Gaming is fun, culture, sport and challenge, but video games are also an exciting medium with which current, societally-relevant topics can be negotiated. Games are a mode of story telling that, for example, can provide us with desired or undesired visions about the future, just as books, images or movies. But unlike these, video games allow for interactivity. The player has the possibility to make decisions according to her perspective, only limited by the possibilities the game developers provide. Thereby, the user does not only play the game, the game also plays the user. This opens up possibilities to use videogames as an interactive educational tool when both, designing and using them.

We, the student initiative MCTS Create, located at TUM's Munich Center for Technology in Society, aims to investigate the relationship between video game and video gamer. We show that games can be used as a interactive, playful method to shed light on contemporary societal challenges such as environmentalism, feminism and multiculturalism. We can approach evident societal tensions using video games, asking: Which factors influence our moral decision-making on such controversial topics? How do moral positions change across social and cultural contexts? How can video games help to reflect on societal issues? How can we design games responsibly? What are possible real-world consequences? We propose the following format for the **TUM Future Learning Initiative 2020**:

- **Title: "Moral Video Games"**
- **Description: An interdisciplinary, project-based seminar**
- **Who: Students from games engineering, the engineering disciplines, the social sciences and humanities**
- **Methods: Game developing, auto-ethnographical essay writing, qualitative interviewing**

The MCTS Create team sees games as a complex compound of technological, communicative, and aesthetic domains. A binary separation between 'developers' and 'users' does not hold here. We do not want to prescribe which roles (e.g. technical or social, applied or reflexive) in the projects should be adopted by the students. As a groundwork for further discussions, we propose the following format:

1. First, the students have to create their own video games with a clear focus societally-relevant topics, ethical deliberation and decision-making. During this iterative and reflexive process, students have to investigate their own assumptions that influence the creation of a video game. They can accomplish this by applying the frameworks of practice-based research creation and auto-ethnography (e.g. in the form of essays) and by discussing relevant works from the social sciences and humanities.
2. In a second step, students can invite participants to play the video game, followed by qualitative interviewing. What were the struggles when making a decision? How did a stance change after completing a task in the game? Did the player gain a better insight into the topic?

Using this two-step approach, students can assess how changes in creative work affect the outcome of moral decisions. As a further option and maybe in collaboration with the entrepreneurial strands of the TUM community, video games may be marketed on video game platforms.

Designing and testing an ethical video game offers a learning format that combines several contemporarily important skills, which are a) technical skills (systems engineering, software and programming, game design); b) interdisciplinarity and teamworking skills (new collaboration formats between the natural sciences, the social sciences and the humanities); c) deliberate reflexion on ethical issues (learning different concepts of right and wrong conduct) and d) translational capacities between different domains (how to frame technical concerns in societal dimensions and vice versa). The participating students get in touch with different gaming engines (Unity, Unreal etc.), acquire or

improve high-level language programming skills and learn how to reflect on and embed societal and ethical problems, dilemmas and conundrums in interactive scenarios.