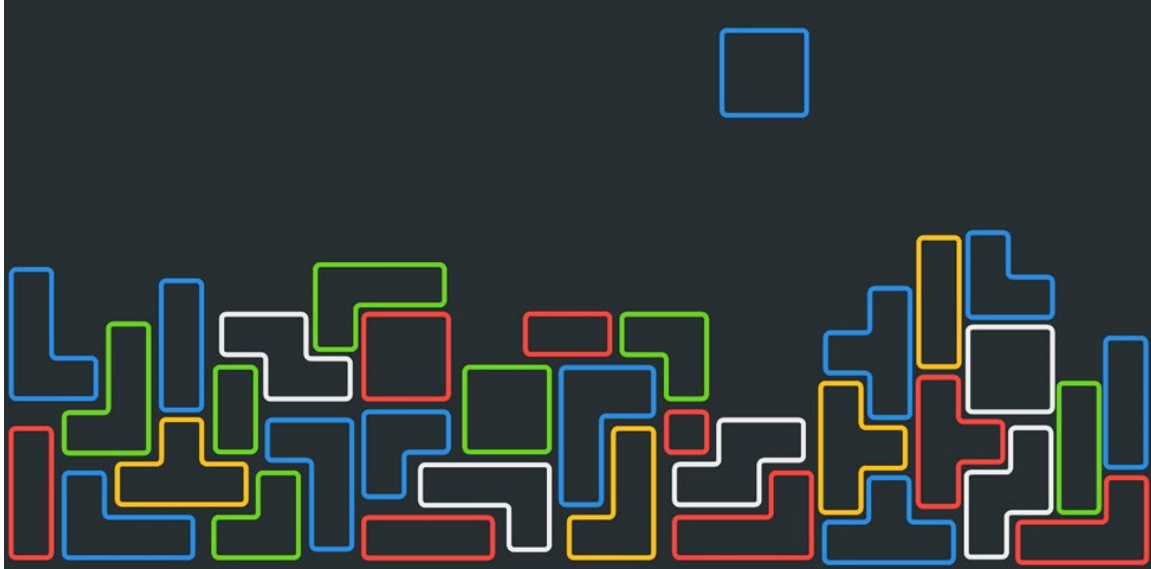# COMM3513: Video Games & Society (OL)

School of Communication | Spring 2026 | Section 25677

INSTRUCTORS

PROFESSOR: DR. TERESA LYNCH (SHE/HER)

E-mail: lynch.659@osu.edu

Digital Office: Carmen Zoom Room

Office Hours (online only): TBA and by appointment (email to request and send 2-3 times you are available)

GRADUATE TEACHING ASSISTANT: MATTHEW HICKS (HE/HIM)

E-mail: hicks.941@buckeyemail.osu.edu

Digital Office: Carmen Zoom Room

Office Hours (online only): By appointment (email to request and send 2-3 times you are available)

COURSE DESCRIPTION & GOALS

In this course we will review historic and contemporary scientific research to explain what video games are and how they affect individuals and society. To demonstrate social science's unique contribution to this area, we will highlight how games force researchers to adapt common methods to study video games and society.

The course is segmented into 4 major units. Each unit presents a mix of topics that accomplish multiple learning objectives simultaneously.

The first unit primarily reviews core topics that introduce video games by explaining what they are, their history, how people use them, and what aspects of games make them unique relative to other media. Additionally, the first unit introduces students to the fundamentals of academic research investigating people's interactions with video games by explaining the nature of knowledge, how to read scientific papers, and how to develop testable ideas when conducting games research.

The next three units delve into communication science and media psychology research on video games at three levels: content, context, and players. In the first unit (content), we consider topics related to avatars and non-playable characters, digital environments, and the rules and mechanics of games. In the second unit (context), we consider topics related to culture, morals, platforms, accessibility, and the development of games. In the third unit (players), we consider who plays games and what types of games, what motivates people to play, and how playing affects people.

The course assessments will include weekly quizzes, unit exams, and a collaborative major project. The culmination of the units helps students achieve the following general learning goals:

- Students will learn what video games are and their unique properties relative to other communication media
- Students will learn how video games influence individuals and society
- Students will learn how social scientists study video games and their effects
- Students will learn how to locate, evaluate, and summarize social scientific reports

By the end of this course, students will be able to do the following:

- Demonstrate their knowledge of social scientific consensuses and debates surrounding video games' influence on individuals and societies
- Recognize and apply theoretical knowledge to concrete scenarios
- Analyze and evaluate social scientific reports

COURSE FORMAT

This course is an online course, which means that students will access 100% of the class material, activities, and assessments online via the Internet asynchronously. No in-person meetings will take place. Synchronous sessions may be offered (and in the context of the collaborative project, encouraged), but these will never be required. At the start of each week, all course content will be released via Carmen Modules. The professor will provide a brief welcome video for the week that will include information about the week's content, updates about the course, and reminders for material that is due in the upcoming week.

REQUIRED MATERIALS

There is no textbook required for this course. I will provide PDFs of all readings in the files section of Carmen. I will provide links to the readings and additional materials in the modules section of Carmen. A complete list of required materials appears at the end of this document.

WHAT TO EXPECT AND TIPS FOR SUCCESS

This course serves as an introduction to social scientific research and findings related to video games. My primary area of research involves studying how people interact with video games. You can learn more about my research in Chronos Laboratory by visiting our website. Gaming is also a long-held personal interest of mine, so I really love teaching about this topic. That said, I maintain high standards for my instruction. I expect that you are here to learn about this topic and that you will take responsibility for your educational experience in the course. Accordingly, I want to provide some information and tips that should set you up for success in this class, but know I am available to support you in achieving that success.

WORK AMOUNT

This is a 3-credit course, which according to information on the registrar's website corresponds to 9 total hours of class + outside study time each week. Typically, in person classes meet 3 hours per week and then require 6 more hours of independent work outside of class. In this online, asynchronous class, all 9 hours require self-guided instruction broken down approximately this way each week: 1.5 hours lecture videos + 1 hour for assignments + .5 hour for quizzes + 4 hours for supporting materials (readings, videos, etc.) + 2 hours studying/re-reviewing material. Every student will move through material at their own pace. If you feel you are spending far more than 9 hours with materials every week, please make an appointment to discuss your approach to the class with the instructors.

WEEKLY STRUCTURE

Each week on Monday mornings, a Module will open containing new prerecorded lectures, readings, and assignments. Assignments will generally be due at 11:59 P.M. each following Sunday.

The module section of our Carmen site will tell you exactly what you have to do and submit for any given week.

DISCUSSION BOARDS

Compared to in-person classes, in online, asynchronous classes there are relatively fewer opportunities to connect with the instructors and your peers for clarifications and exploratory discussion. Accordingly, I have discussion boards that you can use for these purposes.

The first discussion board is the "General Course Questions Discussion Board." This is the board where you should post questions about things that pertains to general course policies, mechanics, or let me know about technical difficulties with modules or videos.

The second set of discussion boards will be specific to assignments. There will be a specific board for quizzes, for the exams, and for the major projects. Please post your questions to the topically appropriate board.

The final discussion board is the "XP" board. This is the board where you can ask me anything about games and games research. This is also a place where you can post examples, gaming-related current events, or anything that you think relates to class that others might find interesting. You are not required to post on this board, but my hope is that you can use this space to connect with me and others to enrich your online class experience.

COURSE ASSESSMENTS

MATERIALS QUIZZES

Completing quizzes in Carmen is one way to earn points in the course. The quizzes will be open book/notes and cover material from the textbook and readings. The purpose of the quizzes is to draw your attention to key concepts in the readings and other course materials. Students may use any materials related to the course to complete the quizzes, but they may not collaborate on them. Some of the material on the quizzes may reappear on exams. The quiz description in Carmen will state which material each quiz covers. Students may take quizzes twice and we will keep the highest grade earned.

EXAMS

This class has two non-cumulative exams (see syllabus schedule) each containing some combination of multiple choice, true/false, and matching style questions. The professor has designed the questions to assess your definitional understanding of course content and ability to accurately apply, interpret, and evaluate human communication and behavior through the lens of course concepts. More information will be posted related to the exams in Carmen ahead of the dates the exams open.

COLLABORATIVE RESEARCH PROJECT

In these assignments, students will work within a group the instructors will organize based on early-semester feedback towards completing a research-based major project. The project will require group work, but is designed to be accomplished asynchronously (with encouragement to synchronously meet as useful). Groups will submit their deliverables for the project, but each student will receive an individual grade for the project. The professor will provide further information about the project in advance.

REFLECTIONS

Throughout the semester we will discuss the many ways in which video games are invoked in society, both for their potential contributions and detriments to people and society. Early in the semester, students will provide a brief introduction of themselves to the class sharing their orientations to/understandings of video games. Later in the semester, students will return to this initial reflection and make a second reflection submission.

GRADING

The grade for this course is based on 19 assignments. 2 exams, 12 materials quizzes, 1 major project (with initial intake survey, 5 milestones, peer review component, and final deliverable), and 2 reflections.

Assignment Type	Number of Type	Earned Points Possible Each	Total Percentage of Final Grade
Exams	2	20	40%
Materials Quizzes	12	1	12%
Collaborative Major Project	1	45	45%
Reflections	2	1.5	3%
TOTAL	19	100	100%

To calculate your percentage grade on any item, simply divide the number of points you earned by the points possible. Below are the point ranges for each corresponding course letter grade determined by OSU standards. **I will not round grades – please do not ask.**

Letter Grade	Point Range
A	93.00-100%
A-	90.00-92.99%
B+	87.00-89.99%
B	83.00-86.99%
B-	80.00-82.99%
C+	77.00-79.99%
C	73.00-76.99%
C-	70.00-72.99%
D	60.00-66.99%
D+	67.00-69.99%
E	0-59.99%

COURSE POLICIES

COMMUNICATION AND INFORMATION AVAILABILITY POLICY

Because of the size of our class and its online nature, the communication policies serve to facilitate timeliness, collaboration, and simplicity. Following the policy will help keep communication efficient and avoid delays or us missing your messages altogether.

- Messages to the instructors should come through your OSU email rather than Carmen messenger
- Use your OSU Buckeyemail email address, not a personal email address
- Be proactive in sending questions and requests. We aim to respond to email and posts promptly, but your instructors do not necessarily keep the same working hours as you. It is a good idea to email by Friday mornings ahead of Sunday deadlines.
- Emails should include (at minimum):
  - A salutation (Hi Prof. Lynch! or Dear Dr. Lynch are apt examples)
  - The course name (i.e., COMM3513) in the subject line
  - The content of the message
  - Your name and a closing

Because this is an online class, quick questions regarding the course cannot take place in person. Thus, to get information about the course efficiently and quickly, please seek information using the following prioritized system:

- Primary sources for information:
  - Course modules, syllabus, and discussion boards available in Carmen.
  - Please post general questions and look for answers on the discussion board before sending an email.
- Second source for information:
  - Course Graduate TA: Matthew Hicks; Matthew is available by email and scheduled one-on-one Zoom appointments to support your experience in this class in all matters
  - Examples of common questions for a TA
    - How do I access and view course materials?
    - How do I approach taking notes when watching lectures?
    - What should I do to have my SLDS accommodations needs met?
    - How can I improve my performance on quizzes?
- Third source for information:
  - Course Professor: Dr. Teresa Lynch; Dr. Lynch is available by email and scheduled one-on-one Zoom appointments to support your experience in this class
  - Examples of discussion topics with Dr. Lynch
    - Clarifying lecture or reading information

- Connecting lecture or reading materials to assessments including projects
- Considering how your personal experiences with gaming match (or don't match) what we're learning in class
- Gaming research beyond the class

DEADLINES
All deadlines are in Eastern Time (ET).

LANGUAGE
All assignments must be submitted in written or spoken English. Assignments submitted in other languages will be considered as missing.

LATE WORK
I will not allow extensions on the collaborative major project (including the initial intake survey, 5 milestones, peer review component, and final deliverable). Students may submit quiz, exam, and reflection assessments late with a penalty calculated automatically via Carmen's submission system. Submitting work 1 second after the deadline yields a -2% point penalty for the submission. For each additional hour after the deadline, you lose an additional -2% off the submission. Aim to submit work well ahead of the deadline to avoid late penalties.

If you are sick or have another reason you think you will submit your individual assignments late, you may always email to request an extension in advance of the deadline. Requests for extensions that come in advance of deadlines are generally always accepted, but requests that come after deadlines are considered on a case-by-case basis.

If technical issues prevent you from submitting your work, you may email your submission to the TA. Standard late penalties apply if work is submitted directly to the TA late.

UNENROLLMENT
OSU does not recognize unenrollment as a valid excuse for missing work. If you become unenrolled from the course for any reason, it is your responsibility to contact me and establish alternative means to submit work prior to the specified deadline. If you suspect that this policy will affect you, I recommend saving the syllabus to your local computer or printing it out for reference.

PROFESSIONALISM
You must ensure that the work you submit is correct. Submitting files that are corrupt, the wrong version, the wrong format, missing components, the wrong file type, etc. is unprofessional. It is your responsibility to check on the integrity of your work immediately following submission. We will not inform you if your work fails to meet these standards. If we cannot view your work, you will not receive credit for your submission. Standard lateness penalties apply to unprofessional work.

I will not tolerate disruptions to my online classroom including threatening behavior or inappropriate language/derogatory speech. I expect that all students in this course will maintain civility, professionalism, and decorum while in our online interactions. Remember that sarcasm does not always come across as such online. I reserve the right to dismiss any student who is non-compliant with this policy. Additionally, I reserve the right to report disruptive students to the Dean of Students and/or University Police.

TECHNOLOGY

Students must use technology in this class because this is an online delivered course. It is students' responsibility to keep their instructors updated and aware of the nature of any issues related to technology access (i.e., technological disruption, breakdown, etc.). Students must regularly check their OSU email account, the Carmen course page for information, materials, updates, and to participate in group discussions. Students must maintain access to a computer/laptop, a high-speed Internet connection, current web browser with video-related plugins, and speakers/headphones throughout the course of the semester. The instructor will link lectures through the Carmen modules for each week.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://it.osu.edu/help, and support for urgent issues is available 24x7.

Technical failure does not constitute an excuse for submitting work late. This rule is more important with online courses. You are, per course requirements, obligated to have regular access to a working computer/laptop and high-speed internet access. It is your responsibility to make sure your devices are in working order, which includes hardware and software. Technical problems which are documented by the University's Office of the Chief Information Officer will be permitted as these are outside of your control. You can view the status of OSU's systems on this page. If you experience a problem with an OSU system (email, Carmen) which OCIO have not reported, it will be your responsibility to raise a ticket with them. Only after they confirm your situation was out of your control will the instructor make an accommodation. Note that a situation like this is extremely rare. If you find yourself experiencing a technical issue that impacts your ability to take part in essential class activities, your first response should be to make alternate arrangements (e.g., a computer lab). You should email the course TA when this is not possible.

Instructors hold office hours through Ohio State's conferencing platform, Carmen Zoom. Each instructor's digital meeting room can be accessed during posted office hours at the top of the syllabus. Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor in the virtual office hours room. A guide to accessing Carmen Zoom is available online here and students can access support for Carmen Zoom here.

The instructors prefer that students be on camera during meetings. However, if you do not feel comfortable appearing on camera for any reason, this is acceptable. In such instances, the instructor may also opt to turn off their camera.

ACADEMIC INTEGRITY POLICY

Written assignments
Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no other person or technology should revise or rewrite your work.

Reusing past work
In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with the professor.

Falsifying research or results
All the work you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was by generating false data or other information.

Use of Artificial Intelligence (AI)
You may use AI to help you understand topics, but not to replace your writing. If you use AI to inform your writing you must cite it like any other source, even if you merely paraphrase. Please remember that AI hallucinates (i.e., it makes up content and sources), it references message boards and social media for answers, and anything you submit becomes owned by the company running the AI software. Given this, and because OSU considers the misuse of AI as academic misconduct, I encourage you to use it wisely. As a final thing to consider, the more we use AI, the more pervasive and powerful it becomes. It may not seem problematic to use AI to speed up academic work, but it can make your instructors' job of evaluating your work difficult. Just imagine the opposite scenario: the professor who grades you using AI, the university who admits students using AI, or the employer who uses AI to decide whose resume to select. It can feel unfair and dehumanizing. Again, the more we use it, the more these scenarios become certainties. Tread carefully.

GRADE APPEALS
You may initiate a grade appeal within 1 week after the grade posting in Carmen. Appeals must have strong evidence-based arguments that reference specific components of the assignment's grading criteria. Appeals can result in an unchanged grade, a higher grade, or a lower grade. To initiate an appeal, please download and submit this form via email to your TA.

COURSE FLEXIBILITY AGREEMENT

If you become seriously ill or something happens to you that prevents you from participating in the course for an extended amount of time (e.g., mental illness, taking care of an immediate family member, childbirth, etc.), you may apply for course flexibility agreement (CFA) with Dr. Lynch. You must let Dr. Lynch know of your situation as soon as practical when you become aware of the need for flexibility (either the day you learn of the need or the next workday). If you qualify for the CFA, we will allow you to make up missed work up to 7 days prior to your CFA request without penalty. Be proactive and let us know as soon as possible if you would like to pursue a CFA. We will not grant this flexibility retroactively beyond 7 days. For example, if you qualify for the CFA in week 2 but request it in week 5, you cannot earn credit for work due in weeks 2 & 3. The CFA is like OSU's Family and Medical Leave (FML; see here for more information) and the instructor will consider such requests on a case-by-case basis.

FOOD SECURITY

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours (614-688-2508).

PEER INTERACTION AND PUBLIC WORK

The structure of this course will incorporate class-wide posting, peer collaboration, and peer interaction. If you are not comfortable with this, I recommend you drop this course as I will not make any alterations to this structure.

TENTATIVE NATURE OF SYLLABUS

This syllabus represents an agreement between the students and the instructor, Dr. Teresa Lynch. Students enrolled in this class agree to the terms of the syllabus and understand that the policies, schedule, and deadlines outlined within it are subject to the instructor's modification with notice via Carmen to students.

OSU POLICIES

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (see Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

DISABILITY SERVICES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or visit slds.osu.edu.

RELIGIOUS ACCOMMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work

with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

INTELLECTUAL DIVERSITY

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

COURSE SCHEDULE

The schedule below is tentative and subject to change. A log of documented changes will be available in Carmen at the bottom of this page for any adjustments to the schedule.

Refer to the weekly modules for the most up to date material list. All materials, readings, and videos are available via the modules.

TYPICAL WEEKLY STRUCTURE

New modules for each week will open on Monday mornings unless Monday is a university-recognized holiday. Generally, assessments for the week are due on the following Sunday by 11:59PM ET unless noted with *

TABLE 3. COURSE SCHEDULE MATRIX

Week	Date	Theme	Lectures	Materials	Due	Due Date (at 11:59 pm ET)
1	1/12 - 1/18	Core 1 - What is a video game?	Speed run: A (very) brief history and definition of video games; How interactivity makes games unique	Syllabus; Video Game History (2022); Bowman (2018)	Quiz 1; Initial Reflection	18-Jan
2	1/20 - 1/25 (Note: Monday 1/19 MLK Jr. holiday)	Core 2 - How and why do communication scientists study games?	Reading & critiquing video game research papers; Studying games: survey	Jordan & Zanna (1999); De Vreese & Neijens (2016)	Quiz 2; Collaborative Project Introduction Survey	25-Jan
3	1/26 - 2/1	Core 3 - How and why do communication scientists study games?	Inventory management: Analyzing the content of video games; Studying games: experiment	Wulf et al. (2023); Schmierbach (2009); Sparks (2016)	Quiz 3	1-Feb
4	2/2 - 2/8	Content 1 - Avatars & NPCs	Understanding avatars and their importance; Game bodies and objectification	Falin & Pena (2017); Tompkins & Lynch (2018)	Quiz 4; Collaborative Project Milestone 1	8-Feb
5	2/9 - 2/15	Content 2 - Environments	Monster closets & treasure troves: Game content as emotional stimuli; Inspiring awe in video games	Possler et al. (2018); Velez (2018); Kowert video (2023)	Quiz 5	15-Feb

6	2/16 - 2/22	Content 3 - Rules & Mechanics	Cooperative play and prosocial effects; Game economies and industry economies	Passmore & Holder (2014); Castronova (2008)	Quiz 6; Collaborative Project Milestone 2	22-Feb
7	2/23 - 3/1	Boss Arena			Exam 1	1-Mar
8	3/2 - 3/8	Context 1 - Culture & Morals	The influence of games on culture; Moral panics and video game culture	Ferguson (2019); Tamborini (2011)	Quiz 7; Collaborative Project Milestone 3	8-Mar
9	3/9 - 3/15	Context 2 - Platforms & Access	Race & class; Games & Fame	Gray (2012); Velez et al. (2018)	Quiz 8	15-Mar
10	3/16 - 3/22	SPRING	BREAK	GO	TOUCH	GRASS
11	3/23 - 3/29	Context 3 - Industry & Dev	Game designer interview: how are games made?; UX interview	Williams (2015); Consalvo (2008); Hodent (2018)	Quiz 9; Collaborative Project Milestone 4	29-Mar
12	3/30 - 4/5	Players 1 - Who	Player demographics; Playing rough, hanging tough: Gender dynamics in video gaming domains	Lynch et al. (2023); Fox & Tang (2017)	Quiz 10	5-Apr
13	4/6 - 4/12	Players 2 - Motivations	What skills do video games teach; The relevance of player skill in video games	Greene (2018); Lynch et al. (2022)	Quiz 11; Collaborative Project Milestone 5	12-Apr
14	4/13 - 4/19	Players 3 - Effects	Entertainment outcomes of game use; Game violence & aggression	Daneels et al. (2020); CNBC Video (2020)	Quiz 12	19-Apr

15	4/20 - 4/26	Project Showcase Week	Assigned Peer Videos		Collaborative Project Videos (*due Wednesday); Peer Reviews and Contest Voting (due Sunday)	*22-Apr; 26-Apr
16	4/27 - 5/3	Boss Arena			Exam 2	3-May

COURSE READING LIST

Bowman, N. D. (2018). The demanding nature of video game play. In N. D. Bowman (Ed.), Video games: A medium that demands our attention (pp. 1-24). Routledge: New York.

Boyan, A. & Banks, J. (2018). Rules & mechanics: Parameters for interactivity. In J. Banks (Ed.), Avatar, assembled: The social and technical anatomy of digital bodies (pp. 159-167). Peter Lang: New York.

Castronova, E. (2008). A test of the law of demand in a virtual world: Exploring the petri dish approach to social science.

CNBC (2019, December 26). The Debate Behind Video Game Violence. Youtube. https://www.youtube.com/watch?v=uaf_Xjz6Mxs

Consalvo, M. (2008). Crunched by passion: Women game developers and workplace challenges. In Kafai, Y. B., Heeter, C., Denner, J., & Sun, J. Y. (Eds.), Beyond Barbie and Mortal Kombat: New perspectives on gender and gaming, 177-192.

Daneels, R., Vandebosch, H., & Walrave, M. (2020). "Just for fun?": An exploration of digital games' potential for eudaimonic media experiences among Flemish adolescents. Journal of Children and Media, 14(3), 285-301.

de Vreese, C. H., & Neijens, P. (2016). Measuring media exposure in a changing communications environment. Communication Methods & Measures, 10(2-3), 69-80.

Downs, E. (2018). Mobility & context: Of being and being there. In J. Banks (Ed.), Avatar, assembled: The social and technical anatomy of digital bodies (pp. 257-264). Peter Lang: New York.

Falin, J. & Peña, J. (2017). Shape & size: The body electric. In J. Banks (Ed.), Avatar, assembled: The social and technical anatomy of digital bodies (pp. 23-32). Peter Lang: New York.

Ferguson, C. (2018). The evolutionary roots of media-based moral panics. In Breuer, J., Pietschmann, D., Liebold, B., & Lange, B. P. (Eds.), Evolutionary psychology and digital games (pp. 118-129). Routledge: New York.

Fox, J., & Tang, W. Y. (2017). Women's experiences with general and sexual harassment in online video games: Rumination, organizational responsiveness, withdrawal, and coping strategies. New Media & Society, 19(8), 1290-1307.

Gray, K. L. (2012). Intersecting oppressions and online communities: Examining the experiences of women of color in Xbox Live. Information, Communication & Society, 15(3), 411-428.

Green, C. S. (2018). Video games and cognitive skills. In N. D. Bowman (Ed.), Video games: A medium that demands our attention (pp. 25-43). Routledge: New York.

Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. Computers & Education, 80, 152-161.

History.com Editors. (2022, October 17). Video game history, History, https://www.history.com/topics/inventions/history-of-video-games

Hodent, C. (2018). Game user experience. In The gamer's brain: How neuroscience and UX can impact video game design. CRC Press.

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), The Self in Social Psychology (pp. 461-470). Philadelphia: Psychology Press.

Knowles, I. (2018). Resources & inventories: Useful fictions. In J. Banks (Ed.), Avatar, assembled: The social and technical anatomy of digital bodies (pp. 197-205). Peter Lang: New York.

Lynch, T., Erxleben, M. R. & Perreault, G. P. (2023). Threat and enhancement: Strength of gamer identity moderates affective response to messages about gaming. Journal of Media Psychology: Theories, Methods, and Applications. https://doi.org/10.1027/1864-1105/a000382

Lynch, T., Matthews, N. L., Gilbert, M., Jones, S., & Freiberger, N. (2022). Explicating how skill determines the qualities of user-avatar bonds. Frontiers in Psychology. 13:713678. https://doi.org/10.3389/fpsyg.2022.713678

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