Elder's Evaluation of Presentation of Other's Life Histories by an Abatar of PC Soft

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Abstract

Background: A reminiscence therapy is effective on well-being of elders as a point of view of narrators, however it has not been clear of evaluation of elders as a point of view of listeners.

Purpose: The purpose of this study was to investigate evaluation of elders who listened to others' life histories, when an abatar of PC software narrated.

Method: Participants were 14 elders in a community college. They watched two presentations of other's life histories as a form of reminiscence therapy by an abatar of a PC software. They answered some questions about utility or significance of this method, using from 1 to 5 point, and described impression of this presentation by free description.

Results: The mean score of the question "This presentation method is useful to understand the reviewer's life" was the most high (4.29). The mean score of the question "I want to leave my upbringings like this method" was low (3.57). Categories for impression chosen by a qualitative analysis were, "Effects to view of life" "Arising positive emotion" "Evaluation for method of the presentation" "Hope to leave a legacy" and "Negative attitude to reminiscence therapy."

Conclusion: Elders evaluated that this presentation method was useful to know other's life histories, but they did not want to leave memories like this method, though some wanted to leave legacies. The presentation affected their view of life, promoting positive emotion or hope to leave legacy. Japanese people might refrain their life histories from opening to others.

Keywords: PC soft, abatar, presentation, life history, utility

1. Introduction

The number of elder is increasing all over the world and the increasing population of elders is one of the most important issues. One of the most effective care for elders is life review. Butler proposed life review and defined life review as a natural event for elders in which they recall their past experiences, analyze them in orders, evaluate them, to achieve a more profound self-concept (Butler, 1963). Reminiscence therapy include both life review in which a person review his life deeply and integrity and reminiscence therapy in which a person review his life not so deeply.

Effects of life review or reminiscence therapy for elders were on subjective happiness (Bohlmeijer, Roemer, Cuijpers, et al., 2007), quality of life (Sharif, Jahanbin, Amirsadat, et al., 2018) , depressive symptom (Liu, Yang, Lou, et al. , 2021), QOL, cognitive function, interaction, behavior, and depression for dementia elderly (Woods, O'Philbin, Farrell, et al., 2018). These effects were from participants from a point of view of a narrator. However, it has not been clear effects from a point of view of a listener of others' life histories.

On the other hand, in these days, digital instruments are used in a reminiscence therapy. Huang & Yang (2022) showed the long-term effects of immersive virtual reality reminiscence in people with dementia. There were no significant changes in cognitive function, global standard and caregiver burden immediately after the Virtual Reality (VR) intervention, but there was a significant reduction in depressive symptoms and compared with the cognitive function immediately after VR. It kept declining 3-6 months after. Studies of reminiscence therapy using digital instruments are very few. So, in this study about reminiscence therapy, we tried to use a PC soft and

an abatar narrated people's life histories.

The purpose of this study was to investigate of evaluation of presentation method, in which an abatar of PC soft narrated peoples' life histories.

2. Method

2.1 Participants

Participants were 14 elders who attended a community college for elders. Inclusion criteria was that a participant communicate normally. Exclusion criteria was that a participant has serious mental problems and hard to review his life. They were totally healthy and there was no problem in communication.

2.2 Presentation

The researcher made a life history slides about 10 sheets for each person by the power point and entered text words. We made two kinds of slides. Next, we made a video using PC software, PresenMaker (Kimura Information Company, Ltd., 2023). An abatar can narrate the presentation text. It moved automatically.

2.3 Questionnaires

We made a questionnaire to know utility or significance of the presentation method. Questionnaire items about a presentation were; 1) I can know the person, even if the reviewer can't come to here really, 2) It is good for me to understand the person easily without reading his life history book. 3) It is helpful for me to know other's lives, 4) This presentation method is useful to understand the reviewer's life, 5) This presentation may be useful for others to understand, even if the reviewer can't narrate because of dementia, for example, 6) It's good to be able to leave one's upbringings, 7) I want to leave my upbringing like this method, if I have a chance. A participants evaluated each question from 1 (no) to 5 (yes) point.

About impression for the presentation methods, participants described impression after looking at two kinds of presentation by an abatar.

2.4 Procedure

The researcher had a class about mental health for elders in a community college. In the class, she explained the purpose and method of the research. An abatar of PC narrated the presentation text (Figure 1) for about total 10 minutes. Elders evaluated this method from 1 point to 5 for questions. After they completed, they submitted the questionnaire by free will.

Figure 1　A sample of presentation

2.5 Data Analysis

First, we conducted a descriptive analysis on a scaling question, and content analysis on impression data. We described subcategory as < >, and categories as " ".

2.6 Ethics

We performed this study in accordance with the Declaration of Helsinki. The Research Ethics Committee of Nisikyusyu University approved this study (23ZDC11).

3. Results

We showed the mean and standard deviation for each question item (Table 1). The score of the question item No. 4 (This presentation method is useful to understand the reviewer's life) is higher than others. The No.7 score (I want to leave my upbringing, if I have a chance) was the lowest. Totally, elders evaluated for this presentation

method over 4 point of 5 full point.

Table 1. Evaluation by elders for looking at the presentation of life review

Question items	Mean Scores (SD)	
1. I can know the person, even if the reviewer can't come to presentation really.	4.07	(0.47)
2. It is good for me to understand the person easily without reading his life history book.	4.00	(0.55)
3. It is helpful for me to know other's lives.	4.00	(1.04)
4. This presentation method is useful to understand the reviewer's life.	4.29	(0.47)
5. This presentation may be useful for others to understand, even if the reviewer can't narrate because of dementia, for example.	4.14	(0.77)
6. It's good to be able to leave one's upbringings.	4.21	(0.89)
7. I want to leave my upbringings like this method, if I have a chance.	3.57	(1.09)

As for impression, we chose 5categories from description of impression.

Subcategories like <Thinking of his life and time> <Changing idea of legacy for leaving> were integrated "**Effects to view of life**".

Subcategories like <Feeling of sympathy> <Being useful by participating> were integrated into "**Arising positive emotion**"

Subcategories like <Requesting overcoming stories in the presentation> <Being useful to know other's life histories> were integrated as "**Evaluation for method of the presentation**".

Subcategories like <hope to leave a life history book or legacy> was integrated into "**Hope to leave a legacy**". Subcategories like <Showing reserve of remember> was integrated into "**Negative attitude to reminiscence therapy**".

Table 2. Impression of looking at presentation by an abatar of other's life histories

Code	Sub category	Category
・People go about their own lives. ・People die twice, when others forget him. ・I felt it, when I become older. ・I spent much time unbelievable.	**Thinking of his life and time**	**・Effects to view of life**
・Before, I thought that it was good such that I left nothing. ・After my parents death, the idea which I left nothing changed. ・I want to leave somethings. ・I hope to leave my upbringing as legacy, if I have a chance.	**Changing idea of legacy for leaving**	
・I looked at the presentation with sympathy since there were similarities with my life.	**・Feeling of sympathy**	**・Arising positive emotion**
・I want to be useful as a method of understanding a narrating person.	**・Being useful by participating**	

・It is better to include a overcome story through bitter experiences in his life. ・The presentation is ideal case, I think. ・Reality is much more difficult. It is very long time trip overcoming difficulties.	**・Requesting overcoming stories in the presentation**	**・ Evaluation for method of the presentation**
・It is good for people to know others' life history briefly.	**・ Being useful to know other's life histories**	
・Making life history book is a good chance to look at myself. ・I want to leave my life history book to those left behind. ・It is better to leave which I could not talk still now.	**・Hope to leave a life history book or legacy**	**・Hope to leave a legacy**
・I think that my life is not so good to remember. ・I do not need my life history.	**・ Showing reserve of remember**	**・ Negative attitude to RT**

RT: reminiscence therapy

4. Discussion

4.1 Evaluation of the Presentation Method

About evaluation for the presentation, most of them evaluate as useful. The score of No.4 (This presentation method is useful to understand the reviewer's life) is higher (4.29). The reason of this fact may be that, though people usually can know others' life by a book or a document, they can understand easily from vision or hearing only watching a presentation by an abatar. It is easy for elders.

Although the score of No.6 (Its's good to be able to leave one's upbringing) was high (4.29), that of No.7 (I want to leave my upbringings like this method) was low (3.57). That is, elders thought that this method was good to leave one's upbringing, but they did not hope to leave their upbringing by this method generally. It may influence Japanese culture. Japanese may not want to leave something to offspring or next generation like Western people. A previous study showed that Dignity Therapy (Chochinov, 2005) was accepted in Western countries, but it was not so accepted in Japanese. Because Japanese people do not want to confront talking after death and like to leave something as legacies generally. Or Japanese do not like to show their life histories to everyone openly. They refrain their life histories or upbringing from opening to other people. We need to collect much evidence of the reasons for the future.

4.2 Impression for the Presentation of Life Histories by an Abatar

It is an interesting finding of a category "**Effects to view of life**." Participants watched the presentation for about only 10 minutes, but it was greatly influential. Moreover, they experienced "**Arising positive emotion**," it is nostalgia proneness positive. Since Nostalgia infuses life with meaning through social connectedness and self-continuity (Van Tilburg, Sedikidest, Wildschutt, et al., 2019), participants felt nostalgia by the presentation, found meaning of life, and reconsider their own lives. Even only short time presentation of other's lives influence their view of lives.

About "**Evaluation for method of the presentation,**" they want to know other's life histories with difficulties or sufferings. Macleod, Storey, Rushe, et al. (2021) showed components of reminiscence therapies from review articles such as "life stages" "activities" and "family-only sessions" as beneficial. This study was from a point of view of narrators. The present study from a point of view of listener, they wanted a life story with difficulties. Maybe, elders tried to compare their old lives with others' bitterness or hardness, empathized it, and confirmed their lives.

A last category was "**Negative attitude to reminiscence therapy**." Some of participant had not so good memories for their views and do not want to leave their memories or legacy. Garrido (2018) showed that people with tendencies to depression or maladaptive coping styles, nostalgic remembering may results in negative affective outcomes.

5. Conclusion

Elders who looked at the presentation of others' life histories by an abatar of PC soft evaluated useful to understand other persons. There are two main original points: 1) there are very few studies which use digital instruments like an abatar of PC, 2) elders evaluated this reminiscence therapy as a point of view of a listener. From impression about this method, even though the presentation duration was only 10 minutes, it affected elder's view of life or arising positive emotion. Reminiscence therapy using digital instruments has possibility to develop new methods of care for not only healthy elders but also elders with dementia. Moreover, cultural difference may affect preference of presentation methods or a legacy. We need to investigate these points in future.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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