

Frequencies OPALESCE Student Evaluation

Legend:

Gültig: Valid ; Fehlend: Missing; Mittelwert: Mean; Median: Median; Standardabweichung: Standard deviation; Varianz: Variance; Minimum: Minimum; Maximum: Maximum; Prozent: Percent; Gültige Prozente: Valid percent; Kumulierte Prozente: cumulated percent; Gesamt: Total

Statistiken

| | N |
|---|--------|
| | Gültig |
| Question number | 19 |
| Code | 19 |
| I understood what the Learning Concept Design is about in general. | 17 |
| I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure. | 17 |
| I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements". | 17 |
| The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well. | 16 |
| The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view. | 16 |
| The Micro Unit-Structure is helpful to design learning resources that foster learning. | 16 |
| The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios. | 16 |
| The given Micro Unit-Elements are appropriate to cover all learning contents I can think off. | 16 |
| The "Learning Support Functions" are thought through well, and they will positively affect the learning process and outcomes. | 16 |
| The used scientific approaches and theories have been chosen well and appropriately to the projects purpose. | 16 |
| The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure. | 16 |
| The Micro Unit-Structure can be transferred into other contexts easily. | 11 |
| Together, the Microteaching Setting and the Micro Unit-Structure build a sound basis to create learning scenarios in various contexts that foster learning. | 11 |

Statistiken

| | N |
|---|---------|
| | Fehlend |
| Question number | 0 |
| Code | 0 |
| I understood what the Learning Concept Design is about in general. | 2 |
| I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure. | 2 |
| I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements". | 2 |
| The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well. | 3 |
| The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view. | 3 |
| The Micro Unit-Structure is helpful to design learning resources that foster learning. | 3 |
| The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios. | 3 |
| The given Micro Unit-Elements are appropriate to cover all learning contents I can think off. | 3 |
| The "Learning Support Functions" are thought through well, and they will positively affect the learning process and outcomes. | 3 |
| The used scientific approaches and theories have been chosen well and appropriately to the projects purpose. | 3 |
| The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure. | 3 |
| The Micro Unit-Structure can be transferred into other contexts easily. | 8 |
| Together, the Microteaching Setting and the Micro Unit-Structure build a sound basis to create learning scenarios in various contexts that foster learning. | 8 |

Statistiken

| | Mittelwert |
|---|------------|
| Question number | 10,00 |
| Code | |
| I understood what the Learning Concept Design is about in general. | 3,71 |
| I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure. | 3,65 |
| I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements". | 3,82 |
| The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well. | 3,75 |
| The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view. | 3,75 |
| The Micro Unit-Structure is helpful to design learning resources that foster learning. | 3,69 |
| The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios. | 3,94 |
| The given Micro Unit-Elements are appropriate to cover all learning contents I can think off. | 3,06 |
| The "Learning Support Functions" are thought through well, and they will positively affect the learning process and outcomes. | 3,88 |
| The used scientific approaches and theories have been chosen well and appropriately to the projects purpose. | 3,88 |
| The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure. | 3,56 |
| The Micro Unit-Structure can be transferred into other contexts easily. | 3,55 |
| Together, the Microteaching Setting and the Micro Unit-Structure build a sound basis to create learning scenarios in various contexts that foster learning. | 3,82 |

Statistiken

| | Median |
|---|--------|
| Question number | 10,00 |
| Code | |
| I understood what the Learning Concept Design is about in general. | 4,00 |
| I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure. | 4,00 |
| I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements". | 4,00 |
| The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well. | 4,00 |
| The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view. | 4,00 |
| The Micro Unit-Structure is helpful to design learning resources that foster learning. | 4,00 |
| The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios. | 4,00 |
| The given Micro Unit-Elements are appropriate to cover all learning contents I can think off. | 3,00 |
| The "Learning Support Functions" are thought through well, and they will positively affect the learning process and outcomes. | 4,00 |
| The used scientific approaches and theories have been chosen well and appropriately to the projects purpose. | 4,00 |
| The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure. | 4,00 |
| The Micro Unit-Structure can be transferred into other contexts easily. | 4,00 |
| Together, the Microteaching Setting and the Micro Unit-Structure build a sound basis to create learning scenarios in various contexts that foster learning. | 4,00 |

Statistiken

| | Standardabweichung |
|---|--------------------|
| Question number | 5,627 |
| Code | |
| I understood what the Learning Concept Design is about in general. | 1,047 |
| I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure. | ,996 |
| I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements". | ,728 |
| The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well. | ,931 |
| The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view. | ,683 |
| The Micro Unit-Structure is helpful to design learning resources that foster learning. | ,704 |
| The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios. | ,929 |
| The given Micro Unit-Elements are appropriate to cover all learning contents I can think off. | ,680 |
| The "Learning Support Functions" are thought through well, and they will positively affect the learning process and outcomes. | ,719 |
| The used scientific approaches and theories have been chosen well and appropriately to the projects purpose. | ,719 |
| The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure. | 1,031 |
| The Micro Unit-Structure can be transferred into other contexts easily. | ,820 |
| Together, the Microteaching Setting and the Micro Unit-Structure build a sound basis to create learning scenarios in various contexts that foster learning. | ,874 |

Statistiken

| | Varianz |
|---|---------|
| Question number | 31,667 |
| Code | |
| I understood what the Learning Concept Design is about in general. | 1,096 |
| I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure. | ,993 |
| I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements". | ,529 |
| The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well. | ,867 |
| The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view. | ,467 |
| The Micro Unit-Structure is helpful to design learning resources that foster learning. | ,496 |
| The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios. | ,863 |
| The given Micro Unit-Elements are appropriate to cover all learning contents I can think off. | ,463 |
| The "Learning Support Functions" are thought through well, and they will positively affect the learning process and outcomes. | ,517 |
| The used scientific approaches and theories have been chosen well and appropriately to the projects purpose. | ,517 |
| The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure. | 1,063 |
| The Micro Unit-Structure can be transferred into other contexts easily. | ,673 |
| Together, the Microteaching Setting and the Micro Unit-Structure build a sound basis to create learning scenarios in various contexts that foster learning. | ,764 |

Statistiken

| | Minimum |
|---|---------|
| Question number | 1 |
| Code | |
| I understood what the Learning Concept Design is about in general. | 1 |
| I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure. | 1 |
| I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements". | 3 |
| The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well. | 2 |
| The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view. | 2 |
| The Micro Unit-Structure is helpful to design learning resources that foster learning. | 2 |
| The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios. | 2 |
| The given Micro Unit-Elements are appropriate to cover all learning contents I can think off. | 2 |
| The "Learning Support Functions" are thought through well, and they will positively affect the learning process and outcomes. | 3 |
| The used scientific approaches and theories have been chosen well and appropriately to the projects purpose. | 3 |
| The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure. | 2 |
| The Micro Unit-Structure can be transferred into other contexts easily. | 2 |
| Together, the Microteaching Setting and the Micro Unit-Structure build a sound basis to create learning scenarios in various contexts that foster learning. | 2 |

Statistiken

| | Maximum |
|---|---------|
| Question number | 19 |
| Code | |
| I understood what the Learning Concept Design is about in general. | 5 |
| I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure. | 5 |
| I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements". | 5 |
| The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well. | 5 |
| The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view. | 5 |
| The Micro Unit-Structure is helpful to design learning resources that foster learning. | 5 |
| The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios. | 5 |
| The given Micro Unit-Elements are appropriate to cover all learning contents I can think off. | 4 |
| The "Learning Support Functions" are thought through well, and they will positively affect the learning process and outcomes. | 5 |
| The used scientific approaches and theories have been chosen well and appropriately to the projects purpose. | 5 |
| The Micro Unit-Concept is feasible even without the application, as the structure can be adapted to compose other resources in a similar structure. | 5 |
| The Micro Unit-Structure can be transferred into other contexts easily. | 5 |
| Together, the Microteaching Setting and the Micro Unit-Structure build a sound basis to create learning scenarios in various contexts that foster learning. | 5 |

Table of frequencies

Question number

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|----------|------------|---------|---------------------|------------------------|
| Gültig 1 | 1 | 5,3 | 5,3 | 5,3 |
| 2 | 1 | 5,3 | 5,3 | 10,5 |
| 3 | 1 | 5,3 | 5,3 | 15,8 |
| 4 | 1 | 5,3 | 5,3 | 21,1 |
| 5 | 1 | 5,3 | 5,3 | 26,3 |
| 6 | 1 | 5,3 | 5,3 | 31,6 |
| 7 | 1 | 5,3 | 5,3 | 36,8 |
| 8 | 1 | 5,3 | 5,3 | 42,1 |
| 9 | 1 | 5,3 | 5,3 | 47,4 |
| 10 | 1 | 5,3 | 5,3 | 52,6 |
| 11 | 1 | 5,3 | 5,3 | 57,9 |
| 12 | 1 | 5,3 | 5,3 | 63,2 |
| 13 | 1 | 5,3 | 5,3 | 68,4 |
| 14 | 1 | 5,3 | 5,3 | 73,7 |
| 15 | 1 | 5,3 | 5,3 | 78,9 |
| 16 | 1 | 5,3 | 5,3 | 84,2 |
| 17 | 1 | 5,3 | 5,3 | 89,5 |
| 18 | 1 | 5,3 | 5,3 | 94,7 |
| 19 | 1 | 5,3 | 5,3 | 100,0 |
| Gesamt | 19 | 100,0 | 100,0 | |

Code

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------------|------------|---------|---------------------|------------------------|
| Gültig 4Z1F57 | 1 | 5,3 | 5,3 | 5,3 |
| 5R1DKC | 1 | 5,3 | 5,3 | 10,5 |
| 6U16LS | 1 | 5,3 | 5,3 | 15,8 |
| 7B133M | 1 | 5,3 | 5,3 | 21,1 |
| 8B1NC8 | 1 | 5,3 | 5,3 | 26,3 |
| 9S1QNQ | 1 | 5,3 | 5,3 | 31,6 |
| DD14BB | 1 | 5,3 | 5,3 | 36,8 |
| F114LV | 1 | 5,3 | 5,3 | 42,1 |
| HC1HMM | 1 | 5,3 | 5,3 | 47,4 |
| HT1LNB | 1 | 5,3 | 5,3 | 52,6 |
| J41GRF | 1 | 5,3 | 5,3 | 57,9 |
| K31F1H | 1 | 5,3 | 5,3 | 63,2 |
| KK1RE9 | 1 | 5,3 | 5,3 | 68,4 |
| LD1FS5 | 1 | 5,3 | 5,3 | 73,7 |
| LJ1VRS | 1 | 5,3 | 5,3 | 78,9 |
| N31E58 | 1 | 5,3 | 5,3 | 84,2 |
| RX1QPE | 1 | 5,3 | 5,3 | 89,5 |
| T31PEJ | 1 | 5,3 | 5,3 | 94,7 |
| TJ14ZE | 1 | 5,3 | 5,3 | 100,0 |
| Gesamt | 19 | 100,0 | 100,0 | |

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

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|--------------------------|------------|---------|---------------------|------------------------|
| Gültig Strongly disagree | 1 | 5,3 | 5,9 | 5,9 |
| Neither nor | 6 | 31,6 | 35,3 | 41,2 |
| Agree | 6 | 31,6 | 35,3 | 76,5 |
| Strongly agree | 4 | 21,1 | 23,5 | 100,0 |
| Gesamt | 17 | 89,5 | 100,0 | |
| Fehlend 9 | 2 | 10,5 | | |
| Gesamt | 19 | 100,0 | | |

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

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|--------------------------|------------|---------|---------------------|------------------------|
| Gültig Strongly disagree | 1 | 5,3 | 5,9 | 5,9 |
| Neither nor | 6 | 31,6 | 35,3 | 41,2 |
| Agree | 7 | 36,8 | 41,2 | 82,4 |
| Strongly agree | 3 | 15,8 | 17,6 | 100,0 |
| Gesamt | 17 | 89,5 | 100,0 | |
| Fehlend 9 | 2 | 10,5 | | |
| Gesamt | 19 | 100,0 | | |

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

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Neither nor | 6 | 31,6 | 35,3 | 35,3 |
| | Agree | 8 | 42,1 | 47,1 | 82,4 |
| | Strongly agree | 3 | 15,8 | 17,6 | 100,0 |
| | Gesamt | 17 | 89,5 | 100,0 | |
| Fehlend | 9 | 2 | 10,5 | | |
| Gesamt | | 19 | 100,0 | | |

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

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Disagree | 1 | 5,3 | 6,3 | 6,3 |
| | Neither nor | 6 | 31,6 | 37,5 | 43,8 |
| | Agree | 5 | 26,3 | 31,3 | 75,0 |
| | Strongly agree | 4 | 21,1 | 25,0 | 100,0 |
| | Gesamt | 16 | 84,2 | 100,0 | |
| Fehlend | 9 | 3 | 15,8 | | |
| Gesamt | | 19 | 100,0 | | |

The Micro Unit-Structure is thoughtout well from a learning-theoretical/ didactical point of view.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Disagree | 1 | 5,3 | 6,3 | 6,3 |
| | Neither nor | 3 | 15,8 | 18,8 | 25,0 |
| | Agree | 11 | 57,9 | 68,8 | 93,8 |
| | Strongly agree | 1 | 5,3 | 6,3 | 100,0 |
| | Gesamt | 16 | 84,2 | 100,0 | |
| Fehlend | 9 | 3 | 15,8 | | |
| Gesamt | | 19 | 100,0 | | |

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

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Disagree | 1 | 5,3 | 6,3 | 6,3 |
| | Neither nor | 4 | 21,1 | 25,0 | 31,3 |
| | Agree | 10 | 52,6 | 62,5 | 93,8 |
| | Strongly agree | 1 | 5,3 | 6,3 | 100,0 |
| | Gesamt | 16 | 84,2 | 100,0 | |
| Fehlend | 9 | 3 | 15,8 | | |
| Gesamt | | 19 | 100,0 | | |

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

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Disagree | 1 | 5,3 | 6,3 | 6,3 |
| | Neither nor | 4 | 21,1 | 25,0 | 31,3 |
| | Agree | 6 | 31,6 | 37,5 | 68,8 |
| | Strongly agree | 5 | 26,3 | 31,3 | 100,0 |
| | Gesamt | 16 | 84,2 | 100,0 | |
| Fehlend | 9 | 3 | 15,8 | | |
| Gesamt | | 19 | 100,0 | | |

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

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------|------------|---------|---------------------|------------------------|
| Gültig | Disagree | 3 | 15,8 | 18,8 | 18,8 |
| | Neither nor | 9 | 47,4 | 56,3 | 75,0 |
| | Agree | 4 | 21,1 | 25,0 | 100,0 |
| | Gesamt | 16 | 84,2 | 100,0 | |
| Fehlend | 9 | 3 | 15,8 | | |
| Gesamt | | 19 | 100,0 | | |

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

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Neither nor | 5 | 26,3 | 31,3 | 31,3 |
| | Agree | 8 | 42,1 | 50,0 | 81,3 |
| | Strongly agree | 3 | 15,8 | 18,8 | 100,0 |
| | Gesamt | 16 | 84,2 | 100,0 | |
| Fehlend | 9 | 3 | 15,8 | | |
| Gesamt | | 19 | 100,0 | | |

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

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Neither nor | 5 | 26,3 | 31,3 | 31,3 |
| | Agree | 8 | 42,1 | 50,0 | 81,3 |
| | Strongly agree | 3 | 15,8 | 18,8 | 100,0 |
| | Gesamt | 16 | 84,2 | 100,0 | |
| Fehlend | 9 | 3 | 15,8 | | |
| Gesamt | | 19 | 100,0 | | |

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

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Disagree | 3 | 15,8 | 18,8 | 18,8 |
| | Neither nor | 4 | 21,1 | 25,0 | 43,8 |
| | Agree | 6 | 31,6 | 37,5 | 81,3 |
| | Strongly agree | 3 | 15,8 | 18,8 | 100,0 |
| | Gesamt | 16 | 84,2 | 100,0 | |
| Fehlend | 9 | 3 | 15,8 | | |
| Gesamt | | 19 | 100,0 | | |

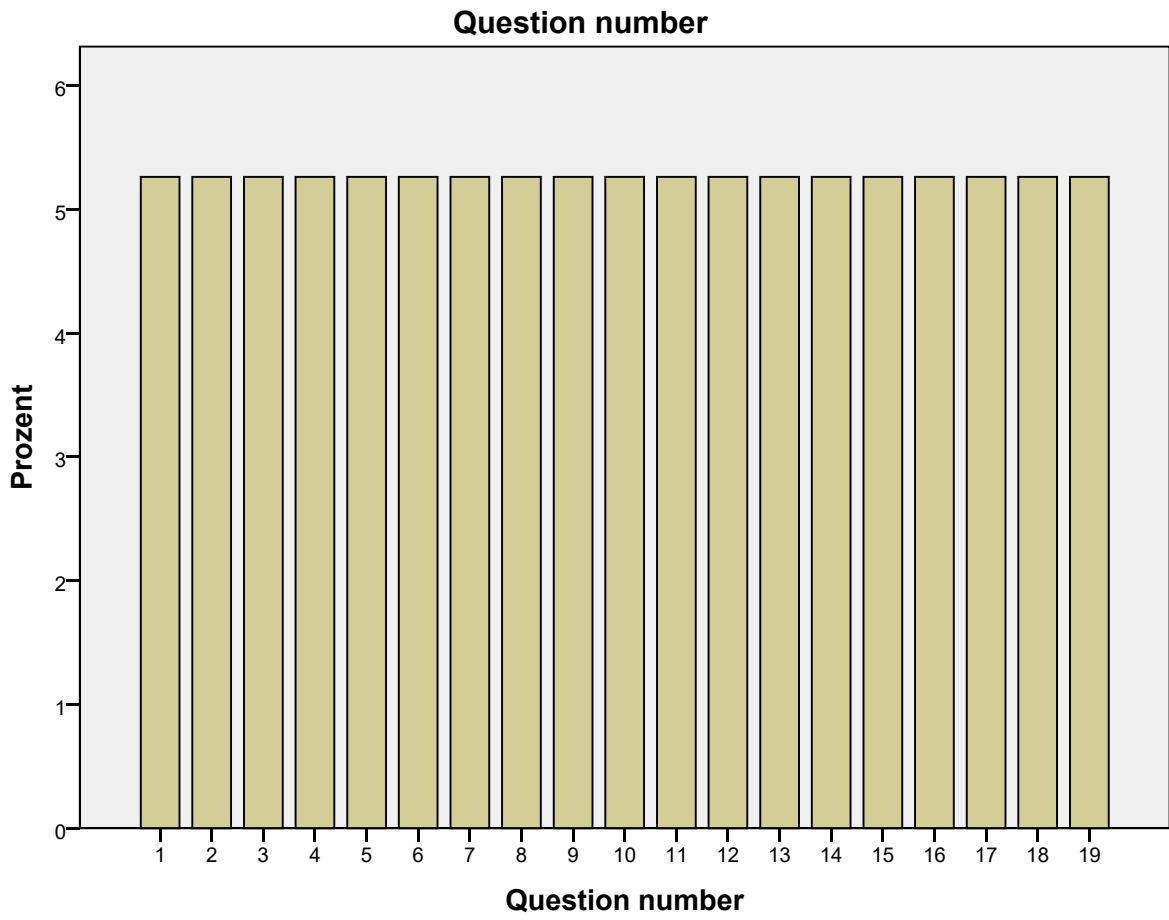
The Micro Unit-Structure can be transferred into other contexts easily.

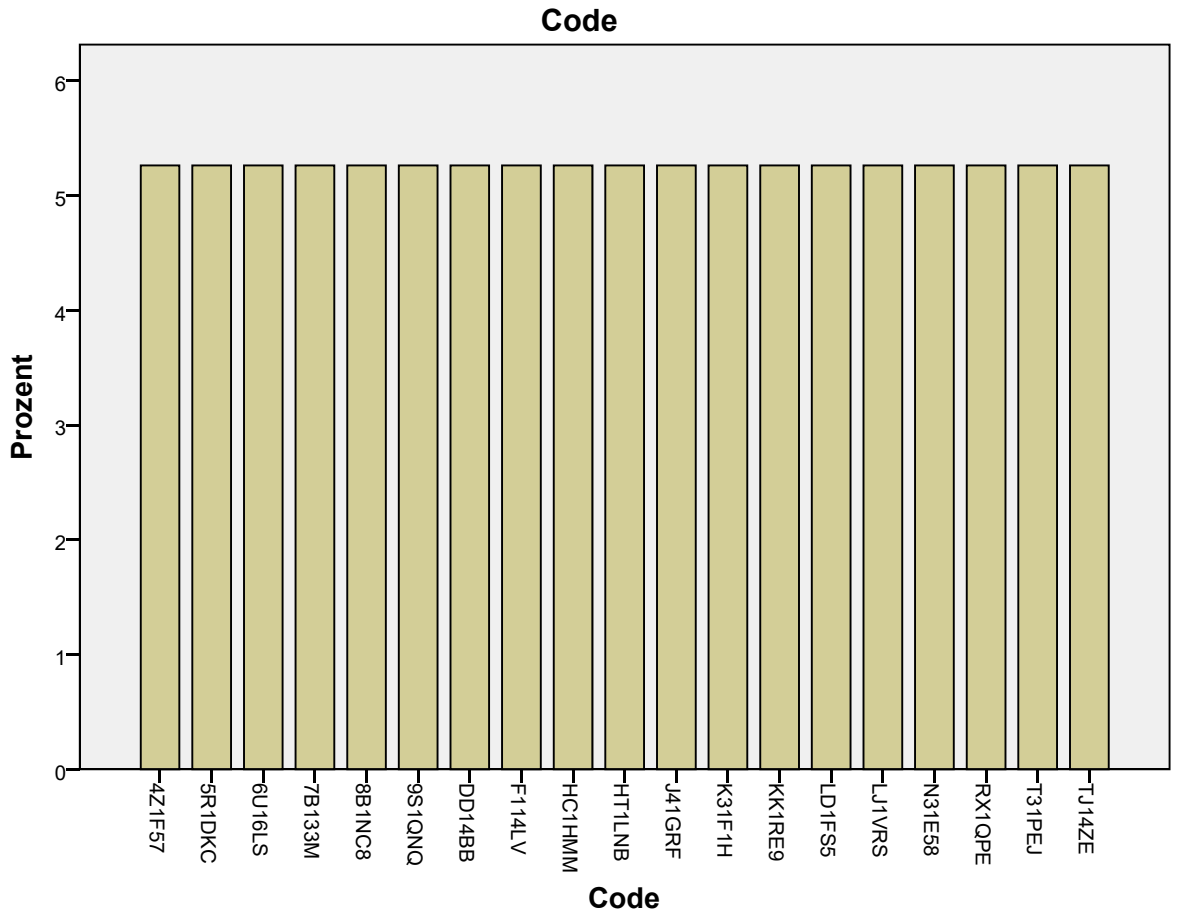
| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Disagree | 1 | 5,3 | 9,1 | 9,1 |
| | Neither nor | 4 | 21,1 | 36,4 | 45,5 |
| | Agree | 5 | 26,3 | 45,5 | 90,9 |
| | Strongly agree | 1 | 5,3 | 9,1 | 100,0 |
| | Gesamt | 11 | 57,9 | 100,0 | |
| Fehlend | 9 | 8 | 42,1 | | |
| Gesamt | | 19 | 100,0 | | |

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

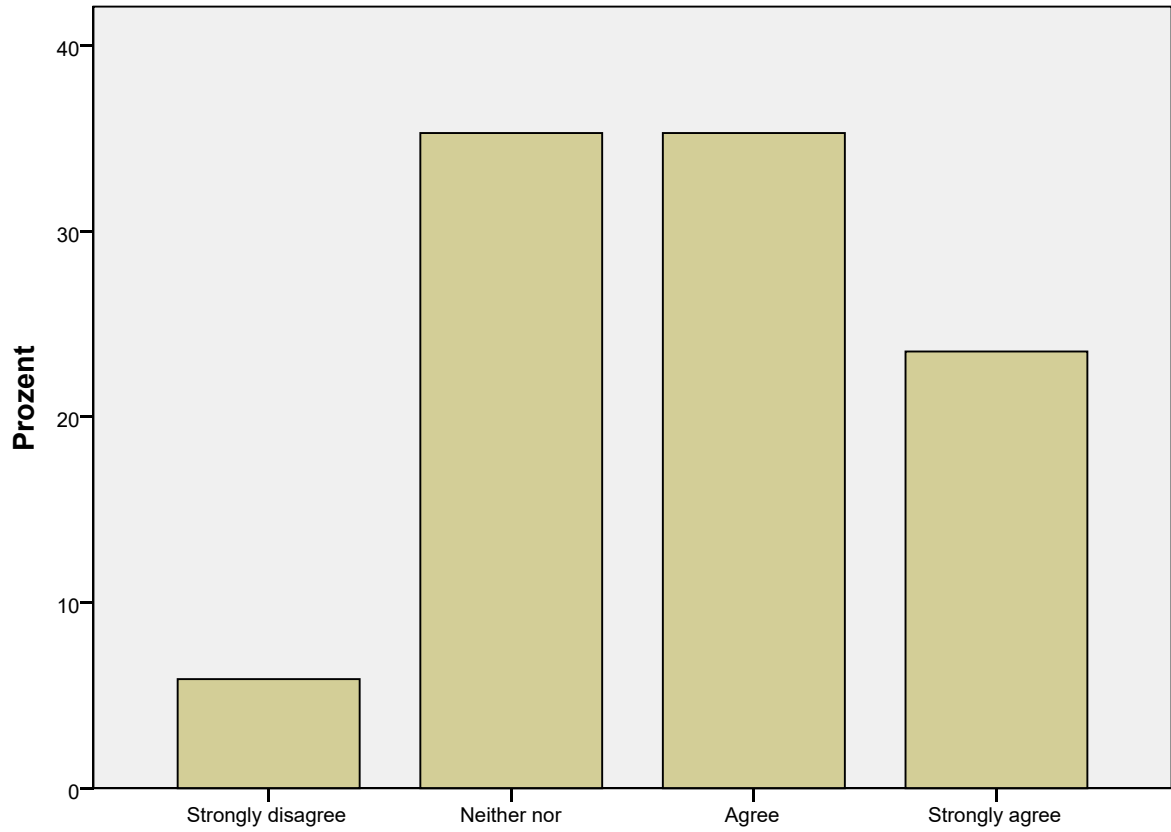
| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------|------------|---------|---------------------|------------------------|
| Gültig | Disagree | 1 | 5,3 | 9,1 | 9,1 |
| | Neither nor | 2 | 10,5 | 18,2 | 27,3 |
| | Agree | 6 | 31,6 | 54,5 | 81,8 |
| | Strongly agree | 2 | 10,5 | 18,2 | 100,0 |
| | Gesamt | 11 | 57,9 | 100,0 | |
| Fehlend | 9 | 8 | 42,1 | | |
| Gesamt | | 19 | 100,0 | | |

Balkendiagramm



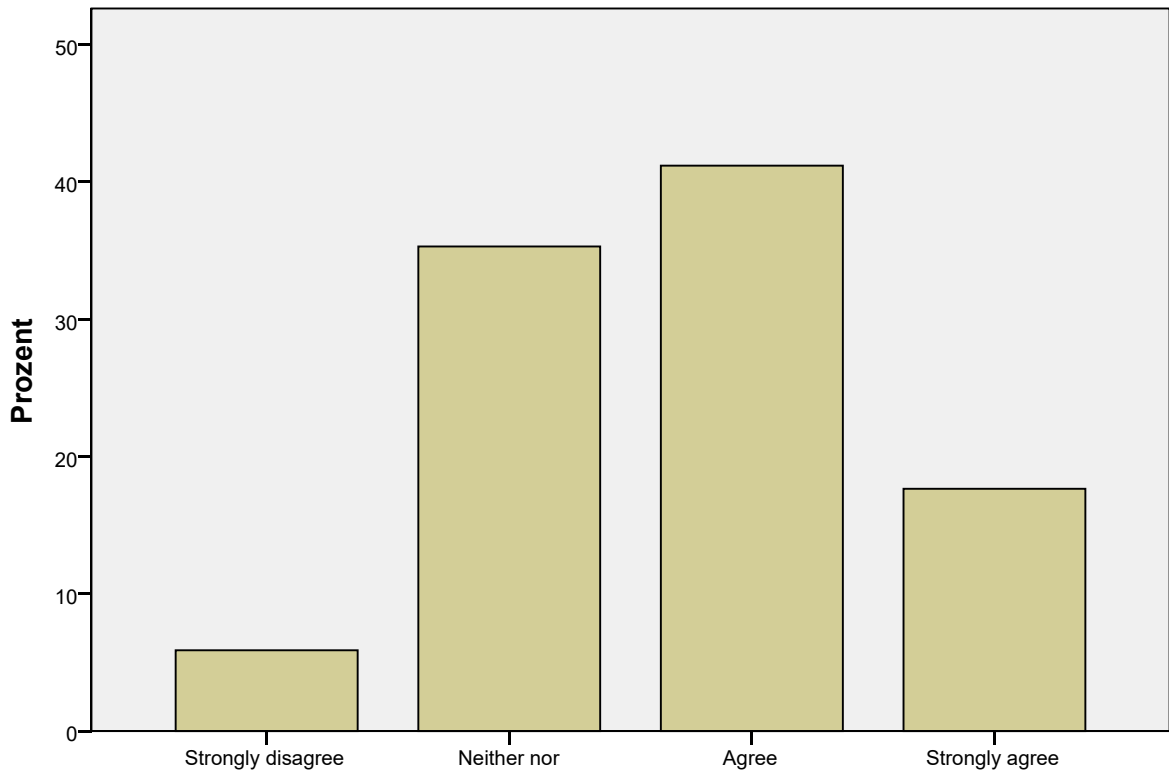


I understood what the Learning Concept Design is about in general.



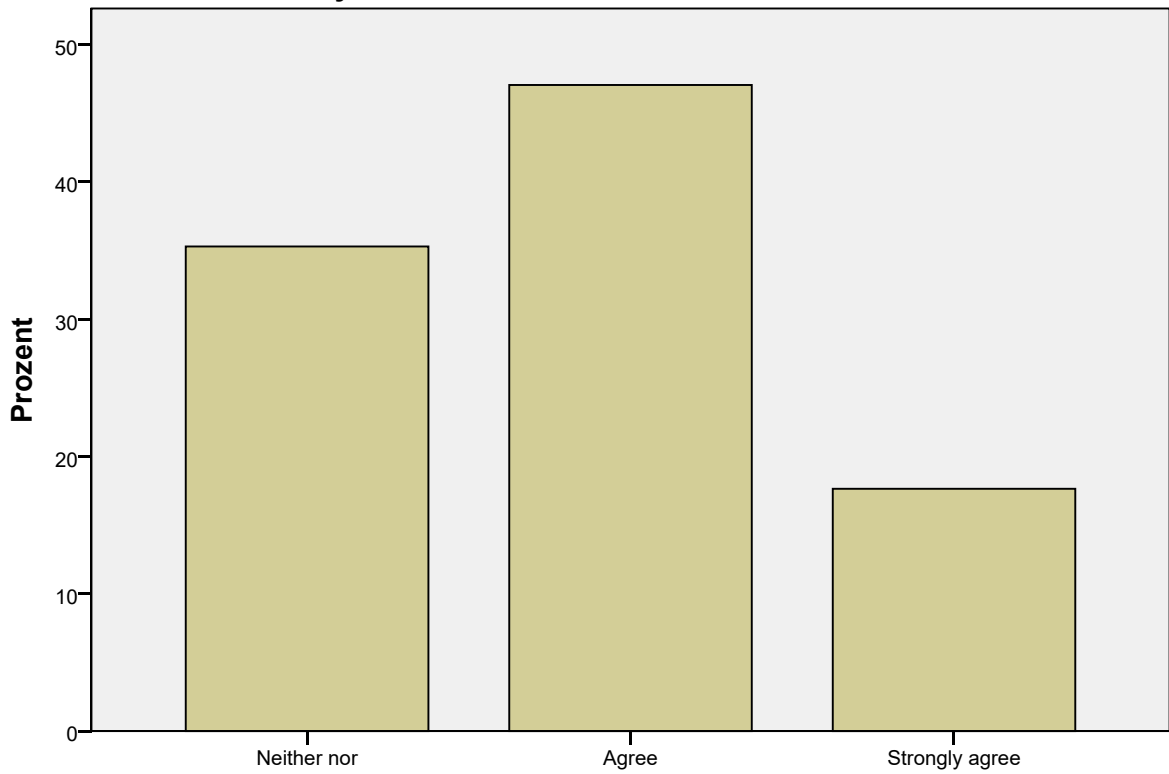
I understood what the Learning Concept Design is about in general.

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



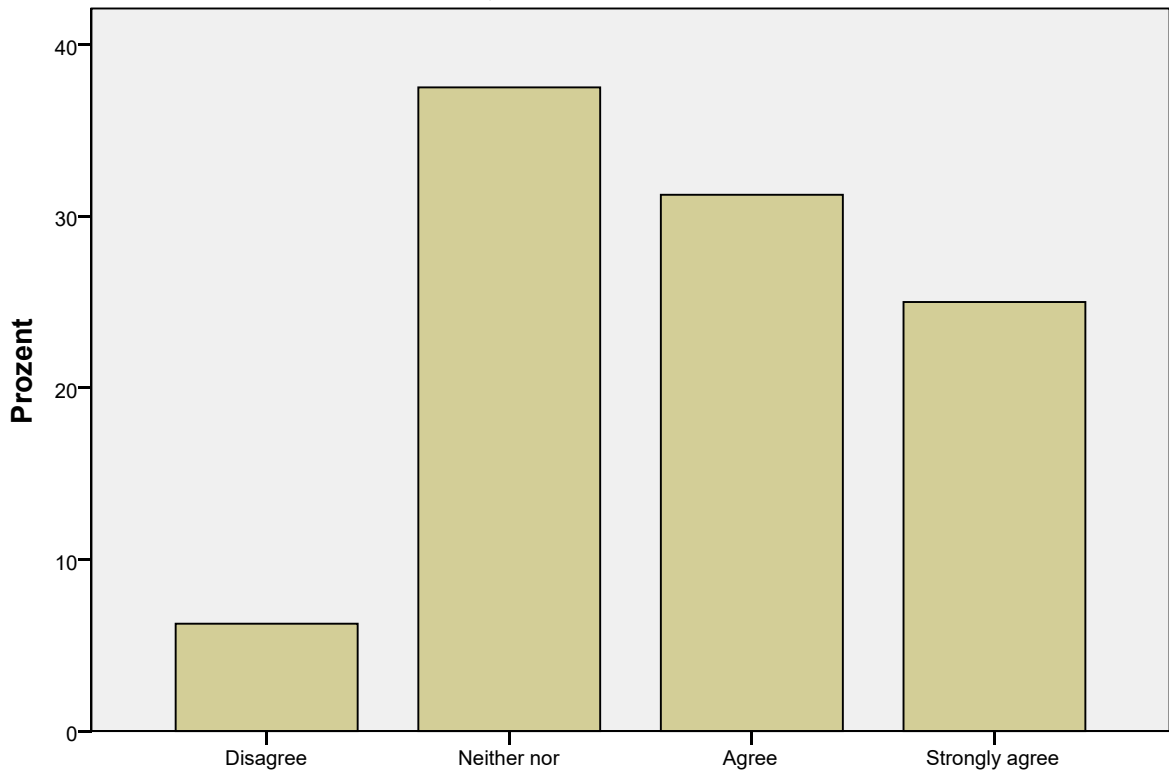
I have a clear understanding of what "Elements" are, and what their purpose is within the Micro Unit-Structure.

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



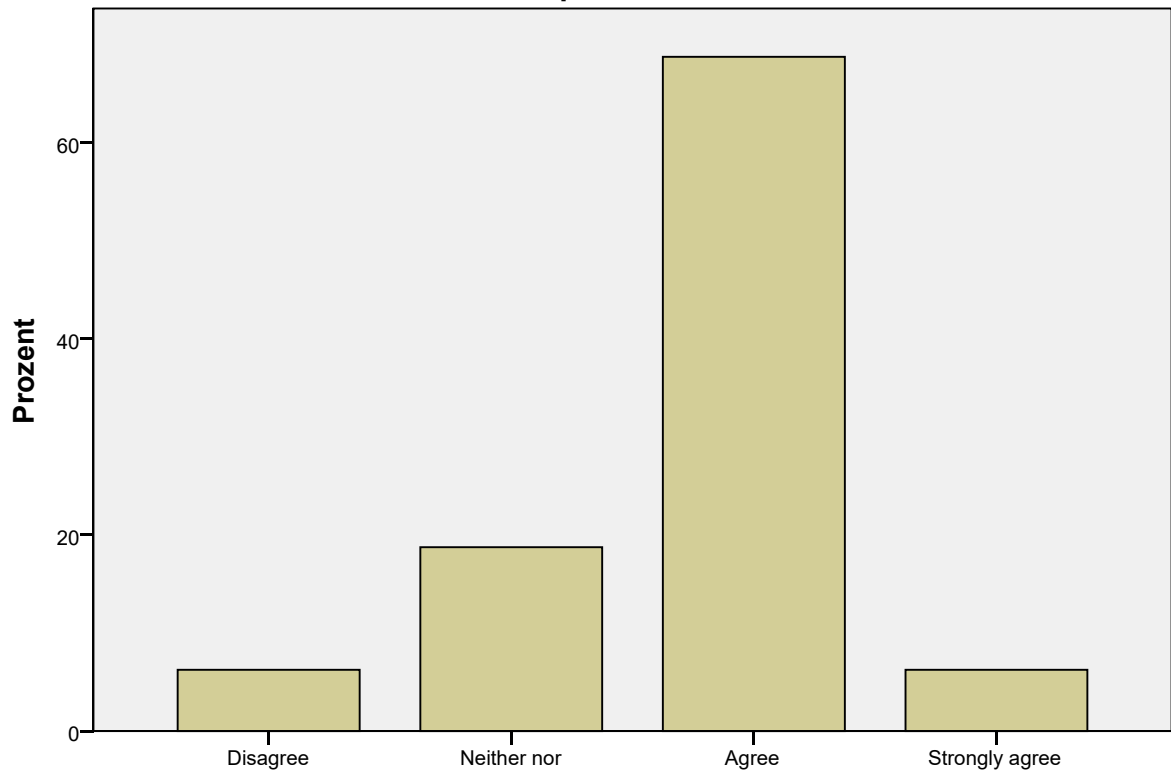
I have a clear understanding of what "Learning Support Functions" are, and how they relate to the Micro Unit-"Elements".

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



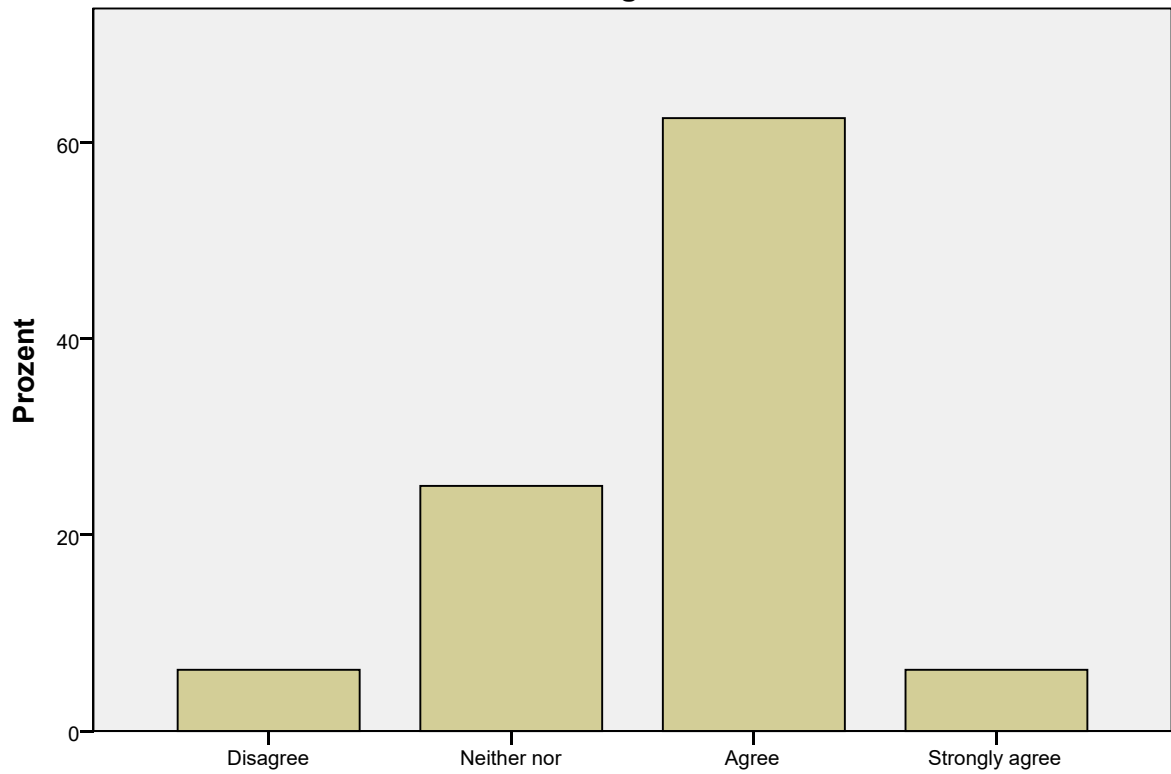
The Learning Concept Design takes the needs and requirements of elderly into consideration, and addresses them well.

**The Micro Unit-Structure is thoughtout well from a learning-theoretical/
didactical point of view.**



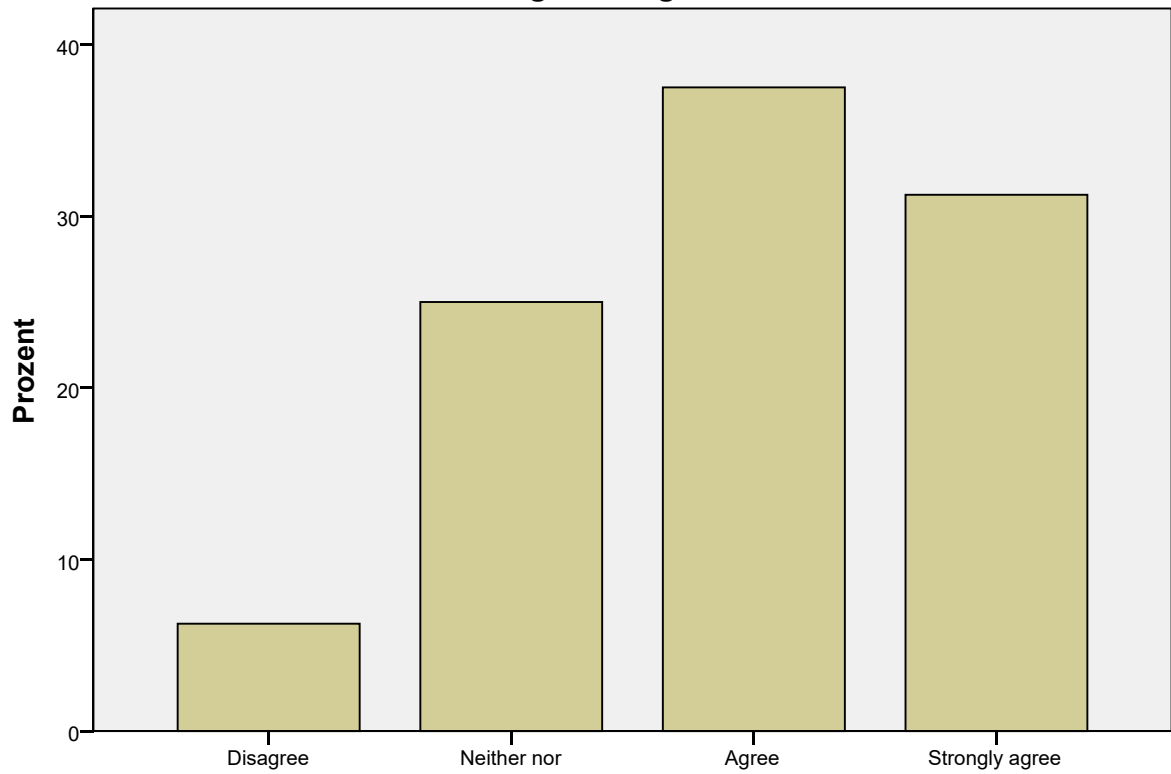
**The Micro Unit-Structure is thoughtout well from a learning-theoretical/
didactical point of view.**

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



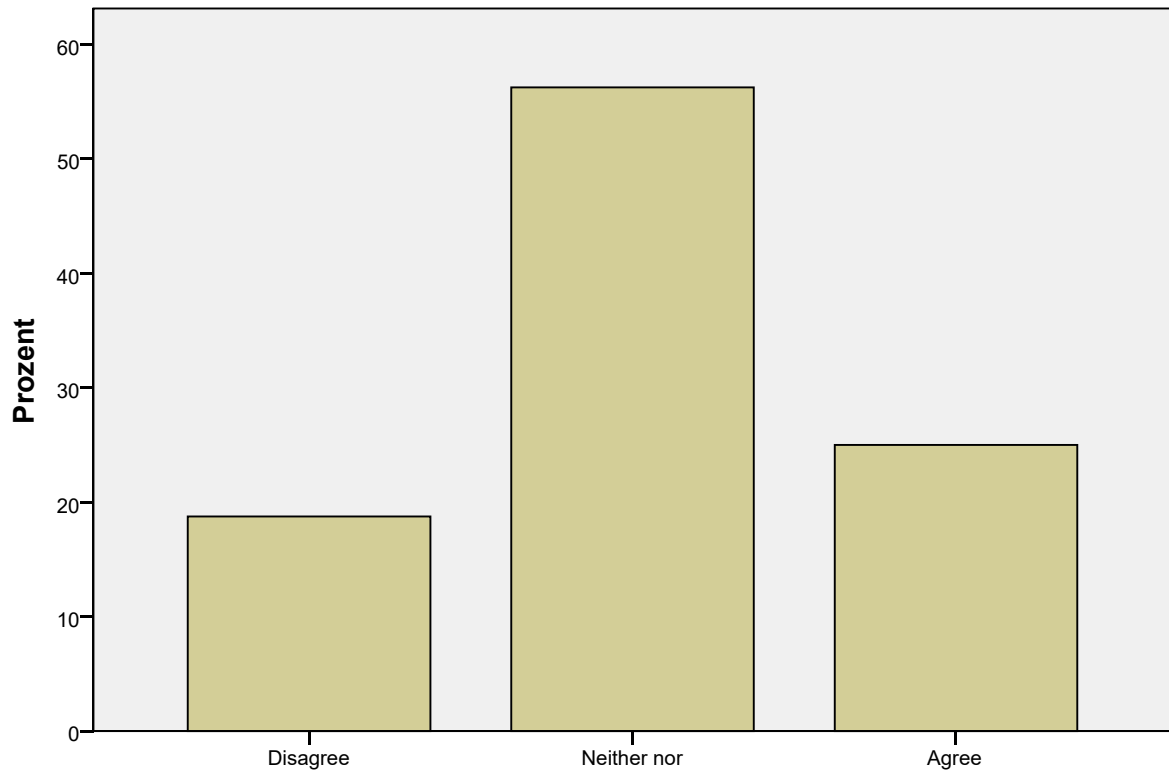
The Micro Unit-Structure is helpful to design learning resources that foster learning.

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



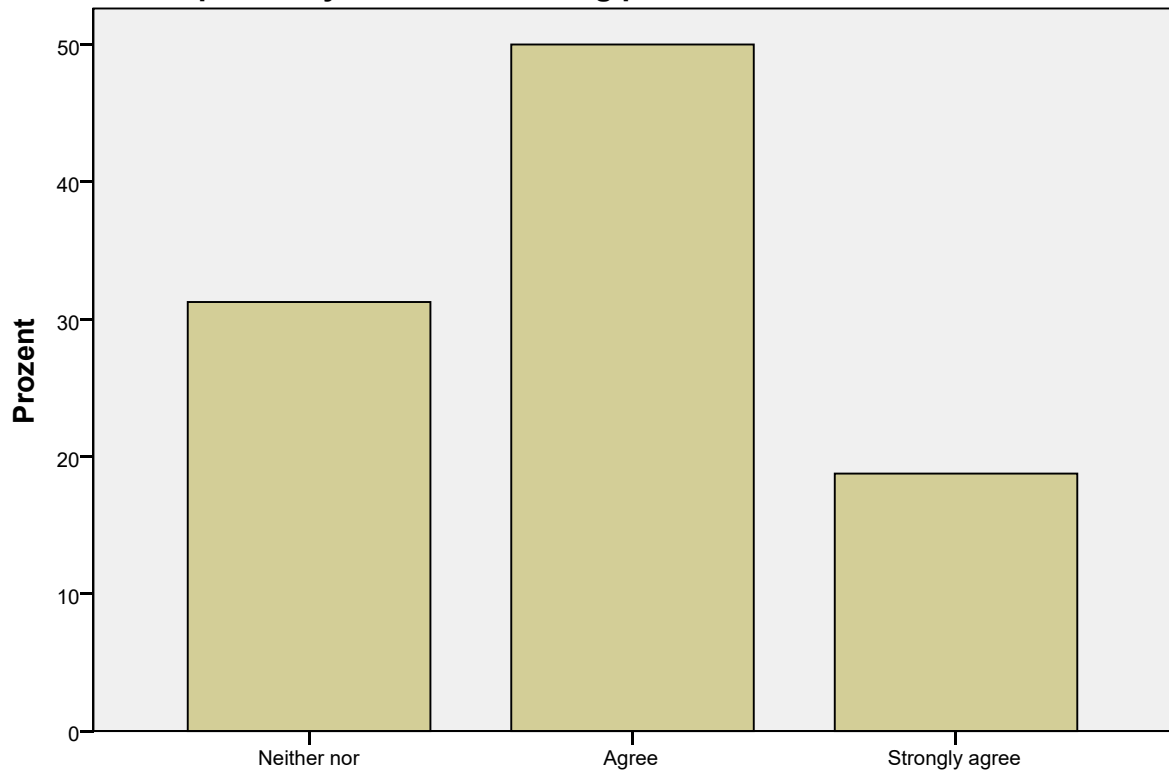
The Microteaching Setting and the Micro Unit-Concept help to design appealing and motivating learning scenarios.

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



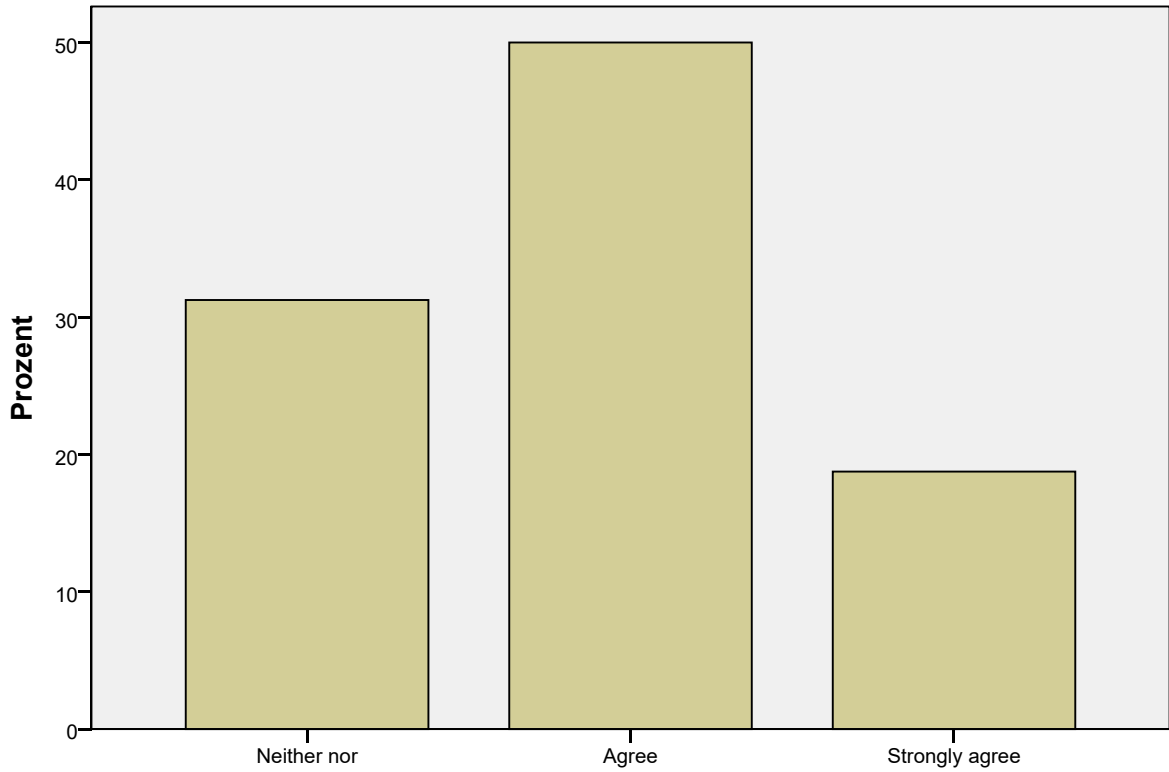
The given Micro Unit-Elements are appropriate to cover all learning contents I can think off.

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



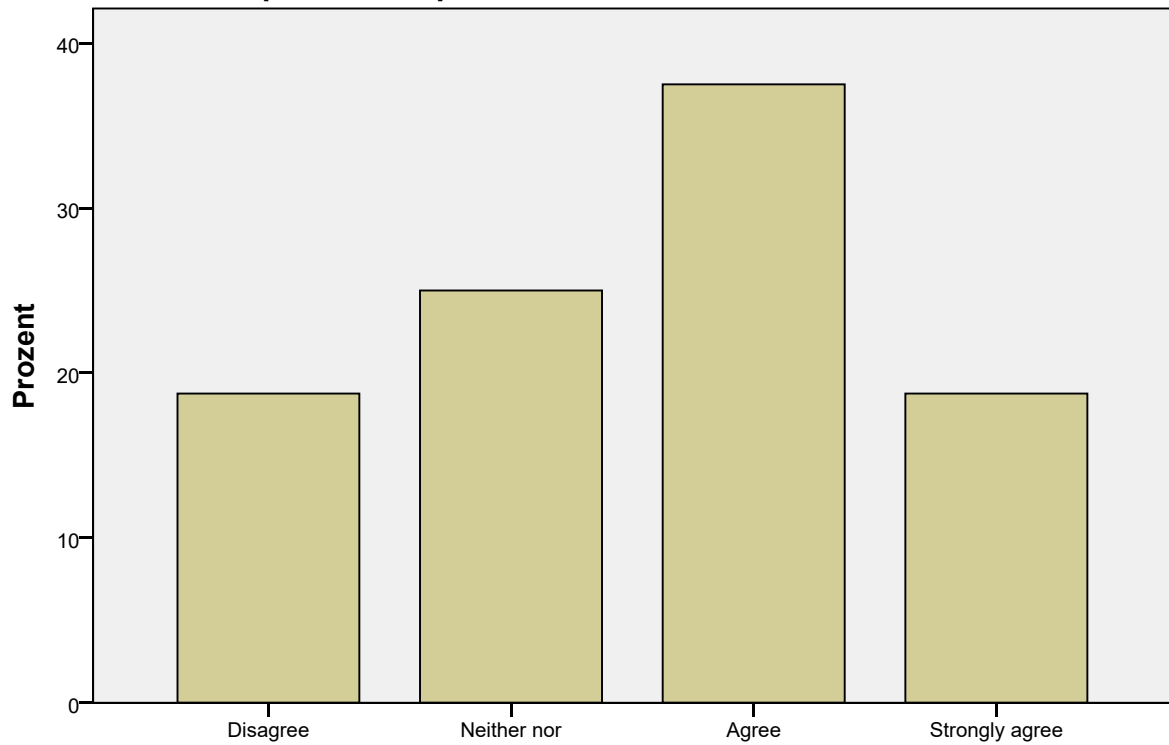
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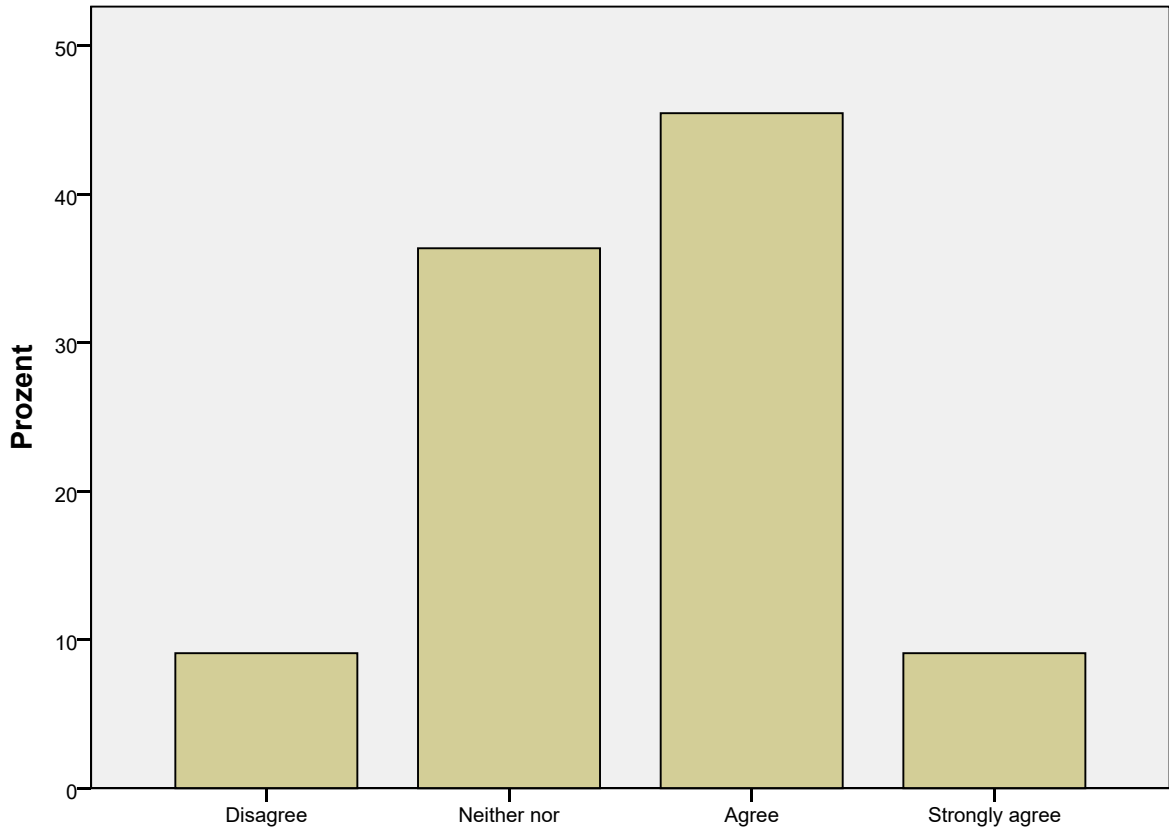
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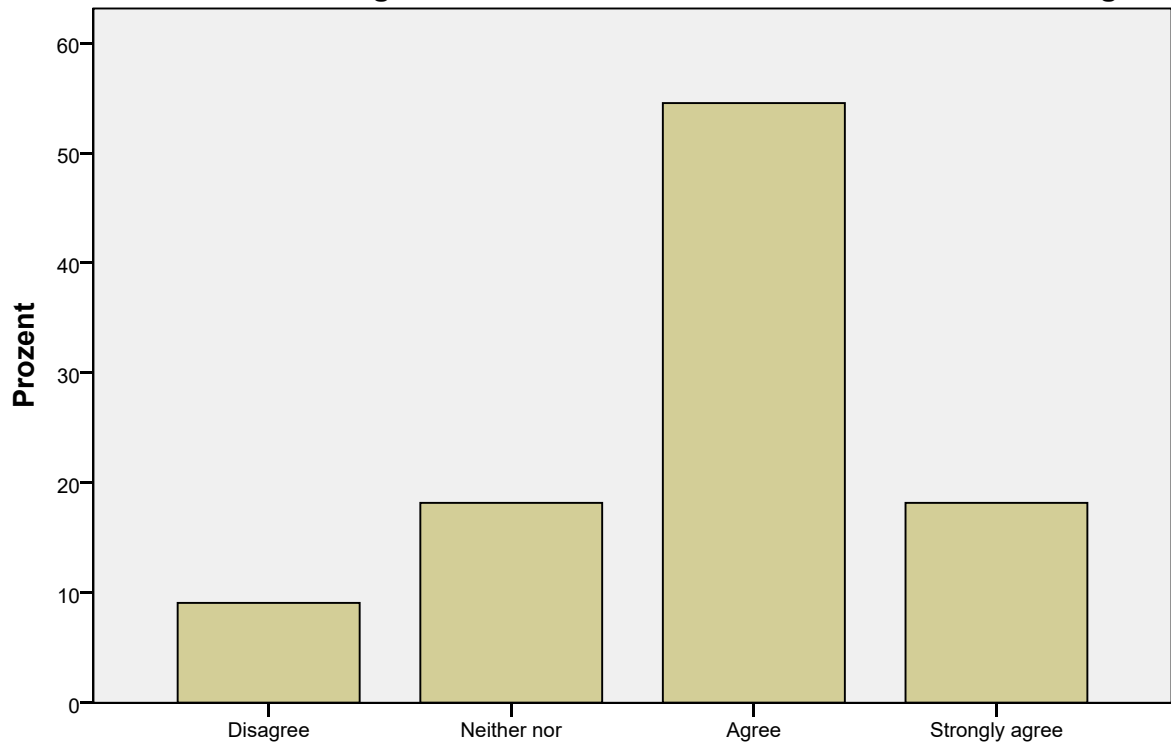
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