



Royal College of Art

# Smart Campus Quest

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The future is here.

Youtube video:

<https://www.youtube.com/watch?v=3-Wb83I3x1Y>

# Our workflow is documented in MIRO

[https://miro.com/welcomeonboard/ZVkwSkZLUlk3dEFacWg5RUNOSjBDcml0NUdKZlJFUzILZVhieThleDFnNIBGSmhnYTBPYnhzaEVmMW9Fc3BvRHwzNDU4NzY0NTY5NDczMjg4MzMyfDI=?share\\_link\\_id=108830475668](https://miro.com/welcomeonboard/ZVkwSkZLUlk3dEFacWg5RUNOSjBDcml0NUdKZlJFUzILZVhieThleDFnNIBGSmhnYTBPYnhzaEVmMW9Fc3BvRHwzNDU4NzY0NTY5NDczMjg4MzMyfDI=?share_link_id=108830475668)

## AI in Education Research

## AI in Education Game Content



### Feedback

- 我们的教育性重点在人的层面上，可能在某些方面与AI有重叠，但AI无法替代人类的同理心和创造力。
- 提供开放性的选择，鼓励玩家在已有的选项之外，探索其他可能性。
- 在决策和伦理抉择的情况下，我们可以有一些免责声明。

留言 评分

互动交流 论坛

我们如何在AI中体现AI角色

### story1

AI: Teacher's initial interaction with the student.  
**Scene:** Start of a class. The teacher asks a question on the board, the student approaches the board.  
**Teacher:** (excited) Hey, the new AI teacher, how do you feel about this?  
**Student:** (nervous) I just wanted to be alone. This AI teacher is so awkward.  
**Teacher:** I try not to get into the AI's head, but I'm curious to know how about we talk about the way you feel about this.  
**Student:** (in a hurry) ... Okay.  
 (The teacher slowly observed the student, both silently watching the screen.)  
**AI 2:** The Student Expresses Frustration.  
**Student:** (sighs) I feel like I can't do anything right, everything's a mess.  
**Teacher:** (sympathetic) It sounds like you're really upset. Is there an AI teacher that makes you feel this way?  
**Student:** Yes, it always points out my mistakes, making me feel like I can't do anything right.  
**Teacher:** That must be very frustrating. Remember, being a teacher is not just about giving answers, it's about understanding and accepting ourselves.  
**Student:** I don't know how to do that.  
**AI 3:** Quoting the CHN to Experience inner Peace.  
**Teacher:** Did you know, both of us have a different way to connect all the feelings and experiences we had as children.  
**Student:** (curious) Really?  
**Teacher:** Yes, how about we try to put them together to find the better side of you. Can you give me an example of how you feel?  
 (The teacher gently guides the student through a visualization.)  
**AI 4:** Understanding the happens to be.  
**Teacher:** You know, when we were kids, we learned to cope in our surroundings, like the demands of the AI teacher. Do you feel like you're doing that now?  
**Student:** ... (sighs) Yes, like what the AI teacher tells me.  
**Teacher:** But your feelings are important too, right? (By and by, we are all part of you. You don't always have to follow the AI's instructions.)  
**Student:** Can I really do that?  
**AI 5:** Introducing the AI teacher.  
**Teacher:** Of course, you can. There's also a tool called the adult self. This is what we use to solve problems in a more mature, rational way.  
**Student:** That sounds difficult.  
**Teacher:** (encouraging) It is, but you're already doing it. Remember the time you decided to do what you liked instead of following the AI teacher's advice? That was the adult self!  
**Student:** (reflecting) Yes, I remember that now. It's good.  
**Conclusion:**  
**Teacher:** From being completely dependent on AI to learning to solve your own problems, you've come a long way. It's important to understand your school internally, but connecting with your emotions is equally important. This is a journey of self-discovery.

### story2

AI: 1. Player as Human Teacher (Human) in Classroom of Digital Space.  
**Scene:** Inside the classroom, two students are in a heated argument, and the teacher (player) attempts to mediate.  
**Student A:** (angry) He (pointing to the other student) is always causing trouble, he's so stupid!  
**Student B:** (defensive) It's not my fault, his (pointing to the other student) is always causing trouble. He's the one who's always causing trouble.  
**Player/Teacher:** (trying to be calm) Alright, kids, let's calm down first. We're all here to learn and help each other.  
**Student A and Student B:** (start to argue)  
**AI 2:** Conversation between Teacher (Player) and AI Teacher.  
**Scene:** Outside the classroom, the teacher (player) talks with the AI teacher.  
**AI Teacher:** According to my analysis, there is no clear party at fault in this conflict.  
**Player/Teacher:** But it's not just about who's right or wrong, we need to understand the context and the reasons behind the conflict.  
**AI Teacher:** I am unable to grasp complex contextual issues.  
**AI 3:** Player Resolves the Conflict through Surveillance System.  
**Scene:** The player resolves the conflict through the classroom's surveillance system.  
**Surveillance Footage:** Shows the two students exchanging items in secret.  
**Player/Teacher:** (surprised) How did the teacher (player) solve the problem? What are the AI teacher's strengths and weaknesses?  
**AI 4:** Decision Making by Player/Teacher.  
**Scene:** Back in the classroom, the player/teacher leads the discussion of how to handle the situation.  
**Player/Teacher:** (thoughtfully) In this case, it's important not just to judge who is right or wrong, but to understand the deeper reasons behind the argument. How can we help these two students understand each other and have their behavior lead to a better outcome?  
**Student A and Student B:** (nodding) We're listening to the teacher's guidance.  
**Player/Teacher:** I said them to understand that communication and understanding each other are key to resolving conflicts. Let's all show respect and work together to solve our problems.  
 (The player, as a human teacher, needs to use human emotional understanding and empathy to handle the complex interpersonal and emotional issues, showcasing the unique value of humans in the face of AI.)



## Epic Creator

## Wicked Problems

Wicked Problems are complex, hard-to-define and impossible to fully solve. They often involve a lot of changing, interconnected factors. Wicked Problems - and our attempts to address them - happen in the real world. So our efforts to engage with these problems will take into account real-world considerations or constraints, and will have real impacts and consequences (not necessarily the ones we intended).

Further resources: <https://ira.peddl.org/hannah/ufuho7/1a191a/ra-cas-scum-wicked-problems-via-ugre1c173y0/>

### Discuss in pairs:

On the AcrossSCA Core Skills Wicked Problems page we've included a short chapter by Fynn William Korsten called 'The not-yet'. Korsten discusses an anti-utopian practice that 'anticipates future developments by realizing the potential in and of the now'.

Can you and your team, as Korsten proposes, 'conceive of a better future as a possibility in the present' in relation to your AcrossSCA project or the insights it has given you?

**One way to approach a wicked problem is to ask 'why hasn't this problem been addressed already?'**

By thinking of why a problem remains, or at others' efforts to address that problem, we can learn a lot about the assumptions, stumbling blocks, challenges or complexities that make that problem wicked.

...in your teams, have you identified reasons why your chosen problem hasn't been addressed or solved already? Have you looked at - and learned from - others' attempts to address it?

When you engage with a wicked problem in the future, what values or principles will you prioritise?

**How do you communicate your proposition?**

- What would you say is the 'proposition' of your AcrossSCA project or initiative?
- What ideas do you have about how to tell the story of your project within your team PDF, your independent statement or your Platform page?

Amber suggests that you keep the following question in mind for your communication: What do you want your audience to THINK - FEEL - DO when they engage with your work?

- Pick one type of audience for your project. What do you want them to think, feel or do in response to your project? How will your communication support this?

# Research process as well as the summary:

## Initial idea:

Making a space theme in the form of a serious game can teach kids about astronomy

What is a "serious game"?

Research on the production process of "Serious Games".

Investigating existing "serious games"

Playing "serious games": e.g. Dragon Box, IBM City One.

Propose ideas: how to use AI to recognise user's attention in the process of playing & complete the questions raised by users through AI's big data and intelligent recognition.

Research on "Existing Technologies for AI to Recognise Human Attention".

Research on "AI recognition of human attention difficulties, pain points" in the discovery of "the use of AI need to pay attention to its ethical issues", such as privacy protection; security; cognitive bias and so on.

Research on "Ethical Issues of AI" Watch some relevant films to understand from the film perspective. For example, "Westworld", "RoboCop".

## **Idea Progression:**

A thought-provoking discussion led to the conclusion that "AI education" is the starting point for game production.

Research on "the current development of AI education".

Research on "the disadvantages of AI education".

Discover: AI may not be able to replace human teachers, and to some extent, it may not be able to inherit human beings. For example, "emotion".

Ask "What will happen if AI completely replaces human teachers according to the current trend of AI?"

Research the "history of AI" to better understand AI.

Investigating "The Making of a Game"

Research "How to make a game"

Research on "How to choose a game engine".

Research "UE4, UE5, Unreal game engine production process".

Research on "The process of creating games based on the UE5 game engine".

Research on "The relationship between game psychology and education".

## **In-depth research**

Research on "Critical Thinking on AI for Human Education, Do we need to trust and rely on the data given by AI"

Whether societal biases in relation to AI affect education

The current flaws of AI, and whether we can use these flaws in game design.

Purpose: To allow players to play the game and gain a deeper understanding of AI, and to remind them to always be questioning of AI.

Thinking about "gamified education" versus "serious gaming" is relevant to the purpose of this project.

## Round 1

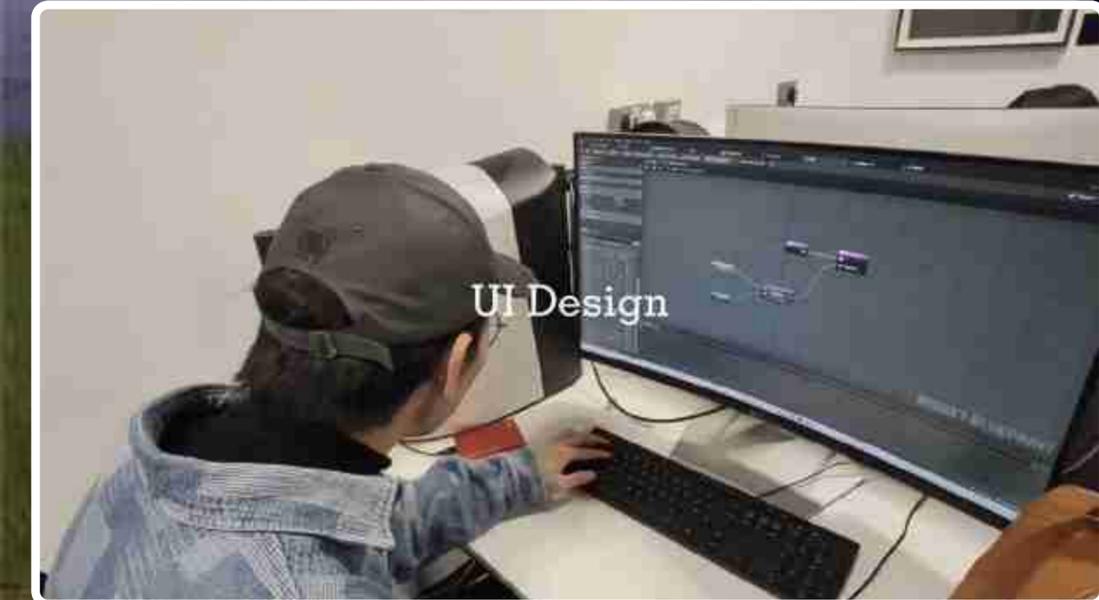
- Meet the AI Faculty Representatives Presenting the Campus Open House
- from the LLM API

Guest: what do you guys do here?  
**AI teacher:** We are an AI-powered smart campus school that aims to provide personalized education to every student, regardless of their abilities or interests. With over 15,000 courses available, we offer a customized curriculum and mentorship from industry experts. Our goal is to inspire the potential of each student and make a meaningful impact in various fields. How can I help you make the most of what we offer here?  
Hold [T] to Talk / Enter to Type 



## Round 2

- Encountering emotionally confused students and channeling
- From Motion Capture & Touch Designer

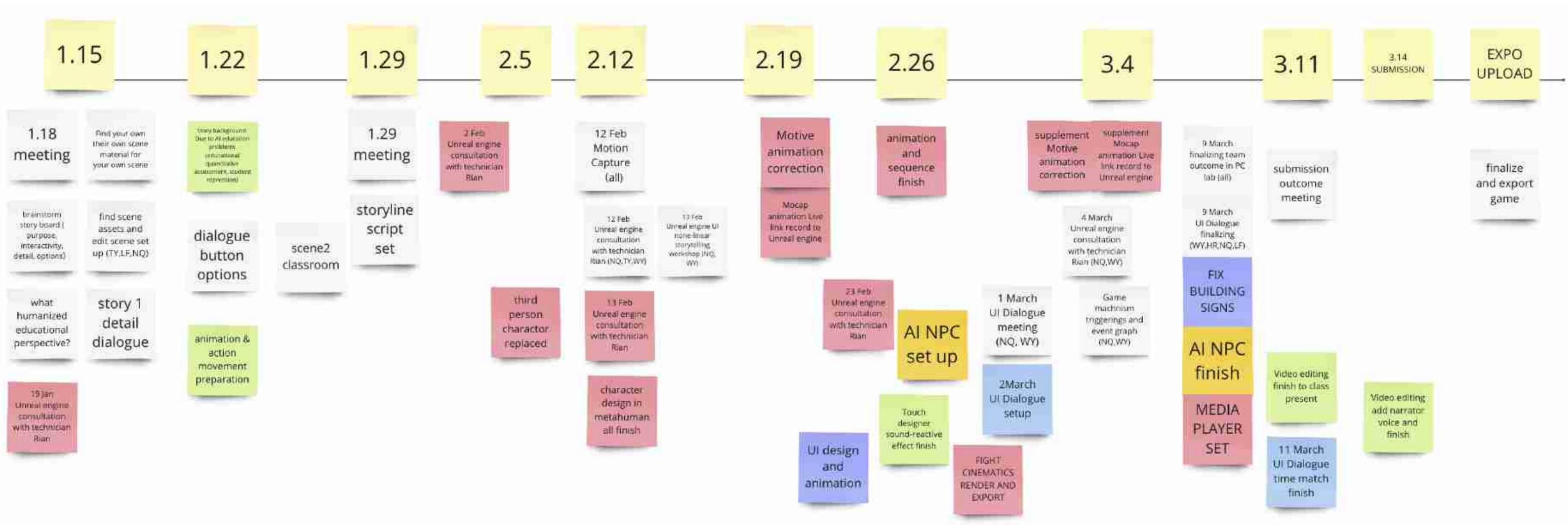


## Round 3

- AI moral judgement dilemma for student disputes
- From Motion Capture



# Time line of the project



# Individual Responsibilities



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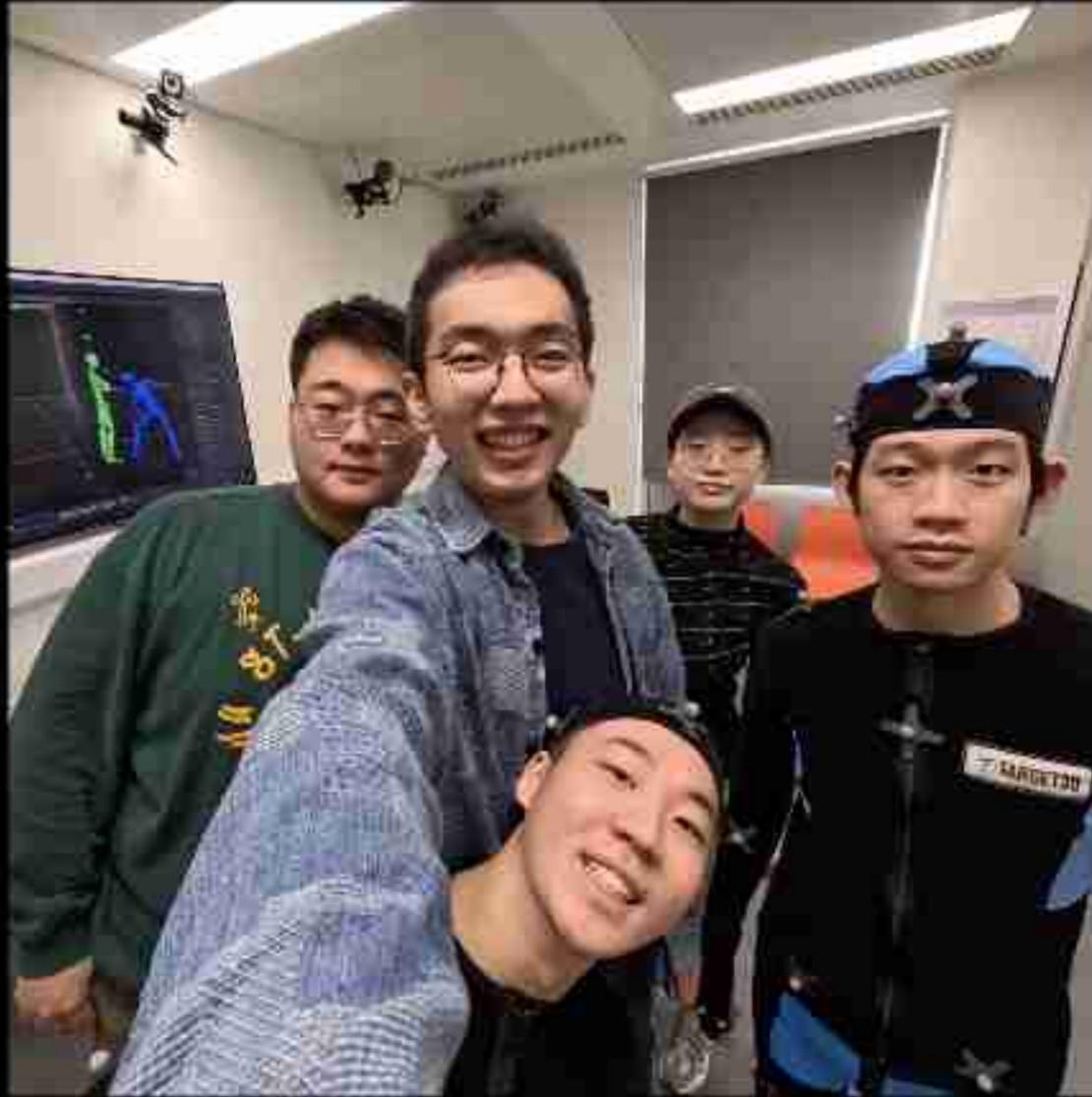
**Linfeng Chen**

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|                             |  |                                    |                        |                         |
|-----------------------------|--|------------------------------------|------------------------|-------------------------|
| Project Manager             | Create storyline 2                                     | Create storyline 1                 | UI dialogue            | AI NPC chatbot scenario |
| Characters creation         | Mocap Actor  | UI dialogue                        | UI box effect          | Mocap Actor             |
| Animations                  | Video editing and storytelling                         | UI triggering mechanism blueprints | Scene Building editing | Scene editing           |
| Sequences                   | Scene Asset Sourcing                                   |                                    | Research               |                         |
| Blueprints & Game Mechanism | Touch designer sound interaction effect for meditation |                                    |                        |                         |



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