

PEER REVIEW

Of chapter 6

General comments

1. Chapter is well readable: English writing in general is good (It seems that you have for example executed proof reading. Great!) Also the Table of contents in the beginning is really user helpful.
2. Text goes in many parts in clarifying details (You for example specifically explain what you by elderly.)
3. One of the strengths is that you use several references and that your text has a clear scientific way of writing. Thus, your text really gives an impression that you have worked diligently to produce it!
4. The chapter is well organised.
5. Perhaps one of the main ways in which you could still improve your work is to write in a nutshell all the great ideas (challenges that prevent elderly from learning and details - e.g. encouragement - that seem to have a link to their better learning) that you now have presented along all the text in just one chapter. Maybe you could even think of compressing of your text as it seems that some of it is in a way repeating it self. In it's current layout it's a bit laborious to find the main point from your text.

Questions and answers

1. **Does the contribution address the core challenges of the scenario and provide a potential solution for them?**

The chapter addresses correctly the core challenges of the scenario but the part regarding "solutions" is not clear. The procedures illustrated there we think are too much general, they could be good for every kind of course so they don't look too much specific for the context of elders+technology. We suggest to expand the solution subchapter with some more concrete details on which technologies could help elders and how teachers need to act differently to support them.

2. **Is the contribution innovative/creative or does it simply re-use existing solutions?**

In general the solutions support all ideas, topics and parts of the chapter in an appropriate way, using critical and constructive solutions that mix well practical and theoretical factors. It seems that the text mostly quotes researchers, real life

training examples and some other sources really well. However, it wasn't easy to find innovative thoughts in the text. Proposal: As you mention many great details (e.g. possibility to communicate with family members, maintenance of cognitive skills, good social skills of teacher) that have to do with supporting elderly to learn better ICT, why don't you bravely propose your own ideas how these points could be used in teaching. Not everything has to be scientifically proved!

3. Are the challenges addressed by considering different perspectives?

Yes, this really seems to be one of the strengths of the whole chapter. You present e.g. important reasons to support learning, benefits of learning, practical tips on how to support learning, some political viewpoint and even real life examples that help reader to understand more thoroughly what it takes for an elderly to learn something that might be considered quite trivial by younger people.

4. Are the perspectives and competencies of the international participants brought together into a coherent contribution?

From the general point of view on the chapter, the chapter seems quite coherent and nicely tuned. It has fine structure, and everything seem to be in its place. But there is always room for improvement.

In our opinion, there can be some enhancements done from the technical perspective on the matter. Even though technical point of view is present and quite good, maybe there could be some more insight on possible solutions and use case scenarios.

5. Is the contribution properly grounded in current knowledge in learning theories and supported by meaningful cooperation technologies and potential interactions?

All the chapter is well covered with references on literature that express a properly grounded contribution. The parts about cooperation technologies could be improved. There is more focus on how adapt technologies to the elders but not on how cooperation and newest technologies could be helpful.

6. Is the contribution clearly presented and organized?

- a. Yes, the structure of chapter is logical having 3 main points: theory, pedagogical viewpoint and solutions.
- b. Pictures in general are great. They really deal with elderly learning ICT and e.g. show an interesting example of keyboard solution.
- c. Maybe you could think about compressing your text a bit. For example chapters 2.1 and 2.2 seem to discuss mainly about the same content. How about combining them? Also, what was the point of chapter 2.6? Could it's contribution to questions in scenario be explained a bit more shortly? Even more profoundly could you think about highlighting the main ways in

which elderly can be supported in learning of ICT a bit more clearly? Or do you think your solutions chapter explains all the ideas your text includes? E.g. what about emphasizing how important it is to motivate (benefits!) and encourage (you can!) elderly people in their learning process?

d. Comments on details:

- i. "Theoretical framework" title: It's meaning was a bit unclear ... Are you going to add something here or?
- ii. Chapter "2.3 Barriers to elderly learning": Do you really think that disability to understand English is an issue with applications (software) as most of it's text shall be translated to most of languages. Same obviously applies to content (books etc. You mean?) as usually there are at least some relevant material in most of the languages. Maybe the language issue is still relevant with some hardware like computer keyboard though.

7. Is the contribution presented with meaningful/appropriate media?

- a. The pictures are well chosen and show situations about the topic of the corresponding paragraph. One problem is that is not so easy to the readers understand the purpose about the pictures since there is no caption with explanation and references.
- a. There aren't videos. Since the videos can provide a good explication about the topic and generate attention and understanding in the readers it should be better to use them for example on the section "Experience and Examples"