

Online and Digital Youth Work in Slovenia

Results of a three-step consultation process

We gathered data on the state of digital youth work in Slovenia through a consultation that took three different forms.

We obtained the information through:

- The Digital World - A Space for Youth Engagement and Participation? **The consultation event** was on 2 December 2021 via the ZOOM online platform. Eighteen participants were present.
- On 15 December 2021, participants could give their opinions via **writing down their answers on posters in the December meeting**. Ten youth workers and young people participated.
- Opinions were also collected over a more extended period through **Padlet and other digital tools**. A further 7 participants gave their views and examples of good practice in this way.

Good practices

- **Online Youth centre Legebitra**: Online youth centre, space for hanging out, bulletin board, different channels, safe digital space, counselling room; maintaining anonymity and connectedness (social circle); the most significant problem they faced was hate speech.
- **Inkubator 4.0 and other projects funded by the ESF**: Online training sessions of around 100 hours were carried out; a unique feature was the involvement of facilitators to ensure the group's cohesion and non-content activities to ensure a positive atmosphere to bring the group together.
- **This Game of My Memories**: The activities were carried out on the GatherTown online platform. The content included basic programming and designing educational games online.
- **Designing an educational Escape Room**: Activities were carried out on the GatherTown online platform using the Mural tool.
- **Young ambassadors of the Ljubljana City of Learning platform**: Activities started online, with in-person meetings in between. Now they are regularly held in a hybrid format.
- **The international group of Young Ambassadors of Learning Cities and Regions**: Activities started exclusively online and will continue in this format. Participants still meet at face-to-face events (such as exchanges and training).
- **Training for Youth Leaders (six international and more than six local meetings) in the project "Youth Co-Creating Learning Cities"**: The international part of the programme took place entirely online, as did the local part of the program. When conditions in the country allowed, the local group got together in person (once) to finalise and celebrate the achievements of the online part. Now the group meets occasionally, either online or offline.

What are the elements that have worked in the good practices?

- Quizzes and initial "warm-up": if participants relax at the start, they are more likely to participate. They were also more likely to dare to expose themselves.
- To take some active breaks and have music on.
- Ability to co-design the programme.
- Informal socialising (before and after the official start of the activity)
- To have some graphic facilitation of events.
- Support from local trainers.
- To combine international work and work in local (country) groups.
- To build up a sense of belonging to a movement.
- In the case of hybrid meetings, online participants could not participate in the on-site activities (city tour), so the organisers ensured that alternative activities were available to them (virtual Ljubljana tour).
- To engage the participants' environment positively. Many of them did not have an office; they either reported from a shared office, the park, etc. If the participant was in a shared office - her task was to do a short survey among her colleagues. The participant in the park had to describe their sights, sounds and smells - and led a guided visualisation, as a relaxation exercise, etc.
- Time organisation - shorter workshops and more pauses because concentration lapses quickly when working online. We also added individual work, which we only reported about it online.
- To work in small groups (so that participants can talk and debate).
- Young people should not be forced to turn on the camera if they don't want to. But they had to speak up and comment, so we knew they were still present.
- To Incorporate various tools to make the work interactive and fun. Otherwise, it quickly falls into "lecturing".
- The participants took on as many tasks as possible (presentations, timekeeper, etc.) so that they were deeply involved and active, not just passive listeners.
- Concreteness: in any kind of long-term work (even in person but especially online), it is crucial to have a concrete task (e.g. reading a book) that participants need to do before the meeting.
- The meeting had a format (discussion), which we broke up with several "surprises".

What are the advantages of online youth work?

Participants in the consultation identified the following advantages of digital and online youth work:

- Access to young people who are not so mobile, for example, is tied to public transport or remote locations (2 participants).
- Productivity of meetings.
- More accessible communication at the international level.
- Greater privacy and anonymity.
- Events are closer to young people, as they have grown up in a digital world.
- If needed, an immediate response is possible (even when the youth centre is not open).
- Contact with young people who avoid social contact (anxiety, phobias, etc.).

- You can get up and "go to work" later.
- Many young people can come to the online meetings in the evening. Straight from the barn, field or orchard.
- Financial and time savings (primarily related to transport).
- Young people can still be present even in case of illness.
- Greater outreach than usual youth work.
- Variety of involvement (depending on intensity) - they can just type and turn on the camera and ask.

What are the shortcomings and disadvantages of online youth work?

Participants in the consultation listed the following shortcomings of online/digital youth work:

- Digital overload/burnout; oversaturation of screens, zoom fatigue (4 participants);
- Lack of concentration;
- Non-inclusiveness;
- Addictions (video games, pornography, etc.);
- Lack of privacy (not necessarily having a private space available)
- Speaking in English;
- young people hiding behind Zoom squares and being present to a lesser extent
- It is more difficult to help young people with life's problems;
- limited communication;
- no socialising during breaks in the programme;
- As practitioners, it is difficult to get attention and constructive opinions;
- Challenges of transmitting spontaneous moments - interactions that happen spontaneously in person need to be facilitated online (think in advance about what you are running out of and make it happen)
- harder to control discipline (inappropriate comments in chat)
- Technical problems
- The active presence of participants for the whole meeting (since you're at ZOOM, I find it much easier for participants to just (leave early) or be late)
- in the case of hybrid meetings, it was a big challenge to rotate members appropriately to work in smaller groups (online participants were always together and live participants were always together in their group. Solution: live participants used ZOOM on their phones, spread out in the room and were in mixed groups with online participants).
- Informal breaks did not achieve their purpose because everyone disconnected and paused - the networking in live activities was not there.
- The worst challenges were in the workshops when we often dealt with emotions. During the time of the restrictive measures, many young people expressed less pleasant feelings in a particular activity, with some being thrown out of the network (it's not nice not to hear the confession of the person who is already gathering the courage to say something at such challenging moments, but then has to be asked to repeat it several times and you can plug them back in).
- Not all young people have the same opportunities to access a computer and a good internet connection to this webcam and other equipment.

- It is challenging to keep track of all the "squares" with many participants.
- It is harder to read the gestures of the participants.
- Developing an obsession with your appearance
- Participants find it harder to relax;
- Group development takes a long time.

What would youth workers need to run the group better or make online work with young people more participative, inclusive, creative, and enable initiative?

Participants in the consultation listed the following tools, knowledge and contexts that would help them to do better online youth work:

- More time (3 responses);
- more significant commitment to the public interest in the youth field
- meaningful participation
- a safe space to express ideas
- better technology (additional screens, software)
- young people interested in the field
- more knowledge and information on technology and media
- a good team
- good space and support from the municipality
- volunteer tokens (as for blood donation)
- Facilities for young people (enabling access)
- A microphone to allow conference calls of the whole group.
- Free use of software for youth organisations would be a great solution (Zoom, Canva, Mentimeter, Sessionlab, Mural).
- Youth work and non-formal education have accumulated a whole spectrum of methods for decades. But digital youth work has only just started with these processes. Therefore, we need as many trainers/youth workers/educators as possible to begin testing and developing new methods in digital youth engagement and participation methods.
- Improving formal education;
- Encouraging all citizens to strengthen their digital competencies;
- Better knowledge of actors in youth work with the basics of preparing youth work and training online;
- A group of educators to work together in a dedicated way to develop online methods that overcome the most significant challenges
- We need some glimmer of the possibilities of working in the digital world, ways of doing activities that can be done remotely, etc.
- Maybe some ideas for an online icebreaker or a good practice for warming up the group
- Digital ninja

What are the future ambitions of youth workers in the field of online youth work?

Our goals as youth workers are the following:

- To empower young people to distinguish quality from low-quality (or even dangerous) content and the pitfalls of the digital world (and how to find them).
- To create moderated digital space for young people (debates, youth dialogue, etc.).
- Access to the equipment (ICT, computer, optics) for as many young people as possible
- To enhance the uniqueness of the individual outside the "zoom box".
- To reduce polarisation through the use of technologies (breaking bubbles, taking the time to understand the other's point of view, "letting it come to you").
- To teach young people to use technology in moderation.
- To limit the impact of technology on mental health.
- To establish Digital Youth Centres (e.g. The Sims game).
- To work on the quality of content to make it suitable for all learning types.
- To search for answers: How to motivate young people to come to our events? How to recognise their added value?
- Active implementation of projects on exploring digital youth work
- To create an online space for meetings and gatherings.
- To create more short, interactive online workshops to improve online and digital skills.

Online and Digital Youth Work in Hungary

This analytical content analysis was prepared by studying professional and scientific articles. In addition to the professional materials, the writing summarizes the experience of the foundation and the foundation's employees in digital education, youth work, holding online trainings and the mentoring process.

Strategies/programs:

Digital Prosperity Program: One of the most important objectives of the Digital Prosperity Program was for the population to become a winner of digitization and to avoid a digital divide in society. As part of the Digital Prosperity Program, the Government of Hungary adopted the Digital Education Strategy of Hungary (DOS) in October 2016. The main objective of DOS is that no one leaves the education and training system without the appropriate digital competences. We are convinced that the digital transformation of the education system is the most important element of successful preparation for the digital world: this is the only way we can prepare our children for the labor market expectations of the 21st century. The task of public education is to ensure that not only those whose family background makes it possible to benefit from digitalization, but that all students have the opportunity to master the technologies of the future. During this project in 2017 in 1,173 localities, at 1,415 Digital Wellbeing Program Points, around 2,116 DJP mentors worked to reduce digital illiteracy.

Good practices in the youth and educational field:

Digital Theme Week: The theme week aims to public education and vocational training encourage digital at all levels tools are effective in daily practice the use of a subject-independent plug-in, support the development of the necessary competencies for this and then collect and shares the widely usable, innovative pedagogical ideas.

OkosDoboz: is a digital learning tool for elementary school students, which helps children learn with playful, graphic, digital task sets, games that develop thinking skills, and educational videos related to the school curriculum. (<https://www.okosdoboz.hu/>)

GEOMATECH: is a free math and science digital curriculum portal that ensures the effectiveness of teaching and increases the hours its playfulness and experiential value. (<https://mdoe.hu/projektek/geomatech/>)

Hungary in general:

During the pandemic digital education was implemented in Hungary as well, but no comprehensive survey was conducted on its results. In connection with youth research, the last comprehensive survey was conducted in 2020 large-scale youth research, which is repeated every four years in Hungary. The survey also covers the assessment of digital culture and the use of digital tools. Based on the results of the 2020 large-scale youth survey, it can be established that a Hungarian 15–29 year olds are daily Internet users and have their own smartphone. He is a member of the vast majority of them for online social sites, of which Facebook remains the most popular. (in 2000 9 percent of 15–29-year-olds had internet access at home in 2020, and 93 percent of them had it) Most of the digital youth work documents were written between 2010-2015. The professional literature (in Hungarian language) deals less with the topic of online youth work.

Smart youth work: youth work in the digital world

The most relevant elements of top-level approaches to digital youth work are the websites operated by Elisabeth Youth Fund (Erzsébet Ifjúsági Alap).

The webpage '<http://www.unp.hu/>' works as a professional site targeted for youth workers and youth experts. It functions as a knowledge base, and a networking tool has been developed, where a database of youth experts and a resource map of local youth services is published.

On the other hand, the webpage '<http://www.futournet.hu/>' mainly targets young people and provides information on programmes and services carried out through the HRDOP project. The website also offers online career guidance support.

Education, training and skills recognition

Until 2017, youth work could be learned as a profession in higher vocational education (between 2012 and 2017 as a vocational education in higher education). In 2015 a decree of the Ministry of Human Capacities has created the Community Coordinator BA (Közösségszervezés BA) level education. Its youth community coordinator specialisation has become the successor of the vocational training.

Besides this, EYF organises a number of trainings. The selection is the following (Erzsébet Ifjúsági Alap - 'Képzéseink'):

What are the elements that have worked in the good practices?

- Small groups sessions
- Interactive elements (new tools, approaches)
- Communication according to the rules of written orality
- Community games along the theme
- Existence of online and offline tasks in the session
- Watching a movie separately and then starting a conversation together
- Something new that each participant learns or does
- "dress up" type challenge (The Hungarian Museum of Fine Arts had this challenge)
- Virtual museum walk
- Joint board game development
- Challenges between the sessions
- Icebreaker games at the beginning

What are the advantages of online youth work?

- Time saving
- In some cases wider approach of people
- Financially economical
- Fast reaction and connection possibility
- Flexible schedule
- The opportunity to use many online tools
- Involvement of non-local trainers

What are the challenges of online youth work?

- Inappropriate technical devices
- Lack of digital competences
- Not a constant presence
- Security
- GDPR and other law related challenges
- Development of digital knowledge
- Keep up with developments

Used literature:

<https://digitalisjoletprogram.hu/hu/tartalom/djp20-strategiai-tanulmany>

<https://digitalisjoletprogram.hu/hu/tartalom/dos-magyarorszag-digitalis-oktatasi-strategiaja>

https://tarsadalomkutato.hu/wp-content/uploads/2021/07/magyar_ifjusag_2020_web-v%C3%9Aq.pdf

<https://i-dia.org/blog/az-ifjusagi-munka-lehetosegei-a-digitalis-terben/>

https://youthworkers2-0.eu/wp-content/uploads/2020/07/Youth_Workers_2_0-Digital_Guide-HU.pdf

Online and Digital Youth Work in Spain

The source of information and the guidelines for action when it comes to planning activities for the local youth group come from direct consultation with our users, from their specific demands, from what professional observation determines or from what the group of Youth Correspondents of the municipality dictates to us.

The years 2021 and the beginning of 2022 have been very characteristic in terms of the youth work that we have carried out from the Casa de la Juventud in Cabra (Spain).

We were still living in the shadow of a global health crisis that has affected society in different ways and especially the youth collective. There is no doubt that the repercussions have been different taking into account variables such as the type of housing, the number of family members (and their employment situation), access to technological resources and household connectivity among others.

Working closely with the team of professionals of the Youth Delegation is the Group of Youth Correspondents of the locality. In general terms, our municipality belongs to the Participe+ Network, where we have the opportunity to share with other towns with similar characteristics, topics related to the design, organization and implementation of projects, which are sometimes carried out jointly.

Among the best digital practices we could mention:

The attention to young people -On line Youth Center- could be done on line, attending to consultations on general issues and psychological and legal advice. After the pandemic and the confinement, this service has been maintained and consolidated.

La Calle Joven, a project for the visibility of youth entrepreneurship, went on to be carried out on video, material that was thus available for sharing and which lasted over time, benefiting from the disadvantage of its traditional celebration that does not go beyond a few hours on a specific day. The success of this version has meant that in future editions it has been decided to complete the traditional activity with an online version.

The meetings of the Participe+ network of youth professionals were held online, with increasing frequency. The monthly magazine has a digital format. Nine municipalities from three different provinces of Andalusia belong to this network. We meet a series of minimum requirements and are committed to structured dialogue in which young people, technical staff and politicians are involved in decision-making. Our meetings can be online and less often face-to-face. We share information and resources using an increasing number of digital tools both among youth workers and between young people and policy makers. Social networks, videos, editing tools with licences shared between municipalities and cloud resources increase our heritage focused on quality work with and for young people. Often our monthly meetings focus on sharing new knowledge with other colleagues, sharing tools and new proposals.

The meetings with the team of Youth Correspondents increased in frequency and expanded their content to include recreational aspects. Their work and design of activities has also been developed as a network. This group started to make among themselves and in open

streamings in which they would address topics of youth interest in a relaxed way 'illolosdecabra' in IVOX.

During this period we have used different elements and tools in the digital work with young people:

- Video recording and editing.
- Online competitions. Free time activities among the Correspondents and Competitions at local level:
- Easter youth photography
- Carnival masks competition (create, edit your video and share it on social networks).
- Virtual Escape Rooms (both sharing games online and design with video calls, and digital tools).
- The mobile gymkhana designed through QR codes and web-hosted pages and supported by Whatsapp was able to take place in the streets of our city.
- Photographic Safari: An invitation to share your Christmas through photographs in the municipality.
- Online games: Design of support activities using youtube, kahoot, etc. Tournaments at provincial level.

The challenges we have faced in developing online activities have been:

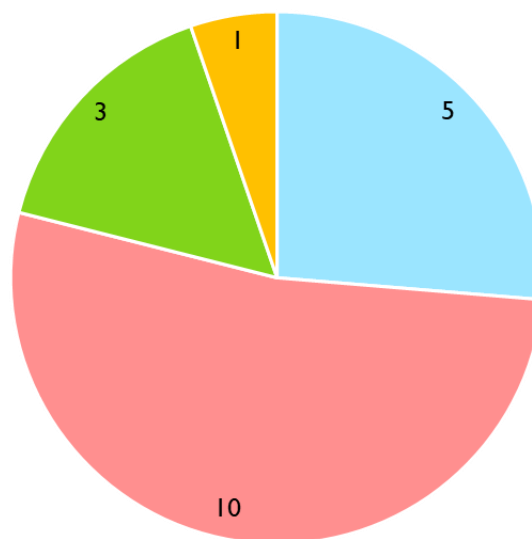
- Absence, lack or inadequacy of equipment and connectivity.
- Lack of or insufficient space to connect in comfort and tranquility.
- Lack of technical and resource knowledge.
- Initial or start-up difficulties in getting information to our target audience.
- Some participants highlighted as disadvantages:
- Lack of attention, disinterest, and some media-related problems, as well as learning difficulties or different level of skills.
- Difficulty in understanding each other and sustaining attention for long periods of time. Also lack of skills to express themselves online.

With all this information and references, with the boost given by the health situation and with the residues left by the implosion of online actions, our ASPIRATIONS are along the lines that the online version should be maintained, implemented when it does not exist and always contemplated for the benefits it brings in terms of being more inclusive, more lasting over time and in any case facilitating the sharing of learning and knowledge

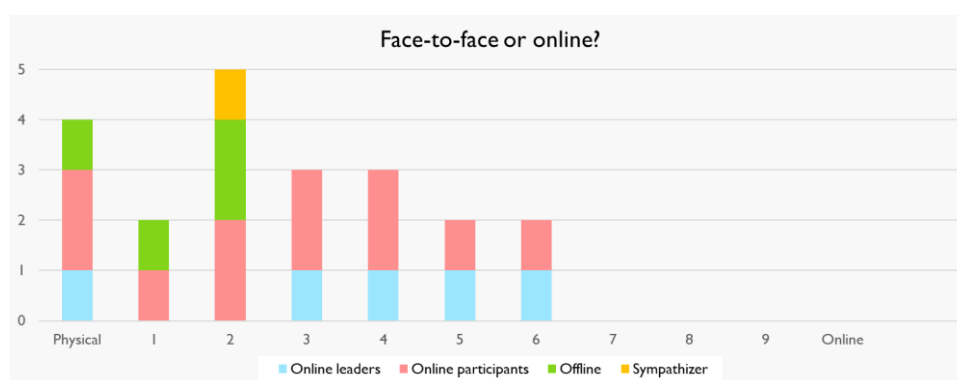
Online and Digital Youth Work in Italy

This survey was organized by Fabio Costa, a Chemist and Junior developer from Associazione Interculturale NUR, he researched what good digital practices in the field of youth work are and culture in your countries (or local environment) and what makes them good practices, what were the challenges people faced when they deliver online activities, what are the aspirations of your local communities/NGOs in this field and what would support them in bringing digital youth work or digital cultural experiences to the next level.

Who filled the survey?



■ Online leaders ■ Online participants ■ Offline leaders/participants ■ Sympathizers



Best sides of organizing online projects were: developing new online competences and more accessibility (no traveling), the worst sides were unpredictability of internet and less accessibility (in terms of internet connection). Best sides of delivering online projects were: more new tools to improvise, less pandemic exposure and less preparation needed, it's easier to adapt on the go. The worst sides of delivering online projects were fitting working sessions into life schedules, more distant people, less control of group dynamics, lack of participation, loneliness and no traveling. Best sides of participating in online projects were: trying to

understand people's point of view, Covid-safe, easier to access, less time needed, environmentally friendly, more relaxing. Worst sides: internet and software problems, no fun, not for everyone, conversations are not real, it's very easy to argue, hard to gauge people, you can't bond during breaks, not being in a safe space because you are home.

Good practices when organizing online activities are:

- time/content balance, planning afk breaks
- keeping constant communication with partners and participants
- giving creativity more freedom
- being prepared for cyber attacks
- making sure everyone uses cameras
- incentivizing conversations in small groups
- being flexible if people seem tired and
- tackling the border between online activities and physical movement.

The most challenging parts of organizing online activities are:

- getting people to participate
- time zones, adapting to everyone's schedule
- visibility and engagement.

When delivering online activities best ones are anything practical, group building, using Mentimeter, Jamboard, Miro, chat and breakout rooms. The most challenging part of delivering online activities are keeping participants engaged, reading the room and reacting, speaking through screen, having to learn new tools, making sure everyone's engaged, adapting to reactions and making sure it doesn't feel boring, it's just as challenging not to overwhelm participants by using too many tools.

The best parts of participation in online activities during meeting are: people loosen up and are more comfortable at home, incentivizing physical movement so that people don't get bored, discovering new tools and learning new things, less sweating, easier to process. The worst parts of participation in online activities are it's hard to communicate and do activities, hard to stay involved, hard to talk and answer and it's so much harder for shy people to give feedback, it seems less organized because you mostly watch, so it doesn't have the same thrill and it can make some people feel ashamed.

Activities between meetings should be avoided, only reflection post activities should be done. Best activities online are reflection, coffee talk, ice breakers, intercultural evening, breakout rooms, brainstorming, physical (stretch, dance, treasure hunt). Activities to avoid are the ones that can get too personal, the ones that are aimed to bond, long activities, outdoor activities, anything that requires too much creativity or too many people at the same time and research.

Best practices when it comes to total participants numbers and breakout rooms depend on the project, but shouldn't be more than 15-20 people that you have ready beforehand (or have a helper), have one facilitator per room and cca. 5 people per room (facilitator not included).

Main aspiration

is connection fostering between participants, and it is best done by creating Discord servers, incentivizing participants to spontaneously meet outside of the meetings, it's better with small projects than a single long one, self-paced activities between meetings rarely work. It can also be done through participants-only whatsapp group or small local events on or offline. It should be spontaneous, but it probably won't happen.

An interesting online tool is "Cities of learning" by Badgecraft, for it transforms cities into successful learning ecosystems. Learners, organizations and public institutions can map learning opportunities, combine local and digital experiences through playlists and issue or receive digital Open badges to recognize and record learning achievements.

Online and Digital Youth Work in Czechia

We gathered data on the state of digital youth work in Czechia through in-depth interviews with important figures of digital media education or experts from other fields, who focus on this topic from an important perspective. We also added on some representatives of youth itself, to be in touch with their real experience and concerns and generate more accurate questions.

In-depth interview was made with:

- **Vít Bohal** is currently a PhD candidate at the Center for Critical and Cultural Theory at Charles University Prague. His dissertation focuses on Xenofeminism and he is working towards formulating a 'critical xenology' which analyzes the conception of xeno within an infrastructural analysis of otherness. His work focuses mainly on contemporary feminist theory, accelerationism, speculative realism, post-digitality and philosophy of technology. He is member of the Prague-based [Diffractions Collective](#) and has participated on various curatorial and discursive projects both in Prague and abroad. He has edited a number of essay collections and in 2019 was a visiting researcher at the University of Siena's Department of Education, Humanities and Intercultural Communication. On 15 December 2021, participants could give their opinions via writing down their answers on posters in the December meeting. Ten youth workers and young people participated. [MULTILOGUE: PERSPECTIVES ON COMPUTATIONAL THINKING AND ITS UTILITY FOR TRANSFORMATIVE EDUCATION](#)

- **Vít Haratek** is a graduate of NEWTON College's Global Business and Management program, he works in design, graphics, animation and development. His career path began at the age of 12 when he got his first computer. Vít's work is close to music - he made a music video for his friends in the band Charlie Straight and has achieved bombastic success with animations for rapper Kanye West's tour and videos for the Adidas brand. He also ranked in the prestigious Forbes 30 under 30 poll.

- **Tomáš Moravanský** is studying for a PhD. in the Department of Theory and Art History under the supervision of Václav Magid at the FaVU in Brno. His means of expression are broad and span across different media, complicated and complex sentences consisting of technical terms, with a focus on specific influences and organization of the socio-cultural space in the relationship to the movement and post-dance choreography. His artistic

practice is accompanied by the critical-analytical reflections based on the critical theory, sociology or psychology, important starting points include Lacanian psychoanalysis or the fascination with evolutionary biology.

- **Alexandr Šimon:** He graduated from the general grammar school in Třinec, which he finished with a high school diploma. After high school he tried to study law in Olomouc, but he left it and decided to study mathematics and English with a focus on education. Since he was a kid he practiced karate, he likes to play computer games, read either science or fantasy literature and play RPG games with people.

- **Tomáš Janík:** Former pedagog in Center Theresias in the Masaryk University for education of people with specific needs.

Main structure of open questions asked:

1. Could you try to point out the most revolutionary events in a development of digital influence and usage in education?
2. During covid times, the whole society was under pressure to implement digitalisation in work and educational environments. What did we, as society, learn from that period?
3. What digital tools do you use for a self education, notetaking and revision(iteration)?
4. How do you perceive the role of the teacher? How do you think this role will be redefined in the future?
5. There is a huge amount of new digital tools and platforms emerging. How should we choose ideal ones for ourselves, and how should educational institutions approach this problem?
6. Can you try to predict usage dynamics between VR and AR?
7. What kind of benefits can computer games have in education?
8. Are there any examples of good practise in Czech Republic, which you could recommend to us for further revision?

Selected statements to a mentioned topics

Globally, development of digitalisation in education could start about 20 years ago. Especially with development of internet and cumulation of easily found and often specialized, or regularly updated “tutorials” for vast variations of desired skills. Firstly it were mainly text tutorials soon with addition of illustrative pictures, links to a recorded lectures, first videos, etc.

Around 2010-2012 it escalated quickly with the rise of youtube and video platforms in general. Because of the fact that most of the content was downloadable, there were many

student/teacher curated databases or MOOCs. (Wiki: Early MOOCs (cMOOCs: Connectivist MOOCs) often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. Some later MOOCs (xMOOCs: extended MOOCs) use closed licenses for their course materials while maintaining free access for students.)

The platforms founded at that time were for example: Udemy, Coursera, Khan Academy, etc.

Because of those platforms, there was research initiated, which was based on psychology, and cognitive theories, on how to create perfect online lectures with effective revision and motivational certificate systems. Also soon it was apparent that it doesn't make sense to talk over the same topics separately, when you can perfect and update already existing content.

There are possibly no special development cases of digital usage in Czechia than in other European countries. Only difference might be the timing of implementation of new tools, which is only natural in the context of different countries' GNP. In the czech educational system, the first digitalisation steps was creation of a background information system at schools, which supported easier sharing or availability of materials, time coordination and so on.

Educational potential of virtual reality space is enormous. Firstly it is because enhanced ability of the focus. Even if it is only basic content as a uninteractive video record, the focus could be 30-40% more effective. The reason for it could be “newness” of this technology, but also sensoric isolation from surrounding stimulis. Once the interaction mode is added, it is even more effective.

According to Vít Haratek the raise of the quality of experiences in vr world could lead to raise of auality of experiences in outside world. The fear of the virtual world threatening society with too high time consumption in not nessessarily reasonable.

Vít Bohal

Do you envision digital education as the main form of education in the future?

The way I see it, outside of metal, it's just one channel. Unless there are exceptional situations. From a broader spectrum of educational methods...

What were the most powerful insights from this period?

What the covid showed was that people don't have to sit in offices. Create a work environment in the home. First it was frowned upon and now they are experimenting with 4-day weeks. Home offices are big and it takes time.

We don't have to sit there. Some people are very comfortable with it and their work anxiety has improved.

How has the gaming environment infiltrated the classroom environment?

To what extent can games be educational. For my generation, there were escape games. What I noticed is that we had a "Stalk town" conference. An avatar walking through a virtual environment and then moving into a lecture hall. The framework allows for different forms of education. I get the game where it's a shared environment- Second life worked that way. Historical games can be interesting. At the same time, "Charles games" make historical games.

Jetsli is another game that teaches writing within the game, or programming within the game. But why can't AI teach us stylistics, writing. Algorithms are great, analysis is great. Human in the loop. There's always a human mediating and translating something. A human is still needed. He'll say, yeah, this is news.

What happens if we don't differentiate the human from the machine?

It's scary, but I'm afraid to talk about it, that humans will be replaced. But it's good to acknowledge that in the form of text and deep fake it will happen. It has limits from a social point of view. Body language - machines can't do that yet, and I don't see the future of that someday. The deep nuances of the human mind with body language are hard to replicate. People like to look at effective human creativity. That's something that machines can't yet mediate for us and I can't see that happening. Especially on the level of physicality. I understand that we have androids that sort of combine that - as a speculative item.

In the Czech environment, do you know anything, anyone, worth following?

Czechitas - the inclusion of the female population in the IT environment - the education of girls and women - not only in the Czech context, but also in the global context,

What about VR?

VR in terms of some distribution and impact. I think AR is more interesting, it has a wider application. It's more pervasive with our world. VR probably has the ability to cure phobias, but they're not approachable - it's a luxury to have access to VR technology. AR is just always going to have a much bigger impact - it's easier to distribute - just hand-held device...

Alexander Simon

What forms of teaching through digital tools have you experienced?

During covid, after that year it was very fast-paced. Everyone teaching was using something completely different. You had to check an awful lot of things to make sure you didn't miss anything.

Before covid, maybe some video in class. Interactive whiteboard, which isn't exactly groundbreaking. You, as a person who spends a lot of time on the internet and with a computer. Generation Z. What would you apply from your free time to the teaching process. YouTube videos explain it well and quickly and it doesn't have to be taught by a teacher. It would be great if the teachers themselves recommended some good videos. They should be curating good content rather than necessarily creating their own content. Just recommend it, and then the kid can find it.

Another interesting form for education would be DND and actually any game where you have to interact. For language skills in practice. It can be played in different languages around the world.

What is your experience with VR?

I wore it once in my life and it was more of an interactive ride. I'm sure it would have been fun - just seeing the place. Google Earth is a great program for seeing places.

If you were choosing between uninteresting people in person and people of the same blood type on vr, what would you choose?

I would always choose live, but digital platforms have some extra tools. Digital education - the problem is how they learn computer science in general. People learn with office stuff - word, excel, powerpoint. There are an awful lot of interesting things to do on the computer and that's mostly all they learn. They could teach how to use it. Because even trying out new applications and things like that is important these days. Getting used to a new interface. Google scholar - they didn't tell me about that until college. It's kind of a shame, when you need data for something, we didn't know.

Computational thinking : it doesn't have to be just programming thinking. Not being afraid to work with a computer and use it for certain things. A lot of people have an aversion to taking notes on their phone. Yet phones are just more cunning. There are different apps for different things.

I recently found a tool that you can look up: Myfridgefood.com. If you look in your fridge and you have a pile of stuff and you don't know what to do with it, it'll give you some advice. You can live without it, but a lot of times when it comes to this stuff you can't imagine how it would work. A lot of people use apps to monitor their sleep cycle. A site where you type in the last book you read and it'll recommend a similar one. Search and learn how to use your computer to do multiple things and not be afraid of it. It's not just an overgrown calculator.

Interesting initiatives in the Czech Republic?

What I've noticed is that in primary school they've been teaching computers from the very beginning. When I was in elementary school, it wasn't done at all. It's good to start using it early.

The collective use of one computer and watching someone else use the pc is terribly rewarding.

- [Hockey training in VR](#)
- Czechitas Online training sessions of around 100 hours were carried out; a unique feature was the involvement of facilitators to ensure the group's cohesion and non-content activities to ensure a positive atmosphere to bring the group together.
- Duolingo clubs The activities were carried out on the GatherTown online platform. The content included basic programming and designing educational games online.
- the virtual anatomy classroom is in Mladá Boleslav:
Activities were carried out on the GatherTown online platform using the Mural tool.
- KISK: Next book, Beletrie