

[16:10:58] [Server thread/INFO]: <Evan> You, and me. Am I right?

[16:10:59] [Server thread/INFO]: <Andy> not me

[16:11:14] [Server thread/INFO]: <Evelyn> were is everyone

[16:11:15] [Server thread/INFO]: <Evan> Im one of them but who is the other

[16:11:36] [Server thread/INFO]: <Evan> Beacon, Red

[16:11:56] [Server thread/INFO]: <Evan> Im im the lair now

[16:12:23] [Server thread/INFO]: <Andy> 6

[16:12:32] [Server thread/INFO]: <Andy> 6

[16:13:37] [Server thread/INFO]: <Andy> yes

[16:13:53] [Server thread/INFO]: <Evan> Typo

[16:14:00] [Server thread/INFO]: <Andy> more teeth

[16:14:53] [Server thread/INFO]: <Andy> put teeth in the middle to

[16:15:20] [Server thread/INFO]: <Andy> i mean standing

[16:15:42] [Server thread/INFO]: <Andy> yes

[16:17:34] [Server thread/INFO]: <Andy> want help

[16:17:41] [Server thread/INFO]: <Owen> No thanks, Im good.

[16:17:49] [Server thread/INFO]: <Andy> ok

[16:21:22] [Server thread/INFO]: <Owen> Ummm...?

[16:21:40] [Server thread/INFO]: <Andy> he ate them

[16:21:45] [Server thread/INFO]: <Owen> Ahhh

[16:22:13] [Server thread/INFO]: <Evan> Hey Owen?

[16:22:20] [Server thread/INFO]: <Owen> Yeah?

[16:22:28] [Server thread/INFO]: <Evan> Did you make this?

[16:22:42] [Server thread/INFO]: <Owen> Describe it please

[16:22:56] [Server thread/INFO]: <Owen> Cause i'm not over there.

[16:23:06] [Server thread/INFO]: <Evan> The place that has two beacons one black one white

[16:23:10] [Server thread/INFO]: <Andy> tt

[16:23:14] [Server thread/INFO]: <Owen> Yeah, I made that.

[16:23:22] [Server thread/INFO]: <Evan> Ok

[16:23:42] [Server thread/INFO]: <Evan> How do you get the ender dragon crystals

[16:24:09] [Server thread/INFO]: <Owen> In decorations. You can only place them on obsidian, and they blow up if you hit them.

[16:24:19] [Server thread/INFO]: <Evan> Okay

[16:24:45] [Server thread/INFO]: <Evan> Yay

[16:25:17] [Server thread/INFO]: <Evan> Oh no

[16:25:34] [Server thread/INFO]: <Evan> No no no no!

[16:25:46] [Server thread/INFO]: <Evan> Fail

[16:26:18] [Server thread/INFO]: <Owen> Careful.

[16:26:25] [Server thread/INFO]: <Evan> Yeah

[16:26:31] [Server thread/INFO]: <Evan> I know what you mean

[16:27:47] [Server thread/INFO]: <Evan> S***

[16:27:54] [Server thread/INFO]: <Evan> This is bad

[16:28:17] [Server thread/INFO]: <Matthew> what

[16:28:20] [Server thread/INFO]: <Owen> maybe you shouldn't use those...

[16:28:25] [Server thread/INFO]: <Evan> Yep

[16:29:16] [Server thread/INFO]: <Andy> what are you two talking about

[16:29:28] [Server thread/INFO]: <Evan> The crystal

[16:29:33] [Server thread/INFO]: <Owen> He's using explosive end crystals.

[16:29:44] [Server thread/INFO]: <Andy> ohhhhhh

[16:30:06] [Server thread/INFO]: <Matthew> That makes sense

[16:31:16] [Server thread/INFO]: <Evan> We patched it up. Nothing to worry about

[16:31:49] [Server thread/INFO]: <Evan> But still. That's what I call a DISASTER

[16:32:24] [Server thread/INFO]: <Evelyn> what disaster

[16:33:11] [Server thread/INFO]: <Evan> The underground explosive end crystal disaster

[16:33:56] [Server thread/INFO]: <Evan> DO NOT BREAK

[16:34:32] [Server thread/INFO]: <Evan> It works with bedrock too!

[16:35:06] [Server thread/INFO]: Evan has just earned the achievement [Getting Wood]

[16:36:25] [Server thread/INFO]: <Matthew> Oh no

[16:36:26] [Server thread/INFO]: <Andy> bravo the hardest achievement

[16:37:06] [Server thread/INFO]: Matthew has just earned the achievement [Getting Wood]

[16:37:12] [Server thread/INFO]: <Owen> Finished!

[16:37:21] [Server thread/INFO]: <Evan> No

[16:37:21] [Server thread/INFO]: <Andy> goods

[16:43:50] [Server thread/INFO]: <Matthew> Why is it blocked

[16:44:00] [Server thread/INFO]: <Evan> Water

[16:44:07] [Server thread/INFO]: <Matthew> for a reason

[16:44:09] [Server thread/INFO]: <Evan> Do not open or flood

[16:44:26] [Server thread/INFO]: <Matthew> oooooohhhhhhhhhhhhhhh

[16:44:44] [Server thread/INFO]: <Matthew> That's a good reason

[16:45:18] [Server thread/INFO]: <Matthew> that to or not

[16:45:38] [Server thread/INFO]: <Evelyn> help me find my dog nala

[16:45:43] [Server thread/INFO]: <Evan> I call the ender chest a email chest

[16:46:23] [Server thread/INFO]: <Matthew> were did you see her last

[16:46:52] [Server thread/INFO]: <Evelyn> she was sittind down

[16:47:26] [Server thread/INFO]: <Matthew> hhhmm the case of the missing dog

[16:48:07] [Server thread/INFO]: <Evelyn> would it be easier to find my dog if we slept?

[16:48:24] [Server thread/INFO]: <Matthew> maybe

[16:48:41] [Server thread/INFO]: <Evan> I found her!

[16:49:24] [Server thread/INFO]: <Evan> Im over by the sign!

[16:49:33] [Server thread/INFO]: <Evan> Come get your dog

[16:49:58] [Server thread/INFO]: <Evan> Nvm

[16:50:06] [Server thread/INFO]: <Evelyn> wich sign?

[16:50:08] [Server thread/INFO]: <Evan> Those are wolves

[16:50:21] [Server thread/INFO]: <Evan> The big one

[16:50:38] [Server thread/INFO]: <Evan> In the village

[16:50:49] [Server thread/INFO]: <Evan> This her?

[16:51:15] [Server thread/INFO]: <Evelyn> no thats not her

[16:51:19] [Server thread/INFO]: <Evan> Okay

[16:52:05] [Server thread/INFO]: <Kats_Paws> Hello everyone! You have about 10 more minutes to play

[16:52:35] [Server thread/INFO]: <Matthew> she was next to the black becon

[16:52:46] [Server thread/INFO]: <Evelyn> she had a nametag and her name was nala

[16:52:59] [Server thread/INFO]: <Andy> 6

[16:53:29] [Server thread/INFO]: <Owen> Watcha buildin Andy???

[16:53:41] [Server thread/INFO]: <Andy> SECRET

[16:53:46] [Server thread/INFO]: <Owen> Aww...

[16:53:57] [Server thread/INFO]: <Matthew> was she next to the ender cristal

[16:54:09] [Server thread/INFO]: <Owen> Umm... Riley...

[16:54:27] [Server thread/INFO]: <Matthew> so she mite be there

[16:54:36] [Server thread/INFO]: <Evelyn> she was near the mining spots

[16:54:42] [Server thread/INFO]: <Owen> All the end crystals blew up.

[16:55:03] [Server thread/INFO]: <Matthew> WHAT

[16:55:13] [Server thread/INFO]: <Owen> Yeah...

[16:55:25] [Server thread/INFO]: <Matthew> no i have hope

[16:55:39] [Server thread/INFO]: <Evelyn> i feel sad i dont think we can find her

[16:56:31] [Server thread/INFO]: <Matthew> i'm gonna ceep looking

[16:57:19] [Server thread/INFO]: <Evan> Alright. Deadlocked

[16:57:39] [Server thread/INFO]: <Matthew> what does that mean

[16:58:22] [Server thread/INFO]: <Kats_Paws> 5 more minutes! We will have one more play session on Tuesday

[16:59:01] [Server thread/INFO]: <Owen> Darth, do you make your own MC skins?

[16:59:06] [Server thread/INFO]: <Evan> Yep.

[16:59:07] [Server thread/INFO]: <Evelyn> ithink shes dead

[16:59:08] [Server thread/INFO]: <Matthew> this pig is slow
[16:59:13] [Server thread/INFO]: <Owen> So do I
[16:59:14] [Server thread/INFO]: <Evan> I sure do
[17:00:11] [Server thread/INFO]: <Evelyn> she did die
[17:00:13] [Server thread/INFO]: <Matthew> this pig is crazy
[17:00:29] [Server thread/INFO]: <Evan> Then keep Deadlocked
[17:00:38] [Server thread/INFO]: <Evan> She is my dog
[17:01:03] [Server thread/INFO]: <Evan> Hype
[17:01:15] [Server thread/INFO]: <Evan> 3...2...1
[17:02:03] [Server thread/INFO]: <Kats_Paws> okay! Thanks for playing. The session is now over. I will be closing the server in about 10 minutes. See you all on Tuesday!
[17:02:08] [Server thread/INFO]: <Kats_Paws> Thanks for playing
[17:02:23] [Server thread/INFO]: <Matthew> ok bye
[17:02:25] [Server thread/INFO]: Matthew left the game
[17:02:45] [Server thread/INFO]: <Owen> Andy, skype????
[17:02:55] [Server thread/INFO]: <Andy> SURE
[17:02:58] [Server thread/INFO]: Andy left the game
[17:02:59] [Server thread/INFO]: <Owen> Cool
[17:03:00] [Server thread/INFO]: Owen left the game
[17:05:39] [Server thread/INFO]: <Evan> Bye
[17:05:41] [Server thread/INFO]: Evan left the game
[17:09:14] [Server thread/INFO]: <Kats_Paws> ok Red, We'll play again on Tuesday!

March 21st Chat log

[15:29:00] [Server thread/INFO]: Default game type: CREATIVE
[15:40:12] [Server thread/INFO]: Kats_Paws joined the game
[15:44:29] [Server thread/INFO]: Matthew joined the game
[15:44:48] [Server thread/INFO]: <Kats_Paws> hello Riley8088
[15:45:18] [Server thread/INFO]: <Matthew> hi

[15:48:03] [Server thread/INFO]: <Kats_Paws> the others should be on any minute

[15:48:19] [Server thread/INFO]: <Matthew> ok

[15:51:47] [Server thread/INFO]: <Kats_Paws> tp Riley8088

[15:51:56] [Server thread/INFO]: <Kats_Paws> sorry

[15:52:07] [Server thread/INFO]: <Kats_Paws> just trying commands :)

[15:52:24] [Server thread/INFO]: <Matthew> np

[15:52:49] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Matthew]

[15:57:14] [Server thread/INFO]: <Matthew> shouldn't they be here

[16:05:12] [Server thread/INFO]: Evelyn joined the game

[16:05:27] [Server thread/INFO]: <Kats_Paws> hi Evelyn

[16:05:37] [Server thread/INFO]: <Evelyn> hi

[16:06:00] [Server thread/INFO]: <Kats_Paws> Hi Ann? :)

[16:06:48] [Server thread/INFO]: Owen joined the game

[16:08:29] [Server thread/INFO]: <Kats_Paws> Hi Owen

[16:08:36] [Server thread/INFO]: <Owen> Mom... XD

[16:13:44] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Owen]

[16:14:13] [Server thread/INFO]: Evan joined the game

[16:14:18] [Server thread/INFO]: <Owen> Sup?

[16:14:22] [Server thread/INFO]: <Evan> Oh sorry

[16:14:23] [Server thread/INFO]: <Kats_Paws> hello Darth

[16:14:27] [Server thread/INFO]: <Evan> I was late

[16:14:32] [Server thread/INFO]: <Kats_Paws> no worries

[16:14:36] [Server thread/INFO]: <Evan> There was a problem

[16:14:43] [Server thread/INFO]: <Kats_Paws> glad you could join us

[16:14:52] [Server thread/INFO]: <Kats_Paws> hope it wasn't a big problem

[16:15:04] [Server thread/INFO]: <Evan> It was.

[16:15:22] [Server thread/INFO]: <Kats_Paws> oh no, I hope everything is ok

[16:15:41] [Server thread/INFO]: <Evan> I fixed it so yes, everything is ok

[16:15:47] [Server thread/INFO]: <Kats_Paws> good

[16:16:06] [Server thread/INFO]: [Kats_Paws: Teleported Kats_Paws to Owen]

[16:20:03] [Server thread/INFO]: <Owen> Miniknog!

[16:20:21] [Server thread/INFO]: Andy joined the game

[16:20:22] [Server thread/INFO]: <Evan> tp me to t

[16:20:46] [Server thread/INFO]: <Owen> Who's t?

[16:20:50] [Server thread/INFO]: <Evan> You

[16:20:52] [Server thread/INFO]: <Kats_Paws> hello Andy

[16:20:54] [Server thread/INFO]: <Owen> Ahh

[16:20:59] [Server thread/INFO]: <Andy> hi

[16:21:11] [Server thread/INFO]: <Evan> T stands for Owen

[16:21:17] [Server thread/INFO]: <Owen> Cool

[16:21:26] [Server thread/INFO]: <Evan> Tp me to r

[16:21:53] [Server thread/INFO]: <Kats_Paws> Sorry guys, you don't have commands to tp.

[16:22:00] [Server thread/INFO]: <Evan> I know

[16:22:07] [Server thread/INFO]: <Evan> Im pretending

[16:22:16] [Server thread/INFO]: <Kats_Paws> ok :)

[16:22:40] [Server thread/INFO]: <Evan> It must have a / in it (;

[16:24:09] [Server thread/INFO]: <Evan> One command I can use is /Tell

[16:26:41] [Server thread/INFO]: <Evan> Poor sheep. Lol

[16:27:02] [Server thread/INFO]: <Evan> Tab

[16:27:11] [Server thread/INFO]: <Evan> Tab feature

[16:27:31] [Server thread/INFO]: <Evan> I can Tab all of your names!

[16:27:51] [Server thread/INFO]: <Andy> Owen can you help me

[16:28:01] [Server thread/INFO]: <Owen> With...?

[16:28:35] [Server thread/INFO]: <Andy> i cant find the sign

[16:28:45] [Server thread/INFO]: <Owen> What?

[16:29:01] [Server thread/INFO]: <Andy> im stuck

[16:29:31] [Server thread/INFO]: [Kats_Paws: Teleported Andy to Owen]

[16:29:47] [Server thread/INFO]: <Owen> Follow

[16:29:50] [Server thread/INFO]: <Andy> what the

[16:30:47] [Server thread/INFO]: <Andy> where am i

[16:31:33] [Server thread/INFO]: <Owen> You said you were stuck, so we teleported you somewhere else, so now your near spawn.

[16:31:55] [Server thread/INFO]: <Andy> thanks

[16:33:51] [Server thread/INFO]: <Evelyn> bye everybody

[16:33:58] [Server thread/INFO]: <Owen> Bye...?

[16:34:08] [Server thread/INFO]: Evelyn left the game

[16:34:11] [Server thread/INFO]: <Kats_Paws> are you done for today Red? Thanks for playing

[16:41:14] [Server thread/INFO]: <Evan> Everybody, we have 20 more minutes to play. Sorry for stealing your line Kats

[16:41:35] [Server thread/INFO]: <Kats_Paws> lol

[16:41:41] [Server thread/INFO]: <Kats_Paws> that's funny

[16:41:42] [Server thread/INFO]: <Evan> (:

[16:47:47] [Server thread/INFO]: <Kats_Paws> so question: If I keep this world running after today, would anyone log on?

[16:47:55] [Server thread/INFO]: <Evan> Yeah

[16:47:58] [Server thread/INFO]: <Matthew> yes

[16:47:58] [Server thread/INFO]: <Owen> Yeah

[16:48:04] [Server thread/INFO]: <Evan> I try EVERYDAY to do that

[16:48:20] [Server thread/INFO]: <Evan> To work on my projects some more

[16:48:35] [Server thread/INFO]: <Kats_Paws> ok! There will be no scheduled sessions but the world will be running for a while (a few weeks maybe)

[16:48:52] [Server thread/INFO]: <Evan> Aw thanks

[16:48:58] [Server thread/INFO]: [Kats_Paws: Teleported Owen to Kats_Paws]

[16:49:06] [Server thread/INFO]: <Evan> Too bad we can't notify red about that

[16:49:14] [Server thread/INFO]: <Kats_Paws> I can

[16:49:25] [Server thread/INFO]: <Kats_Paws> I can talk to her parents

[16:49:28] [Server thread/INFO]: <Owen> Kluex!

[16:49:59] [Server thread/INFO]: <Owen> Asra Nox!

[16:50:28] [Server thread/INFO]: <Owen> Ixodoom!

[16:50:48] [Server thread/INFO]: <Evan> Wat? Are those Hp spells? Lol I do not understand...?

[16:50:53] [Server thread/INFO]: <Owen> The Ruin!

[16:51:04] [Server thread/INFO]: <Owen> There from a game called Starbound.

[16:51:11] [Server thread/INFO]: <Evan> Oh ok

[16:51:31] [Server thread/INFO]: <Owen> Know it?

[16:51:40] [Server thread/INFO]: <Evan> Its time to shout out random stuff from games now?
Ok!

[16:51:50] [Server thread/INFO]: <Evan> No I do not know it

[16:52:02] [Server thread/INFO]: <Evan> Annoying dog!

[16:52:07] [Server thread/INFO]: <Evan> Lololol

[16:52:26] [Server thread/INFO]: <Owen> Builderman!

[16:52:41] [Server thread/INFO]: <Evan> Oh I reconise that one

[16:52:44] [Server thread/INFO]: <Owen> :P

[16:52:51] [Server thread/INFO]: <Evan> Builderman

[16:53:19] [Server thread/INFO]: <Matthew> beacon mincraft

[16:53:19] [Server thread/INFO]: <Evan> Chara!

[16:53:35] [Server thread/INFO]: <Evan> Wow

[16:53:41] [Server thread/INFO]: <Evan> Whats this?

[16:53:50] [Server thread/INFO]: <Matthew> sorry minEcraft

[16:54:08] [Server thread/INFO]: [Kats_Paws: Teleported Owen to Kats_Paws]

[16:54:37] [Server thread/INFO]: <Evan> Um

[16:54:38] [Server thread/INFO]: <Owen> Sup Andy?

[16:55:15] [Server thread/INFO]: <Matthew> i see you found my fortress

[16:55:28] [Server thread/INFO]: <Owen> TheOwenyMaster!

[16:56:49] [Server thread/INFO]: <Kats_Paws> okay everyone, we have 5 minutes left

[16:57:01] [Server thread/INFO]: <Matthew> there was a secret passag to get passed the webs

[16:57:41] [Server thread/INFO]: <Andy> Owen

[16:57:45] [Server thread/INFO]: <Owen> Yeah?

[16:58:05] [Server thread/INFO]: <Andy> look inside your head

[16:58:14] [Server thread/INFO]: <Owen> Andy, I know you drilled a whole in my head and put
stuff in it.

[16:58:37] [Server thread/INFO]: <Andy> whats inside

[16:58:51] [Server thread/INFO]: <Owen> Buncha random stuff...?

[16:59:31] [Server thread/INFO]: <Matthew> i know its silly

[16:59:46] [Server thread/INFO]: <Evan> Oh

[16:59:47] [Server thread/INFO]: <Matthew> but i like it

[16:59:53] [Server thread/INFO]: <Evan> Did you create this?

[17:00:00] [Server thread/INFO]: <Matthew> yes

[17:00:08] [Server thread/INFO]: <Evan> Im sorry for the hate messages

[17:00:21] [Server thread/INFO]: <Evan> It just is... Nvm

[17:00:34] [Server thread/INFO]: <Matthew> and you didn't hurt my feeling

[17:00:49] [Server thread/INFO]: <Andy> Owen its a picture

[17:00:51] [Server thread/INFO]: <Evan> Yeah

[17:01:14] [Server thread/INFO]: <Owen> I can't tell.

[17:01:38] [Server thread/INFO]: <Andy> someone was raiding

[17:02:37] [Server thread/INFO]: <Matthew> really block me in. actually its ok

[17:02:37] [Server thread/INFO]: <Andy> the person protected the base and killed the other

[17:02:59] [Server thread/INFO]: <Matthew> cool

[17:03:04] [Server thread/INFO]: <Evan> Yeah

[17:03:08] [Server thread/INFO]: <Evan> Want it?

[17:03:11] [Server thread/INFO]: <Owen> I don't understand

[17:03:26] [Server thread/INFO]: <Andy> one guy is in the air

[17:03:47] [Server thread/INFO]: <Owen> I see it now...

[17:03:57] [Server thread/INFO]: <Andy> he lost his head

[17:04:38] [Server thread/INFO]: <Andy> then the other is standing

[17:04:44] [Server thread/INFO]: <Kats_Paws> well everyone, the last official play session is over

[17:04:50] [Server thread/INFO]: <Kats_Paws> thanks for playing!

[17:04:54] [Server thread/INFO]: <Evan> So?

[17:04:57] [Server thread/INFO]: <Kats_Paws> The world will remain open

[17:04:58] [Server thread/INFO]: <Owen> Cool. Well, cya guys!

[17:05:00] [Server thread/INFO]: Owen left the game

[17:05:04] [Server thread/INFO]: <Andy> bye

[17:05:07] [Server thread/INFO]: Andy left the game

[17:05:15] [Server thread/INFO]: <Evan> Oh wow

[17:05:21] [Server thread/INFO]: <Kats_Paws> And you are welcome to play on it, but be kind

APPENDIX C

Interview with Matthew

K: I'm going to record this. Is that okay with you if I record this? Why don't you tell me a little bit about you? This is the first time that we get to meet Matthew, so tell me things like: how old you are, what grade you're in, maybe a little bit about the video games you play and how you choose your Minecraft name. I want to know how you chose your Minecraft name. That is, those are my starting questions. How about you answer some of those.

M: Okay, I'm in Grade 3

K: Grade three

M: Eight years old

K: okay

M: I love purple

K: you love purple, nice!

M: uhm My favourite animal is a Mandrill

K: a what?

M: Mandrill

K: Nice...mandrill?

Mom: It is the monkey with the long face with the /red and blue cheeks/ and the really pink butt

K: /Oh yes yes/

K: Do you like it because he has a really pink butt?

M: I think it looks pretty

K: oh, it seems like something I would chuckle at when I was 8, that it had a really pink butt /I would have laughed/

Mom:

/we may have chuckled a little bit about it/

K: and the blue, it kind of looks like a warrior

Mom: a little bit

M: and those teeth

K: they have big fangs, right? Like big canine teeth

M: unintelligible

Mom: she asked what games you like

K: yeah tell me about games

M: I like legends of Zelda

K: Legends of Zelda [sharp breath in] Did you know that that is my all-time favourite game? Like ever? Like all of them. I am a HUGE Legends of Zelda fan

M: I want the new one, the Breath of the Wild

K: yup

M: but I've been playing the twilight princess one

K: oh that's a good one. So so you play it on the computer or do you play it on the –

M: the Wii

K: The WiiU?

M: We got the WiiU but I play it on the Wii

K: Oh you play it on the Wii

Mom: no you play it- it is a Wii game, we bought it for the Wii but you play – he plays it on the WiiU

M: no, I can switch to the Wii

Mom: you are not switching to the Wii you are still playing on the WiiU but because it was a game that was made before the WiiU it doesn't use the WiiU console

M: Okay, yeah

K: Okay

M: WiiU

K: Yup

M: Uhm

K: I was going to ask if you were playing on the Nintendo Switch

Mom: No

M: I want the Nintendo Switch

K: I know, us too, but it is too expensive right now

Mom: Plus they are warping, the first generation

K: yeah, you need to let them come out and get all of the bugs out first

Mom: Exactly, they are all like sitting in the dock playing Breath of the Wild for like 12 hours and there like [makes bending motion] whaaaahl

K: ah, that's no good

M: what does Whaaaahl mean

Mom: it warps,

K: it bends

Mom: it literally bends so it is not straight any more

M: oh

Mom: it gets too hot. So they're going to fix that

K: okay, so Legends of Zelda

Mom: what other games do you play?

M: Nintendoland. I like Nintendo

K: we are big Nintendo fans in my house too

M: I wish I could play Splatoon

Conversation about the game Splatoon and not buying a new game but perhaps borrowing it from someone else

Mom: what do you have on your iPad

K: Oh yeah

M: Zombie tsunami

K: Zombie what?

M: Zombie Tsunami

K: Zombie Tsunami, so is that like plants versus Zombies and stuff

M: It's like you're a Zombie and every time you tap you jump and you need to eat civilians to get more Zombies.

K: Nice

M: and there's like

Mom: It is very cartoony

K: I assumed [laugh]

Mom: You hit cars and jump over holes in the ground

M: you can be on top of the car, you need 4 zombies to break it and get the civilian inside and you need to eat 4 civilians and you start with two but you can get power ups to start out with and you can get birds that help you

K: like vultures?

Mom: no they like poop coins

K: oh I thought maybe vultures because they also eat dead things so I thought

Mom: they kind of look like...

Conversation continues about the details of the game.

M: I play Minecraft on the iPad as well.

K: do you play it on the iPad as well?

M: Yeah, I have this world where I've made like a big pig hotel that looks like a pig

Mom: we should have brought your iPad.

K: that would be awesome

M: And I made a sheep fun park thing where there is a big waterslide like a rainbow coming out of his mouth

K: Nice you should take some screen shots of those and send them to me

M: I took some screen shots

KL oh there you go! You can just email them to me. Do you have your own email address yet? No? Then you can ask your mom to do it

Mom: You don't know, but you have hangouts

K: oh yes, we got Owen his own email address so that he could use hangouts

Mom: It is pretty useful especially when family is far away

K: yup

M: I want as most people as I can...

Conversation goes on about who he has as contacts on Google Hangouts and about their puppies and bunnies

K: So how did you pick your Minecraft name?

M: uhm I just liked the name Riley

K: you just like the name. What does the 8008 from

M: I don't know

K: okay

Mom: every user name he makes he puts numbers

K: okay, that's good

M: Like Matthew 22771

K: Matthew 2271?

Mom: 22771 I don't know, I think because they started with Poptropica at school and they had to make their user names and all the user names added numbers at the end I think that's where it came from but I don't know. He always has numbers

M: You don't need numbers?

K: You don't need them. My didn't have a number

Mom: Sometimes you'll have to put a number if there are a lot of people with the same name user name but that is when you are playing something where lots and lots of people are playing

M: like Minecraft

Mom: for example

K: yup

M: Or world of Warcraft

Mom: it is a little different for WoW right, because you have to make a username that is unique

K: so do you play world of Warcraft with your parents?

M: yeah my highest-level character is 64 and its' name is Nordeft [giggles]

KL whoa nice! And what is he? What class is he?

M: A dwarf paladin

KL a dwarf what>

M: a dwarf paladin

K: Okay.

M: Do you play WoW

K: I used to play WoW, my husband and I played for about two years and then Owen was born and we kind of got busy and just never picked it back up. But I have lots of friends who play world of Warcraft, like they are big into it

Mom: lots of people play in Quebec I have found

K: okay

M: I have something in my boot. [conversation continues about what is in his boot]

K: how often do you play video games Matthew? Is it an everyday thing or weekends only or after homework? How often do you play? And I'm talking all video games so not just how often you play Minecraft

M: You [looking at his mom] don't let me play a lot [Mom laughs]

K: no, but what is a lot? Everybody's idea of a lot is different

Mom: That's true how often do you play on school nights? On school days?

M: I play for like 30 minutes before bed

Mom: Oh that's another thing, he also has a DS

M: Yeah! And I play Animal Crossing

K: Animal Crossing, that is a good one too

M: Yeah ? not the ? or the other one. There is more than one Animal Crossing

K: There is more than one animal Crossing. So about 30 minutes on week nights

Mom: Sometimes it is in the morning sometimes it is at night...

M: Sometimes it is like an hour

Mom: sometimes it is not everyday because Wednesday is like crazy because he has figure skating and scouts. So we are only home right for bed time

M: Scouts was a waste of time yesterday

K: It's a waste of time? [conversation continues about Scouts]

K: so when you played with me, when you played for the study that was extra, that was an extra long play session for you. That's pretty special I'm glad that you could play

M: One time my cousin was playing for ten minutes because she really wanted to play

K: Well that's totally fine. Now that the server is still up you can even invite you cousin give him the ip address and you guys can play together

M: It's a her first of all

K: oh sorry, her

Mom: I don't know if she has it on her computer though buddy.

K: But is has to be PC

Mom: yeah yeah

K: just because they are not cross platform

M: David is dying to play

Mom: hmmm?

M: David

K: Just let her mom know

Mom: David would have to get Minecraft on his parent's computer at home

M: He does. He has it on everything

Mom: Oh okay, so he just really wants to play with you

M: He just really wants to play

[conversation about tipping his chocolate milk juice box]

K: How about on the weekends? Do you play a little more on the weekend or is it still just a little bit? [laughs] Mom's facial expression says yes, lots more on the weekends. Yeah? So like an hour a day or just spend a lot of time

Mom: no, more

M: like three hours

K: three hours

Mom: well sometimes

K: I get that

Mom: He'll get up early, he always gets up at that same time so he will get up and go and play or watch tv and then we'll get up and eventually have breakfast and then he would go back to playing. And we would tell him that he needs to get his eyes off the screen for a while and he would go play Lego or reads or something and then he would go back to it.

M: every time I play Lego I misplace a lot of stuff

K: You misplace a lot of stuff?

M: yeah

K: because you lose it? Like in your bedroom? Lego goes everywhere

M: Yeah there's like three pieces of Lego lost in my bed

Mom: You'll find them when you are playing in your bed next

K: You lost three pieces of Lego in your bed?

M: [says something that can't be heard]

K: So you are sleeping with Lego pieces? Wow that's not too comfortable is it?

Mom: It's a big bed

K: I was going to say, it must be a big bed, you will roll over in the middle of the night and have a Lego piece stuck to your face

Mom: he also has a line of stuffed animals along the side of his bed so they are probably in there.

Conversation continues about Lego

K: so tell me, who do you play video games with, Minecraft and other video games. Do you just play by yourself do you play with other people?

M: I play by myself. Sometimes I play with Richard at his house

Mom: or even at our house

K: and Richard, is he a friend from school?

M: I've known him since diapers[?]

K: friend of the family?

Mom: we're neighbors

M: two houses apart

K: and you play with your cousin

M: yeah but she is bossy

K: [laughs] She's bossy? Is she older than you?

M: she wouldn't stop playing until she won a game

Mom: which game was that

M: the train game on Nintendoland and we played for hours because she kept losing.

K: Nice

M: Until she won by one

K: and you play with your parents sometimes, not even WoW? Or are you not playing that right now?

M: I play WoW I play with them sometimes

Mom: we have the two laptops that we have the game one so if he plays on my laptop he plays with his daddy and if he plays on his dad's laptop he plays with me but I've been away a lot with my laptop over the last few years.

K: Yes So it's been a little less

M [?]

K: Are you playing something else right now? Did he just say you are playing something else [talking to Mom]

Mom: he said that he can't play Norjeft right now because it is on my account

K: Oh okay

M: I sometimes play heroes of the storm

Mom: do you, I didn't know that. With Jeff?

M: by myself

Mom: ok, I didn't know you could, I thought you had to play with people. Goes to show how often I've played that game

K: Nice

Mom: Jason has been leveling up characters

K: Nice

M: and he said I can't play Diablo

Mom: No you can not

Kathy [laughs] definitely not. It's a pretty scary game

M: Morgan can

Mom: Morgan was permitted by her parents that is not the same as Morgan can.

[more conversation about Diablo and who and who can not play it]

K: so lets talk about actually playing Minecraft on the study server. What did you think of that?

M: It was fun

K: It was fun. [pause] Was there anything special about ti that you liked the most? Was there something that you didn't like about it?

M: I liked the last time when you said you said that you were going to eat or you said that you were going to make supper, and me and Evan were making statues and the other day I went on and they were blown up

K: I heard that. Evan told me that the statues got blown up I don't know, I warned everybody on the last time and I emailed all the parents and I said that it is kinda play at your own risk after the study was done because I wasn't going to supervisor it all the time. I wasn't going to be there to say "don't blow things up" I don't know who blew it up, I have no idea. Do you know who blew it up?

M: There was a big sign that said "cool server guys" or something

K: Cool server bros, yeah that was Evan made that, I think to replace the sign that I had that got-

M: you made that sign?

K: my husband made that sign for me [laughs] Although I do play, I was on every-I was watching you guys

M: When you said TP to me I thought it meant toilet paper [laughs]

K: [laughs] It means teleport

M: yeah, my dad looked it up

K: Sorry about that, I meant to – I was trying to teleport to people, I was testing it out so that I could see what everybody was doing. You and Evan got a long really well eh?

Mom: Who else did you play with

M: Well most times I was just working on my secret fortress in the mountain

K: yes that was a very good secret fortress, I saw that one

M: in the mountain

K: yeah in the mountain

M: with the lava and spider webs yeah

K: Yeah it was fun. It was like an obstacle course that you needed to get around and he had a secret little pathway. I was in spectator mode which means I was invisible floating around everywhere

M: yeah my dad told me

K: and got to see what everyone was doing

M: I thought I kept that path around the spider web hidden

K: I was pretty hidden, I don't think I would have seen it, other than I could go through walls because I was in spectator mode so I could see that but I also could read what you and Evan were typing to each other as you were typing it, so I could see that you said that there was a secret path here because Evan just kind of broke through your spider webs and you were like Dude there is a secret path right here and then I read all of your signs. You and Evan liked to put signs everywhere so there were lots of signs to read

M: [giggles] Yeah I don't know if I should say this, but he said it was really bad because it was easy to get through and then he said sorry for hurting my feelings, but I didn't care

K: I saw that

M: it didn't matter because I just wanted [?] and it was pretty bad

K: I thought it was pretty nice I don't think it was-I don't think you were trying to make it the most challenging thing in the world you just wanted a space of your own. You worked really hard on the underground layer with Evan and Evelyn too. Especially in the very stain glass room you did lots with that stain glass didn't you

M: Yeah, I made the room and I made the stain glass thing, but they added the things inside

K: they added some of their own things

M: sometimes I was hiding in the water spying on them

K: Nice

[pause]

K: was there anything about it that you really didn't like?

M: well I did get embarrassed the second time, I mean the third time cuz I said that Evelyn's dog was right next to the ender crystal and then your son, I can't remember

K: Owen

M: Owen yeah or the Owen said that they were blown up and I acted like I didn't know what he was talking about but I was there when it got blown up and that's the whole reason why I made the fortress in the mountain because I wanted to get away

K: you wanted to get away because you were a little embarrassed because you knew that they were blown up but you – and you said that ‘oh I didn’t know’ but you did know

M: humhum

K: that happens. We all say things that we regret once in a while don’t we. I don’t think anybody knew that you had seen them get blown up so, they weren’t concern about that.

M: I was flying, floating what’s it called, crafting table when it happed

K: okay and did you actually see the dog get blown up, because I don’t know what happened, all of a sudden it was just gone and know bod really knew

M: I don’t remember what happened

K: Because Evan was trying to place all of the crystals and they kept blowing p u

M: And then behind his back I put it on a different block and then he said-that’s why he said it can go on like bedrock also.

K: you put it on bedrock? Cool!

M: Cuz I thought it only went on bedrock and he thought it only went on obsidian

K: and it could go on both. That was awesome. I thought it was very nice that you helped Evelyn look for her dog

M: that’s when I was really embarrassed would have done it still but most of it was because I was really embarrassed.

K: yeah

[pause]

M: Evan put a brain inside his statue

K: [laughs] He put a brain inside is statue?

M: It was pink wool and there was a door in the back that he broke after he added the brain and it was really weird but my statue looked really weird

K: did you build it like your character

M: I built it like Steve

K: wasn’t your skin Alex though? On the server it looked like Alex

M: I can’t remember

Mom: if it looked like Alex then it probably was.

K: probably

Mom: I wasn’t actually watching him play Jason was around he was logging on

K: I assumed because Jason said you said hi, we were typing back and forth for a bit

Mom: O was texting with him while he was setting it up

M: my Steve thing was very ugly and had fat eyes and a little head and weird arms [laughs]

K: nice

M: it was really weird, did you see the statue?

K: I didn't because I hadn't logged on in two days and then I logged on and I saw the big sign and I logged on and I saw a few other things and then I talked to Evan and he was like 'I had made statues and they got blown up'. So I knew that you had been playing. I saw that you switched to French at one point. You were typing in French

M: [laughs] oh yeah

K: is it easier for you to type in French than English

M: uhm no, I had to ask my Dad because I'm not that good at French but Evan started to speak in French then I said I could speak in French too and yeah

K: Nice

M: Uhm

K: Did you know that Evan is also 8 years old and in grade 3

M: I suspected that

K: [chuckles]you suspected that. I think he did say in one of his comments that he was in grade three. He's almost nine though, he turns nine in May

Mom: you guys are like days apart

M: I'm on June 4

K: I think he is like May 24th so yeah you guys are like literally days apart

M: He's a little bit older

K: A little bit

Mom: I don't think it counts when it is days apart

K: I don't think it does either. Maybe you guys can play some more. Maybe your mom can email his mom and you can log onto the server and play some more together

Mom: I'm totally okay with that.

K: but he is in France right now

Mom: maybe Owen will join

K: Maybe, he has a lot going on right now, he's playing a lot of different games, it was a 'I want to do this for you mom'

M: The first day the big sign got on fire I don't know who the Lava guy was Andy. The last day I was looking for him because he said he was going to set up a beacon because he found Nessy somewhere

K: Yeah he had built Nessy

M: And just when he left he said he was going to put up a beacon but then it was time to go, so there was no time. But on the last day I did find this laboratory thing with creeper headed things. It was like two iron blocks with sticks sticking out and creeper heads

K: hummm oh with tubes? Things that look like glass tubes?

M: Yeah,

K: Owen built that. That was his, was it in the mountain, lower than you, you were up there and he was down there. It was supposed to be like ooze, and goo coming out alien things

Mom: Creepy so in one part of the mountain you had a creepy laboratory and in the other part you had a path full of signs

M: No it was in a different mountain

K: oh it was a different one

Mom: cuz that's one creepy mountain if that was one mountain

M: [laughs] yeah

K: yeah, the first day Andy kind of blew a bunch of stuff up, kinda crazy in the first 10 minutes but then everything settled out.

M: I only remember seeing her or him twice. In a little dirt box and he or she said that un to come and find her or him and hum yeah, the second time was in that turtle thing that he or she put lava. Was it a he or a she

K: Andy? Andy was a boy and Evelyn was a girl.

M: I know

K: Owen built the turtle and Evan built that little box house thing

M: I remember looking inside the chest place, that was a lot of stuff

K: but when you are playing on creative it doesn't really matter because you guys all have the same access to all the same stuff, right

M: yup

K: do you sometimes play Minecraft on survival or only creative?

M: Sometimes. I have this world named Moe where I keep changing like to creative and survival and there is a snow biome place. It is where I go with my cousin, the only world that I have that is multiplayer right now because I don't trust her enough with any of my other worlds. Because the first house I had I used TNT for the roof and was beautiful and than she came on and said, 'ooh TNT' and boom boom

K: And you just liked how it looked? Or did you not know that it blew up

M: I knew it blew up, I was there when it blew up

Mom: That TNT would blow up,

K: Before when you built with it

M: oh no I didn't know what TNT was

K: but you liked the way that it looked, because it is all orange and stuff, it is very pretty

M: And it was just the roof, the walls were out of stone and I used spider webs inside and [?] it was really pretty until she blew it up. And then one time, I didn't let her do something, I don't remember what it was and she blew up my whole mountain. I had this town on a mountain

K: yeah,

M: and boom

K: Do you think that was an accident or do you think she did it because you said no

M: Because I said no, because she is bossy and rude, but I still love her.

K: I'm glad you still love her. It's a good thing to love cousins. And that's what happens sometimes when you play with other people right? You have to share and they have to share with you, and sometimes they get mad and sometimes you get mad

M: But she got what she was asking for [chuckles]

K: why what did you do?

M: I didn't do anything but she made this whole mansion and she decided to put this fire place in it and boom it all, fire

K: it all started on fire?

Mom: She had worked really hard on it and she burnt the whole thing down

M: And she was crying

Mom: She was inconsolable for a really long time

M: She was crying

K: Fireplaces are tricky because if you don't have the right amount of stone in the right areas it will catch on fire

M: yeah she put wood all around not stone

Mom: yea that was silly

M: She was crying but I nearly cried too

K: Yeah, it can get emotional right? Especially when you build and build and then something happens to it

M: so that's why Moe, that's what it is called Moe, is my only world is multiplayer

Mom: we had to talk to him about it because they got into a fight because she started breaking some of his statue houses

M: Yeah the pig house and the creeper house and the space ship and animal

Mom: we told him he would need to put all of his realms on I don't know what it is called

K: Single player

Mom: yeah

M: and if she explodes Moe that's it, I'm not playing with her. Like Moe is one of my most loved worlds

Mom: Why do you have that as multiplayer than?

M: Cuz it is like

Mom: can't you just make a new blank world and make that one multiplayer?

M: Yeah but we have worked hard on Moe

Mom: I understand

M: So I don't, I want her to be able to play on it with me

Mom: Fair enough

M: But if she does go crazy again then no no

K: It happens right? So do you play with your cousin a lot

M: Yeah

Mom: when they see each other, they live down in Toronto and they don't play on a server it is literally when they are together over WIFI

M: she thinks she's smart. She lies

K: Is there anything else you wanted to tell me about playing Minecraft on the study server or about video games in general. Or anything you want to tell me or ask me?

M: okay, well, when I try to enter one of the houses, one of the villager's houses it just kept pushing me out. It kept doing that. I tried to go in and boom.

K: the villager pushed you out? Or you couldn't

M: no

K: like it was a fake wall

M: yeah

K: That could if it was exactly on spawn within 12 or 24 blocks around spawn you can't open chests, you can't open doors

M: But the last day I tried to go inside and I had yeah it was perfect.

K: Huh I don't know

M: and it was all the houses I couldn't go in

K: All the houses in the whole villiage? I don't know. But the server has been turned off and restarted several times since then, so it should be fine if you ever go back on

M: and one time when I kept on trying to break blocks it kept on opening the talk thing

Mom: Kept on what?

M: opening the talk thing you know when you press t

K: oh yeah T

M: but I was trying to break blocks

K: huh that's weird

M: And then my daddy fixed it

K: you dad fixed it Nice do you play with a mouse?

M: yeah

K: Not a track pad? I know Evelyn plays with a trackpad

Mom: we have a mouse

K: We use a mouse too, I couldn't play with a track pad, it would be hard

M: I don't know what a trackpad is

K: this [points at her laptop trackpad] is a trackpad.

M: ooohhhh

K: could you imagine playing with your AWS D and this. it would be

M: hard

K: it would be hard, I like a mouse

M: How long have you been playing Minecraft

K: how long have I been playing Minecraft? I've been playing Minecraft for two years so not very long

Mom: How long have you been playing

K: yeah how long have you been playing

M: three years

K: longer than me?

M: four years kind of. My cousin introduced it to me

Mom: you got it on your first tablet and you got it for Christmas three and a half years ago

M: And I haven't seen that thing in ages. Well I've seen it. I saw it today but

Mom: yeah your tablet is still around the problem is that it needs to be formatted because it is not working properly right now

M: and it needs to be charged

Mom: yeah there is that too. He inherited an iPad mini from his grandmother so he didn't look back [laughs]

K: he got an upgrade

M: every time I get something new I keep playing on it, like sweater if you don't know what that is, it is my 3DS. [conversation continues about a cute story on how he named his 3DS Sweater]

K: is there anything else you want me to know about playing on the server or about playing video games or about Matthew

M: I like watching people play video games

K: yeah? Tell me about that. Do you watch YouTube then?

M: now they have limited it to one hour because I keep watching like I am addicted to it, so I can watch one hour but seeing it is just one hour I am not watching it at home [?]

K: Oh okay Who is your favourite YouTuber

M: Zack Scott, he does Nintendo games He does do violent games like Watchdogs but no. I don't watch that. And he was showcasing Legends of Zelda Breath of the Wild with episodes every day and I kept watching it and yeah. He's probably at 100 now and he was at 20 when I last saw. But I have seen him in like ever.

K: Because you stopped watching because your mom said one hour. One hour a day or one hour a week?

M: one hour a day

K: do you watch other, different TV then, instead?

M: I watch normal TV and Netflix

K: What do you like about watching other people play video games?

M: I don't know it is just amusing

K: Nice! I think so too, I watch other YouTubers play video games too. Mostly Minecraft though

M: there was one episode where he kept on failing at the game that he was playing and it was really funny.

K: Nice

M: I used to watch Stampy Cat but I don't like him anymore

K: How come

M: I don't know, I am just not interested in it any more. All he used to play was Minecraft and it is getting boring now. Just watching him play with everybody else

K: yeah Does he play on servers, like Minecrack servers

M: he has this world called Stampy's Wonderful World and he has this big house and in every episode he keeps watch, not watch, he keeps building stuff like mini-games and he gets like twelve of his friends to come and help him.

K: [to mom] Stampy Cat

M: And Diamond Minecart I used to watch

K: I don't really like Diamond Minecart

M: Yeah he is a little aggressive[?]

K: yeah and he is always yelling

Mom: he also had some episodes that were not very young kid appropriate he had one that was an insane asylum that was really gory

K: I don't think he meant to be kid appropriate

Mom: I don't know, bt he is always on those lists of what kids can watch and I am like so. Who's the one you watch now

M: ZackScottGames

Mom: What

M: ZackScott Games. sorry I didn't mention games

K: that's okay, I was just going to google it when I got home to check it out

M: there is no space by the way [looking at my typing]

K: No space Don't worry about it, these are just my rough notes. [conversation about my notes and the place we were in]

[conversation continues about politics and YouTube]

K: Have you ever commented on a YouTube video?

Mom: he knows better

M: I have accidently liked one

K: You've liked one, accidently liked one before

Mom: it is linked to my account right now, so he doesn't really get to do stuff

M: I want to search up if ZackScott has a draw my life[?] and if he doesn't I really want to comment on it but I, no.

Mom: if you really want to comment you and I can sit down together and talk about commenting, okay?

Interview with Evelyn

K: Evelyn, Do you want to tell me anything about Minecraft all?

E: [shakes head no]

K: how did you feel about playing? Did you enjoy playing on our server?

E: Yeah

K: What was your favourite part about playing?

E: Getting a new dog

K: Getting a new dog

E: I had my first one and Andy used TNT and he died

K: yeah

E: and then he hurted him and he said sorry [Referring to Andy]

K: Andy acted a little crazy, but I don't think he was intentionally trying to be mean. But that was sad right? [Her dog actually died when Evan accidently broke a crystal that blew up some of the surrounding blocks. Andy had nothing to do with it]

E: but I got another dog

K: you got another one

E: there were lots of wolves

K: And how do you tame a wolf in Minecraft? I've never done it, how do you do it?

E: You have to sue a bone and you do C how many times you need to until you see it's hearts and then you have a dog, you can see it's collar. It is always red. But you can change it

K: you can change it? How od you do that?

E: I thin it is in sticks or hearts but there is weird stuff that is yellow and green and there is round stuff that is pink and purple you use that and do C and you have a different color of collar, it is the same and the stuff in your hand.

K: Nice! OHHH I know what you are talking about, you are taking about the dyes, they are called dyes and you can get them from flowers. Sometimes you get them when you pick flowers and you use them to change the color of things. Did you know that you can dye your sheep different colors with those. So you can have pink sheep and green sheep and blue sheep. It is pretty funny and if they have babies they have colour matching

E: I only saw brown or black or grey or white or pink sheep. Those are the only sheeps I've found in Minecraft.

K: you found pink sheep in Minecraft? Those are hard to find

E: I couldn't even tell what is was but I saw pink

K: And you were like “what is that? Is that a giant piece of bubble gum in Minecraft?” [laughs by both]

E: maybe [laughs]

K: bubble gum sheep

E: I said, is that a sheep? But what color is it? So I put a torch and saw that it was pink. And when I placed an egg of sheep the first egg of sheep I got was pink. Pink wool

K: Nice! Do you like pink?

E: yeah, it’s my favourite color

K: maybe Minecraft knew that and that is why you got a pink sheep, that would be fun

E: I also like black

K: and purple too? (she was wearing pink/black and purple)

E: yeah

K: Today I like grey because I am wearing grey

Short conversation about clothing color and the weather

K: so do you like playing Minecraft?

E: yeah I play it almost every day for a little bit, even on the TV

K: Nice! So on the TV

E: I watch videos too of Minecraft

K: Do you? What type of videos?

E: All sorts of videos

K: on YouTube?

E: yup and even YouTube on the iPad

K: do you have a favourite YouTuber? One that is maybe funny or one that you learn a lot from

E: Gala? [asking her parent for help with this question]

G: she watches many

K: but does she have a favourite one?

G: oh what’s his name

E: I don’t know how to say it

G: Stampy Cat is he your favourite?

E: Yeah! Stampy Cat

G: he's pretty good

K: He is good. He has a couple of channels

G: we also like the ones with songs

E: Yeah

K: oh yes, all of the parody songs

E: I like the Minecraft song where he [unintelligible] It makes me cry

G: I can't quite recall how that one goes

E: I want to watch it!!!

G: how about we watch it later. You can show it to her after

K: yeah! Show it to me after

E: I want to watch it!!!!!!

K: You know what I can do after, we could use one of your parent's iPad or we can ask for the WIFI and put it up on this [my laptop]

E: please can I watch it?

G: yeah,

E: I want to watch it right now

G: in like two seconds

K: How about 5 minutes

G: I am still writing email

K: and I want to ask you two more questions. First question: Who do you play Minecraft with the most often? Alone or with K or G?

E: I play most often with K or A if K isn't playing

K: Okay so A plays?

E: yeah until K comes in and says I want to play like when A was just about to play with me, she was working on the computer for maybe just one more minute and then K came in and just say I want to play

K: Nice. And you played on our server with Andy and Owen and

E: I liked Evan a lot

K: I met him yesterday, no Thursday, I went to have a talk with him about Minecraft on Thursday. He liked playing with you too, he told me.

E: How old is he?

K: He's eight.

E: I'm seven

K: So you guys are pretty close in age. He has been playing Minecraft since he's been 4 he told me, so he's been playing a long time. You've been playing since Christmas right?

E: Even since I was six years old. Maybe even when I was 5, I think so but I am not sure

K: yeah. Time is a tricky thing to remember. It's hard to remember when we start things

E: I think I only knew Minecraft when I was six

K: you just turned 7 not that long ago right?

E: yeah

K: I remember, I was talking to G about your birthday. I think you had a good birthday

E: It's in winter, January 23rd

K; you liked playing with Evan. What did you like doing with Evan?

E: Mining

K: Mining, building that big cool underground base

E: He'd been doing that. Not really me, like when he builded the roof, it was in water place. I digged it and I saw him. I think I didn't know which block it was inside cuz it was like dirt and I digged it and it was actually it. I digged it inside and Evan placed a block

K: It happens, when you are digging underneath the ground and all of a sudden there is water or other things

E: there was water having a current down and then there was water in it and getting down in the basement where it was pouring and I thought my dog luna died. And Evan said he found it but it wasn't cuz I could not make her stand up but I got another one

K: there was a lot of dogs in that area. A lot of wolves. Is there anything that you want to ask me or say to me about playing Minecraft with all of those kids?

E: I don't know

K: That's okay, you don't have to. I'm just wondering. I have one more question. Do you play any other video games? Or only Minecraft

E: Only Minecraft and Lego worlds

K: Lego Worlds, nice

E: Cuz there is a spaceship and we have to get 10 of gold to make it ride and to ride to different planets. Right now we are on lava. We used to be on grass but then we turned on lava worlds

K: Whoa, is it harder

E: yeah. Sometimes there is baby skeletons and there is lava and if you go into the lava you get hurt. You lose hearts. I think we only have 5 or 4 hearts

K: Wow. And do you play that on the TV or on the computer

E: on the TV it doesn't work on the computer

K: so it is a PlayStation game

E: yeah

K: do you play on any websites, like club penguin

{shakes her head no}

K: No? only on the TV or on Minecraft

E: there is Rayman, but I don't really like Rayman as much but K does

Talk about another video game that was too babyish

K: Do you enjoy playing video games>

E: yeah! Minecraft is my favourite one

K: And do you like to play all by yourself or do you like to play with others?

E: I like to play with other people. We can play two on one TV. Split screen. Sometimes I'm on the top and sometimes K is on the top and sometimes I'm on the bottom and sometimes K's on the bottom. We have two controllers to play. I'm the silver and K is the black

K: what do you do mostly when you play?

E: Build

K: what's your favourite thing to build?

E: I make houses and I get pets and when I saw Stampy Cat he has a fun land so I made one too. I have lots of different islands that I have been playing and I hear K playing Minecraft right now. Yeah he is playing Christmas, I know which sounds are Christmas. I don't know which sound is grass sound and that is the sound of Christmas and I heard him say Enderman. They poof. I hope he is not on hard mode cuz Endermans can get you very easily

K: They can. Do you play mostly one safe mode, like creative

E: Sometimes I go on survival but I find it too hard when I am on easy survival, so I go on survival peaceful, no monsters

K: no monsters

E: But I keep, I really wish that I would get hungry but I am guessing that you only get hungry on survival if I am on survival easy but there is a problem because I am scared on survival easy and I want to be, to get hungry on survival peaceful but I can't I need to be on survival easy but I am too scared so that is the problem

K: that is a big problem. On survival peaceful if you do lots of mining or lots of breaking of trees or lots of running you don't get hungry?

E: nope

Interview with Evan

K: Really I just want you to tell me anything you want about Minecraft, but first I want you to tell me about you, about who you are, who is Evan. (Evan laughs). So maybe your age or what grade you're in. Because this is the first time we've gotten a chance to meet in person.

D: So I guess I started around kindergarten with Minecraft, because my dad played it and he goes by the name DarthSco, and I wanted to be like him, so I did Evan, but that name was taken so I added the 57 to the end because it was a lucky number for me for some reason, not 13.

K: Nice

D: and also 0

K: Zero is a lucky number for you?

D: Yeah

K: Cool, so you started way back in kindergarten so what was that? Ten years ago or what?

D: (chuckles) It wasn't 10 years ago because now I'm 8

K: Oh okay

D: So three years ago, or maybe I was younger I guess

K: Nice that would make you grade 4, no 3

D: But I am almost 9

K: Cool so when is your birthday?

D: May 25th

K: well I probably won't see you on may 25th so I am going to wish you a happy early birthday today, Happy early birthday Evan

D: yeah,

K: So you like playing Minecraft. Do you play often? Do you play on your own computer ? or do you play on servers? You said something (before we started) about Multiplex or Mineplex

D: It is like Hypixel and Mineplex are both servers that load of people play on. My dad's not too thrilled that I got those servers but anyways I was just bored because I couldn't go on Kathy's study server anymore so I just started playing those for a while and I was 'oh those are fun' then you reopened yours and I went in to see 'maybe they built something new' and then I saw that the stuff went away but luckily my sign, cool server bro didn't go away

K: Oh so you built that! I saw that. That was awesome, I logged in and I saw that and I wondered who and built. I didn't know if it was you or Riley.

D: It was me

K: Good job! That was an excellent sign

D: Yeah. Because you built the welcome to the server sign didn't you?

K: My husband built that. I do play Minecraft. I play Minecraft quiet a bit but my husband also plays and we all play together, Owenie, my husband and I we all play together a lot. But he, my husband loves to built big, big big creations. I'm more of a farmer

D: I'm inspired by like big builds. I like to play build craft and stuff like that

K: ok

D: stuff like that when I am in Hypixel

K: I know what Hypixel is, Owen plays on it sometimes so

D: we should meet together on there.

K: Yeah he plays sometimes and he also plays, he's really into Roblox right now

D: Oh yes, I am sooo into Roblox and my parents took away my privilege because I was so like, I went crazy when I heard that I could play Roblox

K: Yeah there is something about that game that kids really like

D: Yeah I know right? When I first started I, was still in kindergarten or grade one but yeah , like , like then my friends just started going haywire

K: do you like when you're on hypixel or What Mineplex what is the other one you called it?

D: yeah Mineplex, it is not that much people who play it, it is the most recent server that I've got

K: or Roblox do you accept friend request from people, or only people you know

D: when I just started a big chat with somebody and I have three friends that I really really chat with so I accept only the friend request that I am in the mood with talking with like being their friend but some people just randomly friend request so I am like, decline

K: so you decline those, but accept the ones that you chat with. Have you met some of these people like at school or in real life or are they just people you meet and chat/text with them a little bit

D: No. I have a friend who's name is Oliver and he plays Roblox, I'm not sure if he plays Minecraft, anyways he likes to play Roblox a lot and for some reason he likes to, like he got to play Roblox and I don't because he is not that addicted to it. You know which other game I like with is related, speaking of cubes and Minecraft, it is called Geometry Dash, here let me show you.

K: Oh you have it on your phone? Geometry Dash. Oh there you are, you're Evan in all of your games eh? Is that your favourite name?

D: yeah

K: so how do you play?

D: I'll show you an easy level

He shows me on his phone how to play. Mother comes in and introduces herself. We talk for a while about the mobile game and different games that Evan plays. He goes into detail about the mobile game that he is playing.

He says that you have to be a good twitch gamer.

K: I would love to hear about other games you are playing. So you play on your computer, what else do you play on?

D: Well I play on my Mac, but I also use my dad's windows because it has better graphics and stuff like that. My computer has been absolutely wrecked.

K: Your own computer? You have one of your own?

D: Yeah I have one of my own. It got handed down from my dad

K: I could show you games on my phone...well I don't actually have any

D: I remember that time that you said that Owen has to go to supper and I was like 'how does she know that

K: (Chuckles) yeah that's because cuz' he's my son. I had to send him up to supper (Mom chuckles from the kitchen)

Mom offers tea

D: So you recorded that?

K: Sure! I record everything, it is just running and I will send your mom a copy if she is interesting in reading it. You can to, you are always welcome to see it

D: you can send it to me, because I have an email (chuckle)

K: you have your own email address? Nice that's pretty cool

D: I know.

K: do you use it a lot?

D: I do use it a lot. Here Ill show you.

K: do you email your friends?

D: I email my friends because there is here, Gmail? Is that Gmail ? I don't think that is Gmail

K: is this your phone too?

D: yes

K: nice

10: 27

K: I just saw Gmail, it's funny that it is an envelope because we don't get email in envelopes. So I see that you get a lot from YouTube. Do you watch a lot of YouTube Evan. You were telling

me that you get inspired by other peoples' big Minecraft builds, so do you see other people's builds on YouTube?

D: Yeah

K: or where do you see other peoples' builds?

D: well I'll show you, there's Stampy and

K: Yup, I know Stampy

D: and there is Dan DDM and wow

K: Do you like Danddm? He's not my favourite

D: Yeah I do kinda

(talk about the dog and eastern time)

K: Ok so do you see people's big builds on YouTube

D: Yeah I'll show you some. There is popular mmos also

K: I follow only two Minecraft YouTube guys, Vintage Beef, I like Vintage Beef he's kinda funny. And Ethoslab. Those are the two that I watch

D: I have no idea who those guys are

K: They're just Minecraft guys, Canadian Minecraft guys. They are..one's I think out of Toronto and one is out of somewhere else. But I know Owen watches Iballistic Squid

D: Yeah I know him

K: That's one of Owen favourite I think. And we used to watch Paul Soars Jr. He used to do a lot of Minecraft but he does only other games now. He doesn't really do Minecraft anymore

(He was looking on his phone to try and show me videos of people he liked)

D: I don't have any, oh yeah there is another game that I like, it is only with pixels

K: oh ok

D: it is undertale

K: Undertale, is it another dash game?

D: No it's not. It is an adventure mode game

K: Nice, Undertales, I'll have to check it out because I like adventure mode games. You have a Samsung, so I wonder if I can I get it for the iPhone. Owen has a Samsung as well.

D: I am not sure if you can get it for an iPhone or any phone as it is just an ameno, you have to get it for windows or mac.

K: Okay, well I can check that out. So you play on your lap and you play Minecraft on your dad's computer, his Windows. Do you have a game console at all? Like a Xbox or PlayStation or Nintendo

D: Yeah I have a Wii and

K: but you can't play Minecraft for the Wii. They don't have Minecraft for the Wii do they?

D: No they don't. And I have a PS3 that's all. (Laughs)

K: That's a lot! I guess at our house we have a Wii, a WiiU, and then an Xbox and we just bought a second hand PS4

D: Wow you're lucky

K: But it was somebody else's but they didn't want it anymore because they wanted the new one, so we bought it for cheap!

D: Hey look at this little icon though.

K: So you are just making icons with it?

D: Yeah, these are all blocks shaped into icons

K: Yeah

D: it's Lenny

K: Lenny? Who's Lenny

D: He's an internet meme

K: Oh okay. I know a lot of memes but I don't know Lenny

D: Oh you should

K: Tell me how you play games with? Do you play...just tell me, who do you play games with? Minecraft games or online games, it doesn't have to be Minecraft, computer games online

D: Well I'm not actually sure if I play with anybody. I was doing stuff with my friends on the ameno but then it was kinda boring so

K: That's a website right?

D: yeah ameno

K: is it an educational one? Like a math website. Or one with fun games, learning games

D: Ameno? No

K: I don't know that one, I've never heard of that one until now. Ill have to look it up

D: yeah you will

K: so is it like little games like Hypixel where you run around. Like I know not in Minecraft theme but in different sections

D: No it is a chat and posting blogs

K: Oh so it is a bit more like a social network, kind of like Facebook or little more along those lines. Do you have a Facebook account?

D: I do (laughs)

K: Do you post lots? I would like you to put that away (his phone) just for a few minutes, you can show me more later. Do you use your Facebook account lots or just a little bit

D: just a little bit because I don't want Facebook to find out that I'm like almost, that I am only 9, and you need to be 12 or something like that.

K: yeah, 13 with parental consent or something like that. Do lots of your friends have it?

D: no

K: are you kinda the first?

D: I guarantee that there are some kids on Facebook

K: oh yeah, there are lots of kids on Facebook. So do you play Minecraft with your dad still?

D: well yeah, I played Roblox for a while and then my dad said that I needed to get into Minecraft again, so again, that is when the study happened. So I played that. Have you done the study like several times?

K: no this is the first time, so we had 4 play sessions, which you know because you played on all of them.

D: yeah, but then I had loads of other play sessions, which were not play sessions, but you just opened the server.

K: yeah, we try to keep it running all of the time, but sometimes our computer needs to turn off for updates or

D: so wait. The, it was running, the computer was running

K: yeah we leave our server running, because we have the study server that we leave running as often as we think about it, as often as we can so that you guys can, especially post school hours, like 4 until about 8. Because by 8 I think you guys are probably about done with computer and getting ready for bed

D: Yeah I go to bed at 9.

K: So we try to have it running those times for cuse and then all weekends. We also have a server for just my husband and I that we have running as well on a world that we are building on right now that is just the two of us.

D: I use mods

K: We sometimes use mods. What's your favourite mod pack?

D: I have a bunch of mods installed. What's my favourite mod pack. Let's see, I am not sure. The you can create your own armor mod. With almost any blocks, glass provides invisibility including super invisibility to like ghastrs and stuff like that. And yeah, it, like a really cool mod because you can make your own armor. Duh

K: yeah right? it is super fun! I like

D: Furniture mod?

K: no, I do like the furniture mod, but I like to do some farming so I like the pam's harvest mod, with all of the extra food in it.

D: so you build the village or was that just spawned there?

K: No we just spawned there, that was an awesome spawn point, we totally fluked out. There was that village.

D: Yeah but then somebody blew it up.

K: Once again that was Andy. He set the sign on fire and ran to another village and set that on fire

D: And then I showed, I calmed everybody down by showing them how to colour beacons.

K: yeah, that was good. So you kinda, it felt like you kind of took Evelyn under your wing. She's newer to Minecraft, she's pretty knew to Minecraft and it felt like you made her your friend and you invited her to build that underground base with you. That was very nice

D: yeah. In Minecraft I am the sign guy

K: you are the sign guy, you love signs

D: Yeah, in World of Goo the last like episode or like level, there is a sign guy that writes signs so I was inspired by him. [laughs]

K: Nice, I liked all the signs because I was in spectator mode, I was the floating head flying around/OHHHHHHKAY/That's why you couldn't see me. I was always there running around but I was in spectator mode, watching. So I read all of your signs. I really liked in your base that lower level/yeah/down through the caves where you're like 'don't go any further, no don't go any further!' 'Too dangerous!' I liked that.

D: That was like, here I will show you what that was a reference from. I had music on.

K: Okay, so you changed the Minecraft Music right,

D: Yeah, because it was a reference from like this [shows K a game on his phone] because you said you saw these, 'you are now deadlocked'

K: Yeah and you named a dog deadlocked right?

D: Yeah I did. Because there is this impossible level [playing level]

K: Okay

D: It's a demon

K: And is this the type of music you always have playing?

D: Yeah I do. [laughs]

K: Is this the geometry game still?

D: Yeah. And there is also this demon still and I like demons because they are so hard

K: Yeah, does that mean that when they, those scowly characters, the demon characters does that mean it is a harder level?

D: Yeah, so that's what I tried to do but it wasn't really dangerous or anything [laughs]

K: yeah

D: anyway I put some club step music on as well, it's an easier demon

K: oh okay. So now does that mean that you had music like this playing through your Minecraft or did you just have this playing in the background?

D: I had mostly this playing, because I like the music

K: Oh Okay

D: It's like piano and I like piano

K: Nice

D: AH I hate when that happens [referring to the game he is playing] he tricks you

K: It is difficult isn't it? Do you play an instrument? You said that you like music and you like piano do you

D: Yeah I do play piano / do you play piano?/

Mom interrupts to bring tea and talks to Evan about the phone

Darth: How come Owen knows how to make like banners?

K: Owen has been playing since he was little too since he was in about grade one, so for five or six years

D: Because I know how to make different banners but then I put them on shields and nobody knew how to do that. I know how to put banners on shields and decorate the banners

K: How do you learn all those things?

D: Oh, I use the internet, me and my dad

K: so you look it up?

D: and my friends because one of my friends we made a server and we made like, there is a thing that we do after school, it's called the ninja club and we built it re-built it in Minecraft and it was a big territory and my friend coloured some beacons I was like, wow how did you do that? And he was like oh Thomas showed me and then he was like you place a stained glass block on top of it and then you, yeah.

25:12

K: Yeah that's pretty cool so you search things and your friends show you things. Have you done a server yourself or does one of your other friends host the server?

D: I host LAN servers

K: yeah, just LAN ones. Does that mean that your friends come here with their devices and you all play together?

D: no we play from like, so we give a time to come on so then, when we join the server then yeah

K: So they're from their own homes though? Similar to what you did with the study except that it was hosted at your house.

D: Yeah

K: Well that's cool

D: Yeha

K: so how many friends do you play with then in your Ninja club?

D: Loads!

K: Loads?

D: yeah, we tried to get my friend, my other friends to play but there was like only a few of them that could join.

K: Nice do you

D: wait but, well, so you were a spectator?

K: I was, I was in spectator mode.

D: How did you do that? I don't know how to spectate

K: if you are an admin, in you are an administrator of the server you can put game mode 3 which is spectator mode. Then I am invisible and I can fly through stuff. I can go through all of the blocks.

D: oh yeah and you have all of those commands

K: yeah then I have the command tool bar so that I could teleport

D: Some body banned me [giggles]

K: from the Minecraft server? From the study server?

D: When I ignored all of the warnings and then um,

K: oh I kicked you! [laughs] [kicked is defined as logging people off of the world to end the play]

D: [laughs] I was just about to and then ah I got kicked [laughs]

K: yeah I kicked you once, I kicked you and Matthew and Evelyn the first session because it was time to go/we were taking to long/ yeah it was already 15 minutes after the session and it was just time to go. That was before I decided to leave it open. I thought for a little while that I was only going to keep it open during the play sessions, but then I was like, no we're going to keep it open, we were going to give them time. I stopped kicking people after that

D: in the second session you told us finish what you are doing and then leave the server. In that time I built a fireplace in the admin room

K: your underground bunker was very good. You guys worked really hard on that.

D: yeah I placed a block there and then I placed a block on top of that and then placed a block there. Yeah it was really hard to do stuff like that.

K: but how did you feel about, you were doing it and then Matthew and Evenlyn were helping you

D: yeah

K: and you liked that?

D: yeah

K: you guys didn't talk much you didn't chat much with each other but you all seemed to know what to do.

D: yeah because I was concentrated on the

K: on the build?

D: yeah on the build. Creating pillars and stuff like that.

K: and writing signs

D: yeah and writing signs, of course writing signs [laughs]

K: But it was okay that they were building on it too? And you were all happy with that?

D: yeah

L: do you every talk about Minecraft when you are not playing? Like maybe in the playground with your friends? Or do you guys play Minecraft?

D; yeah

K: yeah so do you play at your school? Do you have Minecraft at your school? Some schools have it.

D: in the computer lab we only see Roblox and Roblox editor because people are so addicted to it and use it in the computer lab when they are finished their studies and like their math then they can have free time so they, I guess they play Roblox or something like that. But I usually play a different game

K: Do you play Frive?

D: No I play Keysee

K: Frive is that math website right? With the math games?

D: No, just games. Like Keysee. When I first discovered Keysee I was like really little and then my parents, like I kept going on there and my parents blocked it. So I have a bunch of like

Long conversation about Roblox

D: remember when I was pretending to teleport

K: yeah, I was like, “sorry” and you were like “Ah, I’m missing the slash, I know there is a slash”

D: Yeah I tried weather rainy also but that’s when I knew commands were not allow

K: yeah only I had commands

D: yeah when you open to LAN it asks what game mode can they do cheats? Off [laughs]

K: do you ever play on survival? Or do you always just play on creative?

D: I do play on survival but only on nemesis games, its one of the Minecraft servers. I play on sky block because it is cool

K: Sky block is fun. I like sky block

D: yeah I’m not really that into farms though

K: and you have to do quiet a bit of that on sky block so that you have food

D: Yeah. But I can just, nemesis sky block you can go into the shop Then you can buy stuff but usually people are really dumb because they sell, I’m going to sell these sponges for like 6000 dollars. And I mean like, I did that once. Once I sold a stick for like 99,999 but then I stopped doing that because people didn’t want to buy my products so I just started selling stuff for really cheap

K: And so did people buy it?

D: Yeah people bought it. But some of it expired yeah I collected them

K: Sounds like when you play you usually play with other people, like on a server like Hypixel or Nemesis or those sorts of things, or Roblox, those type of games where there is other people around. Do you ever just play alone? Like not connected to the internet?

D: I do

K: which do you like better? Or what’s the difference for you? Between playing with people and playing without

D: well I, when there is no internet connection, like you were saying, I know a lot of Easter eggs.

K: Ok, so you cruise through the game doing all of the things

D: So my dad works on google a lot so I’ve seen how to disable the network ...[moves to a conversation about the dinosaur dash where he shows me how to do it on the google home page] [much of it was hard to hear as we moved to the laptop]

“I know a lot about the internet”

[makes his own levels of a game. He did a colab with someone he met on line for a different online game]

K: Before I need to leave, is there anything that you want to tell me or ask me about the study or Minecraft. Anything you want me to know about DarthEvan and his online games

D: Well, how do you create an actual server? Was it just a LAN server

K: No it was an actual server, you need to, well if you ask your parents' permission there is a lot on the internet on how to set it up. My husband always sets it up for us. You go to Minecraft, the website, .net and it will give you a server prompt, 'download' a server. And it goes off your IP address and it also uses your internet bandwidth so every time your friends log on it uses your internet so you need to make sure you ask your parents. Our study server will stay up for a while, so feel free to check in, but no body's, I'm not monitoring it any more in the sense that I am not there to tell people to do things. So it is play at your own risk in the sense that other players can destroy things unfortunately. Once I see that no one has logged on for a long time then I will probably turn it off

The rest of the interview was about their upcoming trip to France, Harry Potter, code names and connections.

APPENDIX D

Coding of the videos

Key: P1=Owen, P2=Andy, P3=Evan, P4=Matthew, P5=Evelyn

PS= Play session

PS	Player	Description	Social play category	Cognitive Activity	Notes
1	P1 and P3	Building near each other	Parallel play	Constructive	
		P3 threw a potion of night vision (?) or water breathing (?) at P1 to help him. No communication	Parallel play	Served a purpose—needed if for building	
		Some chatting:			
	P2	Blows things up – houses in the village, not created by any participants.	Solitary play/posturing	Functional – doing it for the reaction	(social reaction and ‘physical’ reaction of the explosion)
	P3 and P1	P3 started building on P1’s creation and P1 tells him not to. (see chat log for text)	Parallel play	Constructive – more accurately: preserving his creation.	
		P3 apologizes and P1 accepts (see chat log for text)	Parallel play	Social	
	P4	Building a beacon – in the village.	Solitary play	Constructive—this is simple build that is from a ‘recipe’ within the game. Not original creation	
	P3	Works with P4 on Beacon and show him a ‘trick’	Cooperative play Posturing – More like one building and one watching. Some chat happening	Constructive. P3 places himself as expert in this situation, even though he doesn’t know how experienced P4 is.	
	P2	Lights sign on fire	Solitary/posturing	Functional –	seems to be looking for the social reaction and to watch the “consequences” of the burning sign.

P1, P3, P4, P5	Try to put out the fire and rebuild the sign	Cooperative	Problem solving— they were reacting to the need in the world and all came to help	
P5	Tames a wolf – it turns into a dog	Solitary	Dramatic play – she made it into her pet by feeding it	
P5, P4, P3, P1	Saves P5’s dog from the sign	Cooperative – all helping	Problem solving – they were asked to help and they did.	
P5	She was the one to asked for help for her dog	Initiates cooperative play.	Dramatic play?	She is concerned for her pet,
P2	Runs away in an attempt to have the others find him	Attempt at cooperative play		
P3 and P5	P3 starts digging an underground bunker and P5 starts to watch him and help a little	Onlooker play with the beginnings of cooperative play		P5 goes from watching to helping
P1	Starts build a large statue of his avatar	Solitary play with some social interaction through text	Constructive	
P4	Flying around watching	Onlooker play		
	Talks to O as he builds and asks questions about the build	Onlooker play	Social	
P5	Asks a question of game mechanics while trying to work on the same build as P3	Beginnings of cooperative/associative play <i>Doing it with him</i>		ZPD for P5
P4	P4 spends a few moments watching O build	Onlooker play	Social	
P4	P4 mentions to P1 what he built in another world	Onlooker	Social	
P2	Logs back into the world and explores other areas	Solitary	exploration	
P2	Continues to light things on fire	Solitary play	Reticent? Functional?	

	P2	Logs back out stating that this “sucks”	Posturing non-play behaviours		Seemed like he was upset that people were not doing what he wanted. He wanted people to chase him
	P1	Comments that P2 is ‘like this’	Non-play		
	P5 and P4	Work on underground bunker	Cooperative – working together, but with no real leader...but with an end goal	Constructive	
	P4	Builds an Ender portal near the bunker entrance	Solitary	constructive	
	P4 and P5 and p3	Explore what P3 is building	Onlooker – Moves to cooperative—as they keep building with him		
	P5 and P3	P5 asks P3 a question		Learning ZPD	
	P1	Finishes his large creation	Solitary play	Constructive	
	P2	Logs back in, seems frustrated	Non-play		
	P4	Compliments P1 on his build	Onlooker play		Social
	P3,4,5	Go into bunker and pick rooms	Cooperative play	Constructive	They were asking each other which rooms they wanted and which they could have
	P5	Expresses that she is having ‘fun with them’	Non-play		Social
	P3, P4 P5	Start to decorate their rooms in the bunker	Associative or cooperative		Still working on a group project, each in their

					own way, but towards a combined end goal. So Cooperative?
	P1	Compliments P2 on his hat	Non-play		Social
	P2	Responds by saying "shut up"	Non-play		Social
	P5	Apologizes that P2 said "Shut Up"	Non-play		Empathy
	P3,P4, P5	Back to building on the bunker	cooperative		
	P2	Builds a Nether portal	Solitary	Constructive	
	P2	Invites the others to come to the nether, but he says "The End"	Trying to initiate cooperative play		He wanted to play with (or at least near) people but his mistake in naming the wrong dimension prevented that
	P1, P3, P4, P5	All go to the End and fight the dragon	Cooperative --they are exploring together and playing together, with a goal of exploring The End.	Dramatic play?	
	P1	Once back to the world he continues to work on building large structures	Solitary	constructive	
	P2	Came out of the Nether and visited places built by P3. Left a sign saying "P2 wuz here"	Solitary with social behaviours	Exploration? Dramatic?	Leaving signs and gifts for other people. Making his presence known on the server
2					

	P4	Is the first one to log in and flies around	Onlooker or non-play behaviour		
	Others log on				
	P5	Is looking for the others and asks where they are			Looking to play near/with others
	P3	Goes to find P5 to make sure she knows where they are	Social behaviour?		
	P1	Is the last one to log on Everyone welcomes him verbally	Social behaviour, non-play behaviour		
	P3, P4, P5	In the bunker, talking about keys to the door of the bunker	Associative		
	P3	Gives the key to the door to P5	Cooperative – for like 10 seconds		
	P1	Finds a new place to build new creations	Solitary play	Exploration	
	P2	Building in a lake near spawn	Solitary	Constructive	Nesy
	P3	Places signs with ‘danger’ messages around the cave	Solitary	Constructive Dramatic	There is no danger, so there is a level of dramatic play
	P5	Follows P3 around	Onlooker		Learning
	P3, P4, P5	Working on the bunker Lots of building near each other working near and with each other	Cooperative<—>associative	constructive	
	P3	Asks P5 for the key back	Associative	Dramatic?	Learning
	P5	Can’t find it	Associative		This is a helpful action, is it play?
	P3	Helps her find it, talks her through it	Associative and helpful		Helping behaviours
	P3, P4, P5	Back to working on bunker	Cooperative	Constructive	

	P2	Still building on his own	Solitary	Constructive	
	P1	Still building on his own	Solitary	Constructive	
	P5	Does a lot of watching of others	Onlooker		Learning
	P3, P4, P5	Has 'shared space and shared inventory' for the group	Cooperative	Constructive	More about the space than the actions
	P3	Places signs that thank others for their work on the bunker	Cooperative	Constructive	social
	P1	Visits the bunker	Solitary? onlooker?		Still social
	P1	Goes to visit P2	Solitary? onlooker?		Social behaviour
	P2, P3, P4	Make jukeboxes and play music	Cooperative	Constructive/functionnal.	This was very cute.
	P3	Offers to make P5 a new, fancy shield	Associative? Parallel? Cooperative?.		He is doing it for her, but he asked first...It could have just been a gift without her input, but he chose to ask
	P5	Says "yes"			
	P3	Says he will make it "cool" for her	Associative?		Social
	P1	Comes back to the bunker to visit	Solitary? Onlooker?		Social behaviours
	P5	Suggests that they go to the Nether	Cooperative –		initiated leadership
	P3	Goes with P5	Cooperative		
	P2	Building by himself	Solitary	Constructive	
	P1	Goes to the End	Solitary	explorative	
	P4	Heads to the Nether to meet the others	Cooperative		
	P3, P4, P5	They come back from The Nether and together take down the portal together because it was 'too scary'	Cooperative	Constructive?	There was a goal, to take down the portal
3					

	P2	Asks P1 to come to come and see his creation that he worked on last session	Cooperative --? Less play and more exhibition		
	P1	Is inspired by the build to build his own creation in the same area	parallel	Constructive	
	P4	Still just flying around exploring spawn	Onlooker/solitary	Exploration/dramatic	
	P3	Logs in and starts chatting about John Doe day while in the bunker	Solitary		Mainly chatting, not a lot of action with the avatar
	P1 and P2	Building near each other	Parallel play		
	P4	Starts his own fortress in the nearby mountain	Solitary	Constructive	
	P5	Logs in late	Non-play		
	P3	Talks about how good he is and P1 is at making banners, while making banners	Solitary play	Creating banners Constructive?	
	P2	Joins the conversation and says he is not good at making banners	Solitary play		Social behaviour
	P5	Asks were they are	Social – information		
	P2	Giving feedback to P1 as they both build	associative	Constructive	
	P2	Asks P1 if he wants help	Associative		One of the few verbal requests to collab
	P1	Says no thank you	associative		
	P3, P4, P5	All making banners together	Cooperative? Or one building and two watching?		This was hard to tell by their actions. It may have been one actually creating and the other two learning, or they all were creating

	P5	Goes to look at her dog, named Nala	Solitary	Dramatic play	
	P2	Spawns sheep on P1's build	associative?		P2 engages with P1 anyways, just in a more joking/pranking fashion
	P1	Removes sheep and asks P2 why he did it	associative		
	P2	Responds "he ate them"	associative?	Dramatic	Social – prank? Shows some imagination by saying that the kraken ate the sheep.
	P3	Asks P1 a question about a creation			Seeking information
	P1	Responds by asking for more information as he was not near P3			
	P3	Asked about the Ender Crystals and P1 gives him advice on how to use them			ZPD
	P3	Blows up some of the base	Solitary	constructive	
	P3, P4 P5	Fix the mess the explosion made	cooperative		
	P1 and P2	Still building on their own in the lake	Parallel play ← → associative	Constructive	They are engaging more than parallel, but less than cooperative, so I guess some of the time they are associative
	P5	Discovers that he dog is missing	solitary		Is alone when this happens,
	P5	Asks others for help in finding the dog	Beginnings of cooperative		Shows leadership
	P3. P4	Start to search for the dog with P5	Cooperative		kindness
	P1	Gives information about the ender crystal explosion as it may relate to the dog	Social		Helping through giving information?

					Does leave the lake
	P3	Goes off on his own to start taming pets, for P5 and himself	Solitary	Dramatic play	Starts showing interest in pet
	P4	Keeps looking with P5 for the dog	Cooperative		helpful
	P1 and P2	Still building in the area surrounding the lake	associative	Constructive	
	P4	Encourages P5 to still have hope, and he keeps looking with her	Cooperative		
	P1	Asks P3 if he makes his own MC skin	Social		Talking about Minecraft products
	P3	Responds that he does	Social		Common interest and skills
	P3	Offers his dog to P5	associative ?	Dramatic play?	? social for sure
	P5	Decided that her dog is dead and creates a grave for it, plants flowers and trees And a sign	Solitary	Dramatic play?	This is hard to call play, as she was upset, but she was so engaged in dramatic play with her pet that she got emotional
4					
	P4	is the first to log on	Non-play		
	P4	He flies around looking at things	Onlooker play or solitary	Exploration	
	P4	He is in his own mountain fortress, working on it. It is large, with marble and 'traps.' Traps are lava and spider webs	Solitary	Constructive Dramatic	He expressed in his interview that he needed to 'get away' because he was embarrassed at a lie he had told during the last session
	P4	gets concerned the others haven't logged in yet, and asks if they	Non-play		Perhaps he was nervous being the only one on?

		should be there by now			
	P5	was the next one on.	Non-play		
	P1	joined the game	Non-play		
	P1	He was tossing potions to cause colourful effects	Solitary	Reticent	This play was less mature, almost 'joking' in nature. Like a "Watch me"
	P5	decided to tame another wolf to make a dog	Solitary	Dramatic	
	P4	continued to work on his mountain base	Solitary	Constructive	
	P3	was late because there was a problem. He did not go into detail about what the problem was.	(Non-play)		Wanted to talk
	P5 and P3	in the underground bunker	Cooperative	Constructive	Working together and near one another
	P1	Visits P3, P5 in bunker	Onlooker	Or social behaviour?	
	P5	named her dog butter scotch	Solitary	Dramatic	Said in her interview that this dog was the best part of playing
	P1	using crazy words from Starbound (another game he plays)	Solitary	Reticent?	
	P2	the last to log in this session	(non-play)		
	P3	is pretending to have commands	One of the only examples of verbalized 'dramatic play'		This was interesting. I said that they did not have access to cheats, replied "I'm just pretending"
	P2	goes back to building in the lake	Solitary	Constructive	
	P5	has spent a lot of time with her dog	Solitary play	Imaginative? Dramatic	There was no chat or action

					that really explains what she was thinking about while playing with her pet
		<ul style="list-style-type: none"> And in the bunker 			
	P2	asks for P1's help	Social		
		P2 gets lost/stuck and K teleports him to spawn to help him	(non-play)		Action
	P3	starts to explore a little more of the area	Solitary	Exploration	
	P3	He then tames a dog near P5's dog	Parallel	Dramatic?	Once again there was no indication from the players if there was a story or purpose behind these pets, other than wanting pets
	P4	explores the village	Solitary		
	P5	continues to work on the underground base	Cooperative	Constructive	She continues to work on the base that they had been building together
	P3, P4, P5	keep coming back to the base	Cooperative		
	P5	logged out early			
		<ul style="list-style-type: none"> After texting her parent, I found out she was really tired that day 			
		She said good-bye before she logged out	Social		
	P1	builds a lab with slimes and creatures	Solitary	Constructive	
	P4	starts exploring the world a little more,	Solitary	Exploration	

		while staying close to spawn			
		<ul style="list-style-type: none"> • He stays pretty close to his mountain base 			
	P3	continues to work on the underground base	Solitary	Constructive	
	P2	starts filling the turtle with lava	Solitary	Constructive	This had a level of teasing again, because P2 knew that P1 had made it and didn't want it to be destroyed
	P3	teases me and 'steals' my line about time warnings	Social		Humour
	P4	is always very curious about what others are doing and flies to see what L is doing at the turtle (28: minutes)	ONLOOKER		This behaviour seems social in nature.
	P1	continued on his laboratory and made creatures escaping	Solitary	constructive	
		<ul style="list-style-type: none"> • The kids wanted the world to stay open 			
	P1	continues to use words from Starbound	Solitary		Silly words
	P1 and P3	chat a little about other games	Social		Social over mutual game playing
	P2	puts a chest in P1's brain	Solitary	Constructive	
		(See later in play session)			This solitary play was very creative. He was designing a picture from a story he had created.

					And it was social as he did it for a gift for another player
	P3	find's P4's mountain fortress	Solitary	exploratory	
	P3	He doesn't know who made it at first and says that it is not a very 'good' or challenging, through placing signs	Solitary	constructive	These signs were negative
	P4	says that he knows it is silly but he likes it	Onlooker with social		P4 had been watching P3 for a while
	P3	realizes that P4 made it and apologized for the 'hate messages'			He was quick to apologize and replace the sign with another one, a nicer one
	P4	said NP and it didn't hurt his feelings	Onlooker with social		
	P2	This chest has a picture of a raider attacking a warrior made out of icons of other materials. P2 used the chest inventory like a canvas and created the picture and a back story. He shared this with P1 and told him all about the raider. P1 did not understand the picture and it took some conversation to understand it	Solitary	Constructive	
		The kids once again did not want to leave the server, so we left it running for a while after the official play session ended.			

APPENDIX E



CERTIFICATION OF ETHICAL ACCEPTABILITY
FOR RESEARCH INVOLVING HUMAN SUBJECTS

Name of Applicant: Katherine Pauls

Department: Faculty of Arts and Science \ Education

Agency: N/A

Title of Project: Playing in the Digital Sandbox: Exploring children's social play behaviours in Minecraft

Certification Number: 30007513

Valid From: February 17, 2017 to: February 16, 2018

The members of the University Human Research Ethics Committee have examined the application for a grant to support the above-named project, and consider the experimental procedures, as outlined by the applicant, to be acceptable on ethical grounds for research involving human subjects.

A handwritten signature in black ink, appearing to be "J. Pfaus".

Dr. James Pfaus, Chair, University Human Research Ethics Committee

APPENDIX F



INFORMATION AND CONSENT FORM

Study Title: Playing in the Digital Sandbox: Exploring children’s social play behaviours in Minecraft

Researcher: Katherine Pauls

Researcher’s Contact Information:

kathyproudlove@gmail.com

Faculty Supervisor: Sandra Chang-Kredl

Faculty Supervisor’s Contact Information: sandra.chang-kredl@concordia.ca

You and your child are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

A. PURPOSE

The purpose of the research is observe the social play behaviours of children playing Minecraft.

B. PROCEDURES

If your child participates, they will be asked to play Minecraft during four scheduled play sessions with the other participants. The play sessions will be done online, and each participant will be playing from their own home. They will also be asked to participate in a personal interview where there will be open-ended questions about playing Minecraft. You will be asked to participate in a written survey about your family’s video game paying habits and rules.

In total, participating in this study will take five hours.

C. RISKS AND BENEFITS

Your child might face certain risks by participating in this research. These risks include: mild social discomfort playing a video game with others they do not know well.

Potential benefits include: Making new friends and having a fun digital play experience

D. CONFIDENTIALITY

We will gather the following information as part of this research: The chat logs from the play sessions. The play sessions will be recorded through the perspective of the researcher's avatar on her computer. And notes and audio recording will be taken during the individual interview.

We will not allow anyone to access the information, except people directly involved in conducting the research. We will only use the information for the purposes of the research described in this form.

The information gathered will be coded. That means that the information will be identified by a code. The researcher will have a list that links the code to your name.

We will protect the information by keeping it locked in a filing cabinet and on a password protected computer.

We intend to publish the results of the research. However, it will not be possible to identify you in the published results.

We will destroy the information five years after the end of the study.

F. CONDITIONS OF PARTICIPATION

You and your child do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you don't want us to use your information, you must tell the researcher before the thesis is submitted for grading. A date will be given later in the process.

There are no negative consequences for not participating, stopping in the middle, or asking us not to use your information.

G. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

NAME (please print) _____

SIGNATURE _____

DATE _____

If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Their contact information is on page 1. You may also contact their faculty supervisor.

If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or oor.ethics@concordia.ca.