

HKBU Learning Session Report

Generated: 2025-10-17 22:51:41

Total Messages: 37

Student Name: None

Student Email: kelvin030807@gmail.com

Your Contribution Analysis

Here is a comprehensive report summarizing the student's learning session based on the chat history and observations provided:

Comprehensive Report on Student's Learning Session

Summary of the Meeting Plan Developed

The student developed a detailed meeting plan centered on user needs analysis for elderly participants engaging in esports gaming, specifically using the game mode "Gem Grab." The plan involved collecting objective observations of one elderly participant's interaction with the iPad and game, focusing on physical handling, cognitive understanding, in-game actions, and emotional cues. The student structured the analysis using the KSA (Knowledge, Skills, Attitude) framework to identify specific learning needs. The plan emphasized a hands-on, low-pressure teaching approach with short breaks and social engagement to address physical strain and mental well-being.

Key Learning Objectives Addressed

3. **Knowledge:** Understanding the game's objectives, especially the win condition for "Gem Grab," and knowing the purpose and timing of using specific buttons, such as the gadget and super skill buttons.
4. **Skills:** Developing the ability to perform simultaneous multi-touch operations, such as moving while attacking, to overcome motor control difficulties observed.

Attitude: Building confidence and reducing frustration through encouragement and repeated practice, recognizing emotional responses like confusion and frustration.

Areas Where the Student Showed Strong Independent Thinking

7. The student effectively translated objective observations into specific, actionable learning needs using the KSA framework.
8. They identified nuanced physical and cognitive barriers, such as visual impairment leading to posture strain and unfamiliarity with multi-touch gestures.

9. The student recognized the importance of motivational and social factors, proposing team-based activities to foster engagement and reduce loneliness.

They demonstrated sensitivity to respect and observation by carefully noting exact quotes and behaviors without premature interpretation, ensuring the learning plan is evidence-based.

Suggestions for Further Development

12. Enhance the plan by integrating adaptive UI/UX solutions, such as larger on-screen buttons or adjustable text size, to directly mitigate vision-related barriers.

13. Include specific strategies for managing frustration, such as mindfulness or brief relaxation techniques, to complement physical breaks.

14. Develop assessment criteria or checklists to monitor progress on motor skills and knowledge acquisition during training sessions.

Explore eliciting explicit social preferences from elderly participants to tailor collaborative or solo learning modes more effectively.

Assessment of Readiness for Actual Elderly Interaction

The student shows strong readiness for real interaction with elderly participants. Their approach balances respect (through careful observation and non-judgmental recording), detailed analysis (using KSA to pinpoint needs), and engagement (planning motivational and social activities). The student is prepared to adapt teaching pace and methods based on observed cognitive and physical challenges, demonstrating empathy and practical problem-solving skills essential for effective elderly training in esports.

This report reflects the student's thoughtful, evidence-based planning approach, emphasizing respect, observation, and engagement.

Complete Conversation

Assistant:

I am here to help you with user needs analysis. Please type *ok* to get started. Type *outline* to access and edit the outline.

21:53:48

You:

ok

21:55:00

Assistant:

Great. Do you already have your observation notes from the meeting and are ready to analyse them?

21:55:10

You:

User Analysis :

Our targets are elderly people, a diverse group with varied physical, psychological, and social characteristics. To design a training package that meets their needs, we must first understand their common traits, abilities, and limitations.

In Physical and cognitive capabilities :

1. Physical Limitations and Needs:

A critical finding from our initial consultations is the significant impact of age-related vision decline on the participants' ability and comfort during gameplay. This issue manifests not only as a direct barrier to participation—such as difficulty reading small in-game text, distinguishing icons, and tracking characters—but also triggers a cascade of physical discomforts. To compensate for poor visibility, participants instinctively tilt their heads and lean forward, adopting a posture that quickly leads to significant neck and shoulder strain. This ergonomic issue is compounded by intense eye fatigue, as they continuously struggle to focus on an unclear screen. This creates a negative feedback loop where visual challenges lead directly to physical pain, reducing stamina and enjoyment. Therefore, our training must contain short breaks for guided neck, hand, and eye-protection exercises to alleviate accumulated strain and reactively managing fatigue.

2. Technology Experience Limitations and Needs:

We find that the elderly usually have no experience in playing Esports. Their smart device usage is largely confined to information consumption, such as watching YouTube, and simple, asynchronous communication like messaging. This background indicates they are unfamiliar with the foundational motor skills (e.g., simultaneous, multi-finger input for moving and aiming) and the cognitive frameworks (e.g., processing rapid, real-time feedback) required for gaming. In this situation, we are going to teach them by using the 'Learning by doing' approach. After we teach a new concept, we immediately follow with a hands-on practice session. To create a low-pressure environment for them to try to play the game. Especially some of the elderly may feel upset when they can't understand what we teach. A hands-on practice is more effective for solidifying their understanding and building up their confidence. Also, we encourage them after they finish hands-on practice, and we can build the confidence needed to help them change their sense of unfamiliarity into achievable mastery.

. Mental Needs

After retirement, many seniors experience a shrinking social circle, leading to feelings of loneliness and social disconnection. Multiplayer online games offer a platform for interaction, collaboration, or friendly competition with others, helping to combat loneliness and social isolation. Studies have found that seniors who play video games tend to have stronger social skills and lower rates of depression than their non-gaming peers. . By presenting clear, achievable goals, the game allows elderly to gain a tangible sense of satisfaction, which in turn can reduce stress and boost their overall mood. Therefore, our training design is strategically centered on harnessing these psycho-social benefits. We will prioritize a motivational approach, framing the experience around enjoyment and personal growth to foster positive emotions. To actively cultivate social bonds and teamwork, we will structure training sessions to include collaborative activities, such as having the elderly form teams to compete in friendly matches against their instructors (HKBU students). This not only enhances communication skills in a practical setting but also transforms the learning process into a shared, rewarding experience that directly prepares them for the inclusive and social environment of the tournament day.

21:55:39

Assistant:

Thanks for sharing your group-level analysis—it's thoughtful and will help you be sensitive to common barriers. For this assignment, the outline must be based on one specific elderly person you met, with concrete observations and the learning needs you infer from those observations.

Do you already have your observation notes from that meeting and are ready to analyse them?

If yes, please share 5–8 objective observations (no interpretations yet). Helpful prompts:

- How did they hold and view the phone (distance, posture, hand grip)?
- Could they read on-screen text/icons? Any eye strain comments?
- What actions did they attempt in-game (e.g., moving, aiming, using abilities)? What happened?
- How did they respond to rapid visuals or instructions (e.g., slowed pace, asked to repeat)?
- Prior experience with games or multi-touch gestures?
- Emotional/attitudinal cues (e.g., “I’m too old for this,” curiosity, frustration, enjoyment)?
- Social preferences (e.g., liked playing with others, preferred solo practice)?

Once you share those notes, we’ll map them to KSA (Knowledge, Skills, Attitude) and justify 2–3 priority learning needs with specific evidence.

I have a concise 250-word outline template ready. When you want to see and edit the latest version, type 3Q3Q. When you’re ready to proceed step-by-step, type ok.

21:56:00

You:

[REDACTED]
[REDACTED]ipad [REDACTED]ipad[REDACTED]
[REDACTED]/[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

22:26:52

Assistant:

[REDACTED]250 [REDACTED]1 [REDACTED]2 [REDACTED]KSA■Knowledge■Skills■Attitude■
[REDACTED]KSA [REDACTED]2–3 [REDACTED]
[REDACTED]ok [REDACTED]
[REDACTED]/[REDACTED]3Q3Q [REDACTED]

22:27:12

You:

OK

22:27:44

Assistant:

Great—let's begin step by step.

First question: Do you have 5–8 objective observations from your meeting with one elderly participant that you can list now? Please write only what you saw/heard (no interpretations yet)—for example, how they held the phone, readability of text/icons, specific in-game actions they tried, or how they responded to instructions.

22:28:00

You:

[REDACTED] ==

22:28:26

Assistant:

I hear you—thank you for your patience. For this assignment, we need 5–8 objective observations tied to one specific elderly person you met.

Could you paste those 5–8 observations now (just what you saw/heard, no interpretations yet)? For example: how they held/viewed the phone, readability of text/icons, specific in-game actions they tried in Brawl Stars, how they responded to instructions or rapid visuals, prior touch-screen experience, emotional comments, and social preferences.

22:28:37

You:

[REDACTED] Ipad [REDACTED] Ipad [REDACTED] / [REDACTED]
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED]

22:29:37

Assistant:

[REDACTED]

[REDACTED] KSA [REDACTED] Knowledge [REDACTED] 1-2 [REDACTED]

[REDACTED]

- [REDACTED] _ [REDACTED] _ [REDACTED]
- [REDACTED] _ [REDACTED] _ [REDACTED]



22:29:53

You:


2

22:31:31

Assistant:

1-2

22:31:43

You:




22:33:53

Assistant:



1) 

2) /

1-2

- 

- 

22:34:15

You:




22:36:26

Assistant:

[REDACTED]

[REDACTED]

22:36:41

You:

. [REDACTED]

2. [REDACTED]

22:38:27

Assistant:

Great—those two quotes are strong, concrete evidence for the “game objective/win condition” knowledge gap in Gem Grab.

Next question (one step at a time): For the second knowledge need about “buttons/icons,” what 1–2 specific observations show their confusion?

Please give concrete behaviours or exact quotes—for example:

- Did they ask “Which button is for...?”
- Did they tap the super by accident or never use it?
- Did they try to move with the attack button or vice versa?
- Did they hesitate when the auto-aim icon or super meter appeared?
- Did they comment on not understanding an icon (e.g., ammo, health, respawn timer)?

Write 1–2 specific details you observed or heard.

22:38:46

You:

[REDACTED]
[REDACTED] “[REDACTED] ... [REDACTED]” --- [REDACTED]
[REDACTED] --- [REDACTED]
[REDACTED] --- [REDACTED]
[REDACTED] --- [REDACTED]

22:40:01

Assistant:

Great—that’s a clear checklist. To turn it into strong evidence, can you write 1–2 of the most specific observations as exact quotes or concrete behaviours? Please use your real words from the session, e.g.,

"[exact quote they said about a button/icon]"

"[concrete action they did] → [what happened]" (e.g., tapped the attack button to try to move, accidentally triggered the super while aiming, hesitated when the super meter glowed)

Choose the two strongest and write them now.

22:40:19

You:

1 [REDACTED]

2 [REDACTED]

22:43:24

Assistant:

[REDACTED] / [REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]

22:43:41

You:

[REDACTED] [REDACTED]

22:44:11

Assistant:

Nice progress. To make that knowledge need strong, which exact onscreen element was he referring to when he said "███████████" Please name it and its position (e.g., [REDACTED]).

22:44:21

You:

[REDACTED]

22:46:16

Assistant:

Great—thank you. When you say “█,” which exact on-screen element do you mean: the normal attack button (right-side attack key) or the gadget button (a smaller button near the bottom-right)? Please name it and its position.

22:46:28

You:

gadget button (a smaller green button near the bottom-right)

22:48:48

Assistant:

Great—thanks for pinpointing the exact element: the gadget button (small green button near bottom-right).

One step at a time: please write a single “Knowledge” need statement using this format, and include your exact quote evidence.

Knowledge need: Needs to know the gadget button’s purpose and when to use it (in the mode you played).

Evidence: He said “█” (use your exact quote) while pointing to/looking at the gadget button.

After you write this, we’ll move on to the “Skills” category.

22:49:01

You:

██
████████/██

22:49:30

Assistant:

Great progress. To lock that Knowledge need with strong evidence, what was his exact quote, word-for-word, when he pointed at the gadget button (small green button near the bottom-right)? Please paste the exact sentence he said. After we confirm this, we’ll move on to Skills.

22:49:44

You:

[REDACTED]

22:49:55

Assistant:

Perfect—"██████████" is a strong, exact quote to support the gadget-button knowledge gap.

Next, let's move to Skills. From your observations, which single in-game action was hardest for him to perform reliably (e.g., moving while attacking, aiming accurately, distinguishing tap vs drag, timing the super without mistapping)?

Please write one Skills need statement with evidence using this format:

- Skills need: Needs to be able to _____.
- Evidence: [exact behaviour or quote you observed].

If you want to see/edit the current outline template at any time, type 3Q3Q.

22:50:08

You:

3Q3Q

22:50:36

Assistant:

Here's the latest outline template. Please edit directly inside the code block and send back; I'll replace the current version with your revision.

Post-meeting Outline (≤250 words)

(1) Objective Observations (one specific elderly person)

- Phone handling: [e.g., distance from eyes, grip stability, posture].
- Readability: [e.g., needed larger text, misread icons].
- In-game actions tried: [e.g., moved with left joystick, tapped/held attack, attempted super/gadget].
- Response to visuals/instructions: [e.g., asked to repeat, slowed pace].
- Touch-screen experience: [e.g., unfamiliar with multi-touch/drag vs tap].
- Quotes/emotional cues: [exact quotes, e.g., "████"].
- Social preference: [e.g., preferred solo practice/team play].

(2) Deduced Learning Needs (KSA) with evidence

- Knowledge: Needs to know the gadget button's purpose and when to use it (bottom-right small green button).
Evidence: He said "██████████" while pointing at the gadget button.
- Knowledge: Needs to understand the specific mode's objective/win condition (e.g., Gem Grab/████).
Evidence: [exact quote/behaviour you observed: "████" or did████ during countdown].
- Skills: Needs to perform [e.g., move while aiming/attack timing/distinguish tap vs drag] reliably.
Evidence: [concrete behaviour-quote: tried████ → resulted in████; said "████"].
- Attitude: Needs confidence/reduced fear of making mistakes, or encouragement to try comply.
Evidence: [exact quote: "████" or hesitation/avoidance behaviour].

Top 2-3 Priority Needs (justify with evidence above)

- 1) [Priority K/S/A #1] – because [specific evidence].
- 2) [Priority K/S/A #2] – because [specific evidence].
- 3) [Optional Priority #3] – because [specific evidence].

Would you like to fill in the placeholders now, or make any structural changes?

22:50:59

Created by: Dr. Simon Wang, Innovation Officer

Language Centre, Hong Kong Baptist University

simonwang@hkbu.edu.hk