

Capturing my exploration and materialisation:

Research process: <https://padlet.com/SashaMiakisheva/practise-3-1-theory-research-g67fez69p93mypkj>

The relation of my scenario to my “practical” project:

The Virtual Reality game “Annoy your Classmate” is made to help teenagers to navigate and understand the complexities of bullying in real life. The virtual world taking place in a school corridor is a safe space for players to experiment with different responses to made-up scenarios. It allows them to learn from their virtual experiences and apply these lessons to real-life encounters. Not only addresses the delicate issue of bullying but also explores the potential of VR to enhance educational experiences and open a broader discussion on the responsible use of immersive technologies in society. The game tests a future where technology is used to promote empathy, understanding, and positive behaviour. Eventually, “Annoy your classmate” becomes a part of the ongoing societal dialogue on the ethical use of immersive technologies. Findings from the game can contribute to policy discussions and shape the future of VR applications in education and beyond!

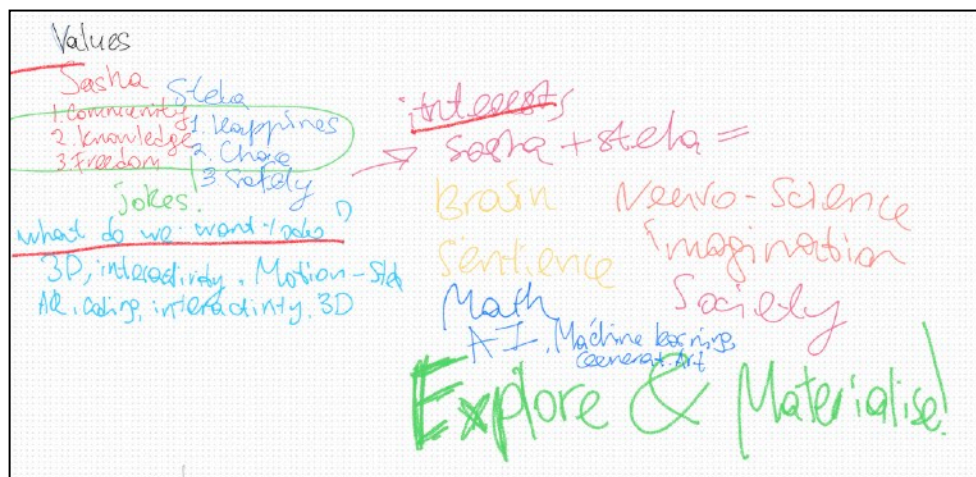
So far we have been able to set up a digital space, but the heart of our project is the script, that we iteratively tested. To test, we created a complicated analog dialogue system using cards, so we are able to test anywhere we want and gather feedback:

From our friends (one of them is a victim of bullying), and a person we unexpectedly met in Rotterdam Central Library, who has been creating his own board game for 2 years. To test our dialogs, we created a complicated analog dialogue system using cards, so we can test anywhere we want and gather feedback. Our iterative approach, studying the experience of masters of the field (“iBAS VR.” iBAS VR, www.ibiasvr.com/en/homepage/), and already testing our materialisation in the field (Central Library gaming area) ensures that we are going in the right direction.

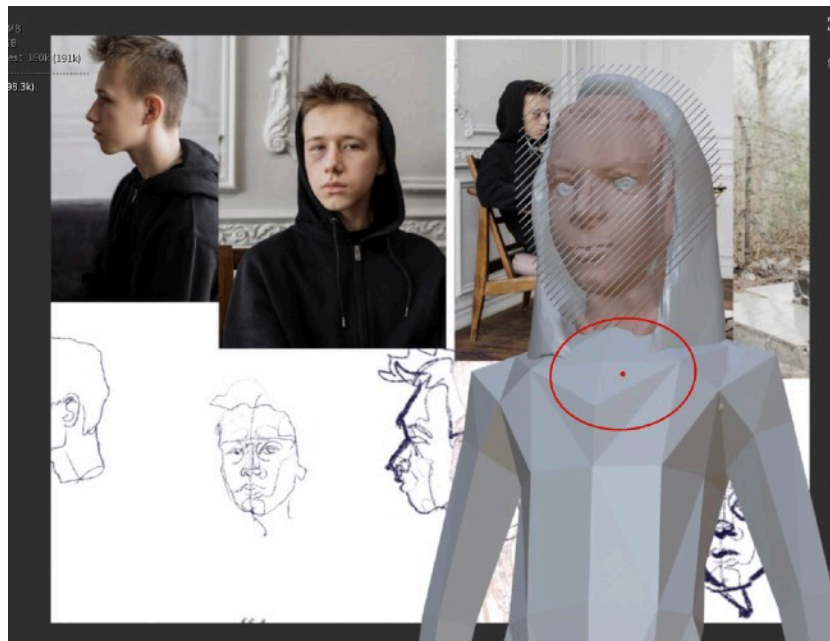
Reflection on the process we did as a group:

We were eager to collaborate from the start, but it was crucial to align our values and personal passions. After brainstorming and completing NLP exercises to define our core values, we set the creative direction for our immersive technology project. For me, it was gratifying to contribute to something potentially impactful, driven by my love for storytelling, interactive experiences, and curiosity about immersive technologies.

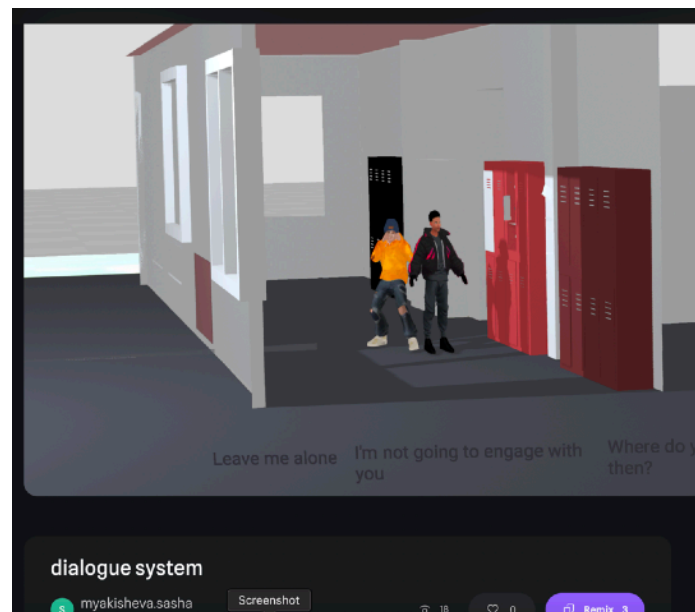
Teaming up with Stela, who focused on the game environment while I handled character modeling, time constraints led us to download models from the internet, with the assurance that I would animate them. Pre-VR Unity environment, Stela concentrated on building the dialogue system in Unity, and I aimed to make the game browser-friendly. While Stela delved into the



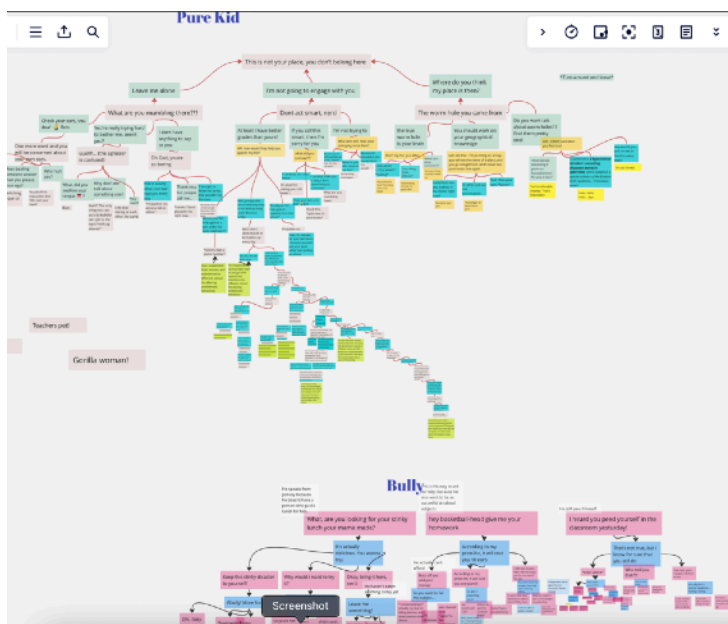
technical and interactive aspects, my focus was on writing authentic dialogues from both bully and victim perspectives. Using our network, we interviewed and tested our concept with different people, including those unfamiliar with bullying, victims, former bullies, and educational professionals. This, I hope, enriched our project, making the dialogues realistic and valuable. Decision-making, such as downloading models, quick adaptability, and pragmatism under time constraints. I feel like that approach highlighted our dedication to authenticity in the first place. Looking back, our collaborative mix of values, roles, and external insights strengthened our concept and implementation.



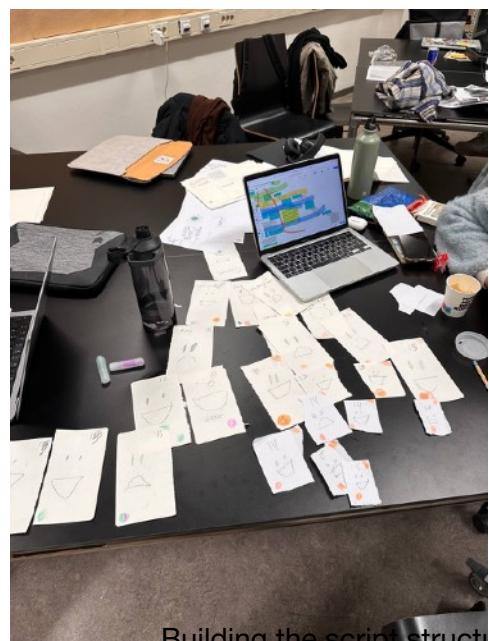
Modeling the character



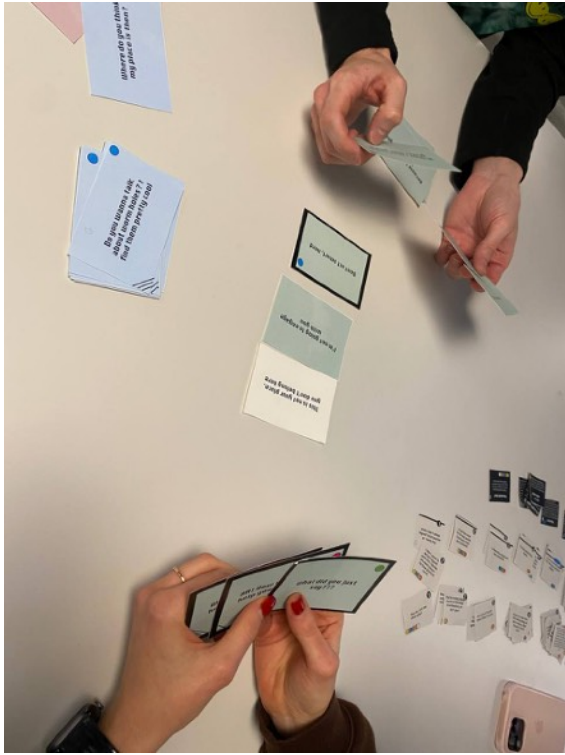
Browser-friendly prototype for testing



Script structure



Building the script structure in cards



Testing on the location, Rotterdam Library



A summary of 3 potential ways in which I could see myself continuing:

Further Exploration of Immersive Technologies: Given my interest in creating impactful and interactive experiences, I would consider going deeper into immersive technologies. Explore augmented reality or extended reality to expand the possibilities of storytelling and digital spaces. This could involve experimenting with new coding languages and frameworks specifically designed for immersive experiences.

Integration of Educational Elements: Since my upcoming internship is connected with using entertainment for educational purposes, I am considering incorporating educational elements into my design projects. Use my graphic design skills to create visually engaging and informative content. Like, how narratives can be structured to deliver educational content seamlessly, making learning a core part of the interactive experience.

Also - public space installations. This could involve collaborating with other disciplines such as architecture or urban planning to integrate my designs into physical spaces. Public installations provide an opportunity to reach a broad audience and leave a mark on the community.

References

1. "Homepage." *IBIAS VR*, 18 Apr. 2023, www.ibtasvr.com/en/homepage/.
2. Maule-O'Brien, Ali Sahin, WdKA Content Advisory and Classroom Guidelines, Willem de Kooning Academy, 2023.