

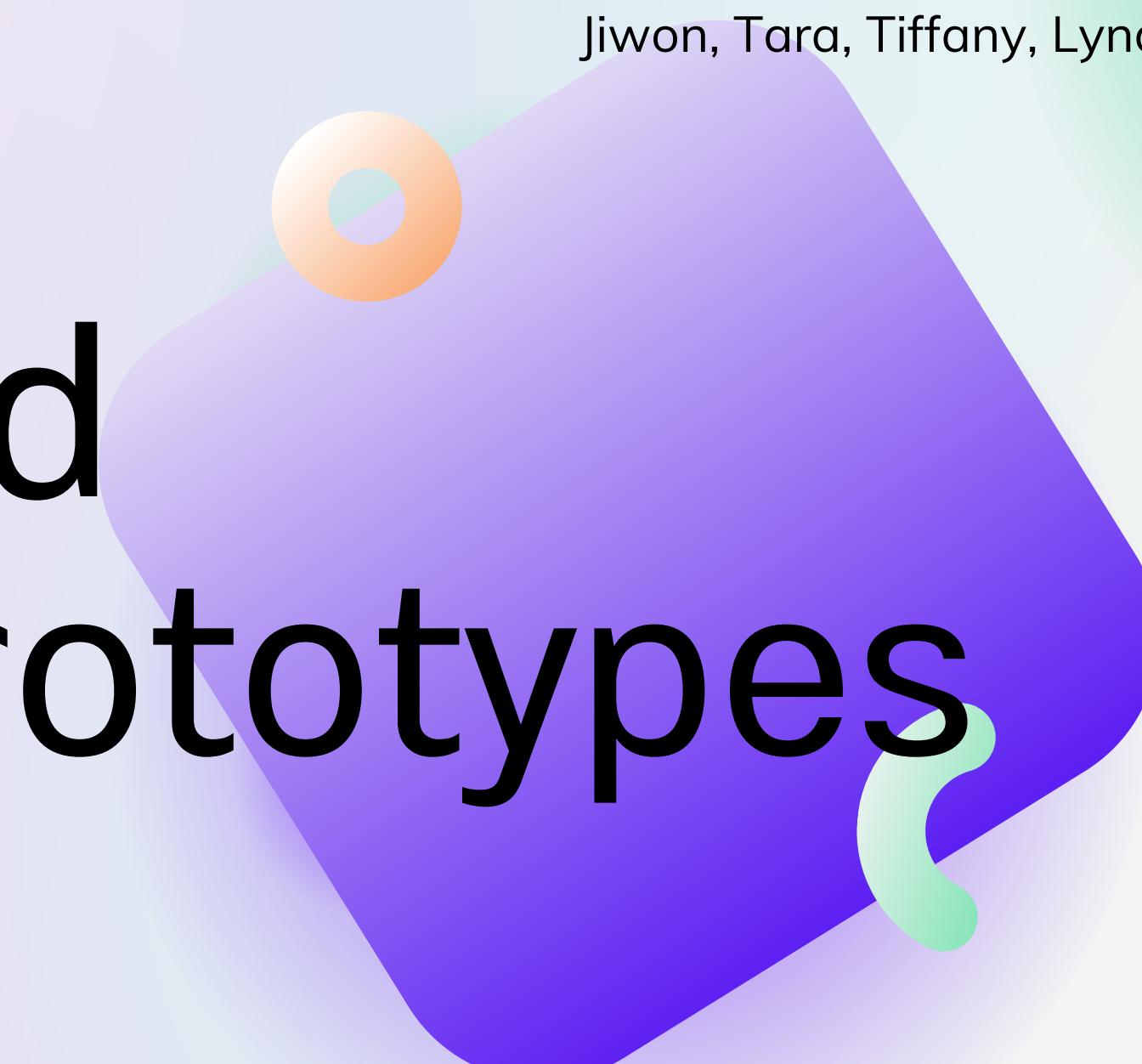
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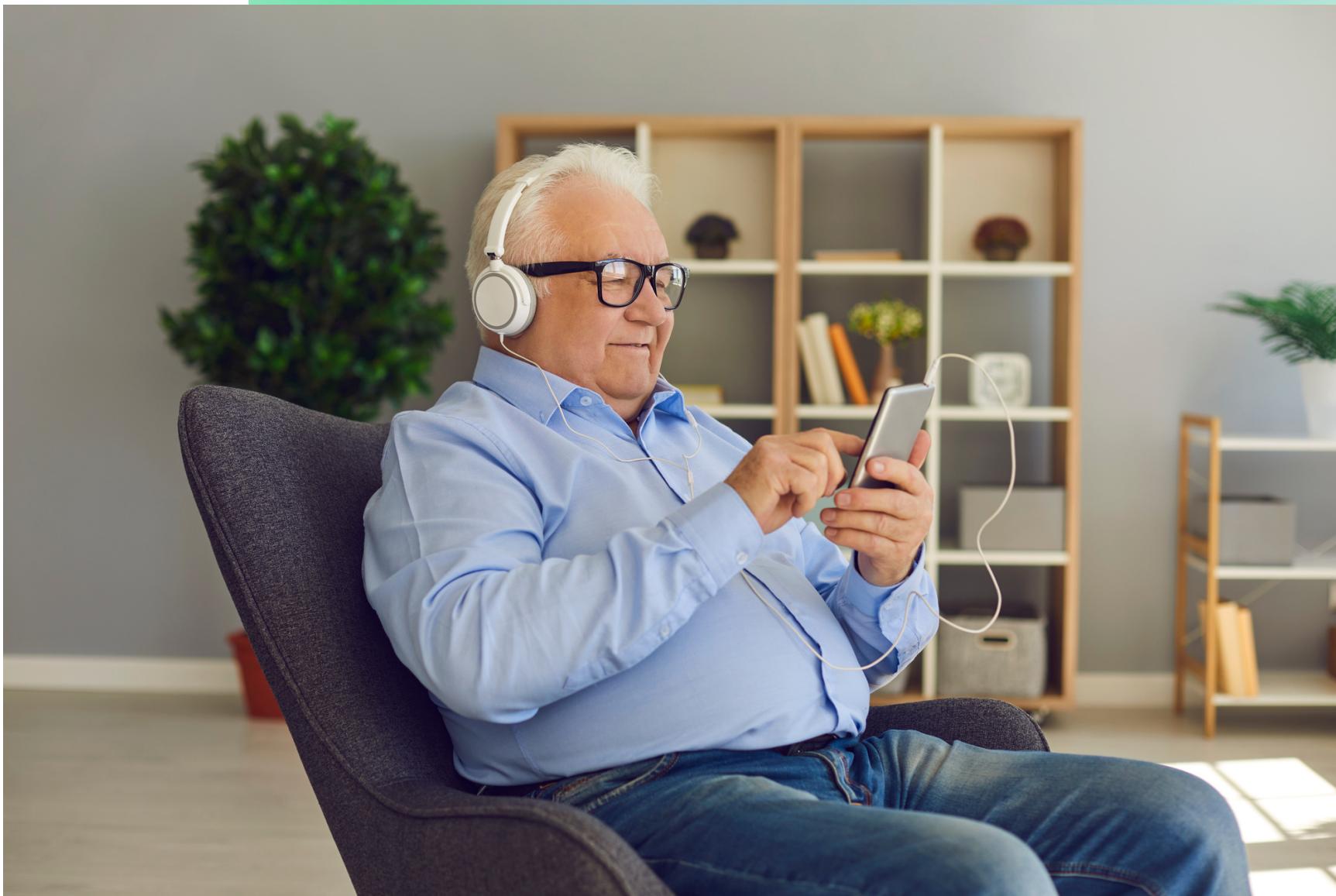
POV/HMW and Experience Prototypes



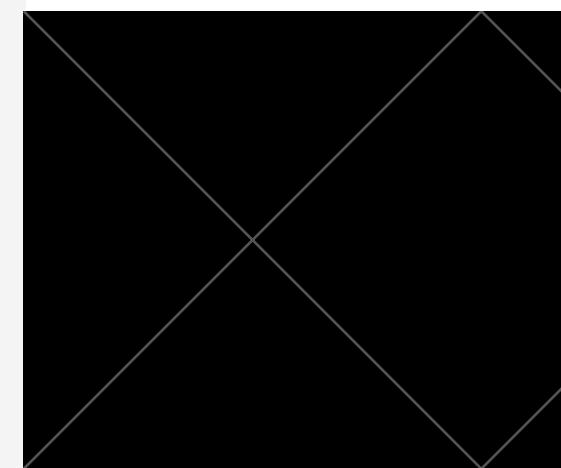
Problem Domain

Older Adult Technology Education

Our problem domain covers three different Older Adult Technology Education demographic POVs. We are focused on three different education opportunities that explore older adults' life experiences, create narrative-based technology learning, and examine the unique vulnerabilities of older adults to fraud.



POV-



We met

We were surprised that

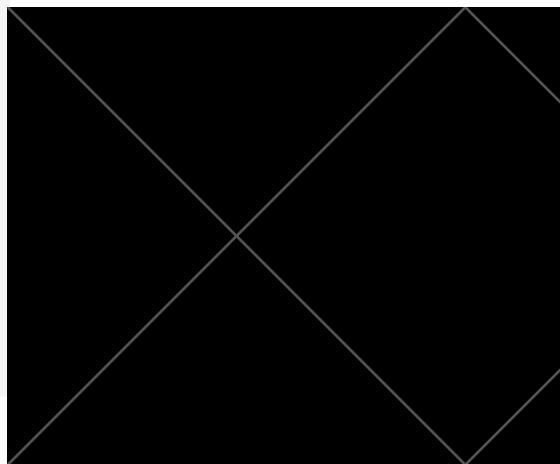
It would be game-changing if

██████████, an older adult who lives in a rural community and is enthusiastic about using technology.

██████████ is worried about technology because of the negative AI she has seen in television and movies.

there was a more straightforward way for ██████████ to discern what technology is useful and which technology is not applicable in her daily life.

POV-



We met

We were surprised that

It would be game-changing if



, the center director of the Avenidas Older Adult Center.

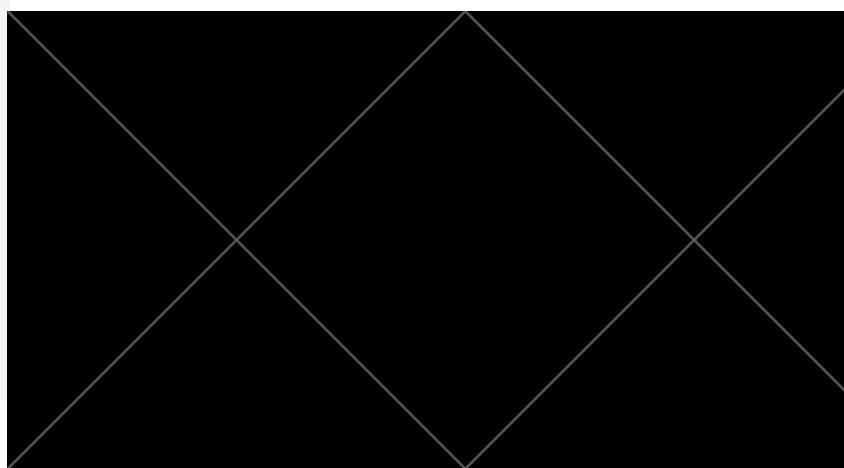


has worked with many older adults who were initially not very well-versed in technology only because they were not aware of what tools or technologies are available to them, then later became enthusiastic about technology after taking classes.



could increase awareness for members of the older adult community about what technologies exist and how they can help the lives of older adults.

POV-



We met

We were surprised that

It would be game-changing if

[REDACTED], the director of the Mountain View Senior center.

the turnout of the FBI fraud prevention workshop he organized was 3x more than expected despite doing nothing differently in promoting the event, and patrons were telling each other to share the information they learned with others that couldn't attend.

[REDACTED] could make his older adult patrons feel better equipped to navigate fraud and stay safe.

Top 3 How Might We...

How Might We....

1. How might we use older adults' life experiences to help discern between harmful and beneficial technologies?
2. How might we make technology seem more exciting and less scary for older adults?
3. How might we share the burden/guilt of fraud and help educate older adults in a compassionate and personalized manner?

Generated from...

1.  - POV

2.  - POV

3.  - POV

Experience Prototype: Personalized Tech Education



Description: Our personalized technology prototype involved working with older adults to fill out a Google form with personal questions about their lives (decade born, career, familiar/fascinating tech, tech they want to learn more about, etc) and then using that information to prompt ChatGPT to generate recommendations on articles, tips, and technology for each individual.

Results:

- **What worked:** They noted that they appreciated getting interesting articles without having to explicitly look for them and instead being able to just share information and get interesting, more personalized recommendations and articles.
- **What didn't work:** ChatGPT was not robustly capable of sending correct article links, and even sometimes suggesting names of articles that do not exist.

Validity:

- **Our assumption:** Older adults feel comfortable about content personalization based on their history.
- **Validation:** they were willing to share personal information about themselves, knowing it would be inputted into a Chat Bot. They appreciated its help in finding content suited for them rather than having to find it themselves.

Issue: ChatGPT unreliable at giving working links

Experience Prototype: Narrative Learning



Description: Our narrative learning prototype involved reading a script describing a game-playing environment where the player is a seasoned government official who has just been appointed as the head of a top-secret task force. The player needs to progress through levels learning more about technology, and it allows older adults to explore and master various tech concepts as they progress.

Results:

- **What worked:** Janet enjoyed the concept of the game and expressed that she would play this learning/story-based game if it existed.
- **What didn't work:** Janet was still determining if other older adults would want to start playing games to learn about technology. She is primed to enjoy apps and other games, but she was curious to know if this would work for older adults who don't already use technology.

Validity:

- **Our assumption:** Older adults are interested in technology education, and an engaging way to connect them with this information would be through a game-based education platform.
- Our assumption was valid, but with the caveat that our solution might only reach some members of our demographic.

Experience Prototype: Offering Personal Data



Description: Our experiment wanted to test how willing older adults would be to share their personal information with ChatGPT or similar foundation models to help them gain personalized approaches to solving fraud and identity theft issues.

Results:

- **What worked:** Kay willingly had a group member use ChatGPT and input prompts into the platform. She was surprised at how rapidly the technology produced answers and enjoyed learning the tips it provided.
- **What didn't work:** Kay was hesitant to use the technology herself; she expressed hesitance in writing out the questions and directly engaging with the web application.

Validity:

- **Our assumptions:**
 - Older adults trust text less than humans
 - The level of trust generated by a chatbot is enough for an older adult to take action on potential fraud.
 - Older adults trust fraud related suggested actions from ChatGPT.
- Kay is a technology-savvy older adult but has had negative experiences with scams and fraud. She still uses technology for sensitive tasks, e.g., bill paying, but needed to confirm she trusted the answers ChatGPT provided. She thought the tool was exciting but needed more experience to trust its responses.

Interview Details	Insights
Getting personalized articles is appreciated and interesting.	Interacting with foundation models can be helpful, but the models are not always functional and can lead users to dead links.
"I really like the game but I already like games."	A personalized game might exclude a significant portion of our core demographic given that not all older adults love games.
"Can you write in the box, I don't want to screw it up."	Learning and using new technology real-time can be intimidating, especially when the technology is interactive, such as prompting ChatGPT

Summary

Questions?

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