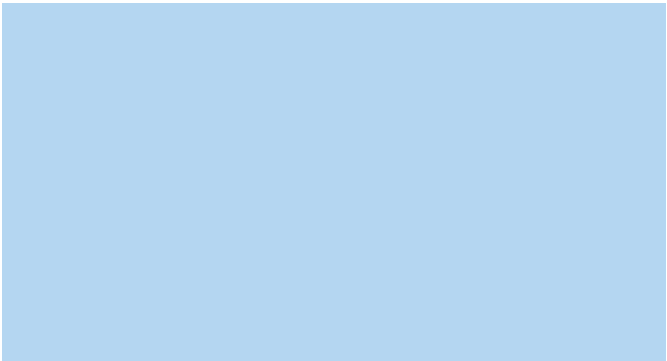
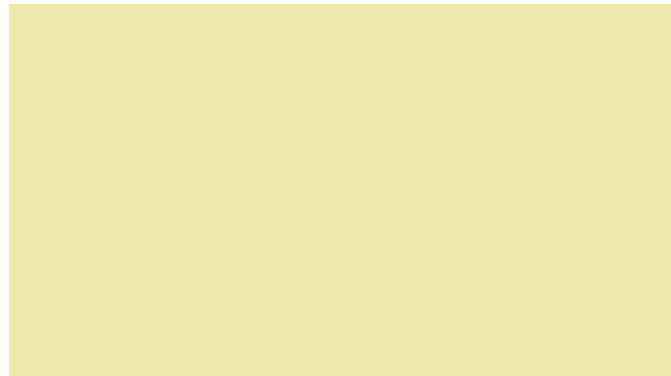


Project 2: Entertainment-Game
Ling Xiong
INFO-I300 HCI/d
Section Number: 7855

What I did

Under entertainment, I chose games as my topic. The reason is because I thought about the different challenges college students may face while playing games. Specifically undergraduates. So when I looked up some articles to support my thoughts, I found several that stated both the harm and benefits you could get from playing games as a college student. Those may include overuse injuries of hands and arms, visual problems for constantly staring at the screen. Which as students, we already do for our assignments and class, but adding on to gaming is even more. But gaming also serves as entertainment, it provides a different way for people to interact with each other and it could enhance one's attention. After reading the articles, I decided to interview a few students to get their thoughts on playing games. I also did an observation on another student, watching their position and focus while playing their game.



Why I Chose it

I chose games because:

- Gaming has become a widely popular activity to do at home by yourself or with friends.
- I wanted to know the difference between gaming as a hobby and gaming as an addiction.
- I wanted to see how gaming may affect us in our daily lives, especially for college students who also have academic priorities.

There's different types of games such as the ones listed in Figure I and depending on which game, it may affect people in different ways.



Figure I. Genre - Why Did I Do That?
List of game genres



Figure II. Flowers - Interviews
Person A(Pink); Person B(White); Person C(Dark Pink)
Interviews

I interviewed three students age 19 and 20, two from Illinois and one from Indiana. to get their thoughts on gaming. They are person A, B, and C as shown in Figure II. With three interviewees, I asked them the same questions, "How do you think playing games impacted you?". All three interviewees gave me similar positive responses. They mentioned that it actually helps them:

- to become more productive with their assignments
- playing games helps them de-stress from academics.
- requires less brain capacity.

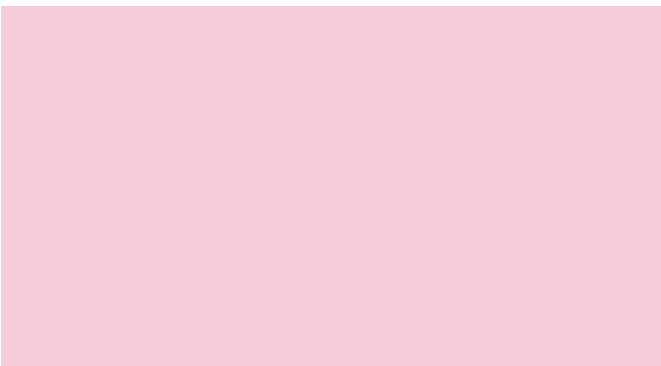
Person B said that playing games "improves memory, helps with spatial awareness, faster reflexes and more coordination with eyes and hands." Person C also mentioned that it actually helps to, "reflect on reality and gain different perspectives."

Observation

I did an organic observation on Person D. was sitting on the floor with legs crossed and elbow on top on the knee leaning towards the front hold mobile phone. Person D was in the same position and adjusted slightly once during the middle of my observation. I chose this method because there wasn't much movement involved and I thought writing everything done would be a good idea.

Person D was very focused on the mobile game and during the twenty minutes there were noises around the environment, but person D didn't bother to acknowledge it.

To me this proves that gaming is really easy to get involved and focused. It's also easy to ignore the surroundings. During that time, it may be hard for students to realize how long time has passed and being in the same position for a long period of time could possibly harm one's health.



What I learned

I learned that gaming is a fun way to destress and pass time. It's a good way to understand different perspectives and see different scenes that you probably won't ever get to see in reality. However, it needs to be moderate. Students need to know that our academics are top priority and excessive gaming isn't a good decision. Excessive playing could not only harm our own health, but it could also indirectly harm others who care for you. Using affinity diagram from Figure III, I also learned that my interviewees don't necessarily have much negativity to say about gaming, but that could also mean that they are gaming in moderation and not being excessive.

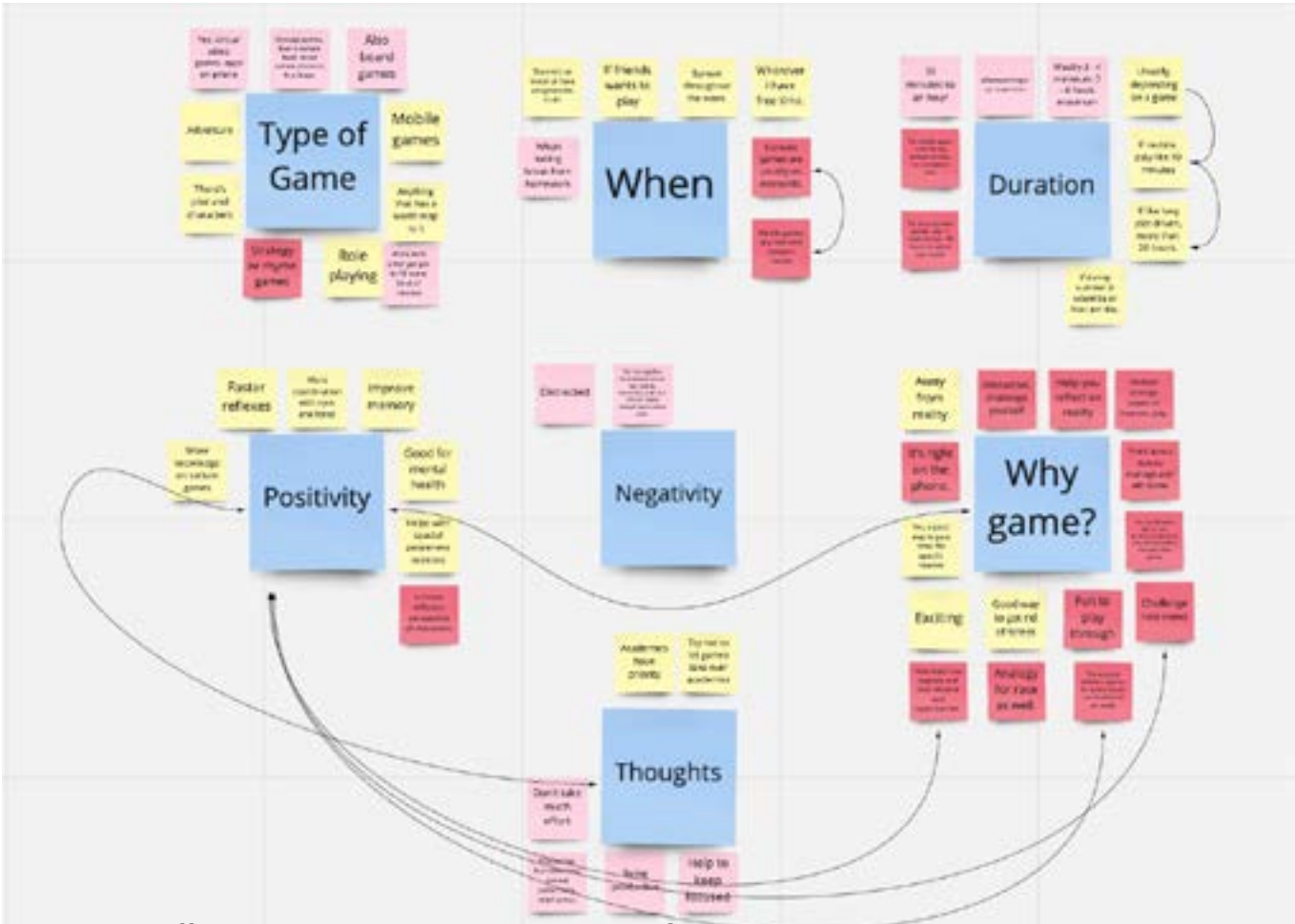


Figure III. Affinity Diagram - What Did I Learn?
Affinity Mapping of three interviewee's response



In my affinity diagram shown in Figure IV, most of my interviewees' words are positive about playing video games and there doesn't seem to have much negativity involved. However, I caught a few issues they mentioned which I believe are the main reasons why games are so addicting to students. They mentioned that it's a distraction, it's a way to get away from reality, and it's easily accessible because it's right on the phone and in this era of technology everyone has their phone with them pretty much the entire day. So I decided to come up with a way to help people slowly pull away from that addiction mostly on their mobile devices.

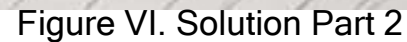
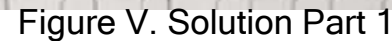


Figure V. and Figure VI. are both my first solution idea. The idea is that there will be an alarm app connectd with all games on phone and when it rings, that means time is up so the game will automati- cally pause where it is and lock out of it. phone will also be locked for 5 - 10 minutes to stop user from playing.

Figure VII. and Figure VIII. is my solution two which I had an idea with users setting a total time for a week or a day to play the games and if tasks for each day or week is completed then you gain so many amount of points to get rewards for gift cards.

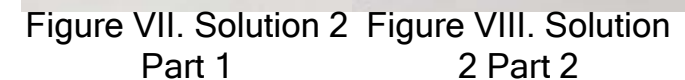


Figure IX. and Figure X are the same concept as solution 2, however, instead of gift cards, it's using in game purchase or items as a reward. Such as certain card, characters, some gem etc.



Feedback

After brainstorming for solutions. I went and asked for feedback from someone outside of my interview group. After explaining my ideas. Person E asked a question about my second solution, “wouldn’t that make people want to play even more?”. From her question I realized that my second solution was kind of contrasting with the purpose I had at the beginning. Then when I asked which ones she liked the most. She said “the first one and the third one. Especially the first, because I feel like that one is actually making people stop playing.”

Final Solution

Based on the issues I discussed in the Brainstorm Solution section and the Feedback section, I came up with a final solution. Like what I stated earlier I want to help people to slowly pull away from their mobile games on their cell phones. Especially for students, academics is and always should be the priority and gaming is great if it stays as a hobby and it’s played at a moderate amount. But in most cases, that’s not how it was. Of course, this doesn’t necessarily apply to people who want to be a gamer as a career choice.



Figure XI.

Figure XI. is what it will look like on the outside.

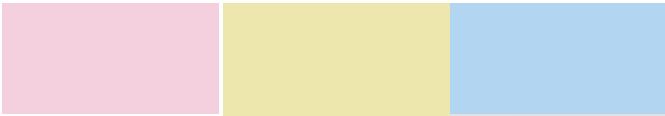


Figure XII. is the home page when you log in where you can insert your games that’s on your phone. Top left corner is the person icon that allows you to set your personal setting, and right beside it is the point system.

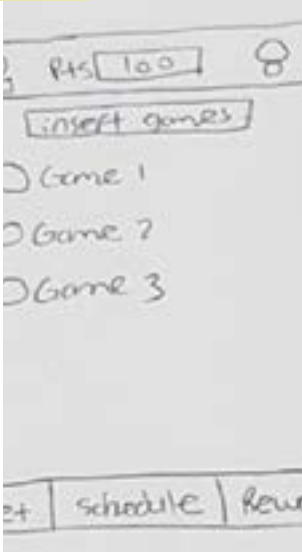


Figure XII.



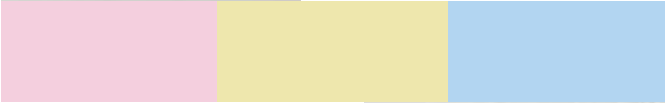
Figure XIII.

The mushroom looking icon is the notification where you set when you want to be warned to shut off the device and how you want to choose the color of message and font which is shown in Figure XIII.



The set in Figure XIV. is when you chose to set a day goal, week goal, or a month goal depending on user preference. At the bottom, there’s maximum hours you can’t surpass.

Figure XIV.



Schedule page in the Figure XV. is to show your weekly completion of the goal. Each time you complete a goal, you will earn a certain amount of points and that’s not consistent, however, you have to continue to finish it. The goal is always less than more. The less you play that don’t surpass the goal the system set and the goal user set, the point is more.

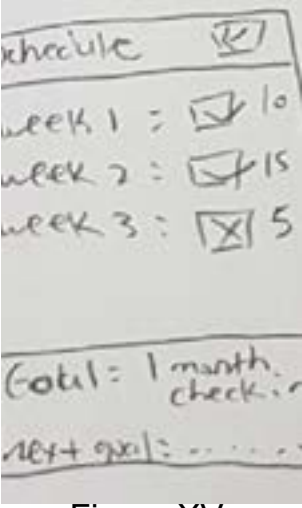


Figure XV.



In the rewards page in the Figure XVI. it’s the list of wishes users would like to receive in the game and it will be automatically set on the spinning wheel for users to draw.

Figure XVI.

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