

- When replacing real-life experience with a virtual serious game, aren't we making people less able to communicate face-to-face? (*Pim van de Pavoordt*)

Based on the video: yes. People are already biased. Dynamic data vs “just getting to know people”

Eliens: is this bad?

There are 3 persons who thinks this is bad

4 think it's good

Alternative comment: it's neither (or both).

The golden middle way of finding the right balance, some virtual serious game time is doable.

We've seen a lot of serious games that apply to real life which improves communication face to face.

If you're staying home playing a game do you improve your social skills?

Pim: not only social games, but also games that replace lectures like math games, etc. When you only have games, doesn't it neglect face to face interaction? It's important for small children to communicate with each other.

Do serious games necessarily have to be virtual? Can it also be face to face?

The skill of small talk has changed during the time, because people came prepared. It's “making you hide behind virtual games or preparatory social websites”

- Is it counter-productive to have Serious Games happen in a virtual environment and pretend to help in the real-life environment? How to keep it "real"? (*Julien Lehuén*)

Julien: it looks a lot like the previous question.

It helps shy people talk, but only in the virtual space.

However, there is some mixed research results which state on the one hand that it does help and on the other hand it doesn't.

- Does a player and his in-game character/avatar have the same moral & ethic values? (*Julien Lehuén*)

Julien: the next question was mine ... ☺

Is this just about video games? If you have an in-game character which isn't tied to your social network then your identity will be different. However, take Facebook (as an identity), this is tied to an identity.

Melvin: I really think the anonymity will change. ← it is not true? Yea.

Other Melvin: some stuff about role identity and the Stanford prison experiment

Alex: If you want to design a game, then the player has to feel like he makes the decision.

Melvin: the concept has been put into the dark knight. The Joker did something nasty to 2 groups of people (a social experiment, which group blows the other group up?).

Kirsten: who you are as a character in a game defines your actions, e.g. if you're an assassin you kill people. For promoting ethics create a relatable character (i.e. close to the person).

- How can we be sure that virtual learnings will be applied in real life? (*Klearchos Douvantzis*)

Julien: the good aspects of a ga..

Ines: you can't be sure, but if you want to teach stuff to your players to make people aware of their actions. You have to make it as a reflection (so afterwards). If you're playing a fantasy game, a player learns an implicit skill and then later pulls out a digital form (for example) to reflect.

Pim: when you learn something here, you can apply it in real life as well. Learning is your own responsibility (children are also responsible). Example: if Dutch people play an English game then they unconsciously learn English.

Myria: But Pim, it can be manipulative.

Julien: how to make a strong link between virtual games and real life?

Jacobijn: What you learn in one context transfers to another. If the learning is implicit then it's hard to see similarities between the context, this is why reflection is important.

The strongest link is **practice**. Any kind of skill and/or behaviour that can be practiced...

Example: you get tests in school to measure if people learned something. But if you do it in a 'schooltest' approach, then it will feel forced and boring.

Games teach learning by nature.

- Would you say games are the ideal environment for us to practice our moral behaviour? (*Marije Meijer*)

Pim: e.g. in fallout you want to see every possibility, so that is not practicing moral behaviour.

Moral behaviour has defined before games start. The Witcher 2 is more 'realistic' with regards to morality compared to Fallout

People play games to behave differently, for example in **Grand Theft Auto** (most amazing game ever, Other Melvin).

Melvin: in some games you can develop your character. For example, you have 2 opposing sides. Games seem like you can develop your own initiative, however, this is not always the case.

No you cannot learn moral behaviour from a game. It could be maybe, it depends on the game.

I can't understand how you become more ethical.

I think the most important aspects of games is to act in a certain way and see the consequences of your actions and should relate to real life.

Kirsten: I used to find it funny to take the pool and then remove the stairs >:-D it's kinda funny ^^ but I don't want to do it in real life, especially since my work is related with swimming.

- Does a game where no ethic or moral value is respected make its player get MORE or LESS of such values? (*Julien Lehuen*)

Your behaviour might become more extreme towards one side.

Pim: a game gives you a reflection of who you already are.

Jacobijn: now I understand why I CAN'T MAKE FRIENDS!

Myria: games in general gives you the chance to test different personalities and it gives you feedback. This gives you a reflection of your identity.

Michael: could there be a game which has no ethics? And humans when they create artifacts like games then they tend to put morals or ethics in it.

Thomas: A game should have ethics or morals. Else it's not possible to accept it as a game.

Jacobijn: what's the moral of angrybirds? Isn't it just ridiculous? :P

Ines: a game without ethics will also be accepted because somebody realizes that a game without ethics is acceptable.

Eliens: you could see the rules as a game as ethics and when you play by these rules you play by the ethics

It's not about **our** moral behaviour but about the moral behaviour of **the game**.

- Serious Games used for scientific research would involve saving and processing data about the "players". How can that be done with respect to their moral/privacy? (*Julien Lehuen*)
- How can we design games that may pose an unresolvable conflict with individual's moral(s), which are intrinsic to the targeted behaviour(s) of this individual? (*Michael Wolbert*)
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We have 20 minutes but this question is important

Michael: nowadays we have still parents who would not discuss this topic. So is it 'ethically correct or justifiable' to create such a game in a way that those people with such ethics are also able to play that game.

Eliens: there is a dilemma. Is there is a conflict of ethics what should we do as a designer? What forces are involved?

Melvin: there is a variety of different ethics.

Eliens: that is not a good answer, you gave a website which was it?

Melvin: gamesforchange.org

Eliens: Gamesforchange.org think that today's morals can be improved

As a designer it's not possible to 'please everybody' / show every point of ethics. A designer shows one side of it. Sth about ethical conflict...

Eliens: (in reply) it may be valuable to make explicit that there is an ethical conflict.

Kirsten: there is a force which is the consumer itself. Supply meets demand.

Eliens: the market dominates the designer?

Kirsten: no but it is a considerable force.

Thomas: You can use certain topics but you should not force them on the user because the user won't like the game.

Eliens: to which forces would you be most sensitive? Would you be sensitive to the forces of the market for example.

Myria: I think you should take the target audience into account. For example, a different culture has different ethics compared to another culture. So if you target those people you're not selling out. There is a main point which comes later.

Juliens: an example of the question is: each actor has its own ethical values, so who has the biggest impact?

Eliens: who is not satisfied with their study programme? What could change?

8 people believe that games could change life at university

Who thinks it's impossible to change life at university?

0 students

Who thinks it's impossible to use serious (or whatever) games to change life at university?

0 students

Eliens: the results are succesful 😊

Eliens: then the thing is if you were to design these games?

Ines: focus on the target group

Eliens: what would be your first thought "this is a game that changes life at university"

A self-examination game

Why just not learn for the sake of learning? Why does it have to be a game?

Other Melvin: target policy makers with a serious game

Pim: to target students use more interactive lessons (implicit: feedback is a good thing)

Kirsten: use a reward system that is not for one study programme but that competes to student of different studies.

Julien: The speech of Jessy, the teacher does not give grades but experience points. For example if you reach level 12 you will get an A.

Jacobijn (in improvised closing): there was one thing of morality that was missing from my perspective, which is: it really pays off being bad. Being bad helps for survival (it rewards humans). Being 'bad' is suited for survival (e.g. stealing bread when you're hungry). However, in today's world there are large groups of people and then it does not pay off enough to be 'bad'. Because too many people are involved.

Then about the topic of transferability: psycho-motor skills transfer really well, but cognitive skills are not that transferable. When you design a game the skill that you are addressing, you should take into account whether the transfer is easy or difficult (i.e. which type of skill is it?).

Frank: I'm a fan of greek drama. It brings a point that I missed here, which means to play a role and you follow that road and you try to adopt that point. In greek drama it does not matter which moral road you take it will turn out bad anyway. However, there is one of the two moral roads which is a better one (because it cleanses a person). (Other Melvin: to paraphrase the journey is more important in greek drama than the end result).