Facilitation of Learning (FoL) – ENPHE
Good Practice for Physiotherapy Education

1. **Title of the Good Practice + Author(s) + e-mail:**

Moral Design Game – A techno-ethical boardgame. (Click here for more information)

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2. **Background & Rationale:**

‘Smart’ digital technology is increasingly part of our society. In the city, in education, business and healthcare. As a result, technology is intervening in the way we organize and design that life, and new questions and challenges arise for which we need a good conversation. The **Moral Design Game** helps with that.

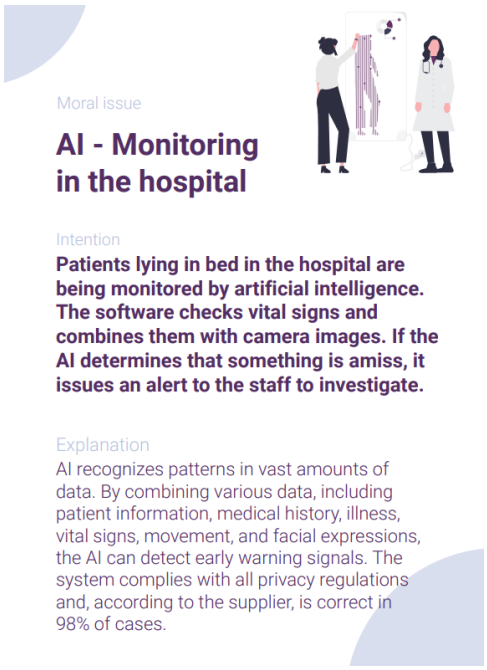
Examples:

> *The ‘smart’ camera influences the way in which the police organize their nightly surveillance. That can result in significant efficiency gains, but what if the camera detects dancing people as potentially dangerous?*
>
> *An app coaches students through AI to improve their results. But what if the advice is incorrect or causes stress? What if a companion robot ensures that the elderly are less lonely, but the family visits less?*

The Moral Design Game helps to discuss these issues. Players take on the role of characters and play with personal values. This also makes it clear which values are sometimes poorly related to each other.

The game challenges self-reflection and teaches all players to think about how we can organize our decision-making in a smarter way. In addition, the game provides a lot of insight into the arguments for and against and it is great fun to play.

An example of a case related to physiotherapy education:



I categorise my case under the following theme (please tick the appropriate box):

- ■ Clinical reasoning skills
- ■ Learning between students
- ■ Simulation-based learning
- ☐ Lack of motivation
- ☐ Tailored learning for student diversity
- ☐ Facilitation of online physiotherapy
- ☐ Self-regulation in physiotherapy learning (professional issues)
- ☐ Blended learning strategies
- ☐ Other: .....

3. **Learning Objectives:**

By engaging in the Moral Design Game (or analogous moral/ethical games), students are expected to achieve the following:

- Recognize, articulate, and analyze ethical dilemmas arising in the use of healthcare technologies (e.g. replacing, relocating, preventing care).
- Appreciate the complexity of stakeholder perspectives (patients, clinicians, payers, regulators, technology vendors).
- Map out relevant stakeholders and their interests, power, and vulnerabilities in a technological design or healthcare scenario.
- Critically assess whether a proposed technology advances or undermines value-based health care (i.e. maximizing outcomes per cost, equity, sustainability).

4. **Implementation** & **Description of the Good Practice:**

Small-group practical / workshop:

- As part of a lab or tutorial session
- Each group plays a case scenario, facilitated by a moderator
- Follow with guided debrief / full-class discussion and reflection

Clinical placements / real project courses:m

- As a preparatory or wrap-up activity
- Students bring real or simulated cases they see in practice (e.g. remote monitoring, AI in rehab) and play through them using the game structure
- Optionally adapt game scenarios to align with students' placement technology domain

Potential barriers:

The current curriculum in physiotherapy education has not yet fully integrated the role of technology in healthcare. As a result, students may have limited exposure to the ethical dilemmas that arise from technological innovations, and these are often not formulated as explicit learning outcomes. This can reduce the perceived relevance of the Moral Design Game and limit the depth of reflection. Also there could be a lack of facilitator / moderator expertise in ethics. Also expertise of the teacher to put this game in the right context and link it to the learning outcomes is important.

Of course the availability of this particular game could be a potential barrier however the construct of a game like this could be translated to different contexts.

5. **Evaluation & Feedback:**

The game can be embedded in the curriculum content and linked to the intended learning outcomes. It does not serve a summative function. Formatively, the game can play a role in providing feedback related to the learning outcomes. The teacher facilitates the game and can provide group or individual feedback based on how the game unfolds.

6. **Challenges & Solutions:**

The evaluation takes place at the module level. Students, lecturers, and coordinators assess whether the objectives of the learning activity are being achieved in relation to the intended learning outcomes.

7. **Impact & Sustainability**

Deepening ethical literacy: Over time, students develop a "muscle" for spotting ethical issues proactively, not only reacting to obvious dilemmas.

Cultural shift: Embedding this practice regularly reinforces that ethics is integral (not optional) in healthcare innovation and transformation.

And **engaging activities** with a game element simply make learning more enjoyable and FUN!

8. **References & Supporting Materials:**

- Wernaart, B. (2022). *Moral design and technology*. Wageningen: Wageningen Academic Publishers. https://doi.org/10.1016/j.techsoc.2020.101466
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- American Physical Therapy Association. (2019, November 6). *Technology's brave new world of ethical challenges explored in PT in Motion magazine*. Retrieved September 26, 2025, from https://www.apta.org/news/2019/11/06/technologys-brave-new-world-of-ethical-challenges-explored-in-pt-in-motion-magazine

If you have any questions about the template, please email: Matthias.eggermont@vub.be

Thank you in advance for completing the template and for your valuable input.

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