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ANALYSIS OF POTENTIAL EDUCATIONAL AREAS OF POKÉMON GO! GAME USE BASED ON MINI FGI METHOD

A b s t r a c t. This article attempts to determine the educational nature of "Pokémon Go!" game based on user interactions with virtual space and real-life elements. For this purpose, interviews with players in mini focus groups (mini FGI) were the chosen method. Respondents were asked about their interaction with actual objects that are reflected in the game, how they search for information about the locations themselves, and about the educational content in the game space. The players were also asked for their ideas on how to enhance the educational potential of the game, as such opinion of real-life players was deemed notable.

Based on the results obtained, firstly, areas of potential educational value that still need to be improved were identified and, secondly, recommendations were formulated how to enhance the educational opportunities arising from the game.

Keywords: education; mobile games; mini FGI; media education; Pokémon Go.

INTRODUCTION

Pokémon Go! is an application game that premiered in August 2016 (Paavilainen et al., 2017). It was the first game using augmented reality (AR) that reached the top ranking of downloaded mobile games (Rauschnabel et al., 2017). The game maps the topography of the real world and shows it on a virtual map created upon GoogleMaps (Zhao & Zhang, 2019). While playing the game, you move around in real and virtual space simultaneously – it involves players'

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physical activity (Althoff, White, & Horvitz, 2016), yet only at a walking pace, which was predefined by the game creators (Shea et al., 2017). This has a positive impact on its players' health and fitness (Althoff et al., 2016; Wang & Skjervold, 2021; Yan, Finn, & Breton, 2020). However, it should be noted that accidents may occur when playing the game, primarily due to inattention, and they may result in physical injuries (Joseph & Armstrong, 2016).

The Pokémon Go! reality features real-world elements, including monuments, buildings and street art, which are embedded into the game world in the form of locations that are called Pokestops and Gyms (Kot, 2021a). By interacting with Pokestops, players earn additional virtual items and increase the number of Pokémons that appear (Zhang & Zhang, 2018). Gyms, on the other hand, allow players to take over a location and fight other players' Pokémons (Wong, 2017). The aim of this study was to obtain answers to the question of how players take advantage of these opportunities offered by the game and to what extent they interact with the places identified by others as points of interest. The findings fill an existing research gap as there has been no scientific search of this type among Polish players to date.

Pokémon Go! is a commercial game (Oliveira, 2017; Silvia & Carr, 2020), yet it features a certain educational potential – an attractive gaming format can contribute to the player's interest in specific content (Remmer, Denami, & Marquet, 2017). The use of this and similar AR games in education has become an object of research. There are academic studies indicating the use of Pokemon Go! as a teaching aid in general (Ariza, et. al., 2018), in lessons of history, social sciences (Mozelius, Jaldemark, & Hellerstedt, 2020) as well as in geography, biology or mathematics (Deslis, Kosmidis, & Tenta, 2019). In 2021, analyses showing the impact of the app on approaches to knowledge acquisition and English language learning were published (Wu, 2019). A call was then made for an integration of technological innovations, including AR games, in curricula (Bruno, 2019).

The game can also be applied in home schooling where knowledge is acquired independently (Kot, 2021a) or with parents' help (Pombo & Marques, 2020). Another area of interest for the researchers was the educational value of the game as perceived by parents playing together with their children (Tran, 2018a). The emphasis is not only on the possibilities of integrating school knowledge with the content available through digital media and AR games, but also on intergenerational integration. An important feature is the link with other players that form that community. The ability to form a community link is primarily determined by the players' attitude and motivation, which was also a focus

of the research conducted among players of Pokemon Go! (Lin, et. al., 2017; Tran, 2018b; Zsila et al., 2018).

Pokémon Go! has greatly contributed to tourism (Woods, 2021). In this context, the impact of the game on tourism in the capital city of Chile was analysed (Graells-Garrido, Ferres, Caro, & Bravo, 2017) as well as geography-related biases and new patterns of mobility (Colley et al., 2017), where it has a potential to educate; in such areas as history (Szlachta Junior & Ramos, 2019) and didactics, as walking and playing had already been applied for educational purposes even in ancient times (Mozelius, Jaldemark, & Hellerstedt, 2020). Moreover, it improves interaction with society by enabling people to meet up (Paasovaara, Jarusriboonchai, & Olsson, 2017), and thus build social bonds (Vella et al., 2019). This was of particular importance during COVID-19 pandemic restrictions (Laato, et. al., 2019).

An extremely interesting area of research into the great potential of Pokemon Go! is the study of players' motivations (Malik, et. al., 2020; Thongmak, 2020; Zsila et al., 2018) and sentimental feelings related to the Pokemon universe, which arose during the childhood of today's players (Harborth & Pape, 2020; Kot, 2021b).

RESEARCH METHOD

PROCEDURE

The focus group method used has been successfully applied in social science (Łobocki, 2009; Thelwall & Nevill, 2021) and media science (Wimmer & Dominick, 2008). Among other things, it makes it possible to research opinions on products, services or issues examined as well as the level of alignment with relationships and norms of the target group of people who use a given commercial product, service or media. Respondents' opinions are individual observations that can be contrasted against those of the other target group members.

Certain difficulties may arise here, for example an inappropriate atmosphere among the members of the study group, unrealistic expectations of the researcher (Morgan, 1999), or the generic nature of the information collected rather than statistical (Ponte & Aroldi, 2013).

This study uses a specific variant of the mini focus group method (Lisek-Michalska, 2013). It features fewer participants which makes practical sense. We expected, firstly, a high level of involvement in the discussion and, secondly, that the discussed topic is specialist (Lisek-Michalska, 2013). Consequently,

a reduced number of study participants down to 3–4 members enables better handling of the discussion (Gill, Stewart, Treasure, & Chadwick, 2008).

The study took place in a virtual environment (O'Connor & Madge, 2003) using the Discord platform. Participants did not have to log in under their real names and used pseudonyms instead. Between 60 and 90 minutes was assigned for interviews with each group. In this time, questions were asked to which the respondents answered freely, using as much time as they needed. Discussions between the participants themselves also occurred. The meetings took place from 22 to 24 March 2022. Due to the limited availability of respondents, all meetings started at 7 p.m.

The data collected was sorted, with two emerging categories common to all of the study groups. This allowed the perspective of the players to be demonstrated depending on the degree of their involvement.

Four main research questions were formulated: 1) What is the interaction between the player and the real-life objects mapped in the game? 2) How much do players themselves expand their knowledge of the sites visited? 3) How willing are players to engage in creating educational content in the game space? 4) How can the educational potential of Pokémon Go! be improved?

PARTICIPANTS

Nine people aged between 19 and 40 took part in the study. They were divided into three groups based on their level achieved in the game. Additional criteria also included age of majority, declaration of openness and truthfulness during interviews, consent to being recorded, lack of connections with the people conducting the study. Participants declared that they would fulfill these obligations in the pre-questionnaire. The first group included those who reached levels 1 to 37 in the game (core group, subjects: B1, B2, B3). The second group included participants holding levels 38 to 42 (intermediate group, subjects: I1, I2, I3), while the third group all those with level 43 at least (advanced group, subjects: A1, A2, A3).

Respondents were asked to fill in a qualification form, which included a description of the requirements of the research team and relevant consent (e.g. to be recorded and the later use of the collected information free of charge). Requirements for taking part in the study included being of legal age, of Polish citizenship, and availability. Although the respondents were asked to indicate their place of residence, this criterion did not influence their assignment to a specific group. It provided a general knowledge of the place of residence of

the respondents, as they came from Warsaw and other large Polish cities (e.g. Kielce), as well as smaller towns and rural areas in Mazowieckie, Lubelskie and Podkarpackie Voivodeships. There were two women and one man in each of the three groups. Their gender was not a key factor in the process of recruiting study participants and group assignment. The equal gender composition of the groups was therefore a coincidence. The decisive factor was the level achieved in the game.

The game advancement level is linked to the opportunities that the game offers to players, and therefore this was a criterion taken into account when choosing how to divide the groups. Higher-level players can take advantage of additional options and the game time required to achieve further levels becomes longer, which impacts the speed of promotion. Intermediate and advanced players can become virtual reality creators by adding their own content.

ANALYSIS

After completing the analysis of the obtained research material, the data was divided into two main categories. The first one concerned the real-world educational aspects that Pokémon Go! offers, which were noticed and assessed by the players themselves. Areas of unrealised educational potential were also identified. The second category was a set of ideas and requests formulated by the players which, in their opinion, could enhance the game's appeal and educational potential. Their respective descriptions are accompanied by examples of what the study participants said.

RESULTS AND DISCUSSION

CATEGORY 1: EDUCATIONAL ASPECTS OF THE GAME ACCORDING TO PLAYERS' NEW KNOWLEDGE ABOUT VISITED LOCATIONS

"I've looked a few times to see who the person was whose name was used for a cool street. If I was interested in something, I would read about it on the fly, in Google, because it would be too trivial for me to remember until I get home. I can't imagine that" (A2).

Respondents admitted that occasionally they search for information about locations visited in the game space as Pokestops or Gyms. However, this is not

common and happens only in the case of more exceptional places, usually described as historic (B2, I2, I3, A1), fun (A1, A2) or exotic (I2, A2). If interested in a given game location, a user would seek information about it as soon as the place of interest is visited by using the smartphone search engine (B3, I2, I3, A1, A2, A3). The players did not need to check information more frequently because, as one a participant pointed out, *"in the cities Pokestops are commonly known sites, so there is no need to look for information about them – I know what I am looking at and where I am"* (I2).

Information assessment by players

Respondents indicated that the game offers descriptions of places added as interesting but the creators of such descriptions do not make an effort to include comprehensive information. They also pointed out that such descriptions are often missing or their content is so scarce that they do not contribute any new knowledge (I1, A1, A2, A3). It sometimes happens that the descriptions are a copy of Wikipedia contents (A1). One respondent estimated that a maximum of one in ten locations features a description that can be considered to have some valuable content (I1). The respondent said: *"I take an active part in assessing Pokestops, I read a lot of descriptions and 90% of them are one sentence that doesn't say anything interesting about a place. Sometimes Pokestops are simply put by default and participants add street name plates only"* (I1). It is not a surprise then that some of the respondents admitted to not paying attention to descriptions for some time already (B1, B2, B3, I2) and that they use the locations only for the purposes of competitive gaming.

Own information and knowledge sharing

"At some point I felt an urge to add descriptions to the already existing but poorly described Pokestops. Once you have that kind of ambition, that's when the real information research starts. The number of characters is limited and so the text needs editing in order to make all key information available at a glance. I was disappointed, however, how long it takes to get an approval for my descriptions. This discouraged me" (A1).

Intermediate and advanced respondents stated that at the time of the study they were not adding their own original descriptions of interesting places (I1, I2, A1, A2, A3). According to their statements, they also no longer seek to update the descriptions of existing Pokestops in order to increase the quantity and quality of the contents. This attitude was influenced by two factors: 1) when

the respondents tried to use the option to add new Pokestops (I1, I2, A1, A2, A3) the waiting time for an approving decision in their app was excessively long (sometimes even more than a year – I2); 2) the procedures for accepting or rejecting description requests are ambiguous ("*absurd reasons were given*" – A1, A2). Rejections were often seen by players as unjustified and that negatively affected their willingness to share own knowledge and also their involvement in reading contents of other descriptions added by other game players (I1, A1, A3).

"My contribution to the evaluation of Pokestops is vast, but the feedback on the evaluation of my own proposals is null. It has effectively discouraged me and I don't want to waste any more time" (I1). Intermediate and advanced players initially joined the process of evaluating the existing Pokestops but over time they likewise stopped to contribute. They stressed again that the evaluation procedure is ambiguous because positive ratings are assigned to unattractive sites and even despite numerous challenges raised against them (I1, A1). One respondent mentioned that due to his negative ratings of some proposed descriptions (he gave low ratings to *street art* objects which, in his opinion, looked more like vandalism), he was temporarily blocked from rating others (A1).

Local points of interests known to few

"In my town there is a place, a roadside chapel with a cross standing in the fields... It is of great value to the local community because it is linked to the history of my village. It would be nice if people who don't know about it could see it" (B1).

"In my village there is such an amphitheatre called 'Kadzielnia.' Getting to it requires physical effort but once you are at the top you can see a beautiful panorama" (B2).

Despite their inability to add Pokestops or their negative experience with the adding procedure, they nevertheless noted that there exist locations that deserve to be mapped in the game world. They are local curiosities, part of the local history, otherwise important or interesting in terms of architecture, or natural sights or works of art (B1, B2, B3, I1, I2, I3, A1, A2, A3). Every study participant was able to identify such places in their surroundings, but did not report them as Pokestops. This implies that for various reasons game players are reluctant to share their knowledge of local points of interest and are not involved in causing impact on the level of knowledge shared with other players.

Local topography

"I was playing in my home town, so I knew every corner, every place and its history and didn't really want to read extra about it" (B1).

The areas where the study participants are located are mainly towns they live in. These are areas they are familiar with and therefore there is no need to seek information about them. Nonetheless, there were cases where a player learned about the surrounding topography through engagement with the game (I3, A3). It happened that Pokémon Go! helped study participants discover a certain location they did not know before (B2, I1, I3, A1, A2). *"During the game I happened once that I was walking down some of streets of my home city for the first time, feeling ashamed of that fact and I didn't admit it to my friends that it was only thanks to the game that I got there"* (B2).

The respondents also pointed out that an excessive number of Pokestops or Gyms in urban areas can make it difficult to read the descriptions (I1) – too many messages create information noise. It was pointed out that due to small numbers of locations submitted in smaller villages they are at disadvantage (B2, I2). According to the respondents, this has a demotivating effect on the player's willingness to add information if they live in such an area or stay there from time to time.

First time visits

"When I go somewhere, for example on holiday, I launch Pokémon Go! as soon as I arrive at the hotel and see what's worth seeing in the area. Not everything is interesting, but the first ideas for a field trip already emerge" (I2).

The player's interest in descriptions and pictures of Pokestops or Gyms increases in the case of a new location, especially if a touristic site (e.g. during a holiday or business trip). Then the app can act as a tourist guide (I1, A1) and motivate visitors (I2). Players expect elaborate descriptions of interesting locations in new areas, but if they do not find them, they will search for information on Pokestops objects themselves. However, they also admitted that they do not spend much time on this and only type the keyword into search engines to read "on the go" whatever appears about the site or facility (I2, A1, A2, A3).

Visits to new areas are further encouraged by events that involve point doubling for a given Pokestop that is visited for the first time (A2).

Gifts from other players

"Occasionally someone will send me a picture of a sandpit from Dortmund or an ice rink from Ohio, so this is poor. But then sometimes I get pictures of an interesting building from France or a monument from Australia and I like that" (A2).

Virtual gifts that can be sent to players by foreign players (A1, A2, A3) are an attractive way of encouraging them to find information about places of interest. This is because, along with the virtual gift (usually a photograph) players also receive the full name, exact location and a more or less elaborate description of such remote location. However, the place described in the gift is not always truly attractive since, as the respondents pointed out, photographs are also sent from places that are barely interesting in their opinion (A1).

Some of the descriptions are also hard to understand due to the language barrier – the game makes it possible to make friends also with players from countries using non-Latin scripts, such as Japan, China or India. *"I have no luck with gifts, because I often get them from Japan, for example. It would cost me a great deal of effort to translate the description for myself"* (A1).

CATEGORY 2:
RECOMMENDATIONS OF EDUCATIONAL POTENTIAL IMPROVEMENTS LOCAL COMMUNITY PROMOTION

The study participants are perfectly aware that the game is primarily aimed at younger players and for this reason they sought this game for its educational features. Experiencing difficulty with certain areas they felt could be important, they suggested solutions to increase the educational potential of the game. As a key demand, they pointed out the need to place more emphasis on the promotion of localities in the game, by highlighting unique places that are important for small communities. Although historical sites (B2, B3, I3) were cited as the main feature of such locations, it was also noted that works of art, street art and interesting natural sites (B2, B3, I1, I2) as well as recreational zones (B3), e.g. city parks, scenic parks, national parks (B1, B3), could be included. One suggestion was to add commemorative tokens awarded for visiting certain places (B2). However, for this proposal to be realised the process of adding a new site would need to be simplified and minimum requirements defined that a description of a proposed location must meet.

"Interesting Pokestops should have some relevance to the local community. It can be a value for the local culture, a historical value, but it has to be something

that is clearly stated in the description. I like to see objects that are not in my area. I am eager to learn, for example, about the work of local artists or traditional customs" (I1).

Increasing level of difficulty

As suggested by the respondents, the untapped potential lies in tasks, both "field" and "special" types. The players suggested increasing the complexity of the tasks by introducing problem solving (I3, A2), e.g. required interaction with the local world, acquisition of specific knowledge and its use to answer certain questions (B1, B2). Quizzes can be added where participants would have to demonstrate their knowledge. In order to have the knowledge to solve a test, it would be necessary to read the descriptions of places visited, and this would require a higher quality of Pokestops and Gyms descriptions. However, as pointed out, a higher difficulty of the tasks should be linked to increased rewards for completing them (A2).

Social issues – environmental protection

"Events organised in different cities could be used to promote important environmental issues, mainly locally, but also on a global scale" (A2).

"Seasonal protection of various animal species, e.g. frogs, lizards or birds, linked to the breeding season could certainly be used in the game. Dedicated Pokémons could be used for that purpose or dedicated descriptions used" (I2).

According to the respondents, Pokémon Go! can also be a space to draw attention to certain social issues. During the study, it was often mentioned that special zones could be used in the game or certain types of Pokémons in specific places in order to draw attention to environmental issues, for example when visiting a specific site such as a nature reserve, a swamp or a pond (I1, A2). The game provides many opportunities to address such issues, thus making players more sensitive to them. The fact that the creators have not taken advantage of them significantly reduces the educational value of Pokémon Go! However, due to the specific nature of the target group (children), it is advisable to be cautious with the choice of subject matter for such activities (A2).

Inter-generation integration and family play

"I know families who play Pokémon Go! together. Parents support their children and help them to get better results, and the children have the opportunity to spend time with their parents in a way that is interesting for them. It's always nice" (A2).

The advanced group members also highlighted the opportunities for education and intergenerational integration that the family use of the game provides (A1, A2, A3). Instances were mentioned where parents or grandparents spent time in the urban space together with kids, all gaming and talking about Pokémons (A2). Among their friends, the study participants have retired people who were performing very well in the game (A1) and were keen to meet "live" for shared gaming. For younger generations, it is an opportunity to learn something about interesting places in the vicinity which they can find out about based on stories told by older people. For adults, on the other hand, playing together brings the opportunity to use the latest technology and minimise the digital exclusion effect and the generation gap.

Increased physical activity

"The game supports physical activity, but I would add bonus tasks that would involve increasing the speed of movement, for example to make you run. I know it's a big challenge, but some of my friends and I would certainly enjoy it" (A2).

New educational opportunities also arise when gameplay and the promotion of physical activity are combined. In the opinion of the respondents, this could be supported by, for example, mapping a route after which one would reach a unique historical site or receive a rewards – a unique Pokémon (B3). The need to move away from the slow walking pace was emphasised (I1, I3, A2). Short distances that would need to run or driven on bicycle would be warmly welcomed by some players who have been bored with the walking (I1, A1).

CONCLUSIONS

As it is today Pokemon Go! allows improving one's knowledge about various sites visited, but this has not been fully exploited. According to the study there are two reasons for this: hardly attractive objects added by players, and low quality of their descriptions.

Responses to the above research questions imply that, in the case of the interaction between players and the real-life objects mapped in the game (research question 1), such interaction was identified to be on a low level. Players were reluctant to take advantage of the opportunities offered by Pokestops in their locations. When playing they focused on gaming rather than interacting with the environment. It is a result of disappointment with the quality of the content descriptions. Especially since Pokemon Go! has an increased potential to convey

information about specific locations due to the fact that they are added to the game based on manual indications from users rather than algorithm-based automation, as is the case with Jurassic World Alive (Laato et al., 2019).

In terms of taking the effort to improve their knowledge of visited sites (research question 2), arriving at a new location does not in itself provide a strong incentive to expand one's own knowledge about it. However, the visit can trigger a momentary curiosity that is satisfied immediately by seeking information on the smartphone. The respondents also said that by increasing the gaming zone when walking, they become more familiar with the topography of their site, but rarely read the descriptions added to visited Pokestops.

In this regard, the conclusions of the 2019 study by the team of Mozeius should be considered valid. They show that there is a significant impact on extending and consolidating the knowledge gained during the game by additionally discussing the content learnt during the outdoor sessions, e.g. at school, during a properly prepared lesson (Mozelius et al., 2020). The educational content does not have to be exclusively related to history or social sciences, as it is possible to use the players' experiences as part of geography, biology or mathematics lessons (Deslis et al., 2019). If teachers or parents were to refer positively to the content of the game, it would certainly change the view expressed by the respondents that there is no need to look for additional information about "common" places (I2). Indeed, there is a wide range of suggestions for using in-school and out-of-school teaching the opportunities offered by Pokemon Go! (Ariza et al., 2018), and the fact that there was no reference to it in the case of our respondents meant that they did not explore information about local attractions.

As regards the player's involvement in the creation of new content (research question 3), the majority of people studied (groups with a minimum of level 38) did add new Pokestops, but their experience was not vast for reasons related to how their proposals were rated. The excessively long waiting times for a response from the game developer and unclear evaluation procedures discouraged players from sharing their knowledge about places of interest in their vicinity. In light of our findings, it should be pointed out that there is a case for the game developers to consider how to improve the procedure of adding new Pokestops. The statements made by the respondents encourage a broader survey on the level of player satisfaction with this tool. Certain recommendations, such as a request to speed up the process of evaluating submissions, additional verification of submitted locations, and clear criteria related to the substantive quality of adding descriptions, their recognition and consideration would all help to promote

AR games even more widely among the general public, as advocated in Laine's research. The results of our study are therefore in line with the claims made by this researcher (Laine, 2018).

The respondents saw some educational opportunities (research question 4) in a wide range of tasks that could be pursued in the game. One is appreciation of local communities for virtual reality, based on their urban, natural or historic values. This could be achieved by developing tasks of greater complexity, problem-solving puzzles or knowledge tests. However, in order to be valued by players, they need to be rewarded appropriately with, for example, dedicated tokens or virtual souvenirs. Raising the level of requirements increases the attractiveness of gamification and has a positive impact on the well-being of those participating in the field sessions (Cacchione, 2019; Lee et al., 2021). In this respect, therefore, the findings are consistent with those of research conducted in recent years.

Another issue is the gift system. The respondents stated that they wanted to explore new places, compare the level of descriptions of foreign Pokestops, and build collections of virtual gifts. Significance is also given to forming friendships and expanding social networks with players not only from the local community but also from other countries (Lee et al., 2021; Tran, 2018). The most common gifts are photographs, which helps to observe aspects related to the intermingling of everyday life and gameplay of players from different parts of the world (Alavesa & Xu, 2022). The opportunity to see some interesting places from far-flung corners and the environment in which sessions are conducted in other countries is a valuable value of Pokemon Go! not only according to the respondents of our survey (Woods, 2021).

There could be some extra educational value in faster-than-walking pace tasks that would allow new places to be reached, even if slightly farther away from the user's typical neighbourhood. There are also opportunities in user integration across different generations. Activating older people to take part in Pokemon Go! games can contribute not only to improved family relationships with their children (Tran, 2018a) or grandchildren (Kamboj & Krishna, 2017). These aspects of the use of Pokemon Go! have already been pointed out in previous studies, which means that the results we obtained partly overlap with the conclusions put forward by researchers focusing on foreign players of the game (Comunello & Mulargia, 2017).

The results gathered in the study and set in the context of other studies conducted in the same and similar scopes allow for conclusions related to potential educational use of Pokemon Go!

The first area of such an educational use of Pokemon Go! is to consider an enormous impact of this game on young people, especially children following their parents' and guardians' "Pokemon-catching" fad. Respondents indicated that they played in peer groups, but it was not accompanied by any interest in their homes. However, the game offers opportunities to spend time together in an attractive form – it enforces not only physical activity (joint walks), but also conversations about places visited, the history of the area where one lives, learning about new interesting destinations. As such, it can have a beneficial effect not only on physical fitness, but also on broadening one's mind and intergenerational integration.

Another important educational area relates to attracting teachers and school educators to Pokemon Go! and possibly other AR games. Subject-specific teachers can design classroom activities incorporating experiences and information gained from the field sessions. Pokemon Go! players can be encouraged to write factually correct descriptions of various objects (e.g. monuments or buildings) and places in their vicinity (as part of their Polish lessons), deepen their knowledge of the region they come from (during history, geography, biology lessons), improve their foreign language skills (English and other languages, depending on the country from which they would receive their virtual gifts), use mobile devices (during computer science classes), learn about social relations, ways of interpersonal communication, problem solving (e.g. during meetings with psychologists or school counsellors or guests invited to the school for talks with students). Recognition of the possibility of expanding knowledge and soft skills through the use of mobile games is gaining popularity in Poland.

The joint work of parents and teachers could also translate into a change in the social attitudes of Pokemon Go! players by encouraging them to share knowledge, promote their local environment and develop responsibility for activities carried out in the virtual world, including those in the area of this game. However, in order to be able to identify specific actions in this area, it is crucial to enhance research not only to examine the educational potential of the game, but also the motivations and educational and social needs of its players.

The results of this qualitative study are only preliminary but can be used as an incentive for further research, including quantitative analysis. Many of the aspects discussed should be regarded as declared by the respondents and therefore requiring, for example, more observation in the actual gaming environment. Respondent comments could be of great importance for its developers to further improve the educational value of Pokemon Go! The comments can also be used in the creation of similar applications, improvement of gameplay difficulty and enhancement of player engagement.

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ANALIZA OBSZARÓW POTENCJALNEGO WYKORZYSTANIA EDUKACYJNEGO „POKEMON GO!" NA PODSTAWIE MINI FGI

Streszczenie

W niniejszym tekście skupiono się na próbie określenia edukacyjnego charakteru aplikacji „Pokemon Go!" na podstawie interakcji użytkowników z elementami przestrzeni wirtualnej i rzeczywistej. W tym celu zdecydowano się na przeprowadzenie wywiadów z graczami w minigrupach fokusowych (mini FGI). Zapytano ich o interakcję z rzeczywistymi obiektami odzwierciedlonymi w grze, samodzielne poszukiwanie informacji o odwiedzanych lokalizacjach oraz tworzenie treści edukacyjnych w przestrzeni gry. Graczy zapytano także o ich pomysły na zwiększenie możliwości edukacyjnych „Pokemon Go!", ponieważ uznano, że warto wykazać opinię użytkowników praktycznie wykorzystujących grę.

Na podstawie pozyskanych wyników – po pierwsze – wskazano obszary mogące posiadać potencjał edukacyjny, ale wymagające poprawy, a po drugie – sformułowano propozycje mające na celu zwiększenie możliwości edukacyjnych gry.

Słowa kluczowe: edukacja; gry mobilne; mini FGI; edukacja medialna; Pokemon Go.