Methodological Framework – Assessment of selected Web2.0 tools

Teresa Holocher-Ertl, Zentrum fuer Soziale Innovation

Deliverable Number:	D7
Contractual Date of Delivery:	31/05/2012
Actual Date of Delivery:	16/08/2012
Title of Deliverable (in the project application):	Methodological Framework - Participatory user involvement
Dissemination Level:	Public
WP contributing to the Deliverable:	WP3 D6
Author(s):	Teresa Holocher-Ertl, ZSI
Participant(s):	Maria Schwarz-Woelzl, ZSI Erwin Rennert, ZSI Silvia Burger, ZSI

History			
Version	Date	Author	Comments
V01	15/05/2012	Teresa Holocher-Ertl	Methodology developed for a SWOT analysis of selected tools.
V02	14.08.2012	Teresa Holocher-Ertl	After the revision of the workshop's goals: from SWOT to usefulness of tools for peer learning purposes.

Abstract

This deliverable is prepared within the WP4 of the PEER project, namely WP4: 'Assessment of preselected open source Web2.0 tools'. As the first deliverable within this WP, its aim is to define the methodology for assessment of preselected open source Web2.0 tools done within WP3 via a participatory workshop with older people, conducted in Glasgow, at the University of Strathclyde.

Table of Contents

Index of Graphs

Version: 0.2

16/08/2012

PEER

Dare to be wise!

Author(s): Teresa Holocher-Ertl

Page   4 / 14

1 Introduction

1.1 About the PEER project

PEER is a LLP / Grundtvig project which provides facilitation of informal and non-formal peer learning in online communities supported by customized Web2.0 tools for adults aged 50+.

Target groups are:

• Companies and operators of 50plus platforms

• Organisations who want to augment their existing website by introducing user-friendly Web2.0 tools in the domain of an ageing society, such as 3rd Age Universities, senior associations, care givers of older people and other organisations in this field.

Start date: 01/10/2011 - 09/2013

End date: 30/09/ 2013

Website: www.peer-learning-50plus.eu

1.2 About this document

This document presents the methodology for an end-user workshop of the PEER project that will be conducted in Glasgow / Scotland. This workshop is part of the fourth WP of the PEER project, namely WP4: 'Assessment of preselected open source Web2.0 tools'. Based on preliminary findings within WP2 (D3) on theories of older peoples' learning patterns, motivational factors in peer learning settings and their technology enhanced learning patterns, a selection of Web2.0 tools has been conducted in WP3. This selection includes six different tools which all have the potential to support peer learning amongst the target group of 50+ people. These tools support activities like the collaborative creation of knowledge artefacts, the management of one's shared knowledge resources, the conduction of virtual meetings and the organisation of meetings and events.

The methodology for this workshop aims to involve the potential end-users of 50plus platforms in order to assess a shortlist of Web2.0 tool which have the potential to support older peoples' peer learning on 50plus platforms.

Within this workshop we explore:

o The relevance and usefulness of the proposed tools for peer learning amongst the 50+ target group.

o The perceived ease of use and aesthetics of the proposed web2.0 tools.

o Application scenarios for the usage of these tools in peer learning.

o Perceived barriers and potential enablers for the usage of these tools in peer learning.

Version: 0.2

16/08/2012   PEER Dare to be wise!   Author(s): Teresa Holocher-Ertl

Page   5 / 14

Target audience of the deliverable

This document is a public deliverable. However, it is mainly intended for the project partners and the European Commission officers and so the document will be made public, but not specifically disseminated on a wider scale.

2 Design of the participative assessment Workshop

The PEER project foresees one assessment workshop in Glasgow (Scotland).

The participants involved in this assessment workshop are twelve retired end-users aged 50+. These twelve end-users ideally are split into two profiles:

- Half of them relies on experiences in sharing information and knowledge;
- Half of them relies on experiences in using online social network platforms, ideally in 50+ platforms

Further, an equal gender division should be given.

2.1 Methodology and instruments applied

In the following chapter the methodology and instruments of the workshop will be explained. This chapter is structured along the agenda of the workshop. For each of the instruments a short description, the objectives as well as more detailed information – for instance back ground literature – can be found.

2.1.1   Introduction to the topic of peer learning and online social networks

Timeframe: 10H00 – 10H10 (10 minutes)
- Presentation of the PEER project, the role of the end-users in the project and the objectives of the workshop (5 min)
- Introduction of the participants and researchers (5 min)

Objectives:
- Make participants understand that they are the experts of their "Lebenswelt" – the world of their own life experience.
- Sensitizing participants to the fact that technology is often produced in a way that makes it difficult to use for end-users. In other words, that problems in handling new technologies are often not due to the end-users' low capability but due to low usability.
- Introduce users to the topic of online social networks and their increasing relevance in peoples' lives. Introduce the concept of peer-learning.
- Create a climate of open exchange between participants and researchers

Version: 0.2

16/08/2012

PEER
Dare to be wise!

Author(s): Teresa Holocher-Ertl

Page   6 / 14

Background information:

Older people have limited experiences with new technology, and their opinion about technology is often based on very little knowledge, stories from friends, neighbours or the media. Thus older people tend to blame their fear, perception of complexity and own poor knowledge when failing to deal with new technology, instead of blaming poor design. Thus it's very important to not undermine the very low confidence that older people have in their computer skills when involving them in the participatory design process (Newell and Monk 2007). Therefore, when involving older people in the design process an **ambience of trust** has to be established. The user-centred design activities have to be conducted in an atmosphere, which encourages and values the participants own opinions, invites them to express themselves honestly, and to enjoy their experience. It is important at the beginning to explain the research process to everybody and clarify the roles of the different parties involved. Researchers have to make participants aware of their own expertise (for instance, their life experience) and how valuable their contribution is (Newell, Arnott et al. 2007; Eisma, Dickinson et al. 2004).

2.1.2   Presentation of the six peer learning tools

Timeframe: 10H10 – 12H40 (140 min and 10 min break after the first four tools)

In this section the users will be introduced to the six web2.0 tools. We will use a scenario that guides the users through each of the tool presentations and makes the functionality of the tools understandable for the specific purpose of peer learning amongst 50+ people. The scenario will also help to better understand what kind of support each of the tools could provide to handle real-life challenges of 50+ people with regard to peer learning.

Each introduction will have as main objective to make the functionality of the tools understandable for the target group. So the focus lays on making the potential value of these tools transparent in the given context. But participants should also get a better understanding of the look & feel of the respective tools to provide their first impressions about ease of use and aesthetics. That's why the presenter, guided by the scenario, will make an online, click-through presentation of each of the tools.

The scenario:
We will develop a fictive persona who wants to exchange experiences about the challenges and joys from going into retirement. This persona has six tools at her disposal. In Slideshare she looks up other's presentations on the topic, with Disqus she manages all the comments and questions that she posted on divers blogs, with Doodle she organises a meeting with her oldest friends to discuss the topic, with Scribblar she meets online with her friends after the meeting to make a nice summary and so on.

The challenge of this part of the agenda is to keep the participants focused and interested, despite the fact that participants are mainly passive consumers of the content and although the complexity of the presented tool is considerable.

Researchers made the experience that it isn't easy to keep a focus group of older people focused on the subject being discussed (Eisma, Dickinson et al. 2004), (Lines and Hone 2004). Lines reported that older people tended to "wander" from the topic under discussion, providing instead unrelated anecdotes and chatting amongst themselves.

To address this challenge, the presentations will be kept to a maximum of 10 minutes for each of the tools. After each presentation participants will be required to become active themselves and provide feedback on relevance, value, ease of use and aesthetics of the respective tool, using a feedback matrix (see Figure 1). Participants will be asked to stand up and move through the room to provide their feedback. And after this initial feedback questions and answers can be posed and discussed.
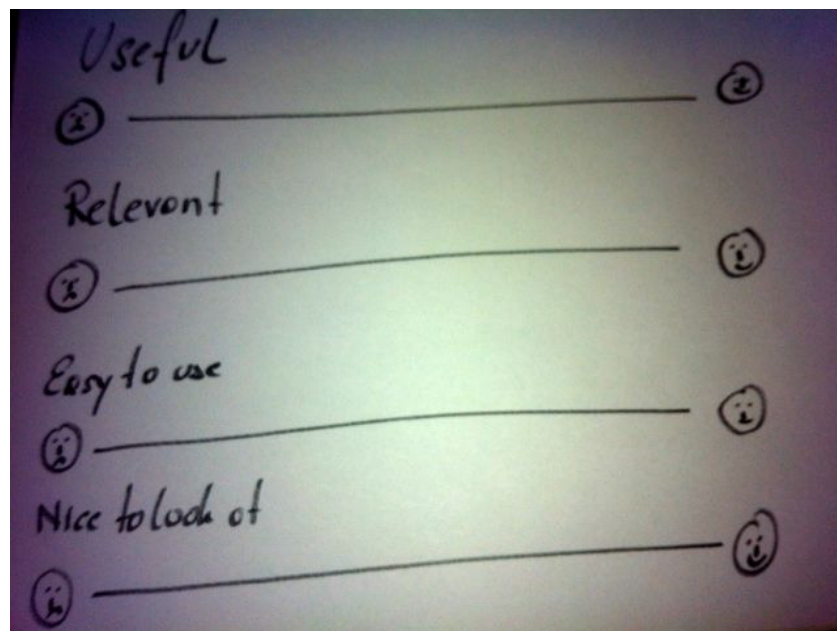

Figure 1: Feedback matrix for each web2.0 tool

Additionally, each of the tools will stay present in the room in the form of an artefact. For each of the six tools one flipchart will be prepared that contains coloured screenshots of the tool and also bullet points of the main functionalities and benefits, it provided to the persona in the presented scenario. These artefacts will also serve the participants as memory aid during the second part of the workshop.

Objectives:
- Introduce the main functionalities and benefits of the six selected tools to the target group.
- Get a first feedback on relevance, usefulness, ease of use and aesthetics for each of the tools.
- Clarify open questions.

Background information:

In this part the following six Web2.0 are presented:

- **Openmeetings:** is an Audio/Video conferencing software that allows users to instantly set up a conference in the Web. Users can use microphone or webcam, share documents on a white board, share their screen or record meetings (incubator.apache.org/openmeetings).
- **Disqus**: is an online discussion and commenting service for websites and online communities that uses a network platform (disqus.com).
- **Slideshare easy:** is a community for sharing presentations, documents, videos and webinars. Individuals and organizations can upload documents to SlideShare to share their ideas, conduct research, connect with others. Anyone can view presentations and documents on topics that interests them, download them and reuse or remix for their own work (www.slideshare.net).
- **Dropbox:** is a free file hosting service that offers cloud storage, file synchronization, and client software (www.dropbox.com).
- **Scribblar:** provides users with an easily accessible, collaborative whiteboard tool (www.scribblar.com).
- **Doodle:** is an online scheduling tool that allows the user to "poll" a number of people to determine at what time they could attend a meeting, event, etc. Users create a poll with date and time choices for the participants to choose (www.doodle.com).

For this task the project will use the scenario approach. User scenarios are "informal narrative descriptions" (Carroll 2000) about a persona or personas (hypothetical archetypes of actual users) and their activities, emphasizing the goals the user wants to reach with a specific product, the persona's expectations concerning particular systems and the most critical tasks that he/she wants to execute. Scenarios can be described in different ways including text, speech, photographs and video clips (Isacker, Slegers et al. 2009).

Scenarios have turned out to be very useful techniques for the elicitation of user requirements when users lacked knowledge of technical language and different technologies (Eisma, Dickinson et al. 2003). The scenarios helped them to visualize the consequences of the introduction and usage of new technology, as well as to tie the usage of technology to practical concerns from their everyday life.

12H40 – 13H45 - lunch break (1h05 min)

2.1.3   Creation of individual peer learning scenarios

Timeframe: 13H45-14H15 (30 min)

At the beginning of the afternoon session the participants will be asked to create their own scenarios. They are asked to imagine that they are part of an online community platform of 50+ people where they meet regularly to provide each other with help and advice. On this platform there is a new topic under discussion at the moment, which is the transition phase into retirement. The individual participants want to share their experiences with those people involved on the platform.

So the question is which of the tools that have been presented in the morning would they use? Which of these tools are really relevant for them? For what kind

of activity would they use it and why? Are there any problems related to the usage of these tools?

Each person should elaborate on these questions individually. To support this reflection process, cards will be prepared for the participants. There will be cards for each of the tools, activity cards, problem cards and cards for new ideas/suggestions.

The cards can be filled in and placed on a flipchart in any order the participants want them to be placed.

Objectives:

- This tasks aims to foster the individual reflection amongst participants on the tools that have been presented to them.

- The exercise is based on a scenario again, only that this time the participants chose which tools to use for what kind of learning activity.

- This exercise will help us to understand, which of the tools are found attractive by the target group, how they would use them within their learning scenarios and what would be the reason for the usage. The lessons learned from this section will support the project team to further reduce the number of selected tools and know on which functionalities the peer learning services will need to focus on.

Background information on this instrument:

In this and the next task we will use a very simple form of the CARD (Collaborative Analysis of Requirements and Design) technique. The CARD technique was discovered by Tudor in 1992, and has been refined into a well-understood practice in 1993 (Tudor et al. 1993). The materials in the CARD technique are physical cards, each of which represents an activity, an object or tools, a person etc. (Muller 2001). CARD sessions are conducted informally as a kind of semi-structured brainstorming session. Participants are people who want to combine their different viewpoints to reflect their diverse needs and constituencies.   Normally the session starts with the presentation of the cards. Each card represents an open-ended template to describe an activity, or a component of an activity. The participants in the session will use the cards to lay out a sequence of activities, to explain not only what is done but also why it is done, and to add commentary and interpretation that help to understand the context of the process.

As in our case we think that the older people first need time to individually reflect on the tools and processes which have been presented to them in the morning, we will start this task not as a collaborative task but as an individual one and reduce the different types of cards to reduce complexity (for examples of cards see Figure 2 and Figure 3). Learning and sharing of experiences is also something that is very much influenced by one's individual needs and values, so we start at an individual level first. The collaborative creation will be part of the next task.

Knowledge exchange ACTIVITY

What is the activity?

What is the objective of the activity?

_____

Who is involved (alone, other learners?)

_____

Figure 2: Activity card

TOOL

Openmeetings

… is a tool which allows people conducting virtual meetings.

While meeting online people can:
• talk to each other and see each other (audio/video),
• share documents on a white board,
• share their screen,
• and record the meetings.

Figure 3: Tool card

2.1.3.1   Creation of a collaborative peer learning scenario

Timeframe: 14H15 – 15H15 (60 min)

In this final task the participants will form two groups of six members each. The group work will start with a short presentation of the individual learning scenarios, which were elaborated during the previous exercise. This presentation should not last more than 3-5 minutes each and will also be audio-recorded. The presentations help to understand each other's ideas, first about the peer learning process and second about the usage of the proposed tools. It will build the common ground for the following group work.

Version: 0.2   Author(s): Teresa Holocher-Ertl

16/08/2012   Dare to be wise!   Page   11 / 14

In the following group work the six participants will be asked to create one shared application scenario together, which subsumes the individual views of each of them if possible. This is when the different ideas should flow into one big picture about the usage of the six selected tools for peer learning. This is the tasks, where participants are asked to be creative and create a usage scenario for a collaborative learning environment, which at the one hand seems useful to them but on the other hand also has some innovation potential.

Objectives:

- Come up with a shared view on computer supported peer learning
- Trigger participants to use the creativity of the group to create learning scenarios which are not only useful but more innovative than what they have heard about or experienced until now.
- Get a good understanding about the usage of the selected tools to further reduce the list of web2.0 tools and start to develop the peer learning package which will be evaluated by end-users in a next step.

15H15 – 15H30 (15 min)

Presentation of group work

Finally each group will shortly present their work to the other group to come up with a shared understanding of all participants. Again these presentations are recorded by the research team for further analysis.

Version: 0.2

16/08/2012

PEER
Dare to be wise!

Author(s): Teresa Holocher-Ertl

Page   12 / 14

2.2 Agenda

10H00 – 10H10

Introduction to the project – 10 min

10H1 0– 12H40

Presentation and discussion of the six peer learning tools (including 10 min break)

12H40 – 13H45

Lunch break

13H45 – 14H15

Creation of individual peer learning scenarios (30 min)

14H15 – 15H15

Creation of a collaborative peer learning scenario (60 min)

15H15 – 15H30

Presentation of group work (15 min)

Version: 0.2

16/08/2012

PEER
Dare to be wise!

Author(s): Teresa Holocher-Ertl

Page　　　　　　　　13 / 14

3 References

Carroll, J. M. (2000). "Five Reasons for Scenario-Based Design." Interacting with Computers **13**(1): 43-60.

Eisma, R., A. Dickinson, et al. (2003). Mutual inspiration in the development of new technology for older people. INCLUDE 2003, London, UK.

Eisma, R., A. Dickinson, et al. (2004). "Early user involvement in the development of Information Technology-related products for older people." Universal Access in the Information Society **3**(2): 131 - 140.

Isacker, K. V., K. Slegers, et al. (2009). "A UCD Approach towards the Design, Development and Assessment of Accessible Applications in a Large Scale European Integrated Project." Universal Access in HCI, Part I: 184-192.

Lines, L. and K. S. Hone (2004). "Eliciting User Requirements with Older Adults: Lessons from the Design of an Interactive Domestic Alarm System." Universal Access in the Information Society **3**(2): 141-148.

Muller, Michael J. (2001). "Layered Participatory Analysis: New Developments in the CARD Technique" SIGCHI '01, March 31-April 4, 2001, Seattle, WA.

Newell, A., J. Arnott, et al. (2007). Methodologies for Involving Older Adults in the Design Process. HCII, Bejing.

Newell, A. and A. Monk (2007). Involving Older People in Design. Design for Inclusivity: A Practical Guide to Accesible, Innovative and User-Centred Design. J. C. Roger Coleman, Huan Dong and Julia Cassim. Hampshire, England, Gower Publishing Limited**:** 111-130.

Tudor, L.G., Muller, M.J., Dayton, T., and Root, R.W. (1993). A participatory design technique for high-level task analysis, critique, and redesign: The CARD method. In Proceedings of HFES'93. Seattle WA USA.

Version: 0.2

16/08/2012

PEER

Dare to be wise!

Author(s): Teresa Holocher-Ertl

Page   14 / 14