



GAMING, DRIVING & INDEPENDENCE

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My father used to drive me to lots of places when I was a boy.



I have always wanted to drive.



I played car racing games on the computer at home.



I played car racing games at the video arcade where I could practice driving.



I played lots of games where characters own lots of cars and travel around the world.



I have always wanted to become a driver.



However, my mother tells me to be patient as I need to wait.



I worked very hard to practice for the driver knowledge test on the computer every day.



Finally, I got my L plates to drive with my parents.



I was excited and practiced driving with my father to Bunnings.



I practised driving with my mother going to buy the weekly groceries.



I feel proud when I drive my parents around.



I used to teach my mother to use Google Maps to plan her route.



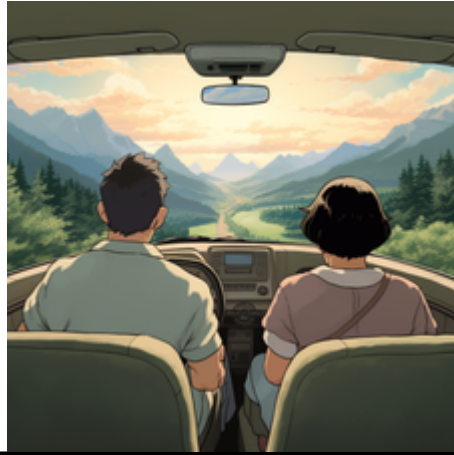
My mother's Google Maps App is in Traditional Chinese!



I don't read Chinese but I can still teach her because I am very good at Google Maps.



I passed the driving test two years ago and got my provisional licence (P's).



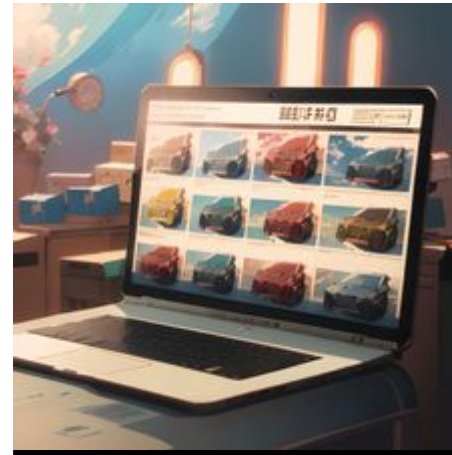
I drive my mother to meet up with her friends for lunch so she can rest in the car.



I imagine driving my parents to go on holidays.



I am now working 5 days per week. I am earning to save up for a new car.



I am always looking up new car models on my computer and imagining I will have my new car soon.



My Goal is to buy a white Toyota GR86 GTS Manual Car.



My new car will have a touch screen board so I can listen to music when I drive.



I will be able to talk to the touch screen device and tell it what I want to listen to.



I will be able to go to many different places in Sydney.

This book was created as part of the ADDEPT - Autonomy, Diversity & Disability: Everyday Practices of Technology funded by ARC Linkage Project LP190100099.

The digital narratives were co-created with participants across a set of online and face-to-face workshops in addition to focus groups and follow-up one-to-one interviews. Each of the participants worked with the project team to examine, explore and create these digital accessible books of their personal experiences with everyday technologies to share the impact of such technologies upon their daily lives.

Over a period of two years, research participants were able to critically engage with AI technologies and create these books to publicly disseminate their diverse experiences with the aim of enabling others to learn from their personal experiences. The stories are developed from the narratives of the participants, using AI technologies such as Mid Journey to generate illustrations and Chat GPT to develop the alternative text that describes the illustrations.

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Story books in the ADDEPT project:

Chung, M. T., Liao, A., and Soldatić, K. (2023). Languages, learning and inclusion, Western Sydney University, Penrith.
DOI: 10.26183/j4nv-yk68

Chung, M. T., Liao, A., Soldatić, K., and Magee, L. (2023). Languages, learning and inclusion - AI alternative text edition, Western Sydney University, Penrith.
DOI:10.26183/bv22-kv79

Grundy, L., Liao, A., and Soldatić, K. (2023). Lifelong learning and remembering Sadie Daher, Western Sydney University, Penrith.
DOI: 10.26183/404a-b960

Grundy, L., Liao, A., and Soldatić, K. (2023). Lifelong learning and remembering Sadie Daher - AI alternative text edition, Western Sydney University, Penrith.
DOI: 10.26183/9yz2-g202

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DOI: 10.26183/a3y9-9469

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DOI: 10.26183/t2qf-0970

Shekaran, N., Liao, A., and Soldatić, K. (2023). Autonomy, freedom and mobility - alternative text edition, Western Sydney University, Penrith.
DOI: 10.26183/94rz-3e98