PEER
Dare to be wise!

Assessment of Web2.0 Tools: Workshop Report

Graham Smith, University of Strathclyde, Centre for Lifelong Learning

September 2012

Deliverable Number:	D9
Contractual Date of Delivery:	30/06/2012
Actual Date of Delivery:	24/08/2012
Title of Deliverable:	Report of findings in D8
Dissemination Level:	Public
WP contributing to the Deliverable:	WP4 – Assessment of preselected open source Web2.0 tools
Author(s):	Graham Smith, UoS/CLL
Participant(s):	**Staff:** Graham Smith, Alice Morton and Maureen Marley **Virtual:** Maria Schwarz-Woelzl, ZSI, Austria

History			
Version	Date	Author	Comments
0.0	04/09/2012	Graham Smith, UoS	Draft version
1.0	04/10/2012	Graham Smith, UoS	Final version

Approval and Sign-off		
Date	Name	Sign-off
15/09/2012	Ralph Schneider	
04/10/2012	Sarah Pos	

Abstract

This deliverable has been prepared as part of the delivery of Work Package 4 *'Assessment of pre-selected open source Web2.0 tools'* of the PEER project. The purpose of this deliverable was to establish views of potential end-users of selected Web2.0 tools identified in Work Package 3 *'Bank of Open Source Web2.0 Tools'*.

A participatory workshop was scheduled to take place at the University of Strathclyde, Glasgow on 24 August 2012, with 11 older learners. As a frame of reference for this project, 'older' is classified as someone over the age of 50. A methodology was designed by the lead project partner and was followed, in the main, throughout the workshop.

This report summarises the findings from the workshop and presents the views of the participants on the selected Web2.0 tools. It concludes with a summary and recommendations, based on the findings, for the full pilot version of the peer-to-peer learning environment to be created as part of Work Package 5 *'Pilot version of P2P learning environment and adaptation of tools'*.

Table of Contents

Introduction

This report details the findings from a participatory workshop carried out as part of the PEER project, funded by the Grundtvig Lifelong Learning Programme. The key objective of the PEER project is to facilitate informal and non-formal learning of older adults, defined as over the age of 50, in online communities supported by customised Web2.0 tools. To achieve this, the project aims to identify and assess the challenges faced by understanding the current use of social networking platforms and the experience of using Web2.0 technology among older learners. Having conducted a thorough analysis of selected Web2.0 tools, the project partnership aims to adapt these tools to the needs of older learners and conduct a 3-month pilot programme to test the usability of the tools and provide a set of guidelines for operators of 50+ platforms on how to host peer-to-peer learning activity that will be attractive to older learners.

The project commenced in October 2011 and will run for 2 years, through to September 2013. Throughout this period, a wide range of dissemination activity will take place along with workshops and meetings to design refine and produce guidelines for companies and other organisations who want to augment their existing website by introducing user-friendly Web2.0 tools for older learners, such as 3rd Age Universities, senior associations, care providers and other organisations in this field. Further information on the project can be found on the partnership website: www.peer-learning-50plus.eu

This report is written as a key deliverable for Work Package 4 of the project, *'Assessment of preselected open source Web2.0 tools'*. The following sections outline in greater detail, the purpose of the participatory workshop, the methodology adopted for running the session and the feedback received from the participants who were involved. The report concludes with recommendations for the associated deliverable to this work package, the creation of a pilot peer-to-peer learning environment and the adaptation of Web2.0 tools.

It should be noted that this report is a public deliverable, however, it is mainly intended for the project partners and the European Commission officers. Therefore, the document will be made public but not specifically disseminated on a wider scale.

1. Web2.0 Tools and Older Learners

This section provides greater detail of the purpose of the participatory workshop along with a breakdown of the demographic profile of participants before outlining the methodology used to deliver the workshop.

1.1 About the Workshop

The aim of the participatory workshop was to present a range of pre-selected tools, chosen by the project partners, to older learners and capture their feedback through a range of exercises. As part of the application, the project was budgeted to conduct one workshop and it was agreed that this should take place in Glasgow, delivered by the UK representative organisation, the University of Strathclyde. The University's Centre for Lifelong Learning has a dedicated programme which provides a range of traditional formal and non-formal learning for adults aged 50+. It is one of the leading organisations of its kind and a provider of learning in later life to over 3,500 individuals aged between 50 and 96.

The project steering group agreed that this source of expertise should be utilised to run the participatory workshop, inviting a sample of students to take part. It was delivered on Friday 24 August in a classroom environment with a demonstration of the selected tools provided by a representative of the project.

1.2 Participant Profile

The individuals who attended the session provided some personal information which was anonymous and stored confidentially in the offices of the project partner. A collated summary of this can be found in Appendix A. In total 11 older learners attended and participated actively in the workshop. Originally, 13 individuals had registered to attend. Of the 11 who participated, 7 were women and 4 were men, representative of the participation

rates often observed in learning in later life programmes, as there tends to be more women participate in learning than men[1].

The age profile of the participants was mixed with one aged between 50 and 60, seven aged between 61 and 70 and three aged 70 and above. In terms of their period in retirement, four had been retired for longer than five years, two had been retired between two and five years with two having only retired in the previous two years. Two participants were still active in the labour market and one was in a state of semi-retirement.

Regarding education, eight participants had completed either University or College with three completing secondary education.

When asked to rate their computer skills, seven thought their skills were high or very high, three neither high or low and only one individual felt their skills were low. Finally, participants were asked to rate their openness to new technologies. Eight rated them as being high or very high with three feeling that their openness was neither low nor high.

1.3   Workshop Methodology[2]

The methodology for the workshop was designed by the lead partner and delivered by the UK partner in Glasgow. The methodology was formulated from previous work carried out in the project in earlier work package deliverables. Work Package 2 *'Peer-to-Peer learning methods for older people'* researched the literature and theories behind the learning patterns of older adults and their motivational factors associated with peer-learning. It also considered the technological aspect of learning and motivation for using this as a learning tool. Work Package 3 *'Bank of open source Web2.0 tools'* then moved on to explore

---

[1] Schuller, T and Watson, D (2009) Learning Through Life, NIACE

[2] The full *'Methodological Framework – Assessment of Selected Web2.0 Tools'* can be downloaded from the PEER project website: http://www.peer-learning-50plus.eu/object/publication/53

different Web2.0 tools that may be of interest to older learners and based on this analysis the workshop was designed with six tools being selected for testing with older learners, supporting activities such as collaborative creation of knowledge, the management of shared knowledge resources and the use of virtual meetings for greater collaboration.

The selection of individuals to participate in the workshop was carried out using the database of learners within the University of Strathclyde's 3Ls Students' Association. This is a body of around one thousand active learners who have a wide range of interests. From this group, selective approaches were made to individuals who had either used or knew about online social networks and were keen to explore further the possibilities that this type of technology could offer for learning. This form of non-probability judgemental sampling[3] allowed research staff to select cases that would offer the best opportunity of extracting meaningful data reflective of the wider research question associated with the project. From this exercise, thirteen individuals registered for the workshop with eleven eventually participating on the day.

The agenda for the day, shown in Appendix B, consisted of a number of participatory elements. The environment was set-up so that the tools could be easily demonstrated by a member of the project team and all participants could view the projector screen. This methodology was preferred to a lab environment as it was felt that, due to the limited experience of use with Web2.0 tools among the test group, the session would be counter-productive and have an adverse effect on the attitudes of the users should they be unable to navigate through the tools successfully. This had the potential to skew the feedback received so it was decided to have a member of the project team who could competently demonstrate the tools and ask individuals to observe and score.

After each tool was presented, individuals were asked to make their way across to a wall where six large sheets of flip-chart paper were stuck to the wall. Each sheet represented the six tools being

---

[3] Saunders, M., Lewis, P. and Thornhill, A. (1997) *Research Methods for Business Students*

presented and displayed screen shots of the tool they had just observed. It also had a scoring sheet inviting them to rate the tool, using sticking dots, considering four different characteristics. These included:

1. How **'Useful'** the tool was in the context of potential peer-to-peer learning
2. The **'Relevance'** of the tool in relation to learning
3. How **'Easy to Use'** the tool appeared to be
4. The aesthetics of the tool and how **'Nice to Look At'** it was

This part of the workshop took all morning to complete and by the end, the individuals had rated each of the tools against the characteristics set. The afternoon session was split into two different parts. The first part was an individual session where individuals were asked to consider an individual learning scenario where they might use one or more of the tools to enhance the learning of the group. Appendix C shows the *'Activity Cards'*, individuals were provided with to record the learning activity, as well as an *'Idea/Suggestions Card'* to record the tools that may be of benefit to the scenario. They were also provided with a *'Problems Card'* to note any potential problems or barriers they may encounter in using the tools in this learning context.

The final part of the workshop was a collaborative group session, where individuals were split into to two groups and asked to repeat the exercise given in the individual session. These sessions were facilitated with a note taker present in addition to being tape recorded; all participants were aware and had agreed to this through the signing of consent forms. Time was allocated for each person to talk about their individual activity and give their views on the Web2.0 tools. They were then encouraged to come up with a group activity and again, using the Activity Cards, record the activity, the ideas and suggestions for using the tool(s) and any problems they could foresee. Each group then presented their idea to each other and this was video recorded so that it could be posted on the project website.

2. Findings from the assessment workshop

This section presents the finding of the workshop and consists of three sections: the first looks at the feedback obtained from the presentation of selected Web2.0 tools; the second part considers the feedback from the individual session; and finally, the third part looks at the collaborative group feedback.

2.1   Selected Web2.0 Tools[4]

The work carried out by other members of the project partnership resulted in six Web.2.0 tools being selected for testing: Disqus; Slideshare; Dropbox; Scribblar; Doodle; and Openmeetings.

2.1.1 Disqus

Image 1: Disqus Feedback Sheet

Disqus is an online discussion and commenting service for websites and online communities and uses a network platform to operate on. It is designed to help individuals manage and share knowledge. It allows users to see articles, comments, websites etc. shared on the site, it can breakdown user statistics to help individuals filter information and it allows users to directly engage with other users and respond to comments.

This tool is not accessible over the World Wide Web and therefore was accessed through one of the project partner servers using a unique user id and login password. Unfortunately, during the workshop, the site did not respond as expected and therefore the demonstration could only show some of the features of Disqus. This may have influenced the responses of

---

[4] Each of the tools can be accessed from the PEER project website: http://www.peer-learning-50plus.eu/object/news/51

the participants shown in *Image 1*, above. All categories, use, relevance, ease of use and aesthetic look, scored mainly at the bottom end of the scale, however, the participants did find the tool useful and could see the potential benefits of it. One participant commented: *"It is difficult to understand all the features of the site when we can't see it working properly"*.

In summary, Disqus was scored low due to the technical problems experienced. Should these by ironed out, then there is potential, as indicated by participants that this could be a useful tool for peer-to-peer learning.

2.1.2 Slideshare

Image 2: Slideshare Feedback Sheet
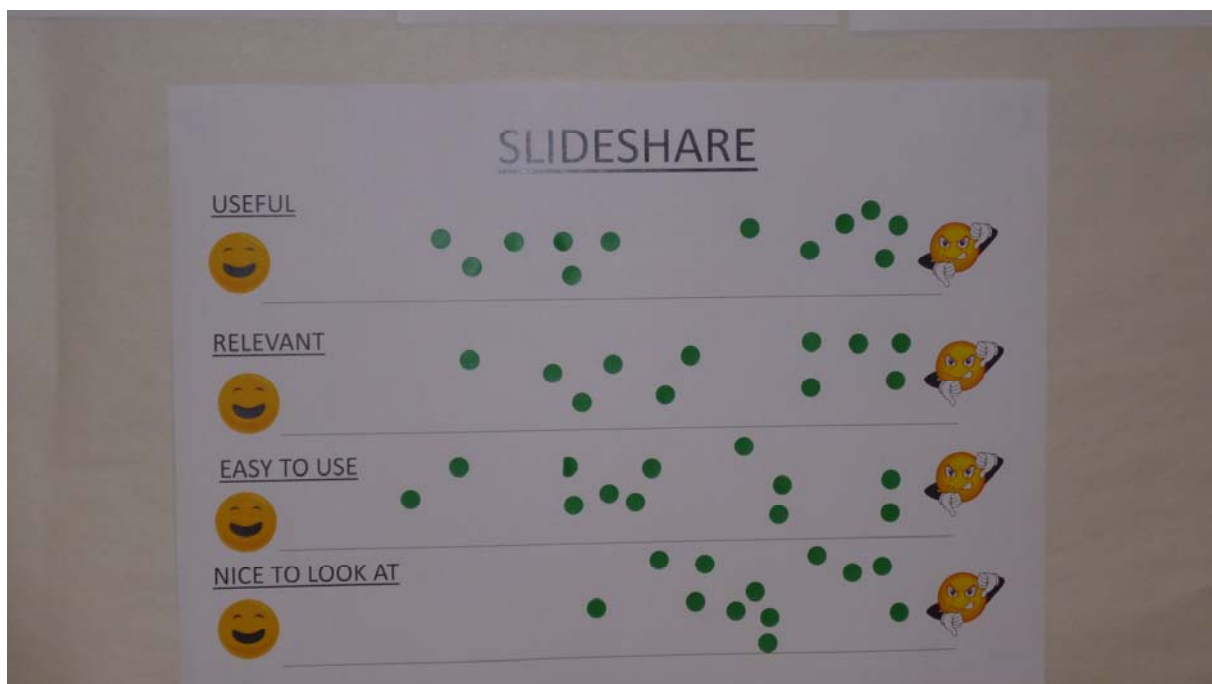
Slideshare is a community for sharing presentations, documents, videos and webinars. Users can upload documents to share their ideas, carry out research and connect with others with similar interests. This tool is web-based so can be accessed over the World Wide Web; however, users must register to join. Once registered, users can upload any material they wish or view any of the material that has been uploaded. A search function exists that allows users to type in the area of interest and results are produced based on the search criteria

Although the presentation of this tool was relatively straight forward with no technical problems, there was a general apathy for it, with one participant commenting: *"Why wouldn't you just use Google to find the information?"*

In terms of the rating scales shown in *Image 2*, the feedback on this tool was in the main scored toward the negative side on all characteristics, with only a few liking the useability, relevance, ease of use and aesthetic look. In summary, Slideshare was not well received, with particular concern regarding the security and control individuals had over their information, and the fact that once an item was uploaded anyone could access it.

2.1.3   Dropbox

Image 3: Dropbox Feedback Sheet
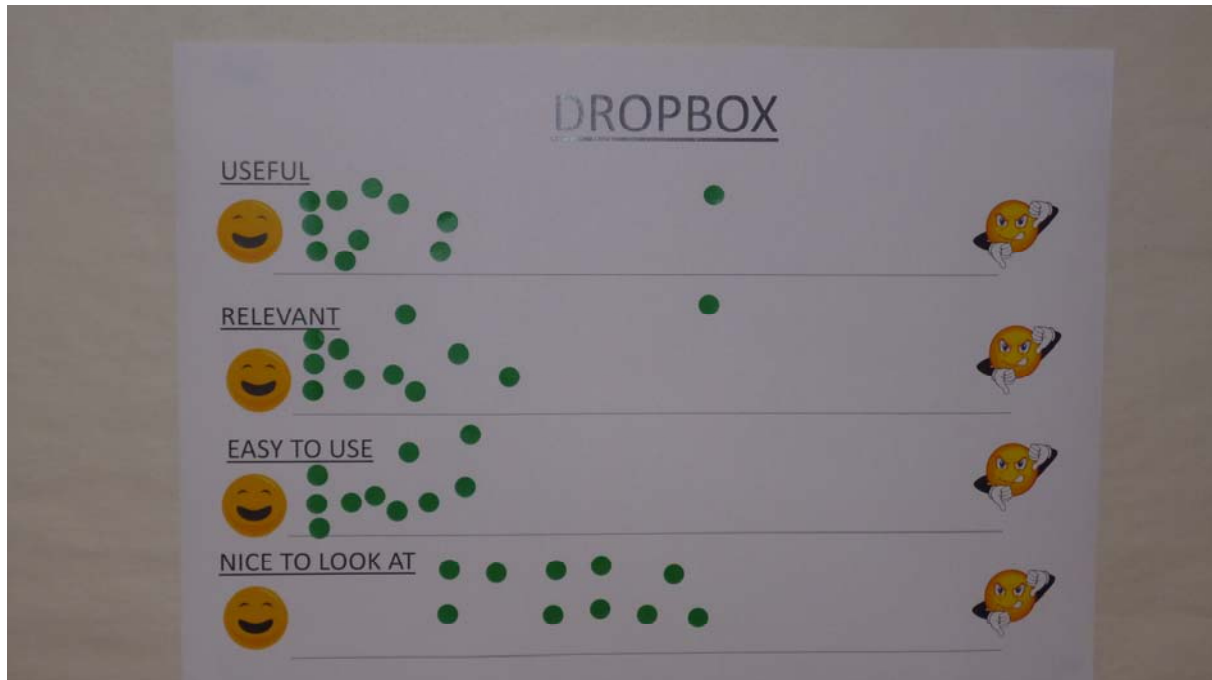
Dropbox is a free file hosting service that offers cloud storage, file synchronization, and client software. Accessed via the World Wide Web, after registration, this tool allows users to store large volumes of data, for example, photographs and videos, and share them with friends or colleagues. Unlike Slideshare, this tool is completely secure and individuals can only access documents and files by invitation.

Again, being web-based, there were no issues with the presenting of this particular tool and feedback was extremely positive. There was an initial confusion as one participant asked: *"Why wouldn't you just email the information? I don't like the idea of having to remember all these logins and passwords!"* Once it was explained that sometimes documents, pictures and videos can often be beyond the size limit of most email providers there was a greater acceptance of the value of this particular tool. The additional control over who see the documents being shared was also a positive aspect participants commented on.

The ratings for Dropbox, shown in *Image 3*, were almost unanimous in liking the different factors of use, relevance, ease of use with more of a spread in response to the aesthetic look of the tool.

2.1.4 Scribblar

Image 4: Scribblar Feedback Sheet
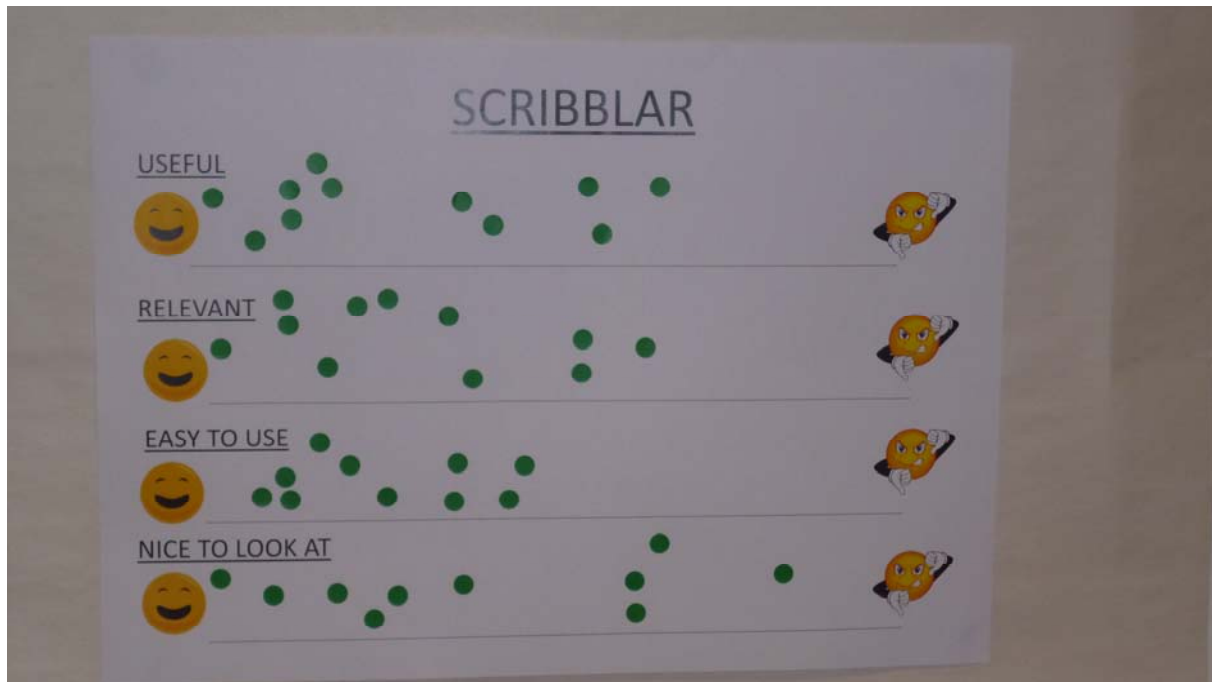
Scribblar is a free online collaboration tool which is mainly used for tutoring. However, it provides users with an easily accessible, collaborative whiteboard tool that is perfect for working together on projects or work. It has an interactive audio function to it allowing users to speak to each other while working together on the whiteboard. In addition, Scribblar encourages users to be creative, allowing them to work together in real time. There is also the function to save work and share it with others.

A web-based tool, there were no issues in the demonstration of it. Generally, participants were impressed with the tool and in particular the capacity to be able to hear the voice of whoever they were working with. There were concerns, however, about the type of work that could be done using the Whiteboard with one participant asking: *"Would this not be more relevant as a teaching tool? How could I use it to learn?"* This generated a group discussion where there were some mixed views on its use and relevance as a peer-to-peer learning tool.

Overall, the tool was reasonably well rated against the characteristics shown in *Image 4*, with a mixed response in particular to the aesthetic look of the tool.

2.1.5 Doodle

Image 5: Doodle Feedback Sheet
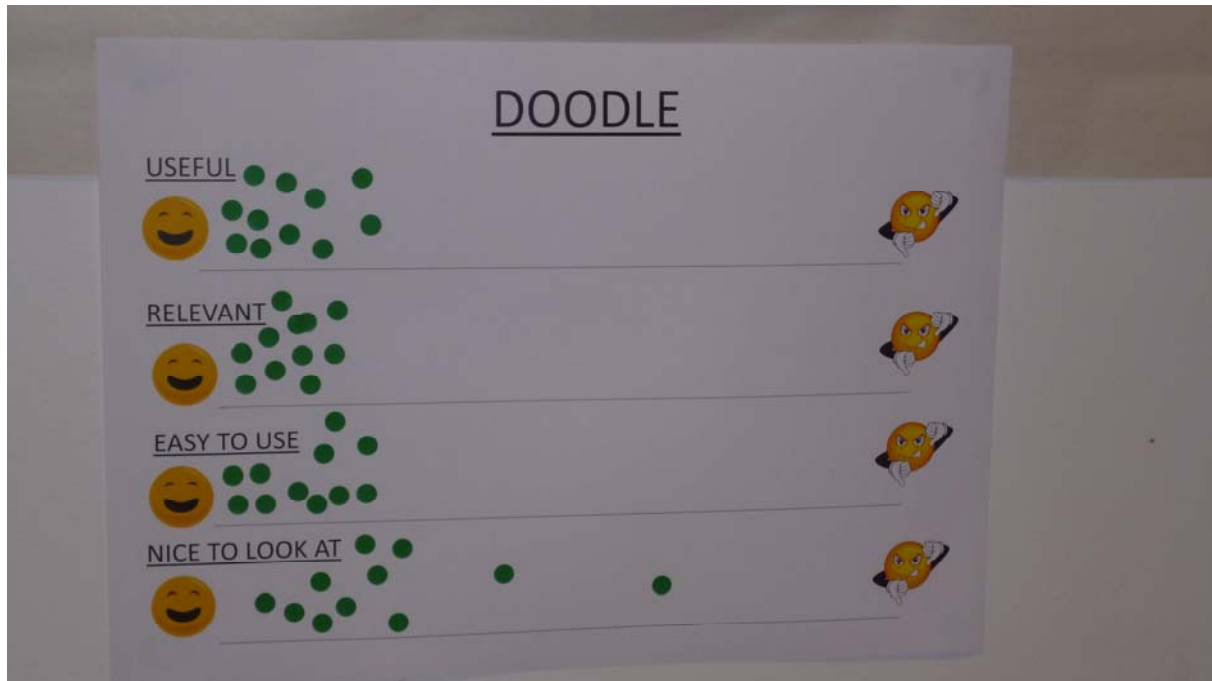
Doodle is an online scheduling tool that allows the user to 'poll' a number of people to ascertain their availability to, for example, attending a meeting or an event. Users create a poll with a selection of dates and times for participants to choose from.

Again, this is a web based tool accessed through registration with the capacity to invite other users to vote through an automated emailing system which goes direct to the individuals email account. This was picked up by the group with one participant stating *"I'm not sure if I would be able to remember all the email addresses of people I want to send the link to!"* It was then demonstrated that this can be linked to the users main email account and the addresses directly inserted from there. There was still a degree of concern with the individual replying *"I'm not sure if I'd be able to remember how to do that."* However, some in the group had used Doodle before with one participant sharing *"We use this for the Computer Buddies [a volunteer group within the University who help older learners with the basics of] and it works really well – so easy to use"*.

Almost all the feedback, shown in *Image 5*, received was positive for this tool, with participants rating it very highly in terms of usefulness, relevance, ease of use and aesthetic looks.

2.1.6 Openmeetings

Image 6: Openmeetings Feedback Sheet
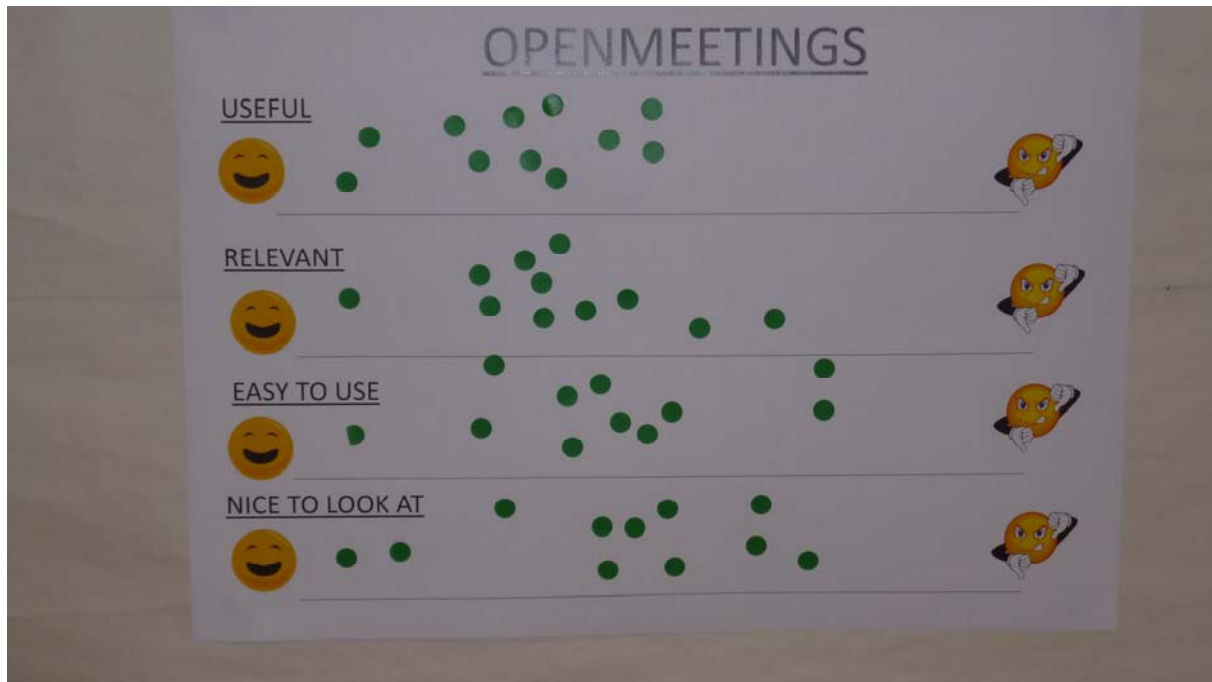
Openmeetings is a tool that enables users to access Audio/Video conferencing software and instantly set up a conference online. Users can use microphone and/or webcams, share documents on a Whiteboard as well as have the capacity to share their screen and record meetings. Similar to Disqus, Openmeetings is not accessible via the World Wide Web and has to be integrated into an existing platform. For the purposes of this workshop this was hosted by the Polish project partner.

This was perhaps the most complex demonstration of all the tools as a link was made with the lead partner in Austria. However, the webcam and audio function worked really well and the participants enjoyed the interaction with another 'person' operating remotely. After the demonstration, a deep debate emerged where there was clear apprehension in engaging in this type of learning environment. One participant said *"If I want to gauge the views of a group of individuals, I would rather organise something in my local church and meet them face-to-face"*. Another supported this view, saying *"I really do prefer my learning to be done somewhere where I can meet people and have a cup of tea afterwards"*. It was explained to

participants that the use of social networks for learning would never replace the value of a classroom environment or a place where other people congregate to learn, share knowledge and enjoy social interaction. Instead it was pointed out that this type of learning could be used to widen the scope of learning and enhance the depth and richness of information by gathering ideas and knowledge from other parts of the world.

The ratings for this particular tool were varied, as can be seen in *Image 6*. There is a mixed feeling about the tool and its usefulness and relevance. There is also greater uncertainty on the ease of use and aesthetic look of it.

2.2   Individual Peer Learning Scenarios

The individual sessions aimed to offer participants some time to reflect on the tools that had been presented and allow them to consider how these tools could be used in a learning scenario that they could relate to. Over the space of thirty minutes, a range of learning scenarios were thought of, with suggestions and ideas for integrating tools and also the problems envisaged in trying to combine these tools with a learning scenario. A comprehensive list, collated from participant's sheets, is shown in Appendix D.

The activities suggested ranged from discovering more about art with others around the world to developing interests in foreign languages through connection with native tongue

speakers in the country of interest. There was also the suggestion of sharing interests in classical music as well as table tennis!

In terms of the tools that could be used, one comment on Disqus was*: "Don't know enough so can't comment"*. Another suggested that it may be useful as individuals *"Could request info on sites and also which sites other people found helpful"*. One participant thought that Slideshare could be useful, particularly for *"Access to museums, databases, records and presentations by experts"*. Dropbox was deemed as a useful tool for one participant, in particular for *"Sending and sharing photographs and research linked to my interest in Family History"*. Scribblar, was thought to be of use as the *"Whiteboard would permit development of language work"*. Doodle was unanimously thought of as being *"Useful for scheduling"* and *"Organising meetings"*, whereas Openmeetings was deemed to be *"Good for more interactive 'meetings'- sharing ideas and information"*.
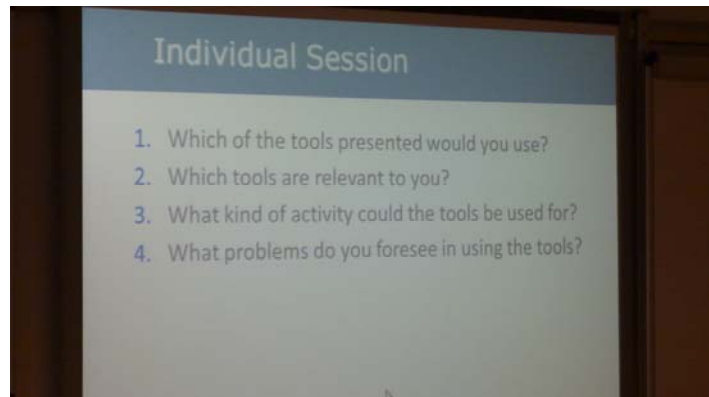
Some other comments were made generally about the tools. In particular, *"Actual 'hands on' experience of the sites would have been useful and allowed for better understanding of how they work"*. There was also a suggestion to have *"an account with PEER to take you onwards to these tools (avoid repeated logging in)"*.

In terms of integrating the Web2.0 tools into the individual activity created by participants, a number of problems were identified:

"Resolving technical problems"

"Openmeetings might be clunky"

"Tools may be more relevant to some learning scenarios/disciplines than others"

"Need robust moderation"

"Tools may not be universally applicable to all topics"

"Isolation of learner online"

"Others being computer literate enough to download the software"

"Not many of my peers are happy using technology"

"Too many sites all with different or slightly different uses"

"Older people need face-to-face contact not isolation"

"Time differences in countries within group"

"Reliability of software"

"Group's technology competency "

"Cost of computer equipment"

"Cultural differences"

"Safety of tools"

"Too many people, logging into these 'rooms' or drawing at the same time"

"Sharing your email with 'unknowns'"

2.3   Collaborative Peer Learning Scenarios

The collaborative group sessions offered participants an opportunity to come together and discuss their reflections and personal views on the tools presented. Both groups commenced with each individual giving a brief overview of their individual learning scenarios, which was designed to help build confidence in sharing ideas and thoughts on the selected Web2.0 tools. They then progressed onto discussing a shared group scenario, using the same format as the individual session. Appendix E shows the summary of Group 1 and Appendix F shows the summary of Group 2.

Group 1, after an initial period of discussion which was focussed around cultural learning the Group decided to frame the scenario around Glasgow as a UNESCO City of Music, to promote, disseminate and share the richness of Glasgow's musical culture. Interestingly, there was a view from one participant that this particular exercise may benefit from participation from individuals of all ages *"You can't confine yourself to over fifties can you?"* and *"is that not part of the benefit of working online that you know that you might start...attracting other age groups in"*. When the group started to stray off, one individual kept bringing the group back to the exercise by re-stating: *"It's about learning and building learning communities with others"* The group suggested identifying where other UNESCO cities of Music were and potentially creating an online community of practice with individuals who may be interested in this topic from those cities. One participant suggested that the platform could *"Encourage people to develop their own pieces"* and that this could be shared through OpenMeetings. This would allow those with an interest to view practical musical displays online and offers the opportunity to begin collaboration. There were also suggestions on how to share the more technical aspects of the musical development, almost as a form of teaching. However, it was acknowledged that there may be some limitations to what could be achieved, with one stating *"clearly there are limits to what you can do in terms of live feeds"*.

It was also thought that, to generate interest in this as an activity, *"posting"* would need to be done. On discussing which tools would best support this one commented *"we weren't too impressed with Disqus were we?"* Another commented *"I don't understand how it works"*. This highlights the technical problems experienced and the impact on the views of older individuals; one technical problem and the attitude towards it is immediately negative. The group then started to look at alternative platforms that would be suitable. Some more technically knowledgeable participants suggested the use of *"Wordpress"* which is what Disqus is actually hosted on. Another suggestion was to build collaboration through creation

Version: 0.0

Date: /09/2012

PEER
Dare to be wise!

Author(s): Graham Smith, UoS

Page   19 / 31

of a *"Wiki"* as it would allow individuals to collaborate better. In terms of sharing information, Dropbox was suggested as a tool for uploading and sharing music files with others.

Finally, on exploring potential problems the group agreed that *"technology"* in general was a potential problem!   Although, they did identify ways of overcoming this problem and concluded that the appointment of *"technology champions"* within the *"learning communities"* could be particularly useful and that it *"might be useful to have an online visual trouble-shooter or tutorial"*.

Group 2, having listened to the individual ideas, agreed on a scenario where garden renovation would be the topic for discussion and they looked at the steps required to achieve the main goal identified. This would involve both individual work and group work with garden enthusiasts.

In contrast to Group 1, they talked through the scenario then considered each of the six tools and how they could be used. One participant commented *"Don't you think Disqus is the perfect place where you would go online and get references of good gardeners in the area?"*. Although this is a positive response in comparison to Group 1, the use of it may not be entirely accurate as Disqus may not necessarily identify individuals who live locally. The group then commented on Slideshare and how it could be integrated into the scenario. *"Slideshare might give you some illustrations of finished gardens"* commented one, with another suggesting that it could provide *"Specific details on plants"*. With regards to Dropbox, there was a general consensus among the group that the tool could be used to *"store pictures"* taken and shared with others. There appeared to be a degree of confusion about the functionality of Scribblar with a participant suggesting it could be used as a *"call for comments"*. One participant tried to help clarify by explaining that users could *"use these tools rather than tramp [walk] round garden centres"*, however this still doesn't suggest that there was a clear idea of how the Scribblar could enhance the learning process, although someone stated that *"Scribblar would be useable"* in relation to the *"design and planning of the garden"*. Finally, the discussion around Doodle focussed on organising possible meetings. *"You could use Doodle if you wanted to meet up with people to perhaps say I'm interested in this garden"*. The group thought violunteers in particular would be interested in helping out and that Doodle could facilitate their availability and that to entice them a they would be offered a *"BBQ at the end of it"*!

Overall, the group tried to ensure they covered all tools and looked, in the whole, positively at them. However, some comments such as taking a *"leap of faith into using this"* suggests a degree of apprehension still existed. Another commented *"if you're on this Disqus are you actually going to put in your home address?"* suggesting general discomfort with inputting personal information, even your real name. The individual continued *"Don't tell them too much!"* otherwise *"You're going to say, who are all these people?"* But the group was balanced and another countered this argument by suggesting that by using online platforms, individuals have to *"appreciate the security"* and that *"there will be likeminded others who willing to share their knowledge"*. Finally, it was clear that on evaluating the potential problems, the group concentrated on the problems related to the scenario as opposed to the tools.

3. Summary and Recommendations

In summary, the workshops were an overall success, with great levels of participation by the older learners. The feedback collated and reported in this report will serve as useful data for the project partners and allow greater debate and discussion on modifying the selected Web2.0 tools ahead of the full pilot due to take place early in 2013. Of particular interest was the degree of scepticism and apprehension that existed among the older learners when presented with new technology. There is still uncertainty whether in working within an online community, in particular that individuals are not just talking to another computer and convincing them that a real person is at the other end. This is perhaps highlighted by the comment of one participant in the group situation who said it *"depends on people actually using these tools"*. For any platform hosting peer-to-peer learning, it is crucial that the buy-in of older learners is achieved and they are convinced of the added value this will bring to their learning experience.

To achieve this, the project partnership should consider the following recommendations ahead of the full pilot:

1. The number of login IDs is a key concern for some and the idea of having to remember multiple usernames and passwords was particularly off-putting. The final platform should have only one login id and password for users to access the various Web2.0 tools

2. Feedback from the workshop assessment suggested that hands-on experience would have been helpful to help understand how the tools functioned. An induction session should be built into the pilot to ensure that participants have the opportunity to access the platform in a supported environment and test the tools before progressing onto individual learning.

3. The simpler the functionality the higher the rating. The two Web2.0 tools that were rated highest were perhaps the two most simplest: Doodle and Dropbox. This suggests that the interface will be a key factor in engaging older learners and encouraging them to participate fully in the pilot.

4. A key concern elicited from the workshop is the lack perceived lack of social contact that learning online brings. One commented that *"I don't want to lose the social contact"* brought about by traditional learning. Some already understand, one stated that it was perhaps a *"cultural thing"* and that the mind-set of older learners had to change to fully realise the benefits this type of learning can bring. The project partnership has to consider ways of overcoming this barrier and convincing older learners of the added value online peer-to-peer learning can bring.

Appendix A - Collated Personal Information

Age (Years)	50 - 60	61 - 70	70+		
	1	7	3		
Retirement (years)	Less than 2 years	2 to 5 years	5+ years	semi-retired	not retired
	2	2	4	1	2
Education	completed university	completed college	completed apprenticeship	completed secondary school	
	5	3	0	3	
Gender	Male	Female			
	4	7			
Employment - last position	Customer Advisor (Royal Mail)				
	Shop Owner				
	Sales Agent				
	Law Clerk				
	Director of a Charity				
	Community Music Co-ordinator (Royal Conservatoire)				
	NHS (Pharmaceutical Specialist)				
	Deputy Manager (Medical Centre)				
	Teacher				
	MoD (Department Head)				
	Charity Fundraiser				
Rate computer skills	1 very low	2 low	3 Neither low or high	4 high	5 very high
	0	1	3	6	1
Rate openness to new technologies	1 very low	2	3 Neither low or high	4 high	5 very high
	0	0	3	6	2

Version: 0.0

Date: /09/2012

PEER
Dare to be wise!

Author(s): Graham Smith, UoS

Page　　　23 / 31

Appendix B - Workshop Agenda

Workshop Agenda

Glasgow

24 August 2012

10H00 – 10H10   Introduction to the project (10 min)

10H10 – 12H40   Presentation and discussion of the six peer learning tools (2h 30 min)

(including 10 min tea/coffee break)

12H40 – 13H45   Lunch

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)

Appendix C - Activity Cards

Knowledge exchange ACTIVITY — PEER *Dare to be wise!*

What is the activity?

What is the objective of the activity?

Who is involved (alone, other learners?)

Ideas / Suggestions — PEER *Dare to be wise!*

Potential Problems — PEER *Dare to be wise!*

Appendix D - Collation of Feedback (Individual)

Collation of Feedback from Individual Assessment Exercise

KNOWLEDGE EXCHANGE ACTIVITIES

- Art – improve painting skills- part of a class of 15 people

- Creative Art based activities and experiences – music, lyrics, drama , writing,

- Forensic Psychiatry - with other learners

- Family History- alone

- Table Tennis - 3 people at present but could expand

- Portrait Painting -alone but could share tips

- Traditional Music- alone but would welcome meeting with a wider group online

- Restoration of old musical instruments -would like to have access to other amateurs to share experience and ideas online

- Contemporary Art & Design in the 21st century -alone and in a group

- Building on language skills beyond formal classroom setting- other learners –local and in language country

- Networking with friends- alone and with friends

- Learning about Art-group learners

- Community Arts Groups (shared music making) - to share and develop a community of practice (local ,national and international)

TOOLS

Disqus

Could request info on sites and also which sites other people found helpful

Contact others with similar interests

Don't know enough so can't comment

Slideshare

Access to museums, databases, records and presentations by experts

Permit group presentations and videos to be shared

Don't like slideshare

Dropbox

Storing photos applicable to subject that I am studying at that time

Facilitating a planning meeting, for next steps in planning an event

Sending and sharing photographs and research linked to my interest in Family History

Sharing presentations

Store files and photos of study

Could be useful but prefer wikispaces for sharing files/presentations/links

Scribblar

Potential to involve tutors (if assistance required) rather than have to wait until the next class

Whiteboard would permit development of language work

May use scribbler or SKYPE

Like Wordpress for reflection

Doodle

Useful for scheduling

Organise joint/group/1-1 sessions

Organise meetings

Seemed to be the most useful site but did not include some of the functions of 'openmeetings'

Permit online meetings

OpenMeetings

Potential to facilitate an initial scoping event

Good for more interactive 'meetings'- sharing ideas and information

Microphone and webcam provide access to share language skills native speakers and learner

Interested in OpenMeetings but this would be beyond the scope of many groups

More general comments

Spell check link to languages if using 'white board' (Scribblar) for language purposes

When tools are finalised they could be disseminated via CLL course tutors so that all students are aware of them

I could use some of the tools in a group context rather than on a personal level (x2)

Actual 'hands on' experience of the sites would have been useful and allowed for better understanding of how they work.

Suggest an account with PEER to take you onwards to these tools (avoid repeated logging in)

Tools could be used to broaden involvement with different cultures

PROBLEMS

Resolving technical problems – ambitious project

People, need time to see advantages of the project

Open meetings might be clunky

Tools may be more relevant to some learning scenarios/disciplines than others

Need robust moderation

Tools may not be universally applicable to all topics

Isolation of learner online

Others being computer literate enough to download the software

Difficult to judge software without having 'hand-on' experience.

Not many of my peers are happy using technology

Allowing access to the wider world where a site was not closed

Too many sites all with different or slightly different uses

Is it possible to amalgamate some of the functions?

Older people need face-to- face contact not isolation

Does all the group have access online?

Time differences in countries within group

Reliability of software

Group's technology competency

Size of group

Cost of computer equipment

Cultural differences

Safety of tools

Too many people, logging into these 'rooms' or drawing at the same time

Sharing your email with 'unknowns'

Twitter or Googlemail?

Appendix E - Knowledge Exchange Activity Group 1

What is the activity?

Glasgow, UNESCO City of Music

http://www.unesco.org.uk

Link with other UNESCO cities of music

Provide resources

Describe processes to inspire development of original performance material

What is the objective of the activity?

Disseminate, promote and share the richness of Glasgow's musical culture

Who is involved (alone, other learners?)

Linked learners working alone and in groups

Ideas/Suggestions

Post activity on existing networks

Use Dropbox

Shared performances on OpenMeetings for:

Personalised tutorials

Create a network of technology learners

Potential Problems

Technology

Appendix F - Knowledge Exchange Activity Group 2

What is the activity?

Landscape Gardening: Total redesign of a garden

What is the objective of the activity?

To establish an attractive low maintenance garden where none exists at present

Who is involved (alone, other learners?)

Self, other enthusiasts, keen gardeners, manual workers, growers

Ideas/Suggestions

Disqus : to contact others with skills and similar interest on a local basis and obtain recommendations etc.

Slideshare : to get illustrations and ideas and specific details of plants

Dropbox : eventual storage

Scribblar : could be used for design and planning of the area

Doodle :   1. Arrange appointments

                 2. Arrange meetings

                 3. Schedule of works

Provide a BBQ for volunteers to ensure social contact.

OpenMeetings : set up online conference, audio webcam to show flowers etc.

Obtain free cuttings and cascade knowledge

Do **BLOG**

Potential Problems

Cost re work and supplies

Budget

Contractor and volunteers

Seasonal timing

Climate and weather

Security: Do not reveal name and address

Online investigation of:-

Walking area

Access to the site

Supervision

Health and Safety