C. Rojas. **Seniors and learning interaction skills.** *Gerontechnology 2014;13(2):273;* doi:10.4017/ gt.2014.13.02.190.00 **Purpose** This investigation project developed across a phenomenological exploratory study seeks to understand how the learning of viso-spatial and motor sequence skills is produced in senior adults while they interact with devices. We found a significant association revealed in the relationship between the basic elements of conceptual representation in design, in order to favor the hypothesis formulation related whit ergonomic interaction and cognitive design. Because learning activities acts as a solve tool in situations and experiences through the acquisition of cognitive skills and motor-perceptive[1]. Interaction design seeks to understand people learn **Method** We studied 17 senior adults above 68 years old (11 men and 6 women), and identified the principal interaction problems are related with the lack of previous knowledge and memory difficulties. The diagnosis showed us that the use sequences execution problems correspond to the way how people relate from their conceptual representations with the new resources[2]. The project shows that promoting the isolation learning of use sequences improves in the interaction. For this reason, considering that learning implies a new information acquisition and involves a number of the memory conditions, the project second stage begins, now being executed, comprising the learning capabilities of the people involved in the study through the application of screening proves that consider some cognitive deterioration predictors: educative level, health and autonomy, also cognitive abilities and determination of representation process tests. **Results & Discussion** We found significant differences in the difficulty level between linguistic and numeric processes, related to gender and previous occupation. Participants' ease in relating and responding to processes and sequences developed through high contrast and color graphic elements. These findings will be taken into account and related to the previous experience testing and technologic devices interaction learning experiences that will be applied in the next investigative moments, which accompany whit ethnographic and narratives techniques based in profound observation. In this moments will be substantiated in interaction design and co-design theories, which explore people needs, given that only when the products convert in a part of life experience of human beings and accompanying his owns actions and experiences performance, achieves a mayor operative performance capability.

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