



DEVELOPMENT OF A TOUCH TYPING TRAINER
WITH AN EMPHASIS ON FINGER AND WRIST POSITIONS

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Acronyms

ANSI American National Standards Institute

ISO International Organization for Standardization

JIS Japanese International Standards

WPM Words per Minute

WRNULD Work-related neck and upper limb disorders

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Chapter 1

Introduction

1.1 Background of the Study

There are a lot of educational typing tests available that help people learn touch typing, including Monkeytype, TypeRacer, and Keybr. These typing tests list out words that are then typed out. The inputted keys are then compared to check if the user has typed the expected letter. At the end of the test, the time taken is calculated, and certain metrics are given. These metrics include words per minute (WPM) and accuracy (Bartnik, 2021).

However, this method of examination leaves out a crucial part of typing — ergonomics. Ergonomic typing prevents a lot of health issues in the future like repetitive strain injury or carpal tunnel. One important factor that affects ergonomics is the typing procedure and posture. This means the proper placement of the wrist, hands, and hitting the keys using the right finger that is assigned to the key.

Correct finger placement is usually taught at the beginning using a diagram, with each key being associated with a specific finger. For instance, the letter Q in a QWERTY layout should be hit using the fifth digit of the left hand, and this is shown by coloring the fifth digit and the key Q with the same color or by placing the letters directly on the fingers (Dobson, 2009).

Incorrect finger placement may cause these hand and wrist positions: ulnar deviation, forearm pronation, and wrist extension (Serina et al., 1999). These three are hand and wrist positions that are common in all activities, however, prolonged periods in these positions may cause injuries such as Carpal tunnel syndrome (CTS) (Toosi et al., 2015)

In addition, this type of typing is frequently taught in the beginner level (Donica et al., 2018). This means that there is a need to weed out bad habits that may develop, like using the index finger for pressing the spacebar or backspace. However, it is impractical for an educator to check each student if they are not performing these movements as these may only show for a small period which may not be caught in time.

Thus, there is a need for automatically detecting which finger is used during typing, and for the position of the wrist in relation to the arm. One way to do this is through finger and hand tracking. One solution for tracking is by using image processing and machine learning. An example of this is MediaPipe by Lugaresi et al., 2019.

MediaPipe allows for various applications for machine learning in the field of image processing. This includes, hand tracking, pose estimation, object detection, and others. Another example of a library that allows for hand and finger tracking is OpenCV by Bradski, 2000. This is a tool that simplifies computer vision and image processing. Machine learning can also be used with OpenCV.

1.2 Research Objectives

1.2.1 General Objectives

To create a touch typing trainer that detects poor finger placement and hand position to help develop better typing habits and healthier typing ergonomics.

1.2.2 Specific Objectives

- To develop a program that tracks fingers and hand positions while typing
- To create a subroutine that ascertains which finger was used to type a key
- To detect if incorrect fingers were used to press a key or if the position of the hand in relation to the wrist is problematic
- To assess the accuracy and performance of the developed program's ability to perform the previously stated objectives

- To develop a user-friendly interface for users to train touch typing using the developed program
- To generate key statistics of a user's touch typing performance:
 - Words per Minute
 - Accuracy
 - Finger Placement Accuracy

1.3 Scope and Limitation

This research will focus on typing on a 60% keyboard. Figure 1.1 illustrates this type of keyboard. This type of keyboard only has the alphanumeric part of the keyboard. This limits the number of keys to be checked and the expected movement of the hand. Furthermore, the keycaps will also be of a light color, while the surface that the keyboard rests upon will be of a dark color.

In addition, the keyboard layout will be American National Standards Institute (ANSI). This layout is described by the American National Standards Institute (ANSI INCITS 154-1988, 1999). This is the most common layout in the United States. However, it is also used in numerous English-speaking countries such as the Philippines, Malaysia, and India.

The program will expect the that user has all ten digits and has no hand, finger, or wrist deformities. In addition, only the placement of the hands, fingers, and wrists will be taken into account when determining if the ergonomics of the user while typing is healthy. The program will not check seating position, angle of elbows, and other metrics for an ergonomic typing posture while typing.

Capturing of the video to be analyzed by the program would be limited to a single 1080p webcam that is capturing in 60 frames per second. The camera will be pointed downwards facing the keyboard and the hand. This means that the vertical angle of the wrist may not be accurate.



Figure 1.1: A 60% keyboard in ANSI layout. Reprinted from Matt3o. (2014). Filcom MINILA Air pictured with Logitech M705 mouse for scale. Retrieved October 28, 2021, from https://deskthority.net/wiki/File:Filco_MINILA_Air.jpg

1.4 Significance of the Research

This research is beneficial for all users of physical keyboards. These include a vast majority of the population as there are a lot of professions that heavily rely on keyboards. Examples include developers, physicians, educators, accountants. By having better ergonomics while typing, wrist injuries can be prevented, and typing speed may be increased

This research also helps educators, especially early educators teaching beginner typists. By automatically checking for ergonomics, posture, and correct technique, the burden of checking each student is lessened, and directed interventions for bad habits can be easily created as students with these bad habits are easily identified

This research has a direct impact on people that has hand or wrist injuries that are caused by poor typing habits. By correcting these poor habits, pain from these injuries will be lessened, and even be prevented from occurring in the first place. A specific example of this is by reducing ulnar deviation which affects the nerve that is indicative of CTS (Toosi et al., 2015).

Chapter 2

Preliminary Review of Related Literature

2.1 Keyboard Typing

Keyboard typing is the process of using a keyboard to input characters in a system. In the context of this paper, keyboard typing will refer to the act of using a physical keyboard to input characters in a computer system.

2.1.1 Keyboard Layouts and Form Factors

One key characteristic of a keyboard is its physical attributes. Keyboards come in a lot of layouts and form factors. Keyboard layouts are the shapes, size, and positions of a key on a keyboard while the form factor of a keyboard refers to its shape and dimensions. The form factor also refers to the number of keys included in the keyboard (Parkkinen, 2018). By combining different layouts and form factors, different permutations of a keyboard can be created.

Different keyboard layouts and form factors also produce different effects for the user. This is due to how vastly different some keyboard layouts and form factors are from one another. Some layouts focus on ergonomics, while others focus on typing speed. Some form factors were designed for aesthetics, while others focus on comfort and health. As such, different layouts may affect typing performance, ergonomics, and long-term health effects (Ciobanu et al., 2016).

ANSI and ISO Layout

There are two common keyboard layouts around the world — International Organization for Standardization (ISO) and ANSI.

ANSI INCITS 154-1988 is the standard that first defined the ANSI layout. Figure 2.1 illustrates what the ANSI layout looks like. This layout is also used by countries other than America. Examples of countries that use this layout as its standard is the Philippines, China, and Korea (Apple, 2021). However, these countries also opt to modify the layout by adding extra layers to accommodate other character sets.

ISO/IEC 9995-1:2009 is the standard series that defines a framework that is used to create other layouts. Layouts created from this standard are colloquially called ISO Layouts. Countries around the world use this framework to create layouts that fit the characters in their language. Examples of countries that use this framework to create their own layout are France, Greece, Canada, and Sweden (Apple, 2021).

Both of these layouts usually utilize the same key ordering. This ordering is commonly called QWERTY, based on the first five characters of the first row of this specific layout.

There are other layouts available, however, they are not as common as the two previously mentioned layouts. Examples of this include Japanese International Standards (JIS). Other esoteric layouts, like Tsangan or split-backspace, also exist. These layouts modify the ISO and ANSI standards by adding or removing certain keys to fit the character set of a language, or for additional keys. Other layouts are also exactly the same as ANSI or ISO, however, these layouts change the arrangement of the alphabet within the keyboard.

Despite the ubiquity of these common layouts, studies have shown that these layouts are not ergonomic. The main issue with these layouts is the random configurations of the letters. The randomness of the layout necessitates memorization of the layout which reduces the ease of learning, reduces performance in typing by reducing speed, and increases of typing errors (Ciobanu et al., 2016).

Keyboard Form Factors

There is only one common keyboard form factor used worldwide: the full-size keyboard. This keyboard contains all the keys specified in the keyboard layout. This includes the alphanumeric keys, the function keys, the navigation cluster, and the numpad.

Other common keyboard form factors are based on the full-size keyboard. The name of these layouts, 60%, 75%, and 80% reference the remaining number of keys after cutting a portion off from the full-size keyboard. The 60% keyboards only contain the alphanumeric cluster while the 80% and 75% layouts retain the navigation cluster and the function keys (Parkkinen, 2018). The main draw for using keyboards with reduced sizes is for aesthetics, space constraints, and ergonomics.

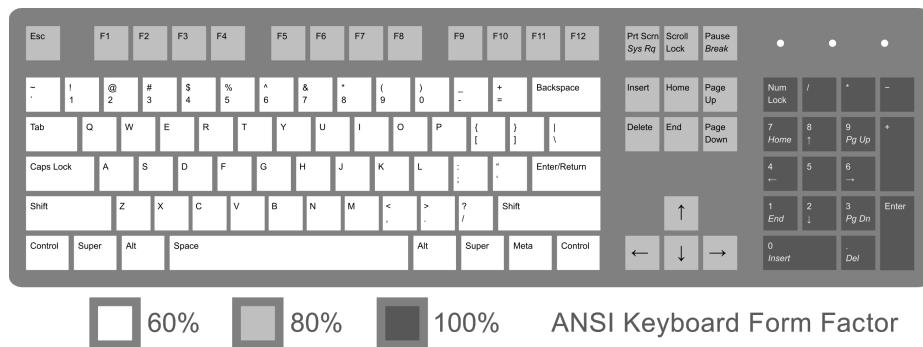


Figure 2.1: ANSI Keyboard layout with form factors. Reprinted from Rumudiez. (2013). Correctly labeled modifier keys for the ANSI Keyboard layout. Retrieved October 18, 2021, from https://commons.wikimedia.org/wiki/File:ANSI_Keyboard_Layout_Diagram_with_Form_Factor.svg

Ergonomic Keyboards Layouts and Form Factors

There have been other keyboard layouts and form factors created to mitigate common issues associated with QWERTY layouts. These include Colemak, Dvorak, and Alphabetical layouts. However, studies have shown that the layout itself does not matter as beginners do not necessarily see the keyboard as a structured set, but rather as a random collection of characters, even if it is alphabetized (Norman & Fisher, 1982),

A different form factor has a great effect on ergonomics. One such example of a form factor is an ergonomic keyboard developed by Microsoft called Microsoft Natural MultiMedia Keyboard. Ripat

et al. used this keyboard in determining that ergonomic keyboards can help in reducing symptoms of Work-related neck and upper limb disorders (WRNULD). Figure 2.2 shows the layout of the Microsoft Natural MultiMedia Keyboard.



Figure 2.2: Microsoft Natural MultiMedia Keyboard. Reprinted from DraugTheWhopper. (2014). MS Natural Multimedia Keyboard. Retrieved October 28, 2021, from https://commons.wikimedia.org/wiki/File:MS_Natural_Multimedia_Keyboard.png

There are other form factors other than the full-size keyboard and variations thereof that focus on ergonomics. One such example is a split keyboard layout where the keyboard is split in half, one for the left hand and one for the right. One such benefit, according to Ergodox EZ, is a more relaxed position due to typing at shoulder width.

2.1.2 Keyboard Typing Metrics

There are numerous metrics used to quantify keyboard typing performance. Two common metrics used in the majority of typing tests include Accuracy and Speed.

Standardized Keyboard Typing Assessments

To be able to measure these metrics, a keyboard typing assessment needs to be done. However, there are no standardized keyboard typing assessments (Donica et al., 2018). As such, teaching methods

and assessments, like Keyboarding without Tears, Monkeytype, and Keybr, may produce different metrics for the same typist due to their difference in conducting the assessment.

Speed

Speed, also called as entry rate by Arif and Stuerzlinger, measures the number of characters entered in a specific time frame. The most common metric that measures speed is Words per Minute (WPM). WPM as defined by Arif and Stuerzlinger is:

$$WPM = \frac{|T| - 1}{S} \cdot 60 \cdot \frac{1}{5} \quad (2.1)$$

where, $|T|$ is the length of the text, S is the time in seconds spent writing the text. This time starts directly after the first character has been pressed, and ends when the last letter has been entered. As such, 1 is subtracted from $|T|$, as the time spent to find and press the first character cannot be accurately determined. However, some typing assessments do not subtract 1 from $|T|$. 60 refers to the number of seconds in a minute and $\frac{1}{5}$ normalizes the metric for the average length of words.

Other metrics also measure speed but they aren't as commonly used as WPM. These include Characters per Minute, Gestures per Second, Adjusted Words per Minute, and Keystrokes per Second

Accuracy

Accuracy measures the number of correctly pressed characters in an input string. Accuracy, as defined by Bartnik, is:

$$ACC = \frac{|C|}{|T|} \cdot 100\% \quad (2.2)$$

where $|C|$ is the number of correct characters and $|T|$ is the length of the text.

The inverse of accuracy is error rate, where the number of incorrectly pressed characters is

measured instead. Arif and Stuerzlinger describe 5 common error rate metrics: Error Rate, Minimum String Distance Error Rate, Keystroke per Character, Erroneous Keystroke Error Rate, and Total Error Rate.

Limitations of the Metrics

These metrics are all based on the inputted characters by the user. These metrics do not take into account other aspects of keyboard typing such as posture, hand and wrist positions, and finger placement. Consequently, these metrics do not give a full picture of the performance of the person typing and they only provide a cursory view of how a person types.

2.1.3 Keyboard Typing Methodology

Keyboard typing can be accomplished in numerous ways. The main difference between the different methodologies is the number of fingers used when typing and how the typist navigates the keyboard to find the keys. The methodology ranges from Hunt and Peck to Touch Typing, with variations of the two in between.

Hunt and Peck uses one finger on one hand to press a key. This method is aided by using vision to locate the specific key to press (Hoot, 1986). On the other hand, Touch typing uses standard QWERTY mapping to type without using visual cues. (Dobson, 2009) This mapping involves assigning certain fingers to certain keys. Figure 2.3 is the standard QWERTY mapping used for an ANSI layout. Kinesthesia and proprioception are used in locating the keys (Logan et al., 2016).



Figure 2.3: Standard QWERTY mapping for ANSI. Reprinted from Logan, G., Ulrich, J., & Lindsey, D. (2016). Different (key)strokes for different folks: How standard and nonstandard typists balance Fitts' law and Hick's law. *Journal of Experimental Psychology: Human Perception and Performance*, 42(12), 2084–2102. <https://doi.org/10.1037/xhp0000272>

2.2 Keyboard Typing in Education

Today, students are expected to type essays, articles, and other submissions using word processors (Poole & Preciado, 2016). Testing is also commonly done using computerized assessments which require the need for keyboards (UMass Amherst, n.d.). As such, there is a need for students to be well versed in keyboard typing and for keyboard typing to be part of the curriculum.

Keyboard typing has been a part of this curriculum for a long time, with studies about effective methods to teach keyboard typing reaching as far back as 1986 (Hoot, 1986). Studies have continued to this day to continue to optimize and improve methods of teaching keyboard typing to students.

These studies start teaching kids in the kindergarten level and the studies try to optimize the teaching methods to improve the speed and accuracy of typing of the learners. By starting to teach touch typing to students early, these students will develop the potential for higher-level keyboard typing (Donica et al., 2018).

2.2.1 Expectations of Keyboard Proficiency

In the United States, keyboard typing is an expected learning outcome for third grade in the Common Core State Standards (Common Core State Standards Initiative (CCSS), 2010). At this grade level, only basic keyboard typing skills are required. By fourth grade, students are expected to have enough proficiency to type one page in one sitting. This is increased to two pages by fifth grade.

In the Philippine context, the Department of Education expects learners with a mental age of 4–6.9 years old to use correct posture and locate characters, learners with a mental age of 7–11.9 are introduced to home row finger placement, and learners with a mental age of 12 and above are expected to “use proper typing technique with efficiency and accuracy without looking at the keyboard” (Department of Education, 2020).

2.2.2 Current Teaching Methods

Current teaching methods involve replicating a given text. Learners then copy the text into a given text field that records the typed characters. Correct and incorrect characters are then identified, and suitable errors are presented. Afterward, metrics, such as WPM, and accuracy are given (“About TypeRacer,” 2021; Bartnik, 2021).

Through this process, the learner goes through the three stages of Motor Learning Theory. The student undergoes the cognitive stage where they try to understand and create strategies to accomplish the given task. Then the associative stage follows where the strategies and skills learned from the previous stage are refined. At this stage, the learners are expected to rely less on visuals to locate the keys and more on kinesthesia. By the final stage, the autonomous stage, the learner does not rely on visuals at all and focuses on using kinesthetic feedback to find the keys. By this point, the learner has progressed from using Hunt and Peck, to becoming proficient in touch typing. (Donica et al., 2018)

Keyboarding without Tears

Keyboarding without Tears is a web-based application and curriculum that teaches students touch typing. However, one key differentiator of this curriculum is the usage of a row-based standard

mapping, rather than a column-based standard mapping that is common in other teaching guides. Figure 2.4 shows the standard mapping used in this curriculum.

This curriculum is self-directed and learners can learn at their own pace. At its core, the curriculum is designed to be 36-week long with 5-10 minutes of lessons per day. The lessons in the curriculum follow the three stages of Motor Learning Theory (“Keyboarding Without Tears — K-5,” 2020).

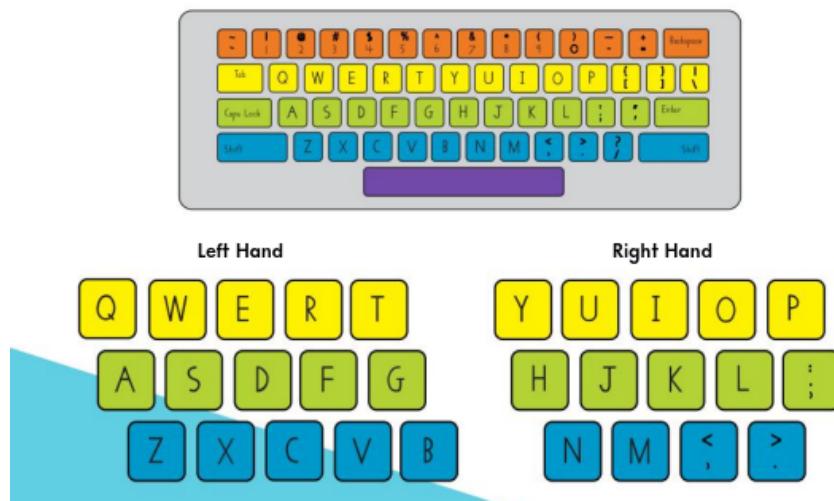


Figure 2.4: Row based standard mapping. Reprinted from Keyboarding Without Tears — K-5. (2020). Retrieved October 26, 2021, from <https://issuu.com/handwritingwithouttears/docs/kwtbrochure2020/1>

Monkeytype, Typeracer

These two keyboard typing tests are similar. They follow a common experience where users type a predetermined phrase, quote, or random words, and metrics are given after the test. Afterward, the learners may try the test again, or choose another set of words to type. These typing tests do not have a structured curriculum for learning how to touch type. It is left to the learner to practice and learn on their own (“About TypeRacer,” 2021; Bartnik, 2021).

Keybr

Keybr is similar to Monkeytype and Typerace, in that they also have the users type a predetermined phrase, quote, or random words. However, this application has more guidance compared to the two. Keybr uses statistics to create typing lessons that are appropriate to the current typing proficiency of the learner. The words selected are random at first, and the skill level of the learner is determined by the performance of the user with these words and characters. The information gathered is then used to generate new words for the next iteration. As an example, if a learner has difficulty in typing the letter q, the next iterations will have a lot of words that contain the letter q.

Statistics from their website show that this learning method is successful, with some learners improving their typing speed by 20–40 WPM (“keybr.com - Typing lessons,” 2021).

2.3 Keyboard Typing in Health

There have been a lot of studies that show the effect of keyboard typing, and its associated movements (or lack thereof), has an effect on the human body. These studies have shown that keyboard typing has an effect on our neck, shoulder, upper limb, wrist, arms, and fingers (Baker, Cham, Hale, et al., 2007; Szeto et al., 2005)

2.3.1 Health Issues arising from Keyboard Typing

WRNULD are a common issue that is associated with an elongated length of time maintaining a static posture. When using the computer, the posture commonly adapted by users has the neck and shoulder regions in a static hold for a long time. This results in forward neck flexion and increased muscle tension (Szeto et al., 2005).

In addition, it has been shown that 22% of computer users sustain musculoskeletal disorders of the upper extremity. This includes the neck, shoulder, hands, and wrists. (Gerr et al., 2002)

Carpal tunnel syndrome is also a common issue in the general population. This is caused by the chronic compression of the median nerve. There is a common belief that typing is one main cause

for the disorder (Operations, 2021). There are no definite conclusions if this myth is true, however, a study by Toosi et al. found that typing causes ulnar deviation, especially if done without proper form. This ulnar deviation contributes to the swelling of the median nerve during and after typing. However, the authors noted that it is unclear if this swelling leads to long-term nerve injury.

2.3.2 Finger and Wrist Kinematics

The way people move their hands, wrists, and fingers differ between each person. This can be attributed to the different typing styles each person has. One key difference between people is the angle of the 5th digit.

However, there are some common movements and positions regardless of typing style: flexion, or the curving of the fingers, across the fingers, is decreasing across the hand, with the 2nd digit having the least flexion. This may be due to the instinct to reduce pronation of the hand, which in turn increases the distance of the 2nd digit to the keyboard. In addition, some people isolate or extend one of their thumbs, usually the one not used for pressing a key. This is also true for some people that do not use their 5th digit during typing (Baker, Cham, Cidboy, et al., 2007).

The movement and angle of the wrists also depend on the typing style of the typists. Some people do not reposition their hands, while others do. This difference comes from the way these people reach for certain far-away keys. Some stretch their fingers to reach far-away keys, while others move their entire hand to reach these keys.

For those that reach their keys by stretching their fingers, there is an increased probability that the wrists and fingers adapt non-neutral postures. These include wrist extension, ulnar deviation, and pronation, which may cause musculoskeletal disorders of the upper extremity (Marklin et al., 1999 as cited in Baker, Cham, Cidboy, et al., 2007)

2.4 Finger and Hand Tracking

Finger and Hand tracking is a method of tracking fingers and hands in 3D space using motion capture systems or computer vision. This technique allows computers to perform actions and analyses on

the motions and positions of these body parts.

2.4.1 Types of Tracking

Hardware Aided Solutions

Motion Capture Systems allow for capturing detailed skeletal motion in humans. These systems usually capture full-body motion, focusing on large parts of the human body, such as the torso, limbs, and head.

However, motion capture systems have difficulty in tracking more articulated body parts — with the fingers being one of them. The industry standard for capturing finger movements is through the use of an optical marker-based motion capture system. This is due to its ability to capture natural motion accurately.

This method uses cameras to triangulate the 3D location of markers attached to the limbs of a person. For finger tracking, 13–20 markers are placed on the fingers, and cameras are brought closer to track the small movements of the finger (Wheatland et al., 2015).

But this method is cost-prohibitive, and cannot handle occlusions well. Alexanderson et al. present a method for an optical marker-based motion capture system that can predictably recover from self-occlusion and has a better performance compared to previously used algorithms, however, the issue of cost and self-occlusion still persists.

Bend-sensor gloves are also an option for finger tracking. These gloves have sensors within them that track joint angles in the hand and fingers. One key differentiator of this solution compared to the others is the removal of self-occlusion in the data. As such, this is commonly used in sign language, and gesture recognition due to its accuracy.

However, these gloves need a lot of time to calibrate as cross-coupling of the sensors proves a problem. Cross-coupling is prevalent because the movement of one finger also moves other parts of the hand. These movements may cause a sensor aimed to track a specific movement of a different part of the hand to inadvertently detect a movement when there should be none (Wheatland et al., 2015).

Computer Vision

At its core, Computer Vision aims to perform tasks that the human visual system can do (Huang, 1996). This includes object classification, tracking, and gesture recognition, and face recognition. At the present, most computer vision systems utilize deep learning algorithms, and convolutional networks to gather information from an image, or a set of images. One such example of a convolutional network used in computer vision is Inception by Szegedy et al. which proposes a convolutional neural network architecture for object classification and detection.

2.4.2 Available CV Solutions for Tracking

OpenCV

OpenCV is an open-source computer vision and machine learning software library that houses ≈ 2500 optimized algorithms. This library is widely used by companies, researchers, and open source communities that utilize computer vision and machine learning in their projects. Examples of companies that use OpenCV include Google, Sony, and Honda.

The library has C++, Python, Java, and Matlab interfaces. The library also supports Windows, Linux, Android, and macOS, allowing for great developer experience, and wide deployment capabilities (Bradski, 2000).

MediaPipe

MediaPipe is an open-source computer vision framework that allows developers to create a perception pipeline. This perception pipeline is a directed graph of calculators. Data passes through the graph as packets and a group of packets constitute a data stream. As the data passes through the pipeline, the calculators, produce the desired output.

This framework allows for performant object detection, hand and finger tracking, human pose detection. The framework also allows for combining multiple features, by adding them to the graph as calculators. MediaPipe has C++, Python, JS, and Coral interfaces. It also supports Android and iOS devices (Lugaresi et al., 2019).

MATLAB

MATLAB is a programming platform for the analysis and designing of systems. MATLAB is commonly used by engineers and scientists for computational mathematics (MathWorks, 2021b).

A toolbox offered by MATLAB is the Computer Vision Toolbox that contains algorithms, and functions for use in the development of computer vision, 3D vision, and video processing systems. By using the available algorithms in the toolbox, such as YOLOv2, and ACF, hand detection and gesture recognition is made possible in the platform (MathWorks, 2021a).

2.4.3 Applications

There have been multiple applications and products that utilize hand and finger tracking as their main component.

Dorfmuller-Ulhaas and Schmalstieg presents a use case for finger tracking in augmented environments. In the paper, interaction in a virtual environment through the use of gestures. The tracking system uses an optical marker-based motion capture system where the user wears a glove with retroreflective markers.

Hsu et al. used a Kinect, a 3D sensing device by Microsoft that uses depth data, to track fingers to play virtual instruments. Virtual Pianos and Guitars were created and played with reliable and stable tracking.

Yousaf and Habib created a virtual keyboard that operates using finger tracking. The tracking uses the movement of the finger joints as the basis for selecting which key to press. A camera captures the movement, and the resulting video stream is used for hand region detection and finger joint localization. Using probabilistic regional density-based kernel tracking, finger joint trajectories are gathered. Feature vectors are then interpreted from the trajectories. These feature vectors are used in logic-based techniques and Dynamic Bayesian Network for classification, detection, and recognition of keystrokes.

2.5 Summary of the Research Gap

While there are a lot of applications and curriculum aimed at teaching touch typing, there is no automated system available that detects if a person uses the correct finger to press a key.

By having this system, educators can accurately determine if and when a student is having a hard time typing and if these students will need an intervention to correct mistakes.

This is also important because certain movements and hand positions will cause nerve and muscular disorders that will impact the user. By correcting these problematic movements and hand positions, these disorders can be prevented.

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