

DIACOMET

„Fostering capacity building for civic resilience
and participation: Dialogic communication ethics
and accountability“

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Interactive online 'dilemma game'

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Executive summary

This deliverable presents the development, testing, and dissemination of the “Dialogue Lab” interactive dilemma game, created within the DIACOMET project to support ethical communication and encourage reflection on communication practices.

The game is available in both online and a board game format, enabling its use in educational, professional, and workshop settings. Through scenario-based dilemmas, users are encouraged to reflect on communication practices, consider multiple perspectives, and engage with different ethical approaches. The use of archetype-based avatars provides additional feedback on decision-making patterns.

The game was developed through an iterative, collaborative process involving partners from multiple countries. Testing was conducted across diverse target groups, including students, teachers, journalists, communication professionals, and civil society actors. Feedback was collected through structured forms, in-game responses, and qualitative partner input, complemented by user analytics data.

The results indicate that both the online and board game versions appear to perform as intended, with feedback showing that the game is engaging, enjoyable, and relevant to participants’ professional or educational contexts.

The game has been disseminated through national and international events, including workshops, conferences, and academic activities, with further dissemination planned. Overall, the “Dialogue Lab” game provides an innovative tool for fostering reflection on ethical communication and decision-making in diverse communication contexts.



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1. Introduction

Turbulent times require different skills and competences for people, especially from those who are responsible for public debates and public communication. Fostering dialogic communication requires a focus on communication ethics and ethical competence. These help to identify different ethical choices people encounter in everyday life and public sphere.

To enhance moral reasoning, moral imagination, and foster interpersonal communication skills, an educational game about dialogic communication ethics – the so-called “Dialogue Lab” – was developed in the DIACOMET project.

Since for teaching ethics, cases and narratives are both widely used and proven to be effective, the “Dialogue Lab” includes field-specific narratives for communication ethics. The narratives are constructed based on the normative discourses of communication, media and journalistic ethics. The game includes cases which consist of two narratives, each of which is presented from the perspective of one actor (protagonist in a given narrative). The reader is asked to put themselves into the shoes of the protagonist and choose one of the five possible solutions. Each solution is inspired by an ethical theory. Each decision the player (or a group of players) makes in the game feeds their final avatar with corresponding colour. The final avatar represents the decisions made in the game. The theoretical underpinnings of each colour are presented to the players by the end of the game.

The game is developed in two formats – a single-player format for online settings and a multi-player board game format. This report focuses more on the online game. More detailed explanations of the board game are included into the Deliverable 1.3 (with due date 31.03.2026).

2. Game design and functionality

2.1 Overview of the game concept

The DIACOMET online game “Dialogue Lab” is a browser-based interactive learning tool designed to support reflection on ethical aspects of communication in everyday life.

The game is accessible via the DIACOMET project website (<https://diacomet.eu/games/>) and can be played directly in a web browser without installation or registration. It is compatible with all types of devices, including desktop computers, mobile phones, and tablets. This ensures easy access for a wide range of users and enables its use in both individual and educational settings.

The game is based on narrative-driven communication ethics dilemmas, presented from multiple perspectives. Users are invited to take the role of a protagonist and select from several possible responses, each reflecting a different ethical approach.

Through this process, the game encourages users to reflect on their own decision-making and engage with different ethical perspectives grounded in communication, media, and journalistic ethics.

User choices are translated into personalised feedback through an avatar-based system, which visually represents decision-making tendencies and is accompanied by explanations linked to ethical theories.

The game supports all partner languages—English (EN), German (DE), Italian (IT), Estonian (ET), Hungarian (HU), Finnish (FI), French (FR), Lithuanian (LT), Dutch (NL), and Slovenian (SL)—ensuring accessibility for diverse audiences across Europe.

The game concept was also informed by representative user personas reflecting key target groups, including journalists, communication professionals, educators, and students (see Annex 1 for detailed target audience descriptions).

2.2 User journey and gameplay flow

The gameplay follows a structured and intuitive sequence that guides the user through ethical decision-making scenarios.

Upon accessing the game via the DIACOMET website, users are presented with a start screen introducing the purpose of the game. The interface clearly communicates that the goal of the game is to learn to notice ethical aspects of communication in everyday life (see Figure 1).

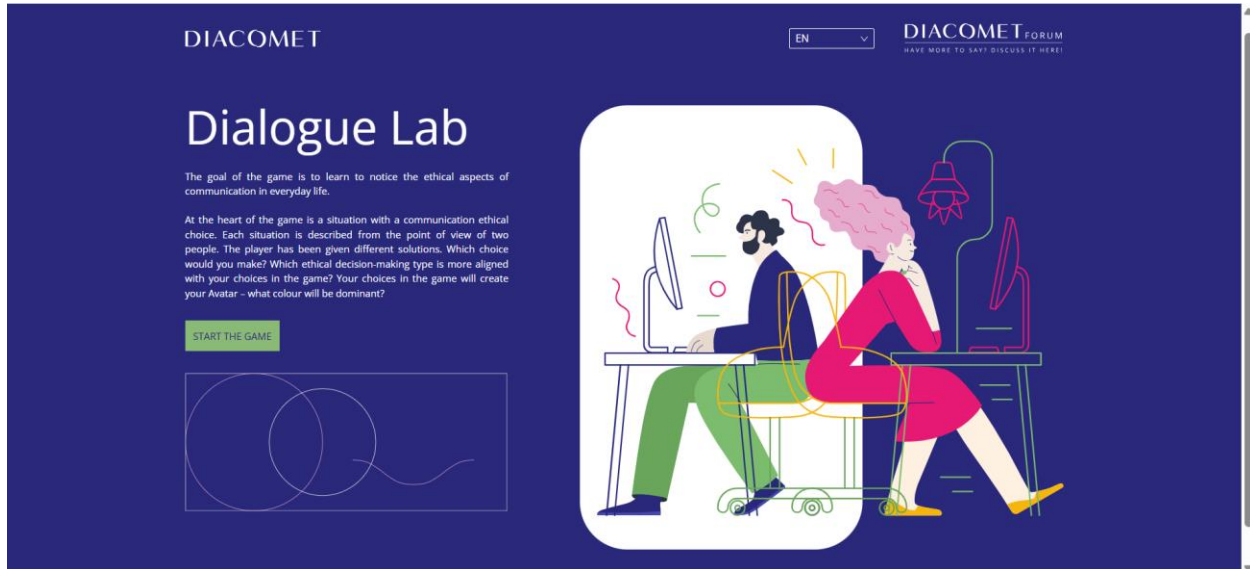


Figure 1: "Dialogue Lab" start screen with game introduction and "Start the game" button

At this stage, users can also select their preferred language from a dropdown menu, which includes all partner languages (see Figure 2). Users can then begin the experience by selecting the "Start the game" button.

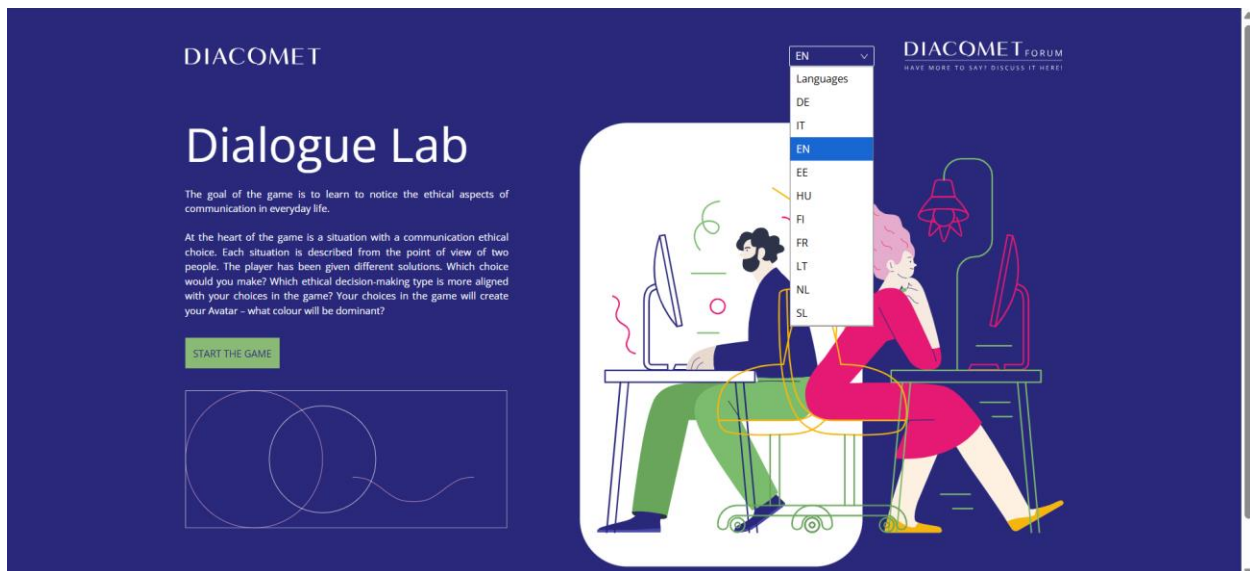


Figure 2: "Dialogue Lab" start screen with language selection

Once the game begins, users are provided with instructions on how to play the game, including an overview of the gameplay structure, decision-making process, and avatar system (see Figure 3).

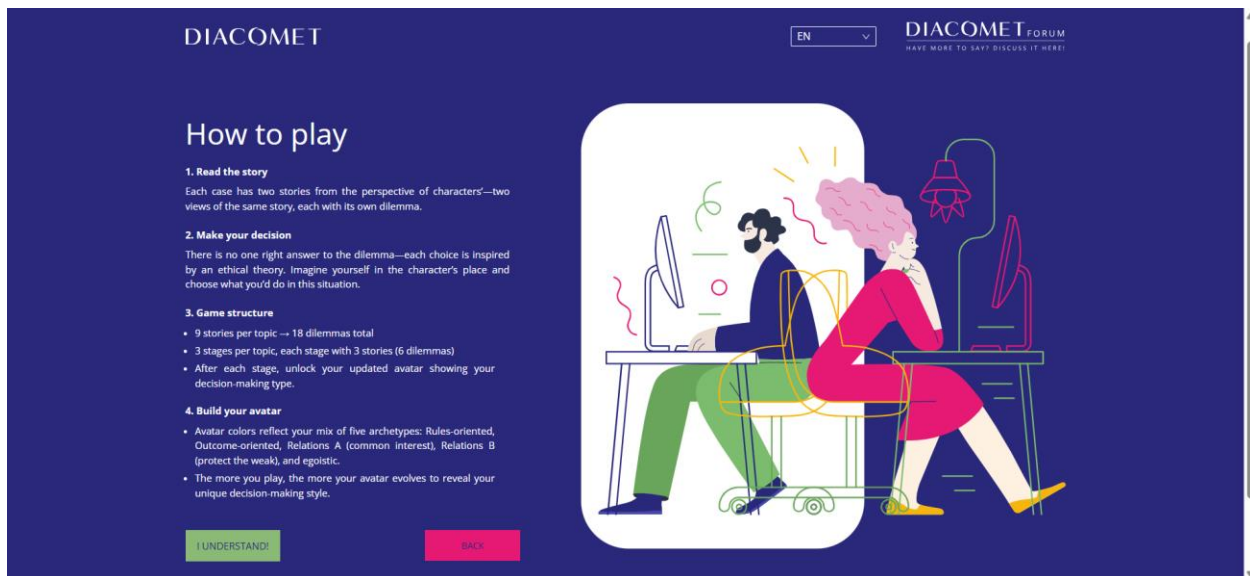


Figure 3: “How to play” screen explaining gameplay steps, decision-making process, and avatar development

The gameplay is structured around a sequence of narrative-based dilemmas that guide users through ethical decision-making. Each case consists of two interconnected stories presented from the perspectives of different characters, offering multiple viewpoints on the same situation.

After reading the narratives, users are invited to select one of several possible responses. There is no single correct answer; instead, each option reflects a different ethical approach. Players are encouraged to place themselves in the position of the character and make decisions based on their own values and reasoning.

The game is organised into thematic units, each consisting of nine stories (eighteen dilemmas), divided into three stages. Each stage contains three stories (six dilemmas). After completing a stage, users receive feedback through an updated avatar that reflects their decision-making patterns.

The avatar evolves throughout the gameplay and visually represents a combination of five ethical archetypes: principle-oriented type (deontological ethics), large group or public interest-oriented type (teleological ethics), self-oriented type (ethical egoist), relationship-

oriented type and care-ethics oriented type. Over time, the avatar becomes more defined, providing users with insight into what type of decisions they made in the game.

Once users are familiar with the instructions, they can proceed to the gameplay by selecting the “I understand” button. Users are then directed to the topic selection screen, where they can choose the context in which they would like to explore communication ethics dilemmas. The interface presents several thematic categories (see Figure 4).

The available categories are meant for different target groups:

- **Demo version** – provides a shorter introductory experience designed to familiarise users with the gameplay. It is based on fairy-tale characters and situations and includes a single stage consisting of three cases (six dilemmas), each presented from different character perspectives.
- **Media and communication** – focuses on dilemmas relevant to media professionals (e.g. journalists and communication experts) and individuals working in communication-related fields.
- **Organisations** – addresses scenarios encountered by professionals such as mid-level managers, senior managers, and members of NGO networks.
- **Higher education** – targets students and lecturers engaged in communication ethics, as well as related fields such as advocacy, public speaking, and media studies.
- **Schools** – targets teachers and older students, providing age-appropriate ethical scenarios.
- **Random narratives** – offers a mixed selection of dilemmas from different categories.

This structure allows users to select scenarios that are most relevant to their professional or educational context, making the learning experience more targeted and engaging (see Figure 4).

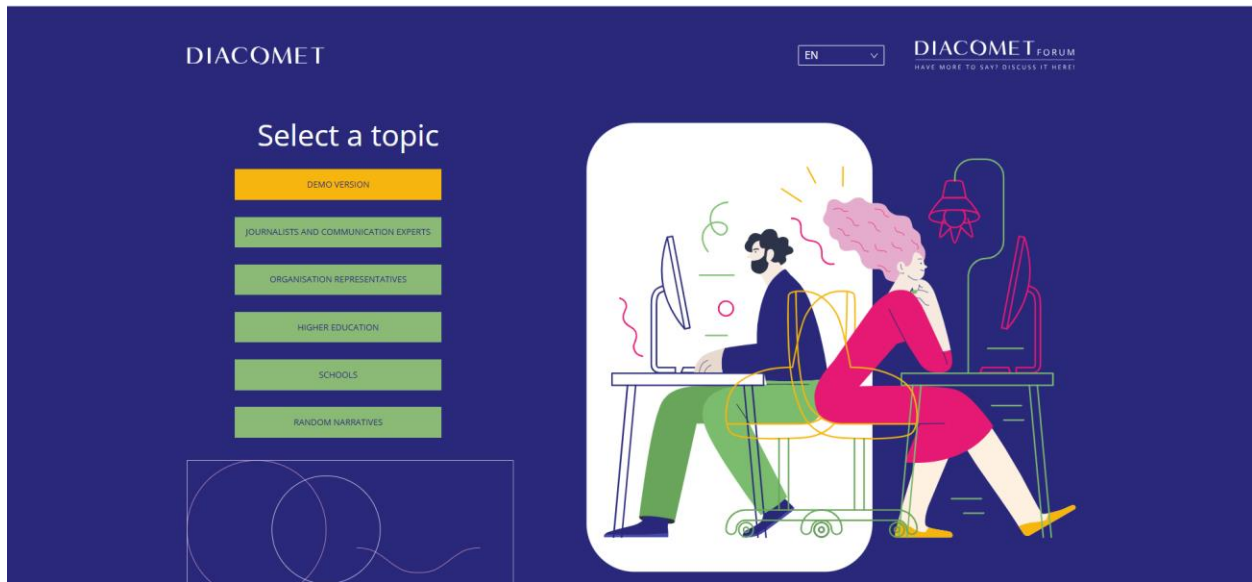


Figure 4: Topic selection screen presenting different thematic categories and entry points for gameplay

Once a topic is selected, users are presented with a communication ethics dilemma displayed through a structured interface that combines narrative context and decision-making options (see Figure 5). The left side of the screen presents the scenario in a narrative format, providing contextual background and describing the situation from the perspective of a specific character. This storytelling approach helps users understand the complexity of the dilemma and situates them within the scenario.

On the right side of the interface, users are prompted to take the role of the protagonist and respond to the situation. A guiding question (e.g., “What would you do if you were the Queen?”) encourages users to engage personally with the dilemma. Below the question, five response options are provided, each representing a different ethical approach to resolving the situation.

The interface also includes a progress indicator at the top of the screen, showing the user’s advancement within the current stage of the game. In addition, the DIACOMET Forum logo is visible in the top right corner, inviting users to continue the discussion beyond the game environment and engage with others on dilemmas of interest.

This visual structure supports intuitive navigation and allows users to clearly follow their progression through the sequence of dilemmas (see Figure 5).

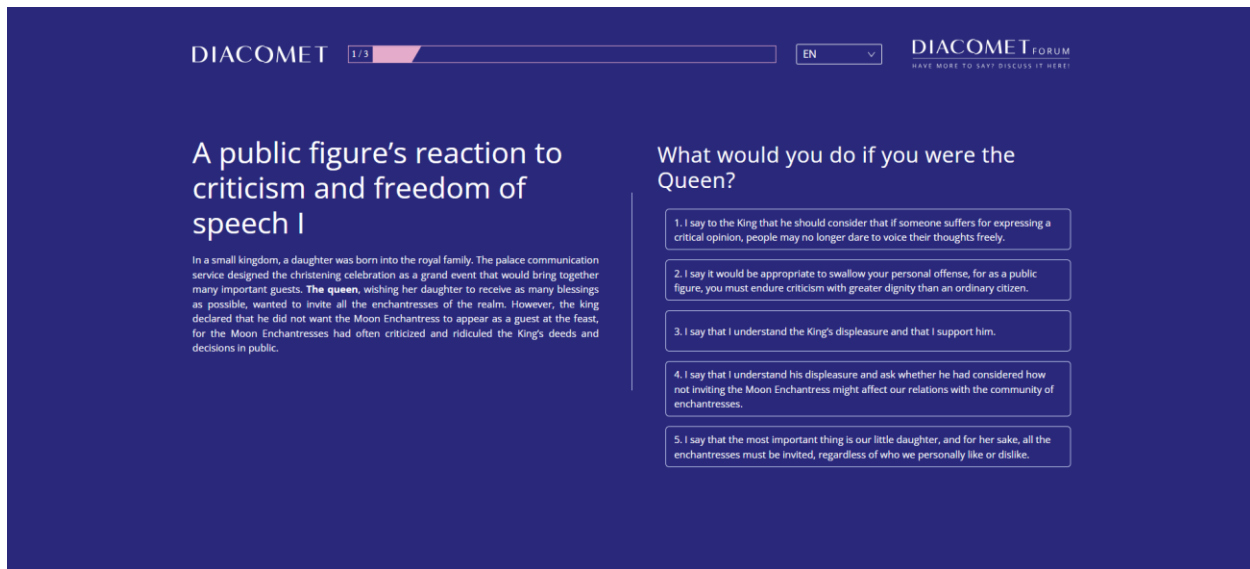


Figure 5: Example of a communication ethics dilemma presented with narrative context, guiding question, and multiple decision options

After completing each stage (consisting of three cases and six dilemmas), users are presented with a results screen that summarises their decision-making patterns and provides personalised feedback (see Figure 6). The system identifies the user's dominant decision-making archetype based on the ethical options most frequently selected throughout the game (see Section 5 for more details on the archetypes). The interface visualises the user's choices through a combination of quantitative indicators and a personalised avatar.

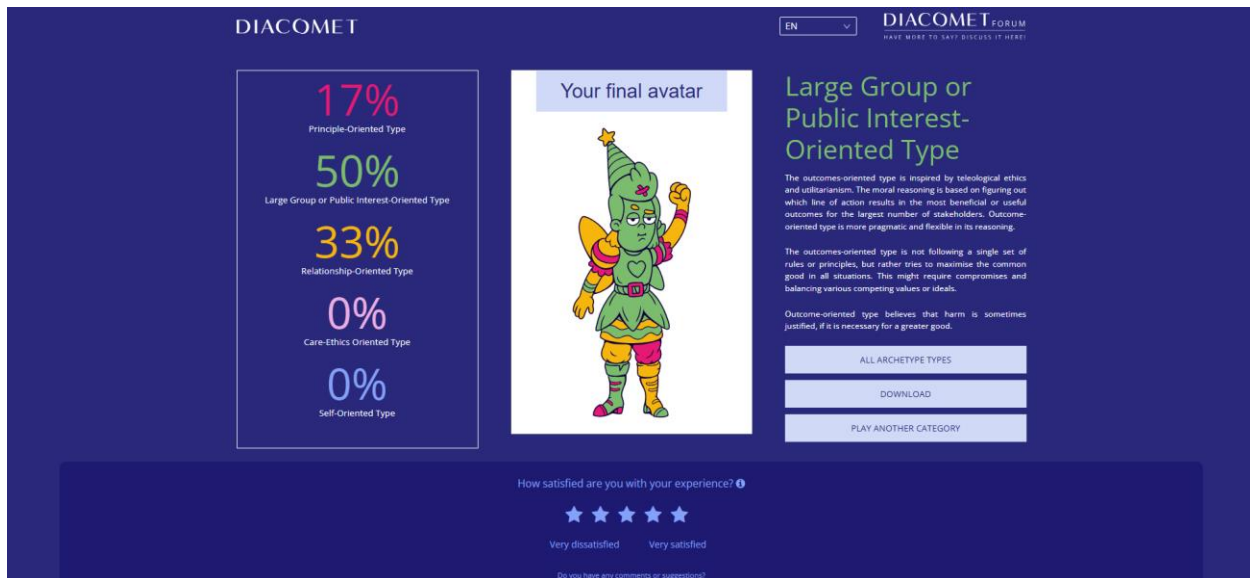


Figure 6: Final results screen displaying decision-making archetype distribution, personalised avatar, and user feedback options

On the left side of the screen, users can see a percentage-based breakdown of their decision-making tendencies in the game across different ethical types, such as principle-oriented, large group or public interest-oriented, self-oriented, relationship-oriented, and care ethics-oriented approaches. This quantitative representation allows users to understand the relative dominance of different ethical perspectives in their choices.

In the centre, a visual avatar is generated based on the user's decisions throughout the game. The avatar's appearance, particularly its colour composition, reflects the combination of ethical orientations demonstrated by the player, providing an intuitive and engaging representation of their decision-making tendencies in the game.

On the right side, a detailed explanation of the dominant ethical type is provided, linking the user's results to underlying ethical theories. This section helps users interpret their outcomes and connects their in-game decisions to broader ethical concepts.

Additionally, users are offered options to further engage with the content, including exploring all archetype types (see Figure 7), downloading their results as a PDF file, or continuing gameplay by selecting another category.

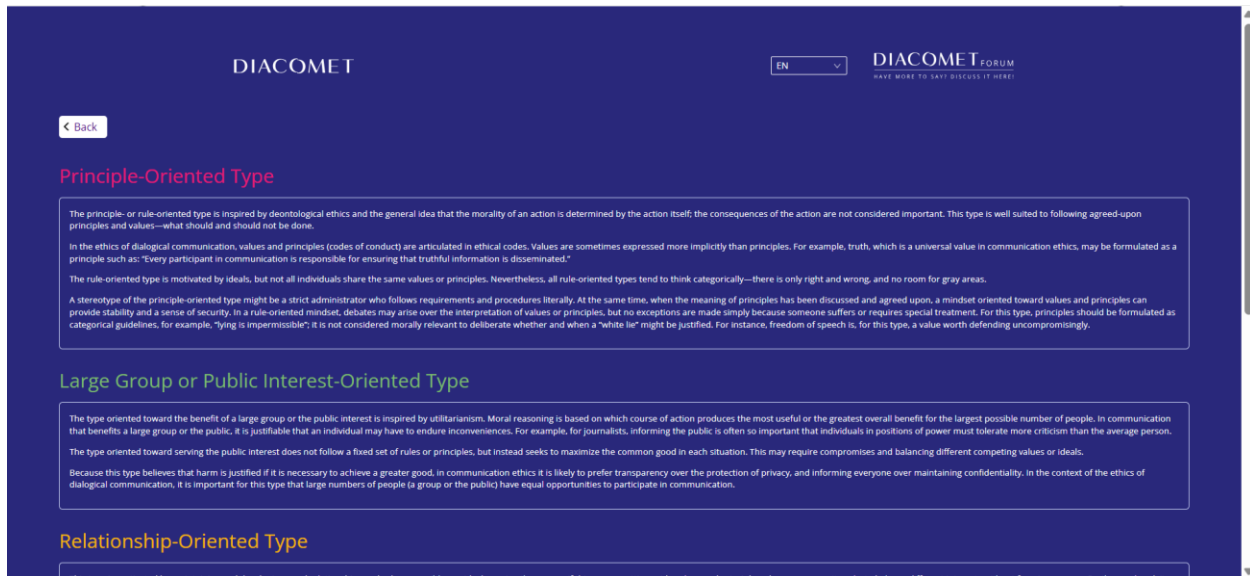


Figure 7: Detailed view of decision-making archetypes with theoretical explanations

At the bottom of the screen, users are invited to evaluate their experience through a star-based rating system (see Figure 8). Once a rating is selected, a text box is provided where users can leave short written feedback (see Figure 9). This feature supports user reflection and contributes to the ongoing evaluation and further improvement of the tool.

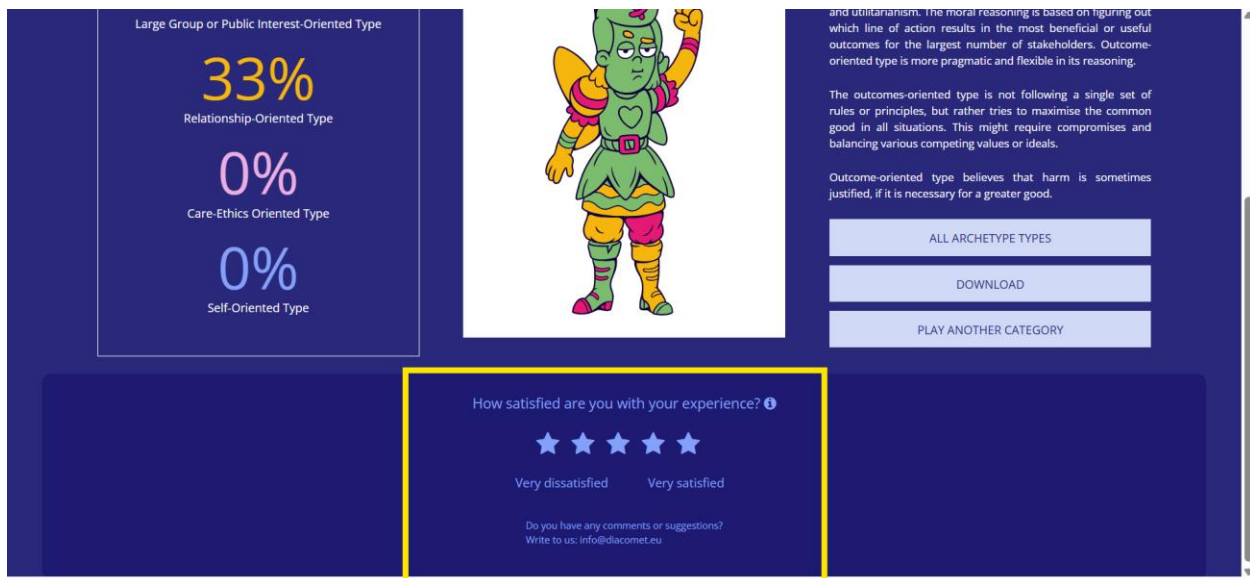


Figure 8: User experience evaluation interface with star-based satisfaction rating

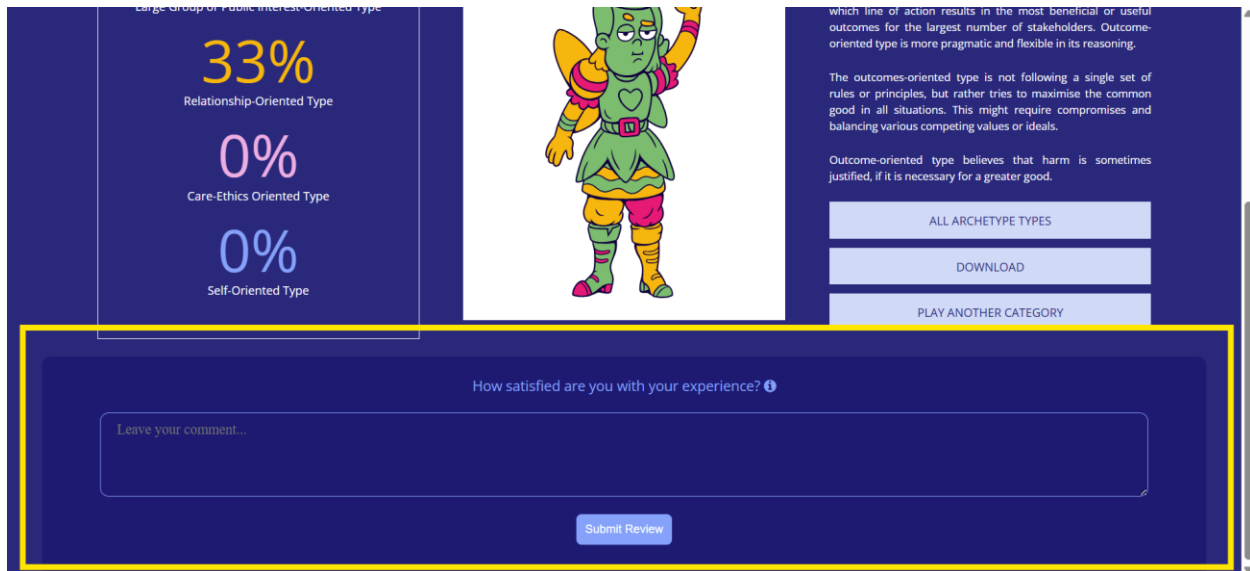


Figure 9: User feedback form allowing submission of written comments after rating

Overall, this results screen serves both as a reflective learning tool and as a bridge between gameplay and ethical theory, reinforcing the educational objectives of the game.

3. Avatars

3.1 The role of avatar in the game

The avatar represents the central gamification element (see more about the methodological choices for the game from the Deliverable 1.2 Didactics) of the “Dialogue Lab” game and plays a key role in user engagement. “Dialogue Lab” relies on a single, prominent element—the avatar—which therefore needs to be visually engaging and meaningful for the player.

3.2 Avatar development and feedback mechanism

The avatar is progressively developed and “unlocked” through the gameplay. As users make decisions throughout the game, their choices are reflected in the final avatar.

Specifically, the avatar visually represents the player’s decision-making type in the game through a combination of five colours, each corresponding to a different ethical archetype. The distribution of colours within the avatar clearly indicates the relative dominance of each decision-making type. No additional colours are used beyond those linked to the decision categories, ensuring clarity and consistency in feedback. In cases where decision types are equally represented, the visual design reflects this balance in an understandable way.

3.3 Conceptual and visual design approach

The avatars were developed by Delfi in collaboration with the University of Tartu, which provided guidance on the conceptual design. The avatars were designed to be gender-neutral and free of stereotypes, avoiding visual elements that imply gender, age, or culturally specific identities. Instead, the design draws inspiration from fantasy and symbolic representations, including fairy-tale and mythological elements, while avoiding stereotypical or conventional imagery. The aim was to create original, imaginative characters that appeal to a broad audience.

Given that part of the target audience includes adolescents and students, the avatar design is intended to be engaging and visually interesting without appearing childish. Rather than simple or overly “friendly” expressions, the avatar conveys depth and curiosity, supporting a more reflective and immersive experience.

The design also avoids commonly used, direct symbolic elements such as cameras, microphones, books, or other profession-specific indicators, as these may reinforce

stereotypes. Instead, more abstract or creative visual solutions are used. For example, elements are integrated into the character design in a non-literal way or transformed into imaginative forms that align with the overall fantasy-inspired aesthetic.

3.4 Adaptation to target audiences

To maintain engagement across different contexts, different thematic categories are associated with distinct avatar designs. This ensures variety and provides an element of surprise for users who explore multiple sections of the game (see Figures 10-15).

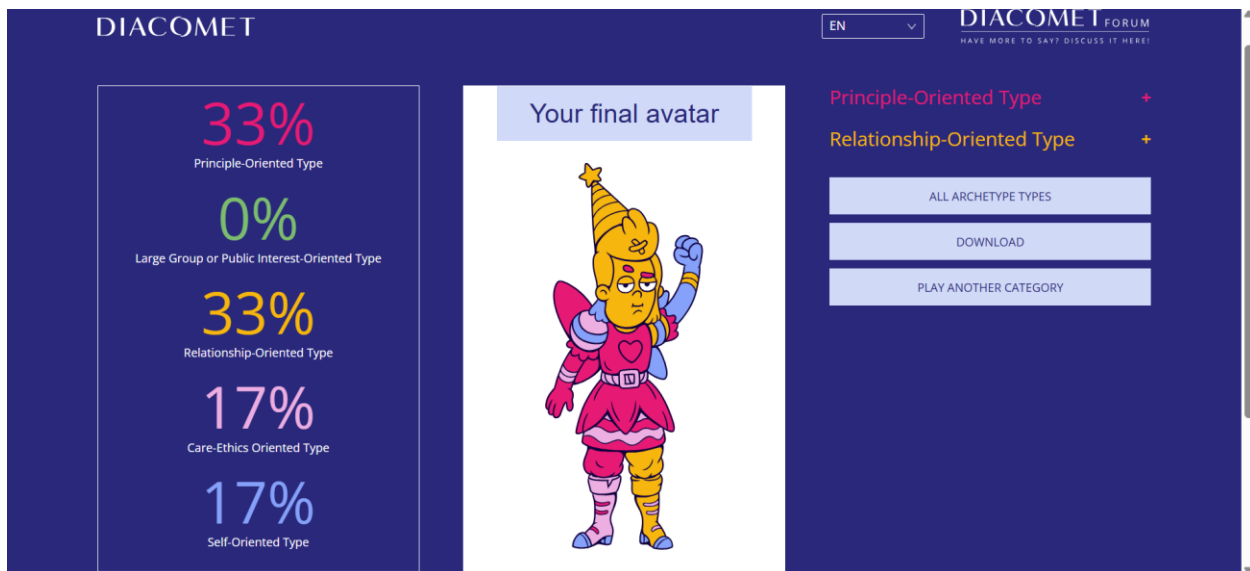


Figure 10: Example of avatar and feedback screen for demo narratives

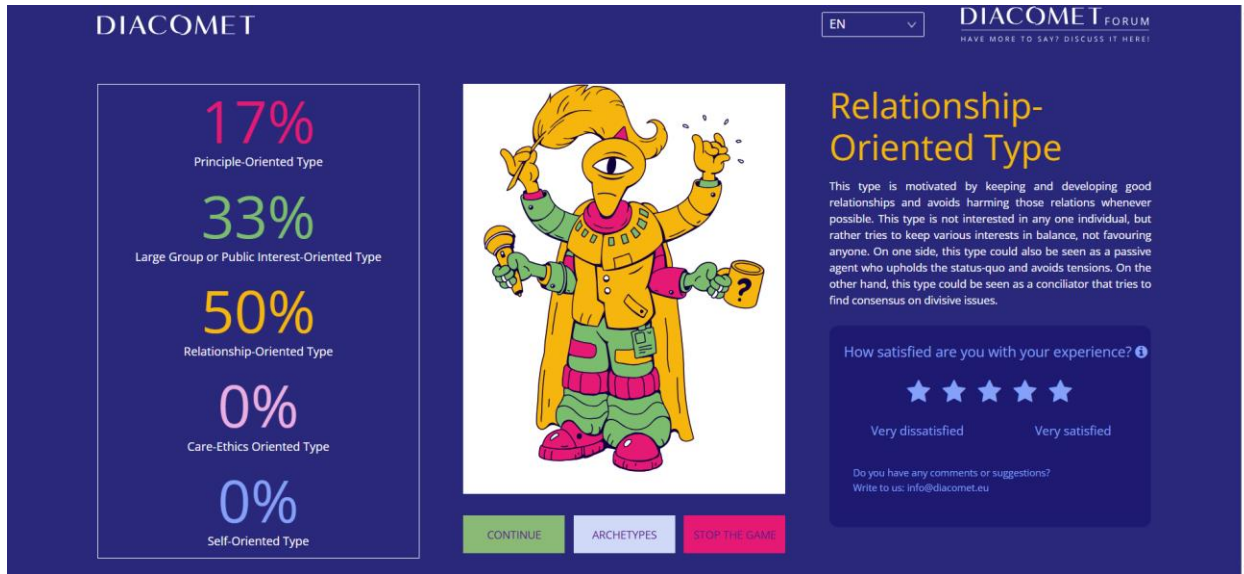


Figure 11: Example of avatar and feedback screen for journalists and communication experts

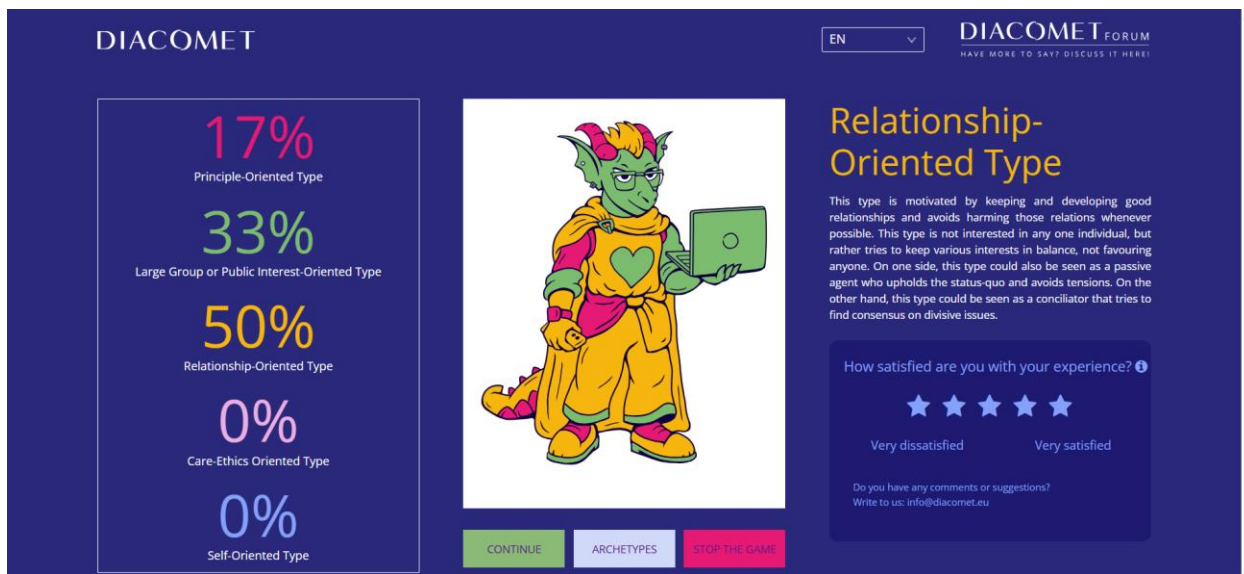


Figure 12: Example of avatar and feedback screen for organisation representatives

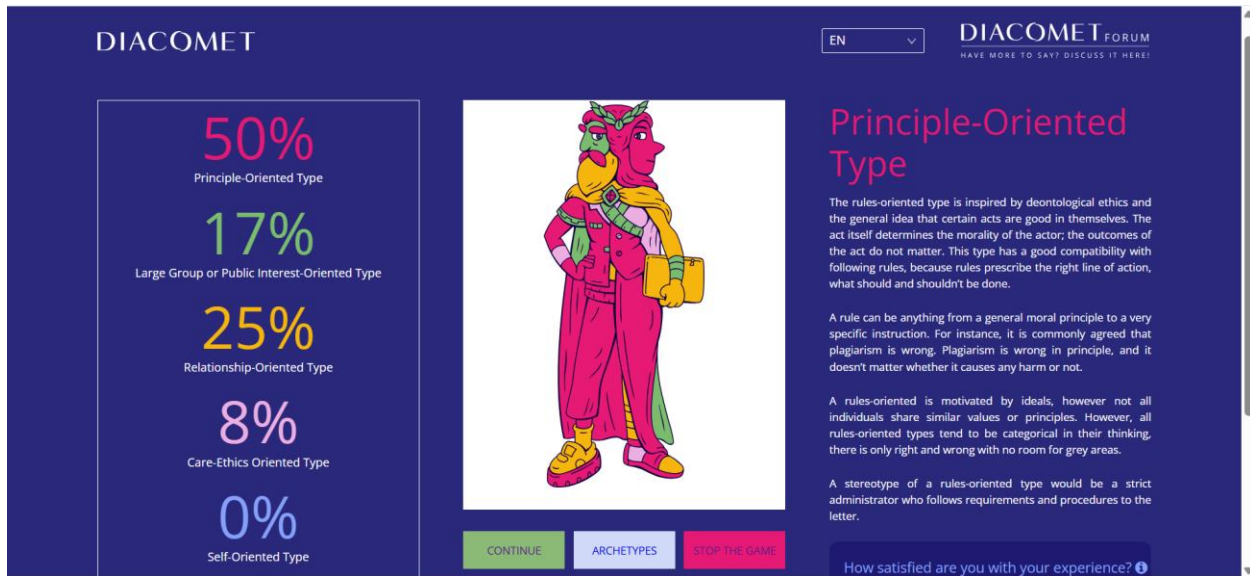


Figure 13: Example of avatar and feedback screen for higher education setting

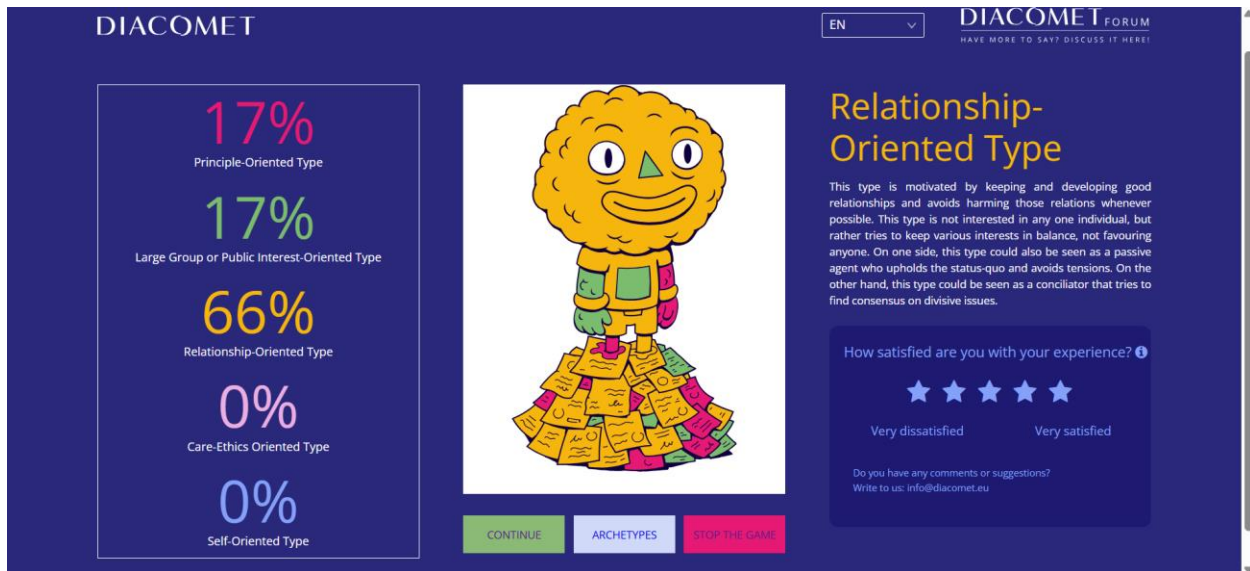


Figure 14: Example of avatar and feedback screen for schools

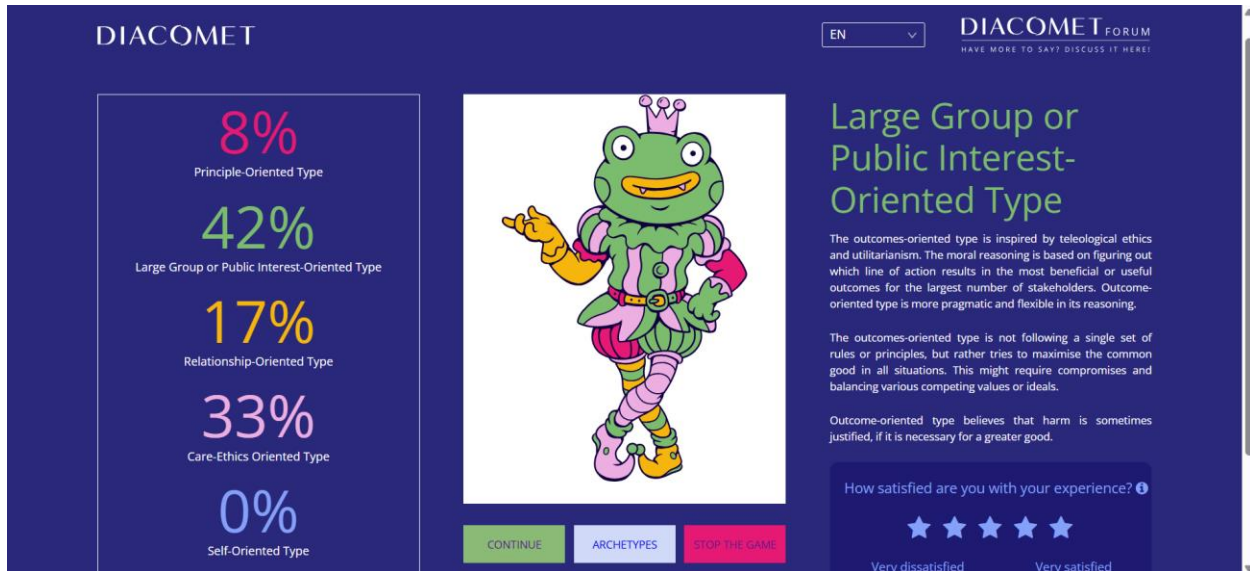


Figure 15: Example of avatar and feedback screen for random narratives

Overall, the avatar serves not only as a visual outcome of gameplay but also as a key feedback mechanism, translating complex ethical decision-making patterns into an intuitive and engaging representation for the user.

4. Ethical decision-making archetypes

The “Dialogue Lab” game identifies five decision-making archetypes, each grounded in established ethical theories and approaches to communication ethics.

4.1 Principle-Oriented Type

The principle- or rule-oriented type is inspired by deontological ethics and the general idea that the morality of an action is determined by the action itself; the consequences of the action are not considered important. This type is well suited to following agreed-upon principles and values—what should and should not be done.

In the ethics of dialogical communication, values and principles (codes of conduct) are articulated in ethical codes. Values are sometimes expressed more implicitly than principles. For example, truth, which is a universal value in communication ethics, may be formulated as a principle such as: “Every participant in communication is responsible for ensuring that truthful information is disseminated.”

The rule-oriented type is motivated by ideals, but not all individuals share the same values or principles. Nevertheless, all rule-oriented types tend to think categorically—there is only right and wrong, and no room for grey areas.

A stereotype of the principle-oriented type might be a strict administrator who follows requirements and procedures literally. At the same time, when the meaning of principles has been discussed and agreed upon, a mindset oriented toward values and principles can provide stability and a sense of security. In a rule-oriented mindset, debates may arise over the interpretation of values or principles, but no exceptions are made simply because someone suffers or requires special treatment. For this type, principles should be formulated as categorical guidelines, for example, “lying is impermissible”; it is not considered morally relevant to deliberate whether and when a “white lie” might be justified. For instance, freedom of speech is, for this type, a value worth defending uncompromisingly.

4.2 Large Group or Public Interest-Oriented Type

The benefit of a large group or the public interest-oriented type is inspired by utilitarianism. Moral reasoning is based on which course of action produces the most useful or the greatest overall benefit for the largest possible number of people. In communication that benefits a

large group or the public, it is justifiable that an individual may have to endure inconveniences. For example, for journalists, informing the public is often so important that individuals in positions of power must tolerate more criticism than the average person.

The type oriented toward serving the public interest does not follow a fixed set of rules or principles, but instead seeks to maximize the common good in each situation. This may require compromises and balancing different competing values or ideals.

Because this type believes that harm is justified if it is necessary to achieve a greater good, in communication ethics it is likely to prefer transparency over the protection of privacy, and informing everyone over maintaining confidentiality. In the context of the ethics of dialogical communication, it is important for this type that large numbers of people (a group or the public) have equal opportunities to participate in communication.

4.3 Self-Oriented Type

The self-oriented type is inspired by ethical egoism and subjectivism. This type always proceeds from its own best interests. Although this may appear unethical in many situations, this type is not usually motivated by personal gain. The self-oriented type may simply avoid harm or additional obligations and thereby take care of its own well-being or peace of mind. When possible, the self-oriented type tends to delegate decision-making to others.

In the context of the ethics of dialogical communication, this type tends to think carefully before reacting or expressing an opinion. Especially in disputes, it prefers to remain silent or to respond as neutrally as possible. It does not actively participate in debates, but this does not mean it lacks a personal opinion. For example, privacy in communication is an important value for this type, but ensuring privacy is seen as the personal responsibility of each individual for managing what information about them circulates publicly.

4.4 Relationship-Oriented Type

This type is motivated by maintaining and developing good relationships and, where possible, avoids damaging them, even if this means setting aside values and principles when necessary. It seeks to balance different interests without favouring anyone. On the one hand, it may be seen as a passive actor who preserves the status quo and avoids tensions. On the other hand, it can be seen as a mediator who seeks consensus on divisive issues.



In the context of the ethics of dialogical communication, this type generally does not criticize individuals in positions of power. It also avoids disputes with people who have significant decision-making authority. For this type, freedom of speech is usually not a value worth fighting for. It values good communication skills that enable successful negotiations. In the context of dialogical communication ethics, a potential problem with the relationship-oriented type is honest and straightforward feedback, as it tends to praise people too readily and agree with them. Because it believes that praise and recognition please people, it does so even in situations where praise becomes insincere or even turns into lying.

4.5 Care-Ethics Oriented Type

This type is motivated to protect and support the person who, in a given situation, is considered the weakest. It may offer help and support at the expense of its own benefit or interests. Unlike the relationship-oriented type, the care ethics-oriented individual tends to show favouritism toward the weaker party and does not fear damaging relationships with others.

In the context of the ethics of dialogical communication, this type is usually a good and empathetic listener and does not give people critical or judgmental feedback. Unlike the type oriented toward serving the public interest, the care ethics-oriented type is focused on a specific individual in communication. A person with a care-ethical mindset respects everyone's right to determine the boundaries of their own privacy, but believes that inexperienced or vulnerable individuals must be cared for and given timely advice. Telling the truth must not hurt a person.

This type is willing to publicly criticize those in power if such speech protects someone who has been wronged or who cannot speak for themselves. A care ethics-oriented person is attentive to situations where someone is excluded from communication. Freedom of speech is therefore not so much a general human right for this type, but rather an issue that requires intervention when specific individuals are deprived of it. A person with a care-ethical mindset usually does not concern themselves with the consequences that standing up for others may bring upon themselves.



5. Testing process

5.1 Purpose of testing

The testing process ensured that the “Dialogue Lab” game was evaluated across different countries and target groups. The collected feedback provided valuable insights into user experience and content clarity, contributing to the further refinement and improvement of the game.

The testing was done in two waves. In the first wave, the focus was on the methodological approach for the game and focus for the narratives. The game is based on the raw narratives produced in the Deliverable 3.2 Database of Example Cases. The cases from the deliverable were methodologically worked through, using the approach developed by Parder et al (2024)¹ and Parder and Harro-Loit (2025)². In the first wave of the testing, the cases were prepared as a board game to get feedback from the target groups about whether the cases are suitable for the target group, are interesting and engaging enough and cover the broad spectrum of dilemmas the target group might have. Based on the feedback the final set of cases were prepared, consisting of 9 cases (18 dilemmas) per target group (4) and 3 demo cases (6 narratives). This resulted in 78 dilemmas being prepared for the game by the methodological team in the Centre for Ethics, University of Tartu.

The testing of the online game “Dialogue Lab” game was conducted to evaluate its usability, clarity, and effectiveness as a learning tool for communication ethics among external audiences. The aim was to assess how users interact with the game, how well they understand the dilemmas presented, and whether the game supports reflection on ethical decision-making. The results of the testing were used to further improve the game.

¹ Parder, M.L.; Tammeleht, A.; Juurik, M.; Paaver, T.; Velbaum, K.; Harro-Loit, H. (2024). Digital Discussion Game on Values: Development, Use and Possibilities for Measuring Its Functionality. In: Innovative Technologies and Learning. 7th International Conference, ICITL 2024, Tartu, Estonia, August 14–16, 2024, Proceedings, Part I. (193–202). Springer, Cham. (Lecture Notes in Computer Science; 14785). DOI: 10.1007/978-3-031-65881-5_21.

² Parder, Mari-Liisa; Harro-Loit, Halliki (2025). “What would you do, if you were Kim?” Using narrative-based method for improving dialogic communication ethics abilities. 11th International Conference on Higher Education Advances (HEAd'25): Valencia, Spain, June 17-20, 2025. Universitat Politècnica de Valencia, 365–371. DOI: 10.4995/HEAd25.2025.20047.

5.2 Preparation for testing

The original version of the game was developed in English. As planned in the project, the game content was translated into partner languages using machine learning.

However, due to the complexity of the narratives and ethical dilemmas, the translations required careful review to ensure accuracy, clarity, and cultural appropriateness. Project partners reviewed the machine-generated translations and adjusted the texts to ensure that the meanings remained consistent with the original English version and were understandable in local contexts. The revised translations were then implemented into the game.

5.3 Testing implementation

Once the translated versions of the game were finalised, testing was carried out in the consortium countries. Project partners, including participating NGOs, used their networks to reach relevant target groups.

Participants included students, teachers, journalists, communication professionals, experts, colleagues, and members of NGO networks. They were invited to play the game in an online format and engage with the dilemmas presented.

5.4 Data collection and feedback

Participants were encouraged to provide feedback after completing the game. From the reports of the testing (see Annex 2 and 3), more than 729 people were “hit” with the activities of the consortium (it is not possible to evaluate the “hits” via online campaigns). Feedback was collected through:

- an online feedback form (362 answers);
- in-game feedback tools (star rating and comment box);
- additional qualitative feedback provided directly to project partners;
- user data collected through Google Analytics.

The feedback focused on user experience, clarity of narratives, relevance of dilemmas, and overall impressions of the game.

5.5 Reporting procedure

After completing the testing activities, project partners prepared short testing reports and submitted them via email. The reports included the following information:

- testing location,
- test date,
- duration of the testing,
- target group (e.g., students, journalists, teachers),
- number of participants,
- version tested (e.g., online),
- short comments from the facilitator on how the testing process was conducted and how it was received.

6. Results and analysis

6.1 Overview of testing results

The testing of the “Dialogue Lab” game was carried out across multiple consortium countries and involved a diverse range of target groups, including students, educators, communication professionals, and representatives of NGO networks.

Both the online version and the board game format were used during testing. The board game was applied to test and refine the narratives with consortium partners and other participant groups in facilitated, in-person sessions. This approach supported scenario validation and enabled real-time observation of participant engagement.

The online version, designed as a single-player experience, was tested with external audiences in real-use settings. Project partners organised testing through their networks, enabling implementation across various contexts, including educational environments, professional settings, and workshops.

Feedback was collected through multiple channels, including structured feedback forms, qualitative comments gathered during testing sessions, and quantitative data obtained through Google Analytics.

Overall, the testing provided comprehensive evidence base for evaluating the usability, clarity, and educational value of the game, as well as identifying areas for further improvement.

6.2 Narrative validation through board game format

In addition to the online version of the game, a board game format of the “Dialogue Lab” was developed and used to test and refine the narrative content and ethical dilemmas.

The board game provided a collaborative, face-to-face environment in which participants could engage with the scenarios, discuss different perspectives, and reflect on ethical decision-making processes. Multiple testing sessions were organised, allowing participants to play the multi-player version of the game in different settings. A detailed overview of all board game testing sessions is provided in Annex 2.

This approach enabled project partners to observe how users interpret the narratives, identify potential ambiguities, and assess whether the dilemmas effectively stimulate ethical reflection and discussion.

Insights gathered from these sessions contributed to the further development and improvement of the narratives, ensuring that they are clear, engaging, and suitable for diverse target audiences. These validated narratives were integrated into the online version of the game.

6.3 Overview of the user feedback on the dilemma game

A detailed overview of all online game testing sessions is provided in Annex 3.

The online feedback form was used for both board game format and online game format of the “Dialogue Lab”. The feedback was collected in two waves – the first wave focused on the content of the game and was done in board game setting in several partner organisations. The target groups were asked to give feedback to the game, but this was voluntary and not all players filled in the form.

The second wave focused on the overall game experience in both online and board game version of the game. In this section, the feedback is consolidated into one, as both the board game and online game proved to be excellent educational tools for all the target groups.

In the first wave, 94 people who played the board game, provided feedback.

In the second wave, 267 people gave feedback, around half of them played online version of the game and another half the board game version (see Figure 16):

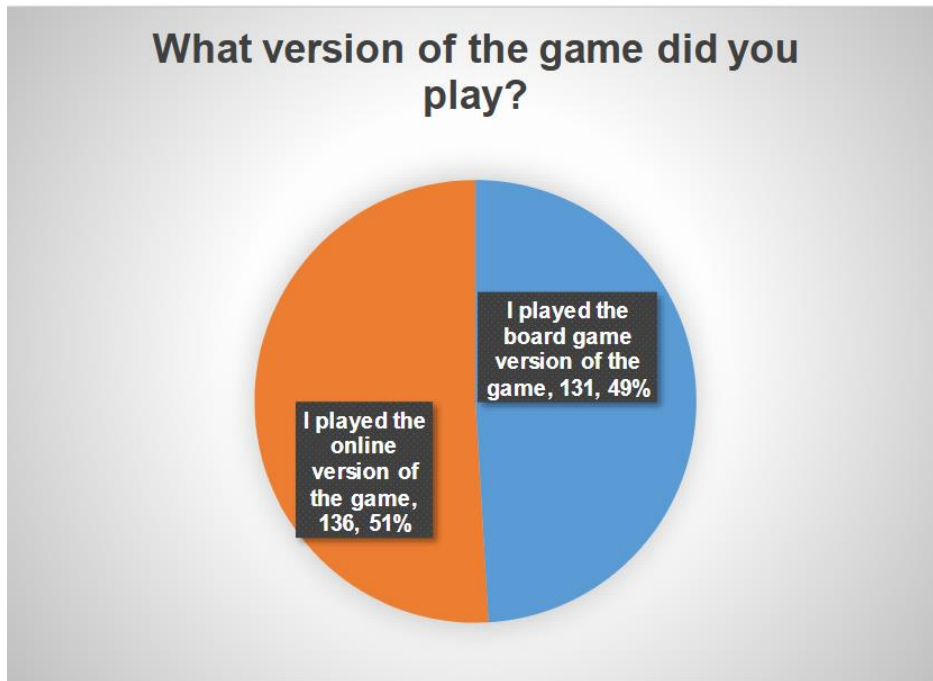


Figure 16: Overview of the online and board game players distribution

The questionnaire asked to evaluate different aspects of the game. The overall enjoyability of the game was evaluated through the question whether the players would play the game again in the future. In the first wave, 94% responded they would probably or definitely play the game again (see Figure 17). In the second wave, it was 86% (see Figure 18).

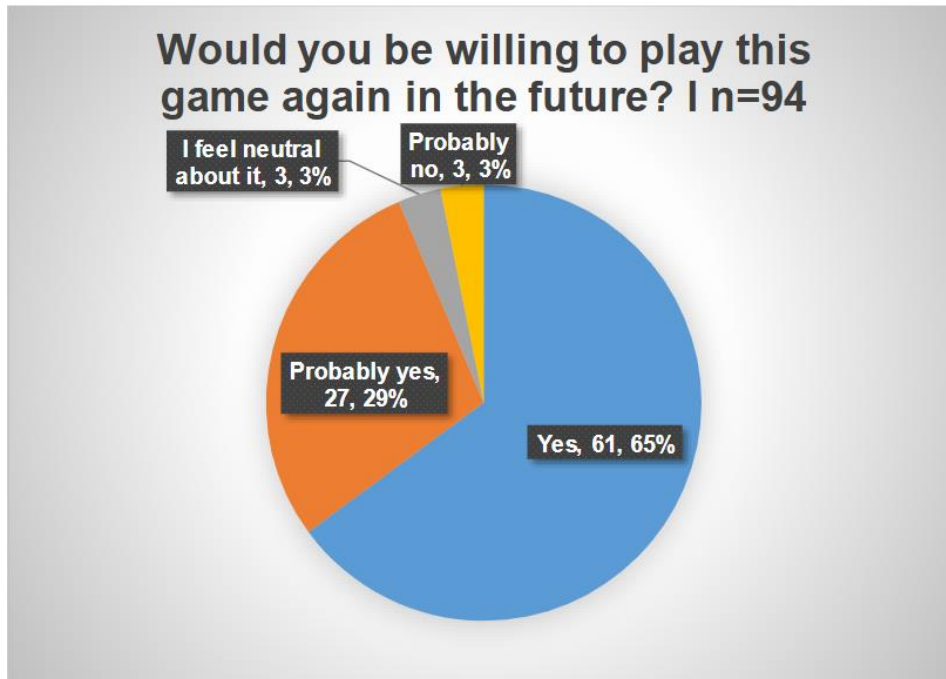


Figure 17: Would you be willing to play this game again in the future? (1st wave)

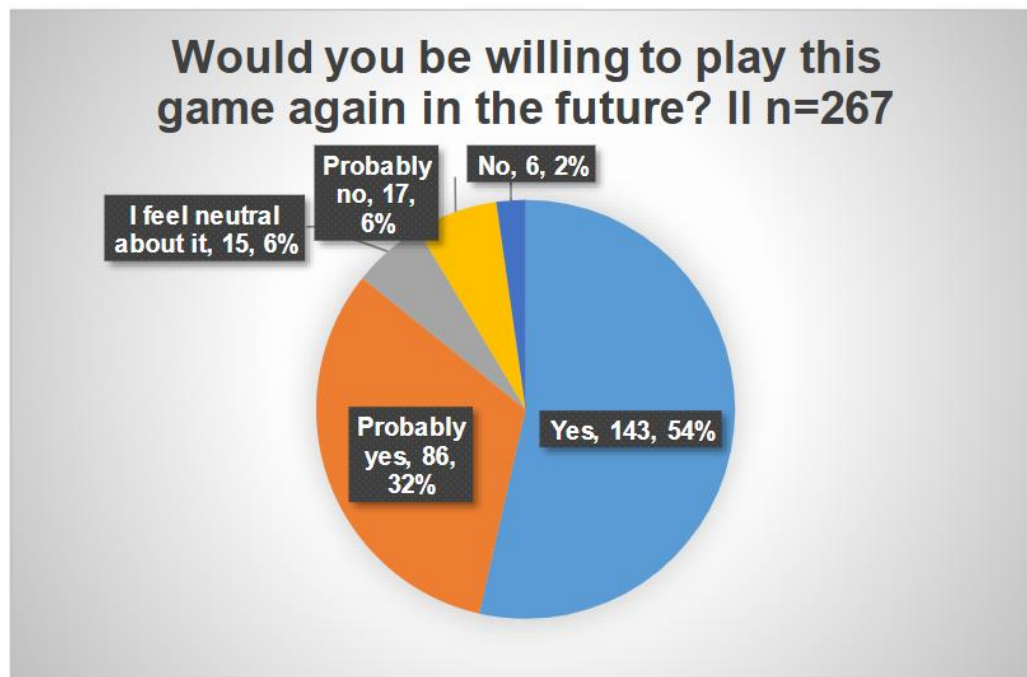


Figure 18: Would you be willing to play this game again in the future? (2nd wave)

In the second wave, this aspect was asked in more detail. The overall enjoyment of the game was directly asked about (see Figure 19) with 84% of players saying they liked or rather liked the game and 87% saying the game was intuitive or somewhat intuitive for them to play.

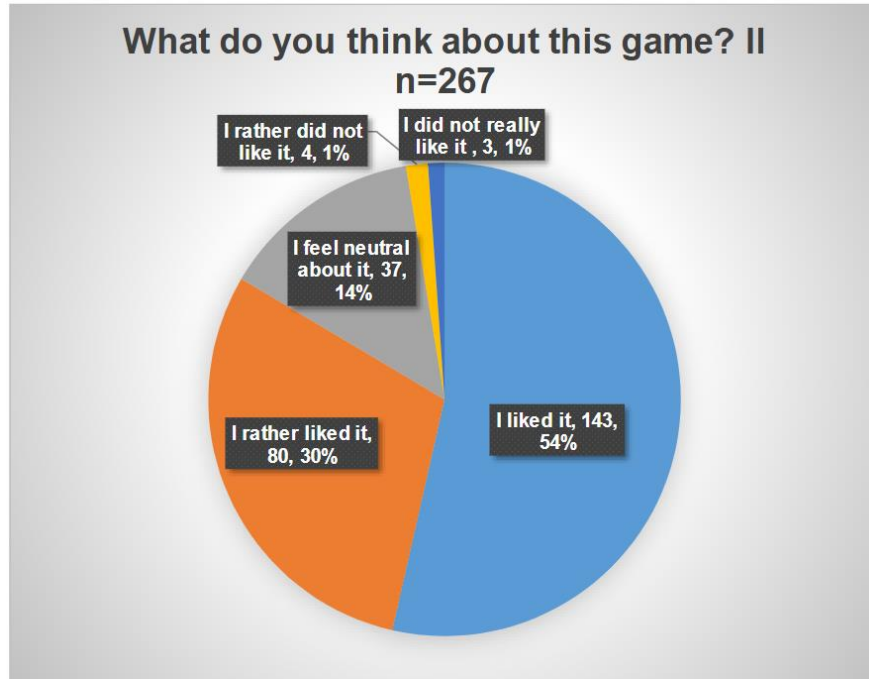


Figure 19: What do you think about this game?

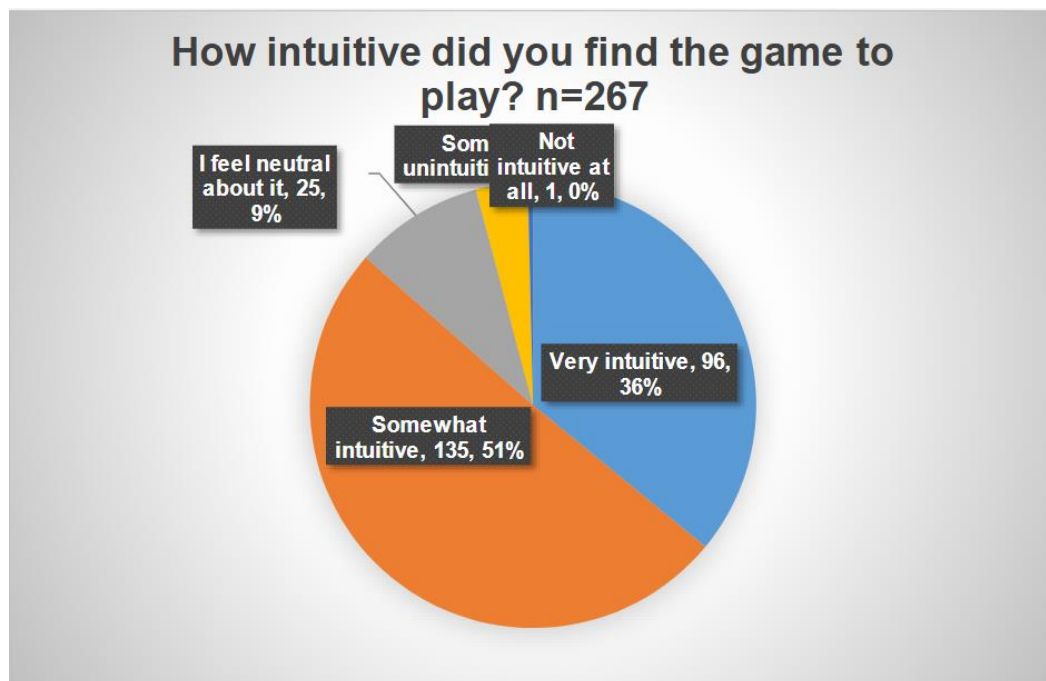


Figure 20: How intuitive was the game?

The second section of questions focused more on the usability aspects of the game: technical usability, instructions, and whether the cases were related to players professional setting. 89% of the respondents said they were very satisfied or satisfied with overall technical performance (see Figure 21). 97% of the respondents said the game instructions were clear to them (see Figure 22). 77% of respondents said the cases used in the game were closely or rather closely related to their field of study or profession (see Figure 23).

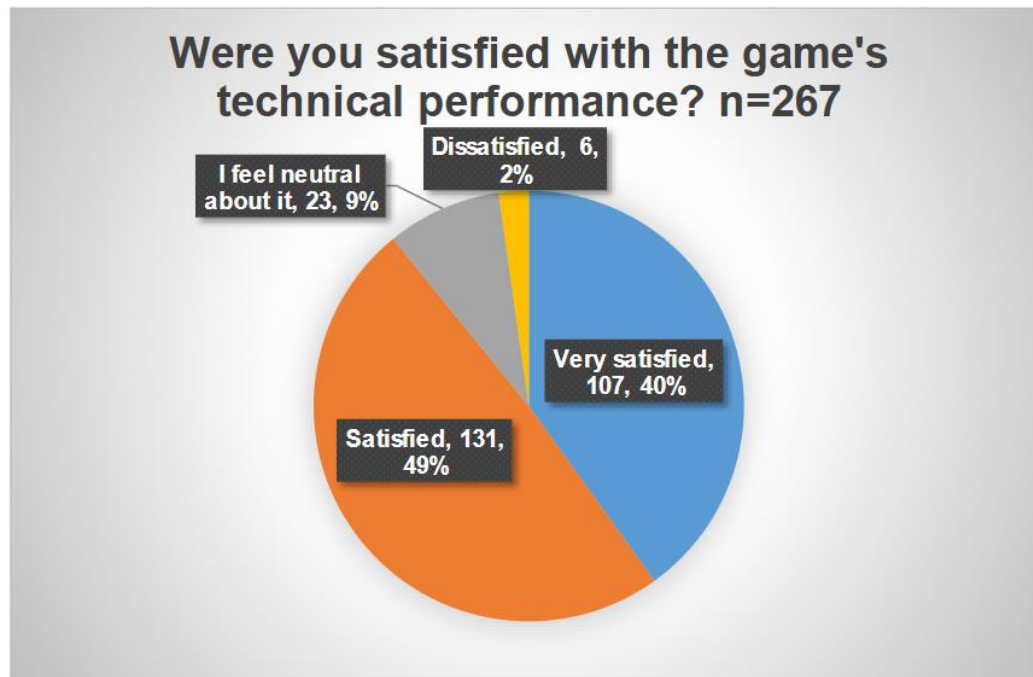


Figure 21: Were you satisfied with the game's technical performance?

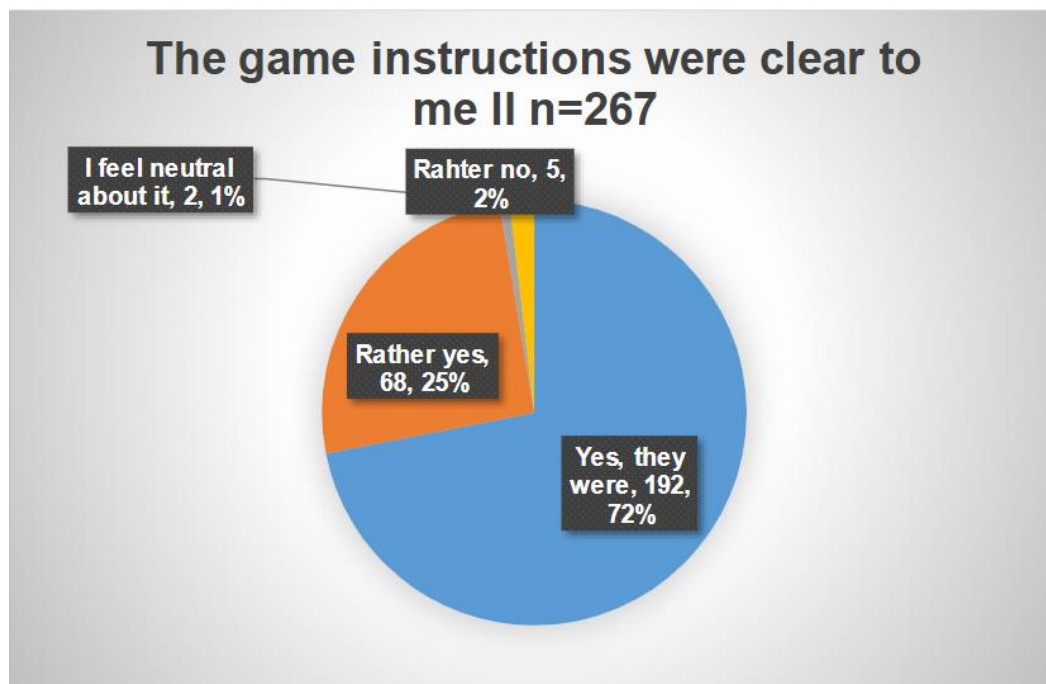


Figure 22: The game instructions were clear to me

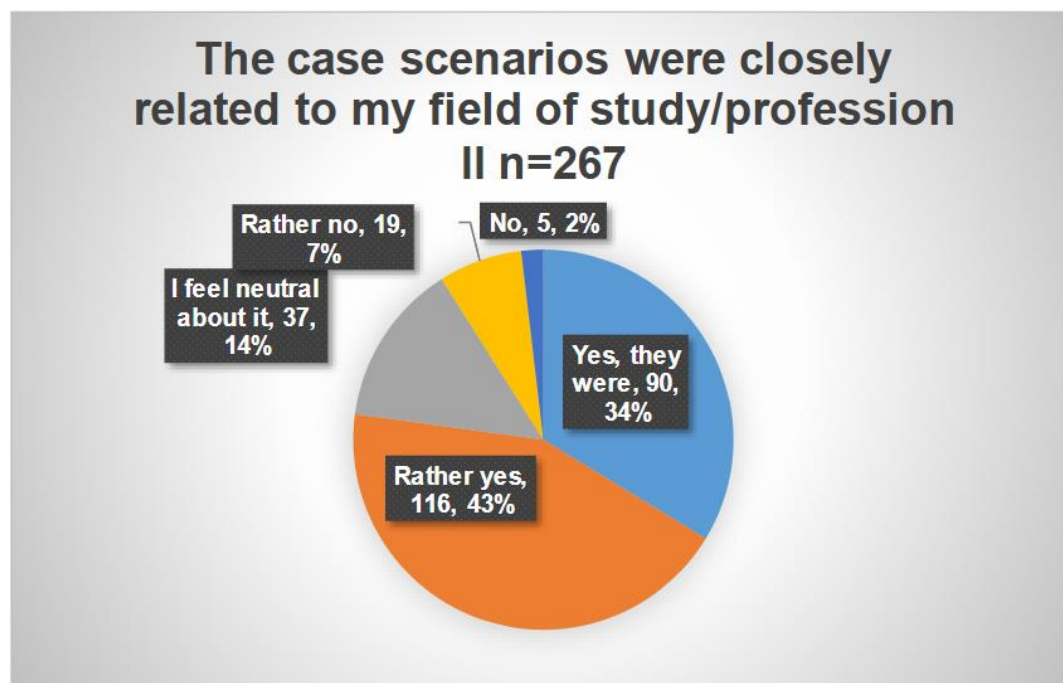


Figure 23: The case scenarios were closely related to my field of study/profession

In terms of avatar suitability and avatar building, the respondents said that they rather enjoyed building the avatar (liked a lot or rather liked – total agreement of 75%) (see Figure 24). In terms of how the avatar-based feedback worked, the majority of respondents said the avatar presented at the end of the game was easy to understand (yes and rather yes – 84%) (see Figure 25).

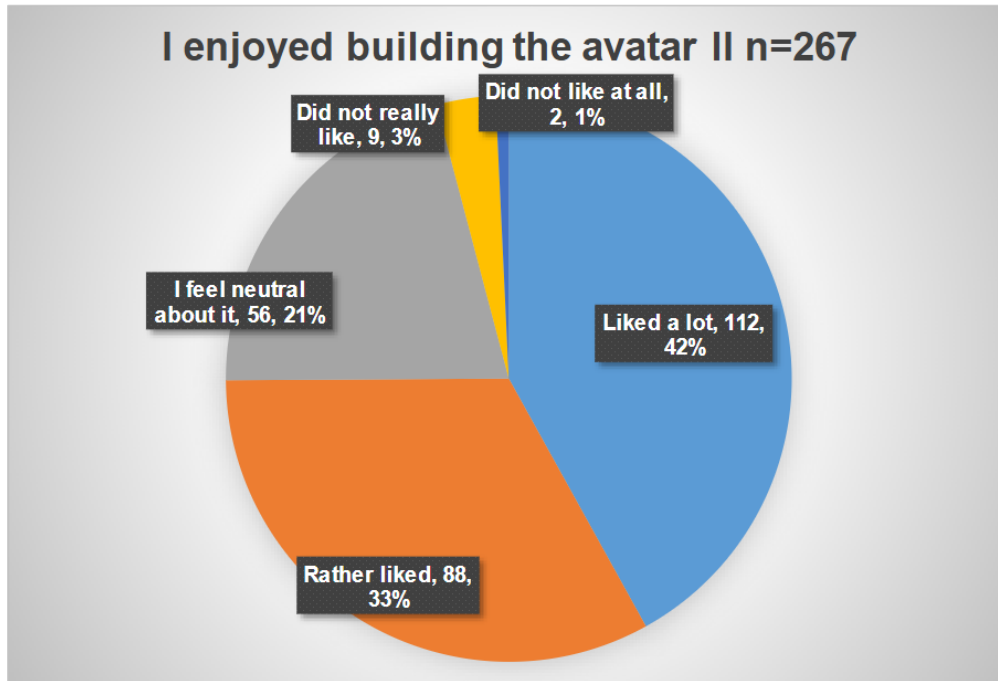


Figure 24: I enjoyed building the avatar

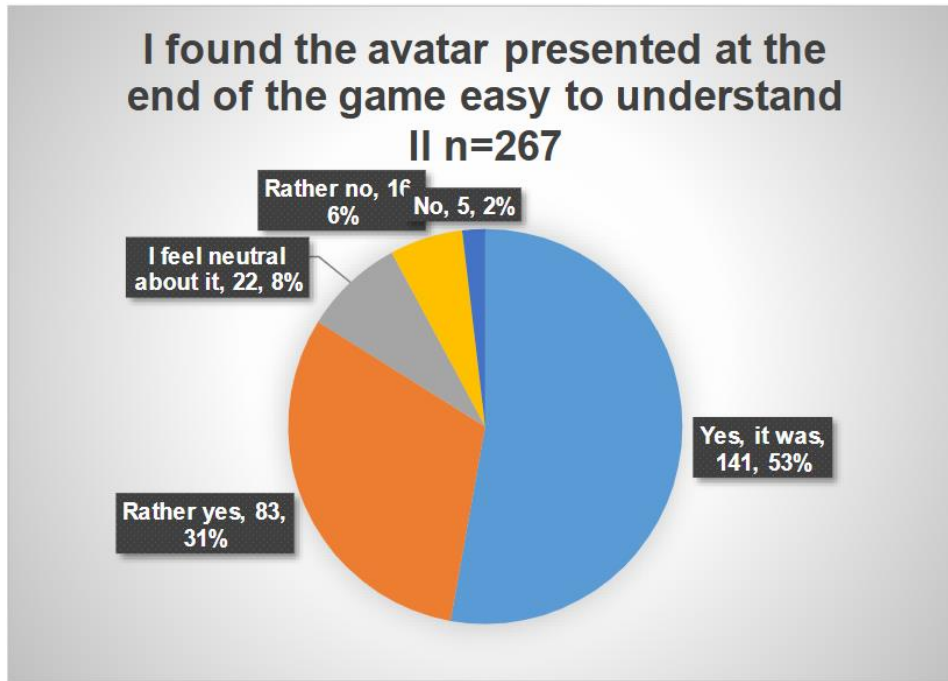


Figure 25: I found the avatar presented at the end of the game easy to understand

For the feedback, players were also asked about the elements of enhancement in ethical competence. The respondents were invited to evaluate how easy or hard it was to relate to the perspectives presented in the game. Just over half of the respondents found it easy or fairly easy (total of 55%), whereas quarter of the respondents found it difficult or rather difficult (25%) (see Figure 26). This result is not related to the overall usability of the game, but rather something worth exploring in the future on how multiple uses of the game could enhance the perspective-taking in an online game.

The questionnaire also asked about how easy or difficult it was to recognise the moral dilemmas during the game. 64% of the respondents found it easy or rather easy (see Figure 27).

In addition, the players were asked if the game helped them to reflect on different possible solutions to complex situations, with 61% respondents saying that it was easy or rather easy (see Figure 28).

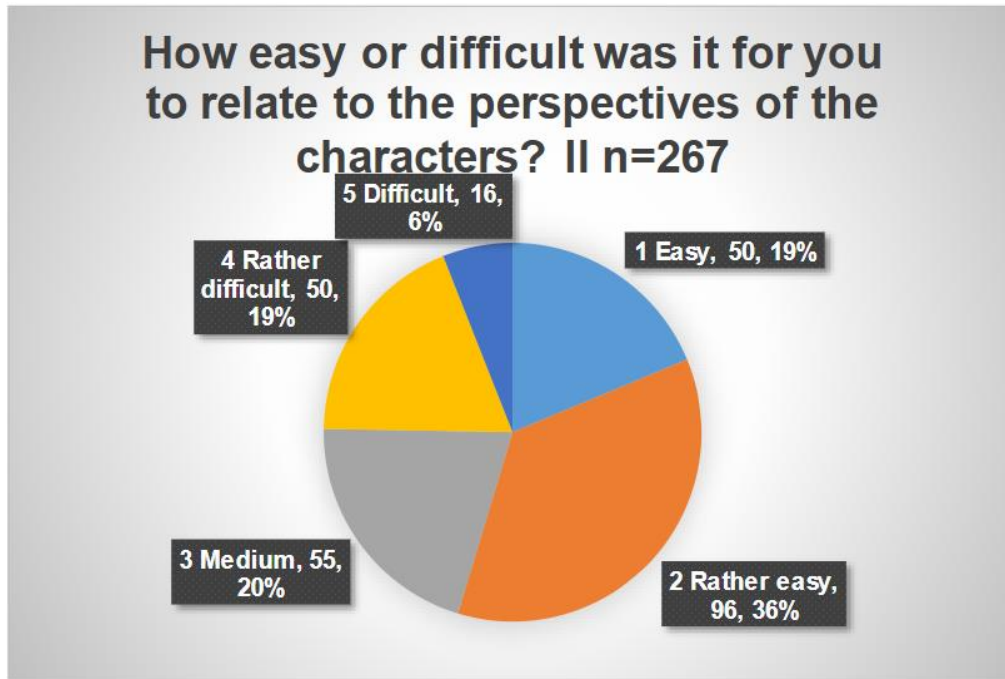


Figure 26: How easy or difficult was it for you to relate to the perspectives of the characters?

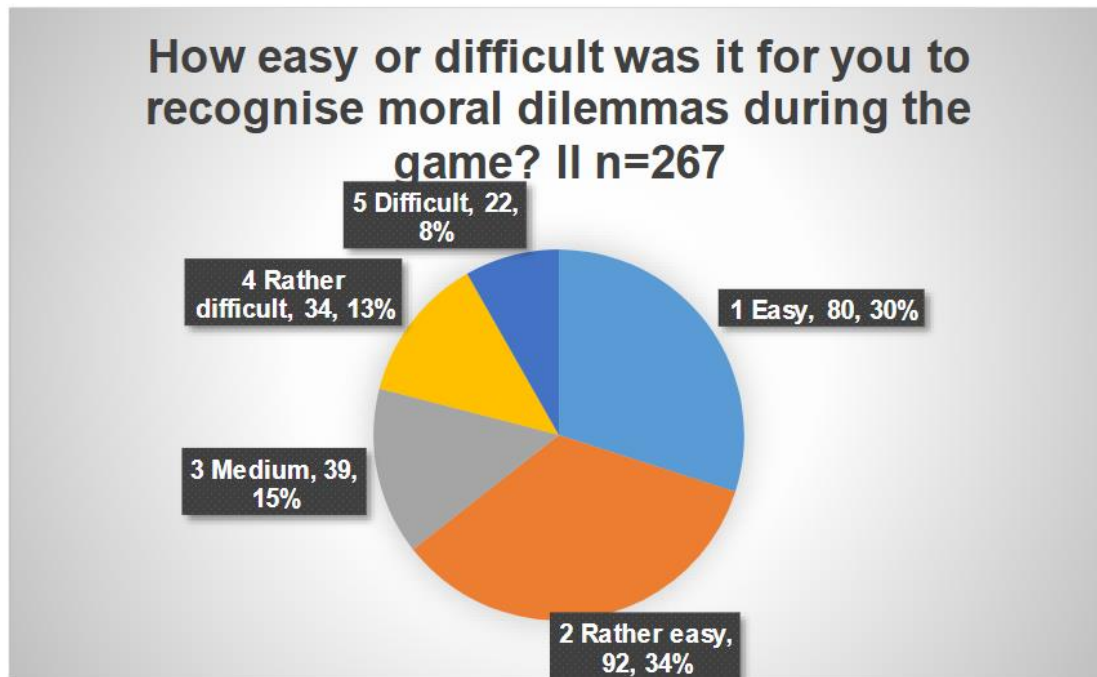


Figure 27: How easy or difficult was it for you to recognise moral dilemmas during the game?

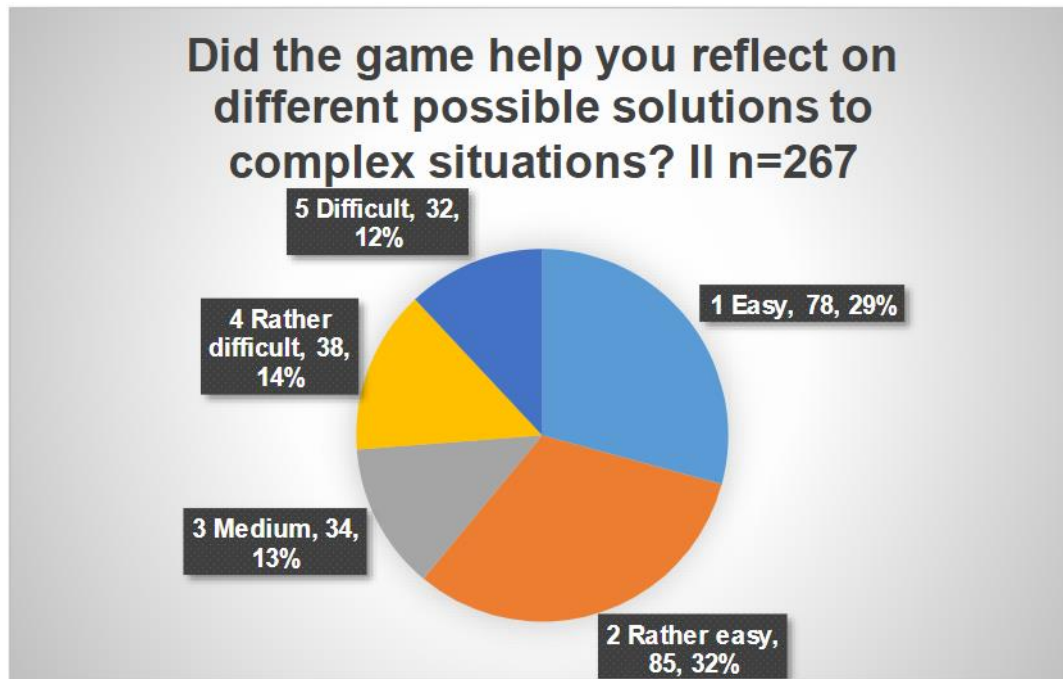


Figure 28: Did the game help you to reflect on different possible solutions to complex situations?

6.4 Key findings from qualitative feedback

The qualitative feedback was also collected in two waves – in the first wave for the board game version of the “Dialogue Lab” and in the second wave for both the online and board game versions of the “Dialogue Lab”. Overall 49 people left open answers to the questionnaire (out of 94 respondents).

The first wave of the feedback highlighted three main themes: (1) overall satisfaction with the game; (2) typos and other inconsistencies noticed in the game; (3) satisfaction with the elements presented in the game.

Overall satisfaction with the game – first wave

The overall feedback in terms of satisfaction was very high, respondents highlighted how they enjoyed the game, how they were surprised that it turned out to be much more interesting than they anticipated:

“It was great and it was great to discuss with my colleagues!”

“The game was exciting and the discussions were meaningful.”

“There could be even more interactive games like this. We could discuss together in a group and then later in class what was confusing and what we understood at all. It was still nice to read different cases and later discuss what someone thinks and where we would put the answer together (what colour it would be).”

Typos and inconsistencies – first wave

Several inconsistencies and typos were highlighted in the first testing wave. This indicates on one hand that people engaged with the game enough to notice it and on the other hand, they prefer the game to be “ready”.

“In the situation of state institutions, the social media “X” was used as an example, which all members of the group inevitably associated with the former Twitter, so another designation could be used”

“The descriptions of problematic situations and statements about what to do next were sometimes quite misleading and ambiguous. This was particularly evident in one task, where the social media platform was marked with the letter X, which, as is known, coincides with the new name of the former Twitter. In addition, for example, in the case “Aggressive messages in Chat!”, the answer “I suggest to Aunt Maiu that we talk when we get together” could be interpreted as meaning that there is no communication in the meantime or that there is communication in the meantime, but the topic is specifically discussed in the real life.”

“I recommend that the text be reviewed by a language editor, as there were many typos that interfered with the intelligibility of the text. The game itself was very exciting, it made me think about my ethical sense and what my principles are as a person and as a future journalist.”

Elements in the game – first wave

What was highlighted from the elements of the game, were the cases themselves – that were found to be interesting to discuss with other players. In addition, the avatar was found to be interesting, but the setting where the avatar is used in board game format, needs enough room. In the board game, there is also an option for the participants to agree to disagree – which is then marked with grey avatar piece. This was praised by the players.

“For me, building an avatar was just inconvenient due to the lack of space, and I could have easily played without it. The idea of the game is good, but the cases were a bit funny and could have been more professional - related to journalism or communications.”

"I found playing this game very educational because I was able to discuss cases that were similar to real life. I believe that this is the best way to learn how to analyze cases."

"The fact that there was an option to choose gray and not have to reach some kind of complete consensus was very good, because some topics seemed to have several more or less correct answers."

In the second wave of the feedback, 77 people out of 267 filled in the open answers section. Most of the comments were either in Estonian, Finnish or English, with some comments being presented in Lithuanian, Italian, Slovenian and Hungarian language. Before analysing all the comments were machine-translated into English. The main themes for the second round of testing were the same – 1) overall satisfaction with the game; (2) typos and other inconsistencies noticed in the game; (3) satisfaction with the elements presented in the game. The suggestions and recommendations highlighted with the feedback were continuously improved during the development process. The improvement continues until the end of the project with emphasis being put on the improvement on the linguistic element of the game.

Overall satisfaction with the game – second wave

Similar to the first wave, the respondents found the game to surprisingly interesting and fun. The game was praised by several respondents. One person wanted more scenarios and more solutions to feed into their avatar to get more accurate picture. In addition, it was brought out that this kind of game is also needed for state or policymakers target group.

There were also some sceptical comments presented, with highlighting that the person would not play it more than once, as it is full of linguistic jargon. One person also highlighted, it felt more like a personality test than a game.

Other respondents brought out that the game helped to understand their own decision-making process better.

"A surprisingly creative and fun game."

"More scenarios and questions for more accurate final answer"

"Good work!!"

"I like it a lot and I think it is a very entertaining game. The case scenarios were random but fun to play, and four out of the five answers represent well what I think people would do."

"It was a really great practise for my studies ant my future job's situations."

"Very nice concept and structure. In addition to the general category of organizations, a focus on the state or policymakers could be created."

"I wouldn't bother playing more than once. There's a lot of linguistic jargon and it distracts. I would first make it readable and more understandable."

"A really interesting game! It's also nice to know a little about my own decision-making process and what it can tell me about myself as a person."

Typos and inconsistencies – second wave

Similar to the second wave, people identified inconsistencies and typos. However, in this phase, these issues were primarily related to the translations rather than to the English base game, which had been language edited after the first wave of testing. The working group of the game needs to adjust the languages for the game to iron out all the typos and inconsistencies to make the game playable in different languages. In addition, participants noted that when the game is translated into a national language, character names should also be adapted to fit the corresponding linguistic context.

"I would go over language and wording again because some things were unclear or were interpreted differently"

"Estonian names in Estonia please"

"I encountered several typos while playing."

"There are some spelling mistakes in the Finnish version, I would have preferred to play in English."

Elements in the game – second wave

In the second wave, respondents commented also with ideas that could be improved in the game. During the development process, these comments were monitored and when possible, implemented on the go. For example, the selections were adjusted to better suit the methodology lying underneath the approach.

What was also highlighted, was the missing info-missing context element. This together with one comment from a conference highlighting that the presentations before playing the game clarified the process, indicate that the game might need game manager to be present for large group playing. The “missing info-missing context” element of the game is based on the methodology – the aim is for the players to fill it with their own experience and understanding of the situation.

“The answers could be richer. At the moment it really seemed that red is too specific and the others too readable / soft. And therefore rather more convenient to choose. That it may be possible to make the other options more categorical. Or maybe some kind of joke in the case.”

“In addition to the overall commenting possibility, in the second wave we also asked to comment the technical side of the game.

“selection purity - these selections were also combined”

“I learned that my colleagues make choices more based on their own experience. I, on the other hand, am more empathetic and embody the character of the situation. The worst thing that I think could be improved... is that in some situations, some details / parts of the context are missing. Because of this, I tended to replace the missing information with my own experience. Please take these into account.”

“I think the path outlined in avatar creation should be more neutrally suggested (or even omitted altogether). If the player becomes too conscious of their direction, they might feel conditioned (for example, by avoiding the Self-Oriented archetype).”

“I found the avatar presented at the end to be a bit difficult to understand, I would have liked more explanations as to why it was the way it was.”

“The case of ethical dilemmas can never be described in too much detail, a certain amount of ignorance should remain in the cases as it is, the more exciting the game is, because everyone can interpret their description from their own experiences and values. The introductory presentations to the conference were a good introduction to the game.”

In addition to the overall commenting possibility, in the second wave we also asked to comment the technical side of the game. 75 people out of 267 used this possibility. Similar comments to those made previously were highlighted – many respondents used this section

as a possibility to give overall feedback to the game. Most of the users indicated no technical issues emerged for them:

"I didn't notice any technical issues."

"The implementation was simple, so it was easy to proceed."

Some people highlighted smaller things – for example readability of the text (white text on purple background); that playing on the phone was a bit difficult due to the size of the buttons; the questions and numbers did not match; or that from user interface (UI) side, some buttons are not in an intuitive place.

"The game worked well technically, but the small white font on the purple background was difficult for me to read."

"The game otherwise worked well, but the answer tiles were so large that, at least when playing on my phone, I sometimes ended up pressing an answer I didn't want, so I had to be careful when scrolling up/down."

"It worked fine, but the number of questions didn't match the number it showed."

"The first slide, where You have to click "I Understand" or "Go back" - usually the positive answer is based on the right of the screen, instead of the left. Like, when entering a password - "Cancel" is on the left and "Enter" is on the right. Just a UI tip, because I almost clicked the wrong button due to my habits :D"

6.5 Google Analytics-based evaluation

The testing process was further supported by data collected through Google Analytics, providing insights into user engagement, behaviour, and reach of the "Dialogue Lab" game. Game tracking began on 1 October 2025, marking the start of systematic data collection on user activity.

Overall, the game reached 1,463 users and generated 2,285 sessions. Users viewed an average of 9 pages per session, indicating that participants actively progressed through multiple parts of the game rather than leaving after initial interaction. The average session duration was 7 minutes and 12 seconds, suggesting sustained engagement with the game content.

User interaction data further confirms active engagement. A total of 55,247 events were recorded, including 20,087 page views, 15,647 user engagement events, and 14,402 scroll interactions. In addition, 655 users-initiated playing. Engagement across thematic categories was also recorded. A total of 272 users engaged with the demo version, while additional interactions were recorded across thematic categories, including journalists and communication professionals (130), schools (106), organisations (54), higher education (47), and random narratives (4).

Overall, the analytics data indicates strong initial user engagement and active exploration of the game content. Users not only interacted with multiple elements of the platform but also engaged with different thematic categories, demonstrating the relevance of the game across target groups.

6.6 In-game feedback

In addition to the main feedback collected through the more comprehensive online feedback form, some participants chose to provide feedback directly through the in-game feedback tool. This option allowed users to submit quick evaluations using a star-based rating system and optional short written comments immediately after gameplay.

In total, 55 in-game feedback responses were collected across several countries, representing a smaller but relevant subset of users. While this feedback mechanism provided useful immediate impressions, it was more limited in scope compared to the structured online form.

The feedback received through this channel was generally positive, with an average rating of 4 out of 5. Users frequently described the game as interesting, fun, and thought-provoking, highlighting its potential to stimulate reflection on communication ethics. Several responses also indicated that the game supports deeper engagement with ethical communication situations, which are not always easy to understand, and encourages reflection on what is important in communication.

At the same time, a few users identified areas for improvement. A couple of comments pointed to limitations in the available answer options and occasional difficulty in finding responses that matched their own views. One user also noted that the presentation of feedback could be further enhanced to add more value. Minor issues related to translation consistency were also mentioned.

Overall, although limited in scale, the in-game feedback provided valuable insights into immediate user reactions. It confirms that the game is engaging and relevant, while also highlighting specific areas for refinement, and complements the more detailed findings collected through the online feedback form.

7. Communication and dissemination of the game

7.1 Internal communication within the consortium

The development of the board game and the online game content was led by UTARTU team (from the Centre for Ethics) with engaging consortium into the activities. The development of the technical side of the online game was led by DELFI.

The development and progress of the “Dialogue Lab” game were regularly communicated within the consortium through monthly project meetings. These meetings provided a platform to share updates, discuss improvements, and coordinate testing and dissemination activities with partners.

7.2 Dissemination through project activities

Through a combination of internal coordination, partner networks, and public dissemination activities, the “Dialogue Lab” game is actively communicated to diverse audiences across Europe. These efforts support the uptake of the game as an educational tool and contribute to raising awareness of communication ethics and dialogic competence.

The “Dialogue Lab” game has been promoted as one of the key practical outputs of the DIACOMET project. Project partners have presented the game in various communication activities, including conferences, seminars, and public presentations.

As a practical and interactive tool, the game has been used to demonstrate how communication ethics can be taught and explored through innovative, game-based learning approaches.

7.3 Dissemination events

The game has been introduced to broader audiences through several national and international events, engaging stakeholders, educators, researchers, and civil society actors. The examples below highlight some dissemination activities where the game was presented, excluding sessions dedicated specifically to testing the board and online versions of the game (see Annex 2 and Annex 3).

These include:

- DIACOMET NGO Network meeting (Online; June 2025)
- DIACOMET consortium meeting (Vienna, Austria; September 2025)
- Alliance4Life_Bridge project workshop on research integrity and ethics in (Estonia; October 2026)
- *Media Literacy Week* (Finland; 9–15 February 2026). A well-known annual initiative in Finland that promotes media skills across all age groups. As one of over 40 partner organisations, “Dialogue Lab” was included in the official educational materials and featured in an online article published in Mediataitolehti. The initiative primarily reaches teachers, childhood educators, librarians, youth workers, and other professionals, engaging approximately 2,500 professionals annually and reaching thousands of users across Finland through online materials and social media.
- *Digital Reality Check – Your Decisions Online workshop* as part of the initiative “Academy in the Classroom” (Vienna, Austria; November 2025)
- *Digital Reality Check – Your Decisions Online workshop* as part of the initiative “Academy in the Classroom” (Vienna, Austria; March 2026).
- *Research Café: Dialogue, Communication Ethics and Accountability: Results from a European Study* (Klagenfurt, Austria; January 2026). Workshop for communication scholars and media educators.
- *Dialogue as Dilemma: Opportunities and Limits of an Inclusive Ethics of Public Communication* (Munich, Germany; February 2026). Academic conference targeting researchers in media ethics and media education.
- National conference in Estonia *Less Noise, More Dialogue! Agreements for Good Communication*, that brought together stakeholders from different target groups and wider public (Estonia; February 2026)
- *Workshop: A Communication Toolkit for Democracy* (Online; April 2026). Workshop for Civic Actors in cooperation with Faktor D – Hub for Democracy.

7.4 Future communication activities

The dissemination of the “Dialogue Lab” game will continue through upcoming international and national events, further increasing its visibility and impact across different target groups.

In Lithuania, the game will be presented to high-school teachers on 7 April 2026 through virtual seminars organised by Vytautas Magnus University (VDU). The seminar “Game-based learning: Dialogue lab for teachers” will introduce educators to game-based learning and

provide practical tools for classroom application. The sessions will be led by prof. dr. Aukse Balčytienė, prof. dr. Natalija Mažeikienė, dr. Eglė Gerulaitienė, and prof. dr. Kristina Juraitė. In addition, a presentation of the game, including both board and online versions, is scheduled for 7 May 2026 at Vytautas Magnus University (VDU), targeting the academic community and other stakeholders.

The game will be presented at the DIACOMET International Conference “BRIDGES – Building European Resilience for Dialogue and Democracy”, which will take place in Brussels on 21–22 April 2026. The conference will showcase different project tools, including the “Dialogue Lab”, designed to foster inclusive dialogue and ethical decision-making.

In Estonia, the game will be introduced on 24 April 2026 during a Student Days activity (open registration), practicing the online game. On the same date, it will also be presented at the Põlva Country Folk University, practicing the board game.

In Hungary, the game will be presented during the national DIACOMET event in Budapest on 28 May 2026. It is also planned to be introduced in higher education contexts, including courses at ELTE University and Metropolitan University. In addition, the game will be shared with members of the Hungarian Europe Society and potentially introduced to new audiences through collaboration with the Center for Independent Journalism in Budapest, including activities targeting senior citizens (60+).

Furthermore, the game may potentially be disseminated during the Corvinus Communication Conference in Budapest on 24 April 2026.

In Austria, the game is being presented through several events. On 24 April 2026, it will be showcased at the “Long Night of Research – Digital Reality Check: Small Decisions – Big Impact?” at the Austrian Academy of Sciences. On 29 April 2026, a workshop titled “A Communication Toolkit for Democracy” will be held online in cooperation with Faktor D – Hub for Democracy. The dissemination activities will conclude with the DIACOMET Closing Event on 19 May 2026 at the Press Club Concordia, where key project results will be presented to journalists, NGO representatives, policymakers, educators, and the wider public.

NGO Network will further promote the game and use it as part of dialogic ethics campaigns. The game will also be further disseminated and promoted via DIACOMET official online

channels, including the project website, social media channels (Facebook, LinkedIn, Bluesky) and the project newsletter.

These activities demonstrate the continued effort to expand the reach of the "Dialogue Lab" game and engage diverse audiences, including educators, students, researchers, civil society organisations, and the general public.



8. Conclusions

This deliverable presents the development, testing, and dissemination of the “Dialogue Lab” game in both its online and board game formats. The results demonstrate that the game functions as intended and is applicable across a range of educational and professional contexts.

Testing across multiple countries and diverse target groups, including students, teachers, journalists, and civil society actors, confirmed that the game is engaging, relevant, and supports reflection on ethical communication practices. Both formats proved effective in encouraging users to consider different perspectives and engage with communication dilemmas.

The findings from qualitative feedback and user analytics provide a consistent evidence base, indicating active user engagement and positive reception. At the same time, the testing process identified areas for further improvement, particularly in relation to the range of answer options, clarity of certain scenarios, and the presentation of results.

The game has already been disseminated through a variety of national and international activities and has demonstrated potential for use in educational, academic, and training environments. Planned dissemination activities will further support its uptake among different target groups.

Overall, the “Dialogue Lab” game represents a practical and adaptable tool for supporting reflection on ethical communication and communication practices. Its flexibility across formats and contexts enables continued use and further development beyond the scope of the project.



Annex 1. Target audiences

Journalist and communication experts

- **Mark** is 42-year-old advisor for big communication firm. He has interest in philosophy and ethics but chose the current position because it pays more. He likes to participate in trainings, and he is also bringing new ideas and methods to his team. He has learned about a new game to inspire people to engage with communication ethics and brings it to their monthly meeting. He has two kids, both in school. In his free time, he likes to watch movies, participate in the movie quizzes with his friend circle. He is also keen gamer; his favourite games are Skyrim and Disco Elysium (both because they are visually appealing).
- **Kevin** is 27-year-old journalist who wants to engage in investigative journalism and write stories that matter. He wants to be part of the leading investigative team in his country. He is ambitious and very busy but interested in ethics. He is described as critical, but open to learning. He likes to collaborate internationally. Values time; is impatient and everything is thus either go or no from him.
- **Sanna** is 37-year-old journalist. She is middle manager and very busy having two kids and a family to take care of. She is interested in new approaches and topics to engage in with her team to learn to give better feedback to her team members. She is looking for alternative career-paths outside of journalism as she is getting tired of being in the wheel all the time. She is very skilful in web-based data search but does not particularly like computer games.
- **Peeter** is 63 years old and known as old-school journalist. He reads a lot of books, visits different events and enjoys concerts. He does the work of a journalist quietly, just for making a living. He likes to hear the perspective of other people in different cases, especially what young colleagues think about the world. He tries to stay away from conflicts, he is a little afraid that if the journalistic organisation does badly, he will not make it until his retirement.
- **Liisa-Lotta** is 25 years old young journalist who is trying to do as much as possible at once. She feels uncertain in ethical discussions and is therefore ready to learn and engage as much as possible to feel more confident. She likes to discuss different cases with her friends circle also from non-journalistic fields. For her, life is uncertain, there is little money, little time, but she wants to stand out and is therefore looking for interesting topics.

Organisation representatives

- **Liis** is 35-year-old head of the NGO federation. In recent times, she has discovered that their code of ethics needs updating and is trying to find ways, how to start the process. She has no kids and has plenty of time outside of work. She likes to read and share the book suggestions on social media, she also likes to visit nature. Her work includes a lot of public speaking and advocacy; therefore she is extremely interested also in communication ethics.

Higher educational setting

- **Magda** is lecturer in higher educational institution. She is also a member of their ethics board dealing with cases of plagiarism but also giving out instructions and suggestions on how to update the institutions guidelines in terms of ethics and how to prepare a training plan for their institution. With this work, Paula has started to think about ethics, ethics training and communication ethics in their institutions, because she has seen that many of the plagiarism cases have gotten very emotional. She is looking ways to improve the communication culture in their institutions. She likes to train herself in new topics, likes to read and is seeking possibilities to continue doing a PhD in academic ethics. She is known for her professionalism and precision.

Schools

- **Anna** is a teacher in high school. She has long been interested in values education and values development in schools, has participated in trainings, programmes and activities to broaden her understanding of what a school could achieve in this matter. She has two kids, one of them is adult and the other one is finishing high school. Anna brings home different activities to test on her kids to see, what could be suitable to use in classroom. She has also just finished her additional degree in journalism and communication and sees that media literacy is vital to be taught to students. Media literacy topic has also brought her to understand the importance of communication and communication ethics.

Annex 2. Board game testing: Feedback forms

2.1 Estonia – BA students in communication ethics

1. **Testing location:** Estonia
2. **Test date:** 2025-02-18
3. **Duration of the testing:** 60 minutes
4. **Target group:** BA students in communication ethics course
5. **Number of people playing:** 75
6. **Version tested:** paper

2.2 Estonia – NGO representatives

1. **Testing location:** Estonia
2. **Test date:** 2025-04-22
3. **Duration of the testing:** 45 minutes
4. **Target group:** NGO-s
5. **Number of people playing:** 18
6. **Version tested:** Paper
7. **Short comments from the facilitator side:** It went really well, participants liked the game, it was hard to get them to finish the play, more time was requested for playing.

2.3 Estonia – Health promotion students

1. **Testing location:** Estonia
2. **Test date:** 2025-04-23
3. **Duration of the testing:** 45 minutes
4. **Target group:** Health promotion students
5. **Number of people playing:** 7
6. **Version tested:** Paper
7. **Short comments from the facilitator side:** It went really well, participants liked the game, it was hard to get them to finish the play, more time was requested for playing. Participants got really excited about the topic, especially communication ethics principles -

asked for the game (where do you get it) and for trainings (is it possible to attend a training?).

2.4 Hungary – High-school and university students

1. **Testing location:** Hungary
2. **Test date:** 2025-04-26
3. **Duration of the testing:** 120 minutes
4. **Target group:** high-school and mostly university students
5. **Number of people playing:** 30
6. **Version tested:** Paper
7. **Short comments from the facilitator side:**

facilitators - Fanni Bársony and Erik Uszkiewicz, vice-chairpersons of the Hungarian Europe Society

Nearly 30 participants played the game at the public camp organised by POLIP Association. We used the Hungarian cases with both perspectives and tried to give the participants different roles in order to generate a real conflict situation, also in order to give a sense of the different perspectives of decision-makers in different positions. General feedback from participants:

- the cases were considered to be good
- in some situations, participants were aware of the real background story they had heard from various news reports and public information sources
- found the dynamics between the actors interesting
- and saw in their responses the characteristics of their own personality types.

We did not have enough time to allow everyone to try out several narratives, but we tried to try out as many narratives as possible with as many participants as possible. No negative feedback was received.

2.5 Austria – High-school students

1. **Testing location:** Austria
2. **Test date:** 2025-03-27
3. **Duration of the testing:** 120 minutes
4. **Target group:** High-school students

5. Number of people playing: 60

6. Version tested: Paper

7. Short comments from the facilitator side:

Longer feedback sent to Mari-Liisa, overall went well, some boys did not like the activity, there were issues with groups (too big groups hindered discussion). During the first testing round at AHS Wien West, the team (Christina Krakovsky, Marie Rathmann, Marina Lindmeyr, and Hannah Konrad) brought two printed dilemmas that had been prepared and discussed in advance. The session started with an overview of the dilemma game concept, followed by a concise explanation of the relevant ethical categories. The aim was to encourage deeper reflection on the characteristics of each ethical type, the strengths and weaknesses students perceived in the various response options, and whether some answer choices felt insufficient — for example, whether a blended type incorporating several ethical perspectives would have been preferable.

The 60 participating students were divided into four smaller groups, each guided by a workshop facilitator in separate rooms. Within these groups, the dilemmas were read and discussed collectively. Afterwards, the four groups were merged into two larger groups to allow comparison, as each had worked on a different case. This structure enabled us to identify whether similar preferences or recurring patterns related to the ethical types emerged across the different dilemmas.

All 60 students later reconvened for a plenary discussion, which offered space for questions and open exchange. The workshop lasted two hours in total.

2.6 Estonia – Consortium partners

1. Testing location: Estonia

2. Test date: 2025-09-02

3. Duration of the testing: 60 minutes

4. Target group: Consortium partners

5. Number of people playing: 20

6. Version tested: Paper

7. Short comments from the facilitator side: 8 people filled in the questionnaire, overall 3-6 cases were solved and green colour was dominating.

2.7 Estonia – Museum and memory institutions

1. **Testing location:** Estonia
2. **Test date:** 2025-09-23
3. **Duration of the testing:** 75 minutes
4. **Target group:** Museum and memory institutions representatives
5. **Number of people playing:** 20
6. **Version tested:** Paper
7. **Short comments from the facilitator side:** Overall very good feedback, the game was found to be engaging, two perspectives were very valuable, the discussions went into depth. All colours were represented on the agreements. However, it seemed to be easier to agree on green solutions.

2.8 Estonia – Engineering researchers

1. **Testing location:** Estonia
2. **Test date:** 2025-06-19
3. **Duration of the testing:** 120 minutes
4. **Target group:** Engineering researchers
5. **Number of people playing:** 15
6. **Version tested:** Paper

2.9 Estonia – Vocational teachers

1. **Testing location:** Estonia
2. **Test date:** 2025-10-03
3. **Duration of the testing:** 120 minutes
4. **Target group:** Vocational teachers
5. **Number of people playing:** 40
6. **Version tested:** Paper

2.10 Estonia – Biomedical researchers

1. **Testing location:** Estonia
2. **Test date:** 2025-10-03
3. **Duration of the testing:** 75 minutes
4. **Target group:** Biomedical researcher interested in research ethics and research integrity
5. **Number of people playing:** 12
6. **Version tested:** Paper
7. **Short comments from the facilitator side:** Overall very good feedback, all colours were represented, the activity was found to be the best part of the workshop held on ethics (in Alliance4Bridge project).

2.11 Lithuania – BA international students in political science

1. **Testing location:** Lithuania
2. **Test date:** 2025-10-07
3. **Target group:** BA level international students in political science
4. **Number of people playing:** 15
5. **Version tested:** Paper
6. **Short comments from the facilitator side:**

In total, we had 47 students (27 BA level and 20 MA level) testing the board game. The duration was different - for some groups it took an hour, some groups managed to complete 6 narratives in 40 min. We noticed that this was related to the topic and the case discussed, as well as to the size of the groups. For 6 member groups the discussions took longer than for smaller groups.

Students enjoyed and appreciated the real-life narratives which they could recognize and identify with. They also mentioned that two-perspective narratives were very useful and interesting to discuss with the group members. This kind of interaction was mentioned as important strength of the game.

Students also enjoyed discussing the final avatar; some of them suggested that personal avatars could be constructed on the first stage of the game and later on discussed with the group members.

We used English language narratives (6 for one game session) and some students said they would have preferred the case in Lithuanian rather than English.

Students notified us that some colours looked quite pale when printed, for instance, statements in red and orange were hardly differentiated. The same was with the avatar in red and orange.

The guidelines in the handbook, including the slides, were very helpful to prepare for the testing and during the presentation of the game. Our suggestion is to refine the aim of the game in the slides addressing its role in terms of developing skills and capacity of moral reasoning and dialogic communication ethics.

Another suggestion is to elaborate on 5 archetypes, their meanings, implications and recommendations, if relevant.

In general, we would like to express our great appreciation for the huge work done while preparing the game and guiding us through the testing phase. Students also agreed that such a game could be played not only in schools, universities, other organizations, but also among their friends and family members. This is very encouraging feedback and we would like to further discuss how we could proceed with the board game publishing.

2.12 Lithuania – MA educational students

1. **Testing location:** Lithuania
2. **Test date:** 2025-10-07
3. **Target group:** MA level educational students
4. **Number of people playing:** 6
5. **Version tested:** Paper
6. **Short comments from the facilitator side:** same as previous

2.13 Lithuania – BA communication students

1. **Testing location:** Lithuania
2. **Test date:** 2025-10-08
3. **Target group:** BA level communication students
4. **Number of people playing:** 12
5. **Version tested:** Paper
6. **Short comments from the facilitator side:** same as previous

2.14 Lithuania – MA communication students

1. **Testing location:** Lithuania
2. **Test date:** 2025-10-09

3. **Target group:** MA level communication students
4. **Number of people playing:** 14
5. **Version tested:** Paper
6. **Short comments from the facilitator side:** same as previous

2.15 Estonia – TalTech faculty

1. **Testing location:** Estonia
2. **Test date:** October 2025
3. **Duration of the testing:** 120 minutes
4. **Target group:** Tallinn University of Technology, School of Engineering, Department of Electrical Power Engineering and Mechatronics faculty members
5. **Version tested:** Paper
6. **Short comments from the facilitator side:** Extremely fruitful, engaging, lot of ideas on how to use this game.

2.16 Hungary – University students

1. **Testing location:** Hungary
2. **Test date:** 2025-11-20
3. **Duration of the testing:** 60 minutes
4. **Target group:** University students
5. **Number of people playing:** 10
6. **Version tested:** Paper
7. **Short comments from the facilitator side:** Taking into consideration the age and general interests of university students, we used cases relevant to a higher education context. Just like many occasions before, the testing went well: students found the cases and narratives relevant, timely, interesting, understandable, and well-written. One important piece of feedback emerged: some participants questioned whether one answer or potential scenario was "more ethical" than others, and whether there were any "less ethical" or morally unacceptable answers. This suggests that when writing the game instructions, it may be worth explicitly addressing that no option is inherently more or less ethical, but rather represents different perspectives or decision-making approach.

2.17 Hungary – University students

1. **Testing location:** Hungary
2. **Test date:** 2025-11-20
3. **Duration of the testing:** 60 minutes
4. **Target group:** University students
5. **Number of people playing:** 15
6. **Version tested:** Paper
7. **Short comments from the facilitator side:** The testing went well. We tested 3×2 cases: The Role of Public Intellectuals I, II; Viral Video I, II; Lecture on a Sensitive Topic I, II; Students found the cases relevant and had no difficulty choosing between the ambiguous options. They formed three groups of five participants. The group decisions were as follows:

Group 1: The Role of Public Intellectuals I – purple; The Role of Public Intellectuals II – green; Viral Video I – green; Viral Video II – green; Lecture on a Sensitive Topic I – green; Lecture on a Sensitive Topic II – green

Group 2: The Role of Public Intellectuals I – orange; The Role of Public Intellectuals II – grey; Viral Video I – green; Viral Video II – green; Lecture on a Sensitive Topic I – orange; Lecture on a Sensitive Topic II – orange

Group 3: The Role of Public Intellectuals I – orange; The Role of Public Intellectuals II – orange; Viral Video I – green; Viral Video II – green; Lecture on a Sensitive Topic I – green; Lecture on a Sensitive Topic II – green

2.18 Austria – School students

1. **Testing location:** Austria
2. **Test date:** 2025-11-25
3. **Duration of the testing:** 60 minutes
4. **Target group:** Students
5. **Number of people playing:** 50
6. **Version tested:** Paper
7. **Short comments from the facilitator side:** For the second testing round with school

students, a modified approach was adopted, closely modelled on the method used during the Diacomet Consortium Meeting in September 2025. To introduce greater dynamism into the process, two sets of cases were prepared — each containing three dilemmas presented from two different perspectives, resulting in six dilemmas in total. Two sets were brought to account for varying working speeds and motivation levels among the students; the second set served as a backup for faster groups.

The session began with only minimal instruction. Students were asked to form groups of around four participants and to read and discuss the scenarios together, deciding collectively which answer option — and therefore which colour — they considered most appropriate. To support the process, paper circle elements were provided (see photo below), mirroring the mechanics of an avatar becoming complete as the game progresses. Each group also received a large A3 sheet to structure their brainstorming using guiding prompts. Some groups completed both sets of dilemmas, while others worked through one. After a set period, the activity was concluded for all groups regardless of progress. Following gameplay, students presented their observations in a gallery-walk format using flipcharts and brainstorming sheets. Their findings were then contextualised with explanations of the ethical types, as the session was intentionally designed so that students would first engage with the dilemmas and only afterwards learn about the underlying framework.

The workshop lasted about one hour and involved around 50 students. It was facilitated by Christina Krakovsky, Marie Rathmann, Marina Lindmeyr, and Katharina Buschkotte.

2.19 Austria – Students

1. Testing location: Austria

2. Test date: 2026-01-26

3. Target group: Students

4. Number of people playing: 20

5. Version tested: Paper

6. Short comments from the facilitator side: The final paper testing session, held with approximately 20 students at BRG Ettenreichgasse, followed an approach very similar to the UNESCO event. Once again, the students formed small groups, and the same two sets of dilemmas, paper circle elements, and large brainstorming sheets were used. In this session, however, students received more — and notably more detailed — information about the ethical types and the rationale behind the activity. In addition to a

verbal explanation, the results documented on the brainstorming sheets were discussed in significantly greater depth than in previous tests.

This was possible because the group was much smaller and substantially more time was available. The additional time also proved necessary, as the students worked at a generally slower pace.

This session was facilitated by Christina Krakovsky, Marie Rathmann, Marina Lindmeyr, and Andras Schulz Tomančok.

2.20 Estonia – Conference participants in Estonia

1. Testing location: Estonia

2. Test date: 2026-02-20

3. Duration of the testing: 90 minutes

4. Target group: Conference participants in Estonia

5. Number of people playing: 100

6. Version tested: Paper

7. Short comments from the facilitator side: Mostly NGOs, organisations, schools, higher education, vocational schools etc were represented at the conference. The game was well received. Players needed help with setting up the avatar, as this was somewhat confusing for them. The discussion at the conference after the playing indicated that the game was understood.

Annex 3. Online game testing: Feedback forms

3.1 Università della Svizzera italiana (Switzerland)

Testing location: Classroom, the class was composed of journalism class students.

Test date: First day, 25 February. There was a second testing round on Wednesday, March 4.

Duration of the testing: Both times the duration was during the first 20 minutes of the course, then they should fill out the feedback form autonomously.

Target group: Students of a BA in Communication, specialized in media and journalism.

Number of people playing: 25 students in class.

Number of people playing: Online

Short facilitator comments: The instructions to play the game were well received. Students said they were straightforward and there were no questions regarding how to play. The avatar also got some attention, mostly because students were wondering why it looked like that. Some of the narratives surprised the students. They were expecting more "serious stories" (their words) and were therefore surprised to see that some of the stories took either an unexpected turn or were located in a peculiar setting, e.g. a realm.

3.2 The Austrian Academy of Sciences (Austria)

Testing location: There was no specific testing environment: the links to the game website and the Forms questionnaire were distributed via email, enabling participants to complete the testing remotely, independently of location, and according to their individual time availability.

Test date: The online testing took place around the last week of February and the first week of March 2026.

Duration of the testing: All participants played the game entirely at their own pace, and no tracking or monitoring of their gameplay was involved.

Target group: Around ten colleagues from the field of communication and media studies completed the game —mostly in the role of "journalists and communication experts." Additionally, the online version was forwarded to a contact who is both a communication expert and a secondary school teacher. He shared the game with his colleagues teaching religion and ethics, all of whom explored the online version.

Number of people playing: In total, around fifteen people (experts and teachers) tested the online version of the game.

Version tested: Online version of the game.

Short facilitator comments: With regard to the testing of the online version of the game, no major difficulties were observed among participants in the category of journalists and communication experts; they were generally able to navigate and play the game without problems. According to the teachers at the secondary school, however, the game is only suitable for upper-secondary students. It needs to be embedded in a coherent instructional sequence and followed by thorough discussion and reflection; otherwise, the content would be too demanding. In addition, for use in schools, accompanying materials for teachers would be a valuable support.

3.3 University of Ljubljana (Slovenia)

Testing location: Faculty of Social Sciences, University of Ljubljana

Test date: Friday, February 27th, 2026

Duration of the testing: 30 minutes

Target group: Journalism students (2nd year)

Number of people playing: 16 students

Version tested (paper, online): Online version in Slovene and / or English language

Short comments from the facilitator side: Students agreed the game is quite interesting and not too complicated for understanding. In some of the narratives it was unclear what the dilemma is. At some points the translations into Slovene language were still clumsy and / or repetitive.

3.4 HU University of Applied Sciences Utrecht (The Netherlands)

Testing location: Hogeschool Utrecht

Test date: Friday March 6, 2026

Duration of the testing: 20 minutes

Target group (students, journalists, etc): Teachers

Number of people playing: 3

Version tested (paper, online): Online

Short comments from the facilitator side, how it went: The testing process went smoothly. All players played the game independently and completed the survey afterwards.

We let the participants decide for themselves which version of the game (demo, higher education, etc.) they wanted to play.

There were some comments about the “3. Game Structure” section before you start the game. One participant perceived the wording here as unclear and confusing.

The dilemmas were generally seen as clear and easy to understand. One participant who was playing the demo version mentioned how the fairy tale setting might introduce unintended bias – as a reader, one brings pre-existing associations and ideas with figures such as kings and queens, which could influence the choices you make.

While all participants enjoyed playing the game, some were left uncertain about its intended takeaway. Upon receiving their avatar – which, for most of them, was distributed across a range of different percentages and didn't result in one clear persona – the overall feeling was one of “what now?”: a sense that the experience lacked a clear purpose or next step.

3.5 DELFI (Lithuania)

Testing location: Delfi, online

Test date: March 2026

Duration of the testing: The duration was not tracked, as invitations to test the game were distributed via email

Target group (students, journalists, etc): Journalists

Number of people playing: 5 people provided the feedback

Version tested (paper, online): Online

Short comments from the facilitator side, how it went: The testing was conducted remotely, with invitations sent via email to a mailing list of journalists and editorial staff (112 recipients). Participants were asked to independently explore the online version of the game and provide feedback through a structured form. Five participants provided feedback and shared some comments on their impressions after playing.

Overall, the feedback was mixed. Participants described the dilemmas as interesting and relevant to their professional context. One participant noted that the game encouraged them to consider situations from another perspective, particularly that of the interviewee, which they found interesting as a journalist. One participant also highlighted the approach of structuring moral dilemmas according to different competencies, noting that it allows for deeper exploration of the challenges associated with each.

The avatar concept was described as interesting and appealing. Participants noted that the avatar reflects personal characteristics quite accurately and that it was interesting to learn more about themselves. One participant also suggested that more information could be provided about the avatar, for example explaining what influences such decision-making

patterns, as well as the potential risks and benefits and how they could be applied in everyday communication situations.

One participant noted that they could not always find a suitable answer option, as their preferred response was sometimes a combination of multiple choices. In addition, one participant pointed out that the relationship between actors in some scenarios was not always clear, which influences how communication decisions are made in those situations. A few participants noted that the game was too text-heavy and somewhat academic, which reduces engagement over time, and suggested making it more playful. One participant suggested that presenting situations in some other format, e.g., comic-style storytelling, could help users better engage with the scenarios and maintain interest.

3.6 Tampere University (Finland)

Testing location: Online settings in Zoom with two seminar groups, each consisting of ten students. In addition, an invitation to play the game and fill in the feedback form was sent to three other courses, attended by more 300 hundred students

Test date: 18. – 19. of March (interim results reported at 20th of March; testing is still open)

Duration of the testing: 30 minutes

Target group (students, journalists, etc): Journalism students, half of them at the BA level and half at the MA level

Number of people playing: 20, out of which 17 sent the feedback form. Three failed to do so due to technical problems with Forms. Additionally, we sent an open invitation to three other courses (total attendance of 300 students, but we have not received any responses from those sources)

Version tested (paper, online): Online

Short comments from the facilitator side, how it went: We supervised two online sessions where the students played the game and gave their feedback. They took fifteen minutes to play two sections of the game. One of them focused on journalists and communication experts, while the other section was free of choice. Each of them appeared well-focused and interested in the game. In the ensuing discussion, half of the respondents said they “rather liked the game”, and the other half described their attitude as “neutral”. None of them were dissatisfied with the game.

All except one respondent found the game “very or somewhat intuitive”. The same pattern applied to technical performance of the game.

Three of the respondents said it would be unlikely that they would want to play the game again, whereas six said Yes, and eight “Maybe”.

Fourteen out of 17 respondents liked a lot or quite liked the case scenarios described in the game. However, their opinions about the avatars varied more. Only two respondents said they enjoyed building the avatar, while three of them told they did not like it. The majority of respondents remained neutral, as they would have needed more time to digest the topic. Overall, due to a short time window allocated to the testing, the findings are indicative at best. Based on our prior knowledge of our students, it seems that they prefer to focus more narrowly on journalism ethics rather than communication ethics more broadly. In addition, they tend to take ethics quite seriously and therefore a playful approach to ethical dilemmas may not appear too attractive.

Also, we found it disappointing that our open invitations to play the game were not successful. It may have something to do with the fact that students suffer from feedback fatigue, as they are regularly being asked to evaluate something else.

3.6 Vytautas Magnus University (Lithuania)

1. Testing location: VMU

2. Test dates: 5-6, 17-23 March

3. Duration of testing: 15 min to 1,5 hour depending on the number of avatars. In rare cases, students completed 3 avatars. Average time spent on the game was 30 min.

4. Target groups: 1st year undergraduates in communication and 1st year Master students in journalism

5. Number of people: 45

6. Version tested: online in Lithuanian and English

7. Short comments from the facilitator side: We asked students to fill in the evaluation form online and send their short reflections on the process. The general feedback is very good and positive. Students enjoyed realistic, dynamic and logic situations presented from two perspectives. Clear structure, good instructions, nice design, creative and playful avatars were often mentioned.

Some students mentioned they had difficulties to understand the situations, answers and possible choices, some were too long, especially when reading on the phone. They also mentioned several issues of translation into Lithuanian and typos. They also suggested to add AI-generated visuals next to the cases or demonstrating how the avatar is changing after each time when a choice is made.

3.7 The Hungarian Europe Society (Hungary)

1. Testing location: Online, Budapest

2. Test date: March 24, 2026.

3. Duration of the testing: Not explicitly recorded, as participants completed it remotely.

4. Target group: University students and members of the Hungarian Europe Society (MET).

5. Number of people playing: 4 (2 university students and 2 MET members).

6. Version tested: Online (Hungarian version).

7. Short comments from the facilitator side:

- Overall Experience: The game was very well-received; testers found it immersive, exciting, and the design "super".

- Logic & Structure: The structure is logical, and the instructions are clear for the most part. One tester noted the "character assessment" was surprisingly accurate and engaging.

Key Improvement Areas:

- UI/UX: The exit confirmation message ("Leave this stage?") currently appears in English and needs translation. Additionally, the full descriptions of the avatar types should be more visible immediately.

- Linguistic Polish: Minor Hungarian grammar and spelling fixes are needed (e.g., "Kezd el" to "kezd", and "családban" instead of "családba").

- Terminology: Some terms like "fürdő" should be updated to "babaváró buli" (baby shower), and "önköltség" to "előállítási költség".

3.8 University of Tartu (Estonia)

1. Testing location: Online, Estonia

2. Test date: March 25, 2026.

3. Duration of the testing: 60 minutes

4. Target group: Representatives of local governance organisations

5. Number of people playing: 20

6. Version tested: Online

7. Short comments from the facilitator side:

Participants explained the game was interesting. They thought it would be easy to click and go, but when reading the situations, they found them interesting and much more complex than expected. It was brought out they were re-reading the cases and solutions several times before making a decision. They found the types to be relevant for them. Different types were



present, principle-oriented, care-ethics oriented, large group or public interest oriented were brought out as primary ones.

3.9 University of Tartu (Estonia)

1. Testing location: Online, Estonia

2. Test date: From March 16, 2026.

3. Duration of the testing:

4. Target group: Journalists and communication specialists; organisational representatives; higher education institutions; schools; wider public

5. Number of people playing: NA

6. Version tested: Online

7. Short comments from the facilitator side:

This is open campaign running at Estonia from the 16th of March to all target groups in Estonia (targeted via separate communication plan and the network of Centre for Ethics in University of Tartu). Since there is no face-to-face meetings with the people, there is no information on how many participants have engaged with the game. We see rise in training requests in Estonia at the moment in terms of Good Communication Principles and overall interest in communication ethics.

