

LEARNING CARD

Live streaming a video game

Description Live streaming videogame play has become a hugely popular activity. The most famous game streamers can have tens, even hundreds of thousands of followers. Especially the rise of e-sports has turned many game streamers into professionals, but there are also numerous streamers who make it mainly for their own fun, and maybe for a few friends. This activity will help students to understand the concept of live streaming a videogame. Who can watch the streaming? Are there any possible downsides in having commentaries? How do you protect your identity in live streaming?

Tag

- Social Media
- Video
- Videogames

Skills

PRODUCTION

- Create and modify audiovisual productions
- Use filming and editing tools

CONTENT MANAGEMENT

- Manage content dissemination and sharing

SOCIAL MANAGEMENT

- Participate in social media
- Collaborate
- Coordinate and lead

PERFORMANCE

- Act

MEDIA AND TECHNOLOGY

- Evaluate and reflect

NARRATIVE AND AESTHETIC

- Evaluate and reflect
- Apply

IDEOLOGY AND ETHICS

- Evaluate and reflect

RISK PREVENTION

- Recognise and describe
- Apply

Learning areas

- Social Sciences
- Technologies

Card language

- Spanish
- English

Structure

Sessions	2
Duration	100'
Number of participants	10-30

Age	<ul style="list-style-type: none">• 10-13• 14-16• 17-18
Materials	<ul style="list-style-type: none">• Smartphone or video camera• Computer with editing software• Internet

Process

Key questions

- What are the most important contents in live streaming?
- How does commenting affect the stream?
- How can I produce a good quality live stream?
- What should I notice when commenting a live stream?
- What things should I show in a live stream?
- What things should I reveal about myself in a live stream?

Development

At the beginning of the first class the teacher discusses live streaming in general with the class. Do some of the students stream their playing in their free time? What experiences have they had? How many of the pupils know about streaming in general? **(10')**.

The class will then watch a small amount of live streaming of any game available at Twitch.tv. The attention should be focused on the live commentary and the aesthetics of the live stream. The other graphic elements in the stream should also be taken into consideration. **(10')**.

Students are divided into groups. They are then asked to make a live stream of their own with their smartphones or with technology provided by the school. The stream can be about any game. One person in the group at a time while the others live stream the playing. Students take turns playing and streaming, the other students watch the stream and possibly comment on it. **(60')**.

After the streaming, the teacher discusses the findings with the class. Did the pupils comment on each other's streams? What methods did they use to live stream? Did anyone outside the group follow the same stream? **(10')**.

Evaluation

Students are asked to give feedback about the streaming experience. How did feel when someone else was watching the streaming? Did it affect the playing experience? The teacher should close the activity by discussing the possible pros and cons of streaming. The identity of the person playing should also be taken into consideration.

References for professors

- Twitch: <http://www.twitch.tv>

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