

# HKBU Learning Session Report

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## Your Contribution Analysis

\*\*Comprehensive Report on Student's Learning Session\*\* --- ### 1) Summary of the Meeting Plan Developed The student initiated the planning process by stating three fundamental learning objectives centered on the digital gaming activity with elderly participants: mastering basic game operations, selecting appropriate in-game characters, and organizing a tournament. The assistant encouraged the student to broaden these objectives beyond technical skills to include digital literacy, intergenerational communication, teamwork, and community engagement. The dialogue reflected a collaborative refinement of goals toward a holistic six-lesson series focused on fostering both competence in the game \*Brawl Stars\* and meaningful social interaction between HKBU students and elderly participants. The meeting plan revolved around balancing digital skill-building with social objectives, culminating in an e-sports tournament designed to enhance active aging and social inclusion. The student demonstrated openness to framing objectives in terms of academic learning, service learning, and community impact. --- ### 2) Key Learning Objectives Addressed - \*\*Digital Literacy:\*\* Enabling elderly participants to learn basic gaming operations, increasing confidence using mobile gaming technology. - \*\*Strategic Thinking:\*\* Selecting suitable characters for gameplay, requiring understanding of roles and game mechanics. - \*\*Event Organization:\*\* Planning and executing a collaborative tournament to build teamwork skills and collective ownership. - \*\*Intergenerational Communication:\*\* Facilitating shared learning experiences between students and elderly partners, fostering mutual respect and social connection. - \*\*Community Engagement:\*\* Promoting active aging and inclusion by empowering elderly participants to take an active role in both learning and event management. --- ### 3) Areas Where the Student Showed Strong Independent Thinking - The student initially focused on practical and achievable technical goals, demonstrating clear, task-oriented thinking. - They quickly embraced integrating broader community and academic outcomes when prompted, showing adaptability and a willingness to revise initial plans. - In defining learning objectives, the student showed capacity to link gameplay skills with meaningful social objectives, indicating holistic educational reasoning. - The student demonstrated reflective awareness of the need to balance technical operation with communication and teamwork—key to sensitive interactions with elderly participants. --- ### 4) Suggestions for Further Development - \*\*Deepen Respectful Engagement:\*\* Incorporate explicit reflection points in each session plan that encourage students to observe and honor the elderly participants' experience, pacing, and comfort with technology. - \*\*Observation Strategies:\*\* Build in structured observation moments for students to assess elderly participants' engagement and adapt instruction dynamically. - \*\*Cultural Sensitivity:\*\* Include modules or preparatory discussions promoting awareness of elderly participants' backgrounds and

## Complete Conversation

Assistant:

I am here to help you with developing your series of 5 activity plans. Please type \_ok\_ to get started. Type \_outline\_ to access and edit the outline.

23:28:42

You:

ok

23:28:44

Assistant:

Fantastic! Let's begin by clarifying the \*\*ultimate learning objectives\*\* for your six-lesson series. Before mapping out each session, we need clear, overarching goals that express both the \*\*academic learning outcomes\*\* and the \*\*community impact\*\* you want your students and elderly partners to achieve by the end. Let's start with this key question: \*\*What are two or three “big picture” outcomes that you hope every participant will achieve

across all six sessions—including both the HKBU students and the elderly?\*\* - Think about skills, attitudes, community impact, and intergenerational learning. - Consider both success in the game (Brawl Stars) and broader outcomes (digital literacy, social connection, service-learning values). Try listing your ultimate objectives in bullet points!

23:28:49

**You:**

ultimate learning objectives 1. [REDACTED] 2. [REDACTED] 3. [REDACTED]

23:30:11

**Assistant:**

Great start! You've identified three core goals: 1. Learn the basic operations of the game (Brawl Stars) 2. Choose suitable characters for competition 3. Organize a tournament Now, let's rephrase and expand these slightly to ensure they fully capture both the academic/service-learning value and the benefit to the elderly community. Consider: - Digital skills and confidence (academic outcome) - Social bonding and intergenerational communication (community impact) - Teamwork and collaborative event organization (service-learning value) \*\*Here's a model to help inspire your revised ultimate objectives:\*\* - Enhance digital literacy and confidence in mobile gaming for both students and elderly participants. - Foster intergenerational communication, teamwork, and mutual understanding through collaborative e-sports activities. - Empower elderly participants to take part in, and help organize, a friendly e-sports tournament, promoting active aging and social inclusion. \*\*Your turn:\*\* Would you like to revise your objectives now, or do you want feedback and suggestions for integrating community and academic aspects more clearly?

23:30:16

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