Slide 1 : I have the pleasure to present you our work based on a “Ludo……..” in collaboration between ISART DIGITAL and University of Cote dAZURE,

Slide 2: First we ll present our motivation and the main contribution

Then we ll explain the game design of our e-module: which scenario and gameplay were used

The result of experimentation and finish with conclusions and future work

Slide 3 :

The last COVID-19 pandemic crisis has led to an increase in depression among students,

due to remote learning, lockdowns, and isolation.

**BUT,** The practice of Emotion Regulation (ER) can

be a valuable skill for managing negative emotions and reduce the impact of depression.

**However,**

1- ER techniques are not sufficiently taught in France.

2 - Its difficult to teach these skills for student using conventional methods, since it requires the triggering of specific emotions and the creation of particular situations.

**BUT, -** Affective gaming has the potential to invoke and detect the real-time emotional state of players

Our main contribution consist of developing and interactive and immersive ………

Slide 4:

* Our game teachmod ER is developed with Unity3D Engine by game designers and programmer in close cooperation with health professional, It offers a 3D interactive virtual environment
* We have used also Blender to design some customized 3D Assets
* This game can be found and downloaded for free on App Store and Google play
* Now the scenario chosen in our study concerns the pressure generated during exam preparation ! because it’s the main period of anxiety for the majority of students
* In these photos we present the designed student’s residence and his room (the study environment)
* The scenario starts when the student return home after their courses to study for an upcoming exam, then the student will encounter several stress situations during revision

Slide 5:

* The learner embodies a first-person student avatar in a choice-based gameplay setup,
* At each situation, the student is invited to act and make decisions to manage their triggered emotions through multiple-choice questions displayed on the screen.
* The events in this game evolve depending on the previous choices made by the player.
* At the end, the student’s choices are synthetized to determine which ER strategy was used by the student (emotional suppression or cognitive reappraisal)

Slide 6:

* In our game, there are 25 different stress situations that the student will face during revision for their exam
* Here, for example, we show 4 stress situations, such as Technical issues with the computer, the time that passes quickly, the expectation/judgment of their parents and relatives, or an email received from the professor indicating that the exam has been scheduled at earlier time,
* To increase immersion and involvement, We have used various audio visual game design element to elicit the emotions such as …

Slide 7 :

* In order to test the performance of our e-learning module, we have conduct experimentations with 50 speech therapist students at the faculty of medicine, 22 among these students are at bachelor degree and 28 at master level,
* We selected five questions to analyze the adopted strategy

1. What is your reaction when still have a lot of remaining work
2. what self-talk occurs with One day before the exam ?
3. How do you behave with only one hour left to study or when you study without reviewing beforehand?
4. How do you react when receiving an email from the teacher announcing that the exam will start at earlier time,

Slide 8 :

* The percentage results of the survey are depicted on these figures,
* for the 5 asked questions, we can see with the blue color that 67% of the students have regulated their emotions,
* **but** when we look at the table results we can deduce that among the students who regulated their emotions there are 49% of them used inappropriate regulation strategies (which is emotional suppression instead of cognitive reappraisal)
* **The curves below show that no significant difference in ER skills between Masters and undergraduate level of study, the student’s responses were somehow similar,**

Slide 9 :