Participatory user involvement workshops, in Ulm and Glasgow
Documentation Report

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Deliverable Number:	D2	
Contractual Date of Delivery:	31/03/2012	
Actual Date of Delivery:	11/04/YYYY	
Title of Deliverable:	Participatory user involvement workshops Ulm and Glasgow – Documentation Report	
Dissemination Level:	Public	
WP contributing to the Deliverable:	WP2 D3	
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Participant(s):		

History			
Version	Date	Author	Comments
0.1	23/03/2012	Maria Schwarz-Woelzl / ZSI	Draft version sent to Ralph Schneider, Alice Morton & Maureen Marley for supplements
0.2	29/03/2012	Ralph Schneider	Supplements in chapter 2.1
0.3	10/04/2012	Alice Morton & Maureen Marley	Supplements in all chapters

Abstract	3 / 14

This document presents the reports on two participatory workshops of the PEER project that took place in Germany and Scotland. The methodology for these workshops was defined in the deliverable 'WP2 workshop methodology'.

This deliverable contains the profiles of the participants attending the workshops as well as workshop details concerning location and date. It also provides a detailed description of the agenda of the two workshops together with screenshots of materials used and first impressions from the facilitators concerning the usefulness of the applied methodology.

The detailed analysis and synthesis of the results of both workshops will be part of D3 Report, which will be delivered as a draft in May 2012.

Version: final	PEER	Author(s): Schwarz-Woelzl, Schneider, Morton & Marley
	Dare to be wise!	
11/04/2012		Page 3 / 14

Table of Contents

Index of Tables

Index of Graphs

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 Web 2.0 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/ 2012 31

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

1.2 About this document

This document presents reports of the two end-user workshops of the PEER project that were conducted in Ulm / Germany and Glasgow / Scotland. These workshops are part of the second WP of the PEER project, namely WP2: 'Peer to peer learning methods for older people'.

The methodology for these workshops was defined in 'D.2. Participatory workshop: Motivational aspects of older people's peer learning on senior citizens' platforms'. The detailed analysis and synthesis of results from the workshops will be part of 'D3 Motivational factors for older people's peer learning on senior citizens' platforms: a didactical concept'.

Within these two workshops we explore:

o What are the experiences with sharing of information and knowledge among peers both in offline and online settings? What are the positive aspects and where and how occur barriers?

o What motivates information and knowledge exchange in peer settings related to social and technological aspects?

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.

Version: final	PEER	Author(s): Schwarz-Woelzl, Schneider, Morton & Marley
	Dare to be wise!	
11/04/2012		Page 5 / 14

2 Workshops report

The following results are presented for each workshop:

1. The **profile** of the participants;
2. The **date and location** of the workshops
3. The **agenda and impressions** of the facilitators

2.1 Profile of the sample in Ulm / Germany

The workshop in has been realized on the 20 March of 2012.

The participants were gained by invitations which were widely spread by different mailinglists ("ZAWiW info" for persons who are interested in offers of ZAWiW, "network for senior Internet initiatives", "ViLE network") and by display of the invitation at the seniors workshop "Senioren-Werkstattgespräch 'Alter hat Zukunft'[1]" in the framework of the research agenda of the German federal government, which took place on March 5th, 2012, at ZAWiW (in cooperation with BAGSO).

Initially, 10 persons had registered for the workshop. However, one person had to attend a funeral.

Table 1: Workshop in Ulm – participants

Participant No.	Sex	Age	Experiences with knowledge sharing	Experiences with online communities
1	F	66	yes	yes
2	M	73	yes	
3	M	62	yes	yes
4	F	72	yes	yes
5	M	65-70	yes	
6	F	65-70	yes	
7	M	65-70	yes	
8	F	71	yes	yes
9	M	70	yes	

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[1] http://www.das-alter-hat-zukunft.de

2.2 Profile of the sample in Glasgow / Scotland

The workshop took place on the 27 March of 2012.

The workshop participants were recruited from the Learning in Later Life students' association (3Ls). The 3Ls is an association for those aged 50+ and has a membership of over 800. It is open to those who have been a student here at the Centre for Lifelong Learning. An email outlining the PEER project and the purpose of the workshop was sent to the membership. As a result 13 registered for the workshop, with 12 actually attending as one person had to withdraw unexpectedly.

Table 2: Workshop in Glasgow – participants

Participant No.	Sex	Age Range	Experiences with knowledge sharing	Experiences with online communities
1	M	70+	Wide-ranging offline	limited
2	M	60-69	Wide-ranging offline	limited
3	M	60-69	Wide-ranging offline	limited
4	F	70+	Wide-ranging offline	yes
5	F	60-69	Wide-ranging offline	yes
6	F	60-69	Wide-ranging offline	limited
7	F	70+	Wide-ranging offline	limited
8	F	70+	Wide-ranging offline	limited
9	F	70+	Wide-ranging offline	nil
10	F	60-69	Wide-ranging offline	limited
11	F	60-69	Wide-ranging offline	yes
12	F	60-69	Wide-ranging offline	limited

2.3 The agenda

### 2.3.1 Introduction to the topic of peer learning and online social networks

Timeframe: 10H00 – 10H35 (35 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)
- Introduction and undersigning the "informed consent".
- Conduction of the Quiz 'who wants become a millionaire?' that poses 8 questions related to online community usage of older people's online, as well as different learning styles with focus on learning amongst peers (20 min)

Pictures 1: Participants in Ulm playing the quiz "who wants to be come a millionaire?"

Pictures 2: Participants in Glasgow playing the quiz "who wants to be come a millionaire?"
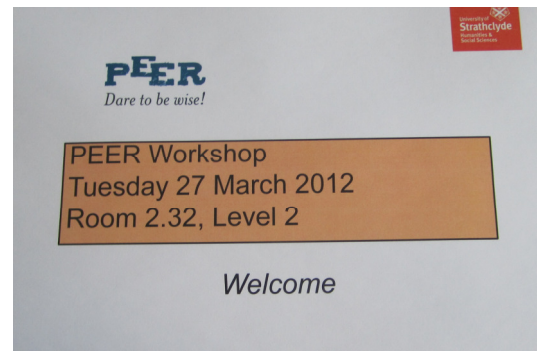
2.3.2 Contextual investigation of older people's experiences with OSN and PEER learning

Timeframe: 10H35 – 11H20 (45 minutes)

Using the card technique, it was investigated if and how the participants have already shared experiences with others online and in the real world. Participants have been posed five questions and their input has been noted to those questions on cards. These cards have been shortly presented by the participants, collected and thematically structured on flipcharts by the moderator. This collecting and collaborative discussion aimed to create a common understanding amongst participants about the topic under investigation. The questions were:

- What are current important topics/problems, where the experiences of others proved to be helpful? -> collection and structuring of topics
- How was the experience sharing taking place (online, offline)? -> collection and structuring of communication means
- What were the positive aspects for those participating? -> collection and structuring of benefits
- Were there barriers or problems that occurred? -> collection and structuring of barriers
- How could this sharing of experiences between peers be supported (also thinking about technology)? .-> collection and structuring of improvements

Pictures 3: Collection of experiences in Ulm

Pictures 4: Collection of experiences in Glasgow

2.3.3 Presentation of PEER learning scenario and claim analysis

Timeframe: 11H30-12H30

Presentation of a PEER learning scenario and playful discussion of barriers and motivators in this scenario:

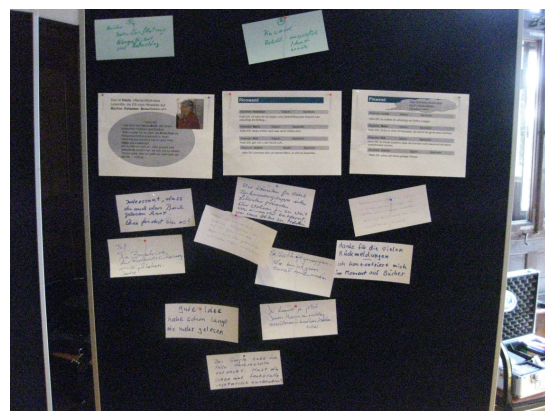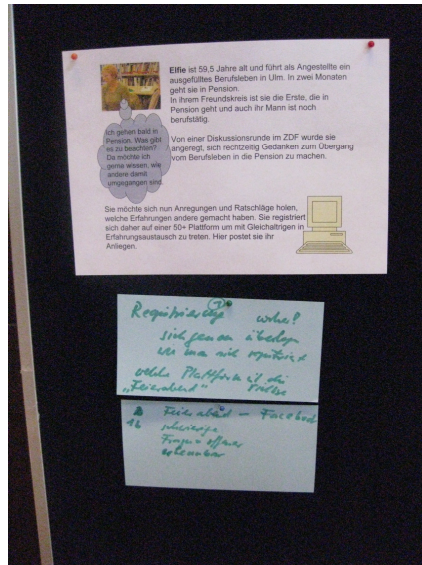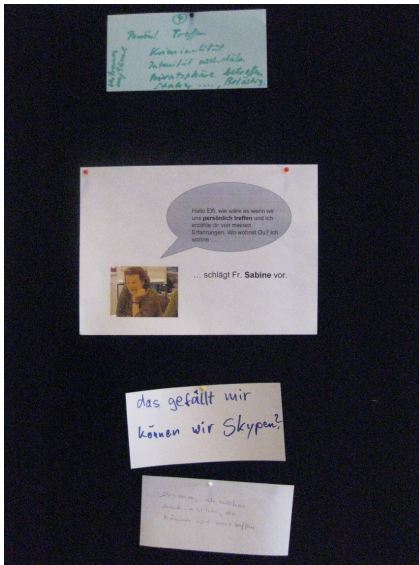- The presentation of the PEER learning scenario was visualized along a timeline comparable to a film scrip or storyboard, using screenshots from a forum, pictures for fictive participants, speech bubbles for the dialogs.

- After the presentation of the PEER learning scenario a claim analysis was conducted. For this task the participants were split up into two mixed groups of five persons each: each group consists of participants who have already experience with OSN and participants who have experience in knowledge sharing.

- One group was responsible to come up with cons in the claim analysis (=Bengerl) and to suggest barriers and problems that might arrive during the scenario. These barriers can be related to technology, to issues of trust and social relationship, to the content shared etc.

- The other group was responsible to come up wit pros in the claim analysis (=Engerl) that either help to deal with the cons or are motivators to keep the participants involved in the scenario and improve the outcome of the scenario. Again motivational issues can be related to social aspects in learning, to technological features, to improved processes.

- After 20 minutes the groups changed their roles.

- At the end a summary and structuring of the inputs was organised by the moderator.

Pictures 5: The claim scenario in Ulm

Version: final　　　　PEER　Dare to be wise!　　　　Author(s): Schwarz-Woelzl, Schneider, Morton & Marley

11/04/2012　　　　Page　　　　11 / 14

Pictures 6: The claim scenario in Glasgow
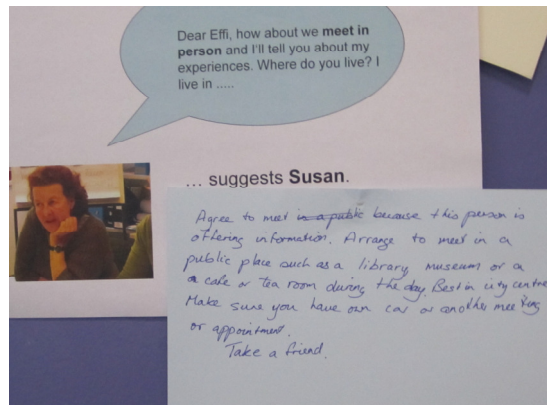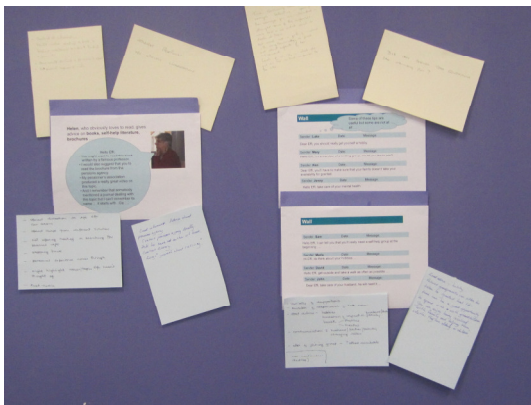
2.3.4 Analysis of motivational aspects for peer learning among the target group of older people

Timeframe: 13H30-14H00

The analysis of motivational aspects for peer learning was conducted as individual task by the participants. They elaborated individually motivations and barriers for peer learning. The participants got around 7 to 10 statements related to the motivators for experience exchange which were identified in the literature research in WP2 Deliverable 3. They had to individually prioritise these statements, for the following aspects:

- Sharing information and experience with others on a 50+ platform
- Discussing and working on a topic collectively
- Learning from others on 50+ platforms.

Pictures 7: Participants in Ulm prioritizing scientifically based statements

Pictures 8: Participants in Glasgow prioritizing scientifically based statements

2.3.5 Collection of suggestions for technological features and required facilitating conditions

Timeframe: 14H00 – 15H00 (60 min)

In this final task the workshop moderator involved the participants into the final discussion which aimed to reveal ideas and suggestions for technology and

Version: final   PEER   Author(s): Schwarz-Woelzl, Schneider, Dare to be wise!   Morton & Marley

11/04/2012   Page   13 / 14

facilitation services that might increase the motivation for online peer learning on 50+ platforms.

The questions discussed were:

- What is very important for participants when it comes to knowledge exchange?
- What are the biggest barriers to address?
- What should be supported by the peer project and technology?

2.3.6 Feedback on Workshop

Timeframe: 15H00 – 15H15

3 Summary

The objective of this document is to present the reports on the two end-user workshops that were conducted in Ulm and Glasgow.

After conducting these workshops we can conclude that the agenda of both workshops was useful for addressing the research questions and the methods used were adequate for the target group of older people. But also the participants themselves found the workshops were a source of personal enrichment and where they gained new experiences. In other words, they appreciated our interest in their actual experiences and were happy to share their opinions with the other participants.

While some of the groups had online experience and others had limited experience of this, all of the groups were very interested in the workshop activities and found them challenging and thought provoking. The groups were reminded that 'they are the experts of their life' and that their involvement in PEER would contribute to the development of an age appropriate social networking platform to promote peer to peer learning forums. The groups found this an exciting prospect and are keen to find out more. The workshops proved to be an enjoyable experience for all and the results will contribute to the next stage of the project development.

Version: final

PEER
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Author(s): Schwarz-Woelzl, Schneider, Morton & Marley

11/04/2012

Page   14 / 14