

## **Playing and sharing knowledge through the use of portable devices, formally known as Mobile Phones.**

How does gaming and sharing knowledge is relevant for ICT4 Development? Before I attempt to seek for an answer to the question, I would like to reflect on the term: "development".

In this paper the author understands the term development as Van Wagner defines it: the growth of humans throughout the lifespan. Furthermore, development doesn't involve only the biological and physical aspects of growth but instead it includes also psychological, sociological and educational aspects. As a consequence it is possible to speculate that anyone at any age in any place on our globe is in a constant developing process. In addition, along the individual developing process the sharing of knowledge or knowledge communication among individuals is present.

The development process is not exclusive of time, location or activity. Hence it can be present also while playing and creating games.

“The game is one of the innate expressions of the human being. It is born with our abilities to move our bodies, and since then, has evolved through connections with dance, music, mimicry and the exploration of the senses. It is one of the first manifestations of sociability, because even though it can be played alone, the game's full achievement is in the interaction with others.”  
Florescano (El juguete mexicano, 2006)

Through these lines Florescano opens an indirect invitation to observe that games and the overall activity of playing have been important exercises throughout human history. A close analysis of games reveals how games and toys have been evolving through time [Florescano, 2006; Huizinga, 1955].

Through digital technology, toys are no longer only localized in one region, and so the possibilities of absorbing social norms through games have expanded to include the global environment. Thus, cultural socialization processes through games between the generations in the local space have expanded to include socialization processes between peers around the world. Furthermore, through a process of creating games and playing, knowledge communication occurs. The power of the game has been harnessed in my opinion due to the power of the “magic circle” as a space where we can engage in growth through entering a space designed for cultural resistance, dialectic and changed via the “magic circle.” Thus I would characterize the “magic circle” as part of the “bottom up” processes through which we are socialized and participate in culture.

Moreover, if this playing takes place with digital devices such as phones with computer capabilities, which nowadays are used by multitudes of subscribers worldwide [World Information Society, 2007], the possibilities to involve in the game play the local context as a player supporting the knowledge communication, it presents a direct impact in the development of individuals anywhere in the world independently of culture, age or gender. Furthermore, using a familiar digital tool as a toy, it supports the players to focus directly in the content of the game, however the learning experience includes not only the content but also to master the digital tool. For the previous arguments, the author sustains that gaming and knowledge sharing are relevant for ICT4 Development in any part of our globe.