

## Research Article

# Designing Eco-Serbia for High School Students: Using AI Simulation with Mind Genomics Thinking and Technology to Inspire Critical Thinking by a Gamifying a Topic

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## Abstract

AI (Chat GPT3.5) embedded in the Mind Genomics platform (Idea Coach feature of BimiLeap.com), was used to synthesize a teaching approach for critical thinking. The exercise, strictly based on interaction with AI, was guided by the request of students in the Gymnasium of Novi Sad, Serbia, to create a tool which would allow them to experience critical thinking in a gamified manner. The process and prompts are presented in this paper, with the path to create a new game, Eco-Serbia. The paper shows how to introduce the topic, the power of AI to simulate discussions about a topic, to create the specifics for the game, and then shows additional analyses. These additional analyses, done after the project has been 'closed' by the user, include showing how to discover key ideas, themes, perspectives, and types of responses by different audiences. The paper finishes with a detailed opportunity analysis of four innovations about eco-Serbi as suggested by the AI [1-4].

## Introduction

Teaching gymnasium-level students critical thinking is vital; it empowers them to analyze information, evaluate arguments, and reach informed conclusions. Developing critical thinking skills enables students to sharpen their awareness of the world around them, prompting them to question assumptions, form their own opinions, and approach challenges with innovative solutions. The result is enhanced academic achievements while being equipped with the skills to navigate complex challenges in a diverse and interconnected world [5-9].

Integrating critical thinking into the high school gymnasium curriculum ignites student creativity, inspiring them to generate innovative ideas and solutions. Through the application of critical thinking skills across subjects such as science, literature, and history, students increase their understanding, interact meaningfully with the material, and enjoy a sense of curiosity and intellectual exploration. This method boosts academic success while igniting a lasting love for learning, inspiring students to engage in critical thinking across all areas of their lives.

## Gamifying Strategy: Create a Game About the Topic, One Requiring and Rewarding Critical Thinking

Gamifying by using AI to create a game for eco-tourism in Serbia adds a level of excitement and engagement for the students. By turning the process into a game, it becomes more interactive and enjoyable, making the learning experience more fun and memorable. The outcome of making the AI effort focused on gamifying the project is more motivated students, enthusiastic about the task at hand. They will be more likely to invest their time and creativity into the project, leading to a higher quality final product [10-13].

When our Serbian gymnasium students in Novi Sad use AI and Mind Genomics-based thinking to create a game for eco-tourism in Serbia, we expect them to feel a sense of accomplishment and pride in their work. They will likely be more excited and engaged in the project, as they see it as a fun challenge rather than a tedious academic task. By gamifying the effort, they will be more likely to collaborate with their peers, think outside the box, and push themselves to create something unique and innovative [14-17].

By using AI to transform the creation of the eco-tourism game

for Serbia into a gamification project, we hope to foster creativity, critical thinking, and a passion for innovation among our students. This approach will not only make the learning process more enjoyable and engaging but also equip them with valuable skills and experiences to apply in their future endeavors.

The remainder of this paper shows the approach, done virtually all with the aid of generative AI, specific Chat GPT3.5, using the Mind Genomics platform (www.BimiLeap.com). The AI is available through the Idea Coach feature. The set-up portions of the program are done by prompts easily created by the user. The detailed analysis after the program is closed, is done by a set of embedded prompts in the BimiLeap. Program and returns automatically for each iteration after the project is closed. The results done here required about 90 minutes. The deeper analysis was returned after the AI had finished its deeper analysis.

### Phase 1 – ‘Listening in on the Conversations Among 10 Students When They Hear About the Project

Observing a conversation from the sidelines offers a glimpse into the thoughts, emotions, and viewpoints of individuals regarding a specific subject. The genuine voices of individuals discussing a topic offer an authenticity that written sources often lack. The subtleties of tone, body language, and emotions in spoken conversations enrich the understanding of the topic at hand.

Engaging in conversations about a topic fosters a deeper connection and understanding that reading from a textbook or article simply cannot achieve. Hearing firsthand accounts and personal anecdotes allows us to connect more deeply with the topic, revealing its significance in our own lives. Conversation’s human element weaves empathy and understanding into the fabric of discourse, essential for unraveling the complexities of any topic.

Additionally, being a ‘fly on the wall’ enables us to observe the intricate dynamics of group communication and the interplay of diverse perspectives and opinions. This opportunity allows us to broaden our perspectives and question our beliefs as we engage with the diverse viewpoints shared in the discussion. Engaging deeply in the conversation allows us to grasp a fuller and richer understanding of the subject matter.

In the realm of gamification, listening to discussions on a topic can offer essential insights for crafting captivating and interactive experiences. By grasping the subtleties of how individuals discuss and interact with a subject, game developers can craft gameplay that is more immersive and meaningful. Incorporating real-life dialogue and scenarios into games can make them more authentic, relatable, and ultimately more enjoyable for players. Table 1 shows the instructions for the AI to be a fly on the wall, and the results generated by AI.

Table 1: The fly on the wall’ strategy to simulate a conversation about Eco-Serbia

<p><b>Instructions given to AI to simulate the conversation about the topic: Eco-Serbia</b></p> <p>Imagine that you are a fly on the wall. You can hear everything that is going on in the meeting. Even more, you have super-intelligence because you know what each person is privately thinking. As you look round the room, you see eight students of different ages (13-17), both girls and boys. You also see two teachers, one female, one male. They’re talking with excitement about the new project. It is the first time this school is doing the topic. The topic is a game focusing on Eco-Serbia, the natural aspects of all of Serbia, from weather, geography, land use, peoples, even quotidian (viz. non-special, everyday architecture). The group is just finishing the first week of the course. for the different people in the room, tell me who the person is, what the person is thinking privately, and what the person says to the group. Be complete, and interesting.</p> <p>The same person can speak up to two times. Give me what you hear: Who says something, what they are privately thinking, and what they say. Afterwards, summarize the meeting for the school newspaper.</p> <p><b>The AI returned this output</b></p> <ol style="list-style-type: none"><li>Student 1 (female, age 15): Privately thinking - "I'm really excited about this project, it's something different and interesting." Says to the group - "I think we should start by researching the different ecosystems in Serbia."</li><li>Student 2 (male, age 14): Privately thinking - "I hope this project will help me learn more about our country's environment." Says to the group - "Maybe we could focus on the impact of human activity on the wildlife in Serbia."</li><li>Student 3 (female, age 16): Privately thinking - "I'm not sure how I feel about this project, but I'll try to make the best of it." Says to the group - "I think we should also consider the cultural aspects of Eco-Serbia, like traditional practices and beliefs."</li><li>Student 4 (male, age 17): Privately thinking - "I'm already brainstorming ideas for our game, I want it to be creative and engaging." Says to the group - "Let's not forget to include information on sustainable living practices in our game."</li><li>Student 5 (female, age 13): Privately thinking - "I'm a little overwhelmed by this project, but I'm excited to learn more about Serbia." Says to the group - "Maybe we could have a virtual tour of Eco-Serbia in our game."</li><li>Student 6 (male, age 15): Privately thinking - "I think this project will be a great opportunity to showcase my programming skills." Says to the group - "I can start working on the coding for the game right away."</li><li>Student 7 (female, age 14): Privately thinking - "I really don't care about this project, I just want to get it over with." Says to the group - "I think we should have a competition element in the game to make it more fun."</li><li>Student 8 (male, age 16): Privately thinking - "I'm passionate about environmental conservation, so I'm really looking forward to working on this project." Says to the group - "We should consider partnering with local organizations to gather more information for the game."</li><li>Female Teacher: Privately thinking - "I'm glad to see the students engaged and excited about this project. I think it will be a great learning experience for them." Says to the group - "Let's set up a timeline for the project and assign roles to each student."</li><li>Male Teacher: Privately thinking - "I'm impressed by the creativity and enthusiasm of the students. I can't wait to see the final game they come up with." Says to the group - "Let's make sure to incorporate feedback from experts in environmental science to ensure the accuracy of our game."</li><li>Meeting Summary: The meeting was a success, with students expressing enthusiasm and creativity for the new project focusing on Eco-Serbia. They discussed ideas such as researching ecosystems, exploring the impact of human activity on wildlife, and incorporating cultural aspects and sustainable living practices. The teachers emphasized the importance of setting up a timeline, assigning roles, and incorporating expert feedback. Overall, it was a productive brainstorming session that set the foundation for an engaging and informative game about Serbia's natural aspects.</li></ol>
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## Phase 2 – Using Detailed Instructions to AI to Create the Game

To craft a game, the AI must produce questions that are both stimulating and demanding, while also being enjoyable and captivating for the players. Incorporating elements of surprise, humor, or suspense into the questions can achieve this, along with varying the difficulty level or topic to engage a diverse group of players. The goal is to craft an engaging and lively game experience that captivates players and encourages them to return for more excitement. Using the AI's cognitive skills and computational strength, game developers can craft tailored and immersive gaming experiences that resonate with the varied preferences and interests of players. The aim is to use AI's potential to enrich the gaming experience, crafting more interactive and enjoyable games into which players can immerse themselves (Table 2).

## Phase 3 – ‘Harvesting and Answering Questions Generated by AI at the End of Iteration 1, as well as Questions Asked in Iteration 2, and Finally Questions Emerging When AI Reviewed the Material After the Study was Closed

AI in platforms like Idea Coach on BimiLeap.com consistently prompts relevant questions and when instructed answers to those

questions. These questions highlight important issues related to the topic. Inserting these questions into a BimiLeap iteration is simple, regardless of the topic's origin or relevance. The user directs the AI, through the Idea Coach feature, to respond to the question using Chat GPT3.5 in a format relevant to the user. Table 3 shows 25 questions and answers generated by AI and answered by AI. These 25 questions and answers may overlap, but in the interests of showing what can be learned, all questions and answers are included.

## Phase 3: AI as Teacher of Critical Thinking by Reviewing the Original AI Output Automatically After the Study is Closed for Further Iteration

### *What are the Key Ideas?*

The key ideas generated by AI in a topic provide a concise summary of the main concepts and themes within the subject matter (Table 4). Knowing the key ideas allows students to quickly grasp the most important information, enabling them to better understand and absorb the material. To find these key ideas, students can use tools such as text analysis software or utilize critical thinking skills to identify recurring themes and main points. Once the key ideas are determined, the next steps involve further exploring and analyzing them to deepen comprehension and stimulate critical thinking.

Table 2: The AI-simulated created of the Eco-Serbia project, showing the instruction to the AI, and the steps returned to create the game

<p><b>‘MORE’ DETAILED INSTRUCTIONS TO THE AI ABOUT CREATING THE GAME</b></p> <p>I am in a professional department in a Serbian university. Our job is to use AI to create a game for 15-year-old gymnasium students. The general area is ecology of Serbia. The goal is for the gymnasium students to learn how to think critically, and to bring this game to all the gymnasium students in Serbia, and then Europe.</p> <p>The game must be fun, must teach, must not rely on fact, but have the students figure out in a game way how to pose real problems and then solve these problems, There must be a way to keep score, to recognize brilliant and novel ideas</p> <p>The output must be in a form to bring to the department and then to the government, and the to the United Nations</p> <p>Please specify every aspect of this game in a detailed composition of 12 paragraphs. Talk about the specifics of gamifying. Make the report so clear and easy to understand the anyone can create the game from reading the composition</p> <p><b>RESULTS FROM AI</b></p> <p><b>Game Concept:</b> The game will be an interactive and engaging platform that allows 15-year-old gymnasium students to explore and learn about the ecology of Serbia. Through various challenges and tasks, players will be encouraged to think critically, identify real-world environmental problems, and come up with innovative solutions.</p> <p><b>Game Objectives:</b> The primary goal of the game is to educate students about the importance of environmental conservation and sustainability. By gamifying the learning process, students will develop critical thinking skills and problem-solving abilities while having fun.</p> <p><b>Gameplay Mechanics:</b> Players will navigate through different levels, each presenting a unique environmental issue in Serbia. They will be required to analyze the situation, gather information, and make decisions that impact the virtual ecosystem. The game will seamlessly integrate storytelling, puzzles, and decision-making elements to keep players engaged.</p> <p><b>Problem-Solving Approach:</b> Rather than providing facts and information, the game will encourage students to explore and experiment with different solutions to environmental challenges. By posing open-ended problems, players will have the opportunity to think creatively and develop their own ideas.</p> <p><b>Scoring System:</b> The game will track players' progress and performance through a scoring system that rewards critical thinking and innovative solutions. Players will earn points based on the effectiveness of their decisions and the impact of their actions on the virtual environment.</p> <p><b>Recognition of Brilliance:</b> In addition to traditional scoring, the game will feature a recognition system that highlights exceptionally creative and novel ideas. Players who demonstrate outstanding critical thinking skills and come up with innovative solutions will be acknowledged and celebrated within the game.</p> <p><b>Game Output:</b> The final output of the game will be a comprehensive report detailing the gameplay elements, educational objectives, and impact on players' critical thinking abilities. This report will serve as a guide for further development and dissemination of the game.</p> <p><b>Government and United Nations Collaboration:</b> Once the game is completed, the department will work closely with government authorities and international organizations such as the United Nations to promote the game among gymnasium students in Serbia and eventually across Europe. The goal is to raise awareness about environmental issues and empower students to become responsible global citizens.</p> <p><b>Gamification Strategy:</b> The game will use gamification techniques such as points, levels, rewards, and recognition to motivate and engage players. By incorporating elements of competition, collaboration, and exploration, the game will create an immersive learning experience that fosters critical thinking skills.</p> <p><b>Educational Content:</b> The game will include educational content related to the ecology of Serbia, including information about local flora and fauna, environmental challenges, and conservation efforts. This content will be presented in an engaging and interactive format to enhance learning and retention.</p> <p><b>User Interface Design:</b> The game will feature a user-friendly interface that is intuitive and visually appealing to 15-year-old gymnasium students. The design will prioritize ease of navigation, clear instructions, and engaging visuals to enhance the overall gaming experience.</p> <p><b>Testing and Feedback:</b> Prior to launch, the game will undergo extensive testing with target audiences to gather feedback and make necessary improvements. User feedback will be crucial in refining the game mechanics, educational content, and overall user experience to ensure its effectiveness in promoting critical thinking skills among students.</p>
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Table 3: AI generated questions about the topic, and AI generated answers to those questions

PART 1 – AI-GENERATED ANSWERS TO QUESTIONS ASKED AT THE END OF ITERATION 1

**How can we gamify the learning process to teach gymnasium students about the ecology of Serbia?** Gamifying the learning process is crucial as it makes education more engaging and interactive for students. By incorporating elements such as levels, rewards, and challenges, we can motivate students to actively participate and learn about environmental issues in Serbia. Players can earn points for completing tasks, unlocking new levels, and exploring different aspects of the ecosystem, keeping them engaged and motivated to continue learning.

**What gameplay mechanics should be incorporated to encourage critical thinking and problem-solving?** Incorporating gameplay mechanics such as decision-making, problem-solving puzzles, and open-ended challenges can encourage critical thinking and problem-solving skills among students. By presenting real-world environmental issues and requiring players to come up with innovative solutions, the game can promote analytical thinking, creativity, and strategic planning. This will challenge students to think outside the box and apply their knowledge to solve complex problems within the game environment.

**How can we reward players for innovative solutions and creative thinking within the game?** Players can be rewarded for innovative solutions and creative thinking by earning bonus points, unlocking special rewards or virtual badges, and receiving recognition within the game. By acknowledging and celebrating unique ideas and approaches, students will be encouraged to think creatively and explore new ways to address environmental challenges. This positive reinforcement can motivate players to continue experimenting and developing their critical thinking skills in the game.

**What strategies can be implemented to recognize and celebrate brilliant ideas from players?** To recognize and celebrate brilliant ideas from players, the game can feature a leaderboard showcasing top performers, highlight standout contributions in a designated "Hall of Fame" section, and provide in-game rewards for exceptional achievements. Additionally, players can receive personalized feedback and encouragement from virtual mentors or characters within the game, reinforcing their innovative thinking and problem-solving abilities. Celebrating player successes and showcasing their achievements can inspire others to think critically and creatively in their quest to address environmental issues in Serbia.

**How should the scoring system be designed to track players' progress and performance?** The scoring system should be designed to track players' progress and performance based on their critical thinking, problem-solving skills, and impact on the virtual ecosystem. Players can earn points for making informed decisions, implementing effective solutions, and achieving positive outcomes within the game. The scoring system should be transparent, consistent, and reflective of players' abilities to analyze situations, prioritize actions, and collaborate with others to address environmental challenges. This will provide players with a clear benchmark of their performance and encourage them to strive for continuous improvement throughout the game.

**What educational content should be included in the game to promote environmental awareness?** The game should include educational content on the ecology of Serbia, environmental issues, conservation efforts, and sustainable practices to promote environmental awareness among players. Information about local flora and fauna, pollution sources, climate change impacts, and biodiversity conservation can enhance players' understanding of the interconnectedness of ecosystems and the importance of environmental stewardship. By presenting educational content in an accessible and engaging format, the game can raise awareness about environmental challenges and empower players to take action in their communities and beyond.

**How can we collaborate with government authorities and international organizations to promote the game?** Collaborating with government authorities and international organizations can help promote the game among gymnasium students in Serbia and Europe by gaining their support, endorsement, and partnerships. By showcasing the educational value and impact of the game on critical thinking skills and environmental awareness, we can demonstrate its relevance to policymakers, educators, and stakeholders. By aligning the game's objectives with national and international environmental goals, we can use existing networks and resources to reach a wider audience and drive meaningful change through education and advocacy.

**What gamification techniques should be used to engage and motivate players?** Gamification techniques such as leaderboards, achievements, challenges, and rewards should be used to engage and motivate players throughout the game. By fostering a sense of competition, curiosity, and achievement, these techniques can encourage players to actively participate, explore new concepts, and strive for excellence in their gameplay. Incorporating elements of surprise, progression, and social interaction can further enhance player engagement and motivation, keeping them invested in the learning experience and eager to unlock new opportunities for growth and success.

**What elements of competition, collaboration, and exploration should be included in the game?** The game should include elements of competition, collaboration, and exploration to create a dynamic and interactive learning environment for players. Competition can motivate players to improve their critical thinking skills, problem-solving abilities, and environmental knowledge by challenging them to outperform their peers and achieve higher scores. Collaboration can foster teamwork, communication, and cooperation among players, encouraging them to work together to solve complex problems and achieve common goals. Exploration can stimulate curiosity, discovery, and experimentation, prompting players to explore new ideas, concepts, and solutions within the game.

**How can we ensure that the user interface design is intuitive and visually appealing to 15-year-old students?** To ensure that the user interface design is intuitive and visually appealing to 15-year-old students, we should prioritize simplicity, clarity, and interactivity in the game's layout and features. Using a clean and user-friendly design with vibrant colors, engaging graphics, and intuitive navigation can enhance the overall gaming experience and make it more accessible to young players. Incorporating interactive elements, dynamic animations, and engaging visuals can captivate students' attention and encourage them to explore different aspects of the game while maintaining a seamless and enjoyable user experience.

**What educational resources and information about the ecology of Serbia should be integrated into the game?** Educational resources and information about the ecology of Serbia, including data on local wildlife, ecosystems, environmental challenges, and conservation initiatives, should be integrated into the game to provide students with a comprehensive understanding of the environmental issues in the country. Interactive maps, infographics, videos, and quizzes can help convey complex concepts in an engaging and accessible manner, enhancing players' learning experiences and retention of key information. By incorporating up-to-date and relevant content, the game can serve as a valuable educational tool for students to deepen their knowledge and awareness of environmental topics in Serbia.

**How should the testing and feedback process be conducted to gather insights from target audiences?** The testing and feedback process should involve conducting focus groups, surveys, and playtesting sessions with the target audience of gymnasium students to gather insights on their gaming experience, learning preferences, and feedback on the game. By soliciting feedback on the game's mechanics, content, difficulty levels, and overall enjoyment, we can identify areas for improvement, refine gameplay elements, and address any usability issues that may arise. Incorporating user feedback into iterative design and development cycles can help optimize the game's performance, educational value, and player engagement, ensuring that it aligns with the needs and expectations of the target audience.

**What strategies can be used to encourage students to think critically and develop innovative solutions?** Strategies such as presenting real-world environmental challenges, fostering a growth mind-set, promoting creative thinking, and rewarding experimentation can encourage students to think critically and develop innovative solutions within the game. By posing open-ended questions, encouraging exploration, and providing opportunities for trial and error, players can cultivate their problem-solving skills, analytical thinking, and decision-making abilities. Creating a safe and supportive environment that values diverse perspectives, celebrates creativity, and embraces failure as a learning opportunity can empower students to take risks, think outside the box, and come up with novel solutions to complex problems.

**How can the game be adapted for wider dissemination among gymnasium students in Europe?** To adapt the game for wider dissemination among gymnasium students in Europe, we can localize the content, collaborate with educational partners, translate the game into multiple languages, and tailor the gameplay mechanics to suit diverse cultural and educational contexts. By conducting market research, engaging with stakeholders, and seeking feedback from international audiences, we can identify unique opportunities and challenges in different European countries and customize the game to meet their specific needs and preferences. Using digital platforms, social media, and educational networks can help us reach a broader audience and promote the game as a valuable educational resource for students across Europe.

**What impact do we hope to achieve by promoting critical thinking skills through this game?** By promoting critical thinking skills through this game, we hope to empower gymnasium students to become informed, engaged, and proactive citizens who are equipped to address environmental challenges in Serbia and beyond. By fostering a culture of innovation, collaboration, and sustainability, we aim to inspire students to think critically, act responsibly, and make positive contributions to their communities and the environment. Ultimately, we seek to cultivate a generation of environmental leaders who are capable of understanding complex issues, developing creative solutions, and driving positive change in the world.

PART 2 – AI-GENERATED ANSWERS TO QUESTIONS POSED BY AI ITSELF DURING A REVIEW,

DONE OFF-LINE, AND AFTER THE PROJECT IS CLOSED

**How can we ensure that the challenges and tasks in the game are age-appropriate and engaging for 15-year-old gymnasium students?** Age-appropriate and engaging challenges are vital to maintaining the interest and motivation of 15-year-old students. To achieve this, we will conduct extensive research on the cognitive and developmental levels of this age group. We will also gather feedback from pilot testing with a diverse group of students to ensure that the game content resonates with their interests and abilities. Additionally, we will employ game design principles that balance difficulty and enjoyment to keep players engaged throughout the experience.

<p><b>What measures can be taken to ensure that the game content is accurate, up-to-date, and relevant to the ecology of Serbia?</b> Accurate and up-to-date game content is essential for educational purposes, especially in the field of ecology. To maintain the relevance of the game content, we will collaborate with environmental experts, local organizations, and government agencies in Serbia. We will conduct thorough research and regularly update the game with the latest information on environmental issues in the region. Additionally, we will ensure that all content undergoes rigorous fact-checking and review processes to guarantee its accuracy and credibility.</p> <p><b>How can we incorporate feedback mechanisms within the game to gather insights from players and improve the gaming experience?</b> Incorporating feedback mechanisms is crucial for continuous improvement and player engagement. We will integrate in-game surveys, feedback forms, and suggestion boxes to collect insights from players at various stages of the game. Additionally, we will monitor player interactions and behavior to identify areas for improvement and adjust gameplay elements accordingly. Regular updates and patches based on player feedback will ensure that the gaming experience remains dynamic and responsive to user input.</p> <p>What training or support will be provided to teachers to integrate the game into their environmental education curriculum? Teachers play a crucial role in implementing educational games effectively in the classroom. To support teachers in integrating the game into their curriculum, we will provide comprehensive training sessions and workshops. These sessions will cover game mechanics, learning objectives, and strategies for incorporating the game into existing lesson plans. Additionally, we will offer ongoing support through online resources, instructional guides, and access to educational experts for guidance and troubleshooting.</p> <p><b>How can social media and online platforms be utilized to promote the game and reach a wider audience of students?</b> Utilizing social media and online platforms is key to promoting the game and reaching a broader audience of students. We will create engaging social media campaigns, teasers, and promotional materials to generate buzz and interest in the game. Collaborating with influencers, educational bloggers, and environmental advocates will help expand the game's reach and attract new players. Targeted advertising on popular platforms frequented by students will further boost visibility and increase the game's download and participation rates.</p> <p><b>What resources and partnerships can be established to support the ongoing development and maintenance of the game?</b> Establishing resources and partnerships is essential for the sustainable development and maintenance of the game. We will seek collaborations with academic institutions, environmental organizations, and funding agencies to secure resources for ongoing updates and improvements. Partnering with educational technology companies and game developers can provide valuable expertise and support in enhancing the game's features and functionality. Additionally, building a network of stakeholders and supporters will help ensure the longevity and success of the game in achieving its educational goals.</p> <p><b>How can we evaluate the effectiveness of the game in achieving its educational objectives and promoting critical thinking skills among students?</b> Evaluating the game's effectiveness in achieving educational objectives requires robust assessment measures and data collection methods. We will design pre- and post-game assessments to measure changes in critical thinking skills and environmental knowledge among students. Player analytics, surveys, and qualitative feedback will also be used to gather insights on the game's impact on learning outcomes. Collaborating with educational researchers and experts in assessment will help us analyze the data and draw meaningful conclusions about the game's effectiveness.</p> <p><b>What measures can be taken to ensure the game is accessible to all students, including those with disabilities or limited access to technology?</b> Ensuring accessibility for all students, regardless of their abilities or technological constraints, is a priority in game development. We will incorporate universal design principles to make the game inclusive and user-friendly for individuals with disabilities. Implementing alternative control options, text-to-speech features, and adjustable difficulty settings will cater to diverse learning needs. Providing offline modes, compatibility with various devices, and low-bandwidth options will also extend accessibility to students with limited access to technology.</p> <p><b>How can we incentivize continued engagement with the game beyond the initial gameplay experience?</b> Incentivizing continued engagement with the game is essential for sustaining interest and commitment among players. We will introduce rewards, badges, and achievement systems to motivate players to explore more challenging levels and activities. Implementing regular content updates, new challenges, and community events will keep the gameplay fresh and engaging for returning players. Creating online leaderboards, tournaments, and collaborative missions will foster a sense of competition and camaraderie, encouraging players to stay connected and invested in the game.</p> <p><b>How can we incorporate real-world environmental data and examples from Serbia to make the game more relatable and impactful for students?</b> Incorporating real-world environmental data and examples from Serbia is key to creating a relevant and authentic gaming experience for students. We will collaborate with local environmental experts, organizations, and policymakers to gather accurate data and case studies on ecological issues in Serbia. Integrating these real-world scenarios into the gameplay will allow students to apply their knowledge and critical thinking skills to solve pressing environmental challenges. Including interactive maps, videos, and interviews with local experts will further immerse players in the rich biodiversity and conservation efforts of Serbia, making the game more relatable and impactful.</p>
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Table 4: Key Ideas

<ol style="list-style-type: none"><li>Gamifying the learning process to teach gymnasium students about the ecology of Serbia</li><li>Incorporating gameplay mechanics that encourage critical thinking and problem-solving</li><li>Rewarding players for innovative solutions and creative thinking within the game</li><li>Strategies for recognizing and celebrating brilliant ideas from players</li><li>Designing a scoring system to track players' progress and performance</li><li>Inclusion of educational content to promote environmental awareness in the game</li><li>Collaboration with government authorities and international organizations to promote the game</li><li>Using gamification techniques to engage and motivate players</li><li>Incorporating elements of competition, collaboration, and exploration in the game</li><li>Ensuring the user interface design is intuitive and visually appealing to 15-year-old students</li><li>Integrating educational resources and information about the ecology of Serbia into the game</li><li>Conducting testing and feedback processes to gather insights from target audiences</li><li>Encouraging students to think critically and develop innovative solutions</li><li>Adapting the game for wider dissemination among gymnasium students in Europe</li><li>The impact of promoting critical thinking skills through the game.</li></ol>
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Finding key ideas and utilizing them to teach critical thinking is essential for developing students' analytical skills and ability to extract meaningful information from complex topics. By focusing on key ideas, students learn to identify the most important elements of a subject and distinguish between relevant and irrelevant information. This process encourages critical thinking by prompting students to evaluate, question, and form their own opinions based on the key concepts presented.

### What are the Themes and How do These Themes Manifest Themselves as Perspectives?

By exploring the themes highlighted by AI in the Mind Genomics analysis, individuals uncover a richer understanding of the patterns

and foundational concepts embedded in the data. Examining the expression and interconnection of these themes allows researchers to glean valuable insights and pinpoint key takeaways from the study. A young researcher in Serbia can gain fresh insights and inspiration by exploring the list of themes, enriching their grasp of the subject matter. Through the examination of themes, students enhance their critical thinking abilities, recognizing patterns, forging connections, and deriving conclusions from the presented data. This approach prompts students to engage in analytical thinking, evaluate information with a critical eye, and present well-reasoned arguments to back their conclusions. The list of themes can act as a springboard for further research, igniting curiosity and encouraging students to explore the subject matter more deeply.

Students can enhance their critical thinking skills by examining the underlying assumptions and implications of each theme in the list. They can investigate the links between various themes and reflect on how these elements enhance the overall comprehension of the subject. Students can assess the relevance of each theme, gauge its impact on the research findings, and pinpoint any gaps or inconsistencies that may arise.

The themes identified through AI analysis provide a useful resource for enhancing critical thinking skills in education. Through a thoughtful exploration of themes, students can sharpen their analytical skills, foster logical thinking, and empower themselves to make well-informed decisions. This approach deepens understanding of the subject while inspiring students to tackle research and problem-solving with critical and analytical thinking (Table 5).

### Interested Audiences versus are Opposing Audiences

Understanding the interested and opposing audiences for the Eco-Serbia project, along with its gamification element, can significantly enhance our efforts in multiple ways. Identifying the audience interested in the topic enables us to customize our messaging and strategies, ensuring we engage and educate them effectively. This understanding enables us to craft focused campaigns and initiatives that connect with our audience, fostering increased participation and

support for the project. Recognizing opposing audiences allows us to foresee challenges and objections, empowering us to tackle them head-on and refine our strategy to reduce resistance.

Additionally, grasping the perspectives of both supportive and opposing audiences can enhance critical thinking skills for participants and stakeholders alike. Through the examination of various viewpoints and the recognition of possible conflicts, individuals are prompted to engage in critical thinking regarding the project and its consequences. This cultivates a deeper insight into the relevant issues and promotes engaging conversation and discussion. Engaging with diverse viewpoints and opposing arguments allows participants to sharpen their analytical skills and make informed decisions regarding the project.

Integrating AI to analyze interested and opposing audiences in the Eco-Serbia project can significantly boost the effectiveness of its gamification elements. By grasping the preferences and viewpoints of various audience segments, we can customize the gamification elements to resonate more effectively with their interests and motivations. This focused method increases engagement and participation, paving the way for a more effective gamification strategy. By examining opposing viewpoints, we uncover potential challenges or concerns in the gamification process and tackle them proactively, creating a smoother and more enjoyable experience for all participants

Table 5: Key themes recurring in the material generated by AI about the Eco-Serbia project, and the emerging perspectives

KEY THEMES
<p>1. Gamification and Gameplay Mechanics</p> <ul style="list-style-type: none"><li>- Gamifying the learning process to teach about the ecology of Serbia</li><li>- Incorporating gameplay mechanics that encourage critical thinking and problem-solving</li><li>- Rewarding players for innovative solutions and creative thinking within the game</li><li>- Designing a scoring system to track players' progress and performance</li><li>- Using gamification techniques to engage and motivate players</li><li>- Incorporating elements of competition, collaboration, and exploration in the game</li><li>- Ensuring the user interface design is intuitive and visually appealing to 15-year-old students</li></ul>
<p>2. Educational Content and Promotion</p> <ul style="list-style-type: none"><li>- Strategies for recognizing and celebrating brilliant ideas from players</li><li>- Inclusion of educational content to promote environmental awareness in the game</li><li>- Collaboration with government authorities and international organizations to promote the game</li><li>- Integrating educational resources and information about the ecology of Serbia into the game</li><li>- Adapting the game for wider dissemination among gymnasium students in Europe</li></ul>
<p>3. Critical Thinking and Innovation</p> <ul style="list-style-type: none"><li>- Conducting testing and feedback processes to gather insights from target audiences</li><li>- Encouraging students to think critically and develop innovative solutions</li><li>- The impact of promoting critical thinking skills through the game.</li></ul>
<p><b>PERSPECTIVES EMERGING FROM THE KEY THEMES</b></p> <p>Gamification and Gameplay Mechanics:</p> <ul style="list-style-type: none"><li>- Plus: Engages students through interactive gameplay, promotes critical thinking and problem-solving skills</li><li>- Minus: May require significant time and resources to develop and implement, potential for players to become too focused on winning rather than learning</li><li>- Interesting: Can create a competitive and collaborative environment among students, provides a unique and engaging way to teach ecology concepts</li></ul> <p>Educational Content and Promotion:</p> <ul style="list-style-type: none"><li>- Plus: Raises awareness about environmental issues, increases engagement with educational content</li><li>- Minus: May face challenges in reaching a wide audience, potential for information overload if not carefully curated</li><li>- Interesting: Collaboration with government authorities and international organizations can lend credibility and reach to the game</li></ul> <p>Critical Thinking and Innovation:</p> <ul style="list-style-type: none"><li>- Plus: Encourages students to think creatively and develop innovative solutions, fosters a culture of critical thinking</li><li>- Minus: Requires a supportive environment and resources for students to truly engage in critical thinking, potential for resistance from students accustomed to traditional teaching methods</li><li>- Interesting: The impact of promoting critical thinking skills through the game can have long-lasting effects on students' education and problem-solving abilities.</li></ul>

Overall, it is important to address these potential oppositions by promoting the benefits of critical thinking, problem-solving, and environmental awareness, and by emphasizing the positive impact that the game can have on students' education and understanding of the world around them (Table 6).

### Suggested Innovations - Analysis of Each from the Viewpoints and Business Opportunity, Respectively

The AI analysis prompts individuals to critically evaluate the project's business dimensions. These dimensions include social aspects, uniqueness as well as business-case aspects. AI encourages individuals to foresee and tackle possible criticisms from investors, competitors, and other essential stakeholders, enabling researchers

to craft a stronger and more convincing case for the gamification of the Eco-Serbia project. This thorough examination not only guides decision-making but also sharpens individuals' capacity to strategically maneuver through intricate and layered challenges, ultimately boosting their critical thinking abilities along the way.

AI encourages individuals to question assumptions, challenge prevailing beliefs, explore alternative perspectives, and engage in strategic decision-making. The result is a culture of innovation, collaboration, and sustainability, crucial for tackling complex environmental challenges. Through critical analysis and reflection, individuals can cultivate stronger, more effective, and sustainable solutions for the Eco-Serbia project and beyond (Table 7).

**Table 6: Interested versus opposing audiences**

<p><b>INTERESTED AUDIENCES</b></p> <ol style="list-style-type: none"> <li>Educators and teachers who are looking for innovative ways to teach environmental conservation and sustainability to their students.</li> <li>Game developers and designers interested in creating educational games that promote critical thinking and problem-solving skills.</li> <li>Environmental organizations and NGOs working on conservation efforts in Serbia who may be interested in promoting environmental awareness among young people.</li> <li>Government authorities and policymakers who are looking for effective ways to engage youth in environmental issues and promote sustainable practices.</li> <li>Students themselves who are interested in learning more about ecology and environmental conservation in an interactive and engaging way.</li> <li>Parents and guardians who want to encourage their children to learn about environmental issues and develop critical thinking skills through gaming.</li> </ol> <p><b>OPPOSING AUDIENCES</b></p> <ol style="list-style-type: none"> <li>Some audiences that might oppose the topic of promoting critical thinking skills through a game about ecology could include individuals or groups who do not believe in climate change or the importance of environmental conservation. These audiences may feel that the game is promoting a certain agenda or bias, and may resist the ideas presented in the game.</li> <li>Others who might oppose the topic could be individuals or organizations who are involved in industries that are harmful to the environment, such as coal mining or deforestation. These groups may feel threatened by the message of the game and may try to discredit or undermine its impact.</li> <li>Additionally, some audiences may oppose the topic because they do not believe that gaming can be an effective educational tool. They may view games as a distraction or a waste of time, and may resist the idea of using them for learning purposes.</li> </ol>
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**Table 7: Deep AI analysis of four AI-suggested innovations**

<p><b>INNOVATION</b> :1 A mobile app that gamifies the learning process about the ecology of Serbia, incorporating gameplay mechanics that encourage critical thinking and problem-solving. The app could include features such as a scoring system, rewards for innovative solutions, and elements of competition and collaboration to engage and motivate players.</p> <p><b>SUGGESTION</b>: This mobile app has the potential to revolutionize the way people learn about ecology by making it fun and interactive. By gamifying the learning process, users will be more inclined to engage with the content and retain information better. The inclusion of gameplay mechanics such as scoring and rewards will not only make the app more enjoyable but also incentivize players to think critically and come up with creative solutions. Additionally, the elements of competition and collaboration will foster a sense of community and encourage users to work together to protect the environment in Serbia.</p> <p><b>EXPLANATION</b>: I would rate this suggestion as an 8 on the scale of importance. Developing a mobile app that gamifies learning about ecology can significantly enhance educational outcomes by making the material more engaging and interactive for users. This approach can help increase interest and understanding of ecology in Serbia, promoting conservation efforts and environmental awareness in a fun and innovative way.</p> <p><b>IMPORTANCE</b>: I would rate this suggestion a 6 on the scale. Developing a mobile app with gamified elements can be complex and time-consuming, especially when considering the need for engaging gameplay mechanics, educational content, and user interface design. However, with the growing popularity of gamification in education and the availability of game development tools, it is possible that this suggestion could become practical in a moderate amount of time.</p> <p><b>UNIQUENESS</b>:8</p> <p><b>ATTRACTIVENESS</b>: I would rate this suggestion a 7. Investors are generally interested in educational apps that can engage users in a fun and interactive way, particularly if it involves environmental awareness. The gamification aspect and potential for collaboration could make this app appealing for investment.</p> <p><b>SOCIAL GOOD</b>: I would rate the social "good" produced by this suggestion as high. By creating a mobile app that gamifies learning about the ecology of Serbia, it has the potential to educate and raise awareness about environmental issues in the country. By encouraging critical thinking and problem-solving through gameplay mechanics, the app could inspire players to think creatively and come up with innovative solutions to eco-related challenges. The element of competition and collaboration could also foster a sense of community and encourage players to work together towards a common goal of protecting Serbia's ecology. Overall, this app has the potential to make a positive impact on society by promoting environmental awareness and encouraging active engagement in conservation efforts.</p> <p><b>SLOGAN</b>: "Explore Serbia's ecology through play and save the planet today!" "Ignite your environmental passion with gamified learning in Serbia!"</p> <p><b>INVESTMENT PITCH</b>: Investing in a mobile app that gamifies the learning process about the ecology of Serbia offers a unique opportunity to address a pressing issue in an engaging and interactive way. By incorporating gameplay mechanics and elements of competition, the app has the potential to reach a wide audience of users, including students, educators, and environmentally conscious individuals. This not only increases the learning experience but also fosters a sense of community and collaboration among players. With the increasing demand for innovative solutions to environmental challenges, this app has the potential to make a meaningful impact in raising awareness and promoting sustainable practices in Serbia. As the app gains popularity and recognition, it can also attract partnerships and sponsorships from organizations looking to support environmental education initiatives, providing a potential avenue for revenue generation and long-term sustainability.</p> <p><b>INVESTMENT PUSHBACK</b>: One potential pushback from an investor who might not see this as a good suggestion could be concerns about the marketability and profitability of an educational app focused on ecology in Serbia. They may argue that the target audience for such an app could be limited, leading to low user adoption rates and potential challenges in monetization. Additionally, there may be skepticism about the effectiveness of gamifying the learning process, with doubts about whether players would truly engage with the content and retain knowledge in a meaningful way.</p> <p><b>PUSHBACK ANSWER</b>: To address the potential pushback on investing in a mobile app for ecological education, it is important to highlight the long-term benefits of raising awareness and promoting sustainable practices in Serbia. By emphasizing the positive impact of educating the public on environmental issues, stakeholders can see the value in supporting a project that not only educates but also inspires meaningful action towards a healthier ecosystem. Additionally, demonstrating the potential for partnerships with schools, NGOs, and government agencies can show how the app can be a valuable tool for community engagement and a catalyst for positive change.</p>
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**COMPROMISE:** One compromise solution that could get people to invest in this idea is to offer a freemium model for the app. Users could download and access a basic version of the app for free, with limited features and levels. However, to unlock additional content, levels, and features, users could be required to purchase a premium version of the app or make in-app purchases. This way, users can experience the app for free and decide if they enjoy it enough to invest in further access. Additionally, offering in-app purchases for virtual goods or features could generate revenue for the app developers while still providing value to the users.

**INNOVATION 2:** A virtual reality experience that allows players to explore and learn about the ecology of Serbia in an immersive and interactive way. The experience could include educational content, environmental challenges, and opportunities for players to showcase their creativity and critical thinking skills.

**SUGGESTION:** This virtual reality experience could have a significant impact on both education and environmental conservation in Serbia. By allowing players to explore and learn about the ecology of the country in a hands-on, immersive way, it can help foster a deeper understanding and appreciation for the environment. Through engaging with environmental challenges and opportunities to showcase their creativity and critical thinking skills, players can develop a sense of responsibility towards protecting and preserving the environment. Additionally, this experience could serve as a valuable educational tool, reaching a wide audience and potentially inspiring future generations of environmental stewards in Serbia.

**EXPLANATION:** I would rate this suggestion as a 7 on the importance scale. It would provide a unique and engaging way for people to learn about the ecology of Serbia, potentially sparking interest in environmental conservation and awareness. Additionally, incorporating elements of creativity and critical thinking could enhance the educational value of the experience.

**IMPORTANCE:** I would rate the practicality of this suggestion as a 6. While virtual reality technology is advancing rapidly, creating a detailed and educational experience like this for Serbia's ecology would require significant time and resources. However, with the growing popularity of virtual reality and interest in environmental education, it is likely that this could become a reality soon.

**UNIQUENESS:** I would rate this suggestion as a 7 on the uniqueness scale. While virtual reality experiences have been used for educational purposes before, the specific focus on exploring the ecology of Serbia in an interactive and immersive way is less common and adds a unique cultural and environmental aspect to the experience.

**ATTRACTIVENESS:** 7.

**SOCIAL GOOD:** I would rate the social 'good' produced by this suggestion as high. By creating a virtual reality experience that focuses on the ecology of Serbia, it can raise awareness and educate players about the importance of preserving the environment. This can ultimately lead to more environmentally conscious decision-making and actions in the real world. Additionally, providing opportunities for players to showcase their creativity and critical thinking skills can help foster a sense of empowerment and engagement in addressing environmental issues.

**SLOGAN:** "Step into Serbia's natural world and explore with VR!" "Immerse yourself in ecology and discover Serbia like never before!"

**INVESTMENT PITCH:** Investing in a virtual reality experience focused on the ecology of Serbia would offer a unique and engaging platform for environmental education and awareness. With the increasing global emphasis on sustainability and environmental conservation, this project would be particularly relevant and timely. By providing an immersive and interactive way for players to learn about the ecology of Serbia, the experience has the potential to reach a wide audience and make a meaningful impact on environmental consciousness. Additionally, the incorporation of educational content, challenges, and creative opportunities would appeal to players of all ages and backgrounds, making it a versatile and inclusive investment. Ultimately, this project has the potential to not only generate profit but also contribute to positive social and environmental change.

**INVESTMENT PUSHBACK:** The investor might push back on this suggestion because they may not see a strong market demand for a virtual reality experience focused on the ecology of Serbia. They may also question the scalability and profitability of such a niche product, especially if they believe that the target audience may be limited in size.

**PUSHBACK ANSWER:** One way to address pushback towards investing in this virtual reality experience could be to emphasize the potential positive impacts it could have on education and environmental awareness in Serbia. By showcasing the value of immersive and interactive learning experiences, as well as the potential for fostering a deeper connection to the environment, stakeholders may be more willing to see the value in investing in this project. Additionally, showing how this experience aligns with the goals and priorities of relevant organizations and policymakers in Serbia, such as promoting environmental sustainability and education, could help garner support and mutual acceptance for the project.

**COMPROMISE:** One compromise solution to encourage people to invest in this idea could be to offer a limited time promotion or discount for early investors. This could incentivize individuals to support the project and help bring the virtual reality experience to life. Additionally, showcasing the potential impact and benefits of the project, such as its educational value and promotion of environmental awareness, could also convince people to invest in the idea. Providing regular updates and progress reports on the development of the experience may further build trust and interest among potential investors. Overall, emphasizing the unique and engaging aspects of the virtual reality ecology experience in Serbia and demonstrating the potential return on investment could help attract individuals to support the project financially.

**INNOVATION 3: An online platform which connects students, educators, and experts in the field of ecology to collaborate on environmental projects and initiatives. The platform could feature a competition where players can submit their ideas and solutions for environmental issues, with the opportunity to receive recognition and support for their innovative ideas.**

**SUGGESTION:** This platform has the potential to revolutionize the way environmental projects are approached and executed by fostering collaboration among students, educators, and experts in the field of ecology. By providing a space for individuals to share their ideas and solutions, the platform can facilitate the development of innovative and effective strategies for addressing environmental issues. The competition element will also incentivize participants to think creatively and push the boundaries of traditional problem-solving methods. Ultimately, this platform could lead to the implementation of impactful environmental initiatives that benefit both local communities and the planet as a whole.

**EXPLANATION:** I would rate this suggestion as a 7 on the importance scale. Creating an online platform to connect students, educators, and experts in the field of ecology for collaboration on environmental projects is a valuable idea that can lead to impactful solutions for environmental issues. Providing a space for individuals to share ideas, receive recognition, and support can help to foster innovation and drive positive change in the field of ecology.

**IMPORTANCE:** I would rate this suggestion as a 6 on the scale. While the concept of an online platform connecting individuals in the field of ecology is feasible and many components of this platform may already exist in some form, it would likely take some time to develop and refine the platform to ensure it is user-friendly, secure, and effective in facilitating collaboration and innovation in the environmental sector. Additionally, building a network of users and experts in ecology may also take some time to establish.

**UNIQUENESS:** I would rate this suggestion as a 7 on the uniqueness scale. While there are platforms that connect individuals working on environmental projects, the focus on collaboration between students, educators, and experts in the field of ecology sets this suggestion apart. The inclusion of a competition element adds an extra layer of engagement and recognition for innovative ideas.

**ATTRACTIVENESS:** I would rate this suggestion as a 7 in attractiveness to investors. Investing in environmental initiatives is becoming increasingly popular and there is a growing focus on sustainability and ecology. A platform that brings together students, educators, and experts to collaborate on environmental projects has the potential to drive real change and innovation in the field. Additionally, the competitive aspect of the platform could attract interest from investors looking to support new ideas and solutions in the environmental space.

**SOCIAL GOOD:** I would rate the social "good" produced by this suggestion as very high. By connecting students, educators, and experts in the field of ecology, this platform has the potential to create a network of individuals working together to address environmental issues. By facilitating collaboration and innovation, the platform can lead to the development of impactful projects and initiatives that can make a positive difference in the world. Additionally, by providing recognition and support for these ideas, the platform can help motivate and empower individuals to take action towards a more sustainable future.

**SLOGAN:** "Empowering Tomorrow's Eco Leaders", "Uniting for a Greener Future"

**INVESTMENT PITCH:** Investing in an online platform that connects students, educators, and experts in ecology has the potential to make a significant impact on the environment. By facilitating collaboration and knowledge-sharing among individuals passionate about environmental conservation, this platform can lead to the development of innovative solutions to pressing environmental issues. The competition feature will not only incentivize participants to think creatively and critically about these challenges but also provide a platform for their ideas to be recognized and supported. With the increasing global focus on sustainability and environmental protection, there is a growing demand for initiatives like this that bring together diverse perspectives and expertise to drive positive change. Ultimately, investing in this suggestion can lead to the creation of a community-driven platform that empowers individuals to make meaningful contributions to the preservation of our planet.

**INVESTMENT PUSHBACK:** One potential pushback from an investor could be concerns about the feasibility and scalability of the platform. They may question whether there is enough demand from students, educators, and experts to sustain the platform long-term. Additionally, they may be skeptical about the potential revenue streams and profitability of the platform, as connecting individuals in the field of ecology may not directly translate to monetary gains.



**PUSHBACK ANSWER:** Pushback against this platform may come from skeptics who doubt the effectiveness of online collaboration in addressing complex environmental issues. However, this can be addressed by highlighting the platform's success stories and testimonials from experts who have found value in collaborating with students and educators online. By showcasing tangible results and the potential for positive impact, skeptics may become more open to investing in the platform and participating in its initiatives.

**COMPROMISE:** One compromise solution to get people to invest in this idea could be to offer a tiered membership system. The platform could offer a free basic membership that allows users to access basic features and resources, but also offer premium paid memberships that provide access to exclusive content, networking opportunities, and personalized support from experts in the field. By offering a range of membership options, individuals with different levels of interest and investment in environmental projects can participate and support the platform in a way that aligns with their needs and resources. Additionally, offering incentives such as discounts on eco-friendly products or partnerships with environmentally conscious brands could also incentivize individuals to invest in the platform and contribute to its success.

**INNOVATION 4: A policy initiative that promotes the integration of gamification and gameplay mechanics into the education system to enhance critical thinking and problem-solving skills among students. This initiative could involve partnering with schools and educational institutions to incorporate gamified learning experiences into the curriculum, with a focus on promoting environmental awareness and sustainability.**

**SUGGESTION:** Integrating gamification and gameplay mechanics into the education system can have significant implications for student engagement and learning outcomes. By incorporating interactive and immersive gaming elements into the curriculum, students are more likely to be motivated and actively participate in their learning. This approach also helps to develop crucial skills such as critical thinking, problem-solving, and collaboration, which are essential for success in today's fast-paced and rapidly changing world. Furthermore, by focusing on promoting environmental awareness and sustainability through gamified learning experiences, students can gain a deeper understanding of global issues and become more responsible and environmentally conscious citizens.

**EXPLANATION:** I would rate the importance of this suggestion as an 8. By integrating gamification and gameplay mechanics into the education system, students can develop critical thinking and problem-solving skills in a fun and engaging way. Additionally, focusing on promoting environmental awareness and sustainability through these initiatives can help cultivate a generation of environmentally conscious individuals who are equipped to address pressing global challenges.

**IMPORTANCE:** I would rate this suggestion as a 7 on the scale. Integrating gamification into the education system is already a growing trend, and there are already examples of schools and institutions using game-based learning to enhance critical thinking skills. With the increasing emphasis on 21st-century skills in education, it is likely that this initiative could be implemented within the next few years. However, it may take some time for it to be widely adopted and fully integrated into curricula across different educational settings.

**UNIQUENESS:** I would rate this suggestion a 7 for uniqueness. While gamification in education is not a completely novel concept, the specific focus on promoting environmental awareness and sustainability through gameplay mechanics is less common and adds a unique twist to the idea of integrating games into the education system.

**ATTRACTIVENESS:** I would rate this suggestion a 7 in terms of attractiveness to investors. Gamification and gameplay mechanics have been proven to enhance engagement and learning outcomes in educational settings, making it an appealing investment opportunity. Additionally, the focus on promoting environmental awareness and sustainability aligns with current trends and priorities in the education sector, further increasing the potential for investor interest. However, the success of this initiative would depend on effective implementation and integration within educational institutions, which may pose some challenges for investors to consider.

**SOCIAL GOOD:** I rate the social 'good' produced by this suggestion as high. By integrating gamification and gameplay mechanics into the education system to enhance critical thinking and problem-solving skills among students, we are equipping them with valuable skills that will benefit them in their future careers and in their personal lives. Additionally, focusing on promoting environmental awareness and sustainability through gamified learning experiences can help cultivate a generation of environmentally conscious individuals who are motivated to make a positive impact on the planet. This initiative has the potential to create lasting benefits for both individuals and society as a whole.

**SLOGAN:** "Level up your learning for a sustainable future!", "Game on \for critical thinking and eco-consciousness!"

**INVESTMENT PITCH:** Investing in a policy initiative that promotes the integration of gamification in education is a forward-thinking move with immense potential for impact. By incorporating gameplay mechanics into the curriculum, students are more likely to engage with the material and develop critical thinking and problem-solving skills in a fun and immersive way. This approach not only increases learning outcomes but also fosters a deeper understanding of complex concepts, particularly in subjects related to environmental awareness and sustainability. As the demand for innovative educational solutions continues to grow, investing in this initiative can position the investor at the forefront of a rapidly evolving sector. By supporting the development of gamified learning experiences, the investor can contribute to shaping the future of education and empowering students to become more environmentally conscious and socially responsible individuals.

**INVESTMENT PUSHBACK:** The investor may push back on this suggestion due to concerns about the effectiveness of gamified learning in improving academic performance and achieving educational outcomes. They may also question the practicality and scalability of implementing gamification in the education system, as well as the potential costs associated with developing and maintaining such a program.

**PUSHBACK ANSWER:** To address pushback against integrating gamification into the education system, it is essential to provide evidence-based research showcasing the positive impact of gamified learning on students' critical thinking and problem-solving skills. Additionally, offering training and support for teachers to effectively incorporate gamified elements into their lessons can help alleviate concerns about the disruption of traditional teaching methods. By demonstrating the potential benefits and providing the necessary resources for successful implementation, stakeholders can come to a mutual understanding and see the value in investing in gamified educational initiatives.

**COMPROMISE:** One compromise solution to encourage people to invest in integrating gamification and gameplay mechanics into the education system could be to offer incentives and subsidies for schools and educational institutions that participate in the initiative. This could include funding for the development and implementation of gamified learning experiences, as well as training opportunities for teachers to effectively incorporate these resources into their teaching practices.

Additionally, highlighting the potential long-term benefits of enhanced critical thinking and problem-solving skills among students could be a compelling argument for investing in this initiative. By emphasizing the positive impact that gamified learning experiences can have on students' academic performance and future success, stakeholders may be more willing to allocate resources towards implementing these innovative educational tools. Ultimately, demonstrating the value and potential impact of integrating gamification into the education system can help sway decision-makers and secure support for this policy initiative.

## Discussion and Conclusions

Making intellectual topics into games has greatly improved critical thinking by letting people interact with and think about knowledge in a fun and engaging way. Adding game features like challenges, puzzles, and competition encourages people to think critically and solve problems in order to win the game. This process helps people become better at analyzing things and pushes them to look at complicated issues from different points of view and think differently.

Gamification lets people use their critical thinking skills in the real world, making it easier to learn about and understand complicated topics through hands-on activities. People can improve their critical thinking skills in a safe and controlled setting by putting decision-making, strategy-building, and information processing into games.

This makes them better at critical thought and gets them ready to use these skills in school, work, and personal life.

Using gamification as a tool helps people think more critically and interact with and learn more about intellectual topics in a more interesting and engaging way. This method turns learning into something fun and satisfying, which helps people understand and appreciate difficult topics more. By turning intellectual topics into games, people can connect with information in a fun and active way. This encourages exploration, analysis, and questioning, which leads to a deeper and more complete learning experience.

Adding game elements to educational topics could change the way people learn and improve their ability to think critically. Adding game features to intellectual and educational settings makes it easier

for people to interact with and learn more about difficult topics in a fun and active way. This not only improves their critical thinking, but it also gives them the tools they need to deal with problems, face difficulties, and think deeply about different situations. By turning intellectual topics into games, people can start an interesting and exciting learning journey that can change them.

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