

Research log

- Location for testing
 - NTU Lab
 - Quite far for multiple students to go to and fro from school
 - School
 - Need to seek permission by teachers but easier to get the respondents if approved
 - Home
 - Must ensure a controlled environment (e.g. if conducted in living room, must have same surrounding like light, noise control etc.)

➔ School is best option

Theories:

- Mere exposure theory
 - When you look at something long enough, you develop positive feelings towards it
 - Duration of exposure and clarity of images
 - The more often you look at something, the higher the chance of recall
- Limited attentional capacity theory
 - Information overload causes our brain to shut down

Deciding what to test:

- Comparison between the number of players playing the game at one time
 - Solo and paired players
- Comparison between the presence of social influence
 - 1 player alone and 1 player + 3 spectators
- Determining the relationship between what the player is observing on-screen and the time
 - Can use eye tracker
 - Not that practical as it will take a lot of time to plot the tracker and the gameplay is different for different people so it will not give an accurate conclusion
- Comparison of the recall rate between competent and non-competent gamers
 - All play alone then sort the data to 2 groups
 - 1 half of the better players and the other group are the remaining players
- Comparison between gender
 - There has been a research done that shows no significant difference so don't do this one
- Comparison in age
 - Different demographics
 - Young players and old players
- Comparison between duration of game played
- Comparison between those wearing headphones and those who don't
- Comparison between recall rate of solo and paired players

Deciding what game to play:

- Must have
 - 3-5mins of gameplay at least
 - Must have quite a few advertisements
- Games
 - Fifa
 - NBA2K19
 - UFC
 - F1

➔ There was more interest shown to playing NBA2K19 from schoolmates that is why it was chosen

Deciding on set-up:

- Must be controlled
 - Small classroom
 - Participant seated in front of screen and supervisor behind
 - Doors and windows closed so as to drown out noise from outside
 - Blinds closed and lights on
 - Distance from screen must be same for participants

Game set-up:

- Teams being played must be the same
 - Team must not be too popular to reduce recognition
 - Team calibers must be similar
- Difficulty level must be the same
- Duration played minimum 4 mins per quarter = 16 total
 - Include time for fouls

Survey instrument:

- To find trend
- Multiple factors to measure gamer experience

Data collection:

- First set was seamless at first
- Next set was done during examinations period therefore it was difficult to collect respondents but ultimately able to finish on time according to schedule
- No further set-backs encountered

Comments:

- Progress report 1st draft

Supervisor comments:

- As you have not collected the data on paired respondents, we cannot compare the recall rates for the two groups. But once you have done that, you can compare the number of correctly recalled brands in the two groups.
- What you have done in your report is to examine the characteristics of the respondents. It is descriptive and if you can provide some statistics, it will be more like an academic paper. For example, you can put in a table/chart to show the scores and number of times played. Or you can report x% recall y number of brands.

- I enjoyed reading your analysis of gamer experience. I thought I should run some analysis to see if there is something there. In the table below, you will see that I have compared the net score with the 6 gamer experiences. It shows that gamer experiences are not correlated with net scores obtained in the game. However, those who find the game challenging are also likely to achieve flow and be immersed in the game. In addition, those who enjoyed the game are less likely to have negative affect on the game. All of these are logical and reasonable explanations.
- There are several paragraphs which are interesting as well. The false recall of 'Doritos', the reluctance to state definitively whether a brand appears in the game, etc are all interesting phenomenon that has been discussed in earlier research.

		Correlations						
		Net score	Challenge	Competence	Flow	Immersion	Enjoyment	Negative Affect
Net score	Pearson	1	-.355	.363	-.188	-.195	.211	-.066
	Correlation							
	Sig. (2-tailed)		.314	.302	.602	.588	.558	.857
Challenge	N	10	10	10	10	10	10	10
	Pearson	-.355	1	-.026	.847**	.665*	.121	.044
	Correlation							
Competence	Sig. (2-tailed)	.314		.943	.002	.036	.739	.903
	N	10	10	10	10	10	10	10
	Pearson	.363	-.026	1	-.243	.286	.286	-.340
Flow	Correlation							
	Sig. (2-tailed)	.302	.943		.498	.423	.423	.336
	N	10	10	10	10	10	10	10
Immersion	Pearson	-.188	.847**	-.243	1	.613	.132	.021
	Correlation							
	Sig. (2-tailed)	.602	.002	.498		.059	.717	.953
Enjoyment	N	10	10	10	10	10	10	10
	Pearson	-.195	.665*	.286	.613	1	.493	-.444
	Correlation							
Negative Affect	Sig. (2-tailed)	.588	.036	.423	.059		.147	.199
	N	10	10	10	10	10	10	10
	Pearson	.211	.121	.286	.132	.493	1	-.680*
	Correlation							
	Sig. (2-tailed)	.558	.739	.423	.717	.147		.030
	N	10	10	10	10	10	10	10
	Pearson	-.066	.044	-.340	.021	-.444	-.680*	1
	Correlation							
	Sig. (2-tailed)	.857	.903	.336	.953	.199	.030	
	N	10	10	10	10	10	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Research paper draft 1

Supervisor comments

- In academic writing, if a number is more than 5, we will write it in Arabic numerals i.e. "20 people". If less than 5, we will write it in words i.e. "two groups" (see abstract, line 3).
- Please review the typo in line 5 of the abstract "measure the experience **the of** the gamer".
- In Methodology, you should not state that gender is not a factor in this study unless you have data/empirical evidence for this claim. It may be better to explain that gender has not been found to affect recall rates in earlier studies and so you will not be testing gender

effect. But you will need to cite this. Or you can simply state that you are not testing for gender effect in this study and put it down as a limitation in your study.

- You might want to provide some evidence on your claim that Orlando Magic and Utah Jazz are lesser known eg their rankings are similarly low in league tables.
- I like Figure 1 for your setup. Explain what the boxes in front of the supervisor are. I presume they are desks? Or just have one box as the supervisor will do. You should also use this in your poster.
- You can't say that the additional time for fouls do not affect the results unless you have data/evidence. In academic writing, we tend to be a bit more conservative. We cannot say anything without evidence/justification. Perhaps you can rephrase and acknowledge that this is a potential source of error.
- I like your diagrams but a couple of issues here.
 - a. In academic writing, there are only tables or figures; no diagrams. You should rename it as Figure 2 and Figure 3.
 - b. The solo diagram shows a clear pattern but not the pair. Do you know why? Once you know the answer, you may realise that it is not useful to show the diagram or analyse this in the current form.
 - c. If you have time, explore correlation between frequency of gameplay vs scores. I think you will find some interesting results. Use non-parametric (Spearman rho).
 - d. If you work on b and c, you may find that you need to rewrite the paragraph on your findings.
- The section on gamer experience is interesting. Again, some points for you to consider.
 - a. We usually take the average of the 4 items for each factor eg challenge. Then we take the average of all respondents. Hence you will end up with a number that is between 1 to 5. This is easier to compare across items and groups.
 - b. You can compare each factor across groups rather than the total eg challenge between solo and pair. This will yield deeper insights.
 - c. You can say that one figure is high than the other but you cannot conclude that they are similar unless you do a statistical test eg t-test.
- Is there a Table 2? Or should Table 3 be Table 2?
- In academic writing, if you follow APA format (one of the many academic writing styles), there is no zero in front of a decimal point i.e. not 0.08, but .08.
- In first paragraph of page 8, it is not correct to say that there is less significant difference. There is either significant or no significant difference.
- Usually, we remove outliers. Is there a reason for not removing the outlier? You will need to state it in the text. Sorry if you have told me and I have forgotten about it. Apologies.
- The sentence on standard deviation is not clear. What are you suggesting? Usually, we do not discuss much about standard deviation as it is just something that we report so that the reader can make judgement as to the variance/spread of the distribution. Hence, maybe you can remove it.
- In Conclusion section, similar the points made above, you cannot state that the difference is only 1.47% and hence it will not make a difference. You need to use statistics to show that there is no statistical difference. Or, just leave it as the difference is 1.47% and not state whether there is any statistical difference.