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ORIGINAL RESEARCH

Application and Evaluation of Peer Education Model in Chess Learning

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Abstract

The teaching strategies that use peers are generically labeled peer-assisted learning (PAL). In the former, the instructional task for most students stays the same, whereas in the latter the task differs, often requiring each student to contribute a piece of the total task or to take on different roles. In physical education, PAL has been proposed as a best practice in pedagogy texts. The aim of the present study is to apply and evaluate the peer education model in chess learning. This study is a mixed model, including both qualitative and quantitative research models. Participants are composed of a total number of 25 students, including 20 peer trainees and 5 peer trainers in the chess application. This study, pre-test and post-test were applied in order to evaluate the chess knowledge levels of the students; students filled the peer evaluation form and parents filled the "Parent Participation Satisfaction" form after the application. In this study, descriptive statistics was used for the analysis of quantitative data and the results were tabulated as frequency and percentage values. In the study, a paired t-test was used in order to compare the chess knowledge levels of the students for 10 weeks in pre-test and post-test conditions. Content analysis method was used for the qualitative data analysis. And the data was categorized into 4 themes. As a result of this study, the improvement of the chess knowledge levels of the peer trainees was statistically significant increase at the end of 10 weeks. In addition, along with an increase in taking responsibility, sharing, helping each other and communication, students also had social and emotional achievements. Peer trainer group stated that they had difficulty in the beginning, they created solutions while teaching, communicated in a positive manner and improved themselves while teaching. When all the results obtained from the research were analyzed it could be concluded that teachers should aim by using peer education models for the motivation and participation of the students to different activities that contribute not only to psychomotor achievements but also cognitive and social achievements. It could be appropriate teaching model for this age school groups.

Keyword: Primary school students, chess, peer education model.

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INTRODUCTION

Peer education is a process in which students learn a specific concept, skill or knowledge by helping each other under the guidance of a teacher. With this method, students learn according to their own learning steps, perception levels and learning styles (Korner et al., 2015). Peer education is an education model that provides interaction between the students and it is a term that defines collective and cooperative education strategy (Gök, 2013). In this model, students have active and equal status and they guide each other, they share in the applications and they actively participate into the discussion and the feedback processes. The pedagogical roots of this education model are based on theorists such as Piaget and Perry (Secomb, 2007). As a general term, peer is used to describe people who are included in the same social group regarding age, sex, educational status etc. (Karadağ, 2003). Peer education is defined as individuals, who are in similar social groups and who are not professional teachers, helping each other to teach and learn, in which social and close relationships are formed between the students (Topping, 1996, NASPE 1995, Gözütok, 2007). Peer education is named as Peer Counseling, Peer Tutoring or Peer Assisted Learning in different resources. When the aim of all such education models is examined, it can be see that the work being done is the same; i.e. it is an education model provided with the guidance of peers (Siedentop & Tannehill, 2000; Doğanay, 2007; Ünver et al., 2011). In the peer education model, the positive features of peer group, identification of peers with each other and their social interactions are benefited from. In order to perform peer education there has to be a difference of knowledge among the participants so that one group may approach the other as trainers (Özakba, 2005; Ayvazo & Ward, 2009); in case that the knowledge is equal, there would be not peer education but peer cooperation (Özakba, 2005).

Peer education model can be used for different ages, different groups with different aims and applications may be organized as same aged or different aged peer educations (Kate et al., 2014). Face to face communication is strong in the former and it provides the socialization of the child while providing opportunities for learning and applying different information, providing fun, teaching compliance to rules and having a good time (Tezcan, 1985; Iserbyt et al., 2011; Mirzeoğlu, 2017).

When the difference of peer education and traditional education methods is examined, it can be seen that the traditional methods include a hierarchical relation and create an imbalance of power and result in a unidirectional flow of information from the trainer to the student; in peer education however, the facts that peers do not have statuses of awarding or punishing among themselves, that they use similar communication language and they affect each other create an appropriate education environment (Topping, 1996). A relaxed, out-of-stress environment is an important factor in efficient teaching and learning (Field et al., 2004; Henning et al., 2006). The students being able to ask questions to each other without hesitation, a stress-free environment, and peers being supportive each other increase the academic success as well as the student satisfaction (Mc Kenna et al., 2011). Therefore, the preparation processes of these education models shall be performed in a planned manner. Especially the peer trainers shall be chosen among the experienced students, if possible, according to the features that shall be present in the peer trainers (Topping, 1996). For a desired peer education application, one-to- one application or small groups shall be preferred (Glynn et al., 2006).

Peer trainers, as well as the peer trainees, benefit from the peer education process. The opportunity of teaching, showing and discussing what they knew before results in peer trainers obtaining profound knowledge of the subject (Özakba, 2005). Babadoğan, (2000) declares that there may be cases that the trainers are inadequate for replying the peer trainees‟ questions and this circumstance provides an opportunity for the peers to learn together by helping each other.

Although studies examining the efficiency of peer education generally focus on the results of peer education on psychomotor and cognitive learning (Field et al, 2004; Iserbyt et al., 2011), some studies suggest that it increases the student satisfaction, motivation and eagerness to learn (Field et al., 2004; Metzler, 2005). Nevertheless, there is no study stating that there is a direct effect of peer education on the affective development. In accordance with these information, the purpose of the study was to apply and evaluate peer education model in chess learning. With this aim, the answers of the questions below were sought:

1- Does the chess knowledge level of the students change in the duration of 10 weeks?
2- What is the opinion of peer trainees‟ regarding the peer trainers?
3- What is the opinion of peer trainers‟ when teaching chess?
4- What is the opinion of parents‟ regarding the chess activity?

METHOD

Qualitative methods, to study deep and detailed subjects the knowledge and meaning obtained are deep and detailed (Patton, 2014). The focus of qualitative research is on people's meaning to their own experiences, circumstances and situations (Koca, 2017). The present study is a mixed model study including both qualitative and experimental research methods.

Research Groups

The quantitative data group of the study was composed by a total of 25 primary school students, 20 peer trainees and 5 peer trainers, which participated into the chess application voluntarily within the scope of extracurricular activities. Before the practice of chess, students and parents were interviewed and informed about the practice. At the end of the practice, an interview plan was prepared for face-to-face interviews with volunteer students who wanted to participate in the meeting. Since the chess teacher was also the physical education teacher of the students for 11 years. Students answered the questions prepared in accordance with their level in the interviews. Voice recording was used in the interviews with the students. Then the audio recordings were transferred to the word and the students were allowed to read and approve the interview form. The peer trainer group included students who were voluntary, helpful, communicative, social and successful in chess and who had continued to the chess course for at least 2 years, participated in the extra scholastic chess competitions; while peer trainee group included students who did not know chess and participated to the activity for the first time in order to learn chess. The qualitative data group of the study was composed by a total of 9 voluntary students, 5 peer trainers and 4 peer trainees that participated in the chess activity.

Table 1. Distribution of Peer Students According to Gender and Grades

Grades	Peer Trainer n=20		Peer Trainer n=5	
	Girls	Boys	Girls	Boys
4			1	1
3	4		1	1
2		1		1
1	5	10		
Total	9	11	2	3

In this study, 11 students were males and 9 students were females in the peer trainee group; whereas in the peer trainer group 3 students were males and 2 student were females. In the present study, the task cards were prepared by the physical education teacher (see Table 2).Task cards are often used as instructional tools to appropriate new skills. In general they can be used to enhance task execution on the one hand and stimulate task oriented behavior on the other hand. Considering task execution quality, simple instructions on a learning task or drill by means of text, illustrations, or pictures can be presented on task cards. They provide prompts, critical cues and directions to be followed by the students during practice (Lee & Ward, 2002; Iserbyt et al., 2011).

Table 2. Peer Trainer Role Cards

1.week:
Introducing the chess board to the students in the group (It consists of 32 white and 32 black squares) Introducing the pawn to the students in the group
2.week:
Introducing the bishop to the students in the group (Infinite diagonal) Introducing the castle to the students in the group (Infinite straight)
3.week :
Introducing the knight to the students in the group (moving as „L" letter) Introducing 8 different moves of knight to the students in the group
4.week:
Introducing the queen and its moves to the students in the group
5.week:
Introducing the king and its moves to the students in the group
6.week:
Check move to the opponent Impossible move (it is a move that is not included in the chess rules) Introducing the castling move to the students in the group (changing the positions of the cast le and the king)
7.week:
Check- mate move (condition that the king cannot move anywhere in case it is checked) Introducing the staircase mate move to the students in the group (performing mate by edging the king into one of the corners of the board)
8.week:
Introducing the fork move to the students in the group (demanding two or more pieces in one move) Introducing the interchange of pawn with queen to the students in the group
9.week:
Introducing scholar's mate move (the shortest way to mate in chess / 4 moves)
10.week:
Introducing the notation to the students in the group (writing down the chess moves)

Researcher's Role

Quality of qualitative data collected and results honesty of participants is limited. In qualitative research, researchers' research skills gained more importance as researchers were the center of data collection and analysis in the research. Our physical education teacher, who is a practitioner in this study, has spent time and interviews with the students as an experienced teacher for 11years. He has been teaching chess to his students for 8 years. He also participated in qualitative research courses and seminars during his graduate studies. In this research, the responsible researcher; she is a faculty member at the sports sciences faculty of a university in Ankara. She has been attending undergraduate and graduate courses on methods, models and approaches in sports education for twenty years and has been involved in many qualitative researches as a researcher or consultant. The assistant researcher who took part in the chess practice is an experienced teacher years and a graduate student. He has been teaching chess for many years and have 2. level trainer certificate. He has taken courses and seminars on peer teaching models and approaches.

Data Collection Tools

In the present study, students participated into the chess activity held in school once a week for 120 minutes for 10 weeks. 20 peer students composing the research group were separated into 5 groups; as 1 peer trainer for 4 peer trainees in each group. In the study, before the commencement of the chess application, physical education teacher holding 2. level trainer certificate have explained the students the tasks to be performed in detail and what the students were expected to do during the research. In the peer teaching model, it is also important to provide initial education for the benefit of peer teachers (King, 2002; Roscoe et al., 2007). In the present study, the questions to measure the chess knowledge level of the students and the task cards were prepared by the physical education teacher (see Table 2). The task cards, which were prepared according to the subject titles, were given to the peer trainers each week along with the explanation, also the necessary feedback was provided before and during the application. Chess knowledge level form (see Table 4) that was given to the students before and after the application and the peer evaluation form (see Table 6) which was given at the end of 10 weeks were provided to the students and have been filled with the help of the teacher. The teacher helped the students filling the form by reading out the information on the form. "Parent Participation and Satisfaction Form" was given to the parents via students and have been filled by the parents (see Table 7). Topping (1988), stated that it is important to perform the evaluations of the learning levels of the peer trainees by self- evaluation and peer evaluation. Above mentioned peer evaluation forms and parent participation satisfaction questionnaire are the forms that are located in the physical education and sports education program and teacher guidebook of the Ministry of National Education (MEB, 2007) and are advised to be used by the teachers with the purpose of measurement. According to Packer (2011), the most common and useful one of the interviews subject to qualitative research is semi-structured interviews. In semi-structured interviews, the researcher prepares the interview questions according to the research questions; however, they may ask or rearrange different questions according to the course of the interview (Creswell, 2007; Merriam, 2009). Semi-structured interview questions were used as qualitative data collecting apparatus in the study and were composed by the collection of the previous studies and they were applied with the help of expert opinion (6 questions).

Interview Questions:

1- Did teaching chess to your friends contribute to you in any way?
2- Did you have difficulties when teaching chess to your friends?
3- How did you cope with these difficulties?
4- How did you teach chess to your friends?
5- Did you enjoy learning chess from your friend? 6- Did you learn chess from your friend?

Collection of Data

School management and parents were informed before the commencement of the study and all necessary permissions were received. Chess knowledge level of the students was measured with pre-test and post-test measurements, peer evaluation form were filled in by the students with the help of the teacher, the forms that were sent to the parents were collected after the parents filled them. In the qualitative part of the study, after the students were informed about the interview, a face to face interview technique was used in a closed room. An audio- recorder was used during the interviews. Interviews lasted 15 to 25 minutes. In order to clearly analyze the data obtained from the answers the students gave to the questions, the content analysis technique, which is a qualitative analysis method, was used (Yıldırım & Şimşek, 2013). Data obtained were primarily prosed in the computer medium. Afterwards, data were coded by the researcher as short sentences according to the phrases used. In the present study, phrases regarding the themes were coded as childrens‟ first word of name and surname.

Validity: In the study, it was paid attention to make the findings consistent and meaningful for internal validity. The research model, data sources, collection process, data analysis and interpretation are provided in detail in the findings. The findings were provided to be a whole through observation by the researcher and by the expert who made the coding. For the external validity of this research, the characteristics of the research group, the sample selection were clearly stated and direct quotations were included in the text. The raw data obtained from the research is kept and stored by the researcher in order to be examined later.

Reliability: The school and participants in which the research was conducted were described in detail in the method section. In the study, the expressions obtained for internal reliability were read and coded separately by the researcher and expert instructor and then themes were formed. The reliability analysis of the qualitative data was calculated by the formula developed by Miles and Huberman (1994) and the reliability was 82%.

$$P(\text{reliability percentage}) = \frac{\text{Na (agreement)}}{\text{Na (agreement)} + \text{Nd (disagreement)}} \times 100$$

$$P= 54/54+12=0,8181x100= 81.8 \ (\sim 82\%).$$

The sources of data in the research have been described in detail in order to ensure the researcher's verifiability for external reliability. This will guide people who will do similar research so as to identify the data sources. The raw data obtained from the research have been kept and stored by the researcher for further examination. In order to ensure validity and reliability of the study, expert opinion (Patton, 2002) and participant confirmation (Cresswell, 2009) were provided.

Codification of Data: After interview texts were read line by line, codes that were found important by the researcher were underlined.

Finding Themes: Upon finishing the coding step, appropriate themes were created by collecting related codes. Thematic coding is categorizing (theme) the predetermined codes according to the common aspects determined.

Analysis of Data

In the present study, descriptive statistics was used for the analysis of quantitative data and the results were tabulated as frequency and percentage values. In the study, a paired t-test was used in order to compare the chess knowledge levels of the students for 10 weeks in pre-test and post-test conditions. For the analysis of the qualitative data, content analysis method was applied and the data was categorized into 4 themes (see Table 3).

FINDINGS

Peer education is a process in which students learn a specific concept, skill or knowledge by helping each other under the guidance of a teacher. With this method, students learn according to their own learning steps, perception levels and learning styles (Korner et al., 2014).

Table 3. The Distribution of the Student Opinions According to Theme, Code and Subjects in the Chess Application

Code	Frequency	Themes
I had fun	3	Teaching Chess
One by one expression	2	
They made occasional mistakes and I showed them the correct way	2	
I liked that they listened to me	2	
I had difficulty in the beginning	4	
I taught what my teacher taught and what I knew	2	
I taught my friends while I learnt myself	3	
I liked it very much when they played and I learned new moves	2	
I easily taught the difficult moves	2	
I had difficulty at first	1	Learning Chess
I learnt chess by playing	2	
Good communication	2	
My friend behaved well	2	
Content, enjoyed	2	
Easy learning	2	
They talked too much	2	Difficulties Encountered
They made funny noises	3	
Some of my friends listened while some neither listened nor cared	4	
Some were really difficult, we learnt it is difficult to teach	1	
I warned my friends	3	Coping Mechanisms the Difficulties
It was easy to express one by one	2	
I easily taught the difficult moves	2	
I taught the way I learnt the easiest	2	

When the qualitative results of the study were examined, interviews were held with a total of 9 voluntary students, 5 peer trainers and 4 peer trainees, participating in the peer education model application in chess teaching. When the opinions of the students were evaluated, teaching, learning, the difficulties encountered and coping mechanisms for the difficulties were thermalized and investigated (see Table 3).

Themes

1- Teaching Chess
2- Learning Chess
3- Difficulties Encountered
4- Coping mechanisms for difficulties

Teaching

Peer trainer students stated that they had difficulties when teaching chess in the beginning, however they tried teaching by telling one-to-one technique, they showed the way they learned the easiest and they taught by playing. They also improved their knowledge and had so much fun when teaching.

"I had so much fun when teaching chess to my friends, some were talking too much. I explained one-by-one, one thing at a time; I improved myself when teaching and I reviewed the moves (MÖ)."

"I had a remarkable amount of difficulty when teaching my friends, therefore I taught the way I learnt the easiest. They learnt faster because I easily taught the difficult moves (AK)."

"I had fun when teaching chess to my friends. I really liked that they listened to me and learnt better things from me. I also learnt better moves when teaching (OH)."

"There were some difficulties when teaching chess to my friends. They sometimes made mistakes, I showed them the correct way (KK)."

Learning

Peer trainees stated that it was different to learn chess from their friends, they had fun, their friends showed the correct way when they made incorrect moves and that they improved in chess.

"I did not have great difficulty when learning chess, I only had a little difficulty. My friend taught me by showing how the pieces move (OK)."

"At first I had some difficulty in learning chess. But I started to improve thanks to my friend (TO)."

"I liked learning chess from my friend, I had fun. I learnt really well (CY).

Difficulties Encountered

The greatest difficulties encountered were reported to be peers talking loudly among themselves and peers not listening to their friends. It is important that the peer trainers have abilities of listening, setting an example and providing support as well as they manifest sincere and determined patterns of behavior.

"Some talked all the time during the classes and they made mistakes. Some listened well (KK)."

"Some were really difficult, we learnt that it is difficult to teach (KA)"

"I had some difficulty when learning chess. We were kind to one another when my friend was teaching me chess (TO)."

"Some had difficulty in learning because others were talking. I had to explain one by one. Because they were not listening when explained once (MÖ)."

"They were talking too much (OH)".

Coping Mechanisms for the Difficulties Encountered

Peer trainers reported the communication was positive and good when they warned their friends who were not listening and the students started to listen.

"They listened to me expect one person, I told him/her to listen and warned him/her (ENK)"

"I taught the way I learnt the easiest (MÖ)".

"It was easy to explained one by one (KA"

"I easily taught the difficult moves (TO)

As a result of this study, the improvement of the chess knowledge levels of the peer trainees was statistically significant increase at the end of 10 weeks (see Table.4).

Table 4. Pre-Test, Post-Test Scores of Chess Knowledge Levels and Correct Percentage Difference Results of the Peer Trainees

	Pre-test Correct		**Post-test Correct**		**Difference**	
	F	**%**	**F**	**%**	**F**	**%**
1. How many squares are there in a chess board?	0	0	14	70	14	70
2. How many chess pieces are there?	0	0	16	80	16	80
3. How many black chess pieces are there?	0	0	16	80	16	80
4. How many white chess pieces are there?	0	0	16	90	18	90
5. What is the points of each chess piece?	0	0	20	100	20	100
6. How does the pawn move?	8	40	20	100	20	60
7. How does the castle move?	1	5	20	100	20	95
8. How does the knight move?	5	25	20	100	20	75
9. How does the bishop move?	2	10	20	100	20	90
10. How does the queen move?	0	0	18	90	18	90
11. How does the king move?	0	0	20	100	20	100
12. How does the chess game end?	3	15	20	100	17	85

Table 5. A Comparison of Pre-Test, Post-Test Scores of Chess Knowledge Levels And Correct Percentage Difference Results of the Peer Trainees (Paired *t*-test)

	N	**Mean**	**S.D.**	**S.E. Mean**	**T**	**p**
Pre-test	12	0.0792	0.1287	0.0372	-24.12	0.000
Post-test	12	0.9250	0.1055	0.0305		
Difference	12	-0.8458	0.1215	0.0351		

As a result of the paired t-test between the success percentages of pre-test and post-test; a statistically significant difference was observed ($p < .05$). Ho was rejected, signifying that the chess application with peer education model had an effect on the number of correct answers of the students (see Table 5).

Table 6. Peer Evaluation Results of the Students

Peer Review Form	**Yes**		**Sometimes**		**No**		**Total (n=20)**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1. She/he participates in the studies voluntarily	19	95	1	5	0	0	20	100
2. She/he shares what s/he knows with her/his friends	19	95	1	5	0	0	20	100
3. She/he helps her/his friends when needed	18	90	2	10	0	0	20	100
4. She/he completes the task s/he takes on time	20	100	0	0	0	0	20	100
5. She/he respects opinions of her/his friends	18	90	2	10	0	0	20	100
6. She/he talks in an in-offensive manner in discussions	17	85	2	10	1	5	20	100

In this study, according to the results of peer evaluation form performed at the end of the chess activity, it was reported that peer trainers completed the tasks on time, they were helpful, sharing and respective to one another (see Table 6).

In the study, approximately n=19 (% 95) of the parents reported that their child was improved socially in the activity, the child wanted to play the chess with the opposite sex (n=15) and the parents are satisfied with the chess activity (n=19) (see Table 7).

Table 7. Parent Participation Satisfaction Form Results

Percent Participation Satisfaction Form Results (n=20)		**f**	**%**
1-What kind of changes happened in your child participating in the chess activity (Affective, Cognitive, and Social)?	Effective	1	5
	Social	19	95
	Capacity Cognitive	0	0
2- If your child had problems, are you satisfied with the changes in her/his behavior after participating the chess activity?	Satisfied	20	100
	Not Satisfied	0	0
3- Did your child enjoy playing chess with the same sex or the opposite sex more?	Same Sex	3	15
	Opposite Sex	17	85
4- Did your child enjoy playing chess on computer?	Yes	20	100
	No	0	0
5- Did your child enjoy playing chess with the same- aged children or younger or older children more?	With Same Age	14	70
	With Younger	4	20
	Does Not Matter	2	10
6- Are you satisfied with the chess activity?	Satisfied	19	95
	Not Satisfied	1	5

DISCUSSION

The purpose of this study was to apply and evaluate peer education model in chess learning. As a result of the present study, as well as the cognitive improvement of chess skill, social achievements of the students also increased. While the chess knowledge level of the students was very low before participating the chess activity, a statistically important improvement was observed at the end of 10 weeks ($p < 0.05$). Dağ et al. (2012) on the effect of peer education on the sexual health knowledge levels of university students; university students reported that their knowledge level was increased as a result of the peer education. In many studies of peer education model, majority of the participants reported that they felt much more self-confident and knowledgeable (Gök, 2013; Mirzeoğlu et al., 2014), an increase was observed in their learning capacities and exam performances (Goldsmith et al., 2006; Gill et al., 2006).

According to the peer evaluation results that was applied to the students at the end of the chess education of 10 weeks, it was reported that the students improved themselves during the chess education regarding listening to what is being explained, observing, asking questions, communicating positively, helping and cooperating. In the study of chess teaching application with peer education model, taking responsibility, being respective to others, the communication, sharing and helping behaviors among students increased. There are studies in the literature that supports the results of the present study (Ayvazo & Ward, 2009; Özakba, 2013; Kate et al., 2014; Mirzeoğlu et al., 2014; Mirzeoğlu, 2017).

When the qualitative results of this study were examined, peer trainers stated that they had difficulties when teaching chess in the beginning, they had to warn their friend because the students talked too much and when the students started listening they created solutions and they taught the way they learnt the easiest, they taught by explaining, they established positive communication and they also improved their knowledge and tactics when teaching their friends. The peer trainees stated that they had difficulties in the beginning when learning chess, however they learnt well and had fun by applying what the peer showed via a good and positive communication. Peer education process increases the self-esteem and communication skills of the students by providing cognitive, psychomotor and social achievements, it helps students to improve their leadership skills and to make career plans and it creates an opportunity for students to learn how to learn (Field et al., 2004; Iserbyt et al., 2011; Gök, 2013; Kate et al., 2014). Although no study exists evaluating the

effect of peer education on the affective development; there are studies that suggest the peer education process increases the satisfaction, motivation and the eagerness to learning students (Field et al., 2004; Mirzeoğlu et al., 2015; Mirzeoğlu, 2017).

Within the frame of the difficulties encountered in the application, the peer trainers stated that the friends did not listen in the beginning and made a lot of noise, the peer trainers had to warn the friends and explained one by one and they taught the way they learnt the easiest as a solution and they liked when the friends started to listen and make correct moves. On the other hand, peer trainees reported that it was difficult at first due to loud environment, however they started to learn by application once they started to listen and they had fun and good communication and they helped others during the application.

RESULT and SUGGESTIONS

There were factors limiting the study in this study. Chess time was sufficient for learning. First of all, chess learning can be in a very different age range, so the peer trainers' ages were different. Peer trainees did not listen to their peer trainers at first but they started to listen as they learned the right moves. The other one, peer teachers' communication and teaching skills were not at the same level, so guidance and communication of physical education teacher increased. As a result of the present study, as well as the cognitive improvement of chess skill, social achievements of the students also increased. While the chess knowledge level of the students was very low before participating the chess activity, a statistically important improvement was observed at the end of 10 weeks ($p<0.05$). According to the peer evaluation results that was applied to the students at the end of the chess education of 10 weeks, it was reported that the students improved themselves during the chess education regarding listening to what is being explained, observing, asking questions, communicating positively, helping and cooperating. In the study of chess teaching application with peer education model, taking responsibility, being respective to others, the communication, sharing and helping behaviors among students increased. In the study, according to the self-evaluation results that were applied to the students at the end of the chess education of 10 weeks, it was reported that the students improved themselves during the chess education regarding listening to what is being explained, observing, asking questions, using time efficiently, communicating positively, helping and cooperating. In the study of chess teaching application with peer education model, taking responsibility, being respective to others, the communication, sharing and helping behaviors among students increased.

According to the results, students stated that they completely learnt chess from the peer trainers. Peer education provides peer trainers the opportunity to teach, show and discuss what they learnt before and to gain profound information. It is stated that there may be cases that the trainers are inadequate for replying the peer trainees‟ questions and this circumstance provides an opportunity for the peers to learn together by helping each other.

1. As a result of the study, it is possible that the parents change their opinion regarding the extracurricular sports activities to be held in school due to the parents‟ positive opinion regarding their children participating the chess education (children being socialized, being content of playing chess and having good time). This might consequently increase the participation of students to activities in different branches and more talented students might be brought into sports for school firstly and then for the country.

2. In the present study, knowledge and skills of the students have increased as a result of the 10 week chess education with peer education model. It is important that the teachers shall aim by using different education models and approaches for the motivation and participation of the students to different activities that contribute not only to psychomotor achievements but also cognitive and social achievements as we.

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ORIGINAL RESEARCH

Effect Method of Exercise and Coordination of Free Throw Shooting Skills and Three Point of Student Extracurricular High School State 1 Ngadirojo

Abstract

The purpose of this study was to improve basketball shooting skills using the set shoot and drill shoot training method based on the level of coordination among extracurricular students at High School (SMA) Negeri 1 Ngadirojo. This research is an experimental research. This research was conducted in 16 times face to face, consisting of pre-test, treatment, post-test. The subjects in this research experiment were X I extracurricular students at SMA Negeri 1 Ngadirojo, totaling 40 male students. Data collection techniques using the free throw and three point shooting test instrument. Data analysis uses two-way Anova variance analysis. The results showed that: (1) There was a significant effect between the set shoot training method and the drill shoot training method on the ability of free throw shooting and three point shooting. The set shoot training method is a better training method to improve the ability of free throw shooting whereas to improve the three point shooting ability a better method of using drill shoot on students (2) There is a significant influence between students who have high coordination and low coordination of ability free throw shooting and three point shooting . High coordination gives a better influence to improve shooting skills in students. (3) There is an interaction between the training methods and the coordination of the results of the shooting free trow and three point students.

Keyword: Training method, set shoot, drill shoot, basketball shooting.

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INTRODUCTION

The development of the world of education in the era of globalization has progressed very rapidly. The rapid progress of education is supported by the existence of the latest science and technology knowledge. Education followed by developments in science and technology is very fast to be learned and disseminated. But with the development of science and technology, many people are not physically fit or very low fitness. Evidenced by the results of research experts who conduct research on the level of physical fitness.

Research results revealed by Sulastri (2015) physical fitness can improve one's performance. According to Cahyadi (2015) the level of physical fitness of students can be increased through extracurricular activities. Based on the above research results it can be concluded that physical fitness is very important to improve the quality of health for everyone.

Fitness and health are very important to be held in the world of education, as well as organizing sports and health education at all levels of education (Uygur, Goktepe, Emre Karabork & Kokukuz, 2010). Sports and health education at every level has been stated in the Education Law Number 20 Year 2003 The National Education System states that "Curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used as guidelines for organizing learning activities to achieve specific educational goals".

The curriculum in high school covers several aspects of education, one of them is physical education. Physical education in schools contains an element of learning through physical activities carried out to improve physical fitness, motor skills, knowledge and healthy life behaviors. Through physical education not only physical aspects are provided but there are also cognitive, affective and psychomotor aspects, as well as providing benefits for students in the form of physical fitness and health care. But the school also organizes extracurricular activities as a medium for developing students' abilities.

According to research conducted by Yanti, Adawiah, & Matnuh (2016), extracurricular activities are educational activities outside of school hours aimed at assisting student development, according to their needs, potential, talents, and interests through activities that are specifically arranged by students and capable and authoritative educators.

The school organizes extracurricular activities with various events such as sports and arts. Sport diselengg a rakan one basketball. Basketball is a sport that has several techniques, tactics and strategies that must be mastered by players in order to create the ability to play basketball properly.

The basic techniques in basketball include basic dribbling, passing and catching, and basic shooting into the basket (Hana & Zwierko, 2015). Basic skills include footwork, throwing and catching, dribbling, shooting, shooting from capturing, creating shots from the incline, scoring in the post (ring) , and rebounding balls (Wissel, 2012).

The basketball game involves physical aspects, including strength, speed, coordination, agility and endurance. Players must master these aspects in order to improve their basketball playing skills. One of them is basic motion shooting.

Shooting one technique for scoring points on a basketball game. Shooting requires muscle strength to throw the ball into the basket with the right accuracy. Shooting requires

flexibility and coordination to aim the ball at the target pitch according to the angle of the shot.

This activity comes from the hands, wrists, forearms, upper arms, chest, upper legs, lower legs, and even toes that need power (strength) to be able to do it properly and correctly. They manipulate the shoulders, elbows and wrists to produce the optimal ball speed, angle and angular velocity when releasing the ball (Hiroki & Mont, 2015).

Free throw and three point shooting techniques that greatly affect the acquisition of a basketball team's points. Three point accounts for 3 points, while free throw is only 1 point but can affect a team's victory. Permaianan basketball there are no term balanced (draw) (Karim & Johnny, 2015).

External and internal factors can influence the results of motion skills. Internal factors come from the individual himself. One of the external factors is the training method. The training method applied can affect the success or achievement of the training objectives. The right method can improve the results that are significant for the purpose of the exercise.

Coordination is one of the internal factors that need attention. Basketball games require coordination in all techniques. Coordination is the ability to process information into movements. Good coordination can make it easier for players to make good and harmonious movements (Tran & Silverberg, 2008).

Basketball extracurricular at SMA 1 Ngadirojo is a sport with the most interests. Last year they only passed the semi-finals at the Regent Cup tournament. Their match statistics last year showed that they often lost their miss through shots that were not on target. Free throws (free throw) they are only able to enter 30% in each of his games. While three points are 20%.

Based on observations made by researchers to extracurricular participants at SMA Negeri 1 Ngadirojo. Many students attend extracurricular activities from classes X and XI. There was a problem that the participants did. That is when the motion shooting, more accurately when shooting free throws (free throw) and three points are as follows: (1) students many still have trouble doing the shooting were true, (2) students who take extracurricular experience problems shooting into the target ring., (3) students who take basketball extracurricular in shooting are not strong enough to throw the ball into the ring (airball), (4) students do not do much shooting practice.

METHOD

The method used in this study is a quasi-experimental study using pre-test post-test design. According to Sugiyono (2012) experimental research is the most complete quantitative research approach. Experimental research is defined as a research method used to look for the effect of certain treatments on others under controlled conditions. The data collection technique of this study used a test instrument.

Subjects

Population is a generalization area that consists of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and concluded. So the population is not only people, but also other natural objects. This research uses sample population technique. The population in this study were extracurricular students at SMA Negeri 1 Ngadirojo, 44 students, all of whom were research samples.

Data analysis

Data analysis techniques in gunakan this research is the analysis of variance ANOVA two lanes at significance level α = (0.05). Before the data is analyzed with anava, the test includes: (1) normality test and (2) variance homogeneity test.

FINDINGS

Description of research results are the results obtained from research in the form of data using a general description of each variable related to the study. Through this general description, it will be seen the initial and final conditions of each variable examined by processing data after the data has been successfully collected during the specified training period . Description of the results of the analysis and test results of basketball shooting conducted at SMA Negeri 1 Ngadirojo applied the set shoot training method and the drill shoot training method.

Table 1. Description of Shooting Results for Each Group based on the Use of the Training Method and Free Throw Coordination Method

Treatment	Coordination	Statistics	Pretest	Postest	Enhacement
Set Shoot	High	Total	21	42	21
		Average	4.2	8.4	4.2
		Standart Deviation	0.44	0.54	.83
	Low	Total	20	35	15
		Average	4	7	3
		Standart Deviation	0.70	1.41	1.87
Drill Shoot	High	Total	19	37	18
		Average	3.8	7,4	3,6
		Standart Deviation	.83	1.34	1.14
	Low	Total	18	38	20
		Average	3.60	7.60	4.00
		Standart Deviation	0.54	0.54	0.70

In table 1 for free throw shots the following data are obtained: (1) A1B1 group initial tests obtained an average of 4.2 after being treated with the set shoot training method obtained an average of 8.4 so that there was an increase in the A1B1 group of 4.2, (2) groups A1B2 initial test obtained an average of 4 after the treatment of the set shoot practice method on the final test obtained an average of 7, so there was an increase in the A1B2 group by 3, (3) A2B1 group in the initial test obtained an average of 3, 8 after being treated with drill shoot training method in the final test, it was obtained an average of 7 , 4 , so there was an increase in the A2B1 group of 3.6, and (4) for the A2B2 group in the initial test, it was obtained an average of 3.6 after being treated with drill shoot practice method on the final test an average of 7.6 was obtained, so there was an increase in the A2B1 group of 4.

In table 2 for the three-point shots the following data are obtained: (1) the A1B1 group initial tests obtained an average of 4 after being treated with the set shoot training method obtained an average of 7.2 so that there was an increase in the A1B1 group by 3.2, (2) the A1B2 group initial test obtained an average of 3.2 after the treatment of the set shoot practice method in the final test obtained an average of 7, so there was an increase in the A1B2 group of 3.8, (3) the A2B1 group on the test initial obtained an average of 3.2 after being treated with drill shoot practice method on the final test obtained an average of 8.2, so there was an increase in the A2B1 group of 4.4 , and (4) for the A2B2 group on the initial test obtained an

average of 3.2 after being treated with drill shoot training methods in the final test obtained an average of 2.8, so there was an increase in the A2B1 group by 2.

Table 2. Description of Shooting Results Each group is based on the Use of the Three Point Coordination Method and Training Method

Treatment	Coordination	Statistics	Pretest	Postest	Enhancement
Set Shoot	High	Total	20	36	16
		Average	4.00	7.20	3.20
		Elementary school	1,00	1.30	1.30
	Low	Total	16	35	19
		Average	3.20	7.00	3.80
		Elementary school	.83	1.58	.83
Drill Shoot	High	Total	19	41	22
		Average	3.80	8,20	4.40
		Elementary school	.83	.83	0.54
	Low	Total	16	30	14
		Average	3.20	6.00	2.80
		Elementary school	.83	1.58	1.64

DISCUSSION

Difference between Effect of Set Shoot Training Method and Drill Shoot Training Method on Shooting Results

Based on testing the first hypothesis there was a significant difference in effect between groups of students who got the set shoot training method and the drill shoot training method applied at Ngadirojo 1 Public High School. Students who were trained with the set shoot training method had better shooting results compared to students who were treated with the drill shoot training method for free throw shooting. As for the three-point shot shot drill practice method has an increase in shooting results better than students with the treatment of the set shoot practice method.

Both of these training methods, both the set shoot training method and the drill shoot training method, are each good for basketball shooting, but the results of the research conducted indicate that there are differences in basketball shooting results between students who use the shoot shoot training method and drill shoot method. The difference can be seen from the average results of increased shooting between students using the set shoot training method and the drill shoot training method.

Based on the description above it can be seen that the set shoot training method is better than the drill shoot training method for the training method for free throw shooting. As for the three point shooting practice method, the drill shoot training method is better than the set shoot training method. It can be concluded that both methods are good for improving basketball shooting capability both for free throw shots and three point shots.

Difference between Influence between High and Low Coordination on Basketball Shooting Results

Coordination has an important role in the results of basketball shooting. The better the level of coordination, the better the shooting ability. The advantage of students who have good coordination is that they can achieve expertise in mastering perfect skills and can quickly overcome motion problems during unexpected exercises. Therefore, without having

good coordination, students will have difficulty doing the techniques in harmony and harmony.

Each student has a different level of coordination, and that will affect the results of shooting. The results showed high coordination better results compared with low coordination, but if analyzed in each group that low coordination showed good results when treated with drill shoot training methods for free throw shots. Likewise for three-point shots showed that students with low coordination showed good improvement with the set shoot practice method. So even though students have low coordination, the results of this research will still get a solution so that all students who have a high or low level of coordination can achieve.

Interaction between Set Shoot Training Method and Drill Shoot Training Method as well as High Coordinate and Low Coordinate on Shooting Results

Based on the results that have been stated in the results of the study above that of meaningful interactions between the training methods of shooting results in extracurricular students in SMA Negeri 1 Ngadirojo. From the table that is presented in the form of interaction, it appears that the main factors of research in the form of two factors show significant interactions. The results of this study are interactions that mean that each group has a different influence on each group that is paired.

Based on the results of research for shooting free throw obtained ranking sequence as follows: (1) students who are trained using the set shoot practice method show good results, (2) students who have high coordination are trained with the set shoot practice method, (3) students who are have high coordination trained with drill shoot training methods, and (4) students who have low coordination with drill shoot training methods. As for the three-point shooting, the rank order is obtained as follows: (1) students who are trained using the high coordination drill shoot practice method show good results, (2) students who have low coordination are trained with the set shoot practice method, (3) students who are have high coordination trained with the set shoot training method, and (4) students who have low coordination with the drill shoot practice method.

The effectiveness applied to improve the shooting results is influenced by the low level of student coordination. Based on the discussion above for mengoptima l kan technique of shooting free throw, if students have a lower co-ordination, the student is more suitable trained in methods of exercise drill shoot and students have high coordination more suited to the workout method n set shoot. While the technique of shooting three point students have poor coordination, the student is more suitable trained with training methods set shoot and students have high coordination more suited to the workout method n drill shoot .

Reference so that the product can grow for the better. In its implications, the product can improve the basic futsal skills at the high school level. It is supported in the process of assessing effectiveness through a series of t-tests. The result of the t-test is got the mean value at pre-test is 76.77 with meeting 1 is 75.74, at meeting 1 is 75.88 with meeting 2 is 74.65, at meeting 2 is 74.65 with meeting 3 is 72.82, at meeting 3 is 72.82 with the 4 / post-test meeting is 71.32, and at the pre-test is 76.77 with the 4 / post-test meeting is 72.82. This shows that there is an increase in each meeting. So it can be concluded that the basic skills training model for attack futsal play if done continuously will experience an increase in basic skills to attack futsal so effective to use.

CONCLUSIONS

Based on the results of research and the results of data analysis that has been done, the following conclusions are obtained: There is a significant effect between the set shoot training method and the drill shoot training method. The set shoot training method is a better training method to improve the free throw shooting capability while to improve the three point shooting ability for a better method using a drill shoot for students participating in extracurricular activities at SMA Negeri 1 Ngadirojo There is a significant influence between students who have high coordination and low coordination. High coordination gives a better influence to improve shooting skills in extracurricular students participating in SMA Negeri 1 Ngadirojo

There was an interaction between the training methods and the coordination of the shooting results of the extracurricular participants of SMA Negeri 1 Ngadirojo. The result of training with shoot set and high coordination has better interaction for free throw shots, whereas for three point shots the drill shoot and high coordination exercise is better than the others.

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eSports eSports Regulations and Problematics

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Abstract

Digital sports, or eSportst for short, is defined as video game events with tournaments where professional and amateur players compete with each other at regional and international level (Çakar and Güler, 2018). The entry of eSports into our lives begins with the impact of industry 4.0 and the age of digital transformation on societies. Having earned its income through betting, reward systems, tournaments and sponsors, Esports has managed to attract millions of viewers from all over the world. Esports is an innovative and interdisciplinary field where information technology, new media, digital communication, finance and sports intersect. Esports, which is quite new in our country but affects many people in the world, has started to experience many legal problems in both physical and digital fields among its players, clubs and partners, and the mediation mechanism of this field has not been established yet. The regulatory methods used to solve these problems vary depending on the legal structures of different countries or the ownership of eSports companies. In this context, in our study, it has been tried to make the sport arrangements and problematics visible in our country and in the world (South Korea, Germany, Norway, USA) with case studies.

Keyword: Digital sports, eSports, new media, digital communication, regulations of sport.

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INTRODUCTION

Computer games were first born with cartridge game machines like Atari, Apple, TRS – 80 and have entered our lives with the development of personal computers. Developments in software and especially graphic, audio and video quality have led to the development of game designs and then the beginning of professional gaming life (Taylor, 2012). Most sports scientists and academics do not accept eSports as a sport. Because they argue that physical activity, skills, rules and stable competition that naturally exist in sports are not in this new game culture. (Rodgers, 1977; Suits, 2007). In addition, Karhulahti of Turku University, Finland, published an article stating that "the ownership nature of the eSports ecosystem and the power of the publisher do not conform to the principle of equality in the nature of sport, and that eSports should be defined as a commercial game, not a sport" (Karhulahti, 2017). However, due to the multi-disciplinary structure of the industrial and sports sciences in the eSports ecosystem, Çakar and Çiloğlu argues "*Although eSports have not been recognized as a sport by most academics, the presence of teams and coaches, trainings, matches, fans, sponsors, and even forums on whether to participate in the Olympic games show that this area is important for sports sciences. ESports should not be considered as computer sports branches with very little physical activity as perceived today. With advances in science and technology, especially with the increase in wearable technology products and the development of augmented reality applications, eSports are likely to become sports with more physical activity*" (Çakar & Çiloğlu, 2018).

With the fact that there will be an industry wherever there is competition, eSports outperformed other branches of sports in terms of developing industry and growth figures. In this sense, South Korea, China and North America are the largest growing markets worldwide. According to 2018 figures, eSports increase balance is 38% for North America, 18% for China, 6% for South Korea and 38% for other countries (ESports and Law Summit, 2019). Turkey is at an important point in these categories. Turkey is ranked 18th in the ranking of digital games with revenue of $ 87 million (Turkey 2018 Game Industry Report, 2019). It is necessary to distinguish between the digital games market and the eSports market. The growth and development rate of the ESports industry has reached an unprecedented level in the world. In general, while the revenues in the eSports market were 493 million dollars as of 2016, these figures reached 905 million dollars in 2018 (Akgöl, 2019). In addition, while the brand investments were around $ 280 million in 2016, it reached $ 694 million in 2018 (T.C. E-spor Raporu, 2018). The global eSports industry is expected to reach $ 1.5 billion in 2020 (Deloitte, 2019). By 2020, the global eSports industry is expected to reach US $ 5 billion (Newzoo, 2017a 8). Global eSports market revenue is estimated to reach US $ 1.79 billion by 2022 (Statista, 2012-2022).

Some of ESports' most popular gaming tournaments are eSports games such as LOL (League of Legends), CS: GO (Counter Strike Global Offensive), Apex Legends and Overwatch. There are companies like Riot Games and Valve where each game creates and develops itself. Since games, publications and rules are monopolized by individual companies in the neo-liberal world, there is no comprehensive international regulation. In terms of institutionalization, there are various efforts and the most prominent example of this is the International Sports Federation IeSF at the international stage. In such a large industry, it is essential in all respects to introduce some basic regulations and common institutionalization. (Özsoy & Kalafat Çat, 2018).

From the perspective of the audience, it has left behind the other fields except football as a sports branch and placed in second place. For example, the League of Legends final

World Championship reached 206 million viewers. In addition, the audience following eSports competitions through applications / websites such as Twitch is not included in this reached number. eSports supporters' volume reached 121 million in 2016 and 165 million in 2018. It also is expected to reach 600 million spectators by 2020 (Afra, 2019). Some studies estimate that by 2020, the number of esport spectators will exceed NFL spectators. In this context Turkey has also shown a rapid growth similar to the world. Turkey is also the third country that spends most time gaming. This is due to the fact that the materials to be acquired in the games are acquired either by money or playing the game for a certain period of time. Turkish players prefer to acquire these items, which are generally expensive, by playing for a pre-conditioned period instead of buying them. Therefore, they are the 3rd country in the world to spend time with gaming (ESports and Law Summit, 2019). In addition, eSports has created a market in the field of education. The game industry has started to take a place in higher education thanks to its recognition as a sport, its market size, its rapid development and its audience. This expanding ecosystem of eSports is gradually spreading to other countries, by offering eSports scholarships at college and university level to students especially in South Korea and the United States. All these developments and rapid growth bring many legal gaps. In order to solve these problems, countries, federations and similar organizations are working to form a basis for legal regulations.

ESPORTS REGULATIONS IN TURKEY

First of all, it is necessary to briefly state on which foundations eSports is legally established in 2019 in Turkey. The relevant provisions of the Constitution of the Republic of Turkey in sports is as follows:

> *In the light of positive knowledge of the state, the independence and the youth entrusted to our Republic, in line with Atatürk's principles and revolutions, the State takes measures to ensure the upbringing and development of the views aimed at eliminating the indivisible integrity of the country and nation. The State shall take the necessary measures to protect young people from alcoholism, drugs, guilt, gambling and other similar habits and ignorance* (IX. Youth and Sports, A. Protection of youth. Article: 58).
>
> *The state takes measures to improve the physical and mental health of Turkish citizens of all ages and encourages the spread of sports to the masses. The state protects the successful athlete*.
>
> (Additional paragraph: 17/3 / 2011-6214 / 1 art.) *Only compulsory arbitration may be used against the decisions of sports federations regarding the management and discipline of sports activities. The decisions of the arbitral tribunal are final and cannot be appealed to any jurisdiction against these decisions.* (IX. Youth and sports B. Sport protection and arbitration Article 59).

The purpose of the establishment of all sports federations in Turkey is to fulfill the objectives mentioned in the articles of Turkish constitution. When the two articles of our constitution are read carefully and understood what they say, some questions may arise about the policies implemented in sports today.

According to the superior provision of Turkish Constitution; Turkish state has to educate young people who are our future, in line with the developments in science and technology, in line with the Kemalist thought, by protecting against all kinds of ideas against the integrity of our country. Our state (through federations) has to protect the successful athletes by spreading the sport to the masses and protecting their physical and mental health. In addition, Turkish state must protect young people from ignorance and bad habits. When we look at these provisions in the constitution, it is beyond doubt that the duties of federations are of vital importance.

Together with South Korea and France, Turkey is leading the way in officially recognizing and defining eSports and eSports athletes. In this context, in 2011 eSports was recognized by the state in the federation authority with Digital Games Federation of Turkey, and in 2013, with the abolition of this federation, it retired to the deputy chairman presidential level. After this experience, in accordance with the Regulation on Organization, Duty, Authority and Responsibility of Sports Federations (Official Gazette No: 21766) eSports Federation of Turkey (TESFED) was established and began to serve in the Ministry of Youth and Sports.

After the establishment of ESports Federation of Turkey, some of the regulations mentioned below were made in 2018. In parallel with the Athletes License, Registration, Visa and Transfer Regulation (Official Gazette No. 24606) ESports Federation Athletes Registration License and Transfer Instruction has been prepared. The athletes' license is regulated by the relevant article 22 of the youth and sports services law. There is a lack of competence due to the fact that eSports is a new field and due to the lack of determination of who will provide and how to provide ESports players license education.

According to the Regulation on the Working Procedures and Principles of Independent Sports Federations' principles (Official Gazette No: 28358) eSports Federation Presidency of Turkey has prepared the Referee Instructions There are some problems in the implementation of this instruction. The instruction is often not applicable and eSports ecosystem is run by companies and publishers. Here are some examples of these conflicting situations; the instruction stipulates that there will be 5 members in the Central Arbitration Committee and there are 3; provincial representative offices are only available in nine provinces, while each should be spread out to every city.

The Private ESports Halls and Qualification Certificate Instruction has been prepared and entered into force in accordance with the Regulation on Private Physical Education and Sports Facilities (Official Gazette No: 23847). There are not enough provisions on ESports Halls and Gaming House regulations. There is a need for on-site implementation and supervision for Gaming House centers (Occupational Health and Safety Act, 2012).

The registration process of the clubs that will operate in the field of ESports is carried out within the scope of the Sports Clubs Registration Regulation. The relevant legislation of Turkish law requires that these clubs to be 'associations'. The provision of 'no license can be issued on behalf of unregistered clubs' raises the paradox of becoming an association and being a company. At the same time, the prerequisite for becoming an association is a problematic area in terms of ensuring the registration in sports events.

Increasing the effectiveness of the federation should be one of the priority areas for career planning for ESports players after quitting. There are crucial legal issues that need to be resolved in order to grant authorization to the eSports Federation to make regulations to

ensure the sustainability of sports, club and publisher relationships, and to take legal steps to resolve these issues. for example, problems in eSports houses. In an interview by Colin Johnson, the coach of the world-famous Fanatic FIFA eSports team, on 21.09.2018, the actress was at home; Talking about the issues such as eSports players not being able to bring guests, not going out at certain hours, and having to train for long hours reveals that this situation causes social development and legal problems of the players. It is not acceptable for most of the professional eSports players to be young at the level they are legally considered to be children, and to live away from outside life and be restricted during the season, considering that they are at an important stage in both their social development and their educational life.

Producing faster and more effective solutions in this rapidly developing sport is a serious necessity (Kılınç, 2020). It is also considered within the administrative structure of eSports Federation that there may be legal problems in the future. Issues such as presence of a representative of Riot Games within the Federation, representative of Riot Games being also a member of the Board of Directors of the eSports Federation (Corragio, 2019). The protection of the interests of the two sides suggests that the interests of the players and other weak members of the ecosystem cannot be protected, as both structures represent a single structure. It is not possible to say that the Federation has the ability to represent eSports players and other members of the ecosystem in the current structure.

It is considered that the subjects such as sponsorship and turnover are consciously excluded from the scope of regulation and left to the will of the parties. As in other sports, it is considered that there will be a legal gap in eSports according to which law or regulation the attitudes and behaviors of the fans and people in the system are evaluated (Law on Prevention of Violence and Disorder in Sports, 2011). There are issues conflicting with other laws regarding the implementation procedures and principles regarding how the law or regulation will be implemented, therefore, it does not seem possible to determine which law or regulation will evaluate the events that may occur in eSports activities.

Since IT law and sports law are new to Turkish law, some regulations and transformations are required for eSports. eSports fraud software and protection regulations for competitions, which is under the IT Crimes, are among the issues that need to be developed and regulated (ESports and Law Summit, 2019).

This area, which is expected to become more complex as the eSports ecosystem evolves in terms of betting, gambling, bribery and handicapping in terms of criminal law, is one of the areas where transformation and supervision should be carried out strictly.

The federation is subject to administrative law. The federation establishes governing bodies, makes legal regulations and implements them. If the club or player conflicts with the federation, there is an effective administrative law. However, private law provisions apply between the player and the club. In Turkish law, it is clearly stated that the labor law cannot be applied to mentally and physically defined athletes as the person doing this activity (Labor Law, item 4, item g). By agreement, its legal nature is that it must have a service contract and be subject to the provisions of the law of obligations. In case of conflict, it is subject to the law of obligations, not the labor law. In addition, when athletes terminate their contracts, there may be different reasons for termination. The Code of Obligations contains regulations that can be agreed otherwise; these regulations are not mandatory provisions. Under normal circumstances, federations may impose heavier or lighter regulations than in the Code of Obligations. In this context, the issues of termination of the contract must be

taken into account. For example, the termination of the contract that we encounter most in football in our country; Regulations are also made in the 26th article of the Status and Transfers Instruction of Professional Footballers. Accordingly, the party wishing to exercise the right of termination must send the protest to the other party, including the termination statement. When the TFF notifies the copies of the aforementioned notifications, it records the termination and informs the parties about this transaction.

In case of termination, the football player can be transferred only if he signs that he accepts that the club to which he will be transferred will be responsible for the legal and sportive criminal consequences of the termination.

They have to send the termination notifications of both the club and the football player to TFF for information. During the period of protecting the Professional Football Player Contract, the terminator may pay compensation to the other party for a justifiable reason, as well as some sports penalties against him in accordance with the Article 26 of the Professional Footballers' Status and Transfers Order.

The protection period is specified in the article 2 of the Status and Transfers Instruction of Professional Footballers. Accordingly, the protection period; A three-year or three-season period following the entry into force of the contracts signed by the professional football player before the age of 28 (provided that the precedent is taken as the basis before), or a two-year or two-season period following the entry of the contracts signed by the professional player after the age of 28 express.

The sportive penalties are specified in the 27th article of the Status and Transfers of Professional Footballers Instruction. Accordingly, if unfair termination is carried out by footballers during the protection periods, the football player will be banned from official competitions for six months. In the case of entertaining reasons, the term of the ban can be extended up to twelve months. In any case, these sportive penalties start from the first official competition after the footballer's registration to a new club.

The termination of the contract without any justified reason or sportive justified reason after the protection period does not cause sportive penalties. In addition, disciplinary penalties may be imposed on the player in case the club does not terminate the contract outside the protection period within 15 days from the last official game of the club in which it is registered.

Sportive penalties can only be imposed by the Dispute Resolution Board upon request. For this, it is necessary to apply to the Dispute Resolution Board until the end of the transfer and registration period following the notification made by TFF pursuant to article 26 of this instruction. This period is a deserving time.

It is normal and necessary to be subject to the relevant legislation of Turkish law in terms of insurance, labor law, benefits and opportunities. The regulation on how and under which regulation the eSports ecosystem revenues, which are generated in the context of intellectual property law, advertising law, internet and broadcasting regulations and covers almost all the revenues, will be distributed has not been regulated yet. However, such a regulation should not be in question. Such legislations will harm the development of eSports and foreign game owner / publisher / producer / the companies will probably draw operations from Turkey. In addition, in some exceptional cases where regulation is required, it can be regulated not by the Federation but by the ICTA (Information Technologies Board)

or RTÜK (Radio and Television Supreme Council). This should be considered in the context of freedom of contract; intervening is detrimental to any investor relations.

In 22 of the 48 member countries of the International Federation of eSports, eSports are recognized by the National Olympic Committees. Lastly, the Asian Olympic Council announced on April 17 2017 that the Asian Games, which will be held in China in 2022, will take part in medal competitions as an official game. In addition, the International Olympic Committee has decided to include the eSports in the Paris 2024 Olympic Games and has not yet decided whether to participate in medal competitions (cited by: Mustafaoğlu, R., DiFrancisco-Donoghue & Balentine, 2018).

From the standpoint of standard contracts and supervisory bodies, it is noteworthy that these areas should be regulated. The establishment of a federation for the eSports ecosystem, both for the protection of the rights of professional eSports players and for the protection of the interests of the two parties, as well as for the standardization of the leagues and the competitions, has been one of the important steps taken to close this gap. However, disciplinary disputes and contractual disputes have not yet reached the nature of bilateral interest because the representatives of the broadcaster, producer and federation representing one side. In order to attain this quality, a behavioral pattern should be developed over time. For this reason, it will be more efficient to address what kind of regulations exist and focus on what can be done for its standardization and do research/ scientific studies in this field.

International eSports Federation (IeSF) represents eSports at the international level. TESFED represented Turkey and applied on behalf of Turkey to the IeSF at the 3rd Global eSports summit in Busan in South Korea. The absence of an international framework institution and regulation in a federative sense is also a problematic area for this side of the argument. Lack of standardization can lead to unfair situations, as there is no set of rules for both the player and the market. While Riot Games, AB, Valve can organize competitions and establish leagues within their own set of rules, ESL, Gfinity and DH are subject to the license held by the publisher outside their rules (Taylor, 2012).

Almost all eSports teams worldwide are companies. The rationale for association request is necessary to be legally bound to the federation; however, the fact that the federation is not a fully independent federation can compromise the enforcement viability of the eSports federation by narrowing its maneuvering area. Associations are non-profit organizations due to their nature, while companies are for profit. The provision of becoming an association is a justification for the development of the sports branch in the newly developing sports branches, in order to prevent the aim of making money by protecting the financial cycle within the sports branch. For this reason, the Ministry does not allow the incorporation of newly developing sports. The difference is not the regulations to which they will be subject, but the difference in the distribution of profits to the partners. There is no such situation in the association; an association cannot distribute income to members of the association or any other persona. The main purpose of the companies is to distribute profit to the shareholders by providing income. Since these sports are accepted in the amateur branch / developing sports category, it is inconvenient for the development of the sport to be made for profit. In terms of audit, there is no problem related to this subject, even if eSports teams are companies, they may be audited according to the nature of the operation due to the existence of audit institutions such as Competition Authority or Free Market Institution in Turkey. There are no problems in terms of supervision regarding the regulations to which they will be subject.

EVALUATION and CONCLUSION

In today's online world, does eSports, which has emerged from a different concept of accessibility than traditional sports, want to be connected to the institutions and organizations that traditional sports are affiliated with? The question comes to mind. eSports ecosystem, which has already explored and developed its structure and configuration within companies in a neo-liberal world where almost every system (from sports to health and our daily lives) is incorporated in a conjunctural sense, why would it want to link itself to a regulation-binding state? Questions as such are likely to be asked by the parties (actor / producer / publisher / owner company) of the argument.

In general, the requirements for basic sports should apply to eSports and eSports players. Requirements are: Sports education, sports management, sports economy, sports industry, sports technologies, sports and health sports tourism talent selection should be determined in a general framework; within the framework of contemporary sports management approach and approaches, it is recommended that all citizens, children, young, adult, elderly women, men and disabled people should be evaluated by taking into consideration the examples in the world without disregarding the disadvantageous groups and also by taking into consideration the problems arising in the light of previous sports council decisions and sub-commission studies and existing legal regulations on issues such as ministry of sports, federations, clubs, local administrations, incorporation, commercialization, professionalization, sports law, sponsorship, social security, broadcasting rights, games of chance, violence, tax applications (Devecioğlu, 2011).

The data below presents a comparison of 4 countries in terms of legal regulations and laws in terms of eSport.

Laws on General Applicability

South Korea

According to Article 12, an organization responsible for the collection of games can be selected, and KESPA is currently appointed as such an agency, to pick and fund a variety of sports games as 'specialized games.'

Germany

Sec. 657 ff. of the German Civil Code might apply as long as no payment to participate is required and a reward of any kind is paid.

Norway

Not mentioned.

The USA

Not mentioned.

Laws on Gambling

South Korea

Article 48, Items 3 and 4 provide for criminal sanctions for the illegal sports lotto. Article 246, Paragraph (1) provides for criminal punishments for gambling, including gambling on the result of a game. Article 314 provides for criminal penalties to be enforced on a person who interferes with the business of a tournament organizer by manipulating the result of a match or by fraudulent means. Article 317 provides for criminal penalties for a individual who, by manipulating the result of a match, defrauds a betting company and thereby obtains a financial benefit.

Germany

"Sec. 762 of the German Civil Code providing that games and bets do not establish a legal obligation ('Game' is interpreted to refer to gambling and skill games; esports might be interpreted to be skill games). Sec. 33i para. 1 sent. 1 in conjunction with Sec. 33d para. 1 sent. 1 of the Trade, Commerce and Industry Regulation Act ('GewO') requiring a gambling hall license for the commercial organization of a gaming (not necessarily gambling) event with prize money. According to German case law, only applicable if the event is held

predominantly for the purpose of playing; therefore, it should not be applicable if the main purpose of the event is to watch other people play. Sec. 6 of the German Youth Protection Act ('JuSchG'): in the context of esports only as far as Sec. 33i GewO applies (see above): prohibiting to permit minors to be present in gambling halls. Interstate Treaty on Gambling ('GlüStV') (referring to gambling and betting, thus in the context of esports only applicable to betting activities, especially Sec. 4 and 5). Sec. 284 of the criminal code ('StGB') providing criminal sanctions for the illegal offering of gambling and betting activities."

Norway

The main acts applicable to gaming in Norway (the "Gaming Acts") are the Act dated 1 July 1927 no. 3 relating to betting using a totalisator system, Act of 28 August 1992 no. 103 relating to Cash Gaming etc. and Act dated 24 February 1995 no. 11 relating to Lotteries etc. In addition, there is a Payment Blocking Regulation of 19 February 2010 no. 593 under which banks and payment providers are obliged to block payments to and from account numbers associated with gambling which do not have a license in Norway.

The USA

"The most frequently–invoked federal anti–gambling statutes in the United States include: (1) Illegal Gambling Business Under The Organized Crime Control Act ("OCCA"), 18 U.S.C. §1955. The Travel Act, 18 U.S.C. §1952. Racketeer Influenced and Corrupt Organizations Act ("RICO"), 18 U.S.C. § 1961 et seq. Unlawful Sports Gambling Act, 28 U.S.C. § 3702. Federal Lottery Statutes, Various State Laws, The Unlawful Internet Gambling Enforcement Act of 2006 (the "UIGEA"). The Wire Act, 18 U.S.C. § 1084. "

Laws on Applicability of Regulations

South Korea

"Article 26, paragraph 1 provides for a compulsory shutdown program in which Internet gaming service providers (generating KRW 30 billion or more of annual sales) must block access to Internet gaming by juveniles under the age of 16 between midnight and 6 a.m. The compulsory shutdown program also extends to juveniles competing in an esports tournament. Article 59, Item 5 provides for criminal penalties on a person who violates the mandatory shutdown system (imprisonment for up to two years or a fine of up to KRW 20 million)."

Germany

Not mentioned.

Norway

Not mentioned.

The USA

To be legal in the United States, esports tournaments and other competition activity must be structured in a way that complies with (a) federal and state anti–gambling laws [which generally prohibit (i) placing a "bet, stake or wager" (ii) on an event whose outcome is determined predominantly by chance (iii) in the hope of receiving a prize or something of value], and (b) federal and state laws prohibiting illegal private lotteries [generally defined as consisting of (i) a "prize" (i.e. legally defined as just about anything that has measurable value – such as money, a new car, or even a contestant spot on a game show – that is discriminatingly provided to contestants based on chance or their relative merit), (ii) chance (i.e. the selection of a winner through a random drawing or any means other than bona fide skill) and (iii) mandatory consideration, which may be monetary or non–monetary in nature (i.e. in order to enter, participants must make a purchase, pay an entry fee, engage in a substantial amount of time or effort, provide personally sensitive information that is not required in the context of the game or for purposes of awarding a prize, or waive a legal right]. If all three elements exist in an esports competition or in any online, offline or mobile gaming operation, that operation constitutes an illegal private lottery or illegal gambling, which are treated interchangeably for purposes of this Guide.

Laws on Advertisement

South Korea

Article 34, Paragraph (1) prohibits the suggestion of a game rating that is different from the actual rating, advertising content that is different from the actual content of the game, and advertising that encourages a speculative spirit.

Germany

"German Copyright Act ('UrhG'), especially Sec. 23 sent. 1 and Sec. 39 para. 1 prohibiting the modification or alteration of the work without consent of the owner (modifying or altering the videogame by inserting advertisement). German Act against Unfair Competition ('UWG'), especially Sec. 5a para. 6 prohibiting surreptitious advertising. Interstate Treaty on Broadcasting for offers on broadcast media ('RStV), especially Sec. 7 requiring advertisement to be separated and identifiable as advertisement. Sec 5 para. 3 GlüStV as far as betting on esports is concerned (prohibition of online advertisement)."

Norway

Act relating to the control of marketing and contract terms and conditions, etc. dated 9 January 2009 (the "Marketing Act". Act relating to distance selling contracts dated 20 June 2014 No. 27 ("Distance Selling Act"). Regulation on unfair commercial practice dated 1 June 2009 No. 565

The USA

The Federal Trade Commission Act (5 U.S.C. §§ 41–58) prohibits "unfair" and "deceptive" acts and practices. The Federal Trade Commission Guides Concerning the Use of Endorsements and Testimonials in Advertising, 16 CFR Part 255

Laws on Intellectual Property Protection

South Korea

Article 2, Item 1 provides for the protection of copyright from a me–too game that has similar rules and/or expressions. Article 35 provides for the first–to–register system for trademarks. Article 13 protects and fosters creative activities related to games as intellectual property rights.

Germany

"German Copyright Act ('UrhG'), especially Sec. 23 sent. 1 and Sec. 39 para. 1 prohibiting the modification or alteration of the work without consent of the owner (modifying or altering the videogame by inserting advertisement). German Copyright Act ('UrhG'), especially Sec. 2 in conjunction with Sec. 69a ff.; Sec. 2 defining which elements are protected; Sec. 16, 19, 19a, 20, 22, 23 defining the exploitation rights. German Trademark Act ('MarkenG')."

Norway

Act relating to copyright etc. dated 15 June 2018 No. 40. Act relating to trademarks etc. dated 26 March 2010 No. 8

The USA

The Copyright Act codified in Title 17 of the United States Code. The Lanham Act (15 U.S.C. §§ 1051 et seq.) is the primary federal trademark law in the United States. The Lanham Act prohibits a number of activities, including trademark infringement, trademark dilution, and false advertising. State Franchise Laws and the Federal Franchise Rule (16 CFR Parts 436 and 437) gives prospective purchasers of franchises (including esports teams sold in a franchised league) the material information they need in order to weigh the risks and benefits of such an investment. The Rule requires franchisors to provide all potential franchisees with a disclosure document containing 23 specific items of information about the offered franchise, its officers, and other franchisees. California Talent Agency Act (Cal. Lab. Code §1700 et seq.) prohibits unlicensed talent agents from procuring employment for an artist. Sherman Antitrust Act (15 U.S.C. § 1) prohibits unreasonable restraints on trade; and unlawfully obtaining, maintaining, or abusing monopoly power.

Law Enforcement Outside Legal Territory

South Korea

"Business companies working overseas must comply with Korean law when providing gaming services or tournaments to Korean users. If a game service is provided for Korean users, but the game service provider does not comply with Korean law, the Korea Communications Commission ("KCC") can block and has blocked such non–compliant games."

Germany

Even when operating abroad, institutions shall comply with German law in the event of esport events targeting the German market, e.g. by addressing German players and/or consumers, even if they are also open to players and/or consumers of other counties.

Norway

"Entities operating abroad shall comply with Norwegian law in cases of esports events addressed to Norwegian players and/or consumers, even if they are also open to players and/or consumers of other jurisdictions. The usage of claims in Norwegian, accepting payments in Norwegian currency, language of website, nationality of sponsor and other circumstances will be considered by Norwegian authorities as indicators of the applicability of Norwegian law. "

The USA

Entities operating abroad are required to ensure that their activities in the United States and their online activities that are directed to users in the United States comply with United States privacy, consumer protection and other laws.

Video game Certification

South Korea

There is a certification procedure only applicable to sports tournaments. However, all games must be assessed by the GRAC, and if there are questionable elements to any tournament, such as a very high entry fee or prize, the game might be graded as 18 +. If an Esports Tournament is considered to be gambling, the GRAC may refuse the rating of the game, or the KCC may block access by Korean users.

Germany

"There is no separate certification for the use of video games in esports tournaments, with the exception of the certifications necessary for their sale to the public, such as those provided by age–rating system of the German Self– Regulation Organization for Entertainment Software (USK). According to German case law, a gambling hall license is required for the commercial organization of a gaming event with prize money if the event's predominant purpose is for attendees to play. Consequently, it should not be required if the predominant purpose is to watch other people play."

Norway

There is no dedicated certification for the usage of video games in esports tournaments imposed by law. The rating systems provided by the Norwegian video game and Internet content age rating system are based on the self–certification rule (e.g PEGI).

The USA

No certifications are needed to use video games in esports tournaments, but the game developer and/or publisher controls the public performance rights in the games that they own, so public esports tournaments that are conducted without permission from the game owner risk violating the game owner's copyright and other rights in the game.

Sponsorship Agreements Requirements

South Korea

There are no particular requirements or regulations applicable to esports tournaments sponsorship.

Germany

There are no specific requirements applicable to sponsorship agreements for esports tournaments, requirements are in general similar to those of normal sports events (see e.g. Sec. 8 RStV).

Norway

There are no specific requirements applicable to sponsorship agreements for esports tournaments, requirements are in general similar to those of normal sports events (see e.g. Sec. 8 RStV). For further regulations see applicable laws on advertisement above.

The USA

No specific requirements apply to sponsorship agreements for esports tournaments, but the California Talent Agency Act (Cal. Lab. Code §1700 et seq.) prohibits unlicensed talent agents from procuring employment for an artist and could be implicated by various sponsorship structures that require players to perform certain types of services.

Participation Requirements

South Korea

"A participation fee may be required. However, if the esports tournament system is such that entry fees are pooled together for a game of chance and the pool is distributed to the winner(s), then it could be viewed as gambling and be prohibited. The participants should be determined based on the age rating for the game in the esports tournament."

Germany

In general, the organizer can make use of its domiciliary right ('Hausrecht'), but it is highly recommended to make sure that the criteria of selection are objective, transparent and nondiscriminatory.

Norway

"The Gaming Acts grants the monopoly to the State or subject to a license issued by the state on "the organization and exercise of games of skill and betting competitions, for which a reward of any kind is paid and whose participation requires the payment of a monetary stake". In this respect, the risk is that the payment of an annual registration fee to an esports tournament league might be considered as the monetary stake against which the reward is granted. Therefore, agreements with players need to be structured so that such risk is avoided. Criteria for the selection of participants need to be objective, transparent, and non–discriminatory."

The USA

"Under United States law as currently interpreted and enforced, esports tournament organizers can

generally require participants to pay an entry fee to compete, provided the tournament is properly structured as a skill–based competition and the prize pool is structured in a way that prevents the entry fee from being converted into an illegal bet, stake or wager. Most esports tournaments are open only to players who are 13 years of age or older. Other criteria for selecting participants need to be nondiscriminatory. Services Agreements with players need to be structured in a way that complies with state and federal labor and employment laws."

Player Contracting

South Korea

There are no special measures for this issue. However, the enforcements of the Standardized Contract Regulation Act shall be the measurement.

Germany

Terms and Conditions have to be transparent and made accessible for participants before they enter the tournament. They should provide information about the rules of the game and how winners will be selected.

Norway

There are not any specific requirements applicable to sponsorship agreements for esports tournaments, other than the general ban on any form of direct and indirect advertising related to betting activities, gambling and other types of games with cash winnings which do not have a Norwegian license as well as the prohibition on marketing of certain alcoholic beverages and tobacco.

The USA

Esports tournaments need to be structured in accordance with United States contest and sweepstakes laws and anti–gambling laws, with long form Official Rules governing participation in the tournament, game play rules describing how the tournament will be scored, short form disclosures that inform prospective entrants about basic tournament information and where they can learn all the relevant information about the tournament, and tax laws and rules governing the prizes that are awarded. Because personally identifiable information and other personal data will be actively and passively collected from players who participate in the tournament, state and federal privacy laws also need to be taken into account in the Official Rules or other T&Cs for the esports tournament, including any qualifying rounds.

Selecting the Winner

South Korea

There are no specific requirements concerning this issue. However, if the selection was unjust, the participants may bring a lawsuit. Also, the prize should not be a product of gambling.

Germany

There are no legal requirements in choosing the winner but it is strongly recommended to set out requirements for the selection of winners and the awarding of prizes and restrictions (e.g. the rules of the game) in a terms and conditions document, especially if the players are non–professionals and therefore to be treated as consumers. Apart from that, general contract and consumer law rules will apply to the proper selection of winners.

Norway

General contract and consumer law rules will apply to the proper selection of winners.

The USA

The Official Rules for each esports tournament should describe how winners are selected and the prizes that are available. The winner selection protocols must be structured in a way that complies with United States contest and sweepstakes laws and anti–gambling laws.

Legal Action Against Players

South Korea

Esports tournament organizers can impose sanctions in accordance with the terms and conditions of the tournament. Such enforcements can take place during the period of the tournament, and the organizers may request the banning of these players permanently.

Germany

Organizers can enforce contractual provisions set out by the T&Cs of the tournament. Additionally, organizers might be able to substantiate sanctions on the basis of their domiciliary right.

Norway

Organizers can only enforce contractual provisions set out by the T&Cs of the tournament. However, limitations can apply to actions that can be taken against players without a court order.

The USA

Organizers can enforce any such restrictions set out by the T&Cs for the tournament. This activity could also expose the people or entities that participate in such activity to potential criminal prosecution by government authorities.

Prizes

South Korea

There are no special measures for the prize selection. However, if the worth of the prize is excessively high, this may result in gambling, thus, may require measures according to the gambling law.

Germany

Organizers can enforce contractual provisions set out by the Terms and Conditions of the tournament. Additionally, organizers might be able to substantiate sanctions on the basis of their domiciliary right.

Norway

"There are no requirements for selecting the prize. However, if players are paying in cash to participate in an esports tournament which contains elements of chance and obtain a prize in cash or in kind with economic value, there is a risk of requalification of the tournament as gambling. " Regulations of Online and Offline Tournaments

The USA

Cash and non–cash prizes can be awarded in esports tournaments that are conducted in the United States, but prize restrictions and limitations should be described in the Official Rules for the tournament and tax law and rules may affect how the prize fulfillment is administered and, in particular, whether withholding taxes must be taken out of or otherwise paid for by the winner before the prize is awarded. If players are paying a cash entry fee to participate in an esports tournament, care must be taken to avoid converting the prize pool into an illegal purse, which would risk converting the entry fee into an illegal bet, stake or wager.

Regulations of Online and Offline Tournaments

South Korea

There is no difference in the applicable regulations.

Germany

According to German case law, a gambling hall license is not required for online games. The existence of a virtual domiciliary right is widely recognized at least if the person owns the servers used. Consequently, at least if the organizer of the online esports tournament owns the servers used, he might exercise this right. The online advertisement of bets on esports events is prohibited.

Norway

Where the Norwegian gambling laws apply it does not matter whether there is an online or offline esports tournament.

The USA

Offline esports tournaments generally implicate the same laws, rules and regulations as online esports tournaments, and vice versa, except some United States privacy laws are technically focused on the online collection of information, as opposed to the offline collection of information.

Translation of Terms

South Korea

According to the Standardized Contract Regulation Act, adhesion contracts must be written in the Korean language. However, there is no sanction or penalty for violating this requirement.

Germany

Under consumer regulations, terms and conditions must be provided in German in order to be clear and unambiguous for participants in Germany.

Norway

Under consumer regulations, the information intended for consumers and users shall also be shown in Norwegian.

The USA

Not required.

Penalties of Non-Compliance

South Korea

Statutory penalties depend on the type of violation. It can range from an administrative fine to criminal penalties.

Germany

Criminal sanctions like imprisonment or fines can apply in the case of exploitation of the protected elements of a videogame (reproduction, distribution or communication to the public) without the consent of the right holder (Sec. 106).

Norway

In cases of infringement of marketing law, an administrative sanction can be issued. The level will depend on the gravity of the case and whether there are repeated instances. In case of breach of gambling laws, criminal sanctions can apply. Additional sanctions and fines can apply, depending on the challenged breach.

The USA

A violation of the criminal anti–lottery or anti–gambling laws can result in criminal prosecution and can also constitute a predicate act that exposes the party violating those laws to civil liability.

Recently, eSports has become a worldwide profession (especially between the ages of 16-22). There are nearly 50 e-sports teams and 250 licensed players in our country, especially football clubs. Although it is not accepted by some academics and sports scientists whether or not eSports is a sporting activity, it is important to make the work areas of digital sports visible in terms of positive or negative propositions of sports scientists.

It is suggested that federations should try to find solutions to the problems by briefly defining eSports' relations with different disciplines, distinctive features of organizations and competitions, and profiles of communities and supporter groups. In order to reach valid, reliable and consistent concepts related to eSports, cause-effect relationship should be carried out from the perspective of sports science.

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