Peer to Peer Learning through Technology: Can knowledge exchange, supported by Web2.0 tools for adults 50plus, provide an effective solution?

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Vision of 'PEER – Dare to be wise!' project

Our vision is to provide facilitation of informal and non-formal peer learning in online communities supported by customized Web2.0 tools for adults aged 50+.

http://www.peer-learning-50plus.eu/

Sapere aude!
Elicitation of motivational factors of peer learning on 50plus platforms

conducted February – June 2012

- **Literature** survey
- **Questionnaire** sent to 70 operators of 50plus platforms
- **Participatory Workshops** with 21 adults 50plus

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Methodology: ranking of 30 pre-defined statements

When sharing information and experiences with others - most important:

- ‘... I would like to know how helpful this information has been for others’
- ‘...I would like to know who might read it’
- ‘... I would appreciate a personal entry page for a structured overview over which information I have already shared with whom and when.’
- ‘... I would like to have a moderator review this information before it is being displayed’
When discussing and working on a topic collectively - most important

- ‘...joint problem solving should be done in a creative way, with guidance by a moderator or ‘champion’
- ‘...to solve important problems together with others’
- ‘...this is a collective creative process’
What motivates older people to exchange knowledge on 50plus platforms? (III)

Others share information and experience with me on a 50+ platform – most important

- ‘... I would like to have a system to help me to search for information and choose from the results’
- ‘... I would like to know more about these people’
- ‘... I would like to have a personal entry page listing new content that might be of interest for me’
Further aspect – focus groups

- **flow** of communication;
- **polite, respectful** and constructive communication among users;
- conversations which are **challenging** and **meaningful**;
- exchange knowledge with people who are **active ‘exchangers’** and not only passive ‘consumers’ of others contributions.
Which contextual factors influence older people’s use of Web2.0 tool?

- perceived privacy, trust and security, on the registration site, operators should state that personal data will be forwarded only after explicit permission has been given by the user.
- simplicity of the Web2.0 tools
- no registration for the Web2.0 tool (e.g. Doodle)
- instructions on how to use the tools (preferably video clips)
- different tagging functionalities
- reliable search function within the 50plus platform.
- personal profile should provide criteria which support face-to-face meetings (e.g. ‘who lives close by?’, ‘how can I find out more about a particular person?’)
- A code of conduct for the members of the platform should be provided.

Advertisements are limited and only related to the interests of older people.

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Which Web2.0 tools serve older people’s online learning best?

Methodology of assessment of pre-selected Web2.0 tools: participatory workshop with adults 50plus

- A **repository** tools to store different file formats and media types
- **File sharing tools** to upload and download shared content
- **Commenting tools** for exchanging and discussing knowledge, experience and opinions
- **Audio- and video conferencing** tools for augmented realities in group learning processes
- **Planning tools** for appointments and other events
- **Bookmarking tools** to organise relevant information
- **Collaborative tools** to work jointly on a particular topic

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Four adapted Web2.0 tools

Thank you for your attention!

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You are invited to visit:
http://www.peer-learning-50plus.eu/