Personal Project - Video Games and Violence

Criterion A: Planning

Ai)   Learning Goal

The learning goal for my personal project is to find out more about video games and if an addiction to video games could lead to blurring the reality, especially when the more violent games are used for entertainment. Hence, the question I have chosen to investigate is: ***"Do video games cause violence"?***

This project is personal to me because I grew up playing video games. The country I spent my early childhood in, had strict rules and monitoring of which games I was allowed to play, as the games could not be purchased without an adult. Many times picture ID was also required for the purchase. I was monitored on what games I bought and played. The country I used to live in featured a monitoring system, of people who could purchase games, which contributed as IDs and/or Passport.

These days video games are very popular and lots of kids my age spend most of their free time playing them. Everytime there is a school shooting or a violent event people always think it is because of video games like call of duty.

Aii) Product

My outcome from the project will be an awareness campaign and an event that I will organize. I will make posters and fliers to highlight the dangers of violent video games and the effects they can have on the brain. Then I will organize a video game trial event where I will test my classmates' reactions and responses to some simple tests and questions after they have finished playing violent video games.

Product Success Criteria

My criteria created for my project, including the necessary information that I thought would conclude my success in my product, hence making me set up challenging tasks so I could feel successful and challenged by my product. I wanted to think about things that were important for my product to be successful.

My criteria were to make students more aware of their responses to violent video games and how this could affect their brain, and to not spend more than $30 on producing the materials for the project.

Aiii) Planning

I kept track of my work and made sure I was punctual by planning when I should have certain work done by what time and date. My personal project had a huge amount of development needed, from the initial idea to the research question to the final outcome. The recent crucial topic that video games cause violence were the topics that had gained my interest. I had to develop it, making sure I was able to make a research question that would be interesting to answer without using unreliable website's information. Then I had to make a plan to make sure everything happened when it should. I broke my planning into sections with a block of time for each part of the project. So the planning happened before Christmas, I carried out the campaign and event during January and then reflected during February and March. I mostly followed my plan but I did get behind with writing the final report for the reflection and had to rush to finish it in March at the last minute before the final deadline of 16th March.

Dates	Tasks	Did I complete it on time?
August - October	Choose topic Write research question Start research and list sources	Yes mostly
November - December	Make my posters and fliers Plan the video game research event in school	Only some– I got busy and had to visit my Dad during these months and I had to do most of the work in the winter holiday.
January	Put up the posters and fliers around school. Hold the event.	Yes
February - March	Write the Personal Project report.	No not really. I procrastinated and had lots of work for my other eAssessments so wrote the report in the last week.

Criterion B: Applying Skills

Bi) ATL Skills For Learning Goal

 In the time of developing my Personal Project, out of all the ATL skills provided in the IB education system, I have used **Research skills**. Where I was able to '***collect, verify, report and use a wide range of sources and data***' accordingly to produce an O.P.L.V (Origin,Purpose,Limitations,Value) format for a bibliography. I was also able to '***Take effective notes during project development',*** This was displayed through my process journals and development of my whole project.

During the personal project,*''practise analysing and attributing causes of failure''* and *''make plans that are logically sequential and efficient''*, were the skills I had beforehand from self management skills that were applied in my personal project. Throughout, I had to develop my self management skills, which led to me developing *''use appropriate strategies for organizing complex information''*. This skill can be seen in the sources I had used specifically crucial for this project that were trustworthy , I had to also develop the skill used for emotional health, *''practice strategies to reduce anxiety''*. I was in need of not being anxious when I was trying to finish. In my own state of mind, I needed a lot of the skills to stay calm and focus on my project, hence I used the self management skill provided to help me stay focused.

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Bii) ATL Skills for the Outcome

At this time in the project, I had developed my critical thinking skills. My thinking skills prior to the project were very basic which enabled me to **"interpret data useful to the project".** This is evident through my research, I had to identify sources and interpret data interdependent on the value and invaluable. Through progress of the personal project I had achieved more valuable and higher thinking skills to result in my product being made and making it transition the audience's way of thought about the situation at hand.

By **"Making unexpected or unusual connections between objects and/or ideas"** I could connect the topics of conflict and video-games in the past and correlate them to modern issues, such as terrorist activities involving
video-games. This correlation was an example of my creative thinking skills being put into context, and was used as a basic skill in a mere bit of my personal project. When working in a group or as a class, I often shared my ideas and opinions, developing their thinking skills and creative thinking skills with the assistance of the ATL skills.

Along with Thinking skills, I had also developed my Social and Communication skills. I could ''**Maintain communication with the people relevant to the project''.** This skill can be seen through my process journal, further on I had developed my social and communication skills, achieving **''Interpret and use effective modes of non-verbal communication''.** Which was a guaranteed high leveled skill in the category, this skill can be seen in my product, which was a video. I had also **''Manage and resolve conflict, and work collaboratively'',** which can be seen through the emails and text messages of people that were meant to be interviewed, technical difficulties had presented themselves along the way of my personal project, but that was resolved almost immediately with recording, but the press of short time was not helpful since the delay of the emails and text messages sent due to the limitations of time-zones in the present world.

I was also given the ability to **''Give and receive meaningful feedback''** and **''Listen actively to other perspectives and ideas''.** This skill was used as the classes were used to discuss each other's ideas and giving and receiving meaningful feedback that I was able to reflect on in my personal project and

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made adjustment applicable for those changes that were crucial to make my personal project fit my criterion that I had made specifically for myself. I took on the learning of *''Work effectively with experts and/or the supervisor''*.

Criterion C: Reflecting

Ci) Impact of the Project

Scientific and Technical Innovation was the global context chosen for this topic by me. This was the correct choice because in my product, as a whole, I was able to discuss the Technical attributes to video-games, which was the video-game itself. I had first contemplated choosing Identities and Relationships, since that global context at the time was fairly appropriate due to the psychological aspect of my project. When exploring the research of the global context, the research I had first done lead to Identities and relationships, but there were more issues in the technical side of this argument, developing my option and choosing Scientific and technical innovation.

I gained a deeper understanding of the Global Context whilst working on this project. Initially my thought led to the idea that the Global Context was only able to be applied for when science and technological contributes, but however, through this topic I had learnt that this global context is also about how we view the world and from different standpoints. This further links the global context to my project as it is very important to see the different opinions, and that different people may have the same opinions they are entitled to. When sharing these opinions to other people, it has made me able to see that different people can come together and collaborate due to the same views they have on a specific topic.

Throughout this project, I had faced issues. The main issue faced was technological, the videos of the interviewed people were not recorded, therefore forcing us to use more time and re-record the whole interview, but the end result of those interviews were flawless, all the questions were answered better than before. I was also unable to change as many opinions as I had hoped, another issue which had caused me to not fully meet my criteria in success in my product.

I have become a more developed IB learner. During the beginning of this project, I was unorganised and lacked the ability to properly manage my time. This was a weakness as to finish the personal project I need to manage my time efficiently. Certain days I would completely focus my mind on my personal project and information while also managing to balance my extracurricular activities such as badminton. This also applies when taking trips to other countries, that consists of other activities. To improve my self- management skills for example, time management, I learned to better prioritise my work and manage my time more efficiently.

I have had many strengths during the project, with the aspect of my social and communication skills and research skills. I had achieved confidence when researching the project, knowing that this topic was a favorite of mine. I had made a video, delivering my skills of editing and research. Nonetheless, I developed more as a communicator through this project by presenting my project to parents and students at the Personal Project Exhibition (appendix 5). I had also improved my communication skills when interviewing the participants in my video.

Improvements to my project

In this project, the main improvement was the idea, finding a well enough question to base my whole research about was the hardest to come up with, where the right websites were able to have me recieve the right information so I was able to do the research correctly.

Opinions of the personal project

Based on completing the personal project, I was able to have a positive outcome. I am glad that I was able to achieve my goal, therefore also making

me a better IB learner. The ATL skills have also improved my knowledge of the IB, giving me good practice to learn what makes a good IB learner. This gives me good practice for writing reports in the future and the **Extended Essay** I will have to write in the *IB Diploma Programme.*

Cii) Product Evaluation

I can evaluate my product by referring to my criteria mentioned in several different attributes to this report, with the developed criteria, I was able to evaluate my product with concrete criticism.

My product was mostly successful, with my video not being informative enough of what was needed of people to change their opinions a bit. I was, although, able to reach my goal with the length of the video, I wanted the video to be 12 minutes, which I had achieved. I had been able to talk to some teachers and open minded people. They have more power to make a change in the issues than I as a student can. I found the most challenging obstacle in my personal project was the formatting of the video, which in my criteria, I was not able to reach that goal of making the video look aesthetically pleasing, not only to adults but also juveniles.