# Article information:

Exploring the Impact of the “RUEU?” Game on Greek Students’ Perceptions of and Attitudes to European Identity - PMC  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8966699/>

# Article summary:

1. The concept of European identity is complex and multi-faceted, and addressing it in educational practice is a challenge.

2. The "RUEU?" game was designed to help Greek university students explore their perceptions about European identity and promote critical thinking about their own views concerning European identity, the views of others, and the wider societal consequences.

3. Both game-based and traditional instructional interventions were effective in enhancing students' positive attitudes towards European identity but in different aspects. The game-based group appeared more attached to the EU after the intervention, while the control group rated higher what "European identity" and being an EU citizen means to them.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Exploring the Impact of the “RUEU?” Game on Greek Students’ Perceptions of and Attitudes to European Identity" reports on an experimental study designed to explore the effectiveness of the educational game “RUEU?” in supporting university students in understanding the key socio-political issues regarding European identity. The study found that both instructional interventions, game-based and traditional, were effective but in different ways. The participants in the game-based group appeared more attached to the EU after the intervention and moved toward a more balanced description of their Greek and European identity. On the other hand, the students in the control group rated higher what “European identity” and being EU citizen means to them.

The article provides a comprehensive background on European identity, perceptions, and attitudes. It highlights that European identity is a complex, multi-faced, and inherently uncertain concept. The article also discusses serious games as digital games designed for serious purposes with an objective of promoting knowledge construction and supporting learning and behavior change as a result of players’ engagement.

However, there are some potential biases in this article. Firstly, it only focuses on Greek university students' attitudes towards European identity without considering other countries or cultures. Secondly, it does not provide any counterarguments or limitations of using serious games as an educational tool for promoting attitude change towards social issues. Thirdly, it does not discuss any possible risks associated with using serious games for behavior change.

In conclusion, while this article provides valuable insights into how serious games can be used to promote attitude change towards complex social issues such as European identity, it is important to consider its potential biases and limitations before drawing any conclusions or making recommendations based solely on this study's findings.

# Topics for further research:

* Limitations of using serious games for behavior change
* Cross-cultural attitudes towards European identity
* Criticisms of serious games as an educational tool
* Risks associated with using serious games for attitude change
* Effectiveness of traditional instructional interventions for promoting attitude change
* Factors influencing European identity and perceptions

# Report location:

<https://www.fullpicture.app/item/b509848e6f3625c212691ce3a6b3e971>