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Layered Positive Communication Spaces Around a Serious Game in the Russian-Ukrainian War: The NotaYeNota Ecosystem

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Objectives. This article examines how a serious game project in the context of the Russian-Ukrainian War can give rise to layered positive communication spaces across multiple platforms and participant groups. The study asks how communicative mechanisms and platform affordances contributed to the emergence of a positive communication ecosystem around the NotaYeNota project in Ukraine. **Method.** The study adopts a mixed-methods case study design. Data sources include platform analytics, Telegram community membership and activity data, inter-module meeting records, Facebook group activity data, and facilitator session reports (n = 948) alongside educator survey responses (n = 236, response rate 94 %), collected across two implementation waves (2023–2024). Qualitative thematic analysis was applied to identify communicative functions and well-being dimensions across five ecosystem layers. **Results.** Five interdependent layers of positive communicative space emerged around the game: a task-construction platform and training infrastructure; a closed Telegram peer-support community; synchronous inter-module reflection meetings; a semi-open Facebook professional network; and mediated classroom and shelter spaces for learners. Each layer activated distinct functional, psychological, social, or cognitive dimensions of well-being, and the layers operated as a mutually reinforcing ecosystem rather than independently. **Conclusions.** Serious games deployed in wartime may function as catalysts for layered communicative infrastructures that appear to support educator continuity, peer solidarity, and cognitive resilience during the Russian-Ukrainian War. The findings contribute to research on positive online spaces by proposing an ecosystem perspective that moves beyond single-platform analysis.

Keywords: cognitive resilience, disinformation, serious games, social media, Ukraine, positive online spaces, communication ecosystem, wartime communication

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Стратегічні комунікації

Багаторівневі позитивні комунікаційні простори навколо серйозної гри в умовах російсько-української війни: екосистема «НотаЄнота»

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Мета. У статті досліджується, як проєкт серйозної гри в контексті російсько-української війни може породжувати багаторівневі позитивні комунікаційні простори на кількох платформах і серед різних груп учасників. Дослідження ставить питання: як комунікаційні механізми та платформні можливості сприяли виникненню позитивної комунікаційної екосистеми навколо проєкту «НотаЄнота» в Україні. *Метод.* Використано дизайн змішаного кейс-стаді. Джерела даних охоплюють аналітику платформи, дані про членство і активність у телеграм-спільноті, записи міжмодульних зустрічей, дані активності Facebook-групи, звіти фасилітаторів (n = 948) та відповіді на опитування освітян (n = 236, рівень відповідей 94 %), зібрані впродовж двох хвиль впровадження (2023–2024). Для виявлення комунікаційних функцій і вимірів добробуту на п'яти рівнях екосистеми застосовано якісний тематичний аналіз. *Результати.* Навколо гри сформувалося п'ять взаємозалежних рівнів позитивного комунікаційного простору: платформа-конструктор завдань і навчальна інфраструктура; закрита телеграм-спільнота підтримки між колегами; синхронні міжмодульні зустрічі для рефлексії; напіввідкрита фахова мережа у Facebook; медіатизовані простори класу і бомбосховища для учнів. Кожен рівень активував функціональний, психологічний, соціальний або когнітивний вимір добробуту, а рівні функціонували як взаємопосилювальна екосистема, а не незалежно. *Висновки.* Серйозні ігри, що впроваджуються в умовах війни, можуть слугувати каталізаторами багаторівневих комунікаційних інфраструктур, які, схоже, підтримують фахову безперервність освітян, солідарність між колегами та посилюють когнітивну стійкість під час російсько-української війни. Результати роблять внесок у дослідження позитивних онлайн-просторів, пропонуючи екосистемну перспективу, що виходить за межі аналізу окремих платформ.

Ключові слова: дезінформація, когнітивна стійкість, серйозні ігри, соціальні медіа, Україна, позитивні онлайн-простори, воєнна комунікація

Research on digital communication has largely focused on its harmful dimensions, including incivility, polarization, disinformation, and the amplification of hostile content (Ng et al., 2020; Lorenz-Spreen et al., 2020). Less attention has been paid to the conditions under which digital and mediated spaces support meaningful exchange, professional continuity, and affective steadiness, particularly in crisis settings. This gap is significant: if communication research is to inform the design of supportive digital environments, it needs frameworks adequate to how such environments actually function – including in settings where the surrounding information context is actively hostile.

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Recent work in positive media psychology (Raney et al., 2021) and digital well-being research (Büchi, 2024; Vanden Abeele, 2021) has begun to map conditions under which digital environments support flourishing rather than harm. However, this literature exhibits two persistent gaps. First, it has been developed largely in stable, peacetime contexts; communicative dynamics in conflict-affected settings remain understudied. Second, existing frameworks tend to focus on single platforms, undertheorizing how interconnected communicative infrastructures (spanning tools, communities, synchronous encounters, and semi-public networks) can jointly support positive outcomes across distinct participant groups.

This gap becomes especially important in crisis settings in the context of the Russian-Ukrainian War, where educators are simultaneously navigating information warfare, physical disruption, and the demands of continued professional practice. The NotaYeNota serious game project, which operated across two implementation waves in 2023–2024, offers an instructive case: it not only delivered a media-literacy intervention but generated a structured communication ecosystem around that intervention, giving rise to layered spaces of support for educators and, indirectly, learners across several platforms and settings.

The article argues that the positive communicative value of NotaYeNota emerged not from a single platform, but from a layered ecosystem in which different spaces supported complementary forms of continuity, peer exchange, and participation. **The study asks:** how did this ecosystem form across multiple platforms and participant groups in wartime?

Theoretical Framework. Three concepts guide the analysis. Digital well-being (Büchi, 2024) serves as an overarching framework for the analysis, while Vanden Abeele's (2021) model is used to distinguish between functional, psychological, and social dimensions of support. Vanden Abeele's (2021) dynamic model frames well-being not as a fixed state but as an ongoing balance: functional well-being refers to technology supporting goal achievement; psychological well-being to a sense of autonomy and competence; and social well-being to the quality of digitally mediated relationships. This tripartite structure maps onto the ecosystem under analysis, allowing for a more precise account of which dimensions appear to be activated at each layer.

In addition to these three dimensions, the findings point to a related cognitive dimension: the capacity to engage critically with information and disinformation amid disruption and informational instability, which we refer to here as cognitive resilience.

Platform affordances theory (Hutchby, 2001; Bucher & Helmond, 2018) explains why different platforms enabled different forms of interaction. Affordances are understood as relational properties emerging between technical structures and communicative actors, rather than as fixed technical features. Persistence, scalability, and searchability (Boyd, 2010), among other platform affordances, vary across platforms and shape the character of the communities formed within them, which helps account for why the project's Telegram and Facebook spaces appear to have functioned differently despite serving related purposes.

Communities of practice (Wenger, 1998), read in communicative rather than pedagogical terms, help interpret how educators built shared repertoires of action across these spaces. Mutual engagement, joint enterprise, and shared repertoire manifest here as communicative rather than instructional practices: educators sharing session reports, troubleshooting problems collectively, and developing a common language for wartime implementation. This framework also helps account for the bounded, professionally oriented character of the project's digital communities, which functioned as protected spaces for peer exchange rather than open public spheres. Finally, positive media psychology (Raney et al., 2021) informs the interpretation of learner experience at Layer 5, where the game's narrative design appears to have supported affective steadiness under conditions of acute disruption.

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Method

NotaYeNota is a Ukrainian analog serious game designed to strengthen resilience to disinformation through locally grounded group interaction. Developed in response to Russia's full-scale invasion in 2022 and the intensification of information warfare targeting Ukrainian youth, the project operated across two implementation waves (2023–2024). Trained educators delivered 948 documented game sessions, reaching 23,063 learners across schools, libraries, and youth spaces in more than 200 locations in Ukraine, including frontline and de-occupied regions. In addition, 1,516 educators independently registered on the task-construction platform to access and adapt game materials, suggesting that the ecosystem's functional infrastructure extended substantially beyond the formally trained cohorts.

The unit of analysis is not the game alone, but the communication ecosystem that formed around it. This ecosystem comprised five layers: a task-construction website and associated educator training infrastructure, including webinars, facilitated game sessions, and skills-focused workshops (Layer 1); a closed Telegram community for trained educators (Layer 2); synchronous inter-module meetings for collective reflection (Layer 3); a semi-open Facebook group for a wider practitioner network (Layer 4); and the mediated classroom and shelter spaces in which learners encountered the game (Layer 5). Participants in the first cohort (2023) did not have a dedicated closed digital community space of the same kind; the Telegram community was introduced for the second cohort as a more structured form of ongoing support.

The study adopts a mixed-methods case study design (Yin, 2018). Data sources included: platform analytics for the task-construction website; Telegram community membership and activity data; records and presentations from inter-module meetings, which synthesized educator feedback on recurring implementation challenges; Facebook group membership figures and educator posts during active implementation periods; and facilitator session reports alongside educator survey responses, including teacher-reported accounts of learners' experience of gameplay in classrooms and in shelters under air-raid conditions.

Educator survey data were collected across both implementation waves (2023–2024) via an online self-completion questionnaire administered to all course participants at the end of each wave. Of 250 invited participants (100 in wave one; 150 in wave two), 236 completed the survey, yielding a response rate of 94%. Respondents were practicing educators recruited through the project's training program; no sampling procedure was applied, as the survey was administered to the full participant population.

The qualitative analysis focused on recurrent references to communicative functions, forms of support, and dimensions of well-being across these data sources, using thematic analysis (Braun & Clarke, 2006). Quantitative indicators contextualized scale and reach. All numerical indicators reported in this section derive from project monitoring records, platform analytics, and project-administered educator surveys.

The author's embedded practitioner-researcher position as project organizer and community moderator provided sustained access to ecosystem dynamics across the full implementation period, including systematic engagement with educator comments in Telegram and Facebook spaces. This position may shape interpretation, and the analysis is presented with corresponding caution. Learner experience is discussed only through educator-mediated evidence; no direct interviews with learners were conducted.

Participants in the training program were informed that project data, including session reports and survey responses, might be used for research and dissemination purposes; participation in feedback processes was voluntary and only anonymized, non-identifiable data were used for academic analysis. Both survey responses (n = 236) and session reports (n = 948) were collected with participants' names for project monitoring purposes and were anonymized prior to academic

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analysis. No data about learners were collected directly; all references to learner experience derive from educator-mediated reports. A formal ethics review was not sought, as the data collection was conducted as part of designated project monitoring activity rather than as an independent academic study; no learners or other vulnerable groups were directly recruited as research participants, and no sensitive personal data were retained in identifiable form.

Results

The following section presents findings organized around five interdependent layers of positive communicative space that emerged around the NotaYeNota project. Each layer is examined in terms of its platform affordances, communicative functions, and the dimensions of well-being it appears to have supported. While the layers are presented sequentially for analytical clarity, they operated as a mutually reinforcing ecosystem rather than as discrete, independent spaces – a dynamic discussed further in the concluding section.

Five Layers of Positive Communicative Space

Layer 1: The Task-Construction Platform as Functional Support

The project website and integrated task-construction tool served as a stable point of access to ready-made game tasks, scenario templates, and session materials (NotaYeNota, 2026). Platform analytics indicate sustained engagement across both implementation waves, with 1,516 educators registering on the website to access and adapt game materials – a figure that substantially exceeds the 250 participants enrolled in the formal training program and points to the platform's function as an open-access resource within a wider practitioner community. This layer appears to have primarily supported functional well-being: the platform reduced the preparation burden, providing a structured resource rather than requiring content creation from scratch. In a context where educators were navigating wartime disinformation, air-raid disruptions, infrastructure damage, and emotional exhaustion, this practical support represented a meaningful dimension of the ecosystem.

Educator feedback suggests that the platform was valued as a dependable point of support beyond individual session preparation. Having a curated, regularly updated repository appears to have signaled that their work countering disinformation was backed by a broader infrastructure rather than relying solely on personal initiative. Teachers described feeling less isolated and less uncertain when approaching sensitive topics – such as war disinformation or nuclear risks – because the materials had been pre-validated by fact-checkers and subject-matter experts. The platform thus appears to have bolstered confidence by reducing uncertainty and preparation time, serving as a stable, reusable resource that reinforced educators' role as mediators of contested information.

For the second cohort (2024), this layer extended beyond the website to include a structured training program comprising five facilitated game sessions and three additional workshops focused on practical digital communication skills, including AI tools, social media communication strategies, and content creation techniques. These workshops were designed to equip educators with the skills needed to document and report their game sessions effectively in public-facing social media contexts, thereby connecting individual practice to broader communicative visibility. This extended training infrastructure reinforced the functional and psychological dimensions of well-being by building educator competence not only as game facilitators but as communicative actors capable of representing their work publicly.

Layer 2: The Closed Telegram Community as Bounded Peer-Support Space

A closed Telegram community (152 members) was established for participants in the second cohort training course (2024) and administered by the project team. Administrators published posts, materials, and discussion prompts; participants engaged through comments, questions, and

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experience-sharing. The community operated across three communicative registers simultaneously: top-down information flows from the project team to participants; horizontal peer exchange among educators from different regions; and direct access to game material developers, who remained available within the channel for rapid troubleshooting when implementation problems arose. This tripartite structure distinguished the Telegram space from a simple broadcast channel, making it a more responsive and dialogic environment.

The community served as a protected space for peer exchange and troubleshooting, enabling professional interaction outside the dominant, often adversarial public information environment. Telegram's affordances of controlled membership, asynchronous threading, and content persistence supported sustained community engagement across the implementation period.

Educator feedback also suggests that engagement with the Telegram community supported participants' cognitive resilience. Several educators noted that discussing disinformation cases and implementation challenges within the community appeared to sharpen their ability to identify manipulation techniques and evaluate information critically – an effect they described as distinct from and complementary to their role as game facilitators.

Layer 3 Inter-Module Meetings as Spaces of Collective Reflection

Participants attended synchronous inter-module meetings at which emerging implementation challenges were discussed collectively. Meeting records and presentations, prepared by the project team based on aggregated educator feedback, document recurring concerns: how to facilitate the game when the group is emotionally distressed; how to adapt tasks for mixed-age groups; how to adapt the game for facilitation in shelters; how to handle student questions about current events that the game content could not fully address.

Participants frequently highlighted these meetings as moments when the fragmented experiences captured in Telegram messages and session reports were brought together into a more coherent picture. The project team synthesized recurring implementation issues into anonymized case slides, which were discussed collectively during live sessions. This practice had two communicative effects. First, it validated individual experiences by indicating that problems were systemic rather than personal failures. Second, it enabled distributed expertise: responses developed by one teacher in a small rural school could inform colleagues in large urban settings. In this sense, inter-module meetings served as spaces for collaborative sense-making within the ecosystem, where communicative norms, such as prioritizing students' emotional safety over completing all game rounds during heavy shelling, appear to have been developed and stabilized. The available evidence suggests these meetings reinforced educators' sense of competence and shared professional practice.

Layer 4: The Facebook Group as Wider Professional Network

The Facebook group (835 members) originated with participants from the first cohort (2023). It grew organically over time to include educators who had independently used game materials from the website without formal training, practitioners intending to run sessions in the future, and – following the second implementation wave – participants from the second cohort (2024). This pattern of organic growth distinguishes the Facebook group from the Telegram community. Rather than a bounded, membership-controlled space, it functioned as an open-ended professional network whose composition was shaped by interest and self-selection rather than formal program participation. Unlike the Telegram community, this space was characterized by lower moderation intensity, a more heterogeneous membership, and a communicative style oriented toward announcement, documentation, and peer encouragement.

Posts showcasing local adaptations (photos of mixed-age community sessions, or reports of parents joining as players) traveled beyond the original cohort through shares and comments. This visibility served several functions: it indicated to hesitant educators that game-based media literacy was compatible with diverse institutional settings; it provided symbolic recognition through peer responses; and it appears to have extended the visibility of media literacy advocacy into broader

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local publics, as school pages and municipal accounts occasionally reposted content. For many teachers, appearing in the Facebook feed not only documented their work but also seemed to support a sense of belonging to a wider professional movement. Taken together, Layers 2 and 4 illustrate how the ecosystem deployed different platforms for different communicative purposes: depth of peer support in Telegram, breadth of affiliation in Facebook.

Layer 5: Classroom and Shelter as Offline Extension of the Ecosystem

This layer concerns the spaces in which learners encountered the game – classrooms, libraries, youth centers, and, on numerous documented occasions, bomb shelters during air-raid warnings. This layer differs from the preceding four in that it represents an offline extension of the ecosystem rather than a digital space in its own right. Evidence here is indirect: learner experience is discussed through educator-mediated accounts, and interpretations at this layer are accordingly tentative.

Facilitator reports indicate that the game's narrative structure – centered on the Yenot mascot, a fallible raccoon character who models critical thinking habits – may have made difficult content more approachable for participants and supported sustained engagement with the game's tasks. More notably, educator accounts suggest that gameplay in shelter conditions helped maintain attention and a steadier affective atmosphere during air-raid warnings. Several facilitators described students who were reluctant to leave the shelter when the all-clear sounded because they wanted to complete a round. Although these are indirect accounts, they are consistent with an interpretation of the game as providing a form of affective anchoring – a more structured and engaging setting under conditions of acute disruption.

Educator narratives also suggest that the affective functions at this layer were connected to the upstream layers of the ecosystem. Teachers indicated that they felt able to maintain a calm, playful tone during air-raid interruptions because they had rehearsed the game in online training, had access to offline materials from the platform, and knew they could debrief difficult episodes with peers afterward. In several educator accounts, students were described as later referencing game-related verification practices in everyday digital contexts, such as questioning viral rumors in class chats or fact-checking AI-generated content. Although this evidence is indirect and should be interpreted cautiously, it is consistent with an understanding of the game session as a communicative setting that may have supported more reflective engagement with information beyond the classroom, including an emergent form of cognitive resilience.

Discussion

The five layers analyzed above did not operate independently. Their value underlie their complementarity: each layer appears to have supported the others in ways that would not have been possible through any single platform or space alone. The functional support provided at Layer 1 reduced preparation burden, freeing communicative energy for community engagement at Layers 2 and 3. The professional solidarity sustained in Layers 2–4 appears to have supported educator confidence, which in turn informed the quality of facilitation at Layer 5. The available evidence suggests a recursive dynamic in which classroom and shelter experiences fed back into educator sharing in Telegram and Facebook communities, generating content that animated further exchange. The ecosystem functioned through differentiated but interconnected layers rather than as a unified whole.

This case offers three contributions to research on positive online spaces. First, it extends existing frameworks by foregrounding an ecosystem perspective: positive communication spaces have emerged around the project across several interconnected settings, suggesting that a single-platform analysis may miss important dynamics of mutual support and complementarity. Second, the wartime context is analytically revealing rather than simply exceptional: bounded peer community formation, affective anchoring through narrative, and functional relief as a component of

well-being are all heightened under conditions of existential threat, making their operation more visible than it might be in stable settings. Third, the article suggests that serious games may be usefully understood as communication technologies – artifacts that can catalyze communicative infrastructures, community formation, and affective support that extend beyond the immediate game event.

Beyond affective steadiness, the ecosystem appears to have supported cognitive resilience – understood as the capacity to engage critically with information amid disruption. This dimension was visible at two levels: among educators, who reported strengthened ability to recognize disinformation and manipulation techniques in wartime contexts; and, indirectly, among learners, whose later verification practices suggest that the communicative space of the game session may have functioned as a template for critically engaged information practices beyond the classroom.

The study has several limitations. Evidence of learner experience is indirect and mediated by educator reports rather than learner interviews; this limits how directly learner experience can be interpreted. The single-case design limits broader generalization. The author's embedded role within the project may shape interpretation, even as it provided unusually sustained access to the ecosystem under study. Future research should examine whether the layered ecosystem model applies to other serious game initiatives and other crisis- or conflict-affected contexts, and should integrate direct learner perspectives into the analysis.

NotaYeNota became more than a serious game or a training format. It developed into a layered support ecosystem in which different communication spaces helped sustain educator continuity, peer solidarity, and affective steadiness under wartime conditions, while also indirectly supporting cognitive resilience. The case suggests that positive communication in crisis settings may be better understood as an ecosystem phenomenon rather than a single-platform effect. Understanding how such layered infrastructures emerge and function remains an important task for communication research in the context of the Russian-Ukrainian War and ongoing information threats.

Declaration of generative artificial intelligence and technologies using artificial intelligence in the writing process. During the preparation of this manuscript, the author used the generative AI tool Claude (Anthropic) to support text structuring, language editing, and translation of selected elements of the article. The conceptualization of the study, empirical data, theoretical decisions, and final content of the article are the result of the author's independent scholarly work. All sections were critically reviewed, verified, and revised by the author. The author takes full responsibility for the content, accuracy, and correct citation in the manuscript.

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