TRACKING VARIATIONS IN THE SELF AMID VIRTUAL SOCIAL INTERACTIONS

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In 1952 a game of tic tac toe changed the world. It was one of the first computer games. Research into the effects of computer games on people is ongoing. Most of the attention is on specific effects on aggression, depression, and addiction, and the results are mixed. This research focuses on a more general effect: Can virtual social interaction within a computer game cause changes to "the self"?

My research evaluates the potential for virtual social interactions to cause shifts in the self through secondary socialization and symbolic interactions. The interactions need not be with another player but can be with artificial, virtual characters simulating social interaction. Based on a review of the literature and the framework used, the research participants completed surveys measuring moral reasoning before and after playing a video game through spaced repetition for three weeks. The game *Around the World in 80 Days* was chosen because it involved players in virtual social interactions through confrontations with a series of moral decisions. The participants played as a character in the game and engaged in making choices that were best for

that character. Two extensive DIT-2 surveys were given before playing the game and a month later following a non gameplay week. A small survey was given three days a week before and after the game was played. The first week had only two small survey days and game days to accommodate the large survey. Three of the subjects were picked for interviews.

Analysis of the responses to the DIT-2 surveys shows a change in the subjects' moral choices between taking the first survey and the second. The small surveys that looked at changes in single gameplay showed no change in the self, probably due to the small sample size and short length of the participant involvement. Interviews with respondents during game playing expressed only two answers to the choices made by the virtual character. Because of this, the interviews gave no relevant information.

The results indicate that engaging within social interactions involving symbolic interaction in the virtual game environment resulted in a change in "the self." Further research on socialization through virtual stimulus, especially with a larger sample and more extended periods, would enhance understanding of the processes. Research would also benefit from using a computer game tailored to qualitative interviews and facilitate the study of the reasoning behind the in-game choices. This research will help understand how virtual stimuli can change a person and potentially reveal how games can be designed to assist in treating mental health and well-being.

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Chapter 1: Introduction

It started with chasing a dot on a screen, and with that first action, video games have become a part of our culture. Virtual video games now go anyplace and have been relegated to the same status that books took up in the imagination. People can become anything and do whatever they desire or what the game makes them believe they desire. The needs of the person and the virtual world help create the virtual self. With the way technology has developed, it is no longer the solitary existence of one person playing a game. It is a community of people playing in a virtual world as a virtual person. The game designers designed artificial characters or the nonplayer characters as they are called because they are not players in the game even though they are a part of the culture. The nonplayer characters built the reality of these worlds, becoming symbolic interactions for the players' socialization of the self. Even though the nonplayer characters are part of the game's design, they participate in socialization through symbolic interactions set by the game designers for the player's virtual characters. They are unique beings that can even get a following out of the game. They are seen as a part of the game and separate from the game. They take on reality because of how the person creates a virtual self that sees them as part of their society in the game, thus making them real when it comes to socialization.

The surge in video game research started with news reports of associations between games and violence (Sherry and Sherry, 2001). A mass shooting happened at Columbine High School. The shooters were Eric Harris and Dylan Klebold. Harris commented about how the shooting would be like Doom's video game (Kushner, 2004). Since then, video games have been part of the blame for the violence in our culture. Various media depicted video games as the villain. Columbine began the drive to prove and disprove that video games cause violence,

driving a surge of research into whether virtual video games are the cause. An issue with this, I believe, was the driven research centered on aggression and the type of games. Sometimes it centered on just one game itself and one kind of violence. At this time media set the agenda when it came to research. The research focus was superficial and addressed whether or not there was an association but rarely explored if or how virtual gaming participation generated a change in the self. The media and researchers obsessed over whether they could prove a shooting happened because of video games or disprove it. Later research became about determining if console games could be blamed for violence or not. A tunnel vision on violent video games was apparent among researchers.

However, this study is not about violence in video games. Its focus is on the self and how virtual social interactions can create or change the self instead of the type of game or its violence. The research emphasized socialization in the game. Through symbolic interactions over time, a self is altered or created. This change happens through play, language, and all other symbolic interactions. This study aimed to determine if interactions with virtual video games lead to secondary socialization of the self on virtual video game players. The focus is not on the trending topics of aggression, depression, and addiction. The focus is not on the type of game because there are many types of games. It is on the question that should be asked. Can participation in a virtual interaction through a virtual video game change the self? Games are part of society, with many of us playing them (Entertainment Software Association, 2018). I picked the game for testing purposes instead of testing the game and pressure to prove a given outcome. I did this instead of attacking or defending a type of game or even the games themselves. This research explored if socialization happened because of virtual interactions. The questions to be answered are simple. Do social interaction and the virtual self engaging in video games cause a change in

the self through secondary socialization? What factors influence the likelihood or extent of potential changes? Can choices in a game because of a virtual character change one's moral decisions?

Chapter 2: Background

2.1 Defining Key Concepts

In this study, socialization is viewed through the symbolic interactionist viewpoint as creating the self through symbolic representations and shared symbols, with language being one of the main symbolic processes (Zerilli, 2007). Norms for this study are a usual practice or cultural rule (Johnson, 2000). This study defines primary socialization as the process of instilling the social norms of a culture to an individual as a child. This process is done mainly by the immediate family but can also include extended family, friends, and in modern society, technology, to name a few. Since primary socialization deals with norms and how to act in the larger society, this is the first process of learning social behavior. Secondary socialization is a continuation of the process in smaller groups or different societies. This process can add to or even change the social norms because of the culture or small group. An example of primary socialization would be toilet training as a child. An example of secondary socialization would be how a person interacts with others on social media.

I define the self following Athanasia Chalari: "the self contains various identities that a person may possess, all the possible combinations of the connections between those identities and therefore the self ends up taking the shape of any identity(ies) that the individual may experience at any given time" (Chalari, 2017: Page 100). An example would be a person may be a father, husband, and golfer, and all those are part of the self that creates the individual. The self

is created through socialization. In this study, only one aspect of the self is checked for a change. This aspect is morals. Morality, as defined according to Stanford Encyclopedia of Philosophy by Bernard and Joshua Gert has two definitions "

> 1: descriptively to refer to certain codes of conduct put forward by a society or a group (such as a religion), or accepted by an individual for her own behavior, or
>
> 2: normatively to refer to a code of conduct that, given specified conditions, would be put forward by all rational people" (Gert & Gert, 2002). In this study, the first definition will be used.

Even though morals and norms sound like they have the same definable properties, there is a difference between them. Norms, as defined above, are a standard by which members of society live. The morals or morality of a society is about the judgment of the person on those social norms. An example of this would be it is a norm not to throw trash on the ground. Morality would dictate because it is a social norm to not throw trash on the ground, so a person would not do so. This norm does not make it, so people do not throw trash on the ground since there is a choice to follow the culture's social norms. In that choice or judgment, there is morals or morality.

Social cognitive theory is a theoretical framework that explains how people self-regulate their behavior through social norms (Bandura, 2001). Social cognitive theory would be the framework that would be used to make a judgement for the morality of a situation according to social norms. Self-regulation is the process of modifying behavior to conform to social norms.

I define virtual video games in this research as a game with a "virtual social interaction" with or without another human participant. What makes this different from a game or video

game is the social interaction in a virtual environment. An example of this environment would be a game on social media. In this study, a virtual video game will be a game with textual and, at times, moral choices to control the images on a video screen. Nonplayer characters or NPC are in-game characters that are not human but are designed into the game by the video game creators. An example would be a store shopkeeper that is not another player, but the player can buy things from them or even a character needing help in the game that is not a player.

For this study, flow experience would be "Defined as the holistic sensation that people feel when they act with total involvement" (Csikszentmihalyi, 1975, p. 36). With this understanding then virtual video games would be a total involvement for the player. The player is part of the game or sees themselves as part of the game and plays as if they were.

2.2 The Gap in the Research

The research into virtual video games and the self is an ongoing process. Due to the dynamic nature of the technology involved and how the use of the technology for social connection is also evolving, ongoing research should be continuous. The World Health Organization adopted gaming addiction as a disorder. The Diagnostic and Statistical Manual 5th edition (DSM 5) includes internet gambling disorder yet has not added gaming disorder or internet gaming disorder. The focus centers on a few aspects of the self: depression, addiction, and violence.

There are conflicting findings even on these subjects (Ferguson & Rueda, 2010) (Anderson & K. E Dill, 2000). The studies on violence and depression in video games examine changes to the self. Many factors limit the scope of the studies.

- The amount of time players spent playing
- The focus on health benefits

- Types of game

- If they offer online communities

- Tendency for open surveys to be undermined by false self-reported information.

One of the gaps in these studies is the focus on a single aspect of the self and not looking for socialization as a possible reason for conflicting results. Even if a study accounts for socialization as viable reasoning for the result, focusing on a single aspect of the study may lead to conflicts in the findings.

Another gap in the research is the focus on violent video games. With this focus and the focus only on violent tendencies, the understanding if a change happens to the self or even why a change happens can be problematic. The most significant gap in the research is the focus of the research on trending topics in research. Focusing on single types of games, a single kind of violence, and single types of change is one of the main issues with the research to date. There are many things to do before asking if there is violence, if there is depression, if there is addiction, or if there is a benefit, a person should ask if there is a change to the self due to socialization. The Hitman Study is a good example of how most of the research single out the type of game and the playing style of the game (Ferguson and Rueda, 2010). This gap does not consider the game's possibility to socialize through virtual nonplayer characters or community-based play. This lack of consideration is also a gap in understanding virtual video game technology and the self.

2.3 The Goal of This Study

The goal of this pilot study is to find if there is a change in the self. Since it is a pilot study, it will not be able to correct some of the gaps in the research, but the main issues it may address are the focusing on a single type of game, that being violence, extending the research

over time, using a different type of research methodology, and singling out changes in the self that have had conflicting results.

This study will look for a change through socialization, not through playing a game only. Even though that is part of the process. It will focus on how the game changes the self through choices in the game. This pilot study aims to determine if the game's decisions will change the player's morals. This change will be through video games and the socialization of playing as a different person with different norms, wants, and needs. According to that identity, this change would be by making other choices that will change a person's self over an extended time.

This study aims to determine if an individual's social interactions within virtual video games lead to the self's secondary socialization. With this understanding, a better design for focused research in other fields of choice could be achieved. The study can lead to a better perception of how the virtual self is changed and therefore, how the real-world self will be affected. An insight into how technology can be used to help in different areas of counseling and rehabilitation will be part of the effect of this study. This effect will be because of the realization of the shift in the self and how different virtual identities can change the self for real-world applications.

- Addiction treatment

- Depression

- PTSD

- Aggression

- Morality.

This study could also show how video game companies may better understand this process and already use it for its purposes.

Chapter 3: Theory

3.1 Symbolic Interactionism

I use symbolic interactionism and social cognitive theory to measure the changes in the self, generated in individuals who interact with a video game that confronts them with a series of moral dilemmas**.** Chalari, when talking about symbolic interactionism, said, "studies social interaction by suggesting that the way people interact is shaped according to the symbolic exchange of meaning which is experienced at almost every level in our everyday life" (Chalari, 2017: Page 20). A video game is a set of symbols that a person or people interact with that has exchanged meaning. A video game is a symbolic representation of a virtually created world given life through players interacting with it and interpreting the symbols encountered. In this way, players may create a virtual self within the context of the game. I examine changes in the self by presenting individuals with video games filled with symbols generated by their symbolic representations' interactions. Individuals give meaning to words and objects through an interpretive process generated through social interactions in the context of socialization. In this context, the participants are experiencing the ongoing processes of secondary socialization.

Symbolic interactionism explains how people acquire, manipulate, and use symbolic meanings through ongoing social interactions throughout their lives. For instance, a chair might be represented as the letters of a word or an image, but the object only has meaning once an individual or group gives meaning to it. When one reads "chair" it is no longer a series of letters. The word becomes the symbolic object in one's mind. One relates to words and images they encounter similarly, whether in the real world or a virtual environment. One relates to the symbolic representation of the chair, gives meaning to it, and acts based on their interpretation. Video games are designed with words and symbols to convey meaning and an experience.

Viewing video games and the self through this theory seems like the best way to understand a change in the self.

Symbolic interactionism is one of the main frameworks of sociology. George Herbert Mead had a theory about how the self is developed using this theory. It is the "I" and the "Me". If the "I" is the response, then the "Me" is the conditioning for that response (Farganis, 2014). An example would be a person getting hit in the face. The "I" would respond to the pain, but the "Me" would dictate the type of response according to society's conditioning. The person would respond based on what others expect. An example in a video game would be a person having the character die while playing. The "I" would be shocked, but the game may dictate the "Me" apologize for not being there to help. If there are almost no triggers for the "Me" then the "I" would be the main response. It would be almost all characteristic. An example of this might be a person getting killed in a game or rage quitting. Rage quitting is when a person quits a game because of something that happened in it. This something could be as simple as not being able to advance in the game. They get hit with the basketball, and all they have is the shock and reaction to it. There would be a "Me" in a sense. Then again, video game society would expect a person to do anything they want. The game designers would expect them to do what they want except cost them money. Doing anything they want is a typical "social dilemma" where individuals weigh their good versus a group good. In many video games, this is the norm to make it about what is best for the person over the group good. The baser instinct would be the norm, not the taboo. Some games do have a community that would condition the "Me". More games are taking over that only seem to want money more than community or social structure. It is all about what the "I" wants and what response is best for the individual virtual self. A person puts themselves in someone else's role and takes on a different "I" or "Me" or removes one of the aspects in some

games. Through this understanding, the self can be changed through secondary socialization because it happens throughout our lives.

3.2 Social Cognitive Theory.

The idea that people self-regulate in society is one of the reasons for this research. Self-regulation is the process of modifying behavior or regulating behavior to fit social norms. If a person uses societal norms to self-regulate and morality is the judgment for that regulation, video games can change the self in real-world ways. If playing a video game could put the person in a situation with different moral choices or make unique moral choices because of unusual norms, social cognitive theory would cause the self-regulation of behavior to be different. Since they are an actor playing a particular character's role for an extended time, the persona might become part of the self through repetition. This change in norms through play would alter the self-regulation of behavior. Moral judgments would not be the same because the self has changed society's views and norms.

The process is as simple as learning through observation. A person observes an action and learns by observing others. The interactions through symbolic representations lead to the understanding of societal norms and taboos. The taboos are the opposite of norms. If a norm would be not to litter, then a taboo would be littering. Social cognitive theory was created by a Standford psychologist name Albert Bandura. His theory saw people are influencing and being influenced by the environment. A symbolic interactionist would say they are influenced by the symbolic representations in the environment and the use of symbols. In the 1960s', Bandura and a few others experimented with a Bobo doll, the results of which are still debated today (Drewes, 2008). In this experiment, children saw a person and animated characters hitting a Bobo Doll.

There were positive results for the experiment but would be viewed as negative to the norms of society. Some of the children imitated the characters and showed higher levels of aggression. The subjects that were in the group that had aggression instead of nonaggression produced the same aggressive acts. This result shows that the self can be changed or built through interactions, and self-regulation can have a negative effect instead of a positive one when the norms for the small group and symbolic representations are taboo to the culture. In other words, a person can be socialized by interactions with others, and self-regulation is the product of that socialization, with morality being the decision to act on self-regulation.

In a game that requires no moral judgment or virtual character, playing them would not have any societal norms besides what a person brings with them. Time played may be a factor in the flow experience or emersion into the game. Time may be a factor even if it is not seen as one because of the dynamic nature of socialization on each person individually and age (Renjie, 2008). With this understanding, age of the subject and time playing the game could lead to different findings, and the type of game used could change the result.

According to The Hitman Study, "Social learning theories of aggression [Anderson & Bushman, 2002; Huesmann, 1986; Patterson, DeBarysche, & Ramsey, 1989] have dominated most of the discussion of video game violence. For instance, the General Aggression Model [GAM; Anderson & Bushman, 2002] suggests that exposure to violent media fosters the development of cognitive ''scripts'' related to aggression" (Ferguson and Rueda, 2010). The Hitman Study admits there is a debate on whether violence can be socially learned like the debate, if video games causing violence, it seems.

3.3 Socialization

The game can socialize a person and change the self through interaction with nonplayer characters or even player characters playing their role as actors in the game. The person can self-socialize through the way they view their actions in the game. If there is just an action in the game without norms or moral judgment, self socialization would not be a process. The person would not reflect on themselves and who they are in the game. Since the person is deciding to focus on the things, people, and messages in the game, they are self-socializing. The self changes and the core beliefs normally are stable, but with a virtual video game, a new set of values are put in place, and a new group of peers, either virtual or real, playing a role, could set new norms for the person. When self socialization either consciously or unconsciously compares itself to the real world, a change in oneself is possible. The self-reflection would incorporate these views because of the time spent reflecting on the self as the character they play in the game and how they should act as a person.

Socialization is an ongoing process that happens with groups throughout our lives, with secondary socialization being the process. This process has entered the age of technology that has built on the socialization of the community. When thinking of groups for secondary socialization, social media would probably be the first thought of an environment that socialization could happen. Socialization through online communities may seem different, yet it is still people influencing people with groups. The norms of those groups become incorporated as part of the person's identity. The identity of a member of this group is part of the process of the self. Chalari explained how interactions shape the self and gave an excellent example of this process "Thinking shapes and is shaped by interaction. For example, a school girl is dressed in specific ways, following the music and fashion trend shared in the peer group which she

belongs" (Chalari, 2017). The group gives the symbolic part of these interaction meanings. An example would be if a game had a creature or object called a Widgot by the group playing the game, and the understanding of this symbol is common to the group (Charon, 2011).

Through this socialization, the self is created and changed. George Herbert Mead said that it is "impossible to conceive of a self arising outside the social experience" (Mead 1934). The social experience meaning has changed in some ways because of technology. The process remains the same because even with technology, there are symbols and socialization. Virtual video games create social experiences that may be unlike the ones with another actor. The focus of this research deals with nonhuman socialization. Weigert and Gecas (2003) saw one of the self as "Self as Producer" concepts, which centers on the results of what is done. Mead saw the socialization of the self in the play of children (Mead, 1934). The extension of Self as Producer with the results and play would extend to secondary socialization through virtual games. The act of playing a separate identity and seeking results could lead to a change in the self. Chalari said about the Self as Producer "results from enacted scenes, dramatic action, appearances, encounters, and presentations" (Chalari, 2017). This explanation sounds like virtual video games or a form of the adult version of play. The question is how much of the self has been changed through virtual video games. The self has many parts, and looking for changes in a few of them as in addiction, depression, and aggression may lead to conflicting results because of how the self is altered. It may also lead to conflicting results because of the play of the game or Self as Producer.

3.4 Let's Play.

I never heard of a person going back to the play stage, but I believe the virtual self could be different. Video games, at times, can be seen as a development of the self virtually. This system is almost like a new childhood. The problem with this childhood is some of the players are still children, and some view this as just a virtual world with no rules. Some have little experience in the real world before they get locked into this new one. Some of the adults want to forget the real world to get locked into the new one. The new child can take over aspects of the old one, and the new self that is developed because of the virtual birth and progress online can be a stark contrast to the one that might be or might have been without the virtual parents of the video game. This theory may seem like a stretch, but George Herbert Mead and the stages of development of self would fit into this new birth and growth of the virtual self.

According to Ritzer and Stepnisky, "The first stage is the play stage; it is during this stage that children learn to take the attitudes of particular others to themselves [Vail, 2007b]. Although lower animals also play, only human beings "play at being someone else" [Aboulafia, 1986:9]" (Ritzer & Stepnisky, 2018: Page 336). This stage is when they take on the role of the first character in the game. If they are in a shooter, they shoot. They do not think about other players. If they are a mage, fighter, thief, etc., they play that role and think about social interactions. They think about themselves as that character and put themselves in the place of that player. Many do not get out of this state of mind. They only mimic that closest person to them, their avatar. They do not see the game past what they need or what the player needs. It is all about them and the learning of the social norms.

Ritzer and Stepnisky (2018) also talked about the Game Stage "It is the next stage. The game stage, that is required if a person is to develop a self in the full sense of the term [vail, 2007c]. Whereas in the play stage the child takes on the role of discrete others, in the game stage,

the child must take the role of everyone else involved in the game" (Ritzer & Stepnisky, 2018: Page 336). In some video games, this can happen. To play the game, you must understand all the characters in the game and how they relate. Some do not play games with this system. They might be stuck on the virtual play stage. The game stage is where you learn to play well with others and the community. You stop thinking about only your character in the game. You might think about the other players in the party or the players in your guild as you play. You might even think about the virtual nonplayer characters you encounter. This virtual self is less selfish or used to be. Now it is hard to tell if anyone reaches this stage, or has this stage became modified virtually?

Chapter 4: Literature Review

Previous research focused on video games and centered on only a few aspects of the self because of public pressure and worry about violence, depression, and addiction. This chapter provides an overview of the literature surrounding the research into virtual video game socialization and the changes to the self. The studies' framework was varied because researchers used different theoretical frameworks therefore, the findings contradicted at times. The focus in American society on video games and the self was historically about if video games caused violence and depression in the people who played them.

4.1 History of video games

There is a lot of history in video games. An article on video game history says that video games started in 1952 with tic-tac-toe and 1958 with an oscilloscope screen that played Tennis (History.com, 2017). The early days were not made for regular people to play. It was to show what could be done. In 1967, the first game that could be played on television was brought out,

and it was called "The Brown Box". The year 1972, it was sold as a home console but after a few years faded away. One of the games did make it in another console. The game was Pong. Pong is almost like Woodstock. Nearly everyone that old enough say they remember being there or playing it in this case. The home version of the game came out in 1975. In 1977 the Atari 2600 came out. This device was a game console that had multicolor games and introduced joysticks as an alternative way for players to interact with the virtual environment.

The drive for more profits in 1983 was when the crash happened (History.com, 2017). The games were flooding the market, and many of them had flaws or were not worth playing. It was almost the end of console games. If you ever played ET at the time, you would understand. Then came Nintendo. I am not saying Nintendo did not have some bad games, but they also had some great ones. Super Mario Brothers, Zelda, Metroid, Castlevania, etc. From humble beginnings to the console wars with Nintendo, Xbox, and PlayStation, the industry has grown. Consoles are not the only platforms for video gaming.

4.2 Different Hardware Technologies.

Console games and those, in the beginning, were stand-alone. In other words, one, two, or even at times, four people could play them if they were at the same place. An arcade game is played in a different setting from home. This setting could be in a business made to make money from these types of games. They can also be a style of game that is designed for this type of use. The arcade games had much better graphics but seemed to take many child's allowances and leave them wanting more. Some of the arcade games did get added to the console, but sometimes it was with a lowering of the graphics, or the graphic stayed the same after the hardware caught

up to be played at home. With lowered graphics, the symbolic interaction was reduced but not eliminated.

Text-based role-playing games are one of the earliest simulations of players interacting with other virtual people within virtual environments. A text-based game is a game where you interact with the virtual world through text only. This gameplay could be picking options on the screen or typing in text to get a reaction in earlier days. People started playing remotely with some text-based games. It was on a Bulletin Board System (BBS). These games were frustrating because all interactions were through a keyboard and lacked visuals. The commands had to be typed in, and some commands you had no idea to use. It was fun because you needed to figure out what to do and how to do it. These were puzzle-based games that were more about the ability to acquire the correct information to advance. You could also play some of the games against others if you could afford to tie up a phone line and the cost of long-distance for a one on one game.

Mobile devices have taken their place in the gaming world along with computer and console devices. These devices have increased social interactions with game characters or online social media. The Entertainment Software Association (ESA) keeps track of the percentage of people using what device, and they say that the "personal computer is 41%, the smartphone 36%, dedicated gaming console is 36% and wireless is 24% (Entertainment Software Association, 2018). The ESA said that "64% of US households own a device that they use to play video games" (Entertainment Software Association, 2018: Page 4). You might think that most gamers are under 18, yet according to the ESA the average age is 34, and "Gamers age 18 or older represent more than 70% of the video game-playing population" (Entertainment Software Association, 2018: Page 4). If you think there seems to be many men playing video games, you

might be amazed to find that 39% of video game players are women with 1/3 being adult women (Entertainment Software Association, 2018). That is a lot of people playing just in the United States.

4.3 I AM ONLINE

One of the things about the BBS I mentioned earlier is some had ways to get online. The internet was slow, hard to navigate, and did not have all the fun things it does now. My first connection was at a BBS that local libraries ran for the most part. It cost a membership because even though the library ran it, it was run by someone at the library. Sometimes there would be a regular person running a BBS, but they would want to charge for all the goodies like internet access. Many would allow the simple games if they allowed access without payment to the BBS. Few, if any, allowed free internet. It cost too much at the time. You did not pay by the month. You paid by the minute or hour. Then you had long-distance charges because it was not local to me or many of the BBS I used.

Some games allowed direct connection to play against a person one on one. I remember the days spent fighting with settings on a computer trying to connect to a person on the other end. I would need to go over the settings one by one, uninstall and reinstall the game at times. Check to see if my BBS software was running correctly if that was required. Make sure my modem was running right, and the dialup was working. I could not forget to make sure I disabled the call waiting to not get kicked offline. That was just for one game, and that sounds like one of the easy ones. With better internet came services like Gamespy. The sad part is they had the same games but different services connected to other communities. It was not like today's one game, one large community.

We cannot talk about online games or even online communities without talking about Massive Multiplayer Online Games (MMORPG). I will talk about MMORPG communities later. In 1999 we got the game that frustrated me as a computer technician. EverQuest. Lifewire.com put it this way "On March 1, Sony launches EverQuest, a fully three-dimensional MMORPG. The game is a huge success, and in the following years it sees many expansions and attracts more than half a million subscribers" (Spohn, 2019). I remember how fanatic people became about this game.

An example would be a person who asked me to build a computer to run four video cards with four monitors. She wanted to play four players at once. She could have played two monitors on one video card, and that would have been easy. I have done two video cards with four monitors for businesses at the time. I told her she could probably buy a car, if not two, for the cost. By the time I was done with everything she wanted, she had run server hardware at home to play a video game. I put it together for free to see if I could do it, and this was the greater of the real-world social interaction she got that month. It was all online, and she could not afford to pay me after buying the hardware. That was not the last time I got a request to design a computer just for one game. When World of Warcraft [WOW] hit in 2001, people almost lost their minds. Most MMORPGs were done on computers. The console games have first-person shooters that could also be done on computers, but they had games like Zelda and Mario console only.

4.4 How Do You Pay?

I have mentioned many video games to this point, have been you buy the game and play the game. When some of the bigger MMORPG games came in, they had a monthly subscription. Some services you could rent games had a subscription to rent the console media, and then you

sent it back, but this was different. Gamespy mentioned above was one of these. This model meant you had to buy the game like any other, but then pay every month to get to play the game if it had a subscription. The concept caught on because people want to play. It had a large community, and you could lose yourself in it. Money was to be made. So buy to play also got added a subscribe to play for some games. Luckily not all games went that way. Unluckily now, many have gone to a so-called free-to-play system.

4.5 Free to Play?

Some game manufacturers have what they call free to play. This model is you can download the game off the internet and play it for free. Nothing is really for free, though. It is not free to play. There are advertisements in many of the games that the company makes money off, but the real trick is set up. David B. Nieborg, in an article about Candy Crush's alleged free-to-play games, "The stock market launch of game studio King Digital Entertainment in March of 2014 can be regarded as a decisive moment in the nascent app economy. In a matter of 2 years, the company's revenue grew from US$63 million in 2011 to US$1.8 billion in 2013, and the developer turned a million dollar loss in 2011 into a US$567 million profit in 2013 [King Digital Entertainment, 2014a]. What is more, 78% of the 2013 fourth quarter revenue derived from one single game launched the year before: Candy Crush Saga [King Digital Entertainment, 2012]" (Nieborg, 2015). How could this be done? It is because Candy Crush Saga is everyplace and can be accessed from almost every device.

How can a game be free to play but make that much money? Microtransactions. A microtransaction is when a person can buy things that help them in-game or make them feel better about their character in-game. For as little as $.99 at a time. Some of the games are even

set up to make it very hard to advance without paying for things. Imagine going to a slot machine and being told you can play for free ten times a day, but you can spend some money and play as much as you want to spend. Now imagine having it you can win nothing but a good feeling and bragging rights to your friends. Then again, you can always play the games where money counts for more.

4.6 Pay to WIN.

"Pay to win" that sounds a little off, doesn't it? This model is what happens when you get these free-to-play games, and you can buy things to make yourself stronger. In a game that all it does is make it so you can advance, you hurt no one. A game where it makes it so you can be powerful with only a bank account could make you a bully. I have not only researched it, but I have experienced it and talked to others that have. I remember when the games started offering hard-to-get items in the shops. Instead of being lucky or working hard to get something, you could break out the cash and buy your way. Now it is not only common. It is almost mandatory to pay in a free-to-play.

Here is an example of how bad it has gotten. When the games started charging a monthly subscription, many people, me included, thought it was a rip-off. I said it above. In my opinion, it still is a rip-off but what these free-to-play games do is not just a rip-off. It could be considered another video game version of socialization. Let us say you play a game that charges $50 a month after paying for the game for a subscription. That sounds like a lot doesn't it? Paul Tassie at Forbes.com said when talking about the yearly income of Fortnite another self-styled free to play game "Fortnite is $85 by itself, and even when non-paying players are counted, the average revenue per player is close to $60, what a full box copy would be. And yet clearly if Fortnite was

sold as a $60 box copy/download, it would not have amassed anywhere near the 125 million players it boasts today. This is the advantage of free-to-play when it goes right" (Tassi, 2018). It sounds cheaper to play a free-to-play game. I know games that can cost $100's just to keep up or to play as long as you want. That is a common tactic in some of the games. Limit your time and make it, so you need to pay for more. I believe this practice adds to the importance of the game to the self.

This model would be fine if all they did was pay for more time or pay to get better clothing. As I said, this is not all they do. They pay to get more powerful in the games. This practice means that people do not need to work hard to be good at it. Instead of bragging rights in social media games now there are bragging and bullying rights in other games. There is money to be made in this style of socialization. The games are even set up to make it so people can pay to win the game. Many are set up that no matter how hard you work, you will not be as powerful as those that pay money. Free to play but pay to win.

With the pay to win, it was not unheard of for people to get powerful and player kill new players. If you did not work hard or do not need to work hard, boredom can set it. What can you do? Bullying seems common, in my opinion. Player versus player [PVP] is a concept in some games to make it so other players can fight and kill each other. Now a duel system makes it, so you have to accept the fight. Many games have PVP areas to satisfy the players that spend money. Why have the best gear in the game unless you can terrorize people with it? I spent much time in the new game of my wife's sitting in the first PVP area trying to protect new players at level 20-25. Why did I need to do that? Players 80 or above would come there to kill them over and over so they couldn't play.

Why would the developers allow this type of system? Because you had two options, and it might require both. Join a powerful enough guild to help you or pay money to make yourself powerful enough to help yourself. The guild's leaders in some games pay money to make the guilds and themselves powerful enough to survive also. When you look them up online, some game sites will tell you that you need to pay to win for a free-to-play game to have a chance to survive. How you play the game and how it forces you to play does have a bearing on what type of community is in the game. This style has a bearing on the secondary socialization and cognitive learning in the game.

4.7 MMORPG

Now back to the MMORPG. In an MMORPG there is a social structure a community and part of that community are groups called guilds. Guilds are a group of players that work together to make it through the game. It is like a small community inside the bigger one of the games. It used to be people who ran a guild liked working for others. They liked running things for the benefit of all those in it. Now some games have a guild system has changed the support of small community. Many guilds are run by a person that wants to be more powerful. They are needed, so people join them. It does make the person that joins it more powerful or does benefit them. It benefits the owner of the guild and the chosen few; they want more.

This example is how it was explained to me by more than one person. The community was lacking in the games. People started playing solo instead of joining guilds. I was told it was because "to much drama" in guilds. A few players said this. If all you needed to do was pay to win, then why join a guild? Then developers started making a system that made you more powerful if you joined a guild. One of the better I have seen or heard about was a mentor system in the guilds that made it to get quests to gain experience and items in-game. Quests are things

that the game wants you to do, and experience is the points you get to gain levels. Gaining levels makes you more powerful in the game. Joining a guild will make you level faster when you first start playing the game and gain things after playing a while. One of the worst systems, in my opinion, I have heard about from people, was implementing the guild strength type systems. You gain power according to how strong the guild is. The reason this system is so bad for the community is it is not about the player. I have heard of stories of a low-level player holding off a guild of level 100+ because they were in one of the top guilds. How did they get in? They paid to win. They bought their way into the guild by buying items for the people in it.

4.8 Hand Me My Phone

The community on phone or tablet games is tied to the online community in general. You can play in a standalone application (app) or play on a social media platform like Facebook. Either way, the people that you have as friends see how well you are doing. This platform lends pressure to gain in the game, and that increases sales. There is pressure to play the game to get as far as you can. Remember the pay for more time system. This format is where it is common. In my opinion, this is more about depression and addiction than the community. Unlike the other two MMORPG and first-person shooters, this one has an established community outside the game most of the time. They can be the people you know in real life or ones you have on social media. This format means that the game does not build the community, but it is built around an existing one. I believe a person can still get lost in this community, and the self can be shaped by it.

4.9 Video Game Disorders

The World Health Organization voted and adopted gaming addiction as a disorder. The Diagnostic and Statistical Manual 5th edition (DSM 5) has added internet gambling disorder yet has not added gaming disorder or internet gaming disorder. Video gaming is now part of global culture. With their statistics, the Entertainment Software Association shows "64% of US households own a device that they use to play video games" (Entertainment Software Association, 2018). It is also a profitable one. "The total consumer spend on the video game industry was $36 billion in 2017" (Entertainment Software Association, 2018).

In 2009, research was done on the health risks of playing video games that showed many issues (Weaver et al., 2009). Depression is one of those. In 2009 research showed that the social support in-game positively affected players unless excessive time was spent (Long et al., 2009). This social support could be online communities like MMORPG or even social media. Ferguson and Rudea in the Hitman Study said, "By contrast long-term exposure to violent videogames was associated with reduced hostile feelings and depression following a stressful task. Subjects who were exposed to violent video games were not less aggressive, but they were less hostile and depressed" (Ferguson and Rueda, 2010). A study on World of Warcraft a Massive Multiplayer Online Game (MMORPG) was done in 2009. Longman, O'Connor, and Obst said: "Players of WoW were found to derive social support from playing and a positive relationship was found between game engagement and levels of in-game social support" (Longman et al., 2009).

Brunborg, Menzoni and Froyland used existing data to verify what is known "This study used data from the surveys "Young in Norway 2010" and "Young in Norway 2012", where the goal was to collect the same information from the same individuals at two-time points separated by two years" (Brunborg et. al, 2014). This study goes on to say "Previous studies have for

instance shown that the amount of time spent on video games is associated with higher levels of depression (Lemona et al., 2011), lower academic achievement (Anand, 2007; Gentile, Lynch, Linder &Walsh, 2004), more alcohol consumption (Ream, Elliott &Dunlap, 2011), and conduct problems (Holtz & Appel, 2011)" (Brunborg et al, 2014; Ferguson and Rueda 2010; Lemona et. al 2011; Anand, 2007; Ream et. al 2011; Holtz and Appel 2011). Their study did show some issues in these areas "the current study showed that video game addiction was associated with higher level of depression, poorer academic achievement, and more conduct problems" (Brunborg et. al 2014). There was a caveat "However, the associations between time spent gaming and negative outcomes were negligible. These findings are not in line with some previous studies (Anand, 2007; Gentile et al., 2004; Holtz & Appel,2011; Lemona et al., 2011; Ream et al., 2011), but our findings support research that favours the growing notion that strong engagement with video games is not necessarily associated negative outcomes" (Brunborg et al., 2014; Lemona et al., 2011; Ream et al., 2011; Holtz and Appel, 2011).

Greitemeyer and Mügge were concerned about the social aspect of violent video games and did a meta-analysis of multiple studies. "Given that playing violent video games negatively affects the player's social behavior, the question arises as to how one can potentially counteract these effects" (Greitemeyer and Mugge, 2014). Many aspects of the research are up for debate as Valadez and Ferguson said in their introduction, "The effects of violent video game exposure, both positive and negative, on various behaviors are still highly contested within academia and the general public" (Valadez and Ferguson, 2011). Their research just added to the conflict between the studies "Contrary to what was hypothesized, the current study does not provide any evidence that exposure to violent video games causes increases or decreases in aggressive affect (i.e. hostile feelings) or depression in a laboratory setting" (Valadez and Ferguson, 2011).

4.10 Where am I

Virtual video games are here now. I am looking at a cheap headset that a person can put their phone in to turn it into a virtual video headset. This headset is virtual reality. Many of the video games that are talked about above are virtual reality. The difference is technology blurs the lines between virtual and reality. As technology advances, will a person be able to touch and feel pain? A person can move and see now. All a person needs is a designed character in a game with more advanced intelligence, the ability to touch, empathize, and learn. The separation is one more step closer to faster socialization through social interaction. Virtual becomes even more real.

4.11 Violence in video games

Do video games cause violence? The answer to this is still being debated (Valadez and Ferguson, 2011). It seems to be according to who is doing the research and how it is done. Craig A. Anderson tells us what started the worry about violence in video games "For many in the general public, the problem of video game violence first emerged with school shootings by avid players of such games at West Paducah, Kentucky [December, 1997]" [Anderson, 2004). People were looking for a reason for school shooting violence and found one in video games. Some research says it does cause aggression but not as much as television, and the longer a person plays, the less aggression (Sherry and Sherry, 2001). Some research showed no increase in aggression (Valadez and Ferguson, 2012). That same research found that "particularly given there were no trends in favor of the violent games. Thus, this study adds to recent research [Bösche, 2010; Ferguson, 2010a, 2010b; Ferguson & Rueda, 2010; Kutner & Olson, 2008;

Unsworth et al., 2007] suggesting the causal link between violent video games and aggression is nonexistent to weak, at best, under the strictest methodologies" (Valadez and Ferguson, 2001). Research says small effects may have large consequences with violent video games (Anderson, 2004). Some research says that video games cause violence or aggression "In 2005 the American Psychological Association [APA] released a resolution on violence in video games suggesting a link between violent video games and aggression may surpass that for television [American Psychological Association, 2005]" (Ferguson and Rueda, 2010). These findings are clearly conflicting.

Chapter 5: Methodology

5.1 Timeline

The timeline is set up over five weeks, with three days a week until the fourth week, where the subjects take a break, and in week five, the subjects do a large survey. Both large surveys are the DIT 2. Week one has a large survey on the first day and then on the day two and three the subjects play a game and do a small survey before and after. Week two and three, the subjects play the game and do the small surveys on all three days. The table below shows how the weeks are done and how the days are set up. The subjects pick the day of the week to begin that week as long as time is left to complete the week's required objectives.

Week	Week 1	Week 2	Week 3	Week 4	Week 5
Day 1	DIT 2 Survey	Play Game, Small Survey before and After	Play Game, Small Survey before and After	Break Week	DIT 2 Survey

Day 2	Play Game, Small Survey before and After	Play Game, Small Survey before and After	Play Game, Small Survey before and After	Break Week	
Day 3	Play Game, Small Survey before and After	Play Game, Small Survey before and After	Play Game, Small Survey before and After	Break Week	

Subjects have been recruited either online, through social interactions, or on the university campus. The subjects have taken a survey to get a baseline of the self pertaining to choices in moral and ethical dilemmas. This survey was done separately from and before gameplay. After the survey, the subject waited at least one day before starting the game. The researcher provided participants with a survey before and after interacting with the game. The survey measured sudden changes in the self after the gameplay. The survey presented the participants with moral and ethical dilemmas similar to but not directly related to those found in the game. Participants played the game three times a week for at least an hour or a set stage in the game. The set stage in the game was if the game required them to start over. It was the participant's choice if they kept playing that day with a new game. Another moral and ethical dilemmas survey was administered one week after the game part of the study concluded to test for lasting effects on the self. Participants completed surveys using the Google Forms online survey software.

In the gameplay portion of the research, the subject played a virtual video game. The subjects played the game for 3 weeks. This gameplay was done by the subject on the device of their choosing supported by the selected game. Most of the participants played the game with smartphones, and one decided to play the game on a console gaming device. The chosen game, 80 Days, based on the novel Around the World in Eighty Days by Jules Verne, meets the criteria needed for the options in moral and ethical dilemmas. The game meets the virtual world's requirements that put the player in a virtual character position and the type of moral dilemma that would not be common to the player. The game also is appropraite in the length of play or replayability. The subject would not find themselves in the real world situation and must adopt the character's role to immerse themselves into the game by making their choices.

The researcher completed a semi-structured interview with three subjects. The interviews were done face to face, and three interviews were attempted, with all three interviews completed. The subjects were asked questions according to their choices in the game witnessed by the researcher. I observed the subjects' actions and asked questions according to the game's moral choices and participant's in-game actions. An example of the questions would be asking why they decided to save someone from drowning in a river when the in-game character was rude to them. Another example would be why did you lie instead of telling the truth. The questions were semi-structured because they were based on the subject's choices.

I began data analysis once the recruitment process was concluded and the number of required subjects was met. The week of gameplay started on a Sunday and ended on a Saturday of the week. The subjects would pick the day and time of the week they decide to do the project. This option allowed the freedom to work on the research when they could and allowed subjects to work around different daily schedules. The researcher reminded the subjects that the first

week needed three days. One was a large survey, and the other two were gameplay. The subjects were told the gameplay was 1 hour a day.

The researcher gave each subject an example of the data gathering process. The example was a video they watched and in person when the researcher gave them the game. This process started the week the formal data gathering process began. The researcher used the first week to accommodate the subjects and the researcher to provide the information needed for the research. More than one video that the subjects had access to on Youtube explained each process of the study's data-gathering portion. An example of the survey questions and the game questions showed the subjects the moral and ethical dilemmas and the process of picking their choices for the survey questions. The subjects had a video that advises them on the state of mind and gameplay style for the research. The state of mind was the one for the character Passepartout for the game. This character performs the actions that the main character in the game cannot. The researcher gave examples to the subjects of the choices and how they should pick the one that helps the story's main character. The main character is not them. Passepartout is employed by the main character of the story Phileas Fogg. Their job was to help this person navigate around the world in 80 days.

The researcher advised the subjects to take the surveys in a quiet location with no distractions. The surveys were multiple choice with a rating system. An example set of questions is included with this proposal. This first survey was done by at the latest Wednesday of the first week. The subjects were given instructions on the survey process before the first survey was given. The instructions were in person or online, and the subjects had access to a video that explains the process. The subjects took a survey to establish a baseline of the self. This survey took more time than the researcher's surveys when the subjects are actively playing the game.

The researcher advised the subjects; there should be no help with the game or surveys from outside sources. The subjects answered the options of the game by putting themselves in the place of their character. The researcher advised the subjects to pick the answer from a choice of solutions that feels right for that character to them. There was no playing of the game on the day of the first survey. This pause allowed the subjects to rest and ensure the primary survey was not influencing the game's answers or following survey questions. The game was played for a set time of one hour or a set stage in the game and then stopped. Once the subjects conclude the research's gaming portion, they had one week without playing the game or doing surveys. Following this week, the first survey was given again by the researcher to the subjects.

The researcher gathered the survey data through online survey software. The subjects were assigned pseudonyms for this study. The researcher will keep the survey data but destroy all other information that can be used to identify participants after completion of analysis. The interviews will be analyzed, and the video destroyed after the transcribing portion of the process is complete.

5.2 Protection of Confidential Information.

I submitted an IRB and got approval to do the research. All information, including the use of digital platforms and confidentiality processes, was approved. The use of a confidentiality agreement with the understanding of the process was used in the study and is shown in appendix A. The information obtained for the use of this study is secured, and identifiable information is removed. The names of the subjects were changed to a number system that safeguards their identity. The emails and other information were removed after all subjects finished the study and processed in a confidential format. All safeguards for confidentiality were taken to the ability

that technology will allow. A consent form was presented in digital format and was agreed to by each participant.

5.3 Access to Surveys and Contact

The subjects were contacted through email. Social media was also used if they consented. The consent form was through google forms, and the surveys were accessed through the same website. Access to the gameplay surveys was given each week with the links in email. Some of the subjects consented to social media contact through Facebook Messenger and social media groups. This contact was for purposes of correcting any issues and keeping the subjects on a timeline. All of the subjects had access to the emails. The use of Google forms was not limited to the surveys themselves. The forms were also used to test the subjects' understanding of the survey site's use and the survey forms. There was a detailed explanation of how to use the selection option, continuing and submitting the survey.

5.4 DIT 2

I specified a 75% minimum requirement for completing both large surveys. The large survey administered at the beginning of the study, and the end was the Defining Issues Test, Version 2 (DIT 2). The University of Alabama Center for the Study of Ethical Development said that "The complete DIT-2 consists of five dilemmas: (1) a father contemplates stealing food for his starving family from the warehouse of a rich man hoarding food; (2) a newspaper reporter must decide whether to report a damaging story about a political candidate; (3) a school board chair must decide whether to hold a contentious and dangerous open meeting; (4) a doctor must

decide whether to give an overdose of pain-killer to a suffering but frail patient; (5) college students demonstrate against U.S. foreign policy" (University of Alabama, 2019).

The University of Alabama's explanation when talking about the Developmental Profile & Phase Indices says, "Humanitarian/Liberalism: This variable is a proxy for a humanitarian liberal perspective on moral issues. Early in the development of the DIT, researchers noticed that professionals in political science and philosophy obtained the highest P scores. Scores were so high that Rest used this group to anchor the upper end of the measure. With subsequent studies it became evident that these "experts in the domain" obtained not only obtained high scores on the DIT but were also quite consistent in their action choices. This variable was created to simply count the number of times a respondent's choice matches this high scoring group. Religious Orthodoxy: This variable represents the sum of the rates and ranks for item 9 in the doctor's dilemma (DIT -1) and a similar story included in the DIT-2. Item 9 evokes the notion that only God can determine whether or not someone should live or die. This variable is computed by adding the rating given to item 9 with the ranking value" (The University of Alabama, 2019). An

example of the task and question are done in the survey was provided with the testing material "

Presidential Election

Imagine that you are about to vote for a candidate for the Presidency of the United States. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

Figure 1 Example DIT 2

Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

Figure 2 Example DIT answer sheet.

Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number. From top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and fourth most important. Please indicate your top four choices. You might fill out this part, as follows:

Rank which issue is the most important (item number).

Most important item ●②③④⑤⑥⑦⑧⑨⑩⑪⑫ Third most important ①②③●⑤⑥⑦⑧⑨⑩⑪⑫

Second most important ①②③④●⑥⑦⑧⑨⑩⑪⑫ Fourth most important ①●③④⑤⑥⑦⑧⑨⑩⑪⑫

Figure 3 Importance example.

". Processing and scoring of the DIT 2 are done by The University of Alabama Center for the Study of Ethical Development. There is no on-site processing of this survey. It must be done by the department that provided access and design.

5.5 Gameplay Survey

The gameplay survey was a self-designed survey with questions with a four-point scale to a scenario with multiple situations. Self-designed in this instance means the wording and the framework for the survey were not a preexisting survey. I designed the surveys to use for the small surveys for this study. I created the small surveys' framework to fit the needs of a short survey that would take little time to complete but give as much information as possible. The scale ranged from very likely to very unlikely that the participant would perform a particular act in a moral situation. There were 16 of these scenarios covering eight days of gameplay over three

weeks. Since the gameplay was for at least 1 hour, the surveys were made to take as little time as possible to lend to the participant giving thought to the scenarios and each situation. The first week only had four surveys with two each day for two days since that week also had a DIT 2, but the other two weeks had six of the small surveys with two each day. The small surveys were used to see if a shift in the self through moral choices could be observed after one-hour gameplay. An example is provided.

You lost your job, and your bills are due. Money is tight. In these situations, there is no way of getting caught taking the money. How likely are you to keep the money? 1. Very likely, 2, Likely 3. Unlikely, and 4. Very unlikely. Answer each with the appropriate number.

1.   A stranger drops a wallet and walks away.

2.   Your brother overpays you for work you did.

3.   A cashier gave you too much money back.

4.   You got a larger tax refund than you should have.

5.   You have an opportunity to sell fake goods to a person you hate.

5.6 Interviews

A set number of subjects did interviews taken while playing the game. The researcher did the interviews in the three weeks of the gameplay portion of the study. The interviews were recorded using more than one video or audio recording device. The researcher watched the person play the game and observe the answers given. The researcher asked the subject their thought process behind the answers to the game. The researcher did this observation with as little intrusion as possible. If the subject seems to have difficulty playing the game or answering questions, the researcher concluded that portion of the research. The indicators of difficulty were

aggravation toward the researcher as the questions are asked. This annoyance indicated the inability to do both processes simultaneously or agitation over the questions used. The researcher did the questioning until the subject completes the gameplay portion of the game for that day's research. Once the researcher gathered the data from the interviews, the researcher transcribed and analyzed if appropriate.

5.7 Processing the Findings.

The small survey that had a scenario and the situations had choices from 1-4. These were totaled and compared using a Paired T-Test of the total. Day one test one took all the answers totaled 1-4 on each situation and then compared it to the Day one test two with a paired T-Test. Since this was a comparison of two sets of data from the same person.

The DIT 2 had a section that showed the information on the number of Humanitarian/Liberal, Undecided, and Religious answers that met the criteria. A comparison would normally be made with a paired T-Test or Independent T-Test if working with the same person or different groups. The issue with this T-Test is they are looking for a change in one direction. An example would be hours watching TV and hours sleeping. If you do a T-Test with this, your hypothesis might be that the more hours you watch TV, the fewer hours of sleep. This process would take the samples' mean and decide if it is statistically significant through a T-Test. The issue with the DIT 2 and using two surveys in this part of the study and the hypothesis is not looking for a single directional change. It is just looking for a change. With this in mind using the information from test one as a baseline of 0 and calculating the change as another set of data, I could do a paired or a one-sample T-Test. An example would be.

- Person 1 has 3 on the first survey and 5 on the second that would be a change of 2

- Person 2 has 6 on the first survey and 2 on the second that would be a change of 4

- Person 3 has 1 on the first survey and 1 on the second that would be a change of 0.

This process would remove the issue with multidirectional change and make it again comparing one direction or 0 sample base. The problem was not if one goes down, the other goes up or down. It is about if there is a change at all independent of the first unless no change happened. The first set of numbers were just a baseline for the moral judgment before the test. The T-Test was to judge if a change occurred from that baseline. The main reason for the baseline of 0 and the change calculation was to test for the null hypothesis and statistical significance.

The qualitative portion of the study had some issues that will be explained in another section. This portion of the study's processing would have been done with the coding of commonly used words and symbols between the interviewed subjects. The findings of this section coding were not needed, and the processing of this data was not done. The reasoning for this decision will be explained more in the results section of this paper.

Chapter 6: Results

6.1 Demographics

The study respondents include eight women and two males. There was a range of self-reported educational levels from middle school to higher education. Ages range from 21 to 68 (Figure 5). Through a multiple-choice survey question on the first survey, self-reported political views were mostly neither liberal nor conservative (Figure 4). There were no demographic requirements for this study. One person had to be removed from the DIT-2 portion of the analysis. This removal was due to the type of analysis and the failure to complete the second survey making nine respondents for that section.

In terms of your political views, how would your characterize yourself (mark one)?
10 responses

- ● Very Liberal
- ● Somewhat Liberal
- ● Neither Liberal nor Conservative
- ● Somewhat Conservative
- ● Very Conservative
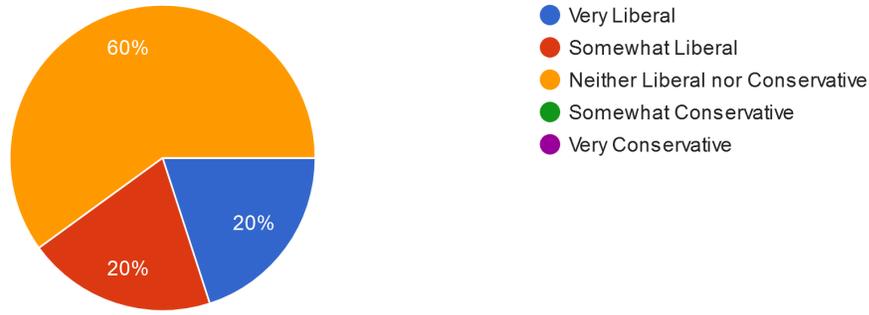
Figure 4 response to political view

Age in years
10 responses
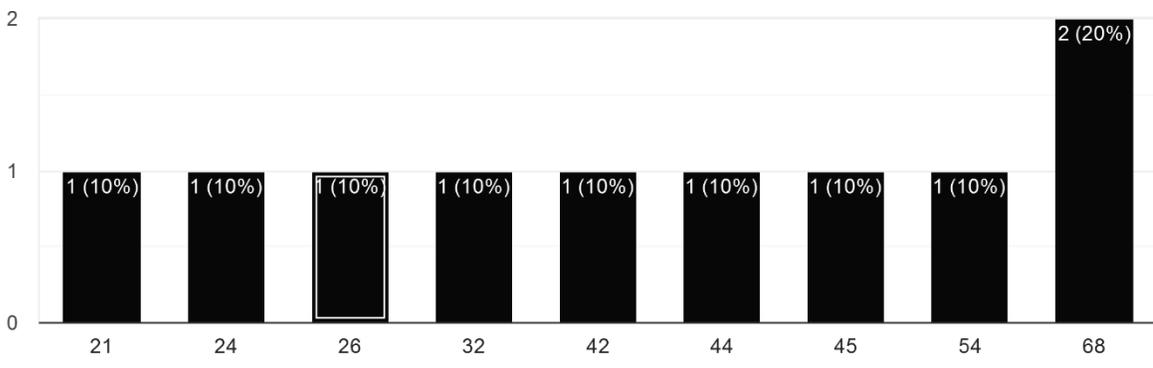
Figure 5 response to age

6.2 Gameplay Surveys

The researcher used a paired sample T-Test to compare the survey totals from survey one and survey two of the corresponding days (Figure 6). This T-Test was done by totaling the

values of the answers given in each scenario situation and their corresponding numbers. An example of the totaling process can be found in the methodology section of this paper. There was a significant difference in values on day one or pair 1 before (M=16.50, SD 3.47) and after of (M=10.50, SD= 1.9), t (9) = 4.5, p < .001. There was also a significant difference in day seven or pair 7 before (M=12.7, SD=3.56) and after (M=15.6, SD=1.78), t (9) = -2.5, p = .034. The other days did not produce significant results.

Paired Samples Test

| | | | | Paired Differences | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
					Lower	Upper			
Pair 1	Total11 - Total12	6.000	4.216	1.333	2.984	9.016	4.500	9	.001
Pair 2	Total21 - Total22	.300	4.785	1.513	-3.123	3.723	.198	9	.847
Pair 3	Total31 - Total32	-.700	4.270	1.350	-3.755	2.355	-.518	9	.617
Pair 4	Total41 - Total42	3.800	6.563	2.075	-.895	8.495	1.831	9	.100
Pair 5	Total51 - Total52	2.800	5.029	1.590	-.797	6.397	1.761	9	.112
Pair 6	Total61 - Total62	-2.300	5.397	1.707	-6.160	1.560	-1.348	9	.211
Pair 7	Total71 - Total72	-2.900	3.665	1.159	-5.522	-.278	-2.502	9	.034
Pair 8	Total81 - Total82	-3.300	4.809	1.521	-6.740	.140	-2.170	9	.058

Figure 6. Results of daily paired sample T-Test.

6.3 DIT-2

A paired T-Test was conducted to compare the two large surveys with the DIT-2 output data (Figure 7). The comparison was on a 0 base level, as discussed in this paper's methodology section on humanitarian/liberal, undecided, and religious answers to the survey. The 0 base level is explained in the Methodology chapters and Processing the findings section of this paper. There was a significant difference in values of the Humanitarian/liberal with before (M=0, SD=0) and after (M=4.44, SD=.53), t (8) = 2.53, p= .035. There was a significance in undecided with before

(M=0, SD=0) and after (M=-.78, SD= .97), t (8), =-2.4, p = .43. There was a significance in

religious with before (M=0, SD=0) and after (M=2.44, SD= 2.74), t (8) = -2.7, p = .28.

Paired Samples Test

| | | Paired Differences | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	BASE0 - HumanC	-.44444	.52705	.17568	-.84957	-.03932	-2.530	8	.035
Pair 2	BASE0 - UNDC	-.77778	.97183	.32394	-1.52479	-.03077	-2.401	8	.043
Pair 3	BASE0 - RELC	-2.44444	2.74368	.91456	-4.55342	-.33547	-2.673	8	.028

Figure 7. Results of DIT 2 paired sample T-Test.

6.4 Qualitative interview.

The interviews were conducted in a quiet place with the researcher and the participant's game being viewed. The participant and I sat as close as possible without intrusion into the gameplay. As the game was played, I would ask questions about the game itself and the participant's decision. An example of the questions is found in the methodology section of this paper. At first, the answers to the question were given without looking up from the game and picking responses or reading in-game text. As I pressed for the reasoning behind the game choices, all respondents looked up with a confused look on their face at firsts and stopped playing the game to answer the questions with the same information. The results for the qualitative interview were just two sentences or concepts. When asked why their choices in the game came back to a concept that they did it for the master or did it for money, the subjects looked even more confused. If pressed on the subject, all three respondents got even more confused by the questioning even with a change in the wording, and two became agitated with

my "lack of understanding", "I need to make him happy", and "I need the money". All three

showed agitation in their facial expression and started looking me in the eyes more as they said

the same two concepts of money and for the master in the game. The subject's facial expression

would show agitation as I interrupted with questions that had the same answer. These answers

were all the details I got from all three interviews dealing with this research's scope. This

situation will be discussed in more detail in the discussion part of the paper. The interviews of

the qualitative portion of the thesis did not produce any useful results for this study. The

interviews were scheduled for one hour, and the time was spent discussing the game, but no

useful information was gathered other than those two concepts about the reasoning behind the

choices.

Chapter 7: Discussion

The study shows a support for a relationship between virtual video game playing leading

to a change in the self. It shows that video games' socialization does not stay in the game but

changes the real world's self. This result supported my hypothesis that creating a new self or

taking on the self of a virtual character can change a person through the secondary socialization

of the nonplayer characters, the choices made, and the interactions with symbols.

The significance of the DIT 2 results shows playing the game over an extended time

affects a person's moral choices in a virtual video game. The interactions with symbolic

representation through language and symbolic virtual images changed the person's morality even

after a week of no play. This study did not focus on violence and violent games that see mostly

aggression as an indicator of change to the self and contradict their findings through this focus.

(Valadez and Ferguson, 2012; Ferguson and Rueda, 2010). This study shows that length of time

is a factor in playing a game when it comes to social cognitive theory because of the difference

in significance shown in the daily and the DIT 2 in direct opposition to some opinions on the subject (e.g., Ghani &Deshpande, 1994; Novak & Hoffman, 1997; Novak et al., 2000; Trevino & Webster,1992; Webster et al., 1993). The findings show that amount of gameplay time was a factor in the change to the self (Renjie, 2008). The gameplay surveys showed no short-term change to the decisions on a morality scale, contrary to the hypothesis. Even with this lack of relationship showing a change in short-term play to the self, the significant change in long-term use indicates a change even in short-term play.

This research study's findings are different from other studies because of the focus on change instead of focusing on the type of change and aggression being the center of that type. The research focus on trending topics instead of the change to the self lead other research models to choose games that fit the criteria of societal focus. This research was focused on the change to the self and focused on a game that would make moral decisions a part of the game, not aggression. This research does show that feeling like a person is part of the game will affect the change in a person. This research also shows that studies that show immersion into the game without consideration of socialization lead to inconstant findings. Using different games with different socialization aspects will lead to results that should not be compared to each other. A game that is just a symbolic representation of actions without dilemmas that would cause the actor to change or alter the self, for that virtual character cannot be expected to change the self as readily as socialization.

There were some issues with the study, one being the small surveys not showing a change in the self. These findings could be because of the small surveys' design, or it could be because of the amount of change over time. More distance in time between the surveys should show if the issue is design or time. Increasing the time played or increasing the length of the study would be

an excellent place to start. The study needs a larger sample size with different demographics to see if the results hold or change because of demographic reasons. This new methodology is true for all the results of this study.

A glaring issue with the study was the lack of information from the qualitative interviews. However, this was not the focus on the quantitative portion of the research. The selection of the game was made to promote moral choices from the viewpoint of another person. It was picked to put the player in a situation with a choice that should have been outside their routine moral decisions. The goal was not about the decisions themselves but the change in the self through the decisions. The game's focus was on getting around the world in 80 days. In this game, you did make moral decisions to further your goal, but it was about making money and keeping your master happy so you can keep playing the game. This situation is why the answers to all the interview questions were about money and the master. A different game should be chosen for the qualitative interviews that focus on the choices instead of the goal. For example, some of the dating games do have a goal, but they are more focused on the choices you make to achieve an outcome. This type of game would put the player in a virtual character situation that corresponds with the character. The moral choices would be outside the norm for this character because of the virtual situation. The type of game might not be the best option but would allow qualitative interviews on the choices.

Chapter 8: Conclusion

This study aimed to determine if interactions with virtual video games lead to secondary socialization of the self on players. Based on the quantitative analysis, it can be concluded that the type of game played, time playing the game, engagement in the game, and social structure of

the game were factors in the self's change through socialization. The results indicate that a change in the self through moral choices did happen in this study.

The use of a game in which players must make a series of moral choices was done to eliminate the issues with a focus on aggression in the video game and the change in the self through an increase in aggression. A focus on video games that offer no socialization left inconsistent findings. This research generally focused on video games with repetition of play and no social interactions. Social pressures drove the focus on type of violence. These games had a common theme of violence yet no social interactions. It is why a change in the self through symbolic interactions and socialization through interactions and play was neglected. Through social interactions using symbols in the real or virtual worlds, the self is created or changed. This research shows that interaction with symbolic representations and social structures in the game leads to self changes. If one aspect of the self can be changed, then the next question would be: Can social structures other than moral choices lead to the same change with other aspects of the self?

To better understand the research results, future studies should increase the sample size, have more diverse demographics, try different types of games with different social structures, use a control group that does not have any virtual interactions, and focus on other aspects of the self. This research focused on the self primarily, with the type of game and change being only aspects of the research. The focus was to test for the change through virtual interactions. This study aimed to determine if an individual's interactions with virtual video games lead to the self's secondary socialization. The key to this research is the interaction between the player and the video game, generating a change in the self. This research did not address the type of change that has dominated previous research. The study did fill in some of the research gaps, but with the

dynamic nature of virtual video games and the questions that were still left unanswered, there is much still left to do.

The future of this research is as dynamic and varied as the video games themselves. This research area will be ever-changing as technologies as the integration of social media transform human interactions. Because of the nature of the subject, research will need to change with it. People change through symbolic social interaction, even with virtual objects and characters. As technology changes, the idea of a virtual interaction may change or even disappear. This dynamic nature gives an even greater need for ongoing research. Socialization of the self will stay the same, yet the instrument of that socialization may change or even merge. The game aspects of nonplayer characters and player's characters may combine to become a new force for change to the self through socialization. The idea that virtual video games are just games ignores the concept of play on creating the self and how virtual video games are now new worlds of socialization and the creation of unique selves through play. The real-world self can only change with it as the symbols and socialization change and this virtual identity becomes an increasing part of who we are.

Appendix A

I am asking you to participate in a research study titled "*Tracking Variations in the Self Amid Virtual Social Interactions*" I will describe this study to you and answer any of your questions. Brian Phillips, graduate student in the Sociology, Social Work, & Criminology Department at Morehead State University, is leading this study. Dr. Timothy Hare is the **Faculty Advisor for this study** Sociology, Social Work, & Criminology at Morehead State University.

- **The participant will play a game and choose options of a moral and ethical nature.**

- **The participant will take surveys on moral and ethical questions.**

- **The participant may be selected for an interview.**

- **There will be minimal risk.**

- **The participant can stop at any time.**

- **The participant can refuse to answer any question.**

- **The participant's privacy will be protected as stipulated in this document.**

- **Taking part will always be voluntary.**

What the study is about

The purpose of this research is to see if engaging in virtual social interactions through playing video games has a lasting effect on the self.

What we will ask you to do

We will ask you to take some surveys, possibly do a one-on-one interview with me and play a video game for around 1 hour at a time 3 days a week. The data collection stage that you will take part will be five weeks with three weeks of playing the game. The last two weeks will be one week off from playing the game, doing surveys or interviews that finally ends with the last week of one survey. The surveys and question in the game will be of a moral and ethical nature. The game will require you to put yourself in the place of the character and do what you

believe they would do. The game is based on the book *Around the World in 80 Day* by Jules

Verne. It is called *80 Day* and is rated 13+ by the Entertainment Software Rating Board (ESRB).

Risks and discomforts

The risks in the study are minimal. The only risk would be the question activating a previous trauma through the moral and ethical nature of the questions or situations. Since the game is rate 13+ the risk is minimal.

Benefits

The study could lead to a better understanding of how social situations and gameplay through virtual video games can lead to a change in the self. This participation could give an understanding of how this type of change affects study subjects on an individual level. Participation in this study could lead an indirect changes in one's views of daily life. These changes could range from altering perceptions of the video game industry to new understandings about social issues.

Compensation for participation

There will be no compensation for this study other than a free video game. The project will pay for the game.

Audio/Video Recording

If you are selected for the interview part of the study, there would be an audio and video recording of the interview. This recording will be only for transcription purposes and

will be destroyed after the project is completed. The all information that could be used to identify individuals will be removed and the transcription will be stored digitally in an encrypted database.

Please sign below if you are willing to have this interview recorded audio and video. You may still participate in this study if you are not willing to have the interview recorded.

☐ **I do not want to have this interview recorded.**

☐ **I am willing to have this interview recorded:**

Signed: _____

Date: _____

Privacy/Confidentiality/Data Security

The data collected will be kept in a locked location and will only be accessed when needed. The researcher and advisors will have access to the data before some of the identifiable information is removed. Any identifiable information will be removed, and pseudonyms will be used as the data is collected and either transcribed or entered into appropriate software. When possible, identifiable information will be removed at the time the data is collected. (Example using pseudonyms when doing electronic survey collections.)

Please note that the surveys are being conducted with the help of Survey Monkey, a company not affiliated with Morehead State University and with its own privacy and security policies that you can find at its website. We anticipate that your participation in this survey presents no greater risk than everyday use of the Internet.

Please note that email communication or social media if that is your preferred form of communication, is neither private nor secure. Though I am taking precautions to protect your privacy, you should be aware that information sent through e-mail or over social media could be read by a third party.

Your confidentiality will be kept to the degree permitted by the technology being used. We cannot guarantee against interception of data sent via the internet by third parties.

Sharing De-identified Data Collected in this Research

De-identified data from this study may be shared with the research community at large to advance science and health. We will remove or code any personal information that could identify you before files are shared with other researchers to ensure that, by current scientific standards and known methods, no one will be able to identify you from the information we share. Despite these measures, we cannot guarantee anonymity of your personal data.

Taking part is voluntary

Involvement is voluntary, the participant may refuse to participate before the study begins, discontinue at any time, or skip any questions/procedures that may make him/her feel uncomfortable, with no penalty to him/her.

Follow up studies

We may contact you again to request your participation in a follow up study. As always, your participation will be voluntary and we will ask for your explicit consent to participate in any of the follow up studies.

May we contact you again to request your participation in a follow up study? Yes/No

If you have questions

The main researcher conducting this study is Brian Phillips a graduate student at Morehead State University. Please ask any questions you have now. If you have questions later, you may contact Brian Phillips at btphillips1@moreheadstate.edu or at (606) 495-8410 If you have any questions or concerns regarding your rights as a subject in this study, you may contact Janet Cline at Morehead State University IRB 606-783-2541

There will be a signed copy of this form for your record.

Statement of Consent

I have read the above information and have received answers to any questions I asked. I consent to take part in the study.

Your Signature_____ Date__

_____

Your Name (printed)_____

_____

Signature of person obtaining consent_____ Date__

_____

Printed name of person obtaining consent_____

_____

This consent form will be kept by the researcher for five years beyond the end of the study.

Appendix B

Summarize

a

Case Processing Summary

Cases

	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Name.	10	100.0%	0	0.0%	10	100.0%
Personal Interest (Stage 2/3)	10	100.0%	0	0.0%	10	100.0%
Maintain Norms (Stage 4)	10	100.0%	0	0.0%	10	100.0%
Post Conventional (P score)	10	100.0%	0	0.0%	10	100.0%
N2 score (N2 score)	10	100.0%	0	0.0%	10	100.0%
SPSS filter to eliminate purged subjects	10	100.0%	0	0.0%	10	100.0%

a. Limited to first 100000 cases.

a

Individual participant output: Developmental indices

	Name.	Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P score)	N2 score (N2 score)
1	101	40.00	6.00	42.00	22.21
2	102	40.00	42.00	2.00	-.09
3	103	32.00	42.00	22.00	6.66
4	104	36.00	60.00	4.00	1.30
5	105	40.00	24.00	34.00	31.11
6	106	40.00	38.00	16.00	11.69
7	107	30.00	42.00	20.00	11.24
8	108	28.00	34.00	20.00	9.73
9	109	14.00	28.00	46.00	36.78
10	110	50.00	20.00	18.00	21.25
Total N	10	10	10	10	10

a

Individual participant output: Developmental indices

	SPSS filter to eliminate purged subjects
1	Selected
2	Selected
3	Selected
4	Selected
5	Selected
6	Selected
7	Selected
8	Selected
9	Selected
10	Selected
Total N	10

a. Limited to first 100000 cases.

Summarize

a

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Name.	10	100.0%	0	0.0%	10	100.0%
Type indicator	10	100.0%	0	0.0%	10	100.0%
Utilizer score	10	100.0%	0	0.0%	10	100.0%

	10	100.0%	0	0.0%	10	100.0%
Consolidation Transition	10	100.0%	0	0.0%	10	100.0%
SPSS filter to eliminate purged subjects	10	100.0%	0	0.0%	10	100.0%

a. Limited to first 100000 cases.

a

Individual participant output: Developmental profile and phase indices

	Name.	Type indicator	Utilizer score	Consolidation Transition	SPSS filter to eliminate purged subjects
1	101	7.00	.25	2.00	Selected
2	102	3.00	.22	1.00	Selected
3	103	3.00	.16	1.00	Selected
4	104	3.00	.36	1.00	Selected
5	105	2.00	.20	1.00	Selected
6	106	2.00	.13	1.00	Selected

7	107	3.00	.30	1.00	Selected
8	108	3.00	.15	1.00	Selected
9	109	6.00	.21	1.00	Selected
10	110	2.00	-.05	1.00	Selected
Total N	10	10	10	10	10

a. Limited to first 100000 cases.

Summarize

a

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Name.	10	100.0%	0	0.0%	10	100.0%
Humanitarian Liberalism	10	100.0%	0	0.0%	10	100.0%
Number of cannot decide choices	10	100.0%	0	0.0%	10	100.0%

Religious Orthodoxy (proxy measure)	10	100.0%	0	0.0%	10	100.0%
SPSS filter to eliminate purged subjects	10	100.0%	0	0.0%	10	100.0%

a. Limited to first 100000 cases.

a

Individual participant output: Experimental indices

	Name.	Humanitarian Liberalism	Number of cannot decide choices	Religious Orthodoxy (proxy measure)	SPSS filter to eliminate purged subjects
1	101	5.00	.00	1.00	Selected
2	102	4.00	.00	1.00	Selected
3	103	4.00	.00	7.00	Selected
4	104	2.00	.00	9.00	Selected
5	105	3.00	.00	1.00	Selected
6	106	1.00	1.00	2.00	Selected

7	107	4.00	.00	1.00	Selected
8	108	2.00	1.00	3.00	Selected
9	109	5.00	.00	1.00	Selected
10	110	4.00	1.00	8.00	Selected
Total N	10	10	10	10	10

a. Limited to first 100000 cases.

Summarize

a

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Name.	10	100.0%	0	0.0%	10	100.0%
Age in years	10	100.0%	0	0.0%	10	100.0%
Sex	10	100.0%	0	0.0%	10	100.0%
Educational Level	10	100.0%	0	0.0%	10	100.0%

Political Liberalism (high scores = Con)	10	100.0%	0	0.0%	10	100.0%
U.S. Citizen?	10	100.0%	0	0.0%	10	100.0%
English as primary language?	10	100.0%	0	0.0%	10	100.0%

a. Limited to first 100000 cases.

a

Demographic variables

	Name.	Age in years	Sex	Educational Level	Political Liberalism (high scores = Con)	U.S. Citizen?
1	101	21.0	female	Sophomore	2.0	yes
2	102	42.0	female	Grade 7-9	2.0	yes
3	103	45.0	female	Grade 7-9	3.0	yes
4	104	54.0	female	Grade 7-9	3.0	yes
5	105	68.0	male	Junior	3.0	yes

6	106	26.0	female	Junior	3.0	yes
7	107	44.0	female	Ph.D./Ed.D	3.0	yes
8	108	24.0	female	Sophomore	1.0	yes
9	109	32.0	male	Ph.D./Ed.D	1.0	yes
10	110	68.0	female	Grade 7-9	3.0	yes
Total N	10	10	10	10	10	10

a

Demographic variables

	English as primary language?
1	yes
2	yes
3	yes
4	yes
5	yes
6	yes
7	yes
8	yes
9	yes
10	yes
Total N	10

a. Limited to first 100000 cases.

Report

Table 1

Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P score)	N2 score (N2 score)		
Mean 35.00	33.60	22.40	15.19		
StdDev 9.72	14.90	14.54	12.30		
N					
10	10	10	10		

Report

Table 2

	Orthodoxy Liberalism	Number of Utilizer choices	Religious Humanitarian measure)	cannot decide	(proxy score
Mean	.20	3.40	.30	3.40	
StdDev	.11	1.35	.48	3.27	
N	10	10	10	10	

Report

Table 3

Name.	Political Name.	s	Sex	Age in primary (high Level	as year Con)	Liberalism Educational Citizen?	English scores = U.S. language? _____	____
___	___		___	___	___	___		
Mean	42.4	1.8	6.2	2.4	1.0	1.0		
StdDev	17.1	.4	4.0	.8	.0	.0		
N								
10	10	10	10	10	10	10		

Appendix C

Summarize

a

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
What is your name?	9	100.0%	0	0.0%	9	100.0%
Personal Interest (Stage 2/3)	9	100.0%	0	0.0%	9	100.0%

Maintain Norms (Stage 4)	9	100.0%	0	0.0%	9	100.0%
Post Conventional (P score)	9	100.0%	0	0.0%	9	100.0%
N2 score (N2 score)	9	100.0%	0	0.0%	9	100.0%
SPSS filter to eliminate purged subjects	9	100.0%	0	0.0%	9	100.0%

a. Limited to first 100000 cases.

a

Individual participant output: Developmental indices

	What is your name?	Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P score)	N2 score (N2 score)
1	201	28.00	8.00	54.00	32.45
2	202	38.00	18.00	18.00	11.12
3	203	26.00	44.00	16.00	1.17

4	204	32.00	50.00	18.00	12.26
5	205	34.00	20.00	32.00	35.02
6	206	24.00	48.00	20.00	24.90
7	207	50.00	18.00	20.00	9.06
8	208	38.00	34.00	20.00	23.65
9	210	38.00	50.00	4.00	6.23
Total N	9	9	9	9	9

a

Individual participant output: Developmental indices

	SPSS filter to eliminate purged subjects
1	Selected
2	Selected
3	Selected
4	Selected
5	Selected
6	Selected
7	Selected
8	Selected
9	Selected
Total N	9

a. Limited to first 100000 cases.

Summarize

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
What is your name?	9	100.0%	0	0.0%	9	100.0%
Type indicator	9	100.0%	0	0.0%	9	100.0%
Utilizer score	7	77.8%	2	22.2%	9	100.0%
Consolidation Transition	9	100.0%	0	0.0%	9	100.0%
SPSS filter to eliminate purged subjects	9	100.0%	0	0.0%	9	100.0%

a. Limited to first 100000 cases.

Individual participant output: Developmental profile and phase indices

	What is your name?	Type indicator	Utilizer score	Consolidation Transition	SPSS filter to eliminate

					purged subjects
1	201	6.00	.27	1.00	Selected
2	202	2.00	.21	1.00	Selected
3	203	4.00	-.08	2.00	Selected
4	204	3.00	.25	1.00	Selected
5	205	2.00	.29	1.00	Selected
6	206	3.00	9.99	1.00	Selected
7	207	2.00	.63	1.00	Selected
8	208	2.00	9.99	1.00	Selected
9	210	3.00	.09	1.00	Selected
Total N	9	9	7	9	9

a. Limited to first 100000 cases.

Summarize

a

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
What is your name?	9	100.0%	0	0.0%	9	100.0%
Humanitarian Liberalism	9	100.0%	0	0.0%	9	100.0%
Number of cannot decide choices	9	100.0%	0	0.0%	9	100.0%
Religious Orthodoxy (proxy measure)	9	100.0%	0	0.0%	9	100.0%
SPSS filter to eliminate purged subjects	9	100.0%	0	0.0%	9	100.0%

a. Limited to first 100000 cases.

a

Individual participant output: Experimental indices

What is your name?	Humanitarian Liberalism	Number of cannot decide choices	Religious Orthodoxy (proxy measure)	SPSS filter to eliminate purged subjects

1	201	5.00	.00	1.00	Selected
2	202	5.00	.00	1.00	Selected
3	203	3.00	1.00	9.00	Selected
4	204	2.00	.00	9.00	Selected
5	205	2.00	2.00	3.00	Selected
6	206	1.00	3.00	4.00	Selected
7	207	3.00	.00	8.00	Selected
8	208	2.00	3.00	5.00	Selected
9	210	4.00	.00	1.00	Selected
Total N	9	9	9	9	9

a. Limited to first 100000 cases.

Summarize

a

Case Processing Summary

	Cases		
	Included	Excluded	Total

	N	Percent	N	Percent	N	Percent
What is your name?	9	100.0%	0	0.0%	9	100.0%
AGE	0	0.0%	9	100.0%	9	100.0%
SEX	0	0.0%	9	100.0%	9	100.0%
Educational Level	0	0.0%	9	100.0%	9	100.0%
Political Liberalism (high scores = Con)	0	0.0%	9	100.0%	9	100.0%
U.S. Citizen?	0	0.0%	9	100.0%	9	100.0%
English as primary language?	0	0.0%	9	100.0%	9	100.0%

a. Limited to first 100000 cases.

a

Demographic variables

	What is your name?	AGE	SEX	Educational Level	Political Liberalism (high scores = Con)	U.S. Citizen?
1	201	.	.	.	.	.
2	202	.	.	.	.	.

3	203	.	.	.	.	.
4	204	.	.	.	.	.
5	205	.	.	.	.	.
6	206	.	.	.	.	.
7	207	.	.	.	.	.
8	208	.	.	.	.	.
9	210	.	.	.	.	.
Total N	9					

a

Demographic variables

	English as primary language?
1	.
2	.
3	.
4	.
5	.
6	.
7	.
8	.
9	.
Total N	

a. Limited to first 100000 cases.

Report

Table 1

Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P score)	N2 score (N2 score)		
Mean	34.22	32.22	22.44	17.32
StdDev	7.97	16.45	13.81	12.02
N					
9	9	9	9		

Report

Table 2

	Orthodoxy Liberalism	Number of Utilizer choices	Religious Humanitarian measure)	decide (proxy score	cannot
Mean	.24	3.00	1.00	4.56	
StdDev	.22	1.41	1.32	3.40	
N	7	9	9	9	

Report

Table 3

		Educational Level	Political (high as your Con)	What scores = Citizen?	Liberalism U.S. language?	English is primary name?
AGE	SEX					____ ____ _____
_____		_____	_____	_____		
Mean	.	.	.	.	.	.
StdDev	.	.	.	.	.	.
N						
9	0	0	0	0	0	0

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