

GO BEYOND BOUNDARIES

Gamifying the AI Act

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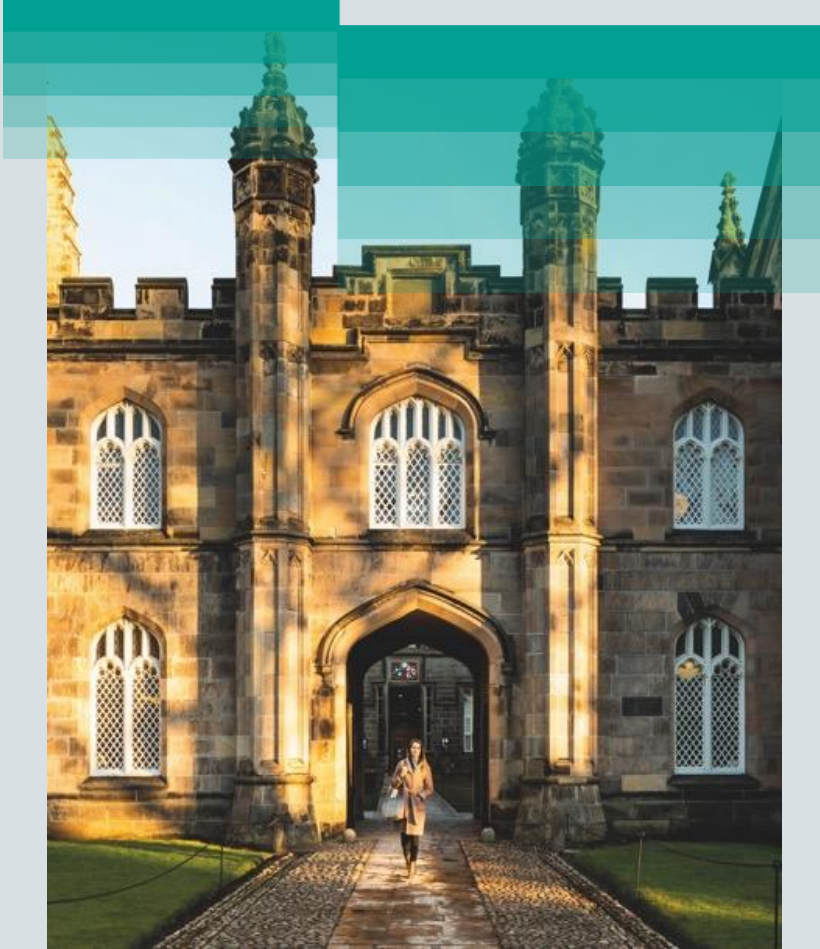
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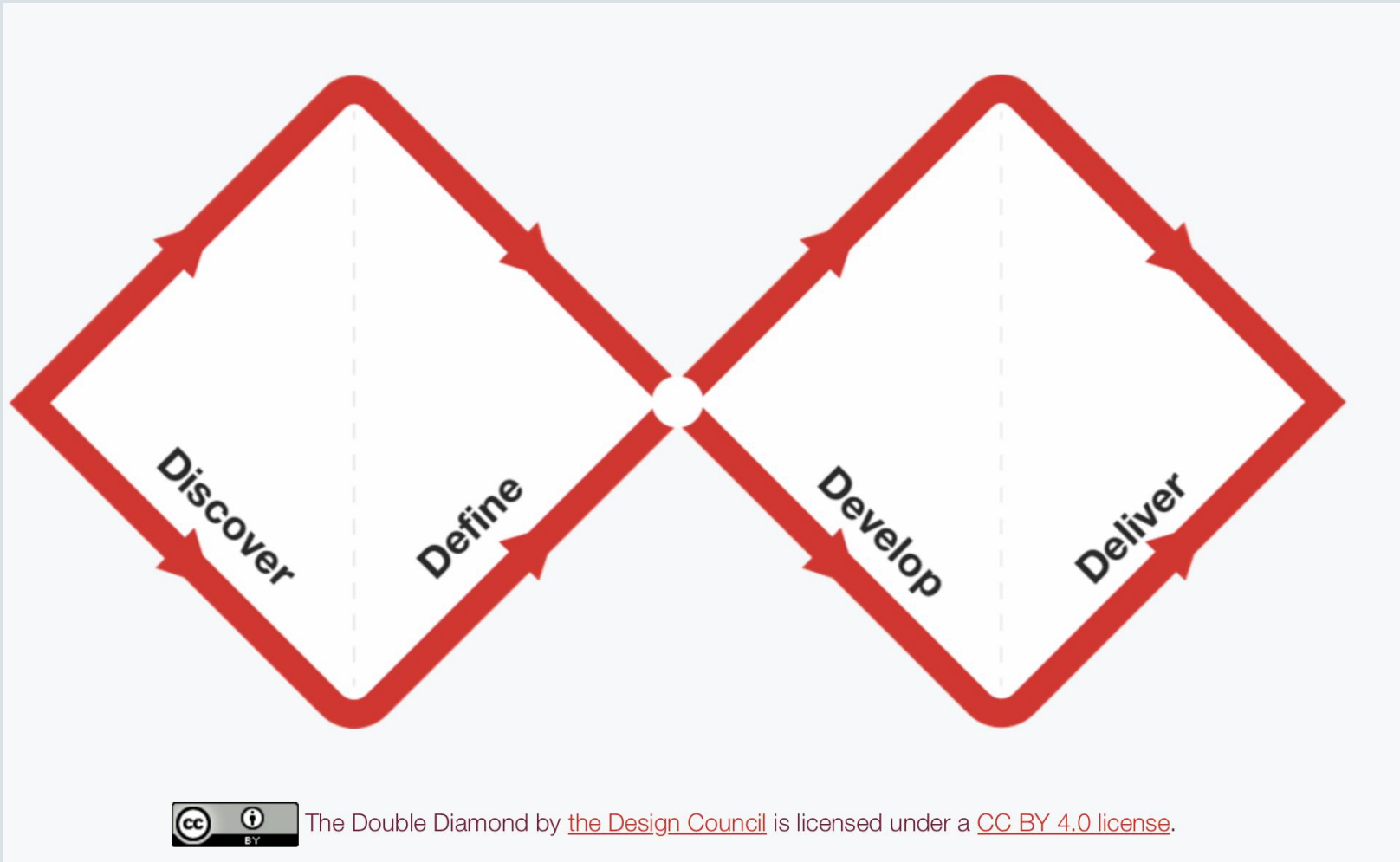




Problem statement

- I teach a variety of courses in the field of **law and technology** (mostly honours courses)
- Expectations for honours courses: advanced engagement with content and materials
- Reality: challenges in working through the seminar materials (in particular, lack of engagement with legal provisions, difficulty to apply legal remedies and rights in real case scenarios)
- Why is it so?
 - Complexity of the topic
 - Factors related to students' motivation

Method: design thinking



Towards a solution...

- Gamification
 - "use of game design elements in non-game contexts" (Deterning et al 2011)
- Game-based learning
 - Design learning activities in a game-alike way
- These strategies have **positive effects** on
 - **Cognitive** (conceptual knowledge or application-oriented knowledge)
 - **Motivational** (intrinsic motivation, engagement, feelings of confidence and self-efficacy)
 - **Behavioural learning outcomes** (technical skills and competences)

See, Bai et al. 2020; Huang et al. 2020; Sailer and Homner 2020; Vargas Murillo et al. 2022

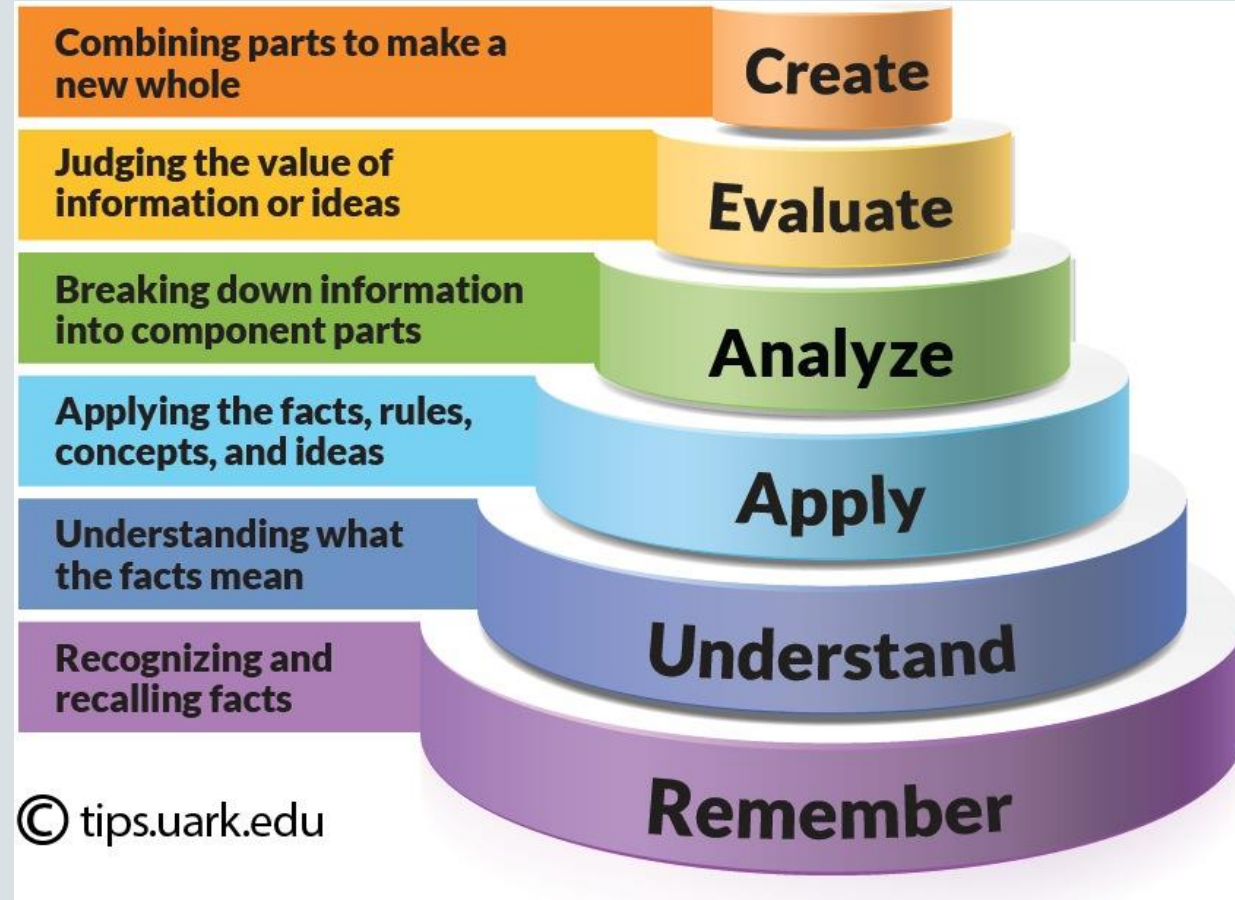
Towards a solution...

- Focus on a single piece of legislation
 - Gamifying the whole course might be inefficient (law and tech courses require regular updates)
- The "thing" to study: **AI Act**
 - The AI Act is the **first comprehensive horizontal regulation on AI**
 - Relevant model from a comparative perspective and broad extra territorial application
 - **Extremely long and complex** (180 recitals, 113 Articles, 13 Annexes)
 - Well-suited for a gamification
 - Additional benefit: **large adoption and circulation** among other teachers in Europe and abroad
 - Primary beneficiaries: University students
 - Secondary beneficiaries: professionals, NGOs, companies, etc. organising educational and training activities on the AI Act

Proposed solution. Goals:

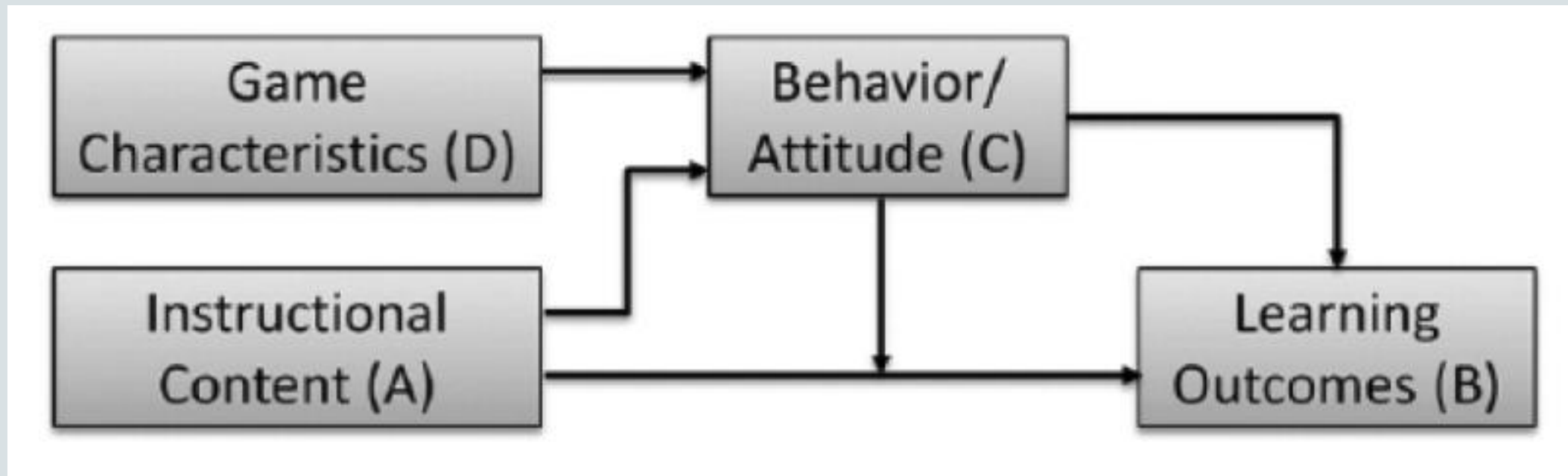
- Gamified learning experience aimed at:
 1. **Motivating** students at engaging with the sources and materials before the seminar
 2. **Testing** students' knowledge and reinforce their learning in class
 3. **Put in practice** and refine legal skills
- Not a replacement of individual study
- A support tool embedded in the course journey
- Activities that support and assess the achievement of the Intended Learning Outcomes (ILOs)

ILOs



Bloom's taxonomy

How will the gamified experience look like?



Theory of Gamified Learning (Landers 2015)

Game characteristics

Leading to improvements in the achievement of learning outcomes	No major improvements demonstrated
Responsive feedback	Leaderboards
Non-linear navigation	Badges/awards, points/experience, and advancement/levels
Collaboration	Timed activities
Problem-solving	Performance graphs
Retrieval practices	
Quest/missions/modules	



Prototype AI Act Jigsaw

Setting in class

- Students will be divided into groups of 6 (max)
- One person will be the designated Game Master (GM) and moved to a different group
- The GM will receive a rulebook containing all the instructions to lead the game, award points, and provide immediate feedback to the players' answers
- The game will be played in 2 rounds
 - First round: The group collaborates to solve all the challenges. Here students can benefit from 5 lifelines consisting in accessing to the text of the AI Act
 - The goal of the first round is to “map” the AI Act, understand its logics, obligations, and rights
 - Second round: All groups play against each others. The GM goes back to their original group
 - The goal of the second round is to observe its challenges and shortcomings, building on the map created in the first round

At the end of the game: Collective debriefing

The goal is to discuss with students the opportunities and challenges of the AI Act, ensuring that all the relevant concepts and issues have been understood

Game set up

- Before starting, prepare the following materials:
- **Game Board** with the AI Risk Pyramids
- **AI Systems and Models Card Deck**
- **Action Cards Deck**
- **Obligations Cards Deck**
- **Conformity Assessments Cards Deck**
- Score sheets and pens
- Players will be divided into groups and sit around the board.

Level 1 – Build the pyramid

Goal: Players must classify each AI system or model according to the AI Act risk levels correctly.

Instructions

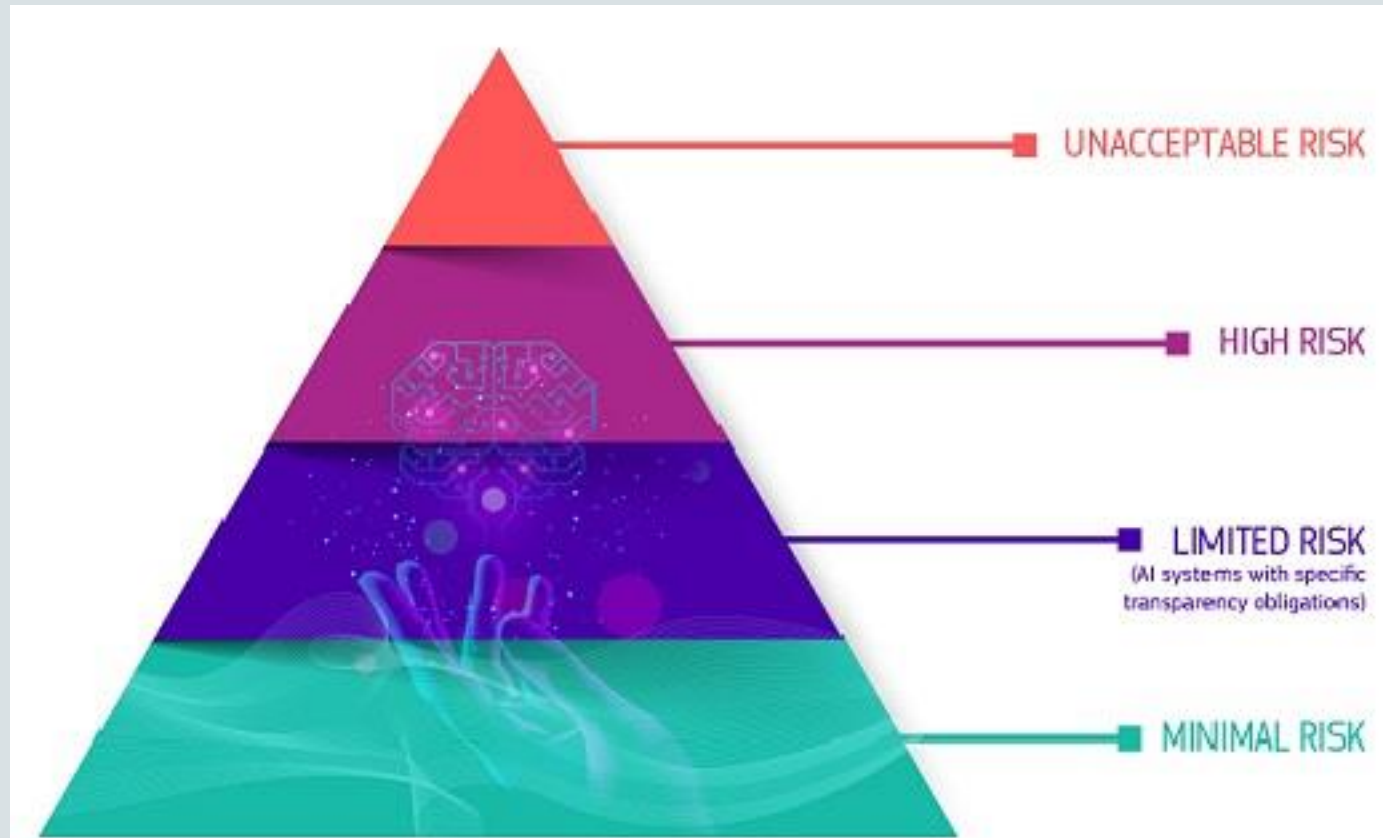
- The GM distributes the card deck **AI systems and models** to all the players in an equal number, starting from the player on their left and go clockwise
- Each player, in turn, places one card under the corresponding level of risk on the pyramid displayed on the board.
- The player can discuss each example with the rest of the team, but ultimately the decision rests with the player.
- Once the card is placed on the board, the decision cannot be changed, and the GM shall reveal the solution.
- When all the cards of the deck have been played, the group can move to the next level.

Scoring

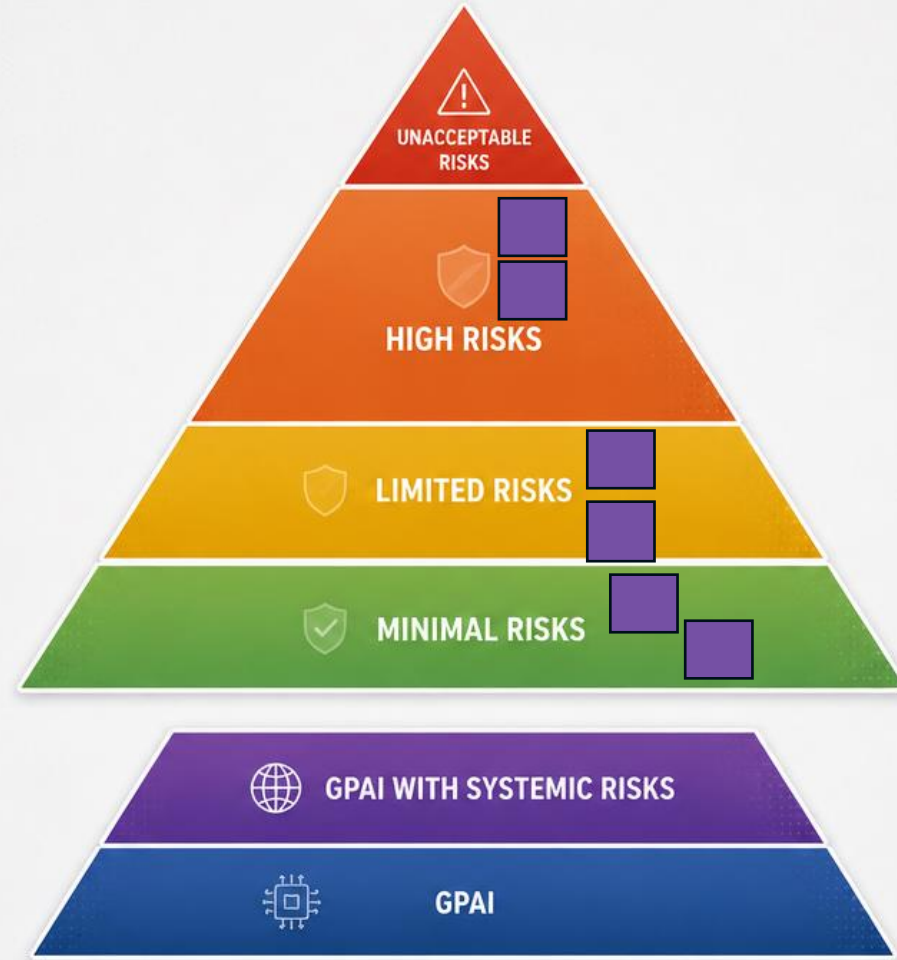
- Correct classification: **+2 points**
- If the player **explains why** the system or model belongs to that category: +1 point
- Wrong classification: the GM reveals how the system or models should have been classified and it gives the chance to the player to explain why the answer is correct. If the player provides the correct explanation **1 point** is awarded

The AI Act Jigsaw

- Inspired by the AI Act's risk based approach



<https://digital-strategy.ec.europa.eu/en/policies/regulatory-framework-ai>



TASK 2 — IDENTIFY STAKEHOLDERS AND ACTIONS

Goal: Players must identify the actors involved in the chain of responsibility and their actions

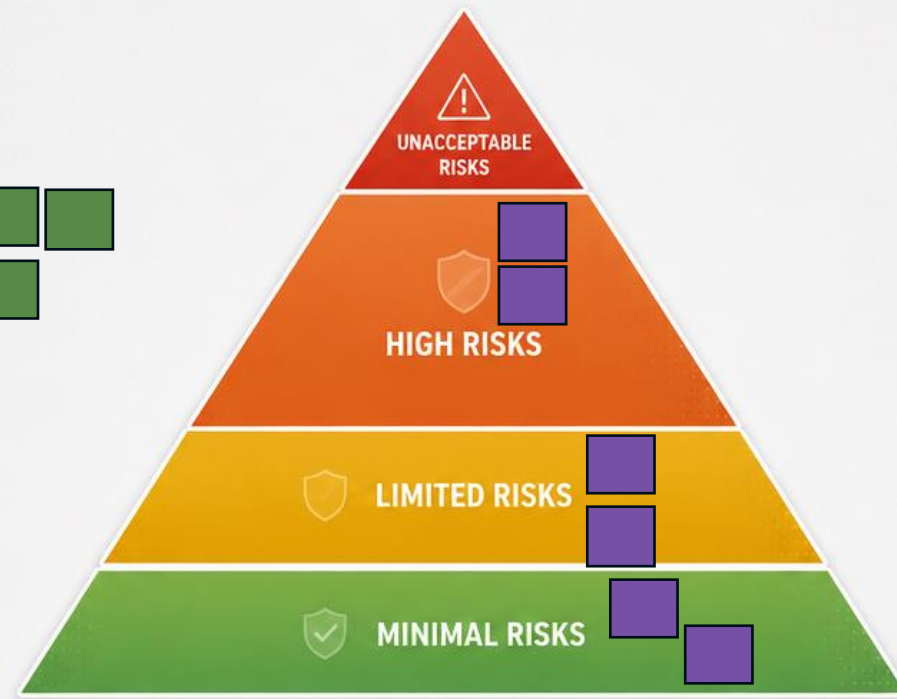
Instructions

The first player draws a card from the **Actors Cards Deck** and places it on the corresponding space of the gameboard.

Then, the same player draws a card from the **Action Cards Deck** and places it on the corresponding space of the gameboard. If the card cannot be used immediately goes into a discard pile.

Scoring

- Correct answer: **+1 point**
- Wrong answer: **0 points**



TASK 3 — IDENTIFY LEGAL OBLIGATIONS

Goal: Players must determine the legal obligations applicable to each actor involved in the AI system lifecycle.

Instructions

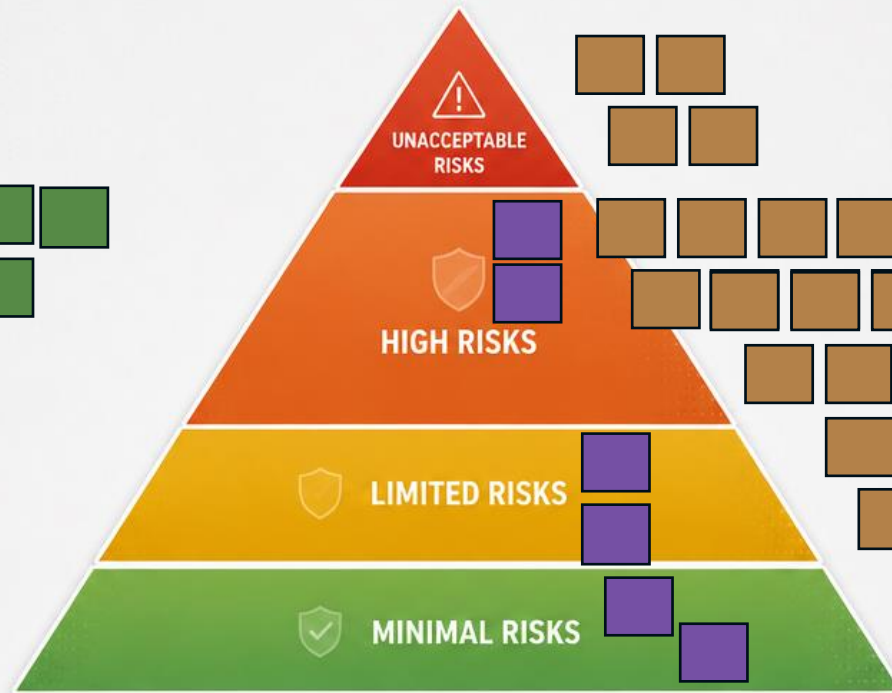
- The GM distributes the card deck **Obligations** to all the players in an equal number, starting from the player on their left and go clockwise
- The first player can decide declares which level of risk and actor they want to start with, then plays the first card containing an obligations. The next player continues the sequence by playing another card that is relevant to the same AI system and actor. If a player does not have a relevant card, they may pass their turn to the next player.
- There is no penalty for passing.

Scoring

- Correct obligation identified: **+1 point**
- Wrong answer: **0 points**

Bonus

- Earn **2 bonus points** by providing at least one practical example showing *how* the obligation should be fulfilled in practice.



REVISION

- Individual activity
- Pick an AI system and an actor and reconstruct ACTIONS and OBLIGATIONS

Scoring

- Correct answer: **+10 points**
- Wrong answer: **0 point**

Lifeline tokens cannot be used

Second round – Questions' samples

- Can a provider established in the EU sell a software for scraping untargeted facial images to a Japanese deployer?
- Does the provider have an obligation to perform a fundamental right impact assessment?
- What are the legal consequences for the importer if they make a modification to the AI system they places on the EU market?

Scoring

Correct answer: **+5 points**

Wrong answer: **0 point**

- Advanced questions: case-based scenarios

Scoring

Correct answer: **+20 points**

Next steps

- 2 focus groups to test the prototype
- With: colleagues at the Law School, PhD students, colleagues from e-learning and centre for academic development, students
 - What will be tested: usability of the game, potential for improving achievement of learning outcomes
- Refining the prototype with the support of the Design and Accessibility Team of the University
- Testing the effectiveness of the game with students (control group testing to verify students' performance and engagement)