

We will invite experts from various fields to interview:

- **Game Design and UX/HCI Expert** – ensures that the toolkit has accessible, inclusive, and testable design principles.
- **Gerontology or Social Psychology Expert** – provides depth on older Chinese immigrants' loneliness, digital literacy, and cultural values.
- **Youth Mental Health and Loneliness Researcher** – brings balance by explaining the digital-age isolation of university students.

# Interview Script – Game Design & UX/HCI Expert (20 minutes)

## 1. Warm-up & Context

*Briefly remind them of our MRP topic...*

1. From your perspective, what is the biggest design challenge when developing games for players with very different digital literacy levels (e.g., seniors vs. students)?

*(Follow-up: How have you seen designers address this in past projects?)*

## 2. Core Game Design Issues

1. What types of mechanics (e.g., cooperative, competitive, asymmetric roles) are most effective for intergenerational play?

*(Follow-up: Could you share examples from games you think worked well?)*

2. How should we think about asymmetric roles (one guides, one executes) in terms of balancing participation and preventing frustration?

3. What are your recommendations for designing onboarding/tutorial systems that work for both novice and expert players at the same time?

4. In your experience, which accessibility features (visual clarity, audio cues, interaction patterns) are essential for seniors?

*(Follow-up: How do we avoid overwhelming younger players with too much simplification?)*

## 3. UX and Interaction Depth

1. In designing intergenerational interfaces, we often face a trade-off: features that make seniors feel comfortable (large fonts, step-by-step guidance) may frustrate younger users who expect speed and flexibility. From a UX standpoint, how can we balance these conflicting expectations?

*(Follow-up: What visual or interaction design patterns tend to work across age groups?)*

2. How can game designers manage frustration or disengagement if one player (senior or student) feels the game is “too easy” or “too hard”?

*(Follow-up: Are there design strategies to dynamically adjust challenge levels between players?)*

3. What role do feedback systems (visual, audio, progress indicators) play in maintaining motivation for players with different digital skill levels?

#### **4. Evaluation and Long-Term Use**

1. What methods would you recommend evaluating whether intergenerational games are truly building social connection (beyond just usability)?

2. What design features encourage sustained engagement across multiple sessions, not just one-off novelty?

3. How do you see emerging technologies (e.g., AI-assisted play, cloud gaming) shaping the future of intergenerational game design?

#### **5. Wrap up**

1. If you had to give one piece of advice to researchers creating a toolkit for intergenerational game design, what would it be?

- Closing thanks:

*“Thank you for sharing your expertise. Your insights will directly inform our toolkit and workshop design.”*

# Interview Script – Senior Mental Health / Social Psychology Expert (20 minutes)

## 1. Warm-up & Context

- Research context:

*“Our project explores how digital games can foster intergenerational connection between Chinese seniors and university students in the GTA. We want to learn from your expertise about older Chinese immigrants’ experiences with loneliness, digital literacy, and cultural values.”*

1. From your perspective, what are the most common forms of loneliness or social isolation experienced by older Chinese immigrants in Canada?  
*(Follow-up: How does this compare with seniors from other cultural backgrounds?)*

## 2. Loneliness and Well-being

1. What psychological or social factors most strongly influence seniors’ sense of connectedness or disconnection?
2. How does family structure (e.g., living with adult children vs. living alone) affect feelings of loneliness among older Chinese immigrants?
3. Are there particular community-based activities or interventions that have proven effective in reducing loneliness for this group? (OR are there interventions in other cultural or immigrant groups that you think could be adapted for Chinese seniors?)

## 3. Digital Literacy and Technology Use

1. How would you describe the range of digital literacy among older Chinese immigrants?  
*(Follow-up: What factors most influence whether they adopt digital tools?)*
2. What are the main barriers (language, confidence, usability, trust) that prevent seniors from engaging with digital technology?
3. Have you seen successful approaches for teaching or supporting digital skills among older Chinese adults?  
*(Follow-up: What role do family members or peers play in this learning process?)*

#### **4. Intergenerational Interaction and Cultural Values**

1. How do cultural values influence intergenerational interaction between seniors and youth, what are these and how do they influence?

(Alternative question: When seniors and students collaborate, what helps them move from being strangers to building a sense of trust or friendship?)

2. What risks or tensions might arise when pairing Chinese seniors with young adults in structured activities (like games)?

3. What strategies can make seniors feel that their contributions are valued in intergenerational activities, rather than being “helped” or “taught”?

#### **5. Wrap-up**

1. If you could give one piece of advice to designers or researchers building intergenerational programs for Chinese seniors, what would it be?

*(Follow-up: What elements would you recommend us consider essential?)*

- Closing thanks:

*“Thank you for your insights. Your perspective will directly inform how we design activities that are both accessible and meaningful for Chinese seniors.”*

# Interview Script – Youth Mental Health & Loneliness Expert (20 minutes)

## 1. Warm-up & Context

- Research context:

*“Our project explores how digital games can connect Chinese seniors and university students in the GTA. We want to understand the mental health and loneliness challenges facing youth, and how these might shape intergenerational engagement.”*

1. From your perspective, what are the most common forms of loneliness or social isolation experienced by university students today?

*(Follow-up: Do these differ for international students or second-generation immigrant students?)*

(WHO: people of all ages experience loneliness <https://www.who.int/teams/social-determinants-of-health/demographic-change-and-healthy-ageing/social-isolation-and-loneliness>)

## 2. Loneliness and Contributing Factors

1. Why do so many students report feeling lonely even though they are highly connected through digital platforms?

2. What role do academic stress, migration, or identity struggles play in youth loneliness?

3. Are there specific risk factors (e.g., cultural background, housing situation, language barriers) that make some students more vulnerable than others?

*(Follow-up: Do you think international, or immigrant students experience these risks differently compared to domestic students?)*

#### **4. Intergenerational and Social Connection**

1. How do young adults (university students) typically perceive intergenerational programs? Do they see them as meaningful, irrelevant, or burdensome?
2. What kinds of activities might make youth feel that they are gaining something valuable (e.g., mentorship, empathy, social support) from engaging with seniors?
3. In intergenerational interactions, what risks or tensions could emerge for youth (e.g., feeling judged, misunderstood, or facing difficulties in communication), and how might these be mitigated?

#### **5. Wrap-up**

1. If you could give one piece of advice to researchers designing intergenerational digital programs for university students, what would it be?

- Closing thanks:

*“Thank you for your insights. Your expertise will directly inform how we design games that are both engaging and supportive for university students.”*