

27-30 June 2023

Onsite & Live Online at Tung Wah College, Hong Kong SAR, China

POSITIVE TECHNOLOGY INTERNATIONAL CONFERENCE 2023

POSSIBLE SYNERGIES BETWEEN EMERGING
TECHNOLOGIES AND POSITIVE PSYCHOLOGY

CONFERENCE PROGRAMME

Co-organized by



東華學院
TUNG WAH COLLEGE



香港樹仁大學
HONG KONG SHUE YAN UNIVERSITY

NM THE UNIVERSITY OF
NEW MEXICO



香港科技大學
THE HONG KONG
UNIVERSITY OF SCIENCE
AND TECHNOLOGY



香港恒生大學
THE HANG SENG UNIVERSITY
OF HONG KONG

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Website:

<https://positivetechnology2023.education/>

Email:

positivetechnology2023@gmail.com



Scan QR Code for PT 2023 Registration (Free)

Positive Technology International Conference 2023 (PT 2023)

The rapid enhancement of digital and communication technologies over the last decade has been transforming well-being research and positive psychology practice. This trend initiates an emerging research area known as positive technology (Calvo & Peters, 2014; Gaggioli et al., 2019). Positive technology (PT) is defined as “a scientific approach to the use of technology to transform and optimize individuals’ quality of personal experience with a focus on promoting wellness and cultivating strengths and resilience in individuals, families, and organizations, and in the community at large” (Botella et al., 2012: p. 78). By integrating positive psychology theories with human-technology interaction, the framework of PT (Riva et al., 2012) emphasizes enhancing emotional quality (hedonic), engagement/actualization (eudaimonic), and connectedness (interpersonal). Since the COVID-19 pandemic, the potential of PT has been explored to enhance the hedonic, eudaimonic, and interpersonal experiences to support psychological well-being of human beings through reducing the mental burden challenged by the pandemic and its huge economic, psychological, and social impacts (Riva et al., 2020). Thus, the Positive Technology (PT) International Conference 2023 will focus on the theme of “Positive Technology: Possible Synergies between Emerging Technologies and Positive Psychology”, and we sincerely hope that the PT 2023 conference can enrich international and intellectual exchange and discussion on empirical-supported and evidence-based PT research, practices, and applications.

PT 2023 International CONFERENCE ORGANIZING COMMITTEE

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PT 2023 International Conference Programme (onsite & online)

Day 1 27 June 2023 (Tuesday)

HK Time (HKT)	Zoom/Venue	Activity
09:00 – 09:30	Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC Zoom link 1 https://twc.zoom.us/j/3806098975 Meeting ID: 380 609 8975	Onsite / Online Registration
09:30 – 09:40	Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC Zoom link 1 https://twc.zoom.us/j/3806098975 Meeting ID: 380 609 8975	Conference Welcoming Speech and Souvenir Presentation Professor Sally CHAN President, Tung Wah College, HKSAR, China
09:40 – 09:50	Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC Zoom link 1 https://twc.zoom.us/j/3806098975 Meeting ID: 380 609 8975	Conference Opening Speech and Introduction of Organizing Committee Professor Alex CHAN PT 2023 International Conference Chairperson

<p>09:50 – 10:00</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Group Photo-taking</p>
<p>10:00 – 11:00</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Workshop I (KW 1) Conceptualizing Positive Technology</p> <p>Keynote Speaker Professor Giuseppe RIVA Full Professor, General Psychology and Communication Psychology, Università Cattolica del Sacro Cuore (Catholic University of Milan), Italy; Head Researcher, Applied Technology for Neuro-Psychology Laboratory (ATN-P Lab)</p> <p>Moderator Alex CHAN PT 2023 International Conference Chairperson</p>
<p>11:00 – 11:15</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Q and A Session with Professor Giuseppe RIVA</p> <p>Moderator Alex CHAN PT 2023 International Conference Chairperson, HKASR</p>
<p>11:15 – 11:30</p>		<p>Break</p>

<p>11:30 – 12:30</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Breakout Session 1 (B1) Positive Technology Interventions</p> <p>Chair: Raymond CHUI</p> <p>B1-1 The effects of Digital Buddy programme on older adults' mental well-being : A multi-center, cluster randomized controlled trial Rick Yiu Cho KWAN, Fowie NG, Manfred LAI and Sally Wai-Chi CHAN, Tung Wah College, HKSAR</p> <p>B1-2 Utilising a mobile application to support the rehabilitation of patients after total hip or knee arthroplasty: effectiveness and patients' experience (online) Qingling WANG¹, Regina Lai-Tong LEE², Sharyn HUNTER¹, and Sally Wai-Chi CHAN³ ¹ The University of Newcastle, Australia ² The Chinese University of Hong Kong, HKSAR, China ³ Tung Wah College, HKSAR, China</p>
<p>11:30 – 12:30</p>	<p>Onsite Venue: MKB-801, MKC, TWC</p> <p>Zoom link 2 https://twc.zoom.us/j/5691512977</p> <p>Meeting ID: 569 151 2977</p>	<p>Breakout Session 2 (B2) PT and Well-being</p> <p>Chair: Nicolson SIU</p> <p>B2-1 The effectiveness of an online hope intervention on the promotion of hope Floria CHIO Trent University, Canada</p> <p>B2-2 The impact of Internet technology use and health concerns on mental health during the COVID-19 pandemic Jasmine H. M. CHIO Hong Kong Shue Yan University, HKSAR, China & University of Windsor, Canada</p>
<p>12:30 – 14:00</p>		<p>Lunch Break</p>
<p>14:00 – 14:50</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Breakout Session 3 (B3) PT and Risky Online Behaviors</p> <p>Chair: Wendy CHAN</p> <p>B3-1 Association among self-compassion, resilience and positive mental health and risk of gaming disorder in 18-30 years old Asian population Anson Chui Yan TANG¹, Regina Lai-Tong LEE², Hong LEE³, Winnie LAI Sheung CHENG⁴, Yufang GUO⁵, Yan WANG⁶, Qing WANG⁷, Pimpimon WONGCHAIYA⁸, and Lorna Kwai Ping SUEN¹ ¹Tung Wah College, HKSAR, China ²The Chinese University of Hong Kong, HKSAR, China ³Southampton General Hospital, United Kingdom ⁴Caritas Institute of Higher Education, HKSAR, China ⁵Shandong University, China ⁶Macau Polytechnic University, Macau, China ⁷Lanzhou University, China ⁸Chiang Rai Rajabhat University, Thailand</p>

		<p>B3-2 Longitudinal changes of parents' views on risky online behaviors and positive technological development among Hong Kong early adolescents Wilfred W.F. LAU¹, Morris S.Y. JONG¹, Gustavo S. MESCH² and Lisa B. SONG¹, ¹The Chinese University of Hong Kong, HKSAR, China ²The University of Haifa, Israel</p>
14:00 – 14:50	<p>Onsite Venue: MKB-801, MKC, TWC</p> <p>Zoom link 2 https://twc.zoom.us/j/5691512977</p> <p>Meeting ID: 569 151 2977</p>	<p>Breakout Session 4 (B4) PT from Southeast Asia</p> <p>Chair: Alex CHAN</p> <p>B4-1 Technological interventions for uplifting the quality of life among tribal communities (online) Sannet THOMAS and Manoj Kumar PANDEY Veer Bahadur Singh Purvanchal University, India</p> <p>B4-2 Job crafting for teaching professionals: A way of reducing stress related to COVID-19 pandemic among HEI faculty (online) Haziq MEHMOOD¹, Sadia SALEEM¹, Rizwana AMIN², and Sara SUBHAN¹ ¹University of Management and Technology ²Bahria University Islamabad</p>
14:50 – 15:00		Break
15:00 – 16:00	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Workshop II (KW2) Principles of Wellbeing Design: A Methodological Framework</p> <p>Keynote Speaker Professor Andrea GAGGIOLI Full Professor, General Psychology, Università Cattolica del Sacro Cuore (Catholic University of Milan) Co-Director, EXPERIENLAB (XPL)</p> <p>Moderator Nicolson SIU PT 2023 International Conference Program Chair</p>

<p>16:05 – 16:50</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Lecture I (KL1) Positive Technology: Designing E-experiences for Positive Change</p> <p>Keynote Speaker Professor Andrea GAGGIOLI Full Professor, General Psychology, Università Cattolica del Sacro Cuore (Catholic University of Milan) Co-Director, EXPERIENCELAB (XPL)</p> <p>Moderator Nicolson SIU PT 2023 International Conference Social Event Chair</p>
<p>17:00 – 17:45</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Discussion Session I (KD1) Meeting with Professor Andrea GAGGIOLI</p> <p>Keynote Speaker Professor Andrea GAGGIOLI Full Professor, General Psychology, Università Cattolica del Sacro Cuore (Catholic University of Milan) Co-Director, EXPERIENCELAB (XPL)</p> <p>Moderator Nicolson SIU PT 2023 International Conference Program Chair</p>

PT 2023 International Conference Programme (onsite & online)

Day 2 28 June 2023 (Wednesday)

HK Time (HKT)	Zoom/Venue	Activity
09:30 – 10:00	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	Onsite / Online Registration
10:00 – 11:00	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Lecture II (KL2) Positive Human-Technology Interaction: Past, Present, and Future</p> <p>Keynote Speaker Professor Giuseppe RIVA Full Professor, General Psychology and Communication Psychology, Università Cattolica del Sacro Cuore (Catholic University of Milan), Italy; Head Researcher, Applied Technology for Neuro-Psychology Laboratory (ATN-P Lab)</p> <p>Moderator Alex CHAN PT 2023 International Conference Chairperson</p>
11:00 – 11:15	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Q and A Session with Professor Giuseppe RIVA</p> <p>Moderator Alex CHAN PT 2023 International Conference Chairperson</p>

11:15 – 11:30		Break
11:30 – 12:30	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Breakout Session 5 (B5): Virtual Therapy & Conversation</p> <p>Chair: Wendy CHAN</p> <p>B5-1 From interoceptive technologies to regenerative virtual therapy (pre-recorded) Daniele Di LERNIA and Giuseppe RIVA Università Cattolica del Sacro Cuore di Milano, Italy</p> <p>B5-2 The effect of conversation theme on user's valence toward virtual human (online) Kukhyeon KIM, Seoyeon PARK and Jeeheon RYU Chonnam National University, South Korea</p>
11:30 – 12:30	<p>Onsite Venue: MKB-801, MKC, TWC</p> <p>Zoom link 2 https://twc.zoom.us/j/5691512977</p> <p>Meeting ID: 569 151 2977</p>	<p>Breakout Session 6 (B6): PT from United States</p> <p>Chair: Alex CHAN</p> <p>B6-1 The effects of positive technologies on PTSD treatment outcomes (online) Stephanie ROBINSON University of North Texas, United States</p> <p>B6-2 Engaging in the good with technology: A framework for understanding positive technology use (online) Andrew VILLAMIL Claremont Graduate University, United States</p>
12:30 – 14:00		Lunch Break
14:00 – 14:50	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Breakout Session 7 (B7) Social Media and Emotional Well-being</p> <p>Chair: Raymond CHUI</p> <p>B7-1 The roles of self-compression and self-esteem in the relationship between the usage of dating apps and body satisfaction Grace Yan-Man LO and Raymond Chi-Fai CHUI Hong Kong Shue Yan University, HKSAR, China</p> <p>B7-2 The influence of social media engagement on social desirability and empathy of Chinese youth in Hong Kong Raymond Chi-Fai CHUI and Isaac IP Hong Kong Shue Yan University, HKSAR, China</p>

<p>14:00 – 14:50</p>	<p>Onsite Venue: MKB-801, MKC, TWC</p> <p>Zoom link 2 https://twc.zoom.us/j/5691512977</p> <p>Meeting ID: 569 151 2977</p>	<p>Breakout Session 8 (B8) Immersive Experiences</p> <p>Chair: Wendy CHAN</p> <p>B8-1 Empathized with female victim of sexual harassment through immersive storytelling (online) Sara VENTURA University of Valencia, SPAIN</p> <p>B8-2 Being in someone else body: Users' opinions about the body swap illusion experience with the Machine To Be Another (online) Sara VENTURA¹, Rocio HERRERO², Ausias CEBOLLA¹ and Rosa BAÑOS¹ ¹University of Valencia, SPAIN ²University of Zaragoza, SPAIN</p>
<p>14:50 – 15:00</p>		<p>Break</p>
<p>15:00 – 16:00</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Workshop III (KW3) Applications of Positive Technology in Clinical Treatment</p> <p>Keynote Speaker Professor Cristina BOTELLA Emeritus Professor, Clinical Psychology, Universitat Jaume I (Jaume I University) Founder and Former Director, Psychology and Technology Laboratory, Universitat Jaume I</p> <p>Moderator Wendy CHAN PT 2023 International Conference Publicity Chair</p>
<p>16:05 – 16:50</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Lecture III (KL3) Using Interactive Technologies in Positive Psychotherapy: Possibilities, Challenges, and Concerns</p> <p>Keynote Speaker Professor Cristina BOTELLA Emeritus Professor, Clinical Psychology, Universitat Jaume I (Jaume I University) Founder and Former Director, Psychology and Technology Laboratory, Universitat Jaume I</p> <p>Moderator Wendy CHAN PT 2023 International Conference Publicity Chair</p>

17:00 – 17:45	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Discussion Session II (KD2) Meeting with Professor Cristina BOTELLA</p> <p>Keynote Speaker Professor Cristina BOTELLA Emeritus Professor, Clinical Psychology, Universitat Jaume I (Jaume I University) Founder and Former Director, Psychology and Technology Laboratory, Universitat Jaume I</p> <p>Moderator Wendy CHAN PT 2023 International Conference Publicity Chair</p>
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PT 2023 International Conference Programme (onsite & online)

Day 3 29 June 2023 (Thursday)

HK Time (HKT)	Zoom/Venue	Activity
09:30 – 10:00	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	Onsite / Online Registration
10:00 – 10:45	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Discussion Session III (KD3) Meeting with Professor Giuseppe RIVA</p> <p>Keynote Speaker Professor Giuseppe RIVA Full Professor, General Psychology and Communication Psychology, Università Cattolica del Sacro Cuore (Catholic University of Milan), Italy; Head Researcher, Applied Technology for Neuro-Psychology Laboratory (ATN-P Lab)</p> <p>Moderator Alex CHAN PT 2023 International Conference Chairperson</p>
10:45 – 11:00	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Q and A Session with Professor Giuseppe RIVA</p> <p>Moderator Alex CHAN PT 2023 International Conference Chairperson</p>

11:00 – 11:15		Break
11:15 – 12:30	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Breakout Session 9 (B9) Applied Positive Technologies</p> <p>Chair: Connie YUEN</p> <p>B9-1 Human voice analysis and virtual teacher for speech therapy Man-Ching YUEN, Chi-Wai YUNG, Linjing ZHANG, Jiaer SONG, Xingzi Li and Yinlin LI Hong Kong Shue Yan University, HKSAR, China</p> <p>B9-2 “Fun2Write”: Portable immersive environment application Man-Ching YUEN, Chi-Wai YUNG, Ze Kin CHUNG, Zetao LOU and Ruitao HUANG Hong Kong Shue Yan University, HKSAR, China</p> <p>B9-3 Data analytics for providing better consumer services Man-Ching YUEN, Chi-Wai YUNG, Yaxuan HAO, and Xueqing LYU Hong Kong Shue Yan University, HKSAR, China</p>
11:15 – 12:30	<p>Onsite Venue: MKB-801, MKC, TWC</p> <p>Zoom link 2 https://twc.zoom.us/j/5691512977</p> <p>Meeting ID: 569 151 2977</p>	<p>Breakout Session 10 (B10) PT and Healthy Ageing</p> <p>Chair: Raymond CHUI</p> <p>B10-1 Social media use and well-being (online) Amaro La ROSA Universidad Femenina del Sagrado Corazón, Peru</p> <p>B10-2 Exploring an integrated and sustainable delivery model for promoting healthy aging at home: A systematic literature review, a landscape study, and a case study on the lifestyle reactivation system 1.0 (hybrid) Ben Chi Pun LIU¹, Heidi Wei Sum PANG², Doris Ka Yee YEUNG², Alex Pak Ki KWOK³, Echo YEUNG⁴, Daisy Shixin HUANG⁵, Ethan Ka Chiu MAN¹, Schwinger Chi Kit WONG², Ka Yin CHAN², and Steve Fu Fai FONG¹ ¹Hong Kong Shue Yan University, HKSAR, China ²Evangelical Lutheran Church Social Service Hong Kong, HKSAR, China ³The Chinese University of Hong Kong, HKSAR, China ⁴University of Hertfordshire, United Kingdom ⁵Lingnan University, HKSAR, China</p> <p>B10-3 The effects of an immersive virtual reality program on loneliness, well-being and communication ability for the elderly in the residential care home in Hong Kong Hon Pan CHAN, Ka Ping LEE, Yan Yee LAM and Yuen Yung SHIU Evangelical Lutheran Church Social Service Hong Kong, HKSAR, China</p> <p>B10-4 The mitigating effects of instant messaging applications for older adults during COVID-19 pandemic Daniel Ting-Hei MAK and Raymond Chi-Fai CHUI Hong Kong Shue Yan University, HKSAR, China</p>
12:30 – 14:00		Lunch Break

<p>14:00 – 14:50</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Breakout Session 11 (B11) PT and Positive Education</p> <p>Chair: Alex CHAN</p> <p>B11-1 Cultivating student thriving in the virtual learning environment: An evidence-based positive education programme Yilin TANG and Maggie ZHAO The University of Hong Kong, HKSAR, China</p> <p>B11-2 The relationship between positive education, learning with happiness, motivation in learning and academic performance in Hong Kong Chin FUNG and Wong Tsz TUNG Gratia Christian College, HKSAR, China</p>
<p>14:00 – 14:50</p>	<p>Onsite Venue: MKB-801, MKC, TWC</p> <p>Zoom link 2 https://twc.zoom.us/j/5691512977</p> <p>Meeting ID: 569 151 2977</p>	<p>Breakout Session 12 (B12) PT and Design</p> <p>Chair: Wayne CHAN</p> <p>B12-1 Immersive interactive installation as positive technology from artistic practice perspective (online) Xiaran SONG Hong Kong Elite Cultural Exchange Limited, HKSAR, China</p> <p>B12-2 HiStrangers: Interactive Clothing Designed to Elicit Spontaneous Social Interactions (online) Xiaobi PAN Harvard Graduate School of Design Amazon AR, United States</p>
<p>14:50 – 15:00</p>		<p>Break</p>
<p>15:00 – 15:50</p>	<p>Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Breakout Session 13 (B13) PT and Psychological Well-being</p> <p>Chair: Raymond CHUI</p> <p>B13-1 The effectiveness of Zentangle drawing using telehealth mode on university students: A randomized controlled trial Eddy K.N. CHENG¹, Andrew M.H. SIU², and Cynthia Y.Y. LAI¹ ¹The Hong Kong Polytechnic University ²Brunel University London</p> <p>B13-2 Webcam travel as a form of virtual tourism: An initial exploration of psychological well-being Stephanie Man Fung LEE¹, Sebastian FILEP², Sera VADA³, and Brian KING⁴ ¹Technological and Higher Education Institute of Hong Kong ²The Hong Kong Polytechnic University ³Griffith University ⁴Texas A&M University</p>

<p>15:00 – 15:50</p>	<p>Onsite Venue: MKB-801, MKC, TWC</p> <p>Zoom link 2 https://twc.zoom.us/j/5691512977</p> <p>Meeting ID: 569 151 2977</p>	<p>Breakout Session 14 (B14) PT from Philippines</p> <p>Chair: Nicolson SIU</p> <p>B14-1 Mixed method study of affective and physical self-concept among Filipino adolescents with polycystic ovarian syndrome (PCOS) (online) Angelica Irah Mari PALLASIGUI & Jemerson DOMINGUEZ De La salle University Dasmaringas, Philippines</p> <p>B14-2 Attitudes and perceived competence of psychometricians toward psychological tele-assessment in Philippines Jowie ADVINCULA and Archie SUNGA RGO Review Center, Philippines</p>
<p>15:50 – 16:00</p>		<p>Break</p>
<p>16:00 – 17:00</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Workshop IV (KW4) Designing, Implementing, and Evaluating Positive Technological Interventions</p> <p>Keynote Speaker Professor Sarah DIEFENBACH Professor, Department of Psychology, Ludwig Maximilian University of Munich</p> <p>Moderator Connie YUEN PT 2023 International Conference Publication Chair</p>
<p>17:05 – 17:50</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Lecture IV (KL4) The Potential and Challenges of Digital Well-Being Interventions: Positive Technology Research and Design in Light of the Bitter-Sweet Ambivalence of Change</p> <p>Keynote Speaker Professor Sarah DIEFENBACH Professor, Department of Psychology, Ludwig Maximilian University of Munich</p> <p>Moderator Connie YUEN PT 2023 International Conference Publication Chair</p>

18:00 – 18:45	Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC Zoom link 1 https://twc.zoom.us/j/3806098975 Meeting ID: 380 609 8975	Keynote Discussion Session IV (KD4) Meeting with Professor Sarah DIEFENBACH Keynote Speaker Professor Sarah DIEFENBACH Professor, Department of Psychology, Ludwig Maximilian University of Munich Moderator Connie YUEN PT 2023 International Conference Publication Chair
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PT 2023 International Conference Programme (onsite & online)

Day 4 30 June 2023 (Friday)

HK Time (HKT)	Zoom/Venue	Activity
09:00 – 09:30	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	Onsite / Online Registration
09:30 – 10:30	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Workshop V (KW5) Clinical Virtual Reality: A Brief Review of the Future</p> <p>Keynote Speaker Professor Albert RIZZO Research Professor, USC Davis School of Gerontology and USC Keck School of Medicine Department of Psychiatry & Behavioral Sciences Director, Medical Virtual Reality at the USC Institute for Creative Technologies</p> <p>Moderator Nigel THOMPSON PT 2023 International Conference Review Chair</p>
10:35 – 11:25	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Lecture V (KL5) Virtual Reality/Metaverse Applications for Addressing PTSD: From Combat to Cops to COVID and Beyond!</p> <p>Keynote Speaker Professor Albert RIZZO Research Professor, USC Davis School of Gerontology and USC Keck School of Medicine Department of Psychiatry & Behavioral Sciences Director, Medical Virtual Reality at the USC Institute for Creative Technologies</p> <p>Moderator Nigel THOMPSON PT 2023 International Conference Review Chair</p>

<p>11:30 – 12:15</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Discussion Session V (KD5) Meeting with Professor Albert “Skip” RIZZO</p> <p>Keynote Speaker Professor Albert RIZZO Research Professor, USC Davis School of Gerontology and USC Keck School of Medicine Department of Psychiatry & Behavioral Sciences Director, Medical Virtual Reality at the USC Institute for Creative Technologies</p> <p>Moderator Nigel THOMPSON PT 2023 International Conference Review Chair</p>
<p>12:15 – 14:00</p>		<p>Lunch Break</p>
<p>14:00 – 14:50</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Breakout Session 15 (B15) PT and AI</p> <p>Chair: Connie YUEN B15-1 Designing motivational AI-enabled digital tools for boosting knowledge sharing Yingnan SHI The Australian National University, Australia</p> <p>B15-2 Using low-cost robotic pet therapy to enhance the wellbeing, valence, and calmness of aged-care home residents: A preliminary trial (online) Ka Yiu WONG The Hong Kong Polytechnic University, HKSAR, China</p>
<p>14:00 – 14:50</p>	<p>Onsite Venue: MKB-801, MKC, TWC</p> <p>Zoom link 2 https://twc.zoom.us/j/5691512977</p> <p>Meeting ID: 569 151 2977</p>	<p>Breakout Session 16 (B16) PT Opportunities</p> <p>Chair: Wayne CHAN B16-1 Positive technology, new opportunity for Hong Kong workers Yuen Han MO Hong Kong Shue Yan University, HKSAR, China</p> <p>B16-2 WeChat as social connection enabler for Hong Kong drifters during the pandemic: A positive technology perspective (online) Zhaoxun SONG Hang Seng University of Hong Kong, HKSAR, China</p>
<p>14:50 – 15:00</p>		<p>Break</p>

<p>15:00 – 16:00</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Workshop VI (KW6) Positive Computing in Mental Health Support Services</p> <p>Keynote Speaker Professor Rafael A. CALVO Full Professor, Dyson School of Design Engineering, Imperial College London, Great Britain Co-lead, Leverhulme Centre for the Future of Intelligence, Imperial College London, Great Britain</p> <p>Moderator Raymond CHUI PT 2023 International Conference Program Chair</p>
<p>16:05 – 16:50</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Lecture VI (KL6) Augmenting Online Mental Health Support Services</p> <p>Keynote Speaker Professor Rafael A. CALVO Full Professor, Dyson School of Design Engineering, Imperial College London, Great Britain Co-lead, Leverhulme Centre for the Future of Intelligence, Imperial College London, Great Britain</p> <p>Moderator Raymond CHUI PT 2023 International Conference Program Chair</p>
<p>17:00 – 17:45</p>	<p>Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC</p> <p>Zoom link 1 https://twc.zoom.us/j/3806098975</p> <p>Meeting ID: 380 609 8975</p>	<p>Keynote Discussion Session VI (KD6) Meeting with Professor Rafael CALVO</p> <p>Keynote Speaker Professor Rafael A. CALVO Full Professor, Dyson School of Design Engineering, Imperial College London, Great Britain Co-lead, Leverhulme Centre for the Future of Intelligence, Imperial College London, Great Britain</p> <p>Moderator Raymond CHUI PT 2023 International Conference Program Chair</p>

17:45 – 18:00	Onsite Venue: MKB-201 (Lecture Theater), MKC, TWC Zoom link 1 https://twc.zoom.us/j/3806098975 Meeting ID: 380 609 8975	Conference Closing Remarks and the Way Forward Professor Alex CHAN PT 2023 International Conference Chairperson
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GUIDELINES FOR PRESENTATION

Guidelines for Presenters

(A) Paper Presentation Sessions

The following guidelines will help you schedule and prepare for your paper presentation via Zoom:

1. Please check the session schedule on the conference programme / official website to confirm the date, time, and designated Zoom link of your presentation(s).
2. The duration of each paper presentation is approximately 20 minutes followed by a 3-minute Q & A session. Please follow the instructions of the Session Chair regarding the time allocated for your presentation if there are fewer than the assigned presentations in a session.
3. All the presentations will be delivered in English.
4. Please enter the designated Zoom meeting room (online) / arrive the designated meeting venue (onsite) at least 10 minutes before your session begins and report to the Session Chair.
5. You should follow the instructions of Session Chair and Zoom meeting host on sharing and stop sharing your presentation slides before and after your presentation.
6. For presenters who pre-record your paper presentations, please send your finalized pre-recorded youtube video link(s) (URL address) to the conference mail address (positivetechnology2023@gmail.com) three days prior to the conference (by June 24, 2023 at or before 23:59 HKT). Please include your paper session code (e.g. B1-1) shown on the conference programme. Live presentation (online / onsite) is preferred. Please refer to Tips for Preparing Your YouTube Video.

Resources for using Zoom:

https://support.zoom.us/hc/en-us/articles/204772869-Zoom-Rooms-User-Guide?mobile_site=true

Guidelines for Session Chairs

(A) Before the Commencement of a Session

1. Please enter the designated Zoom meeting room (online) / arrive the designated meeting venue 10 minutes earlier before a session starts.
2. If there are any changes in the session, the Zoom meeting host (Conference Chair) will notify you before a session starts.
3. In case a presenter does not show up punctually, please notify the Zoom meeting host (Conference Chair) as soon as possible.

(B) During a Session

1. Please arrive at the designated Zoom meeting room 10 minutes before a session begins, briefly introduce yourself, and announce your arrangement of the presentations to all presenters.
2. Please start the session on time and follow the time allocated to each presentation (23 minutes for each paper, 20 minutes for presentation and 3 minutes for Q & A). No presenter can get any extra time for his/her presentation.
3. Papers with more than one presenter (e.g. co-presentation) will not get any extra time for their presentations.
4. Please instruct presenters how to share their presentation slides and start their presentation one by one following the session sequence listed on the conference programme.
5. Please remind presenters of the remaining time they have three minutes (e.g. 3 minutes left, 1 minute left) before the end of their presentations. If a presenter goes beyond the allotted time, the Session Chair should ask him/her politely to close the presentation promptly.
6. Please try to make sure the session (including Q & A) is timely proceeded since some attendees need to move from sessions to sessions.
7. If there are any issues affecting the continuance of your session, please inform the Zoom meeting host immediately.
8. Our Zoom host will take a group photo (screen shot) at the end of each session. Please help gather the presenters and the audience (online and onsite) for the photo taking.

Resources for using Zoom:

https://support.zoom.us/hc/en-us/articles/204772869-Zoom-Rooms-User-Guide?mobile_site=true

Tips for Preparing Your Pre-recorded YouTube Video

Create Your Own YouTube Account

If you already have a Google Account, the same username and password for that account can be used to access YouTube.

Go to YouTube.com and click Sign In in the upper right corner of the YouTube Homepage.

If you do not already have a Google Account, you will need to go to follow the directions on the Create an account on YouTube tutorial.

Upload Your Presentation Videos onto YouTube

1. Go to youtube.com
2. Click the Upload link at the top of the page.
3. Select the video you'd like to upload from your computer. You can also record a video from your webcam, or create a video slideshow.
4. Once the upload is completed, YouTube will notify you that your video is done uploading and processing.
5. **ADJUST YOUR PRIVACY SETTINGS:** When you upload a video, by default it's set as a "Public" video, which means that anybody can view it. You can easily change the privacy settings while you're uploading the video in the "Privacy Settings" section. Or, if you've already uploaded the video, you can change the privacy settings by following the steps below:
 - a. Visit your Video Manager
 - b. Find the video you'd like to change, then click the Edit button.
 - c. In the "Privacy Settings" drop down menu, select 'Unlisted'
 - d. Click Save changes
7. **Copy the URL address of the video, and email the URL to positivetechnology2023@gmail.com at or before 23:59 (HKT) on June 24, 2023.**

KEYNOTES

Keynote Workshop I (KW1) (27/6/2023, 10:00-11:00 HKT)

Keynote Lecture II (KL2) (28/6/2023, 10:00-11:00 HKT)

Keynote Discussion III (KD3) (29/6/2023, 10:00-10:45 HKT)

Professor Giuseppe RIVA

Full Professor, General Psychology and Communication Psychology, Università Cattolica del Sacro Cuore (Catholic University of Milan), Italy;

Head Researcher, Applied Technology for Neuro-Psychology Laboratory (ATN-P Lab)

Biography:

Professor Giuseppe Riva is the Director of Humane Technology Lab at Università Cattolica del Sacro Cuore. Prof. Riva is also European editor for the *CyberPsychology, Behavior and Social Networking* journal and Editor-in-Chief of the *Annual Review of Cybertherapy and Telemedicine*. He is also co-founder and co-chair of the Cybertherapy International Conference. Prof. Riva has studied a lot of applications of positive technology as treatment of mental illness, such as anxiety disorder (Fernández-Álvarez, Di Lernia & Riva, 2020), cognitive impairment (Tuena et al., 2021), posttraumatic stress disorders (Riva et al., 2010), etc. He did not just explore new application treatments to enhance the effectiveness of immersive technologies on mental illness, he even developed a self-help protocol for people to overcome the psychological burden under the pandemic of coronavirus with his team (Riva et al., 2020). Besides, he also discovered that positive technology could promote the psychological well-being by fostering positive emotional states, promoting engagement, self-empowerment, social integration and connectedness during the COVID-19 (Riva, Mantovani & Wiederhold, 2020).

Title of Keynote Workshop: **Conceptualizing Positive Technology**

Title of Keynote Plenary Lecture: **Positive Human-Technology Interaction: Past, Present, and Future**

Title of Keynote Discussion: **Meeting with Professor Giuseppe RIVA**

Keynote Workshop II (KW1) (27/6/2023, 15:00-16:00 HKT)

Keynote Lecture I (KL1) (27/6/2023, 16:05-16:50 HKT)

Keynote Discussion I (KD1) (27/6/2023, 17:00-17:45 HKT)

Professor Andrea GAGGIOLI

Full Professor, General Psychology, Università Cattolica del Sacro Cuore (Catholic University of Milan)

Co-Director, EXPERIENCELAB (XPL)

Biography:

Professor Andrea Gaggioli is Full Professor of General Psychology at the Department of Psychology at Università Cattolica del Sacro Cuore, Milan, Italy. At the same University, Prof. Gaggioli is Director of the International Specializing Master in User Experience Psychology, Director of the Research Center in Communication Psychology, and Coordinator of the Research Unit in Psychology of Creativity and Innovation. Prof. Gaggioli's research focus is the psychology of experience, using a broad spectrum of methods, instruments, and technologies. At the applied level, his goal is to integrate positive psychology, digital tools, and art to design transformative experiences that improve people's lives. He has published widely (over 150 papers) in national and international journals, and he is member of the editorial board of prestigious scientific journals in his field.

Title of Keynote Workshop: Principles of Wellbeing Design: A Methodological Framework

Title of Keynote Lecture: Positive Technology: Designing E-experiences for Positive Change

Title of Keynote Discussion Session: Meeting with Professor Andrea GAGGIOLI

Keynote Workshop III (KW3) (28/6/2023, 15:00-16:00 HKT)

Keynote Lecture III (KL3) (28/6/2023, 16:05-16:50 HKT)

Keynote Discussion II (KD2) (28/6/2023, 17:00-17:45 HKT)

Professor Cristina BOTELLA

Emeritus Professor, Clinical Psychology, Universitat Jaume I (Jaume I University)

Founder and Former Director, Psychology and Technology Laboratory, Universitat Jaume I)

Biography:

Professor Cristina Botella Ph.D. is Emeritus Professor of Clinical Psychology at Universitat Jaume I (UJI). At UJI, she has been Chairman of the Psychology Department, founder and Director of the Psychology Assistance Service; Director of the Psychology Doctorate program, Director of the Master in General Health Psychology. She was founder and former Director of the Psychology and Technology Laboratory at UJI, pioneer worldwide in developing and testing applications based on ICT for the treatment of different psychological problems. She has been funded by the European Framework Programs V, VI and VII; Horizon 2020, in Spain, by the National Research Plan. She was President-elect of the Association of CyberPsychology, Training & Rehabilitation; Member of the Steering Board of The International Society for Research on Internet Interventions and member of the Spanish National Commission of Clinical Psychology. Currently, she is a Full Member of the Spanish Academy of Psychology, forms part of the Editorial Board of more than 20 scientific journals and serves as a referee for more than 40 international scientific organizations. She has received several national and international professional awards. She has shown that the use of virtual reality in therapy is no more impairing than other therapeutic approaches (Fernandez-Alvarez et al., 2018). Her most recent research on the Internet-Based Cognitive Behavioral Therapy for Depression, she discovered the guided iCBT is more effectiveness than unguided iCBT, especially on individuals with moderate to severe depression (Karyotaki et al., 2021). Moreover, Prof. Botella identified some key elements for positive psychological interventions development in the internet, including fostering motivation and commitment, variety and doses, and the customization of interventions (Baños et al., 2016).

Title of Keynote Workshop: Applications of Positive Technology in Clinical Treatment

Title of Keynote Lecture: Using Interactive Technologies in Positive Psychotherapy: Possibilities, Challenges, and Concerns

Title of Keynote Discussion Session: Meeting with Professor Cristina BOTELLA

Keynote Workshop IV (KW4) (29/6/2023, 16:00-17:00 HKT)

Keynote Lecture IV (KL4) (29/6/2023, 17:05-17:50 HKT)

Keynote Discussion IV (KD4) (29/6/2023, 18:00-18:45 HKT)

Professor Sarah DIEFENBACH

Professor, Department of Psychology, Ludwig Maximilian University of Munich

Biography:

Professor Sarah Diefenbach is the Professor for Market and Consumer Psychology at the Ludwig-Maximilians University of Munich (Germany) with a focus on the field of interactive technology. Her research group explores design factors and relevant psychological mechanisms of technologies related to different facets pervasive computing (e.g., smart communication, self-improvement technologies, social media, companion technologies, social robots). Sarah Diefenbach received her doctorate in Psychology with distinction from the University of Koblenz-Landau. Since 2007 she is engaged in research on user experience and consumer experience in the field of interactive products. Current research topics focus on the negative side effects of technology use on happiness and wellbeing ("digital depression"), the psychological effects of social media (e.g., selfie-paradox) as well as interaction design from a psychological perspective (e.g., aesthetics of interaction, psychological needs approach). Professor Diefenbach developed several methods for user experience design and evaluation (e.g., interaction vocabulary) which are widely applied in research and practice. She has acquired and led a number of interdisciplinary research projects by research foundations (BMBF, DFG) as well as industry partners. Professor. Diefenbach proposed a way to customize the well-being intervention that fostering positive change in individual in light of the Bitter-Sweet ambivalence of change (Diefenbach, 2018). It is a very inspiring and important research, since the motivation and engagement are one of the obstacles for online intervention. However, Professor. Diefenbach suggested a way to motivate anyone to enter the positive change spiral.

Title of Keynote Workshop: Designing, Implementing, and Evaluating Positive Technological Interventions

Title of Keynote Lecture: The Potential and Challenges of Digital Well-Being Interventions: Positive Technology Research and Design in Light of the Bitter-Sweet Ambivalence of Change

Title of Keynote Discussion Session: Meeting with Professor Sarah DIEFENBACH

Keynote Workshop V (KW5) (30/6/2023, 09:30-10:30 HKT)

Keynote Lecture V (KL5) (30/6/2023, 10:35-11:25 HKT)

Keynote Discussion V (KD5) (30/6/2023, 11:30-12:15 HKT)

Professor Albert RIZZO

Research Professor, USC Davis School of Gerontology and USC Keck School of Medicine Department of Psychiatry & Behavioral Sciences

Director, Medical Virtual Reality at the USC Institute for Creative Technologies

Biography:

Albert “Skip” Rizzo is a Clinical and Neuro- Psychologist, and Director of the University of Southern California Institute for Creative Technologies Medical VR Lab. He is also a research professor in both the USC Dept. of Psychiatry and in the School of Gerontology. Skip conducts research on the design, development and evaluation of VR systems targeting the areas of clinical assessment, treatment and rehabilitation. In the psychological domain, he has directed the development/implementation of the Virtual Iraq/Afghanistan VR exposure therapy system for combat-related PTSD and is involved in translating these simulation assets for PTSD assessment and prevention (stress resilience). His cognitive work has addressed the use of VR applications to test and train cognitive functioning. In the motor domain, he develops VR game-based applications to promote rehabilitation in persons with CNS dysfunction (e.g., stroke and TBI). He is also involved in the creation of artificially intelligent virtual human patients for clinical training and for creating online virtual human healthcare guides for breaking down barriers to care in psychological health and TBI. In 2010, he received the American Psychological Association Award for Outstanding Contributions to the Practice of Trauma Psychology for his R&D work on VR exposure therapy for PTS and in 2015 he received the Society for Brain Mapping and Therapeutics “Pioneer in Medicine” award. He recently received the 2019 American Psychological Association Society for Military Psychology Presidential Citation for his trauma work and was recently award the 2020 International Society for Traumatic Stress Studies Innovation Award. In his spare time, he plays rugby, listens to music, rides his motorcycle and thinks about new ways that VR can have a positive impact on clinical care by dragging the field of psychology, kickin’ and screamin’, into the 21st Century. To view some videos on his work, please visit this YouTube channel:

https://www.youtube.com/user/AlbertSkipRizzo/videos?view_as=subscriber

Title of Keynote Workshop: Virtual Reality/Metaverse Applications for Addressing PTSD: From Combat to Cops to COVID and Beyond!

Title of Keynote Lecture: Clinical Virtual Reality: A Brief Review of the Future

Title of Keynote Discussion Session: Meeting with Professor Albert “Skip” RIZZO

Keynote Workshop VI (KW6) (30/6/2023, 15:00-16:00 HKT)

Keynote Lecture VI (KL6) (30/6/2023, 16:05-16:50 HKT)

Keynote Discussion VI (KD6) (30/6/2023, 17:00-17:45 HKT)

Professor Rafael A. CALVO

Full Professor, Dyson School of Design Engineering, Imperial College London, Great Britain

Co-lead, Leverhulme Centre for the Future of Intelligence, Imperial College London, Great Britain

Biography:

Professor Rafael A. Calvo is Full Professor at the Dyson School of Design Engineering, Imperial College London. He is also co-lead at the Leverhulme Centre for the Future of Intelligence (Imperial spoke). He focuses on the design of systems that support wellbeing in areas of mental health, medicine and education, and on the ethical challenges raised by new technologies. Dr. Calvo co-created the Motivation, Engagement and Thriving in User Experience (METUX) model with his team. The METUX model conceptualizes how the basic psychological needs can be supported in human-computer interactions (HCI) and foster motivation and wellbeing (Peters, Calvo, & Ryan, 2018). His team also developed a deck of cards that provide at-a-glance insights into the 3 Basic Psychological Needs (necessary for wellbeing, motivation and engagement) and the 6 Spheres of Technology Experience. They include definitions, support strategies, and examples of application to everyday technology experience. This card deck aims to bridge research on wellbeing with design practice (Peters, Ahmadpour, & Calvo, 2020).

Title of Keynote Workshop: **Positive Computing in Mental Health Support Services**

Title of Keynote Lecture: **Augmenting Online Mental Health Support Services**

Title of Keynote Discussion Session: **Meeting with Professor Rafael CALVO**

BREAKOUT SESSION PRESENTATIONS

Breakout Session 1 (B1): Positive Technology Interventions (27/6/2023, 11:30-12:30 HKT)

B1-1 The effects of Digital Buddy programme on older adults' mental well-being : A multi-center, cluster randomized controlled trial

Rick Yiu Cho KWAN, Fowie NG, Manfred LAI and Sally Wai-Chi CHAN
Tung Wah College, HKSAR, China

Background:

Older adults were disproportionately affected by the digital divide. Digital and mental health education intervention could improve perceived self-efficacy, social connectedness and mental well-being.

Research Objectives:

This study aims to evaluate the effectiveness of a Digital Buddy programme on mental well-being, depressive symptoms, health-related quality of life, self-efficacy, and social support of older adults.

Methods:

The study employed a multi-centre, cluster-randomized, two-parallel-group, non-inferiority, controlled trial design with a 1:1 group allocation ratio. A total of 251 older adults were recruited from 14 centers, randomized into intervention and control group. 149 participants were allocated into intervention group and 102 participants into control group. 59 trained Digital Buddies were recruited from undergraduate programs at Tung Wah College. The intervention consisted of a newly developed mobile app and 14 weeks of in-person digital and mental health learning sessions. The activity-based intervention was delivered by digital buddies in a group ratio of 1:6 older participants, young buddies led them to complete ICT tasks and mental health exercise. Outcomes including mental well-being, depressive symptoms, health related quality of life, self-efficacy and social support were measured at baseline and at the final session. Qualitative data was collected through focus group interviews using purposive sampling approach. Interview data was analyzed thematically with long table approach.

Results:

Preliminary findings from focus group interviews finds long term, intergenerational intervention can increase older adult's sense of social support from young people. Interviewees reported enhanced smartphone familiarity and feelings of accomplishment. Despite group design limitations, intervention was associated with positive improvements in smartphone usage and sense of social support.

Implications/Contributions:

This trial will generate new knowledge on the effects of a Digital Buddy programme on promoting mental well-being in older adults and may provide insights for similar social programmes centered on older adults for the future.

B1-2 Utilising a mobile application to support the rehabilitation of patients after total hip or knee arthroplasty: effectiveness and patients' experience

Qingling WANG¹, Regina Lai-Tong LEE², Sharyn HUNTER¹, and Sally Wai-Chi CHAN³

¹ The University of Newcastle, Australia

² The Chinese University of Hong Kong, HKSAR, China

³ Tung Wah College, HKSAR, China

Research Objectives:

To investigate the effectiveness of a mobile rehabilitation programme for total hip or knee arthroplasty and patients' experiences using the programme.

Research Questions:

(a) How effective is mobile rehabilitation compared to usual care for arthroplasty in terms of patients' self-efficacy, physical function, pain, levels of anxiety and depression, and health-related quality of life? (b) What are patients' experiences using a mobile rehabilitation programme to conduct arthroplasty rehabilitation?

Research Methods:

A randomised controlled trial with a qualitative process evaluation was conducted. Eighty-six patients undergoing total hip or knee arthroplasty were recruited from an acute-care hospital in Shanghai, China and randomised into control and experimental groups. The control group (n=43) received usual care, and the experimental group (n = 43) received usual care plus a newly developed 6-week mobile rehabilitation programme after hospital discharge. Outcomes were assessed on the day before hospital discharge and at 6 and 10 weeks after discharge. Twenty-five patients in the experimental group participated in a semi-structured telephone interview regarding their experiences of using the mobile rehabilitation programme. Quantitative data were analysed using generalised estimating equations, while qualitative data using inductive content analysis.

Findings:

Compared with the control, the experimental group showed significant improvements in self-efficacy and physical function 6 weeks post-discharge and in self-efficacy, levels of anxiety and depression, and health-related quality of life at the 10-week follow-up. Patients reported positive experiences using mobile rehabilitation, such as improving access to health care, encouraging postoperative recovery, establishing supportive relationships with healthcare professionals and other patients, and facilitating their learning of rehabilitation instructions.

Implications/Contributions:

The findings support incorporating mobile application-based rehabilitation in clinical practice to enhance health outcomes and positive experiences for patients after hip or knee arthroplasty. Healthcare professionals can consider expanding their role in using mobile technologies to improve the quality of arthroplasty rehabilitation care.

Breakout Session 2 (B2): Positive Technology and Well-being (27/6/2023, 11:30-12:30 HKT)

B2-1 The effectiveness of an online hope intervention on the promotion of hope

Floria CHIO
Trent University, Canada

While previous studies showed that hope is associated with different positive outcomes, few studies had examined the effectiveness of hope intervention delivered online. In addition, the intervention effectiveness may depend on a person's level of negative affect. With the presence of negative affect that can drain a person's resources, it may be more difficult to think of ways to achieve one's goal and stay hopeful. The present study examined (1) the effectiveness of a two-week hope intervention delivered online on the promotion of optimism among college students and (2) the moderating effect of negative affect on the association between hope intervention and optimism. A total of 60 participants were recruited and they were randomly assigned to either the hope condition (30 participants) or the control condition (30 participants). Participants in the hope condition were asked to read some materials related to goal-setting as well as pathway and agency thoughts to achieve the goal. They received a link that directed them to these materials for four consecutive days per week for two weeks via Whatsapp. The materials and worksheet could be completed in around 15-30 minutes every day. Participants in the control condition did not receive any intervention. All participants were asked to complete a pre- and post-assessment. Moderation analysis was conducted and results showed that the positive effect of the online hope intervention on optimism was significant only when baseline negative affect was $-1SD$ below mean. When baseline negative affect was at mean or $+1SD$ above mean, the intervention effect on optimism was non-significant. Findings showed that people with negative affect may not benefit from hope intervention. Individual differences on negative affect may need to be taken into account when delivering the intervention.

B2-2 The impact of Internet technology use and health concerns on mental health during the COVID-19 pandemic

Jasmine H. M. CHIO

Hong Kong Shue Yan University, HKSAR, China & University of Windsor, Canada

The COVID-19 pandemic has been causing a profound impact on individuals, communities, and the world as a whole. It has affected every aspect of our lives and has caused significant stress and anxiety, as people worry about their own health and the health of their loved ones. As people have been spending more time at home, they have been relying on the Internet more to fetch information. Internet technology reshapes how the public receives and interprets medical information related to COVID-19. On the one hand, the technological use of the Internet guarantees efficiency and time costs for seeking information. On the other hand, it becomes harder to determine the accuracy of such information and relying on false information to tackle COVID-19 can be highly detrimental. The current study aims to examine how one's health concerns may reinforce Internet search behaviour on COVID-19 information, and how the search behaviour may impact one's mental health. Also, gender differences in health concerns and Internet search behaviour are explored. Findings from a cross-sectional study based on a sample of 4218 individuals suggest that social media was one of the main sources participants sought to seek COVID-19 information. In addition, participants who reported more reliance on the Internet to find COVID-19 information also reported a higher level of general anxiety. In comparison to male participants, female counterparts were more concerned about their health, more suspicious about the accuracy of online information related to COVID-19, and reported a higher level of general anxiety. In addition, participants' health concern was positively correlated to general anxiety, and this positive relationship was mediated by their self-reported frequency of validating online COVID-19 information. Discussions will be made on how information technology can be a two-edged sword and impact participants' mental health during the COVID-19 pandemic.

Breakout Session 3 (B3): PT and Risky Online Behaviors (27/6/2023, 14:00-14:50 HKT)

B3-1 Association among self-compassion, resilience and positive mental health and risk of gaming disorder in 18-30 years old Asian population

Anson Chui Yan TANG¹, Regina Lai-Tong LEE², Hong LEE³, Winnie LAI Sheung CHENG⁴, Yufang GUO⁵, Yan WANG⁶, Qing WANG⁷, Pimpimon WONGCHAIYA⁸, and Lorna Kwai Ping SUEN¹

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Research Objective:

To examine the association between positive psychological traits, i.e. self-compassion, resilience and positive mental health, and the risk of gaming disorder in Chinese young adults.

Hypothesis:

Chinese young adult gamers who exhibit lesser self-compassion, resilience and positive mental health will have higher risk of gaming disorder

Research Methods:

Online survey was adopted to collect data from Thailand and China from December 2021 to December 2022. In China, data was collected in four regions, i.e. Hong Kong, Macau, Shandong and Lanzhou. Potential participants were recruited by convenience sampling through tertiary institutions/universities and social media platforms such as gaming forums, Facebook. Participants who aged 18-30 years old and have been playing digital/video games for at least 12 months will be recruited. The online survey was composed of 1) demographic and gaming information; 2) self-compassion measured by Self-Compassion Scale (SCS); 3) resilience measured by Brief Resilience Scale (BRS); and 4) positive mental health measured by Mental Health Continuum Short Form (MHC-SF14). Stepwise logistic regression was used to compute a predictive model of risk of gaming disorder with the three positive psychological traits and demographic variables (gender, daily time spent on gaming, gender, living condition). P value <0.05 in two-tailed test was regarded as statistical significance.

Findings:

One thousand seven hundred and fifty participants were recruited. Gender, living condition and daily time spent on gaming were significantly different across the three groups of gaming disorder (normal, risky and disordered gamers) ($p < 0.000$). Total BRS score, total MHC-SF14 score and total SCS score were negatively associated with disordered gamer group, with the odd ratios of 0.92 (95%CI=0.86-0.99, $p=0.03$), 0.98 (95%CI=0.97-0.99, $p=0.02$) and 0.44 (95%CI=0.23-0.83, $p=0.01$), respectively, while they had no significant association with risky gamer group.

Implications/Contributions:

Extant studies rarely examined the effect of modifiable positive psychological traits with gaming disorder. The present study fills in the knowledge gap in the existing body of knowledge about the specific influence of self-compassion, resilience, and positive mental health on gamers, especially in those exhibiting symptoms of gaming disorders. It implicates that timely interventions that focus could focus on fostering these positive factors may help prevent gaming disorder in young adult Asian gamers.

B3-2 Longitudinal changes of parents' views on risky online behaviors and positive technological development among Hong Kong early adolescents

Wilfred W.F. LAU¹, Morris S.Y. JONG¹, Gustavo S. MESCH² and Lisa B. SONG¹

¹The Chinese University of Hong Kong, HKSAR, China

²The University of Haifa, Israel

This study explored longitudinal changes of parents' views on risky online behaviors and positive technological development (PTD) of early adolescents in Hong Kong. Data were collected through semi-structured interviews with nine parents (four fathers and five mothers) from five families with adolescent children from five secondary schools at two time points, with a 1-year interval. The adolescent children of the parents were all male and aged 12 to 14 years at Time 1. Qualitative content analysis was conducted to systematically code and identify themes or patterns from the transcribed data. The results revealed that the parents reported few risky online behaviors at both time points; however, the behavior of one adolescent changed between the two time points. Under the PTD model, the adolescents exhibited positive individual assets such as competence, confidence, caring, connection, and contribution at both time points; however, from Time 1 to Time 2, their as-sets changed from competence and caring to confidence and contribution. The parents were more concerned about the negative influence of technology on their children at Time 2 than at Time 1. From Time 1 to Time 2, the parents' parenting styles changed between permissive and authoritarian style depending on their children's risky online behaviors. The implications of our findings for researchers, teachers, and parents are discussed.

Breakout Session 4 (B4): Positive Technology from Southeast Asia (27/6/2022,14:00-14:50 HKT)

B4-1 Technological interventions for uplifting the quality of life among tribal communities

Sannet THOMAS and Manoj Kumar PANDEY
Veer Bahadur Singh Purvanchal University, India

The scientific and practical approach to employing technology to enhance the quality of the human experience is known as positive technology. There are various gadgets and equipment that help people live their lives more conveniently. It has also influenced various fields in today's society, such as transportation, education, and Health.. Indigenous and tribal peoples are often known by national terms such as native peoples, aboriginal peoples, first nations, adivasi, janajati, hunter-gatherers, or hill tribes. Tribes have a unique way of life and a recognizable cultural pattern. In India, Scheduled Tribes continue to be the most underdeveloped group. Tribal communities suffer from a lack of resources and other problems, including poverty, illiteracy, unemployment, poor health, housing, nutrition challenges, unavailability of good health care support. Tribal communities have numerous issues, so the government is doing everything it can to address them by enacting legislation. This paper examines the principal concerns and issues that tribal tribes in India face and proposes positive technological intervention as a solution. Further, this study explore how positive technological Intervention/strategies are use to uplift the overall quality of life of our tribes. This study's major goal is to suggest multilayer, multi-factor positive technological interventions for raising the standard of living (Quality of life) for India's tribal community. This study used a qualitative approach that included a thorough review and intervention suggestions. The researcher also emphasizes the improvement of the tribes through this investigation and bring them in our mainstream society.

B4-2 Job crafting for teaching professionals: A way of reducing stress related to COVID-19 pandemic among HEI faculty

Haziq MEHMOOD¹, Sadia SALEEM¹, Rizwana AMIN², and Sara SUBHAN¹

¹ University of Management and Technology

² Bahria University Islamabad

Academicians in Higher Education Institutes (HEIs) are required to exhibit proactive behavior in order to demonstrate continuous learning, quality research and creative thinking. Job crafting is that one which includes proactively adjusting and redesigning one's own job to make it more meaningful, engaging, and satisfying. This is accomplished by changing the activities (task crafting), altering the way one thinks about the job (cognitive crafting), and using discretion about with whom one chooses to work (relational crafting). In this study a focus group was conducted with N=7 participants. The sample consisted of higher education institutes' (HEIs) faculty members. Participants were selected through purposive sampling technique from the University of Management and Technology, Lahore. A protocol was made regarding job crafting which includes questions related to increasing structural job resources, decreasing hindering job demands, increasing challenging job demands and increasing social job resources. The responses were recorded and after that thematic analysis was used. The themes generated were related to the nature of work, personal growth, personal grooming, self-satisfaction, deficiencies in infrastructure, relationship building, inter personal relationships, work environment, preferential treatment, motivational level, personal preferences, organizational policies, time management, cognitive restructuring, socialization and individual behavior. The results from the thematic analysis showed that they were in accordance with the Job-Demand Resource (JDR) theory. Organizations are frequently confronted with the issue of how to enhance employee performance and mental health. There is a possibility that an employee needs the job crafting plan to increase their job performance and psychological well-being.

Breakout Session 5 (B5): Virtual Therapy & Conversation (28/6/2023, 11:30-12:30 HKT)

B5-1 From interoceptive technologies to regenerative virtual therapy

Daniele Di LERNIA and Giuseppe RIVA
Università Cattolica del Sacro Cuore di Milano, Italy

In contemporary times, society faces an alarming rise in stress levels and a dysregulation of mood, cognition, and behavior. This global health emergency demands immediate attention to safeguard quality of life and well-being. Mental health issues have become a widespread burden, with a substantial disparity between those in need of mental health care and those with access to effective therapeutic solutions. To address this crisis, a new framework that emphasizes the fundamental role of cognition and perception in both the genesis of pathological conditions and their therapeutic solutions could provide valuable tools.

Regenerative virtual therapy (RVT) is a novel therapeutic approach that employs technology-based somatic modification techniques to restructure maladaptive priors underlying pathological conditions. Traditionally, neuroscience and psychology have focused on how external stimuli influence behavior, cognition, and overall health, but they have neglected a critical aspect of human experience: interoception, the sense of our body from within. Interoception plays a crucial role in our overall well-being and health, and as such, the development of scientifically grounded technology capable of accessing and manipulating this system would be a breakthrough with unprecedented potential to promote human health and well-being.

B5-2 The effect of conversation theme on user's valence toward virtual human

Kukhyeon KIM, Seoyeon PARK and Jeeheon RYU
Chonnam National University, South Korea

This study examines what type of conversation significantly impacts a user's valence during a conversation with a virtual human. A virtually created human serves as a medium of interaction with users. The virtual human engages in human-computer interaction by creating a credible perception via the conversation. We assume that the virtual human can lead to positive relationships with the users when they are immersed in the conversation. A conversational topic can form emotions between the users and virtual humans because the topic may impact the user's perception of how the virtual human is friendly or stubborn. We designed a virtual male in his '30s using puppeteering technology for this study. An operator controlled the virtual human with a transformed voice. We analyzed the users' facial expressions to measure their valence changes in the conversation themes. Thirty-three people participated in the conversations with two different themes in a row. In the first conversation, they talked about the trip to the Island, which contained friends, family, exciting activities, and favorite food.

On the other hand, the second conversation is about the option of the death penalty abolishment issue, which is more severe and needs rational thinking to argue with the avatar. After each conversation ended, the participants responded on their perception of familiarity. In addition, we collected their facial expression data for analyzing participants' emotions during the conversation. As a result, the participants did not show significant differences in familiarity perception. They feel more positive emotion and valence in the trip theme conversation than in the death penalty theme. Based on these results, to build a positive emotion with an avatar, what to talk about is more considerable than the familiarity sense or appearance.

B6-1 The effects of positive technologies on PTSD treatment outcomes

Stephanie ROBINSON

University of North Texas, United States

Post Traumatic Stress Disorder (PTSD) is one of the leading causes of the mental health crisis amongst adults and has grown to affect a large portion of the population in recent years. Although this mental illness is seemingly unbearable and untreatable for many, there are new technological methodologies being introduced to help this population better cope with symptoms and overall treatment outcomes. The purpose of this study is to identify best practices in using positive technology techniques, including forms of gamification proven to enhance treatment of adult PTSD patients. This study seeks to identify to what level of successful treatment can be contributed to the implementation of gamified technology specifically geared toward reducing the most prominent symptoms of PTSD including stress, depression, and anxiety. The research methodology consists of a systematic literature review analyzing publications from 2013 to 2023 specifically related to technology integration in PTSD treatment while reviewing the reported short and long-term outcomes of patients participating in this intervention. The results of this study indicate not all technology interventions were effective in reducing PTSD symptoms, specifically for patients experiencing severe traumatic exposure. However, there were a number of studies where the use of positive technology was helpful in overall treatment when implemented earlier in the treatment process as opposed to implementing in cases of chronic, long-term PTSD patients. The results of this study helps to identify types of positive technologies used in treatment that are successful, while also giving a generalized timeframe in which this intervention is most successful in treatment. Future studies should be conducted on how to improve upon technology intervention for long-term PTSD patients.

B6-2 Engaging in the good with technology: A framework for understanding positive technology use

Andrew VILLAMIL

Claremont Graduate University, United States

The focus on the negative side of technology has become a prominent factor in the understanding of the interactions between humans and technology. However, there is a positive side to technology use that has been less investigated in scientific research. Well-being researchers have determined that it is not just the absence of negative emotions or experiences but rather the presence and frequency of positive ones that matter most. Therefore, despite the scarcity of research on the positive side of technology, This presentation focuses on how technology may be used for the good to produce psychological benefits (e.g., greater happiness, lower loneliness, higher peer endorsement). Reviewing the existing literature in Developmental, Positive, and Social Psychology, I posit at least three directions for good interactions with technology: (1) “seeing good” by focusing on positive visual cues through technology use; (2) “feeling good” by focusing on good feelings that arise from technology use; and (3) “doing good” by focusing on positive actions that can be enacted via technology use. Based on the synthesis of these three components, I propose a framework for technology-laden engagement in the good, dubbed as the Engagement in the Good with Technology (EGT) Framework. Through this framework, we explain how these three distinct aspects of seeing, feeling, and doing good can co-occur and be interrelated , which can potentially lead to upward spirals of positive outcomes. Additionally, I will address future research questions which we will be exploring in subsequent studies.

B7-1 The roles of self-compassion and self-esteem in the relationship between the usage of dating apps and body satisfaction

Grace Yan-Man LO and Raymond Chi-Fai CHUI
Hong Kong Shue Yan University, HKSAR, China

Studies have reported an increasing number of young adults, regardless of gender and sexual orientation, using dating apps actively. Dating apps with global positional systems (GPS) help people to meet friends, sexual partners, or romantic partners more conveniently and accessible. However, the immediate and image-focused function of dating apps encourages users to evaluate other users based on the impression of the brief self-introduction and physical appearance. Receiving real-time user feedback through likes, matches, or other interactive functions enhances an individual's pressure on appearance. This study examines the influence of dating app usage on body satisfaction and self-esteem and explores whether self-compassion can moderate the effect of dating app use on body satisfaction and self-esteem. The study collected 133 samples of Chinese young adult dating app users in Hong Kong (mean age = 21.7; 50 males and 83 females). The short form of the Self-compassion scale (SCS-SF), the Rosenberg self-esteem scale (RSE), the Adolescent Body Image Satisfaction Scale (ABISS) and the time of using online dating apps were employed in this study. The hypothesised moderation model of this study was examined by the macro "PROCESS" for SPSS. Self-compassion was added as a moderator of the model that affects the relationship between the usage of dating apps and body satisfaction, as well as the relationship between the usage of dating apps and self-esteem. The results showed that the frequency of using dating apps is not related to self-esteem ($t=-1.31$, $p=.19$), while self-compassion is significantly related to it ($t=6.90$, $p<.001$). The interaction between the usage of dating apps and self-compassion also does not have a significant effect on self-esteem ($t=1.51$, $p=.13$). Meanwhile, the usage of dating apps, self-esteem and self-compassion are all significantly related to body dissatisfaction ($t=2.26$, $p=.03$; $t=-2.57$, $p=.01$; $t=-5.03$, $p<.001$). Using dating apps is positively associated with body dissatisfaction, while self-esteem and self-compassion are negatively related to body dissatisfaction. However, the interaction between the usage of dating apps and self-compassion does not significantly affect body dissatisfaction ($t=-1.10$, $p=.27$). The above results imply that using more online dating apps will lead to more body dissatisfaction. In contrast, high self-esteem and high self-compassion can reduce body dissatisfaction. But self-compassion fails to buffer the adverse effects of using dating apps on psychological outcomes. Based on the above results, an additional test was conducted to examine whether self-esteem can be a buffer to the negative effects of using dating apps on body dissatisfaction. The results showed that the interaction between the usage of online dating apps and self-esteem has a significant effect on body dissatisfaction ($t=-2.33$, $p=.02$). The usage of online dating apps enhances the body dissatisfaction of participants with low levels of self-esteem ($t=2.47$, $p=.02$) while it does not affect the dissatisfaction of participants with high and moderate levels of self-esteem ($t=-0.26$, $p=.79$; $t=0.74$, $p=.46$). These results suggest that the self-esteem intervention can be delivered to frequent users of online dating apps to mitigate the negative effects of using online dating apps on their body dissatisfaction.

B7-2 The influence of social media engagement on social desirability and empathy of Chinese youth in Hong Kong

Raymond Chi-Fai CHUI and Isaac IP
Hong Kong Shue Yan University, HKSAR, China

A recent survey revealed that social media penetration in Hong Kong is nearly 90%. The negative impact of social media on social bonds, addiction, cyberbullying, loneliness, and distress has been widely discussed. However, limited studies have focused on the benefits of social media engagement on psychosocial well-being. The present study aims to explore the relationship between social media engagement, social desirability, and empathy. Previous studies have found a positive relationship between social desirability and empathy. People with strong social desirability tend to behave in a socially acceptable way to offer empathy and avoid deviating from social norms because empathy is believed to be socially desirable. Therefore, it is hypothesized that social media engagement will enhance empathy directly and indirectly via its positive influence on social desirability. The present study obtained 224 samples of Hong Kong Chinese youth (mean age=20.24; 70 males and 168 females). The short form of the Social Media Engagement Scale (SMES), the Chinese Marlowe-Crowne Social Desirability - Short Form (MCSD-SF-C) and the Empathy sub-scale of the Chinese Interpersonal Reactivity Index (C-IRI) were adopted in this study. The mediation model of this study was examined by the macro "PROCESS" for SPSS. Social desirability was added as a mediator to the relationship between social media engagement and empathy. The results of the study revealed that social media engagement is negatively related to social desirability ($t=-3.33$, $p=.001$) but positively related to empathy ($t=2.79$, $p=.01$). Moreover, social desirability is positively related to empathy ($t=4.95$, $p<.001$). The direct effect of social media engagement is significant ($t=2.80$, $p=.01$) but the total effect of social media engagement on empathy is not significant ($t=1.67$, $p=.10$). In line with the hypotheses, the direct effect of social engagement on empathy is positive. However, it is interesting to reveal a suppression effect in the relationship between social media engagement and social desirability. Since youths with higher levels of social media engagement have less social desirability which in turn leads to low levels of empathy. This indirect negative effect suppresses the direct positive effect of social media engagement on empathy. In contrast to the expectation, higher social media engagement led to lower social desirability. Exposure to heterogeneous information in social media may expand the vision and horizon of individuals which makes them less likely to develop a socially appropriate and acceptable manner with consensual opinion. Further study can be conducted to examine more deeply the relationship between social media engagement and social desirability.

B8-1 Empathized with female victim of sexual harassment through immersive storytelling

Sara VENTURA

University of Valencia, SPAIN

Background:

Empathy is the ability to take the perspective of the other, to understand and share the other emotions with the capacity to handle them. On the contrary, lack of empathy may generate conflict and aggressive behaviour such as sexual harassment in gender-oriented that occurs when women are targets of unwanted sexual comments, gestures, or actions from men. Positive technology plays a key role in eliciting and training empathy. In particular, Virtual Reality has been increasingly referred as the ultimate empathy machine thanks to its ability to induce a full body ownership illusion that allows a person to take the perspective of someone else. Embodied virtual reality allows users to experience any situation from any point of view, demonstrating change on empathy.

Objective:

The present study aimed to investigate the feasibility of the 360-degree immersive video to induce the illusion from male to female body and to positive change the factors of empathy, and violent attitude from pre to post the immersive experience.

Method:

The study was approved by the Ethics Committee of the Universidad Nacional Autónoma de Mexico (EP/PMDPSIC/0151/19). 64 men participated at the study; average age is 26 years old (SD=8.62); education level: bachelor's degree n=53 (82.8%); master's degree n=11 (17.2%). The 360-degree video was a storytelling with actors about a journey of a female victim of sexual harassment recorded from the female perspective. The questionnaires administered were: Interpersonal Reactivity Index (T1); Empathy Scale (T1-T2); Attitude Towards Gender-Based Violence Scale (T1-T2); Embodiment and Presence (T2).

Results:

Participants' empathy trait was $M=4.27$, $SD=.54$ on score up to 5. Significant effects of the 360-degree video on embodiment scores for ownership, $t(63) = 6.98$, $p = .001$, and location, $t(63) = 10.46$, $p = .001$, but not for agency, $t(63) = 1.308$, $p = .196$. Moreover, participant felt significantly present in the environment, $t(63) = 9.797$, $p = .001$, with also significant score on sickness $t(63) = 2.218$, $p = .030$. Significant differences were found on empathy score from T1 ($M=3.95$, $SD=.54$) and T2 ($M=4.29$, $SD=.50$); $t(63) = -5.193$, $p = .001$, and violent attitude from T1 ($M=1.48$, $SD=.62$) and T2 ($M=1.45$, $SD=.42$); $t(63) = 3.211$, $p = .002$.

Conclusions:

The study presented the feasibility of the 360-degree immersive video to induce the body swap illusion from male to female victim of sexual harassment, beside to generate a significant level of presence. The 360-degree video showed significant results in eliciting empathy with the female victim, and in decreasing the participants' violent attitude. Future studies are needed to explore the potentiality of immersive storytelling to positive change social behaviour.

B8-2 Being in someone else body: Users' opinions about the body swap illusion experience with the Machine To Be Another

Sara VENTURA¹, Rocio HERRERO², Ausias CEBOLLA¹ and Rosa BAÑOS¹

¹University of Valencia, SPAIN

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Virtual Reality has an enormous potential to induce the sense of body illusion. However, most of the studies examine its efficacy in enhancing research outcomes without focusing on participants' experience, which could imply a lack knowledge about the real impact that technology and its features have. For this, the implication of end-users in the development and testing process is necessary. The present study aims to investigate the usability of a virtual reality embodied system, the Machine to Be Another, to understand the interaction of the participants with the technology and to figure out how it could induce the sense of body illusion. A qualitative study with focus groups was adopted, and four themes emerged: (1) the experience of the sense of embodiment; (2) the trick for the illusion; (3) the participants' impression; and (4) the suspension of disbelief. Each category is described; limits and future directions are also discussed.

Breakout Session 9 (B9): Applied Positive Technologies (29/6/2023, 11:15-12:30 HKT)

B9-1 Human voice analysis and virtual teacher for speech therapy

Man-Ching YUEN, Chi-Wai YUNG, Linjing ZHANG, Jiaer SONG, Xingzi Li and Yinlin LI
Hong Kong Shue Yan University, HKSAR, China

Based on the literature review, researchers reported that at most, 24.6% of young children in the world were estimated to have speech delay or speech sound disorder (SSD). Once children with SSD are identified, speech-language pathologists (SLPs) select initial therapy programs for children with regular review and adjustments on therapy. The success of therapy highly relies on the effectiveness of long-term home training. In this project, we carry out human voice analysis and design and implement a virtual teacher for home training in speech therapy. For the first part of this project, we conduct a sound analysis research to see if children's Cantonese pronunciation is correct. Once the children's voices are captured, human voices can be automatically transferred for waveform analysis, allowing a large number of tasks to be completed quickly. The created waveform is compared to the standard waveform. If the majority of the waveform is inconsistent, it suggests that the pronunciation of children is not standard. As a result, it points out children's pronunciation problems and generates feedback quickly. Through the waveform diagram, our system can accurately process and analyze the sound, as well as eliminate the inaccuracy caused by varied timbres of children, making the analysis more accurate and effective. For the second part of this project, we implement a virtual teacher by using Live2D and Photoshop technology. Live 2D technology is often useful in areas such as live streaming and business, but it also has great potential in education. Through the combination of Live 2D technology and Photoshop technology, it requires less hardware than 3D technology, and obtains similar results. Therefore, it provides a more convenient way to conduct speech imitation and language learning for implementation of a virtual teacher. It can achieve low-cost popularization, timely correction of children's pronunciation problems.

B9-2 “Fun2Write”: Portable immersive environment application

Man-Ching YUEN, Chi-Wai YUNG, Ze Kin CHUNG, Zetao LOU and Ruitao HUANG
Hong Kong Shue Yan University, HKSAR, China

Nowadays, mobile games are commonly used for children training and therapy. Literature show that multisensory activities help raise the children's interest in their learning, raise their concentration and reinforce their memories. Portable multi-sensory games can provide an immersive training environment for children anywhere. In this paper, we design and develop a portable multisensory educational game, Fun2Write, to help children to learn and recognize Traditional Chinese words. It could also help to evaluate how effective it is on encouraging children to learn and effectiveness of game-based interactive teaching method. The game mechanism is based on whack-a-mole game, each mole holds a card with a Chinese character, players have to whack the correct mole in order to gain points, which is the metric to assess how well does the player recognize Chinese characters. Unlike conventional control such as mouse, keyboard or screen tapping, Fun2Write utilize controller that has in-built gyro system (Such as Nintendo's Joycon) to simulate real life mole-whacking experience. The controller's mechanism is similar to laser-pointer, which allows pointer movement in 3D space, and accurately tracks the movement of the players hand and adjust the pointer's position accordingly. When the pointer hovers above the mole. Upon locking onto the target, the player can then perform swinging gesture to simulate swinging a hammer, this design is intuitive and help reducing cognitive load on re-learning controls. The game can be accessed on most of the hardware such as smart phone and computer. To extend the portability, we design and develop a low-cost portable cave by using projectors. The output results demonstrate the effectiveness of an portable immersive environment application.

B9-3 Data analytics for providing better consumer services

Man-Ching YUEN, Chi-Wai YUNG, Yaxuan HAO, and Xueqing LYU
Hong Kong Shue Yan University, HKSAR, China

Prologic Robotics is a local brand based in Hong Kong, established in 2010. The Prologic Robotics brand team focuses on developing cutting-edge intelligent automatic robots and launched the intelligent automatic vacuuming robot in the same year, committed to simplifying people's lives through technology. In order to expand its influence in the market, we have conducted market analysis of Prologic using IBM data analysis technology. Firstly, we collected and organized a large amount of market data, including market share, consumer demand, and competitors' information, based on its target market (Hong Kong). Secondly, we conducted descriptive statistical analysis to help Prologic understand the basic features of the data, such as mean, median, standard deviation, and the distribution of the data, in order to better understand market trends and consumer demand. Then, we used time series analysis, regression analysis, and machine learning algorithms to conduct predictive analysis, which helps the Prologic brand predict future market trends. Finally, we conducted market data mining for Prologic, helping the company discover patterns and relationships hidden in the data. In the future, in order to expand Prologic's market competitiveness, we will continue to collect and organize market data from foreign markets (such as Seoul, Tokyo, Taipei, and Singapore) that Prologic benchmarks against, and continue to track and analyze Prologic's market performance using IBM data analysis technology, providing more specific and accurate market analysis reports for the company. We believe that through these market analysis efforts, Prologic will be able to better meet consumer demand, improve market competitiveness, and achieve sustainable development.

Breakout Session 10 (B10): Positive Technology & Healthy Ageing (29/6/2023, 11:15-12:30 HKT)

B10-1 Social media use and well-being

Amaro La ROSA
Universidad Femenina del Sagrado Corazón, Peru

The main purpose of the research is to describe and explain the relationship between social media use and well-being in young people from the viewpoint of Positive Psychology,

Background:

We live now in a hyperconnected world. Our everyday life is digital. From the early stages of their life, humans are in contact with many technological devices. Like happen in other moments of the technological development, technophiles and technophobes adopt opposite approaches highlighting the pros and cons of the reality of the impact of social media on the human well-being.

2020 was a disruptive year that demands many challenges for the humanity. The deep uncertainty derived from the Covid 19 was a very complex issue linked with illness, death and loss but also with abrupt changes in lifestyles, social distance and lockdown. The interpersonal communication needs to be covered by digital devices. Social media in special grows exponentially around the globe to cover, at least in part the needs of communication of human beings.

Research Objectives:

- To know the relationship between social media use and well-being on young people
- Describe this relationship
- Compare the relationship between men and women

Research Question:

What are the main features of the relationship between social media use and well-being on young people?

Research Methods:

Qualitative using an online survey as instrument

Findings:

The research is now preparing the field work

Contributions:

Develop one research based in the Positive Psychology approach

B10-2 Exploring an integrated and sustainable delivery model for promoting healthy aging at home: A systematic literature review, a landscape study, and a case study on the lifestyle reactivation system 1.0

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Aim:

This study aimed to investigate an integrated and sustainable delivery model for promoting healthy ageing at home.

Methods:

The study involved three parts: 1) a systematic literature review, 2) a landscape study, and 3) a case study on the Lifestyle Reactivation (LR) System 1.0 being developed by Evangelical Lutheran Church Social Service - Hong Kong.

Results:

The systematic literature review identified 13 empirical studies out of 185 publications that revealed three key themes: 1) digital health technologies can reduce adverse health outcomes, 2) adherence, acceptance, and intention to use eHealth / mHealth depend on the type, nature, and content of digital technologies, mHealth literacy, and eye conditions, and 3) digital health technologies with additional support, such as video communication apps, can improve positive effects.

The landscape study found that only six out of 100 apps in Hong Kong specially targeted to older adults, and the supply of all-in-one apps for holistic health management to older adults and informal carers is limited.

The case study analysed the opportunities and challenges of implementing LR System 1.0 in 2019. Until March 2023, the system has engaged 923 users who spent 88,782 hours (average duration: 96 hours 11 minutes) on the system's 23 activities, which included telehealth, tel-rehab, and videos.

Conclusion:

This study suggests that an mHealth apps, supplemented with a health and social care team, is a promising and sustainable service delivery model for promoting older adults' quality of life and healthy ageing at home. Further research is needed to determine how the contributive factors affect each other and which delivery model can promote eHealth/mHealth services in Hong Kong effectively and efficiently.

B10-3 The effects of an immersive virtual reality program on loneliness, well-being and communication ability for the elderly in the residential care home in Hong Kong

Hon Pan CHAN, Ka Ping LEE, Yan Yee LAM and Yuen Yung SHIU
Evangelical Lutheran Church Social Service Hong Kong, HKSAR, China

Background:

During the COVID-19 period, epidemic prevention measures aimed to reduce the chance for residents in residential care home of elderly (RCHE) to contact the virus were imposed. Residents were restricted in RCHEs. The frequency and availability of visits by family members were greatly reduced. This created feeling of isolation and reduced the opportunity to communicate with others. A 6-sessions immersive Virtual Reality (VR) program of walkthroughs to 6 cultural and age relevant locations with guided pop-up image and highlights was launched in 2022, under the service of MOSTE Team service.

Research Objectives:

To investigate the effects of the immersive VR program on loneliness, well-being and communication ability for the elderly in the local RCHE.

Research Questions:

What effects does the immersive VR program have on loneliness, well-being and communication ability for the elderly in local RCHE?

Research Methods:

This study employed a single-armed pretest-posttest design. A VR experiential program was designed and implemented by Occupational Therapists (OT). 28 participants were recruited by convenience sampling from 18 RCHEs to join the VR program. The mean age was 75.8. Total 6 sessions of 30-minute program were conducted once per week. Five Well-Being Index (WHO-5), The Holden communication scale (HCS), Chinese version of UCLA 3-item loneliness scale and a user satisfactory survey on virtual reality experience were conducted before and after completing the program.

Findings and Implications:

All outcomes were analyzed by paired t-test in SPSS. Both total scores of WHO-5 and HCS showed a significant improvement ($p < 0.05$) after completing the program, but the scores of Chinese version of UCLA 3-item loneliness scale showed no significant difference. The preliminary result showed that the participants had significant improvement in subjective well-being and communication ability. No adverse effect was reported by all participants.

B10-4 The mitigating effects of instant messaging applications for older adults during COVID-19 pandemic

Daniel Ting-Hei MAK and Raymond Chi-Fai CHUI
Hong Kong Shue Yan University, HKSAR, China

Background:

The Covid-19 pandemic has changed the social life of older adults. The social distancing measures and stay-at-home regulation increase the morbidity of depression, anxiety, insomnia and stress in the community. The mental health of older adults is greatly affected due to the anxiety towards Covid-19 and the reduction in social connectedness. However, the usage of instant messaging applications can be an alternative way for individuals to keep connections with their family members and friends during the pandemic, especially during the lockdown period. This study focuses on the protective role of Instant Messaging Applications in mitigating the negative effects of Covid-19 anxiety on social connectedness and mental health of older adults in Hong Kong. Questionnaires were distributed through the Elderly Centre to collect data. A total sample of 182 older adults aged between 60 and 93 was obtained. Coronavirus Anxiety Scale (CAS), Social Connectedness Scale-Revised (SCS-R), Positive mental health (PMH-9) and mental health disorders (PHQ-4) were adopted in the study. The macro "PROCESS" for SPSS was used to test the hypothesized moderation model of this study. The usage of instant messaging applications was added as a moderator of the model that affects the relationship between COVID-19 anxiety and Social Connectedness as well as the relationship between COVID-19 anxiety and mental health. The results showed that COVID-19 anxiety is significantly related to social connections ($t=-9.42$, $p<.001$) while the interaction of COVID-19 anxiety and usage of instant messaging applications does not have a significant effect on social connections ($t=-1.17$, $p=.24$). Those with higher levels of COVID-19 anxiety have poor social connections. COVID-19 anxiety is not significantly related to mental health ($t=-1.07$, $p=.29$) while social connections is significantly related to it ($t=14.52$, $p<.001$). However, the interaction of COVID-19 anxiety and the usage of Instant Messaging Applications have a significant effect on mental health. Those with higher levels of social connections have better mental health. COVID-19 anxiety is significantly and negatively related to mental health for older adults with high usage of Instant Messaging Applications ($t=-2.24$, $p=.03$) while the relationship between the two variables is not significant for older adults with low and medium usage of Instant Messaging Applications ($t=0.89$, $p=.38$; $t=-1.07$, $p=.29$). The results are different from the hypotheses that the usage of Instant Messaging Applications would mitigate the negative effects of COVID-19 anxiety. The usage of Instant Messaging applications does not influence social connections, but it will intensify the negative effect of COVID-19 Anxiety on mental health. Receiving more news and information about the pandemic may exaggerate the anxiety of older adults and lead to deterioration in mental health.

Breakout Session 11 (B11): Positive Technology and Positive Education (29/6/2023, 14:00-14:50 HKT)

B11-1 Cultivating student thriving in the virtual learning environment: An evidence-based positive education programme

Yilin TANG and Maggie ZHAO

The University of Hong Kong, HKSAR, China

Positive education has grown in popularity across the world and plays a unique role in cultivating resilience and enhancing well-being. Leveraging technological advances, a positive education programme WeThrive has been developed with the aim to equip university students with a set of intellectual, intrapersonal, and interpersonal capabilities for nurturing student strengths and whole-person development at the university and beyond. A wide array of well-being knowledge and skills were introduced to students for cultivating positive emotions, engagement, meaning, positive relationships, accomplishment, and character strengths. As a unique feature, WeThrive engaged students cognitively, emotionally, and behaviourally using strengths-based and technology-enhanced pedagogical approaches. Taking a virtual gallery as an example, students were introduced to an immersive virtual space to view artwork and reflect on how their gallery viewing experience acts as a gateway to their well-being and thriving. As another example, the online platform Miro was used by students in both synchronous and asynchronous learning. More than three hundred Miro boards were collectively created by the WeThrive students. Beyond traditional learning in the virtual learning environment, students proactively co-created digital products, such as playlists, games, and e-diaries, in their experiential learning projects, to apply the well-being knowledge and skills learned in WeThrive to serve the community. Both quantitative and qualitative data show that the WeThrive online programme is of good value to student participants. Compared to the control group, students who participated in the WeThrive programme have demonstrated and sustained a significantly higher level of thriving after completing the programme. This study offers an exemplar that has practical implications for how well-being interventions might be able to leverage technology to promote student thriving.

B11-2 The relationship between positive education, learning with happiness, motivation in learning and academic performance in Hong Kong

Chin FUNG and Wong Tsz TUNG
Gratia Christian College, HKSAR, China

This study aims to investigate the relationship between learning, happiness, motivation, and academic performance among first-grade students in Hong Kong, which has not been explored in prior research. The study utilized a researcher-made questionnaire to collect data from 155 students in the 2018/19 and 2020/21 academic years. The results showed a moderate correlation between learning with happiness and motivation in learning $r(126) = .423, p < .01.$, but no significant difference in academic performance between a first and second grade in 2018/19. However, in 2020/21, second-grade academic performance was better than that of first-grade. The study concludes that further longitudinal research is needed to explore happy school research and gender differences in motivation and academic performance.

Breakout Session 12 (B12): Positive Technology and Design (29/6/2023, 14:00-14:50 HKT)

B12-1 Immersive interactive installation as positive technology from artistic practice perspective

Xiaran SONG

Hong Kong Elite Cultural Exchange Limited, HKSAR, China

The development of technology is generally believed to optimize people's quality of life. In the context of art therapy, interactive installation art is an artistic practice that can create positive emotions and encourage exploration of personal identity and relationships through immersive multisensory experiences for participants. Although the impact of emerging technologies and media on happiness and positive functioning is still controversial in the field of human-computer interaction, positive technology - a scientific approach to the use of technology to transform and optimize individuals' quality of personal experience - provides a new dimension, offering broader meaning and possibilities for the integration of art and technology.

Most researchers have explored positive technology from academic perspective. I am a new media artist specializing in immersive interactive installations. My paper takes a unique approach by analyzing how interactive installations enhance participants' emotions and engagement from the perspective of a creative practitioner. The Sonic Pharmacy is one of my artworks that combines sound healing and iridology as inspirations to transform biometric data into a personalized meditative journey, embodying the principles of positive technology. This paper also delves into the artist's exploration of the intersection of technology, art, and alternative therapy, as well as the challenges and opportunities presented by this type of interdisciplinary artwork. By examining the design concept, experimental process, and participant feedback, it highlights how personalized experiences can promote emotional quality (Hedonic feature) and engagement (Eudaimonic feature) in individuals, as emphasized by the existing framework of positive technology.

This paper contributes to the growing body of research on positive technology by providing an empirical-based case study and analysis of The Sonic Pharmacy to provide innovative insights into the potential of interactive installations as a means of positive technology intervention.

B12-2 HiStrangers: Interactive clothing designed to elicit spontaneous social interactions

Xiaobi PAN

Harvard Graduate School of Design | Amazon AR, United States

Human beings “interact with” their own clothing on a daily basis. However, the potential of clothing as a wearable interface for spontaneous social interactions, is still largely untapped. As the latest wearable electronics, programmable materials, soft robotics, and other emerging interactive technologies become increasingly available, it is time to revisit the over-looked interface of clothing, and reimagine its interactive possibilities.

Here the author presents HiStrangers, an “extrovert” type of dress that evokes and responds to the spontaneous interactions of strangers. The dress is designed and engineered with motors, smart deployable structures, as well as sensors to provide dynamic visual, audio, and tactile feedback to the stranger’s behavior. More specifically, it performs a “waving” act as a form of greeting when the stranger is within a certain distance, then asks the stranger to “groom” it. While the grooming is happening, the dress takes on a fascinating shape-changing effect accompanied by sound as a response to the stranger’s kind behavior.

HiStrangers explores a novel form of wearable interface that aims to connect people with one another more organically and proactively in everyday life. It promotes the seemingly-trivial micro social interactions and weak connections, which, proven by research, actually paves the foundation for our happiness.

**B13-1 The effectiveness of Zentangle drawing using telehealth mode on university students:
A randomized controlled trial**

Eddy K.N. CHENG¹, Andrew M.H. SIU², and Cynthia Y.Y. LAI¹

¹The Hong Kong Polytechnic University

²Brunel University London

Background:

Zentangle is an easy-to-learn mindfulness-based art activity that occupational therapists use to help clients in handling stress. This mixed-method randomized-controlled-trial study investigates two research questions: (1) How far can Zentangle drawing via telehealth approach reduce stress and anxiety, increase happiness, improve wellbeing, and raise mindfulness awareness among university students? (2) What is the biopsychological mechanism, through which Zentangle reduces stress and anxiety among university students? It is hypothesized that the treatment arm will significantly outperform the control arm in all areas after the intervention.

Methods:

52 participants were randomized to join an intervention (n=26) or a control group (n=26). Four one-hour Zentangle sessions were delivered in the intervention group while the participants in the control group received four one-hour free-drawing sessions in the consecutive four weeks. The heart-rate-variability (HRV) was collected via mobile phone app in every session. Five psychological self-reported questionnaires were collected at baseline and after all sessions. All participants in the treatment group were invited to join an interview to collect their experiences after all sessions.

Results:

Results indicated that participants in the Zentangle group had improvement in stress, wellness and mindfulness awareness. Although the quantitative study showed no statistically significant difference between two groups in HRV and psychological measurements in two-way ANOVA analyses, the qualitative study supported the therapeutic effects of Zentangle. Nearly all participants found Zentangle reduced stress by distracting people from daily hassles. Zentangle brought happiness when people gained the sense of mastery and autonomy, learnt self-acceptance, practiced gratitude and enhanced relationships with others. Few participants also reported the improvement in awareness to self and the surroundings.

Conclusions:

Zentangle may be an effective telehealth intervention for reducing stress and improving wellness. Intensity of practice, incorporation of inquiry sessions, handling technical issues and the choices of tangles should be considered to optimize its therapeutic effects.

B13-2 Webcam travel as a form of virtual tourism: An initial exploration of psychological well-being

Stephanie Man Fung LEE¹, Sebastian FILEP², Sera VADA³, and Brian KING⁴

¹Technological and Higher Education Institute of Hong Kong

²The Hong Kong Polytechnic University

³Griffith University

⁴Texas A&M University

Major geopolitical events, the continuing impacts of the COVID-19 pandemic and changing work-life practices, are prompting the adoption of new technologies that complement, and sometimes replace physical leisure travel. Virtual tourism, or tourism in a simulated environment, is therefore becoming increasingly popular. Webcam travel has received limited scholarly attention, yet it is one of the most popular forms of virtual tourism, offering cost-free, real-time viewing of places and destinations.

The current study adopts a three-step integrative literature review approach to examine how the digital experience accelerates the hedonic and eudaimonic psychological well-being of webcam viewers. The researchers have followed three stages - identification, analysis and synthesis. The first stage involved identifying (locating and familiarizing) with the concept of virtual tourism experience through a keyword search. This entailed searching Web of Science and Google Scholar platforms for the following phrase that fits the aim of the study: virtual tourism experience connecting to nature. In this initial exploration, webcam travel emerged as an identifiable research interest, while critical analysis of the existing literature on webcam travel was adopted in the second stage. The third, final stage involved the pursuit of consensus amongst the authors to synthesize the preliminary concept of webcam travel and its contribution to psychological well-being.

Based on the literature analysis, the paper proposes a new model Webcam Travel DREAMA (detachment-recovery, engagement, affiliation, meaning and achievement) model. DREAMA extends beyond positive psychology's PERMA (positive emotions, engagement, relationships, meaning and achievement) and DRAMMA (detachment-recovery, autonomy, mastery, meaning, and affiliation) wellbeing models by applying the relationship (affiliation) dimension to both social and natural environments. The findings provide a better understanding of virtual tourism and psychological well-being, establishing potential directions for future researchers.

Breakout Session 14 (B14): Positive Technology from Philippines (29/6/2023, 15:00-15:50 HKT)

B14-1 Mixed method study of affective and physical self-concept among Filipino adolescents with polycystic ovarian syndrome (PCOS)

Angelica Irah Mari PALLASIGUI & Jemerson DOMINGUEZ
De La salle University Dasmarias, Philippines

Polycystic Ovarian Syndrome (PCOS) is a complex genetic disease that affects millions of reproductive age women. The clinical implications of PCOS include menstrual disturbance, hirsutism, acne, alopecia, obesity, and infertility brought by the higher-than-normal androgen levels. In addition, Menstrual irregularity is a common feature of PCOS and is often the earliest clinical manifestation among adolescents. The constructs of this study identified physical and affective self concept to increasingly impact adolescents with PCOS as the negative implications of these clinical manifestations affect their perception and belief toward themselves which changes their self concept or views about their physical self. Furthermore, these also impacts their affective self concept that influences their feeling toward themselves. In this study, the Mindfulness Based Stress Reduction Program (MBSR) was facilitated online to increase the levels of Physical and Affective Self Concept among sixteen (16) adolescents who were diagnosed with Polycystic Ovarian Syndrome using sequential explanatory mixed method research design. Multidimensional Self Concept Scale (MSCS) and individual interviews were incorporated in gathering the data. Results clearly proved that the physical and affective self concept scores significantly differed before and after the facilitation of the MBSR as an intervention. This study confirmed that MBSR enhances the adolescents with PCOS' physical and affective self concept. Themes that were generated before and after MBSR facilitation were analyzed using the thematic analysis which further established a basis for the efficacy of MBSR.

B14-2 Attitudes and perceived competence of psychometricians toward psychological tele-assessment in Philippines

Jowie ADVINCULA and Archie SUNGA
RGO Review Center, Philippines

This study aims to determine the attitudes and perceived competence level of 64 Filipino registered psychometricians with prior experience in psychological tele-assessment to conduct this service for their present and future clientele. Researchers used the unified theory of acceptance and use of technology (UTAUT) that connects attitude and mental health services and a five-theme framework that discusses the factors or needs in facilitating successful tele-assessment. The results revealed a predominantly positive attitude toward psychological tele-assessment yet with the emergence of contradicting appraisals. Most tended to agree on the benefits of tele-assessment in addressing mental health concerns, but concerns about its flexibility, privacy, confidentiality, rapport, and communication were salient. Respondents reported high openness to conducting tele-assessment in the future but recognized that this was more challenging than the traditional assessment. They evaluated themselves with low confidence and were somewhat knowledgeable about the ethical issues involved in this service. Results further indicated low perceived competence to conduct tele-assessment. They expressed the need for more training, specific local guidelines, access to technology, and available online tests for tele-assessment.

Breakout Session 15 (B15): Positive Technology and AI (30/6/2023, 14:00-14:50 HKT)

B15-1 Designing motivational AI-enabled digital tools for boosting knowledge sharing

Yingnan SHI

The Australian National University, Australia

Extensive studies have demonstrated that user engagement and motivation are crucial for the survival of online knowledge communities, yet many such communities still suffer from low engagement problem, resulting in issues such as "knowledge starvation" and a decline in the platform's effectiveness and usability. Users who lack motivation often exhibit passive behaviors, such as detachment and even co-destruction behaviors. Consequently, such communities risk losing their core users and their value proposition. Initially, practitioners like to design extrinsic motivational mechanisms to make knowledge sharing and contribution more efficient. However, mixed results were found. Recently, practitioners have begun employing other forms of feedback and design than purely informational in order to increase user engagement and motivation, and, in this regard, prior research summarized three principal motivational strategies to support user engagement, including gamification, quantified-self, and social networking. This study investigates how these three design principles can be used to design an AI-enabled digital nudge, which can facilitate the knowledge-sharing process. The study's findings demonstrate that using a motivational feedback tool can reduce the discrepancy between users' intended and actual behavior, which leads to more sharing of high-quality knowledge. This approach does not increase the amount of time users spend on editing and refining their responses, and it has the potential to increase the overall vitality of general knowledge-sharing communities. The study provides practical insights into how AI-enabled systems can be used to facilitate feedback from computers to human users and increase human users' engagement, benefits, and intention to use a system.

B15-2 Using low-cost robotic pet therapy to enhance the wellbeing, valence, and calmness of aged-care home residents: A preliminary trial

Ka Yiu WONG

The Hong Kong Polytechnic University, HKSAR, China

Background:

Robotic pets such as PARO is shown to benefit elderlies in aged-care facilities (Hung, et al., 2019; Wang, Shen & Chen, 2022). However, affordability may limit access to such technology. Low-cost alternatives are available, but research on their effects is limited.

Research Objective:

This study examines the effectiveness of low-cost robotic pets in promoting the wellbeing, valence, and calmness of elderlies living in aged-care facilities.

Method:

This preliminary trial was conducted in a RCHE (Residential Care Home for the Elderly) in Hong Kong in February 2023. 15 female Chinese elderlies (mean age: 87.8) were recruited using convenience sampling to the low-cost robotic pet treatment program (LRPT), consisting of 2 sessions of 20-minute interaction with a low-cost robotic dog.

Subjects were assessed at baseline (pre-) and post-treatment with the following outcome

Measures:

- 1) WHO-5 Wellbeing Index;
- 2) Valence, assessed with a 0 - 100 Visual Analogue Scale (VAS) along dimensions of sad-happy (Russell, 1980; Barrett & Russell, 1998);
- 3) Calmness, assessed with a 0 - 100 VAS along dimensions of anxious-calm (Russell, 1980; Barrett & Russell, 1998).

Findings:

Paired two-tail t-tests indicates that LRPT could improve subject's wellbeing ($p=0.0485$, $t(14)= -2.16$), valence ($p=0.0002$, $t(14)= -4.97$), and calmness ($p=0.0242$, $t(14)= -2.53$).

After LRPT, mean WHO-5 Wellbeing Index improved from 48.53 (SD= 22.37) to 54.67 (SD=20.26), mean valence VAS score improved from 50.33 (SD=20.81) to 61.67 (SD=23.10), and mean calmness VAS score improved from 53.33 (SD=28.14) to 61.67 (SD=28.14).

Implications:

The results suggest LRPT is effective in improving wellbeing, valence, and calmness for female elderlies in aged-care facilities. It has potential to be incorporated into routine activity for elderlies in aged-care facilities.

Further research could be done to compare the effectiveness of low-cost robotic pet to more technologically advanced counterparts.

Breakout Session 16 (B16): Positive Technology Opportunities (30/6/2023,14:00-14:50 HKT)

B16-1 Positive technology, new opportunity for Hong Kong workers

Yuen Han MO

Hong Kong Shue Yan University, HKSAR, China

The COVID-19 pandemic seriously affected face-to-face social work services in Hong Kong. However, it also created new opportunities for social workers to adopt technologies in services. A study has been conducted to investigate the relationship between social workers' motivation for using technologies in services, the perceived usefulness of the use of technologies in services and their own digital competence in using various digital tools. Hong Kong social workers from various services areas and organisations have participated in the study. Digital competence is known as a set of mental awareness, attitudes, knowledge, skills, abilities, and strategies needed to perform tasks related to the use of technologies. The results indicate that the most used digital tools during pandemic were email, video conferencing tools and social media. The increased use of synchronised communication tools was discovered in the study. Thus, social workers need to increase their knowledge in using this various kind of tools and to enhance workplace digital learning. In addition, the motivation of using digital tools and the perceived usefulness of using the tools significantly predicted the value of digital competence. It is possible for social workers to develop skills in digital services if they practise enough. In fact, the study results reconfirmed a fact that personal will and motivation would increase or decrease a person's digital competence. Moreover, organisational policies such as leader's support and the provision of digital facilities would also affect personal motivation and will. The results recommended social work organizations to offer further digital training to support social workers in the use of technologies, to encourage social workers in the development of new service mode and to develop a new technology global standard in social work education.

B16-2 WeChat as social connection enabler for Hong Kong drifters during the pandemic: A positive technology perspective

Zhaoxun SONG

Hang Seng University of Hong Kong, HKSAR, China

Hong Kong drifters, also known as gang piao, are mainlanders who reside and work in Hong Kong. The term "drifter" in Chinese reflects the restlessness and anxiety experienced by this group. Their situation is made more challenging by the years-long shutdown of the borders between mainland China and Hong Kong due to restrictive measures during the pandemic. Human beings are inherently social, need to feel connected to others, establish and maintain social relationships. WeChat, a Chinese social media platform, is believed to be the primary means of social connection for Hong Kong drifters during these difficult times.

WeChat provides a compelling example of positive technology (PT) being used to enhance human experiences and psychological wellbeing. In this paper, we explore the social connectedness that this popular social media platform provides by adopting Alias's general framework of connectedness, which includes three separate elements: social support, sense of belonging, and sense of relatedness. We conducted in-depth interviews with 18 Hong Kong drifters and analyzed the data thematically. The findings reveal that WeChat provides crucial emotional, instrumental, and informational social support during social distancing circumstances. It fosters a sense of connection and value to other people, whether it be from family, friends, or WeChat groups. We also examined the sense of relatedness to different people on social media in relation to social and psychological wellbeing outcomes. This paper has significant theoretical and practical value, as it contributes to the development of PT by refining the general framework of social connectedness and provides insights into improving human wellbeing with social media like WeChat during situations such as social distancing.

Venues, Map, and Zoom Links

Venues:

Onsite:

Tung Wah College Cheung Chin Lan Hong Building (MKB), MKB-201 (Lecture Theater)
東華學院旺角校舍鍾秦蘭鳳大樓二樓 201 室演講廳

Tung Wah College Cheung Chin Lan Hong Building (MKB), MKB-801 (for breakout sessions)
東華學院旺角校舍鍾秦蘭鳳大樓八樓 801 室 (只適用於分組時段)

Online:

Zoom link 1 (for all keynote sessions, local forum and panel session, and six breakout sessions)

<https://twc.zoom.us/j/3806098975>

Meeting ID: 380 609 8975

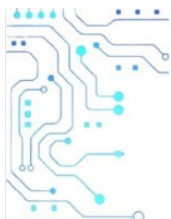
Zoom link 2 (for six breakout sessions only, please refer to the programme schedule)

<https://twc.zoom.us/j/5691512977>

Meeting ID: 569 151 2977

Google 地圖: <https://goo.gl/maps/hQ7PfRopt7jc9hZL7>





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