

## **OPALESCE**

### **Online Portal and Active Learning System for Senior Citizens in Europe**

#### **Expert-evaluation of the Learning Concept Design**

16<sup>th</sup> November 2015

The OPALESCE-project is concerned with the conceptualization, development, implementation, and evaluation of a Distance Learning System. By doing so the project partners are particularly targeting at elderly people and seniors as the future users of the system. The very specific needs and requirements of this target-group have been considered during the conceptualization process, so that a Distance Learning System bespoke to these needs and requirements will be the main-outcome of the OPALESCE project.

The Distance Learning System is split into two parts. On the one hand, it consists of an online-platform which is primarily designed as an information portal. Here, the database with the learning courses (the so called Micro Units) can be browsed, and Micro Unit-Developers can make their contents available. On the other hand, an Application for mobile devices will be created. With this app the users can not only browse the Micro Units library, but they can also use them, and interact with the learning content but other users as well.

The structure of the Micro Units, their Elements and Learning Support Functions, and the way of how they are provided is based on the so called Learning Design Concept. Here, different learning-theoretical, psychological, and didactical approaches built the basis for the creation of a concept for the presentation of learning contents, to foster learning best, and to improve learning effectiveness.

As a part of the Intellectual Output 1 we would like to have the Learning Concept Design evaluated by e-learning experts, to give proof about its quality, scientific soundness, innovativeness, and target-group appropriateness. Moreover, the evaluation results will provide us with a sound basis for a review-process of the concept, and therefore your point of view is highly valuable for us.

Following you will be provided with closed and open-ended questions that cover different aspects and issues the concept is concerned with. Please be so kind to answer all questions, as all information are valuable for us.

Thank you and kind regards,

The OPALESCE project partners

### **Closed questions**

In the following section you will be provided with closed questions that cover different topics and that act as an indicator for the quality of the Learning Concept Design out of different points of view. Please rate the closed statements on a scale from 1 (strongly disagree) to 5 (strongly agree) by marking your answer with an “X” in the fields below the scales.

### **General Understanding and Indicators**

1. I understood what the Learning Concept Design is about in general.

Strongly disagree	1	2	3	4	5	Strongly agree

2. I have a clear understanding of what Elements are, and what their purpose is within the Micro Unit-Structure.

Strongly disagree	1	2	3	4	5	Strongly agree

3. I have a clear understanding of what Learning Support Functions are, and how they relate to the Micro Unit-Elements.

Strongly disagree	1	2	3	4	5	Strongly agree

4. The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well.

Strongly disagree	1	2	3	4	5	Strongly agree

### **Micro Unit-Concept**

5. The Micro Unit-Concept is internally consistent.

Strongly disagree	1	2	3	4	5	Strongly agree

6. The Micro Unit-Structure is thought through well out of a learning-theoretical/ didactical point of view.

Strongly disagree	1	2	3	4	5	Strongly agree

7. The Micro Unit-Structure is helpful to design learning resources that foster learning.

Strongly disagree	1	2	3	4	5	Strongly agree

8. The Microteaching Setting and Micro Unit-Concept help to design appealing and motivating learning scenarios.

Strongly disagree	1	2	3	4	5	Strongly agree

9. The given Micro Unit-Elements are appropriate to cover all learning contents I can think off.

Strongly disagree	1	2	3	4	5	Strongly agree

10. The Learning Support Functions are thought through well, and they will positively affect the learning process and outcomes.

Strongly disagree	1	2	3	4	5	Strongly agree

### Scientific orientation

11. The used scientific approaches and theories have been chosen thought through well and appropriately to the projects purpose.

Strongly disagree	1	2	3	4	5	Strongly agree

12. The used scientific approaches and theories have been combined and brought together in a sense-making way.

Strongly disagree	1	2	3	4	5	Strongly agree

### Practical feasibility

13. The used scientific approaches and theories have been reduced appropriately to create a practically feasible concept.

Strongly disagree	1	2	3	4	5	Strongly agree

14. The necessary reduction does not cause significant lacks from a scientific point of view.

Strongly disagree	1	2	3	4	5	Strongly agree

15. The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure.

Strongly disagree	1	2	3	4	5	Strongly agree

### Sustainability

16. The Learning Concept Design builds a sound basis for further research and development activities.

Strongly disagree	1	2	3	4	5	Strongly agree

17. The Micro Unit-Structure can be transferred into other contexts easily.

Strongly disagree	1	2	3	4	5	Strongly agree

18. The Microteaching-Setting and the Micro Unit-Structure build, combined together, a sound basis to create learning scenarios in various contexts that foster learning.

Strongly disagree	1	2	3	4	5	Strongly agree

**Open-ended questions**

Following we would like to request you to outline your opinion or short statements from your professional point of view. Please do allways write full sentences and not only keywords or bullet-points.

19. Please outline the particular strengths of the Learning Concept Design:

20. Please outline the particular weaknesses of the Learning Concept Design:

21. Please outline recommendations for improvement of the Learning Concept Design: