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NEXT BlueGeneration

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D3.4 Testing Report for BlueGeneration Game

Next BlueGeneration

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1. Introduction

The Next BlueGeneration project aims to address workforce shortages and youth disinterest in the Blue Economy by raising awareness about career opportunities in the sub-sectors of Nautical Tourism, Maritime Transport, Marine Biotechnology, Aquaculture, Shipbuilding/ Ship-repair and Ocean Literacy/ Marine Conservation. It seeks to equip teachers with tools and knowledge to educate students about blue career opportunities, bridging the gap between workforce demand and youth unemployment.

One of the key tools for bridging this gap is a gamified skills self-assessment tool; the BlueGeneration Game.

Developed with the sole purpose of disguising a comprehensive personality evaluator, the BlueGeneration Game sets out to gain an in-depth understanding of each student's strengths and competencies in the workplace. The students will, through a selection of carefully crafted mini-games, be assessed in a number of personal soft-skills that are crucial for the different occupations in the Blue Economy. The final results of these soft skill assessments are then used to filter Blue Economy career options to a personalised and suitable portfolio for each student.

All games have been supervised in their approach and development by a HR psychologist, to ensure an optimal measuring of each soft skill.

Some key features of the BlueGeneration Game are:

=> 6 mini games called

22 softs skills tested in total

Each game lasts about 5 minutes

Total assessment time of 30 minutes –suitable to be completed within one school lesson

The aim of this document is to

- detail the objectives and methodology of the testing of the BlueGeneration Game,
- the testing implementation,
- the testing results and
- the conclusions and suggested improvements.

2. The BlueGeneration Game

The BlueGeneration game takes place in an underwater city named Atlantis. The player will assume the role of an inhabitant of the city; a person who has been chosen by the city "council", for a performance evaluation across a variety of fields of expertise due to their promising potential.
The player's objective will be to complete the 6 mini-games with the best possible results. Through these mini-games, the game will assess each player's respective strength in the following 22 tested soft skills:
initiative, leadership, time management, problem solving, resilience, work under pressure, adaptability, flexibility, teamwork, multitasking, following procedures, safety & responsibility, willingness to learn, analytical skills, attention to detail, critical thinking, curiosity, communication, empathy, networking, customer service and ethical awareness.
Determining these soft-skills will ultimately function as a filter and stepping stone in guiding the students towards a profession most suited for each individual within the blue economy.
The game's intended target audience are school students/ teenagers in the age-group of 14 to 19 years.
The 6 mini games of the BlueGeneration game are:
Mini-Game 1 -Dr. Feelgood
Mini-Game 2 -Holy Diver
Mini-Game 3 -A Day At The Races
Mini-Game 4 -School's Out
Mini-Game 5 -Rumors
Mini-Game 6 -Please, please me

3. Objective and Methodology of the testing

3.1 Objective of the testing

Following the development of a Beta-version of the BlueGeneration game, the partners organized firstly an internal testing by all partner organisations, followed by an external testing with the target group.
The objective of the internal testing was to identify any major problems, bugs or user problems before presenting the game to the target group of young people.
The external testing with the target group of young people had the objective to identify whether the design of the game is suitable to the needs and preferences of the target group of young school students between 14 and 19 years of age and whether it serves the overall objective of the deliverable, to assess the users' soft skills.

3.2 Testing methodology

For the internal testing the partners developed an excel testing form that listed all games and detailed questions to a variety of subjects, to test thoroughly all aspects of each of the six mini-games.
The categories were:

1. General Experience
2. Gameplay and Controls
3. Design and Aesthetics
4. Story and Narrative
5. Retention and Interest
6. Bugs and Technical Issues
7. Final Thoughts

Each category comprised of 2 to 5 specific questions which had to be answered in text format.
Additionally, this testing form collected data of age, nationality and gender of the internal testers, to later analyse whether these factors had an influence on the ratings and comments of the testers.
For details of the template see Annex 1.

The external testing was conducted directly with the main target group, school students between 14 and 19 years of age. The main goal of this external testing was to analyse whether the games were suitably developed for this age group and were engaging for them
The partners from Spain, Greece, Cyprus, France and Belgium contacted schools from their networks and arranged in person visits to the schools to get students to test the games live. These tests were then assessed in a simplified testing forms that were completed by the students in written format (see external testing form in Annex 2).
Both, the internal and external tests were then summarized and the results analysed for the need of possible changes and further action.

4. Testing Results

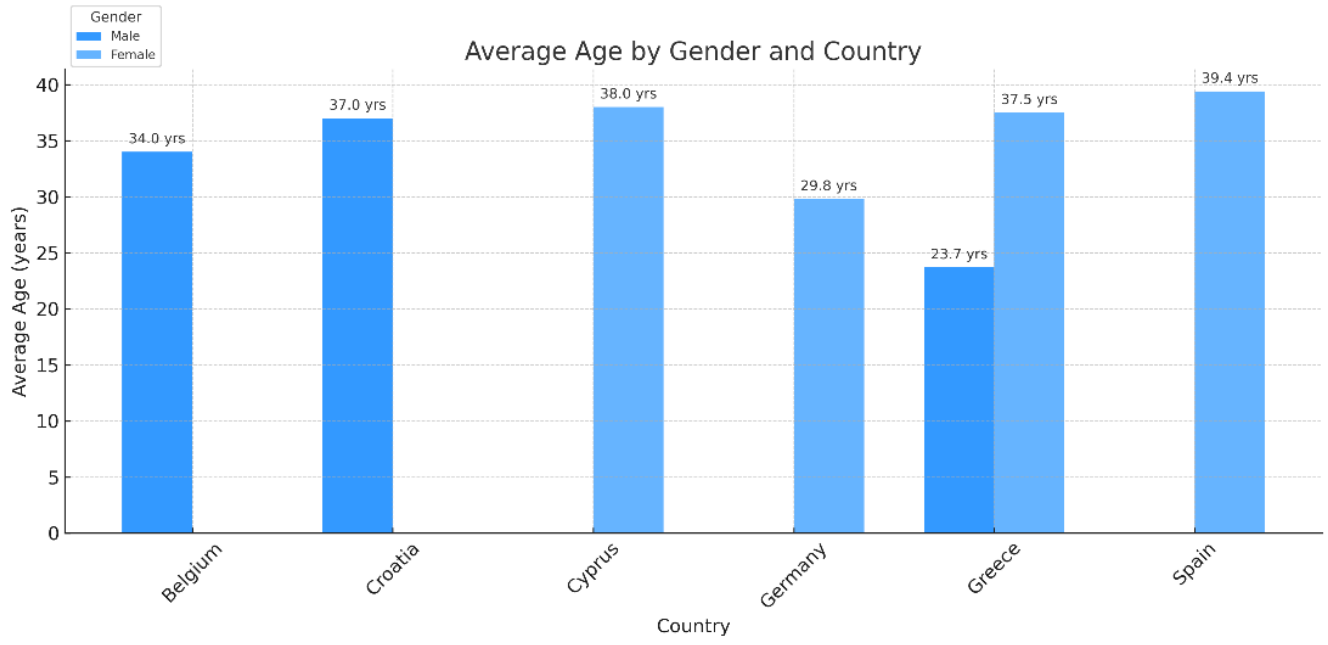
4.1 Internal Testing Results

This report presents a comprehensive analysis of the data collected during the internal testing phase of the video games of the Next BlueGeneration project**.** The internal evaluation process was conducted by a group of 22 individuals actively involved in the NBG project, whose insights and feedback have been instrumental in assessing the effectiveness, functionality, and user experience of the games.

The results and observations gathered throughout the testing have been systematically compiled and examined in detail. To better understand regional perspectives and user preferences, the comments and evaluations have been categorized and analysed by country (Cyprus, Belgium, Greece, Croatia, Spain and Germany). This classification enables a clearer interpretation of cultural and contextual differences in user experiences and expectations.

This graph illustrates the average age of participants, categorized by gender and country, who took part in the internal testing of six different video games. The data presented reflects insights gathered from individuals involved in the testing phase across six European countries: Belgium, Croatia, Cyprus, Germany, Greece, and Spain. This demographic breakdown helps provide a clearer understanding of the age distribution among male and female testers in each country, contributing to a more comprehensive analysis of user feedback and experience.

The objective of this analysis is to provide valuable insights that will guide future improvements and adaptations of the video games, ensuring they meet the diverse needs of users across different regions.



4.1.1 Belgium

In Belgium one participant (male) tested all six games. The tester expressed strong interest in the game narratives, describing the themes as engaging and entertaining.
In terms of **sound and visuals**, he reported persistent issues with sound across all games. Despite attempting to restart the games, the problem persisted.
Regarding **instructions and gameplay guidance**, he recommended reducing the length of the instructional text, noting that excessive detail could make the games less appealing for students. But he emphasised the importance of clear guidance on how to use the controls to operate the characters effectively.
Finally, the tester found some games—particularly *Dr Feelgood* and *A Day at the Races*—difficult to understand and follow due to unclear instructions.

Summary:

- **Suggested improvements:** more control, additional gameplay options, clearer instructions.
- **Positive comments on innovative elements:** character dialogue and narrative conflict scenes.
- **Other comments:** improvements needed in visual guidance and instruction clarity.

4.1.2 Croatia

In Croatia, one participant (male) tested all six games. Overall, he found the games engaging and entertaining; however, he noted that the duration of some games was insufficient. He also highlighted that the instructional text is overly long and recommended shortening it to maintain students' interest at the start of gameplay.

Additionally, he reported that the drag-and-drop feature does not function properly in the *Dr. Feelgood* game. Other issues encountered included the absence of sound in nearly all games. The participant also observed that some games have very dark visuals, making it somewhat difficult to interpret some scenes.

Summary;

- **Suggested improvements:** clearer goals and instructions, more characters, fewer bugs.
- **Positive comments on innovative elements:** dialogue and conversations, but more time is needed to complete tasks.
- **Other comments:** add a help button, and fine-tune narrative flow.

4.1.3 Cyprus

Two testers in Cyprus found the story and narration to be very interesting and captivating.
As for the sound and visuals, they found them to be very pleasant and appealing to students.

Summary:

- **Suggested improvements:** clearer narrative, improved dialogues, and more gameplay options.
- **Positive comments on innovative elements:** scoring system and storyline involvement.
- **Other comments:** need for better screen resolution, clearer controls, and more level progression.

4.1.4 Germany

In Germany, the games were tested by five participants of different ages, providing diverse perspectives and insights. Overall, the participants had a positive experience with the games, although some issues were identified during gameplay.
Regarding the games themselves, all participants found the concept and design to be very well executed. While they acknowledged the necessity of instructions for understanding the games, they agreed that most of the instructional texts were overly long and could become tedious. It was recommended to make the instructions more concise and easier to understand to enhance engagement and usability.

Summary:

- **Suggested improvements:** adjust difficulty, fix camera angles, clarify game endings, add scoring system, too much text, find the way to explain the game but shortly. Clear instructions to use the characters and to play the game. Add back to the main menu. The bugs and being able to change your answer to the questions
- **Positive comments on innovative elements:** liked the story and the characters. The whole world building again, of a marine animal competition, I liked that concept. Good to have different personalities of the characters.
- **Other comments:** weird sentence structure, use English vocabulary, easy to understand. Provide one slide of clear instructions on how to move characters, etc.

4.1.5 Greece

In Greece, six people tested the six games.
The results were quite varied. With regard to the stories in the games, some people classified them as interesting, while others classified them as normal or even a little boring.
Regarding the sound of the games, for some it worked well and for others it did not, even when they tried restarting the game.
As for the need for clarification, many agreed that for some games it is necessary to explain what to do and what the objective is. They also commented that in 'more options' some of the games stopped and they could not continue, nor could they restart or press a 'back' button. Some buttons also did not work properly.
Finally, in the 'other' area, several comments stand out, from buttons that did not work, such as the 'E' button, which when pressed should display a menu, to quick instructions to understand how to control the characters.

Summary:
Suggested improvements: Include more real-life examples, add a scoring system, some questions could be clearer.
Positive comments on innovative elements: Very interactive, Students liked the graphics, Easy to follow structure.
Other comments: Great for environmental education, fun and educational, could be used in other subjects too.

4.1.6 Spain

In Spain, feedback was collected from six participants of different ages who tested all six games. Overall, the participants considered the concept of the games highly engaging and particularly suitable for young students. They praised the visual appeal of the characters and the overall design, noting that it is well-executed and tailored to a younger audience.
Several areas for improvement were identified:

- **Instructions:** Some game instructions were not entirely clear. Additionally, the instructional text was considered too long, and participants recommended shortening it to maintain students' attention during gameplay.
- **Visuals:** Certain games appeared somewhat dark, and participants suggested enhancing the lighting to improve scene clarity.
- **Content Accuracy and Audio:** Testers detected grammatical errors in the instructional texts and issues with the sound in some games.

These observations provide valuable guidance for refining the games to enhance usability, clarity, and engagement for young learners.

Summary:

- **Suggested improvements:** Add more visual cues, make instructions clear and simple, include a timer or countdown. Problems with the sound in some of the games, technical issues like "be stuck",

- **Positive comments on innovative elements:** the story of the games is entertaining, its interactive and visual, features are good, make the narrative clear.
- **Other comments:** to have a “back button” in the instructions, some vocabulary and grammar (correct typos), layout is correct, agree with idea of the different scenarios.

4.1.7 Next steps

Following the completion of the internal testing phase, the technical partner studies in detail all comments made by the partners and identified for each of the mini-games comments that needed immediate fixing before starting the external testing phase.
These items included

- bugs in the game loading or continuation,
- obvious logical mistakes,
- misspellings and typos,
- sound loading problems,
- some changes in the gameplay, and
- a few changes in the game instructions.

Further corrections and re-programming will be undertaken after the external testing has been completed and its results analysed.

4.2 External Testing Results

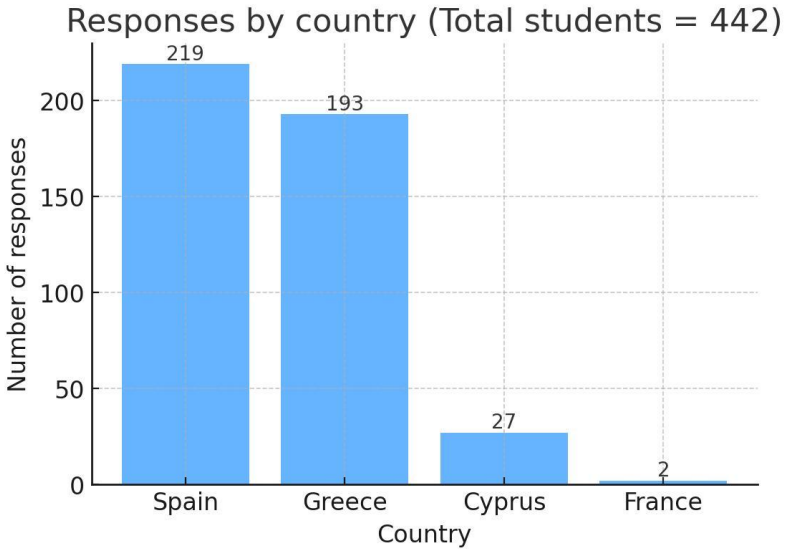
Following the completion of the internal testing phase, the six video games —*Holy Diver*, *Dr. Feelgood*, *A Day at the Races*, *School's Out*, *Rumours*, and *Please Please Me*— underwent a second stage of external evaluation. This phase involved their implementation and testing in various educational settings across several European countries.

As part of this process, a total of **442 responses** were collected from school students in four different countries: Spain, Greece, France, and Cyprus. The gathered data enabled an in-depth analysis of the reception, usability, and pedagogical effectiveness of the games across diverse cultural and educational contexts within Europe, directly involving the target group of the `project.

These 442 hand-written responses were digitalised and are analysed in the following:

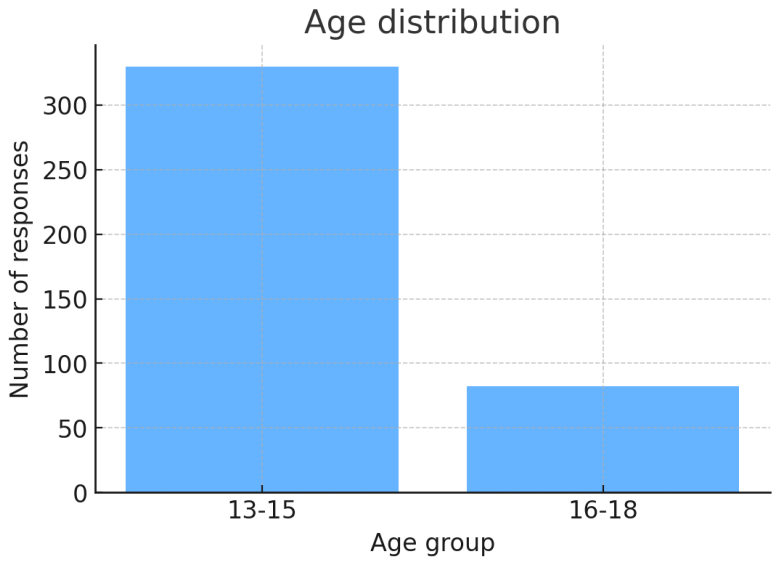
4.2.1 Responses by Country

A total of 442 student responses were collected in 4 partner countries, which were distribute by 219 from Spain, 193 from Greece, 27 from Cyprus, and 2 from France.



4.2.2 Age Distribution

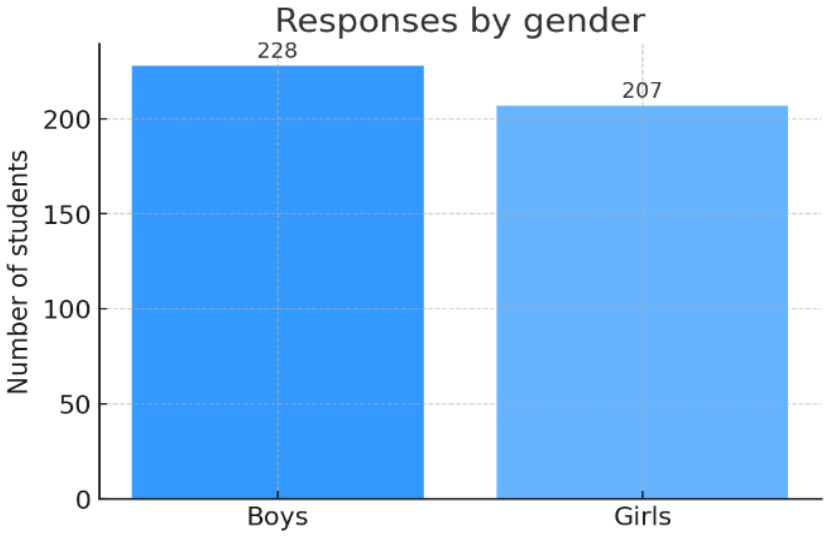
Testing was conducted in secondary schools, where structured feedback on the games was collected. Keeping in mind the project's target group of youth who are starting to plan their future career options, the participation was concentrated among school students aged **13–15 (around 360 responses)** and aged **16–18 (around 82)**.



4.2.3 Responses by gender

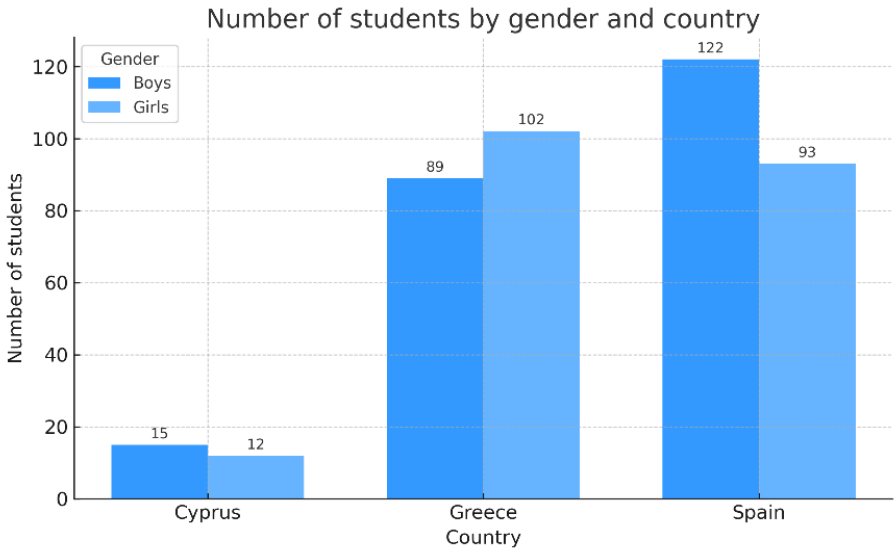
The survey collected responses from **442 students**, of which **228 identified as boys** and **207 as girls**, with a minimal number of **7 participants who did not disclose** their gender. This balanced distribution between male and female respondents provides a solid basis for a comparative analysis.

The results highlight a slightly higher participation of boys compared to girls. This difference across all participants is not large but might reveal relevant insights when analyzing their assessments of the games.



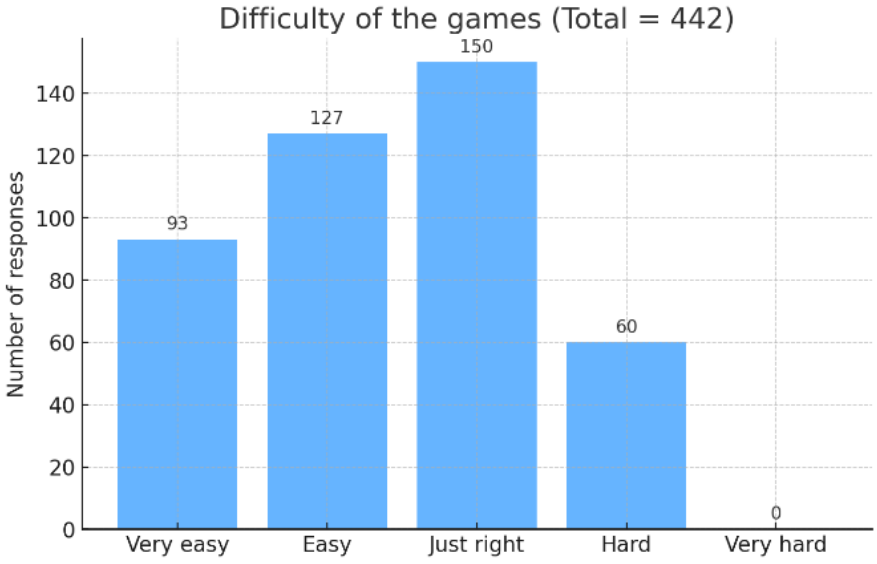
Traditionally, video games have been perceived as a male-dominated activity, and the greater number of male respondents may lead to distortions in the results. This gender gap, although not extreme, may have important implications for the need to promote **inclusive strategies** that encourage both genders to explore the games and use them for their career planning.

When analysing the gender distribution per country, then especially in Spain significantly more boys than girls took part in the testing.



4.2.4 Difficulty Level

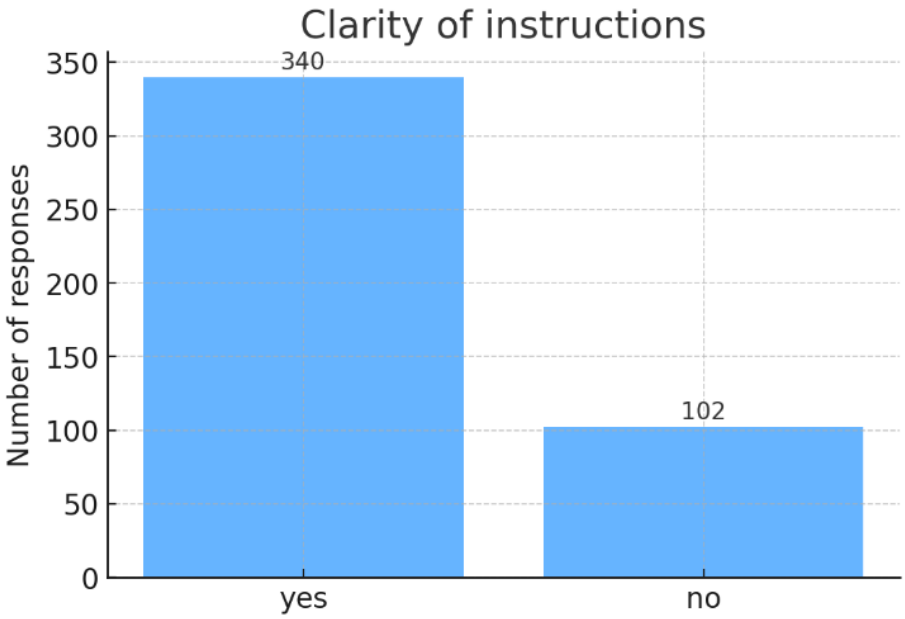
The question “How would you describe the game’s difficulty” allowed to choose from 5 options, ranging from “very easy” to “very hard”.
The most frequent answer was 'just right', with 150 responses. Followed by 'easy' and 'very easy'. The 'hard' and 'very hard' options were much less chosen, suggesting the game was perceived as accessible.



Analysing these responses by gender, shows that 34 boys and 26 girls chose the answer that the difficulty of the games was “hard”. It can therefore be deducted, that for the rating of the difficulty of the games, gender is not a relevant indicator.

4.2.5 Clarity of Instructions

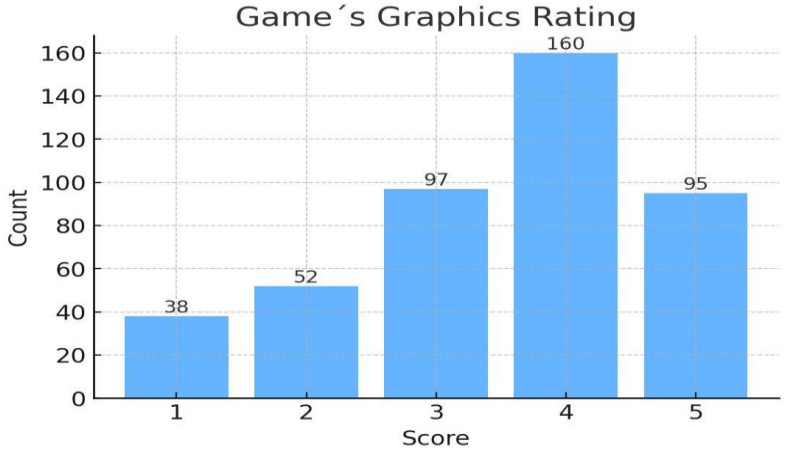
The clarity of instructions was tested through the question “Were the instructions clear and easy to understand?”. To this 340 students answered with “yes” , implying that they understood the instructions. Still, 102 respondents answered no, meaning that about 23% of all testers had problems to easily understand the instructions. Analysing this cohort of respondents answering “no” in more detail, reveals a clear gender bias: about 64% of them are girls and only 36% are boys.



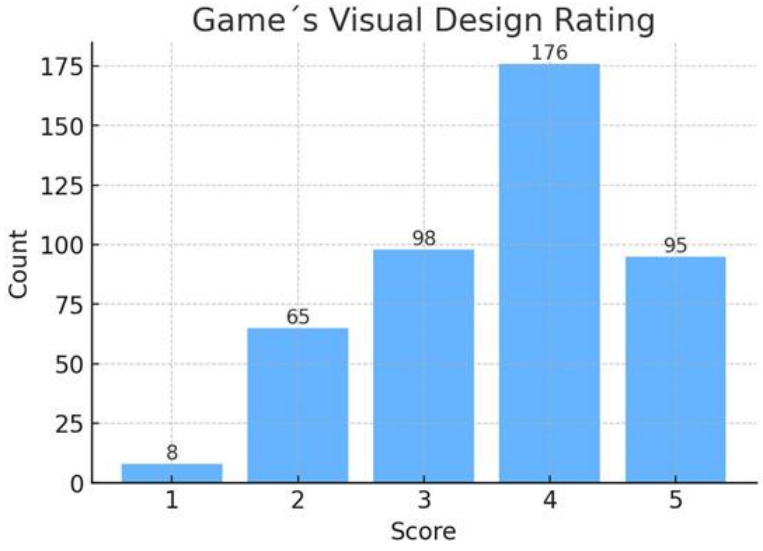
4.2.6 Graphics, visual design and sound

In the testing form the students were asked to evaluate the games across different aspects, including graphics, visual design, and sound. Each criterion was rated on a scale from 1 to 5, where 1 indicated a low level of satisfaction and 5 represented a high level of satisfaction. The feedback provided by the students was highly positive.

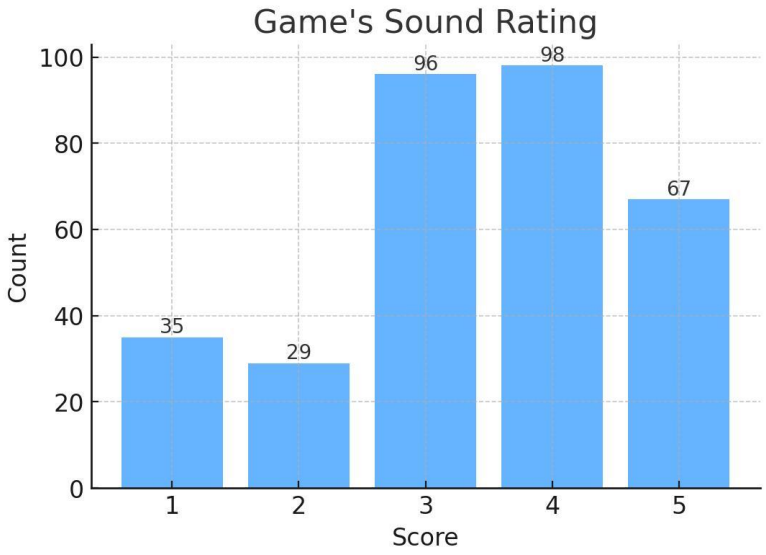
1. **Games Graphics results**: The students mostly selected a score of 4 or 5, which indicates that the graphic design was one of the most valued aspects across all the games.



2. **Visual Designs**: Students predominantly rated the game's visual design at level 4and 5, indicating a positive assessment of this aspect.

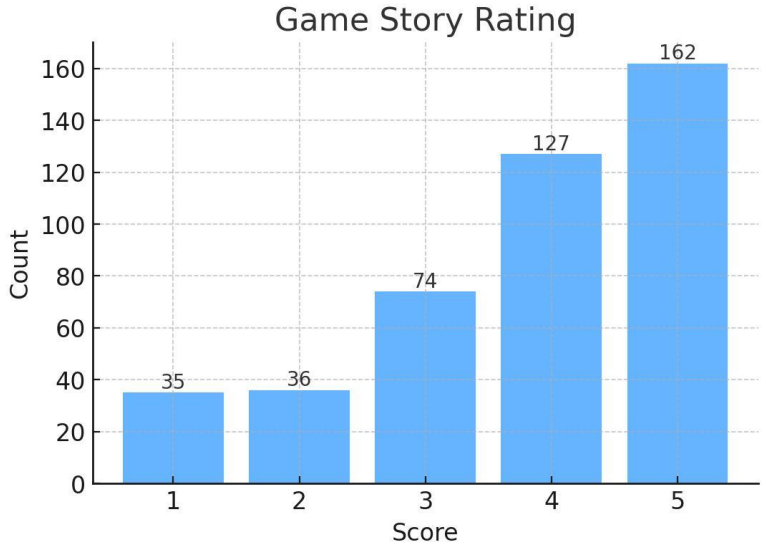


3. **Sound**: Regarding the sound of the games, students primarily assigned scores of 3 and 4. These outcomes appear to be linked to the technical difficulties encountered during gameplay.



4.2.7 Game Story Rating:

The students were each playing one or more games and were asked whether they liked the storylines of the games. As answer options they were given a ranking from 1 to 5, where 1 meant “I don't like it” and 5 meant “I like it very much.”
The most common rating was a 5, followed closely by 4, suggesting that the stories of the games were very well received by the participants.

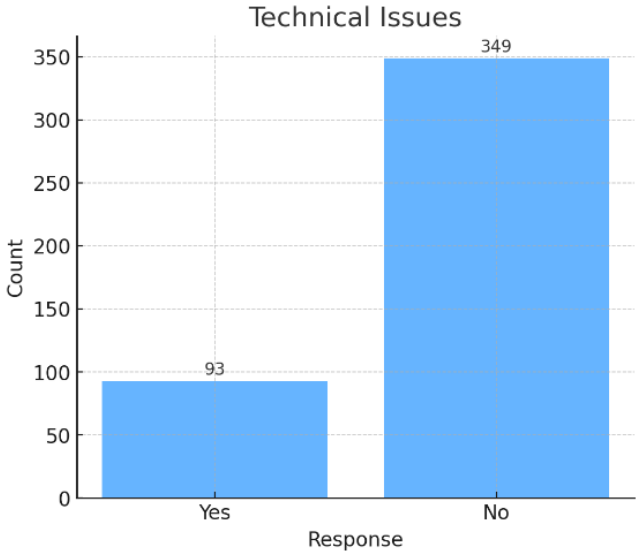


Analysing the 162 responses who rated the games storylines with the highest score (5) by gender, the data shows a very even distribution of 82 boys and 80 girls.
This outcome demonstrates a remarkable balance between genders in terms of appreciation of the game’s story. Both boys and girls expressed a similarly high level of satisfaction, indicating that the narrative aspect of the game was equally engaging and relevant across genders. Such balanced results are particularly significant in the context

of European educational initiatives, as they suggest that the design of the game's storyline successfully achieved inclusivity and appealed to diverse groups of students.

4.2.8 Technical issues

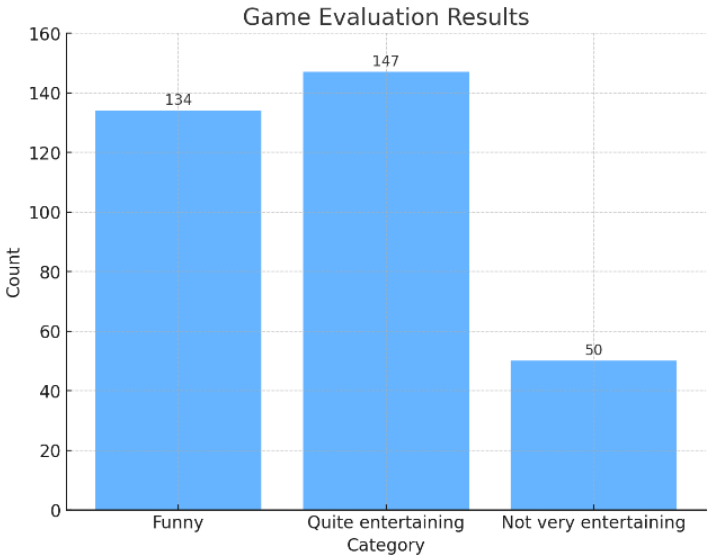
The next question in the survey addressed the technical issues (bugs, lag, delays, etc.) that students may have encountered while testing the video games. The results show that 349 students reported not experiencing any problems, while 93 students indicated difficulties such as frozen screens, sound-related issues, drag-and-drop malfunctions, and overall slow game performance.



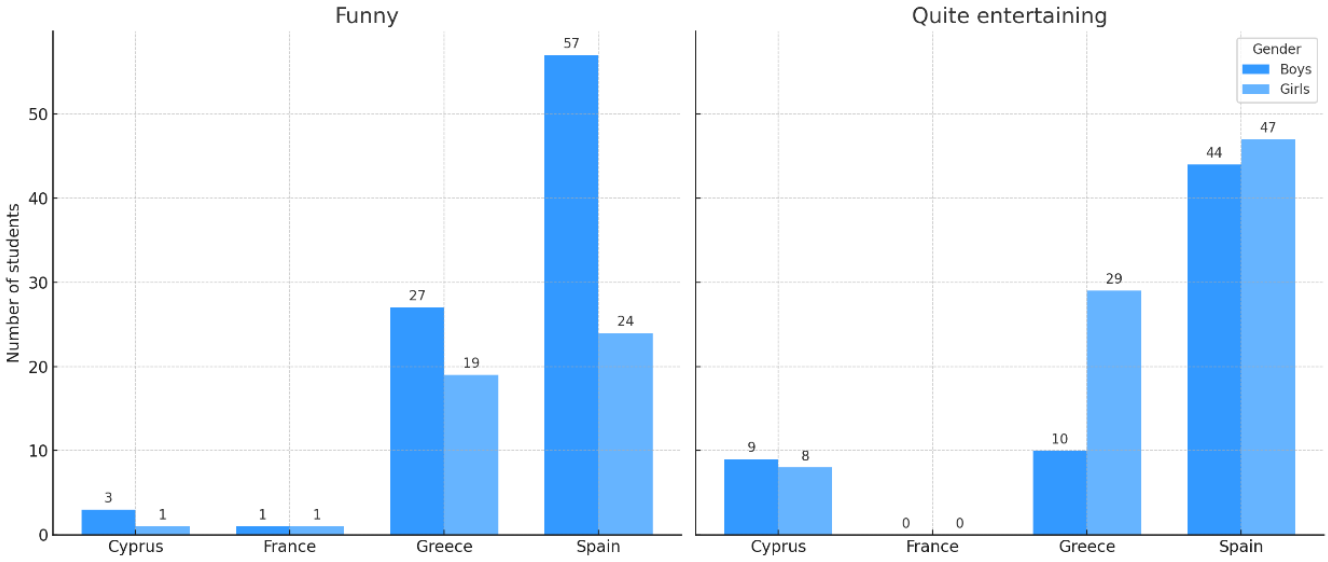
All reported issues will be analysed in detail per mini-game and, if verified, will be reported to the technical partner for further corrections,

4.2.9 Entertainment Perception

To measure the enjoyment factor of the participants when playing the games, the students answered the question whether they found the game fun. The options for them to answer were “funny”, “quite entertaining” and “not very entertaining”.



There is a total of 111 students who have not responded to this question. Of those who chose the option *not very entertaining*, 26 were boys and 24 were girls, therefore no gender bias can be deducted.
Analysing the results for the other two options by country and gender, the following pattern can be observed:



Comparative Insights

- **Greece:** Girls lead in positive entertainment responses, especially in *quite entertaining*.

- **Spain:** Boys report higher total numbers, but girls stand out in *quite entertaining*.
- **Cyprus:** Balanced distribution, with both genders leaning toward *quite entertaining*.
- **France:** Minimal data, limited to *funny*.

Conclusion
Both boys and girls find the games entertaining, but differences emerge:

- **Boys** more often associate the entertainment they found in the games with *funny*.
- **Girls** more frequently describe the games as *quite entertaining*.

These insights suggest that boys may connect more with the immediate humour, while girls perceive entertainment in a broader, more reflective sense.

4.2.10 Feedback in Open Questions

The testing form concluded with three open questions of

- "What did you like the most about the game?"
- "What did you like the least about the game?"
- "Any other comments"

Most students answered these questions and in order to be able to deduct conclusions from the answers, they were congregated into the most given answers per country. The following matrix reflects the most common positive and negative comments.

The positive feedback focussed mostly on the stories, the graphics and the gameplay, whilst the negative feedback often focussed on the instructions, the graphics and the sound.

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Positives Comments: Militos - Greece	Comments & Suggestions - Things to improve - Militos - Greece
What I liked most was that it created suspense—like a race against time.	It was difficult when I had to drag a character more than once to make it move.
What I liked was the concept of managing tasks and trying to keep up. What I didn't like was that sometimes it lagged.	Some games needed more things to do.
What I liked was that I could learn things about professions I didn't know.	I didn't quite understand the rules — make them more understandable.
I liked the characters.	The game instructions were not clear or easy for me. I wanted more information to understand clearly what to do.
I liked the stories.	Improve the instructions — I need to know better what to do.
It is a very pleasant game, you don't need to change anything.	I didn't like the released guidelines; they were difficult to understand.
What I liked the most was the task we had to do in each game.	I would change the sound.
Please Please Me is a simple and interesting game, I would not change anything.	Include a third-person camera if possible.
What I liked most was the mentality behind the games.	The instructions should be described in simpler language.
What I liked most was the stories; what I liked least was the lack of content, but the games are good.	The dragging didn't work properly sometimes—I had to try more than once.
It was quite creative and funny—entertaining.	The sound could be improved, and the instructions simplified.
I liked the instructions.	I need simple instructions, not long texts.
I liked the fact that I was making the decisions.	I would change the instructions.
I liked the mystery of the games;	I didn't like the graphics.
Nice gameplay in the levels — if possible, add more.	I didn't like the sound much
I liked the graphics.	What I'd like to change is the 1–2 second delay in movement. If possible, reduce this margin.
I liked that you had to be fast and act quickly. I didn't like that sometimes it froze, but overall it was all good.	The sound should be a bit louder and the graphics brighter.
The game was relaxing but didn't last long — I had to replay it to enjoy it more.	Some games could be easier — if I understood them better, I could play better.
The game had suspense—it made me feel like I had to hurry.	I would prefer to be able to control the submarine.
I liked the way the story built tension.	
I liked the professions it introduced.	

Positives Comments: Sea Teach - Spain	Comments & Suggestions - Thins to improve - Sea Teach - Spain
I like the story and characters	Problems with the sound
There was nothing bad, it was basic for me (gamer)	We need more time for some of the games, we haven´t enought time
I really liked, the characters, the games	Too much text for the instructions and also for the games
The game in general is really great	I found a little bit of delay in some of the games
I like it, I would say its the best game I played	Sometimes it didn´t drag right to the spot
I really liked the characters and its funny, interesting and cool.	We need more instructions but maybe instead of text can have an audio
I did like it because it helps you in your real life	The quantity of the text, maybe is better to do a short text
I really like the movements of the characters	It was hard to understand what to do
What I really like is that games are related with the sea	When the stress level gets high, the music should change and it isnt loud
We like the graphics	The instructions can be with a talkie character
What I really liked was how to solve a conflict	The game was slow and sometimes it would freeze up and we couldn´t continue.
The pressure you need to handle	
We really like the clues	
I like the game with clues and suspense	
I like the idea to play underwater	

Positives Comments: AcTeon - France	Comments & Suggestions - Thins to improve - AcTeon - France
I liked it	It would often lag
	A bit too old school for my taste, maybe more modern graphics

Positives Comments: CMMI - Cyprus	Comments & Suggestions - Thins to improve - CMMI - Cyprus
I really like the enviroment of the games: the ocean	I would change the graphics and to have more time
The story was nice and funny	It was a bit slow
I liked the scenes and the suspence	I would change the time of the games: we need more time to finish and complete it
I really liked the challenges on the game	The instructions were too much and it was boring
	I would change the sound.

5. Recommendations for implementation of improvements

Following a detailed analysis of the students' feedback, a series of potential enhancements have been identified and compiled to improve the overall usability, accessibility, and educational value of the video games developed within the project. The suggestions outlined below represent the collective insights of all project partners, discussed and agreed upon after reviewing the students' experiences and observations gathered during the in-school testing phase.

These proposed improvements aim to enhance the user interface, optimize gameplay guidance, and ensure a more intuitive learning environment for all users—particularly for younger players or those unfamiliar with the game mechanics.

Proposed Suggestions and Enhancements for the Games:

- **Interactive Information Buttons:**
  Incorporate discreet “info” icons—typically represented by a small “i” symbol—that players can click on if they require additional explanations or contextual information at any point during the game. This feature would allow users to access support only when necessary, reducing screen clutter and supporting independent exploration.

- **Contextual Help Prompts (“Need Help?”):**
  Introduce buttons such as “Stuck?” or “What now?” to offer optional hints or step-by-step guidance tailored to the current phase of gameplay. These prompts would serve as real-time support mechanisms to prevent player frustration and promote continued engagement.

- **Dynamic Pop-Up Bubbles:**
  Integrate brief, non-intrusive pop-up messages that appear contextually during gameplay (e.g., “Try clicking the ship!”). These bubbles would act as immediate, on-screen nudges to guide players organically without interrupting the flow of the game.

- **In-Game Guide Character:**
  Develop a non-intrusive guide character—preferably with voice-over capabilities—who can offer minimal yet targeted instructions as the player progresses through the game. This character should intervene only when necessary, maintaining a balance between guidance and player autonomy.

- **Use of Icons and Visual Indicators Over Text:**
  Replace lengthy textual instructions with universally recognizable icons and visual cues (such as arrows, checkmarks, or flashing highlights). This approach supports faster comprehension and makes the interface more accessible to non-native speakers or younger users.
- **Concise On-Screen Text:**
  When text is required, limit on-screen written instructions to a maximum of 20–25 words. Keeping messages short and direct ensures they are easy to read and understand quickly, especially during active gameplay.
- **Introductory Demo or Tutorial Video:**
  Implement a short, fast-paced introductory video (not exceeding one minute) before each mini-game. This video should clearly demonstrate the core objectives, highlight essential buttons or keywords, and visually emphasize the required user actions (e.g., zooming in on interface elements or showing the next logical steps). The goal is to prepare players effectively without requiring lengthy explanations or manuals.

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Annex 1 Internal Testing Form

NEXT BlueGeneration	Internal Testing Form Next BlueGeneration Game					
	GAMES:					
Tester details (please enter, this is VERY IMPORTANT for our analysis)	https://www.ludusxr.com/next-blue-gen-game/					
Name:						
Gender:	HOLY DIVER	DR FEELGOOD	A DAY AT THE RACES	SCHOOLS OUT	RUMORS	PLEASE PLEASE ME
Age:						
1. General Experience						
How would you describe your overall experience with the game?						
Was it easy to understand the game mechanics from the beginning?						
What part of the game did you find the most fun or entertaining?						
Was there any moment when you felt frustrated or confused? if yes, why?						
2. Gameplay and Controls						
Did the controls feel intuitive and easy to use?						
Was there any moment when the controls didn't respond as expected?						
Did the difficulty level seem appropriate? Too easy or too hard?						
Did the game's pace (actions, response time, speed) feel comfortable?						
3. Design and Aesthetics						
What did you think of the game's visual design (graphics, colors, characters)?						
Did the sound effects and music contribute to the gaming experience?						
Was there anything in the interface or menus that seemed confusing or needed improvement?						
4. Story and Narrative (if applicable)						
Did the game's story seem interesting and easy to follow?						
Did the characters or setting feel engaging and well-developed?						
Was there any dialogue or narrative element that seemed out of place or unnecessary?						
5. Retention and Interest						
Would you play this game again? Why or why not?						
Would you recommend this game to someone else? Who?						
Was there any element that hooked you or made you want to keep playing?						
Did you feel there was enough variety in the gameplay, or did it become repetitive?						
6. Bugs and Technical Issues						
Did you experience any bugs, glitches, or technical issues while playing?						
When did it happen, and how did it affect your gaming experience?						
Were there any loading times or performance issues that felt excessive or problematic?						
7. Final Thoughts						
What would you change or improve in the game?						
What element of the game stood out the most or felt the most innovative?						
Is there anything we haven't mentioned that you'd like to share about your experience with the game?						

Annex 2 External Testing Form

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The Game you played:

☐ Holy Diver
☐ Dr. Feelgood
☐ A Day at the Races
☐ Schools Out
☐ Rumors
☐ Please Please Me

1. Which age group do you belong to?
   ☐ 13–15
   ☐ 16 -18

2. What is your gender?
   ☐ Boy ☐ Girl ☐ Prefer not to say

3. How would you describe the game's difficulty?

   ☐ Very easy
   ☐ Easy
   ☐ Just Right
   ☐ Hard
   ☐ Very Hard

4. Were the game instructions clear and easy to understand?

   ☐ Yes → → → ☐ No

5. What do you think of the game's graphics, visual design and sound?

   Game graphic: → → ☐1 → ☐2 → ☐3 → ☐4 → ☐5
   Visual Design: → → ☐1 → ☐2 → ☐3 → ☐4 → ☐5
   Sound: → → ☐1 → ☐2 → ☐3 → ☐4 → ☐5

   If you don't like them: What would you change?

   _____

6. Did you like the story of the game?

   → → ☐1 → ☐2 → ☐3 → ☐4 → ☐5

7. If no: why? _____

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8. → Did you experience any technical issues (bugs, lag, delay, etc.)?

☐ Yes → → → → ☐ No

If yes, which issues? _____

9. → Did you find the game fun? How did you find the game?

☐ → Funny
☐ → quite entertaining
☐ → not very entertaining

10. → What did you like the most about the game?

_____

11. → What did you like the least about the game?

_____

12. → Any other comment?

_____

Thank You!!!

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