



TOOLBOX OF RESOURCES

SEQUENCE 15: Playtesting & Feedback Tool

Target: Educators, Youth Workers, Trainers

Estimated duration: 2–3 hours (excluding additional re-testing time)

Context: This sequence supports creators in field-testing their digital interactive story with the intended audience.

It guides participants through observing play, gathering feedback, analyzing results, and planning story revisions to improve usability, comprehension, and engagement.

1. OBJECTIVES

By the end of this sequence, participants will be able to:

- Test the interactive Adventure Book with real users
- Observe player behaviour systematically
- Collect structured feedback
- Identify usability, clarity, and accessibility issues
- Apply iterative improvements

2. DESCRIPTION OF THE SEQUENCE

This sequence introduces a structured playtesting cycle:

1. Prepare the testing session
2. Observe users interacting with the story
3. Collect player feedback
4. Analyze results
5. Identify issues and patterns
6. Implement improvements
7. (Optional) Re-test the revised version

The goal is not to evaluate participants, but to evaluate the story design.



Playtesting focuses on:

- Narrative clarity
- Choice understanding
- Flow and pacing
- Engagement
- Accessibility and cognitive load
- Emotional response
- Navigation and technical usability

3. PROPOSED ACTIVITIES

Activity 1 – Playtesting Session

Duration: 40 minutes (depends on how long the story is and how big the group is)

Step 1: Familiarize the participants with the material

- Get to know the sheets
- Let the group adapt it to necessities (SDL learners, context, adding questions adapted to their story)

Step 2: Assign Roles

- Facilitator: introduce the players to the story, explain the process, and guide them through the story
- Observers: fill in observer sheet

Step 3: Conduct the Playtest

During the activity, Observers fill in the **Observer Form** while players go through the story. Remind the Observers that they should not interrupt the readers; they should pay close attention to their behaviours, hesitations, confusions, and emotional reactions, and highlight when they ask questions.

After playing, players complete the **Feedback Form**.



Both digital and printable format can be found further down in this document.

READY-MADE TEMPLATES

Template 1 – Observer Sheet: Here is a digital version for the Observer Sheet. The printable format is available in [Annex 1](#) of this document.

Template 2 – Player Feedback Form: Here is a digital version for the Player Feedback Form. The printable format is available in [Annex 2](#) of this document.

Using the digital formats can facilitate the results analysis as well as give better alternatives for SDL learned.

Activity 2 – Feedback Analysis

Duration: 45 minutes (depending on how many participants filled in the sheets)

Step 1: Feedback reading and data collection

- Whether the feedback was taken digitally or not, all participants read the feedback collected on the **Player Feedback Form** for the first time.
- The second time, participants should focus on the multiple-choice answers and report how many times each answer has been selected to reveal a trend. If the feedback was collected digitally, then trends on the multiple-choice answers will appear automatically.
- On the third reading, participants should focus on the open-text answers. They can take a highlighter/ colored pen and circle words and ideas coming back several times - that indicates a trend in the feedback that should be addressed.
- Finally, participants should see if there are any comments made on the **Observer Sheet** that back up the feedback made by participants and see if they corroborate.

Step 2: Data analysis

- After collecting the data and determining the trend (positive and negative), participants should make an overall comment about the results (ex: “Players have



felt confident in navigating the story; however, they point out a technical error on page 14.”)

- Participants should note down specific changes to be made, such as those on technical errors.
- On more general feedback (ex: comments on the design of the story), a conversation is to be encouraged amongst participants on whether they want to address it.

Activity 3 – Adaptations and re-test (optional)

Duration: 30 minutes

Step 1: Action plan

- After making decisions on what to change or adapt, participants should classify types of changes to be made (ex: content, design, accessibility...) and incorporate those changes into their story.

Step 2: Oral presentation

- Additionally, if those activities have been made in a group, a presentation could be useful to present the data collection, what are the main trends discovered, how they have mitigated the feedback, and finally, what changes they are incorporating into their story.
- Presenting the process to their peers ensures they demonstrate critical thinking, evidence-based decision-making, and reflective practice as well as oral presentation skills.
- It does not have to be a big or polished presentation, but rather a simple 5 to 10-minutes explanation of their results and solutions.

Step 3: 2nd round of testing (optional)

- In order to test the changes incorporated, a second round of testing could be conducted, meaning repeating from “Activity 1, Step 2” onwards.



4. DIGITAL TOOLBOX - Tools for the Sequence

- [Canva](#): a comprehensive online graphic design and visual communication platform.

5. HOW TO APPLY THESE ACTIVITIES IN FORMAL AND INFORMAL CONTEXTS

Formal

- Conduct peer-testing sessions (2 groups evaluate each other, taking turns)
- Integrate into digital storytelling assignments
- Use structured observation during the computer lab/ digital literacy learning context

Non- formal

- Run playtesting as part of creative labs
- Use small-group testing

6. ADAPTATIONS FOR STUDENTS WITH SLD

- Provide simplified feedback forms
- Use smiley scales or visual indicators
- Allow oral feedback instead of written responses
- Conduct shorter testing sessions
- Offer a calm, distraction-free environment
- Allow replay of sections without pressure

Their feedback is especially valuable for identifying accessibility barriers.

7. RELATED TUTORIALS

- [Tutorial 6: Adapting the stories for different learning styles & age groups \(16–26 years\)](#)
- [Tutorial 7: Facilitating Youth Group Discussions & Problem-Solving Challenges](#)

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Activity 1 - Playtesting Session

OBSERVER SHEET

Story Title:

Date:

Observer:

Player Profile (age group/context/number of participants):

1. Navigation & Usability

- ☐ A. Player navigates confidently
- ☐ B. Player hesitates at choices
- ☐ C. Player asks for clarification
- ☐ D. Technical issue observed

Which one:

2. Understanding of Choices

- ☐ A. Choices are clearly understood
- ☐ B. Player seems confused about consequences
- ☐ C. Player re-reads text multiple times
- ☐ D. Player selects randomly

Notes:

3. Engagement & Emotional Reaction

- ☐ A. Player appears engaged
- ☐ B. Player shows boredom/frustration
- ☐ C. Player reacts emotionally to decisions

Notes:

4. Accessibility Indicators

- ☐ A. Text too long on the same page and/or in general
- ☐ B. Instructions unclear
- ☐ C. Visual distraction
- ☐ D. Overload of information

Notes:

5. Climate Change Understanding

- ☐ A. Player is reading the part about scientific facts attentively
- ☐ B. Scientific and climate change content is confusing the player in understanding the storyline
- ☐ C. Player disagrees with the take of the story
- ☐ D. Player reflects on their own action or behavior after reading the story
- ☐ E. Player is more informed on climate change thanks to the story

Notes:



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Activity 1 - Playtesting Session

PLAYER FEEDBACK FORM

1. What is the title of the story you read ?

2. Where you reading in a group ? If yes, how many were you ?

3. How was your overall experience reading the story ?



4. What did you enjoy most about playing and reading the story?

5. What did you least enjoy about playing and reading the story?

6. Was there anything confusing?

7. Were the choices clear?

- ☐ Very clear
- ☐ Mostly clear
- ☐ Sometimes confusing
- ☐ Very confusing

8. Was the story easy to read and follow?

- ☐ Yes
- ☐ Not always
- ☐ No





PLAYER FEEDBACK FORM (PART 2)

9. What would you improve?

10. Did the story made you reflect ?

- ☐ Yes
- ☐ Not really
- ☐ No

11. What did you learn about climate change ?

12. Did you like how the scientific facts were presented ?



13. Did the story made you want to act / change something / get you more interested about climate change ?

- ☐ Yes
- ☐ Not really
- ☐ No

14. Any other comments ?

