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parental decisions, and in the case of active gamers the most relevant risks discussed in the media relate to 'addiction' (Collins, 2011) and negative effects on children's sociability with peers (Mathews, 2001), given that some of those concerns have been specifically raised about gaming.

Sociologists have also pointed to change in family dynamics over time. The most prominent examples can be found in discussions of the de

focused specifically on the parental mediation of children's ICTs experiences that is

Based in part on this literature review the following research questions were developed from

Individual semi-structured interviews (Green, 2003) preceded the focus group sessions, with the latter designed to investigate differences between individuals' approaches and experiences. Although both parents and gamers were included in the research, along with one sibling, this paper is based on parents' perceptions. A separate paper, still in development, addresses gamers' perspectives. In general terms, there was significant overlap between what the parents said about the mediation practices in their homes, and the practices recounted by the gamers.

As with the Australian data, all interview and focus group materials were transcribed and analysed for themes and comments using a constant comparative approach (Fram, 2013). This approach provides the rich, deep data which informs the 'thick description' that Geertz (1973: 10) identifies as necessary to capture the nuances of ethnography and interpret culture. In the case of the research reported here, the participants are known to each other and the work can form a case study (Yin, 2009) of family responses to collaborating gamers. All names and some identifying details of the participants have been changed to help ensure confidentiality. The interviews around the gamers involved five parents from three families, two couples, including the mother/father in each couple, and a gamer's mother from another family. To maintain confidentiality, parents are referred by fictitious names with no specific link implied to the speaker's family (and therefore spousal) ties.

The families involved in this research are broadly middle class, which is important because

This research deals specifically with the family circumstances of a group of teens who actively participate as a 5-person team within the strategy-rich multiplayer online battle arena game *D A 2*. In the original Australian proposal the aim was to include peer groups that had particularly close bonds based around a common interest (for example, a fan fiction reading/writing circle was also sought in Australia). The aim was not to find 'typical' groups of peers, and indeed in some senses these do not exist, but rather some particular groups of peers whose common interest and related interaction was such that it would highlight how parental mediation might take peer culture into account. The specific nature of that commitment is now explained. The case of online gaming was also interesting because of wider moral panics about the 'addictive' nature of gaming and its potential detrimental effects on young people (Greenfield, 2008), in part due to the fact that high level gameplay is time-consuming. It was assumed, correctly, that the parents would have encountered these discourses and that this was a context in which they made their decisions.

D A 2 is a modification of (3), itself from the stable collectively known as . The fact that *D A 2* was free was one of the reasons why this team of players adopted it. While a single player version is available, the vast majority of the global *D A 2* gameplay involves the multi-player version, with the most challenging and complex games harnessing the skills and energies of ten experienced players in two teams of five players each. The five-player-per-team version is the preferred game format played by the participating teamtET Q (l)477 4 0 0 Tm ()48 (t) 4 8(ET Q (l)470 0e4(-) 8(E(l) 2 (a) 2 (x) (hi)8(E(l) (ET C

a 'good parent' with a recognition that peer group friendships are a critically important part of a young person's life.

But I wouldn't have ever stopped it [online gaming] coming in because [...] I don't think you can take your children away from their peer groups [...] that would just seem unnecessarily cruel.

Mothers Jane and Cath talked less about their changed attitude to gaming and more about

children all have their electronic devices charging in the kitchen overnight, so the parents model the behaviour that they are pleased to see in their children.

Jane has some concerns about the content that her 15 year old son, a younger brother of one of the gamers, watches:

We have Netflix, and there's a couple of things that he's watched that we haven't watched and we've now

There are some rules about online behaviour that many parents feel very strongly about. Thus Jane talks to her children about staying safe when gaming online and says that she has 'drummed it into them never to give their name, never to give their address, never to start a friendship with somebody [when] they don't know who they are.' Gill has almost given up on this rule, but still resonates some aspects of the moral panic agenda around 'stranger danger'. Her son meets a number of unknown people during his online gaming

He goes "Oh, I've met so-and-

That said, Ben has a very positive impression of his son's gaming team, and says that they're

very pleasant young men. They're welcome here any time [...] because it's not that sort of game. It's a fun game ... I know it's intense but it's a fun game they play. You know, there's no level of violence that I'd consider to be extreme.

The implication here is that this family is trying to balance their own views around suitable content and what constitutes a suitable commitment to an online pastime with their son's obvious passion for his gaming. Positives in this include the general likeability of other members of the clan and the fact that the game itself is something that requires thought and planning and is not gratuitously violent.

I'm just going [speaking to myself ...]: "Actually, you know, he's a lovely boy. Do we want to spend our lives in complete conflict? He's not going to change. He's not voluntarily going to give this up. It's not affecting his school work." Well, maybe it has, maybe he could get better marks but, you know, who knows? [...] Maybe not. Maybe he'd just be depressed or something.

This perspective offers an example of a parent putting her son's online gaming into a wider context and finding that, on balance, she is happy with the status quo – gaming and all.

Gill highlights the comparative isolation of parenting an older child. Whereas parents of younger children are sometimes thrown together as a result of shared practices in shepherding children to and from their various commitments, once those children are

I'm afraid this is the rules in our house" [...] We've said: "At this time your computer goes

different mediation strategies, at different ages to use the internet safely. Although parents are comfortable with having different rules for different aged children they are also conscious of matters of perceived fairness and balancing the rights of older children to be treated as near-adults and of younger children to feel as though they are not being dealt with unfairly.

Ben notes that his son 'built his own computer', possibly so that he could game better but also because his previous computer was a laptop which now 'just sort of hovers around and he [the gamer] doesn't use it at all really. So it just, sort of, became the family computer.' The lack of computer options in this home impacts upon access. According to Ben:

We could probably do with two laptops, to be honest, because when they're all doing their homework at the same time and they all need to research something then [...] we have to, sort of, work out who's going to go first based on be

While no set of parents is typical, this group is unusual because of its mainly middle class background – with parental occupations in the professions and specialist trades – and because the sons are all high achievers at school. Hence, parents are only slightly concerned

finish a game before they start it. In this exchange of responsibility, both parents and children are learning to consider the impacts of their own actions upon each other rather than eithe

order both have an impact upon the mediation strategies of a parent. The evidence is less clear about the impact of inter-family difference within parents' negotiations around managing online access for a gamer group, although these are matters of interest for the gamers themselves. This research offers the possibility that the gamer group will try hard to accommodate the individual circumstances of gamer team members whose 'house rules' impact upon the team as a whole, perhaps by choosing a game that allows all key participants to be included.

This research project indicates that young people who near 18 experience reduced levels of mediation compared with younger teens, and parents themselves are willing to view their

The main contribution of this research is to capture the complexity of those parental judgements evolving over time, how the presence of younger siblings affects the negotiation with older children and, more central to the main narrative here, how parents and peers interact. This is not just a question of competing demands but involves parents appreciating and taking into account peers' interactions in their mediation practices while peers accommodate the particular parental concerns and rules operating in their friends' families.

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