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REPORT ON THE FIRST PILOT IMPLEMENTATION IN CZECH REPUBLIC

Full pilot cycle: initial survey, e-learning course, interim survey, AR application and final survey

Partner responsible for the pilot	CAIO, Czech Republic
Pilot location	Prague, Czech Republic
Implementation modality	In presence, teacher-led classroom implementation
Access modality	Teacher access through demo credentials; class group followed the course in presence
Data availability	Anonymised aggregate evidence only; confidential school and student data not disclosed

1. Introduction and purpose of the report

This report presents the first pilot implementation carried out by CAIO in the Czech Republic within the Erasmus+ Educational Ventures project. The purpose is to document the implementation process and the main feedback collected during the complete pilot cycle: initial survey, e-learning course, interim survey, testing of the Educational Ventures augmented reality application and final survey.

The pilot was implemented between September 2025 and April 2026 in a selected school context in Prague. The Czech pilot was organised in an in-presence classroom setting. One English teacher accessed the Educational Ventures learning environment using demo credentials and guided the class through the course contents and the related activities. This modality was considered appropriate for the local school context and for the privacy requirements communicated by the school.

The report describes the target group, the training environment, the five-module e-learning pathway, the quality of the learning experience, the connection with the AR phase, the final impressions of participants and recommendations for improvement.

Data protection note: The school did not grant permission to share confidential data, individual questionnaires, student names, class lists, individual platform analytics or identifiable visual evidence. For this reason, the report uses only anonymised aggregate observations, teacher-mediated feedback and class-level trends. The absence of personal data is a privacy protection measure and does not affect the positive validation of the pilot as a classroom-based test of the Educational Ventures model.



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2. Pilot methodology, setting and evidence base

The implementation was designed as a supervised blended learning experience delivered in presence. The teacher played the role of facilitator, supporting students in understanding the structure of the e-learning course, discussing the learning units, completing activities collectively and preparing the class for the AR-based experiential phase.

Pilot phase	Implementation in the CAIO pilot	Available evidence
Initial survey	Introductory classroom activity on students' expectations, preferred learning experiences, use of technology and previous AR/VR exposure.	Class-level synthesis only; raw forms not shared.
E-learning course	Teacher logged in with demo credentials and guided the class through the five Educational Ventures modules in presence.	Teacher observation, classroom discussion, aggregate feedback.
Interim survey	Feedback collected after the e-learning phase on clarity, engagement, quizzes and readiness for AR.	Anonymised aggregate trends and teacher synthesis.
AR app activity	Students were introduced to the AR application, its permissions, navigation, content pages and quiz sections in a supervised session.	Observation notes and aggregate final feedback.
Final survey	Final classroom reflection on the AR experience and on the effectiveness of combining e-learning with immersive tools.	Aggregate feedback only; no personal data disclosed.

The teacher-led modality made it possible to include the whole class. It also reduced potential access barriers, because technical steps such as login, navigation, app permissions and quiz access were managed collectively under supervision. This approach proved suitable for a first pilot in which the main objective was to test usability, clarity, engagement and the coherence between the e-learning modules and the AR experience.

3. Participant profile and data protection limitations

The target group consisted of one high-school class located in Prague. The students belonged to the age range normally addressed by the Educational Ventures pilot model (16-18 years old). The group was treated as a single classroom cohort, because individual demographic details and raw response data were not authorised for external reporting.

The overall profile observed during the pilot was consistent with the project target group: students showed familiarity with basic digital tools, interest in practical and technology-supported activities, and curiosity about augmented reality. Previous experience with educational AR

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applications appeared limited, which increased the novelty effect and contributed to the motivation generated by the pilot.

Dimension	Class-level observation
Age range	16-18 years old
School context	In-presence classroom pilot in Prague.
Technology background	Students were generally familiar with digital tools used in school contexts, while educational AR was mostly new.
Participation mode	Collective teacher-guided access; no personal accounts or individual analytics disclosed.
Data protection	Raw data, identifiable evidence and confidential details were not made available by the school.

4. Initial survey: expectations, baseline and needs

The initial survey phase was used to frame students' expectations before starting the pilot. The questions explored students' motivation to participate, interest in technology, environment, culture, society, personal development and practical activities, their preferred type of learning experience, their use of technology for learning, previous similar experiences and confidence in group work and communication.

At classroom level, the initial feedback showed a positive starting point. Students were mainly motivated by curiosity, by the possibility of learning something new and by the opportunity to try innovative technologies in a school context. Practical activities and a mixed learning format were preferred over a purely traditional lesson. This confirmed the relevance of the Educational Ventures model, which combines online learning, practical activities and immersive technologies.

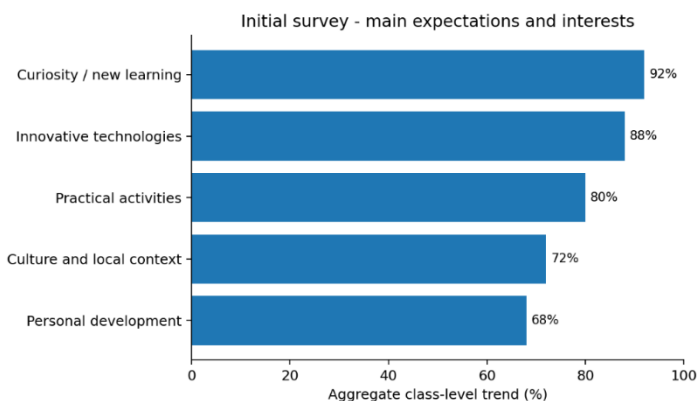


Figure 1. Initial survey - synthetic class-level trends.

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Observed area	Main findings
Motivation	High curiosity and willingness to take part in an innovative learning experience proposed by the school.
Preferred learning mode	Clear preference for a mixed format combining teacher guidance, digital content, practical tasks and discussion.
Technology use	Students were generally familiar with technology for learning, but not all had previous experience with AR/VR educational tools.
Group work	The in-presence modality supported cooperation, peer discussion and collective problem-solving.
Expectations	Students expected an engaging, practical and visually stimulating experience connected to real-life contexts.

5. E-learning course implementation and interim survey

5.1 Course structure and classroom delivery

The e-learning course was presented as the preparatory phase of the Educational Ventures model. The course was structured into five thematic modules: soft skills; digital skills and immersive technologies; active and responsible citizenship; sustainability and outdoor learning; meta-skills and the use of the Reticular Activation System. Each thematic module included learning units and an assessment quiz, supporting both knowledge acquisition and reflection.

During the Czech pilot, the teacher accessed the platform using demo credentials and guided the class through the course contents in English version. The students followed the learning path in presence, with explanations, discussion moments and collective reflection after the main units. This delivery mode was especially useful for explaining key concepts, connecting the materials to students' school experience and compensating for the lack of individual accounts.

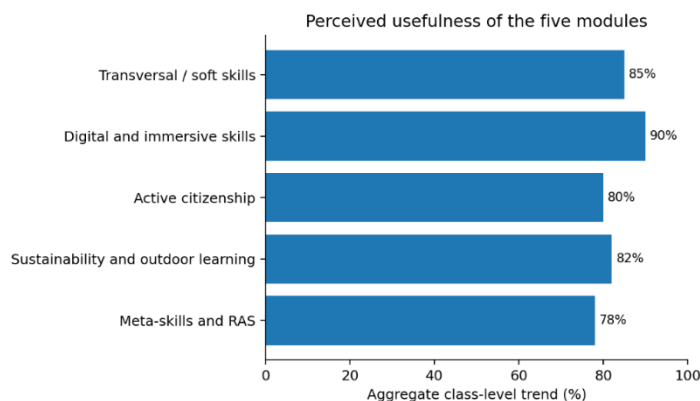


Figure 2. Perceived usefulness of the five modules, based on aggregate classroom feedback.

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Module	Classroom response
Module 1 - Soft skills	Students reacted positively to examples linked to communication, collaboration, creativity, critical thinking and problem solving.
Module 2 - Digital skills and immersive technologies	One of the most engaging topics because it prepared students for the AR app and connected directly with digital habits.
Module 3 - Active and responsible citizenship	Useful to connect the course with social participation, responsibility and community awareness.
Module 4 - Sustainability and outdoor learning	Relevant for the Prague context because students could connect the contents with urban spaces, parks and cultural places.
Module 5 - Meta-skills and RAS	Perceived as more abstract, but useful when explained through examples about attention, motivation and learning strategies.

5.2 Interim survey and e-learning feedback

After the e-learning phase, students were invited to reflect on the clarity of the course, their level of involvement, the usefulness of quizzes and prompts, any difficulties encountered and their expectations for the next AR-based activity. The overall feedback was positive: the contents were considered clear, the teacher-led explanation helped students follow the logical progression of the modules, and the quizzes were useful for checking understanding and stimulating discussion.

The strongest points identified during the interim phase were the visual presentation of materials, the variety of topics, the possibility of discussing the contents in class and the preparation provided for the immersive phase. No significant technical problems were recorded, because access was managed by the teacher. Minor limitations concerned the absence of individual LMS access, the need for more direct hands-on interaction for each student and the request for more localised language support.

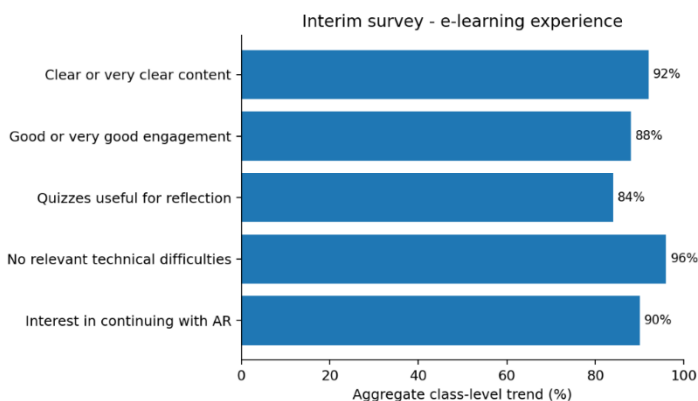


Figure 3. Interim survey - aggregate class-level feedback after the e-learning phase.



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Evaluation area	Result of the interim feedback
Clarity and comprehensibility	The majority of feedback was positive; teacher explanations helped clarify more complex concepts.
Engagement	Students remained involved, especially when examples, discussion and practical applications were used.
Quizzes and reflection prompts	The quizzes were considered useful to consolidate learning and to prepare for the next phase.
Difficulties	No major technical difficulties; the main limitation was the teacher-led access rather than individual access.
Expectations for AR	Students showed strong interest in trying the AR application and connecting digital contents with a more visual experience.

6. AR app testing and final survey

6.1 AR application activity

The AR app phase was introduced as the experiential continuation of the e-learning course. Students were shown how the application works, including the initial permissions, camera use, navigation between sections, the exploration of AR content, information pages, audio/listen functions and quiz completion. The teacher supported the class during the technical steps and ensured that the activity remained inclusive for all students.

The AR activity generated strong attention because it transformed the learning content into a more visual and interactive experience. Students appreciated the possibility of connecting information, images and 3D or AR elements in a single learning process. The final feedback confirmed that the app was most effective when used after the e-learning course, because students already had a conceptual framework for understanding the information presented in the immersive environment.

6.2 Final survey results

The final survey focused on usability, clarity of instructions, ease of navigation, usefulness of the audio function, level of involvement, understanding of the monument/topic, motivation to use immersive tools, quiz clarity, coherence between e-learning and AR contents, difficulties and overall recommendation. At aggregate level, the outcome was very positive. No negative final judgment was reported in the class-level synthesis.

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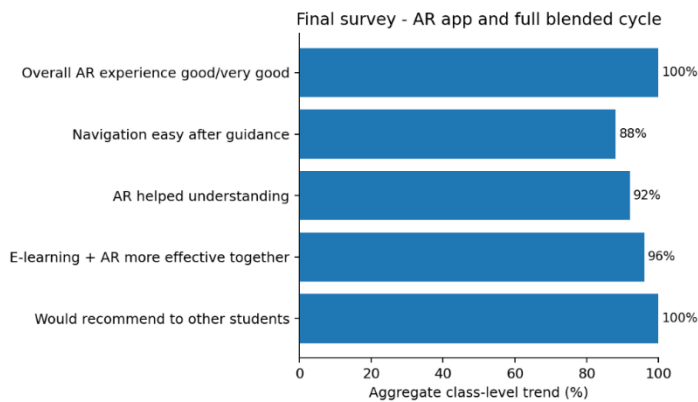


Figure 4. Final survey - aggregate class-level trends after AR app testing and full blended cycle.

Final survey dimension	Aggregate outcome
Ease of use	The app was easy to understand after the initial teacher explanation. Navigation was generally clear.
Interest and involvement	The AR experience was considered interesting and engaging, especially because many students had not used a similar educational app before.
Learning support	The app helped students connect abstract content with a concrete visual experience and supported memory and attention.
Quiz section	The quiz was easy to find and useful for reviewing the information presented in the app.
E-learning + AR coherence	Students perceived the combined sequence as more effective than using only the platform or only the app.
Recommendation	The experience would be recommended to other students, especially if more hands-on time and local examples are added.

6.3 Qualitative comments and suggestions

The qualitative feedback collected during the classroom discussion was consistent with the positive results. Students appreciated the visual nature of the AR experience, the possibility of learning through a different modality, the connection between the app and the previous course content, and the fact that the activity felt less traditional than a standard lesson.

Students would welcome more opportunities to interact individually with the app and to repeat the experience on their own devices.



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Shorter text blocks, additional images and more video/audio elements could further improve engagement.

Additional AR contents connected to Prague heritage, parks, monuments and urban spaces could strengthen the outdoor learning and local culture dimensions of the model.

A short guide for teachers or a classroom checklist would help organise the technical steps more smoothly.

7. Overall effectiveness and participant experience

The CAIO first pilot validated the Educational Ventures model in an in-presence school setting. The students were able to experience the planned programme, starting with their expectations and initial reflections, and progressing through digital learning, interim feedback, immersive augmented reality exercises and the final assessment.

The main strength of the pilot was the high level of satisfaction recorded at class level. Students reacted positively to the visual materials, the guided learning format, the opportunity to discuss contents in class and the AR experience. The teacher-led approach ensured that all students could follow the course.

Impact area	Evidence from the CAIO pilot
Development of transversal skills	The course encouraged critical thinking, communication, collaboration and reflection, particularly through the soft-skills module and classroom discussion.
Digital and immersive competences	Students increased familiarity with e-learning and with the educational use of AR. The novelty of the AR app increased motivation.
Active citizenship and local context	The pilot supported reflection on how learning can be connected to cultural places, urban spaces and community awareness.
Learning motivation	The combination of teacher guidance, e-learning materials and AR experience supported attention and curiosity.
Usability of the model	The model proved adaptable to an in-presence implementation with demo credentials and can be replicated if privacy rules limit individual accounts.
Assessment and feedback	The absence of raw data limited detailed statistical analysis, but aggregate feedback confirmed high satisfaction and good learning results.



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8. Conclusions and recommendations

The first CAIO pilot in Prague produced positive results and confirmed the relevance of the Educational Ventures model for high-school students. The in-presence modality, supported by the teacher through demo credentials, allowed the class to follow the full learning cycle while respecting the school's privacy requirements. The students were satisfied with the experience, the course contents were considered clear and useful and the AR application increased attention, curiosity and motivation.

The pilot also demonstrated that the model can be adapted to contexts where individual student accounts or detailed analytics cannot be used. In such cases, a teacher-led implementation can still provide meaningful evidence on usability, engagement, satisfaction and learning impact, provided that aggregate observations and class-level feedback are documented carefully.

Recommendations for the next implementation phase

Provide a guided introductory session for the tutor, focusing in particular on navigating the app and completing the quiz.

Expand the AR content with new monuments, parks, urban ecology and cultural heritage sites.

Final validation statement

The first CAIO pilot can be considered successfully implemented. The full pilot cycle was completed, the classroom response was positive, and no major technical or organisational issues emerged. The Czech pilot confirms that the Educational Ventures model is suitable for in-presence implementation and can effectively combine e-learning, teacher facilitation and augmented reality to increase students' motivation and learning engagement.



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Appendix A - Synthetic aggregate indicators

The table below summarises the aggregate class-level indicators used in this report. They represent a consolidated interpretation of the confidential feedback and teacher-mediated classroom observation available for reporting purposes.

Indicator	Aggregate evaluation	Comment
Initial motivation	Very positive	Students were curious and open to a different learning experience.
Interest in innovative technologies	Very positive	AR was largely new to the group and generated attention.
Course clarity	Positive / very positive	The teacher-led explanation supported comprehension.
E-learning engagement	Positive	Engagement was stronger when contents were discussed and connected to practical examples.
Quiz usefulness	Positive	Quizzes helped consolidate concepts and structure the discussion.
AR app usability	Positive / very positive	Navigation was clear after initial guidance.
Effectiveness of e-learning + AR	Very positive	The combined sequence was perceived as more effective than a single activity.
Overall satisfaction	Very positive	No negative final judgment was recorded in the aggregate feedback.
Recommendation to other students	Very positive	The class-level feedback supports replication with other students.
Data disclosure	Limited	Raw individual data and identifiable materials were not authorised by the school.