

## A video game story by Shannon Greaves

For her creative output Shannon developed an interactive video game story, where the player can explore different neighbourhoods of Tokyo through a visual novel. In her exegesis she explores the embodiment of being in a place and participatory practices that enable one to experience a space in a multisensory manner. Through her video game she has tried to engage with these sensory nature of the city through the embedding of real images and sounds into her game and bring Tokyo closer to the player. The player is guided though the city by a Fox named Guidey who the player interacts with. You can play Shannon's game via the following link:

<https://sennaravens.itch.io/your-trip-to-japan>

“When learning about Tokyo and Japanese culture, as is the case with most cultures entangled with geographical locations and societal values, it is important to recognise the cultural information and behaviours of Tokyo isn't solidary, all cultural knowledge being connected to the environment and are embodied practises (Horn and Wilburn, 2005). Embodied practises are defined as participatory activities that are experienced through multiple senses, and it is this bodily experience that informs cultural understanding, also referred to as “bodily knowledge” (Tangenberg and Kemp, 2002). There has been a growing acknowledgement of this academically and the use of sensory ethnographical research has become more common and valued within many disciplines, including social and cultural studies (Gould et al., 2019; Pink, 2015). My fieldwork project aimed to add to this scholarship, presenting the various cultural understandings of Tokyo by exploring embodied practises through sensory ethnography.”



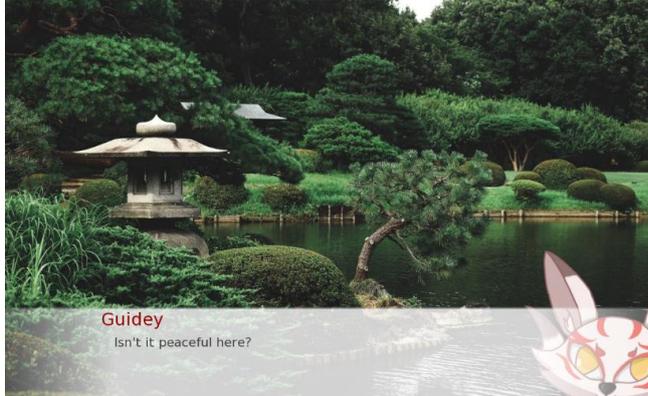
“Videogames as an educational device not only allows learners to observe cultural information via conventional methods, such as through text and historical events, but also promotes immersion, engagement, and multisensory learning from a remote location (Michailidis et al., 2018). These features of videogames are very similar to how bodily and

cultural information is communicated within embodied practises, encouraging sensory ethnographical research and participatory learning.”

“I decided to create a visual novel, which is a style of Japanese, narrative and choice driven videogame (Oygradslia et al, 2020). I chose this because, as a medium it has a lot of potential as an educational medium: focusing on narrative progression and player choice rather than a player's gaming ability which could limit the educational experience, requires little gaming software knowledge which makes it an easy genre for educators to design and distribute (I used a free and user-friendly software called Ren'py), and finally it provides a suitable framework for certain sensory ethnography,

visual images and sounds being a defining feature of visual novels (Oygradslia et al, 2020).”

“I wanted to present the cultural understanding that Tokyo is constructed as a “metropolis of separate villages” (Mackie, 2011 pg. 300) where each ward and city



are distinct, offering different embodied practises and representations of Tokyo (Jonas, 2007; Mackie, 2011). Therefore, I chose to focus on 4 different locations within Tokyo: the historical district Chiyoda, the city-life district Shibuya, the nightlife district Shinjuku, and finally the entertainment district Akihabara”