

MICRO UNIT EVALUATION

RESULTS AND HOW WE ARE GOING TO HARNESS THEM

GENERAL INFORMATION

» FIRST AND SECOND-STAGE EVALUATION

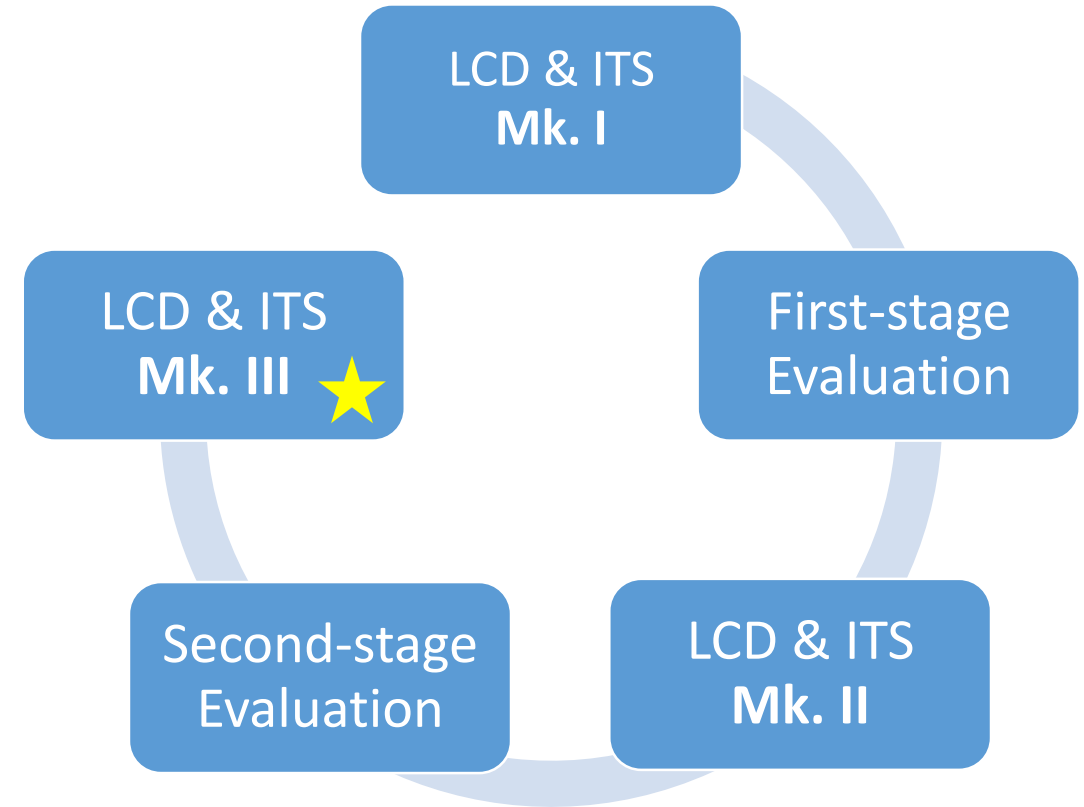
First-stage evaluation:

- Focused on the Guidelines and some general information only.
- Carried out by every partner.

Second-stage evaluation:

- Focused on the overall LCD & ITS in which the Guidelines are included.
- Split into a Questionnaire part (all but RUTIS) and an Interview part (RUTIS).
- **Different perspectives > Valuable data!**

Our focus today!



QUESTIONNAIRES

» KEY ELEMENTS/ FACTS

- **Focus:** Learning Concept Design & Interactive Task System
- **Special Focus:** Micro Unit design-process & Elements/ Learning Support Functions of Micro Units
- **Extent:** 20 closed + 9 open-ended questions

- **Result:** **The concepts have both strengths but weaknesses as well!**

QUESTIONNAIRES

» THE RESULTS

Interactive Task System:

- In general, the concepts' origin and the described formats are understandable...
- ...but the assessment formats are lacking in their appropriateness to the target-group, ...
- ...and they lack when it comes to measuring practical skills.

» **We need to focus on finding a way to assess practical skills/ learning outcomes!**

Yep! We already addressed that
with different measures.

QUESTIONNAIRES

» THE RESULTS

Micro Unit Elements, Learning Support Functions, and the design process:

- The documents and particularly the Guidelines seem to be of good quality! It was agreed that it was easy to create a Micro Unit based on the provided document.

Strongly disagree	1	2	3	4	5	Strongly agree
					X	

- The creation of a Micro Unit really is time consuming. But it's worth it!

<60	60-90	90-120	120-150	150-180	>180
					X

- **Furthermore:** The documents are estimated as well structured, applicable for various subjects, and inviting for potential/ future resource creators!

QUESTIONNAIRES

» THE RESULTS

Micro Unit design-process:

- Both the Elements and their Learning Support Functions are estimated at appropriate to the target-group (both times agreed strongly; marked “5”).
 - Particularly for the target-group of seniors the free combination of different Elements seem to be more appropriate than the pre-defined formats.
 - The focus should be on graphical/ visual representation and the corresponding Elements.
- » You have to bring in effort to analyse the subject, to identify the target-groups needs, and to break down the content to have the maximum possible result.**

QUESTIONNAIRES

» THE RESULTS

Learning Concept Design, Interactive Task System and Handbook:

- The Learning Concept Design and the Interactive Task System adhere the quality standards of the projects perfectly
(Question 21 and 22 marked “5” – Strongly agree)
- **But:** More diagrams and images are needed to have an clearer view on the material.
- **And:** Reduce the amount of text and theory. Have it less academic.

Important for the
Handbook design.

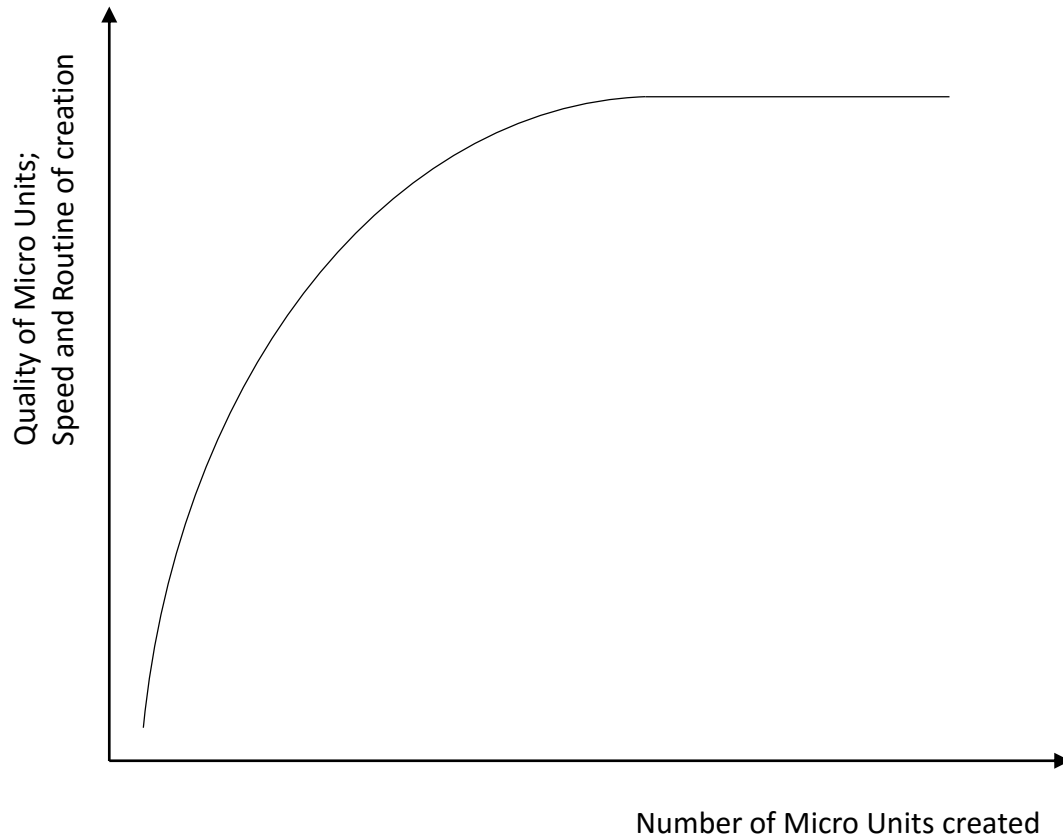
PERSONAL IMPRESSIONS

» BASED ON MY EXPERIENCES WITH DESIGNING MICRO UNITS

- The theory is, unfortunately, necessary to really make the Guidelines understandable and sound.
(provides the background; encyclopedia; quality assurance to somehow extent)
- The Guidelines provides you with an overview about the different steps to undertake that is appropriate to have Micro Units of acceptable but not high quality.
(it's something!)
- You have to put effort into the creation of a Micro Unit if you're claiming to have a high-quality Micro Units – particularly when it is the first one!
(well, it's a Quality Assurance Mechanism!)
- When you try to understand what we've created and when you're putting effort into the Micro Unit creation the probability is high that you really have created a valuable learning resource!
(Ka-ching! Is there anything else we desired to achieve?)

PERSONAL IMPRESSIONS

» THE LEARNING-CURVE



- ➡ The Micro Units-creation follows a steep learning-curve, because one gets familiar with the concepts and gains routine.
- ➡ The quality of the Micro Units increases significantly/ noticeably as the experience does.
- ➡ The time/ effort to put into the creation of a single Micro Unit decreases starkly as the experience increases.

SENIOR CITIZENS

» THE IDEA

- Need for a feedback directly from the future users & targeted group of learners
(partners: future users as developers of Micro Units; seniors: future users as learners)
- Safeguards the appropriateness of the developed concepts
(from not only a scientific/ theoretical point of view but the practical one as well)
- Gives us the opportunity to avoid misleading conceptualization and development
(respectively to identify the need for adjustments)

SENIOR CITIZENS

» THE SAMPLE

➤ 10 senior citizens (*age: 60-85; men: 6, women: 4*) that use technologies every day

Rural area:

- 5 seniors (men: 2, women: 3)
- Worked in the field of agriculture
- Comparatively low level of education
- Daily lives established in routines
- Reluctant to new technology

City:

- 5 seniors (men: 4, women: 1)
- Higher level of education, noticeable in their former professions
- Education influences their ways of life and vision of use of ne technologies in daily life

SENIOR CITIZENS

» RESULTS

- The Elements and their Learning Support Functions are estimated as appropriate to the target-group.

Strongly disagree	1	2	3	4	5	Strongly agree
	-	-	-	8	2	

- The seniors agree that the Learning Support Functions are useful to enhance learning experiences and to support the learning process.

Strongly disagree	1	2	3	4	5	Strongly agree
	-	-	-	7	3	

SENIOR CITIZENS

» SOME OF THE GENERAL RESULTS

- Generally spoken the seniors are attached to the project and its idea very positively.
- They estimate the Elements and the Learning Support Function as very well thought.
- Our ideas seem to match with the learners needs but when designing a Micro Unit one should always keep the target-groups special needs in mind.
- There seems to be a preference primarily for Audio- and Video-Elements.
- Too many different types of Elements in one Micro Unit are considered as distracting and confusing.
- The design of the User-Interface needs to take the special needs of the seniors into account (right colour, no shades, big characters, big icons that are easy to click, ...)

SENIOR CITIZENS

» LET'S GET DETAILED

Text-Elements:

- Must be chosen with respect to the target-group. Particularly less-educated people feel insecure because they might have problems to understand the text.
- Texts should be written in an easy to understand and short way. This will make long explanations unnecessary.
- A spoken version of the text as an option brings added value to the seniors.
- Fading texts, highlighted & not-highlighted parts within the text are estimated as confusing.

Graphic-Elements:

- The seniors are attached to these elements but they need to be held simple, comparatively less complex, and they need to be clear.

SENIOR CITIZENS

» LET'S GET DETAILED

Audio- & Video-Elements:

➡ The seniors do have a clear preference to hear and/ or see what they are supposed to learn.

THE GOLDEN RULE OF DESIGNING MICRO UNITS:

KEEP IT SIMPLE. KEEP IT EASY. KEEP IT UNCOMPLICATED.

- ➡ Avoid long or complex explanations.
- ➡ Break down your content into small and easy to understand pieces.
- ➡ Visualize the content to help the learners create their own mental models.

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