09:35:49 ki olajšajo osebam s posebnimi potrebami. Razširjena resničnost se uporablja tudi za izobraževanje,

09:36:08 terapevtske namene. Zadnje čase narašča tudi uporaba podporne tehnologije. Gre za naprave, ki osebam olajšajo vsakodnevno življenje: glasovni asistenci, umetna inteligenca, kar omogoča bolj intuitivno interakcijo. Prilagoditev avatarjev glede na fizične ali kognitivne omejitve uporabnikov. Omogočajo tudi izvajanje dostopnosti virtualnih prostorov,

09:37:03 kjer se udeležujejo dogodkov. Odpirajo pa se tudi različna etična vprašanja. Digitalna orodja so pomembna tudi za slovenski jezik in njegovo dostopnost. Takrat ministrstvu za javno upravo, je Slovenija prepoznala pomen jezikovnih tehnologij. Potrebe po računalniških storitvah,

09:37:51 za slo jezik za raziskovalne organizacije podjetja in javnost. Preživetje jezika v digitalni dobi. Vsa programska koda in zbirke podatkov so javno dostopne pod odprto kodno licenco, tudi na javnem portalu, kjer jih lahko vsak uporablja. V okviru projekta leksikon besedilnih oblik.

09:38:39 Učne množice in strojno razločevanje sodobne slovenščine. So na voljo tako uporabniški skupnosti kot za strojno rabo. Izdelana je govorna baza, ki je osnova za razpoznavalnike govora. Specializiran spoznavalnik. Pripravljen je dolgoročni načrt uporabe razpoznavalnika z velikim naborom besed.

09:39:33 Izdelana je tudi osrednja slo digitalna baza, ki omogoča odprti dostop, simantrična mreža, prepoznavanje semantičnih premikov, avtomatsko prevzemanje. Nameščen je tudi referenčni prevajalnik, razvita so podporna orodja, izdelan model MT. Razvit je del portala s strojnim prevajalnikom. Dela je bilo opravljenega zelo veliko.

09:40:33 Projekt prilagodljiva uporaba naravnega jezika, ki se imenuje povejmo. Cilj je razvoj velikih modelov, pomemben vpliv pa imajo tudi na številna področja in celotno družbo. Veliki modeli in prilagoditev za sledenje ukazom, bodo zagotovili uporabo UI v SLO jeziku.

09:41:18 Izjemen napredek in plaz razvoja aplikacij UI. Zaradi zaprtosti in netransparentnosti pa so nedosegljivi za večino raziskovalnih organizacij in podjetij. Pojavili so se v zadnjem času b9istveno manjši modeli, ki dosegajo skoraj enako kakovost delovanja. Razvitih bo več računsko dostopnih modelov.

09:42:05 SLOlama za slovenščino bo prvi tak model. Pripravljen bo korpus za sledenje ukazom. Na voljo bo tudi za širšo akademsko in industrijsko uporabo. Slovenija je članica evropskega konzorcija za digitalne in tehnološke tehnologije. Kulturne in jezikovne raznolikosti v Evropi.

09:42:56 Spoštovanje evropskih pravil in zagotavljanje suverenosti. Že poteka. Obstoječih jezikovnih modelov, razvoja novih, spremljanje podatkov in razvoja ekosistema. Slovenija je med ustanovnimi članicami in omogoča deležnikom na področja razvoja jezikovnih tehnologij za vse uradne evropske jezike,

09:43:42 tudi za slovenščino. Velik interes jeizrazi8laRtv SLO. Vse bolj živo je zavedanje, da moramo imeti pri digitalni preobrazbi vedno najprej v mislih posameznika. Upoštevati je treba najprej uporabniške potrebe, potrošniške pravice in ustrezno zaščititi človekove pravice.

09:44:26 Hvala lepa.

09:44:29 Hvala g. Mojci Štruc. V nadaljevanju vabim k besedi predstavnika Ministrstva za vzgojo in izobraževanje, g. Boruta Čamplja.

09:44:47 Spoštovani gostje, predavateljice, udeleženci

09:44:54 konference, katere se z veseljem že drugo leto udeležujem. Hvala dr. Debevcu za organizacijo in njegovi ekipi.

09:45:08 Prihajam iz službe digitalizacije izobraževanja, lani sem predstavil akcijski načrt digitalnega izobraževanja, danes ne bi podrobno o tem, poudaril bi, da je pomembno zagotavljanje enakih možnosti v izobraževanju.

09:45:34 V okviru tega si želimo, daOŠin zavodi se vključujejo v razvojne projekte, ker s tem odpiramo in nadgrajujemo nove možnosti in priložnosti za mlade. Imamo pa tudi ostale projekte, en večji je digitalni učitelj, kjer poteka usposabljanje do 2026, v letošnjem letu ko nadgrajujemo bo področje še toliko bolj vključeno.

09:46:16 Pomembna je infrastruktura, Mojca je predstavila tehnologije, jaz bi predstavil enega izmed projektov, v ponedeljek smo podpisali pogodbo, v katerem sodelujeta dve fakulteti, vodi ga Fakulteta za naravoslovje in matematiko iz MB, sodeluje z Univerze na Primorskem,

09:46:54 sodeluje 9 vrtcev in OŠ.

09:46:56 Pomembno je da celovito razvijemo kompetence digitalne mladih, in preverimo, s tem bojo v resnici se lahko enakopravno na področju digitalnih vsebin, danes je digitalno vključeno v vse stroke, bodo s tem imeli celovit pogled in pristop do vseh pozitivnih in negativnih,

09:47:29 če vzamemo primer zasvojenost oz. Prekomerna uporaba tehnologije, to lahko mladi razvijejo samo, če imajo res celovito razvite kompetence. In odnos, v odnosu je pomembno, da v resnici skrbijo za sebe, sočloveka, družbo, predvsem tudi za okolje. Zato uporabljamo ime digitrajni,

09:48:02 torej digitalno trajno in prispevek k trajnostni družbi.

09:48:10 Drug poudarek je razvoj, ki mladim omogočajo, da vse posebne potrebe celovito nadgradijo, recimo na enakopraven način, lahko potem sodelujejo z ostalimi. Pomembno nam je pri teh projektih, da v resnici oblikujemo vključujoče izobraževalno okolje, da bodo mladi ne glede na posebne potrebe imeli možnosti za osebni in akademski razvoj. Projekt tako prispeva

09:48:55 Ena izmed novosti v teh projektih je obvezno sodelovanje z zunanjimi deležniki, že vnaprej vas vabim, da se priključite temu projektu, upam, da bomo projekt predstavili na naslednjih konferencah.

09:49:18 Želim vam uspešen in zanimiv dan, ne morem mimo tega, da nas je danes pozdravila mavrica, to nekaj pomeni, ne smemo postati roboti, moramo gledati, kaj nam narava ponudi lepega, preden se srečamo na konferenci. Kjer so pomembna spoznanja, dognanja, mreženje s strokovnjaki.

09:49:47 Hvala.

09:49:54 Sedaj vabim Sašo Mlakar, predstavnico ministrstva, ki se nam bo pridruži8la preko zooma. Bila sem vesela povabila, organizatorju se zahvaljujem in za predhodne govore, ki so vse povzeli, saj ministrstvo za delo in socialne zadeve nima posameznih projektov,

09:50:40 se pa zaveda pomembnosti tega. Priložnost sodelovanja, ki je pomembnega značaja in ima pomemben poudarek celotne družbe, ki bo omogočala invalidom večjo participacijo v družbi pri pospeševanju razvoja digitalne tehnologije z namenom izboljšanja kvalitete življenja.

09:51:22 Digitalna vključenost v info družbi lahko opolnomoči invalide tako socialno kot družbeno. Izboljšuje se tako komunikacija, ki omogoča osebam s posebnimi potrebami povezavo z drugimi Info. tehnologija in digitalna vključenost pomembno vpliva skozi dostopnost do informacij,

09:52:10 vključno z novicami in izobraževalnimi vsebinami ter zabavo. Prav tako spletne platforme omogočajo sodelovanje pri skupnih odločitvah. Digitalne tehnologije zagotavljajo lažje delo na daljavo. Invalidom omogoča in premaguje fizične ovire. Prepoznavanje glasu in prilagodljive tipkovnice pomagajo osebam pri nalogah,

09:53:00 ki bi sicer bile zanje prezahtevne. Info tehnologija je pomemben dejavnik in se uporablja za spodbujanje izboljšanja kakovosti življenja. Storitev v realnem času, ki posameznikom omogoča ne da bi bili izpostavljeni fizičnim oviram. Stalno izobraževanje in razvoj spretnosti,

09:53:44 kar olajša pridobivanje novih kvalifikacij. Orodja pomagajo invalidom boljša delovna mesta ne glede na njihove sposobnosti. Spletne storitve morajo biti dostopne vsem uporabnikom, omogočiti čim je potrebno digitalno pismenost in digitalne veščine, ki jim bodo omogočali učinkovito uporabo tehnologije.

09:54:36 Skozi te vsebine se bodo lahko vključevali v okolje. Ministrstvo za delo spodbuja digitalizacijo za vse in razvoj podpornih tehnologij za invalide. zavedamo se, da je invalide potrebno naučiti digitalne spretnosti in jih opolnomočiti ter jih vključiti v aktivno socialno življenje. SLO je bila ena od prvih držav in se s tem zavezala k implementaciji in moramo

09:55:34 biti v koraku s časom in je nujno prilagajanje sistemskih rešitev za invalide. SLO se je zavezala spolnjevati cilje EU. Invalidom zagotavlja, da bodo lahko polno sodelovali znotraj in zunaj EU. Digitalizacija je potrebna in ponuja priložnost in zato je potrebno vlagati v digitalno znanje.

09:56:26 Stališče je, da polno podpiramo. Hvala še enkrat za to priložnost in uspešno konferenco. Hvala.

09:56:45 Hvala g. Saši Mlakar, k nagovoru pa vljudno vabim še g. Matejo Toman, predstavnico Nacionalnega sveta invalidskih organizacij Slovenije in predsednico Sveta za invalide RS.

09:57:33 Spoštovani predstavniki ministerstev, soorganizatorji, udeleženci v živo in na daljavo, lepo pozdravljeni. Veseli me, da lahko v imenu Nacionalnega sveta invalidskih organizacij že drugič pozdravim na konferenci DIGIN. Lani smo potrdili pomembnost teh srečanj,

09:58:04 verjamem, da b o konferenca vsakoletni dogodek.

09:58:09 Tehnologija in splet sta neločljiv del našega vsakdana, ne samo v delovnem okolju, tudi na področju zasebnega. Digitalni svet prinaša številne priložnosti, poleg prednosti se moramo zavedati tudi ovir, s katerimi se pri uporabi sodobnih IKT soočajo številni uporabniki.

09:58:40 Podobno kot v realnem okolju ima nedostopnost digitalnih vsebin daljnosežne posledice, saj izključenost iz digitalnega sveta pomeni izključenost iz sodelovanja v sodobni družbi.

09:59:05 Za uresničevanje pravice do enakovrednega dostopa, do informacij, storitev, komunikacij, za ustvarjanje enakih možnosti, sodelovanja za vse, na najrazličnejših področjih. Pri ponudnikih digitalnih vsebin, aplikacij in IKT, je morda še premalo zavedanja,

09:59:33 da pri zagotavljanju dostopnosti storitev ne gre le za izpolnjevanje zakonskih zavez, ampak zato, da se digitalne vsebine odprejo širši publiki, kar vključuje ne le senzorno ovirane osebe, ampak tudi druge uporabnike s specifičnimi potrebami, npr. Starejše,

10:00:01 poškodovane (začasno) ...

10:00:05 Hkrati odraža družbeno odgovornost in spoštovanje do posameznikov, organizacije, ki zagotavljajo te vsebine prikazujejo etični pristop in spoštovanje pravic. Dig. Vsebine so pogosto ključne za učenje, komunikacijo delo, ko so dostopno, omogočajo invalidom,

10:00:34 starejšim in drugim večjo neodvisnost. Zagotavljanje dostopnih digitalnih vsebin je temeljnega pomena za dostojanstvo vseh uporabnikov, ne glede na senzorne, kognitivne ali druge omejitve. Hvala vsem, ki se trudite zgraditi vključujoč digitalni in fizični svet in prispevate k enakopravnosti v informacijski družbi za vse.

10:01:13 Želim uspešno konferenco. Hvala.

10:01:44 Zahvaljujem se gospe Mateji Toman za prijazne besede. Začeli bomo s prvimi predstavitvami. Gospa Mojca Štruc in ga. Mateja Toman nas bosta zaradi obveznosti zapustili.

10:02:14 Prisluhnili bomo trem predstavitvam sekcije A, ki jo vodim sam. Prva predstavitev od 4 žal odpade, k besedi vabim g. Janija Demšarja, članek Jani izvolite. Tilen hvala za besedo, lep pozdrav, spoštovani vsi prisotni v dvorani kot na spletu. Predstavil vam bom naše področje raziskovanja na Geodetskem inštitutu,

10:03:14 kjer se ukvarjamo trije, s katerimi smo skupaj pripravili ta prispevek. Samo izhodišče našega raziskovanja je bilo, da se zavedamo, da imamo samo en prostor, ki si ga moramo deliti vsi. Če je infrastruktura načrtovana in prilagojena tako, da jo lahko uporabniki uporabljajo,

10:04:00 je primerna za vse, obratno ne velja. Ciljne skupine, ki jih obravnavamo, ki so prisotne, so slepi in slabovidni, gibalno ovirani, gluhi in starejši, dodajamo še novo skupino, to so osebe z motnjo v duševnem razvoju, ki je ključna pri vseh teh skupinah.

10:04:35 S čim se ukvarjamo? Ugotovili smo, da je tehnična plat premalo, zato smo razvili 2 področji, tehnično in socialno in zavedamo se slovenskega znanja. želimo omogočiti dodano vrednost in z motom nič o invalidih brez njih. Vedno sodelujejo z nami pri izdelavi projektov. zajemamo podatke po celi SLO,

10:05:22 kar se tiče dostopnosti. Prikazano imamo, kaj vse smo do sedaj zajeli, je pa v našem skupnem delu že več kot 100 občin. Sam proces pri zajemu podatkov oz. Našem digitalnem delu je, da potujemo od zajema vnosa do prikaza podatkov oz. Informacij. Sam začetek,

10:05:59 je vezan na podatkovne baze, ki že obstajajo, na podatkovno bazo RS na tem področju izvajamo pregled spletne dostopnosti vseh občin, ki v raziskavi sodelujejo. Naslednji korak smo naredili izdelavo metodologij, kako zajeti podatke, da lahko vključujemo različne osebe,

10:06:42 da participirajo tudi svoj del. Začnemo s pisarniškim zajemom, kjer zajamemo vse podatke, ki smo jih zgradili za naš model. Predstavljajo različne skupine, nadaljnjo pa te sloje sestavljajo atributi in njihove vrednosti. Te podatke na terenu naši zajemalci preverijo,

10:07:25 jih pretočimo na našo bazo in končni korak je, da jih prikazujemo na spletnem pregledovalniku in so tudi javno dostopni. Sama metodologija je izdelana za vse 4 skupine in zajema katalog, kjer so predstavljeni vsi atributi in slikovno podprte. Na terenskem delu nam pomagajo naši kolegi in s tem participirajo tudi svoja znanja in izkušnje.

10:08:12 Na terenu se dobivajo in se povežejo z lokalnimi društvi, osebami z invalidnostmi, ker lokalno znanje je pomembno, saj najbolj poznajo svoje težave v prostoru, mi pa smo tisti, ki te podatke potem manipuliramo od zajema do vnosa v bazo. Naš postopek je popolnoma digitaliziran in pridemo do te naše končne oblike prikaza podatkov na javnem pregledovalniku,

10:09:04 k9i je dostopen vsem in se da podatke tudi pretakati. Na levi strani so naše skupine znotraj projekta in kako se vsi ti podatki prikazujejo. Vsak element je prikazan tudi slikovno, kar je ključnega pomena, da vsak lahko pogleda za kaj gre. Pregledovalnik je najbolj namenjen odločevalcem,

10:09:44 občinam, arhitektom, da lahko lažje naredijo analizo prostora. Poleg tega imamo tehnični del in tudi socialni del. Pokrivamo ga z novo raziskavo ki jo delamo s pozivom na klic. Raziskovali smo z anketnim vprašalnikom, na sliki se vidi oblike prevoza, ki jih invalidi uporabljajo. Avto je še vedno kralj prevoza.

10:10:34 Če pa pogledamo kakšne vrste prevoza uporabljamo na vrste mobilnosti, slepi in slabovidni zelo veliko uporabljajo javni promet. Začeli smo s podatkovnim modelom, s prostori in podatki, ker prihajam iz Geodetskega inštituta. Nas je v tem primeru zanimalo več.

10:11:16 V zadnjem času smo razv8ili in raziskujemo tudi participativni del, kako raziskovati podatkovno bazo in ji dati dodano vrednost, da uporabniki in odločevalci sami prispevajo nove podatke. To velja za občine na področju infrastrukture, da nam javijo, kaj so izboljšali v prostoru na infrastrukturo. S tem bodo imeli v nadaljevanju tudi relevantne podatke,

10:12:08 kar se tiče spreminjanja v prostoru. Poleg ukvarjanja z zunanjim prostorom se povezujemo tudi z Urbanističnim inštitutom SLO, kjer smo uspešno delali na projektu dostopnosti na Ministrstvu za pravosodje, kako so dostopni od avtobusnega postajališča do vhoda in naprej do razpravljalne dvorane. povezujemo se tudi z zunanjimi izvajalci,

10:13:04 da nam kontrolirajo občinske strani, kako so zgrajene in se z njimi povezujemo glede izobraževanja. Javni potniški promet oz. Prevoz na klic in vedno bolj je pomemben tudi virtualni prostor, kjer se povezujemo z URI Soča, kjer želimo razviti model pomoči pri rehabilitaciji različno oviranih gibalno oviranih oseb,

10:13:52 kako najbolj varna in učinkovita rehabilitacija. To bi bilo z moje strani. Srednji kolega je član Društva paraplegikov ljubljanske pokrajine. Hvala.

10:14:28 Jani, hvala za predstavitev. Hvala, da ste si vzeli točno toliko časa, kot je bilo namenjeno, na takih dogodkih to spoštujemo.

10:14:44 Zdaj pa vabim Lauro Horvat, da predstavi članek Raziskovanje digitalne medijske pismenosti in vzorcev uporabe med starejšimi gluhimi v Sloveniji.

10:15:05 Je prisotna preko Zooma?

10:15:14 Laura Horvat, Peter Čakš, Irena Lovrenčič Dr.

10:15:21 Ines Kožuh.

10:15:34 Morda nadaljujemo z naslednjim predavateljem, pa se kdo od njih priključi kasneje.

10:15:45 Saj je.

10:15:46 Se pravi naslednja predstavitev bo preko Zooma. Izvolite.

10:15:53 Lep pozdrav

10:15:57 Sem Laura Horvat in skupaj z mentorji, smo pripravili prispevek na temo digitalne medijske pismenosti gluhih in naglušnih oseb. Delila bi svojo predstavitev, če je možno.

10:16:29 Zaenkrat se še ne vidi.

10:16:41 Zdaj bi pa moralo biti.

10:16:46 Takole.

10:16:55 V našem prispevku smo raziskovali digitalno medijsko pismo pri gluhih in naglušnih, vključili smo le preliminarne ugotovitve, ugotovitve negluhih starejših oseb. V sklopu magistrskega dela sem vključila še naglušne osebe, mlade in starejše.

10:17:27 Cilj je bil pridobiti vpogled, na kakšen način uporabljajo digitalne medije, družbena omrežja, medijske portale. Na kratko bi povedala da je v Sloveniji zelo težko ugotoviti točno število gluhih in naglušnih oseb. Po zadnjih podatkih Zveze bi naj bilo 50 tisoč oseb z okvaro sluha,

10:18:00 pomembno je, da vemo da gluhe in naglušne osebe komunicirajo z znakovnim jezikom, ki je zakonsko zaščiten v Sloveniji kot uradni jezik.

10:18:16 Gluhe osebe in naglušne imajo pravico dostopa do tolmača, in pravico do tehnik kot so podnapisi.

10:18:29 Skozi teoretični okvir smo ugotavljali, kako uporabljajo digitalna orodja, oz. Zakaj, da dostopajo do informacij, za zabavo, poudarila bom socialno izolacijo, digitalnega okolja, družbe, vsebin.

10:19:01 Prešla bi na metodo, izbrali smo si skupinski intervju, pripravila sem pol strukturiran vprašalnik in se sestala z udeleženci. intervju je potekal tako, da je bila prisotna tolmačka, potekal je v prostorih društva v Mariboru, zahvalila bi se jim, da so me vključili v društvo in bili pripravljeni sodelovati in si pri tem zastavila dve raziskovalni vprašanji.

10:19:45 Kakšna je digitalna medijska pismenost in kako uporabljajo digitalne medije.

10:19:53 Udeleženki sta bili dve starejši gluhi osebi, izpolnjevati sta morali kriterije: da sta včlanjeni v društvo, da sta aktivni uporabnici družbenega omrežja, da uporabljajo portale, da sta gluhi ali naglušni.

10:20:29 Podatki o intervjuvankah.

10:20:34 Starejši sta bili od 60, spadata v raven izgube sluha: popolna, obe osebi sta izgubili sluh zgodaj v

10:20:54 , zato kot primarni jezik uporabljata slovenski znakovni jezik.

10:21:03 Vprašalnik je bil deljen na 3 sklope. Značilnosti, uporaba, vprašanja glede digitalne/medijske pismenosti.

10:21:20 Nekaj vprašanj se je navezovalo na dostopnost vsebin.

10:21:33 Rezultati raziskovalnega vprašanja 1, kar se tiče digitalne pismenosti smo ugotovili, da obe intervjuvanki nekako sta v zadovoljivi ravni digitalne pismenosti, naprave znata uporabljata, neformalno sta se naučili uporabe, s pomočjo družinskih članov in tolmačev,

10:22:06 intervjuvanka ena uporablja samo telefon, druga pa poleg telefona še računalnik in tablični računalnik.

10:22:18 Nobena pa ni izrazila želje po izboljšanju digitalne pismenosti, predvidevamo da zato, ker ob težavah se lahko vedno obrneta na pomoč drugih, na družinske člane ali tolmača.

10:22:37 Glede medijske pismenosti smo ugotovili, da ni prisotno kritično mišljenje, to smo ugotovili na način, da smo ju povprašali, ali preverjata verodostojnost spletnih vsebin, kateri so viri, kje preverjata vsebine, sta rekli obe, da ne preverjata, se pozanimata pri znancih,

10:23:09 ali je informacija resnična ali ne.

10:23:12 Nobena ni razumela političnih vplivov, ki lahko nastanejo z mediji, sem ji morala o tem področju razložiti kakšni so lahko vplivi v Slovenskem območju, potem pa je bilo vprašanje še glede lažnih novic, kjer sta obe, še najbolj intervjuvanka 2, izrazili sumničavost do čudnih povezav,

10:23:48 člankov, vendar je potem tolmačka rekla, da bi intervjuvanka 2 lahko celo verjela in lažne novice delile dalje.

10:24:06 Vsi trije pokazatelji so pripeljali do tega, da smo ugotovili, da je kritično mišljenje odsotno oz. zelo nizko.

10:24:23 Pismenost na področju družbenih omrežij smo preverjali s Facebookom, intervjuvanka 2 je krmarila po Facebooku, vedela, kako se objavi, deli, pokazala voljo, kako se objavlja v načinu zgodbe, videla se je suverenost, intervjuvanka 1 pa je potrebovala več časa,

10:24:54 pokazala je nekaj zmedenosti, tukaj je bil lep primer interakcije med intervjuvankama, ki ga omogoča skupinski intervju, med sabo sta se zmenili, da intervjuvanka 2 prvi pokaže, kako objaviti Facebook zgodbo. Se je razpletla manjša debata glede tega.

10:25:23 Rezultati RV2. spremljali smo uporabo družbenih omrežij, ugotovila sem, da obe uporabljata Facebook, tudi najraje najpogosteje, tudi Messenger in Whatsapp, intervjuvanka 2 uporablja tudi Instagram in

10:25:48 Pogostost uporabe: enkrat dnevno, včasih večkrat, največ zjutraj, razlogi pa so za komunikacijo in interakcijo z drugimi uporabniki, zabavo in informiranje.

10:26:08 Intervjuvanka 2 je bistveno aktivnejša, uporablja lastne vsebine, fotografije z izletov, intervjuvanka 1 pa ne objavlja lastnih vsebin, kvečjemu deli objave drugih uporabnikov.

10:26:31 Glede spletnih medijskih portalov smo ugotovili, da spremljata RTV Slovenija, Dostopno.si, Žurnal24.si, intervjuvanka 2 spremlja tudi nekatere hrvaške portale, pomembno je, da mi ni znala navesti dejanskih nazivov teh portalov, temveč je povedala, da prikaže se na Facebooku in klikne,

10:27:05 če jo vsebina zanima.

10:27:07 Medijske portale spremljata enkrat dnevno, običajno zjutraj, za zabavo in informiranje.

10:27:18 Do spletnih medijskih portalov oz. Vsebin pa dostopata preko družbenih omrežij, nobena sama ne dostopa do njih preko brskalnika, temveč preko povezav, ki jih ven vrže Facebook, kar pa je bilo zanimivo in nekaj vprašanj na temo portala dostopno.si, obe intervjuvanki uporabljata (in poznata) portal,

10:27:55 saj za razumevanje vsebine potrebujeta tolmačene vsebine, uporabljate druge države in komercialne medije, sta dokaj vpleteni v to.

10:28:12 Na podlagi obeh RV lahko sklepamo, da intervjuvanki morda ne razmišljata dovolj kritično, digitalno pismenost smo namreč označili kot nizko, pomembno tudi, da medijskih vsebin ne iščeta namenoma, dostopa preko povezav na družbenih omrežjih, tukaj se nam je porajalo vprašanje,

10:28:45 če je možno, da sta intervjuvanki in na splošno skupnost gluhih, če so morda prisiljeni k uporabi družbenih omrežij, če želijo komunicirati na daljavo, če so prisiljeni uporabljati spletni medijski portal dostopno.si, ker je v bistvu edini medij, ki omogoča tolmača,

10:29:18 podnapise, prepise, vsebine, skratka, ali je to mogoče sta prisiljeni v uporabo ali pa zgolj, ker si želita.

10:29:30 Kljub njuni starosti, dolgotrajni izgubi sluha, neformalnemu izobraževanju

10:29:40 sta se dokaj dobro prilagodili uporabi naprav in medijev, lahko rečemo, da sta aktivni uporabnici, intervjuvanka 2 bistveno bolj aktivna, medtem ko prva s tem ko je manj aktivna je njena digitalna medijska pismenost še toliko nižja.

10:30:07 V članku lahko zasledite, da smo ju skušali uvrstiti v kategorije medijske digitalne pismenosti, obe smo uvrstili v funkcionalni spekter, obstaja še kritični, v katerega bi ju uvrstili, če bi bilo prisotno kritično mišljenje. Intervjuvanka dve v funkcionalno ustvarjanje,

10:30:38 prva pa v kategorijo funkcionalne potrošnje, v tej kategoriji je prisotno znanje in uporaba, nekoliko manjša.

10:31:03 S tem bi zaključila, poudarila bi, da naša študija razkriva, da je digitalna medijska pismenost ključna pri uporabi digitalnih medijev, potem da je nizka digitalna medijska pismenost intervjuvank privedla do manj previdne uporabe medijev, premajhen vzorec in morebitni nesporazumi pri komunikaciji zaradi prisotnosti tolmača (pomanjkljivosti študije).

10:31:51 Študija je pomembna, izhodiščna točka za nadaljnje raziskave gluhih oseb v Sloveniji in širše, pomembna za nadaljevanje magistrskega dela, ki sem ga letos pisala, kjer sem vključila naglušne osebe, pomembna, da sem lahko primerjala rezultate oboje. Hvala za pozornost in organizacijo.

10:32:23 Hvala.

10:32:27 So kakšna vprašanja? Morda preko zooma? Nadaljujemo. Naslednji predavatelj preko zooma gospod Bogdan Cerovac: Nedostopnost leto pred aktom o nedostopnosti.

10:33:03 Lep pozdrav, upam, da vidite moj zaslon? Sklepam da ja. Hvala za informacijo. Govoril bom o nedostopnosti leto pred

10:33:44 Če bo koga zanimalo, smo na voljo za vprašanja kasneje. Sedež je v Izoli. Zadevo sem razdelil na uvod, metodologijo, rezultate in zaključke. Vložili smo kar nekaj časa. Kaj je evropski akt o dostopnosti, to je nova zakonodaja, ki čaka zasebni sektor in del javnega in je do njega le še 262 dni.

10:34:32 Vsi, ki se ukvarjamo z dostopnostjo, še posebej z digitalno, je to kratek čas. Zanimivo je bilo narediti zelo tehnično študijo, da bomo imeli neke podatke in trende vprihodnje.96 % od milijon svetovnih spletnih strani je nedostopnih in ima vsaj eno ali več težav v zvezi z dostopnostjo.

10:35:16 Ti uporabljajo zgolj avtomatska orodja, ki so zelo omejena. Kako bi zgledala situacija, če bi vzeli nek nabor strani v SLO in jih preverjali ročno s stališča tehnologije, ne s stališča uporabnikov. Bi bistveno podaljšalo cel projekt in čas. Metodologija,

10:35:55 nabor, odločili smo se za nabor 20 spletnih trgovin. Majhni spletni trgovci niso zajeti. Imajo vsaj 10 zaposlenih ali več kot 2 mio prometa. Osredotočili smo se na to, da niso del multinacionalk, ampak izvirno slovenske. Ne da so del konglomeratov. Tam se bodo lotili na drug način.

10:36:40 Metodologija: ta tehnični standard, ki ga bo zakonodaja vključevala ima nekaj kriterijev, mi smo se odločili na 26 najbolj relevantnih. Bili smo 4 specialisti in ročno preverjanje je bilo, ni bil avtomatizem. Hoteli smo videti napake, preverjali smo za seboj in poskušali biti kvalitetni. Osredotočili smo se na ključne uporabniške poti,

10:37:31 primerjave cen in izdelkov, registracija profila, kar je res ključno, ne postranske zadeve, kar je ključno za opravljanje nakupa. Metodologija je podprta s standardi, SIST tako se imenujejo. V tem standardu je nabor tehničnih kriterijev, ki so odraz večletnih raziskav,

10:38:21 vključujejo en starejši standard, ki je manj obsežen, ki se mu reče WCAG, smernica za spletno dostopnost, kjer je zajeta verzija 2.1. Kar je ključno za razumevanje, so to tehnično agnostični standardi, kjer se objektivno s tremi s tem ali je zadeva dostopna ali ne.

10:39:02 Poanta tega je, da nam avtomatika pomaga, ne more pa zadovoljiti celotnega standarda, zato gremo ročno preverjati. Samo za ponazoritev je EN zelo obsežen, odvisno od strani, lahko pridemo do 130 kriterijev, avtomatika naj bi odkrivala napake, ne pa potrjevala,

10:39:47 da jih ni približno v50%. Avtomatika je zelo koristna, ampak je treba ročno preverjati. Odločili smo se za nabor smernic. Poudarjam, ti standardi so tehnični. Če bi osebe z oviranostmi dali za testirati, bi našli podobne stvari ali še kaj več. Stvar deluje,

10:40:29 ni pa rečeno, da je to dobra uporabniška izkušnja. V povprečju vsako spletno mesto je imelo 17,1 težav z dostopnostjo. Najboljša pa je imela le 13 težav od 26. Kaj so bile ključne težave, kaj je bilo neskladno? To so bili videi brez podnapisov. Kolegica pred menoj je govorila o osebah z izgubo sluha. Standard črpa iz realnosti.

10:41:27 Omogočamo osebam z oviranostjo neko dostopnost do informacij. Manjkajoča ali napačna besedila, naslednja semantika, barvni kontrasti besedil - težko je brati za vse uporabnike, ne le za osebe z vidom, nimajo sporočila ostalih. To je zelo tehnični kriterij,

10:42:07 ki govori, če smo slepi, ne dobimo info o tem, kaj se je na strani zgodilo. Iz teh rezultatov hitro vidimo, da so najbolj diskriminirani slepi, gluhi in ostali, recimo disleksiki, ki uporabljajo bralnik zaslona. To se vidi zelo hitro, da so zelo osredotočene smernice na neke ekstreme.

10:42:52 Tudi ostali, ki nimajo permanentnih oviranosti, zaradi tega imajo slabšo uporabniško izkušnjo, zato bi morali imeti uporabniške teste. Nekaj zanimivosti: t.i. Cap - moramo dokazovati, da smo ljudje, s tem da pretipkamo neko sliko. To je nedostopno za slepe,

10:43:38 če imamo neko sliko, besedo, nek font, to je vizualno, moramo zelo dobro videti. Nekateri imajo možnost uporabe zvoka. Nekateri primeri totalno nedostopni, ali so uporabljali neke druge, ki so kognitivni testi, kar je bolj dostopno. Nekaj primerov je totalno onemogočilo slepim že samo registracijo. Če slepa oseba pride na spletno stran za kupovanje,

10:44:32 ne mo0re oddati naročila, kjer je zid, ki ustavi. Naslednja stvar so obvestila o piškotkih, tam je še vedno nešteto napak, tudi nevidnih, kakšne statistike imamo, koliko so realne, okna s piškotki, z ostalimi potrditvami so večinoma nedostopna, to je splošen vzorec,

10:45:19 ki se pojavlja. To je zelo očitno, da so vsi ti vrtiljaki na spletnih straneh, 10 izdelkov, ki jih lahko vrtimo, so nedostopni za veliko skupin uporabnikov. Mogoče za tiste, ki uporabljajo samo tipkovnico in se vrtiljak skozi vrti brez ustavljanja in odvrača. zelo tipična napaka so tako imenovani

10:46:02 Hamburger meniji ki se pojavljajo na mobilnih telefonih in so dostikrat neopisani in verjetno je zelo težko najti sploh za slepe uporabnike, ki niso vešči, mogoče prej obupajo. To je tipična napaka. Še nekaj zaključkov: prva je ozaveščenost. Več kot očitno je,

10:46:44 da neke ozaveščenost ni za te ljudi, ki so programirali spletne trgovine. Našli smo nekaj delov iz drugih strani, ki so v angleščini. Niso jo prevedli in tukaj pridemo do pomanjkanja znanja. Te smernice so osnova, jih je pa težko doseči brez da imamo tehnična znanja.

10:47:26 Manjka nam znanja, ne le v SLO, to je svetovni problem. Videli smo neke potenciale, še vedno pa lahko trdimo, da niti ena ni imela pod 10 %, DA JE Stanje zelo slabo. Posebej opozarjamo, da časa ni nekaj dovolj, če računam , da imamo manj kot 260 dni.

10:48:05 Če je treba popraviti, analizirati, moramo imeti znanje in je nemogoče to narediti. Majhnih stvari nismo preverjali. Zelo manjka zavedanja, da se tu ne gre le za invalide ali osebe z oviranostmi, ampak za vse nas, ker oviranosti niso stalne, ljudje si lahko zlomimo roko,

10:48:47 to je za vse, ne le za invalide. Kar je dobro za ljudi, je dobro za posel. milijoni gredo za oglaševanje in pripelje tudi osebe z oviranostmi in če ne morejo uporabljati, mi lahko dobimo tudi negativno reklamo. Zahvaljujem se mojim kolegom iz zavoda mag. Andreja Bevc,

10:49:28 Greg Fajdiga in g. Škraba, ki smo projekt naredili. Upam, da to zavedanje preseže današnji dogodek. Zahvaljujem se, če so vprašanja, lahko zdaj, ali pozneje preko e-maila.

10:50:03 Na Zoomu je bolj komentar, da se pozablja na pomembno skupino, gluho-slepe.

10:50:33 Definitivno se pozablja na več skupin, tudi same smernice so omejene in imajo zelo velik fokus samo na tiste, ki uporabljajo bralnike zaslonov. Dela se zelo veliko na tem, da bodo nove smernice pokrivale več oviranosti. Kognitivna oviranost tudi. Gluhoslepi imajo še toliko težje napisati neke smernice,

10:51:15 ki to pokrivajo, čeprav neke že danes pomagajo, ne bom pa rekel, da so dobro zastopane. Največji manko v smernicah so kognitivne oviranosti. Nekaj je za ADHD ali napade epilepsije, če se prehitro dogaja, ni pa skoraj nič o disleksiji ali ostalih kognitivnih oviranostih.

10:52:00 Smernice so pomanjkljive, so pa niso nekaj novega, imamo jih od 1999. Če bi te smernice upoštevali, bi imeli veliko stvari dostopnih tudi za osebe gluhoslepe. Opisi bi prišli lahko v Braillovo vrstico. Osebe, ki to znajo Braillovo vrstico, se to lahko naredi.

10:53:01 Lahko tudi tresljaji, ki se pretvarjajo v informacijo. Nisem pa strokovnjak za gluho-slepe. Zagotovo imamo probleme za vse, ki niso eksplicitno zajeti v smernicah.

10:53:28 Podprti so v teh smernicah preko uporabe Braillove vrstice in pogosta napaka je, da se ne poudarja dovolj, ko se delajo podnapisi, da mora za gluhoslepe obstajati, da lahko berejo z Braillovo vrstico, ne pa le zapečeni v video. Mnogi se že trudijo in delajo podnapise.

10:54:19 Na žalost smernice niso določale podnapisov, ki bi bili dostopni kot tekst, da bi bili dostopni. Na žalost so napisane, da mora biti video s podnapisi, ni pa predpisano, da morajo biti del videa. Vse vas vabim, da se ob 11h dobimo na kavi, nadaljujemo ob 11.30.

10:55:05 Bogdan Cerovac se nam bo pridružil preko zooma.

10:57:52 Nadaljujemo ob 11.30.

10:57:56 Pozdravljeni, nadaljujemo čez 3 minute.

11:30:49 .

11:33:58 Mateja Forte, Matevž Obrecht, Bojana Slomšek Šlamberger, sekcija B, eno predavanje oz. En članek bo odpadel, več časa bo za kakšno vprašanje.

11:34:39 Vloga komunikacijskih veščin pri razvoju digitalnih kompetenc z uporabo modela "DigInGreen", prosim, če lahko začnejo predstavljati.

11:35:03 Dober dan, moje ime je Mateja Forte, prihajava z Univerze v Mariboru, s Fakultete za logistiko, predstavljava povezanost tem, ki so na videz nepovezljive. Govorimo o jeziku, digitalizaciji, logistiki in o ... To gre prehitro

11:35:36 Projekt "DigInGreen",

11:36:17 Da lahko sama premikam drsnice

11:36:22 Za začetek povem še enkrat nekaj zadev o projektu DigInGreen Logistic skills, nacionalnega programa ministrstva za visokošolsko, napisalo je pozive, kako inštitucije popeljati v digitalno dobo.

11:36:56 Fakulteta za logistiko se je s tem projektom odzvala, na tej QR kodi si lahko pogledate, kako projekt izgleda v praksi. Povedali smo že, da je projekt mehanizma, danes pa gremo širše, saj predstavljamo model vseživljenjskega učenja, povedala bi, kot smo danes že slišali,

11:37:39 v današnji dobi digitalizacije se vse bolj govori o digitalnih kompetencah, o tem ne moremo govoriti če ne govorimo o jezikovni zmožnosti pred tem.

11:37:53 Jezikovna zmožnost znanja in kompetence posameznika, da deluje v sodobni družbi, temu pa sledi digitalna pismenost. Izpostavljam te tematike, ker sem v osnovi jezikoslovka, hkrati pa sem slabovidna. Služijo moji vpetosti v vsakdanje okolje, življenju na fakulteti in vsakdanjemu.

11:38:27 Digitalna pismenost pomeni sposobnost uporabe orodja, naš projekt je proti temu, da lahko uporabljajo različna digitalna orodja, da to postane njihova usvojena kompetenca.

11:38:56 O pojmu digitalne pismenosti ne moremo govoriti brez razvite sporazumevalne zmožnosti.

11:39:16 Govorimo o razvoju jezikovne sporazumevalne zmožnosti človeka.

11:39:27 Ne glede na to, kaj je bilo že narejenega na področju razvoja digitalnih kompetenc ljudi s posebnimi potrebami, smo pri problematiki dostopnosti, ker je pomembno, ker se tiče vseh nas, ki živimo z določeno stopnjo invalidnosti, naša skupnost je v novodobni družbi zelo razširjena,

11:39:57 vse, kar naredimo za naše družbene resorje vpliva pozitivno na družbo kot celoto.

11:40:09 Govorimo o digitalizaciji in da se inštitucije prilagajajo potrebam, ki jih zaznajo v okolju. Poteka počasi, zaradi pomanjkanja institucionalnih oz. Znanja, kako se to počne.

11:40:29 Kot odgovor na to smo razvili model, ki naslavlja digitalne kot trajnostne kompetence, DigInGreen. Digitalno in trajnostno. Govorimo o tem, da lahko naš model apliciramo širše in ga uporabljamo kot model vseživljenjskega učenja zato, da pripadniki različnih družbenih skupin se najdejo v modelu in poberejo tisto,

11:41:09 kar je v njihovi prihodnosti najbolj pomanjkljivo.

11:41:22 Udeleženci modelov vseživljenjskega, kratkih delavnic, da pridobijo znanja, specifične kompetence, ki jih dokazujejo s pridobljenim dokazilom.

11:41:47 Povedali bi, da je model DigInGreen nastal v okviru projekta DigInGreen Logistic, gremo v to, da gremo na poseben primer dobre prakse, kjer se ne omejujemo na tematiko, znotraj tega modela lahko najdemo delavnice o ChatGPT, o poslovnih procesih podjetij,

11:42:25 o tem, kako komunicirajo vodje, s čemer se srečujemo vsi, in najdemo tudi skupno ime vsemu temu - razvoj digitalnih sposobnosti in spretnosti.

11:42:44 Kje so tu ljudje s posebnimi potrebami? Povsod. Vsi se srečujemo s principi, ukvarjamo se s spletnimi trgovinami, modeli drugje, vsi smo del sodobne družbe, potrebujemo kompetence, da nas današnja družba ne izloči.

11:43:11 To pomeni socialno izključenost, pomanjkanje glasu, glas je danes tisti ključni problem, ki nas omejuje, zato so take konference in sorodne odlične za to, da se ljudje, ki so zunanji deležniki te problematike, notranji, seznanijo s tem, kako razvijati digitalne kompetence,

11:43:48 naš model pa prikazuje, da se to da.

11:43:52 To je primer ene od delavnic, na kateri udeleženci najprej slišijo, kar jim želi predavatelj povedati, drugi del pa je samostojno delo, ki prikazuje to, kar se je dogajalo v praksi.

11:44:11 Pomembnejše je to, da vzgajamo s čutili, zato, ker v tem projektu sodelujemo slabovidni, polno čutni, vzgajamo na način, da različne senzorne stvari povežemo med sabo zaradi nujnosti poznavanja tematike.

11:44:40 To pomeni, da zasledujemo paradigme družbe 5.0, ta izhaja iz družbe 4.0, ki naslavlja robotizacijo, avtomatizacijo, procesi, ki tečejo mimo človeka, človek je postranska vloga, družba 5.0 pa se naslanja nazaj na človeka, na njegove potrebe, kompetence,

11:45:13 kaj človek zna oz. Zmore.

11:45:16 Naš model vseživljenjskega učenja govori o tem, da smo vsi del družbe 5.0, naš model ne diskriminira, ne z oznakami, ne predpostavkami, vsi, ki želijo biti del modela, so dobrodošli, predavatelji se trudijo, da vsem deležnikom omogočajo dostop do gradiv,

11:45:53 informacij.

11:45:55 Analiza modela oz. Njegovem monitoringu, po vsaki aktivnosti izvajamo evalvacijo učinkovitosti, povzetek koliko udeležencev model prepozna kot dobrega, bi ga priporočilo, da so se nekaj naučili ...

11:46:25 S sabo imam knjigo, monografija, ki smo jo izdali v okviru projekta, njen namen je, da apliciramo ugotovljena znanja na vse druge stroke.

11:46:48 To je naš logotip, povezave z informacijami o projektu, o naših dogodkih, lepo vabim vse, ki si želite to pogledati. Hvala.

11:47:12 Hvala. Sedaj bi napovedal multimedijski slovar jezika. Vabim g. Klemena Pečnika. Hvala.

11:47:40 Dober dan, Hvala za besedo. Na področju slovenskega jezikovnega jezika. Kako narediti avatarji, da bodo delali učinkovito. Za začetek osnove: pravica do dostopa informacij v maternem jeziku: enakopravnost, sodelovanje in boljšo vključenost v družbo. Slovarji so pomembni in omogočajo razumevanje kretenj. Klasičen pristop kot jih poznamo pri slovarjih ni

11:48:45 primeren, opremljenost in vsebina je za znakovni jezik neustrezna. Rabimo

11:48:58 Imamo več tipov slovarjev, še bolj pomembno za razumevanje kretenj, besedišča in jezika so namenjeni za bolj napredne uporabnike. Pri izdelavi slovarja znakovnega jezika je dobro, če imamo hibridni pristop ne glede na predznanje, spodbujamo učenje. V zgodovini najprej tiskane oblike slovarjev,

11:49:45 slikice, besedilne razlage, po abecedi. Pri tiskanih slovarjih smo omejeni. Zgolj po abecednem vrstnem redu, kasneje notni zapisi, kjer so bili zapisane kretnje. Izboljšanje kategorizacije, bolj učinkovito iskanje po značilnosti kretenj. Video posnetki,

11:50:26 kjer je bil napredek narejen v SL slovar slovenskega znakovnega jezika, vidimo 30 let star primer. V danskem primeru 15 let kasneje z veliko več dodatnimi opisi, kar je omogočilo boljše in lažje razumevanje. V zadnjem času 3D prikazi, tolmača smo posneli s 3 zornih kotov.

11:51:10 Malenkost več izzivov, kako zagotoviti ustrezno obrazno mimiko in več možnosti pri samem prikazovanju in sami interaktivnosti. Trenutne raziskave se osredotočajo na uporabo UI. Imamo boljšo pametnost, ne pa UI. razširjanje resničnosti, kjer poskušamo združevati različne tehnologije,

11:51:55 boljšo prezentacija. Kako zajeti celotno kompleksnost znakovnega jezika? V vsaki državi obstaja znakovni jezik. Tukaj je razlika od prostorskega zaznavanja je obrazno mimiko veliko težje preslikat na 3D avatarja. Kar smo mi spoznali in v katero smer usmerjamo največ naših zmogljivosti je poudarek na uporabniku.

11:52:52 Interaktivnost kot ena ključnih lastnosti, kar je res pomembno pri sodobnih slovarjih omogočajo, da posnetke ustavimo, da pogledamo iz različnih zornih kotov. Težko je prepoznati, če imamo samo z enega vidika. Prednosti multimedijskih slovarjev je, da lahko neomejeno dodajamo nove vnose,

11:53:35 omogoča hitre posodobitve. Ogromno nekih dodatnih možnosti dobimo s tem, ki jih v tiskanih oblikah ni bilo mogoče niti predvideti, niti uporabiti. Sedaj na tisti del, kjer moramo dati več pozornosti, k so uporabniška testiranja. Metodologija uporabniku usmerjeno načrtovanje,

11:54:15 ki združuje različne aspekte in nekako zadeva slovar postaja uporaben, učinkovit in zmanjša trud za dosego ciljev in da je zadovoljen tudi uporabnik. Da ima privlačno uporabniško izkušnjo. Na koncu uporabniško testiranje. Pomembno je, da preverimo in testiramo z vsemi ciljnimi skupini uporabnikov.

11:55:01 Rad bi poudaril, da se začnemo vpraševati o uporabniku šele na koncu. Ko smo naredili pregled področja in videli, kaj se dogaja, smo ugotovili, da je večina razvoja slovarjev osredotočena na funkcionalnosti. Za naše pojme je prevelik poudarek na vrednotenju tehničnih pravil.

11:55:45 Nekako smo zasledili, da se malo poroča o merjenju s končnimi uporabniki. Na različnih konferencah smo srečali več nezadovoljnih uporabnikov. Rešitev za njih ni bila primerna. Izvedena testiranja, so pogosto vključevala ne ciljne uporabnike. Slovar za gluhe in smo poskušali nekaj udeležencev,

11:56:33 naredili smo slovar in smo poskušali, nismo pa vključili tistih res končnih uporabnikov. Uporabljali smo različne tudi neprimerne pristope. Res pa je pomembna temeljitost testiranja. Tudi v rešitvah, ki jih razvijamo, ne le pri osebah naglušnih, ampak nasploh.

11:57:12 Za kaj se uporablja sama storitev. uporabnike razdelimo v ustrezne skupine. Slovarja ne bodo uporabljali le gluhi, ampak tudi slišeči. Dejstvo je, da slišeči se lahko bistveno lažje prilagodimo in razumemo več kot gluhi. Kategorije uporabnikov so razdeljene glede na njihovo znanje,

11:57:53 uporabo jezika, lahko začetniki, poskušava se naučiti znakovnega jezika pa do usposobljenega tolmača, bogatimo slovar slovenskega znakovnega jezika, vsak mesec obogatimo slovar z novo besedo. Smernice v katere vključimo vse uporabnike in da prilagodimo metodologijo. Pri samem izvajanju meritev upoštevamo zakone glede na državo.

11:58:47 Ko dobiš komentar na neko delo, ne bi smel biti tolmač prisoten, pri nas da. Na koncu GDPR, ki nam lahko povzroča veliko težav. Imeti moramo zadosten čas za testiranje. Čim več, tem bolje. Premalo časa za posameznega uporabnika. Sporočenost je ključna za dobre rezultate,

11:59:39 čim boljši izdelek in prilagojen končnemu uporabniku. Poskušamo razviti orodje, ki omogoča merjenje uporabniške izkušnje tudi brez prisotnosti tolmača, tudi na daljavo. Potrebne so dodatne prilagoditve metodologij in vprašalnikov, ki morajo biti prilagojene na vse skupine.

12:00:29 Več projektov, ki jih izvajamo. Mi že testiramo, kako bi lahko očala za navidezno resničnost uporabili za slepe. Včasih tehnologija lahko prinese marsikaj dobrega. Boljšo informiranost in boljšo vključenost uporabnikov je naš cilj. Žal se zelo malo uporabnikov vključuje v taka testiranja in ni veliko del,

12:01:18 ki bi poročali o tem. Hvala za pozornost, za vprašanja sem na voljo. Hvala.

12:01:40 Vprašanje.

12:01:54 Veliko delamo v praksi, predstavili ste raziskovalno nalogo, ste razmislili tudi kje bi implementirali zadeve?

12:02:10 Kar smo raziskovali, orodja za merjenje uporabniške izkušnje, kjerkoli je rešitev, jo lahko preverimo z orodjem. Druga zadeva, 3d avatarji, kar smo testirali, je uporabno zgolj za urejeno besedišče, naredili smo tudi že testiranje s 40 udeleženci, rezultati so bili predobri,

12:02:51 ker potem ne veš, kaj izboljšati, pol strukturirane intervjuje smo imeli potem, kaj še izboljšati.

12:03:04 Lahko pričakujemo v doglednem času nek produkt, ki ga bo nekdo dal na spletno stran za prevod?

12:03:19 Mi to vidimo na recimo železniških postajah, obveščanju o zamudah, nesrečah, kjer vemo, kdo so ciljni uporabniki, vemo, kaj bomo povedali, ne še točno, izberemo parametre, v sodelovanju s partnerji bo to v doglednem času na voljo.

12:03:51 Hvala.

12:03:52 Potem bi predal besedo še gospe Welzer, javljam se vam kar od daleč, iz Porta, pravzaprav samo komentar, z vso predstavitvijo se strinjam, smo bili in smo vključeni v projekte z avatarjem, pri čemer je naš koordinator s Portugalske, kjer se trenutno nahajam,

12:04:38 naša prva aplikacija avatarja, ki je bil tukaj razvit z ekipe laboratorija Univerze v Mariboru je bil nakup vozovnic za Metro, razvit v petih različnih znakovnih jezikih, in je deloval na postaji Metroja približno leto dni in pol v Portu. Vse, kar je povedano,

12:05:15 imamo bogate izkušnje s tem in smo to tudi precej uspeli izkusit, od problemov, ki jih živi tolmač bolj sofisticirano izvaja, tu smo uspeli nekaj napredka, do tega, da so uporabljali uporabniki to za nakup vozovnic na Metroju v Portu.

12:05:49 Želim vam uspešen dan naprej, žal mi je, da ne morem sodelovati, bom pa poskušala maksimalno sodelovati na Zoomu. Hvala in nasvidenje.

12:06:01 Hvala.

12:06:01 Predajam besedo še gospe Jeri Rak, ki je tudi dvignila roko.

12:06:08 Hvala za besedo, pozdravljeni, sem mama slepega otroka, ki obiskuje OŠ z rednim programom, hvaležna sem za vse predstavitve, pozdravljam take konference. Veliko govora predstavnikov ministerstev, ki govorijo o pomembnosti vključevanje, kot starš podpiram pravico do enakopravnega dostopa.

12:06:47 Posledično senzorno ovirani uporabniki spleta so najbolj depriviligirani uporabniki spleta. Sama se zahvaljujem vsem, ki se trudite za vključujoč digitalni svet. Bi opozorila na realnost sedanjosti, v Sloveniji je trenutno 18 slepih otrok v šolah, ki delajo v običajnih programov.

12:07:29 S 1. Septembrom nimajo zagotovljenih učnih gradiv. V 21. Stoletju država, konkretno Ministrstvo za vzgojo in izobraževanje, ni sposobno sistemsko zagotoviti gradivo za otroke, starši opozarjamo na to, v obveznem procesu vzgoje in izobraževanja. Starši bomo veseli,

12:08:07 če se bo naredil korak naprej, v sistemskih rešitvah do osnovne dostopnosti, kaj šele nadstandardni o kateri govorimo.

12:08:21 Komentar za g. Pečnika, v društvu Svetloba bomo člani z veseljem sodelovali pri vaših poskusih. Hvala lepa.

12:08:35 Bogdan

12:08:45 Tukaj bi mogoče samo dodal, z zakonom o dostopnosti do produktov in storitev za invalide, se občutno izboljšujejo zahteve za dostopnost do učnih gradiv, vsako ima svojo številko, eknjige bodo morale biti po zakonu dostopne. Dvomim, da bo do sredine 2025 vsem založbam to uspelo,

12:09:21 ker država ni nič naredila na promociji in podpori tega zakona, problematika je da država na velike besede uvodnih govorcev ne naredi nič, izboljšave sigurno bojo, bojim se pa da ne do naslednjega leta, stvari grejo v pravo smer, ampak občutno prepočasi.

12:09:55 Še komentar

12:09:57 V okviru laboratorija izvajamo, udeležence z ministrstva imamo, ki so presenečani, da bojo čez eno leto morali imeti dostopne vsebine.

12:10:13 Hvala.

12:10:13 Kot rečeno Matej Verbajs, preko Zooma.

12:10:40 G. Matej Verbajs, zdaj imate možnost, mislim da se morate unmutat. Lahko tudi jaz to naredim.

12:11:11 Lahko pa tudi pošljete sporočilo v kanal, pa bomo posredovali, če ne bo šlo drugače.

12:11:29 Nobenega sporočila, lahko napišete kasneje tudi.

12:11:35 Predajam besedo gospe Sari Ahlin Doljak, ki bo predstavila Tehnološko prilagoditev govora za poklicno delo odvetnika in profesorja prava: primer bolnika z multiplo sklerozo.

12:11:55 .Pozdravljeni, moje ime je Sara Ahlin Doljak in danes z vami komuniciram z govornim komunikatorjem, ki bo tudi predstavljen v prispevku. Ne zmorem govoriti s svojim glasom in upam, da se dobro slišimo. Prispevek Tehnološka prilagoditev govora za poklicno delo odvetnika in profesorja prava: primer bolnika z multiplo sklerozo obravnava primer,

12:12:45 ki se osebe, ki se je uspešno prilagodila izzivom, ki jo prinaša napredujoča nevrološka bolezen s pomočjo pripomočkov za alternativno komunikacijo.

12:13:05 Osrednja tema študija je programska oprema za napovedovanje besedila, ki so ji omogočile ohranitev poklicnih nalog odvetnice in predavateljice. Ugotovitve poudarjajo pomembnost tehnologije pri ohranjanju strokovnih identitet in njeno vzdržnost pri premagovanju pomembnih telesnih ovir.

12:13:39 Ključne besede v našem prispevku so multipla skleroza, tehnologija, naprava za generiranje govora programska oprema Microsoft Swift, komunikacijske tehnologije, poklicna tehnologija in prilagoditve. V študiji smo se osredotočile na osebi z MS, ki se je prilagodila poklicnemu življenju.

12:14:23 Uporaba pripomočkov za alternativno in dopolnilno komunikacijo, so ji omogočili, da ostane aktivna v svojem poklicu. Raziskava uporablja kvalitativno metodologijo študije primera osredotočeno na izkušnje nee udeleženke z multiplo sklerozo, kar je edini tak primer pri nas.

12:15:05 S kombinacijo poglobljenih intervjujev in opazovanjem njenih strokovnih dejavnosti smo raziskali, kako se je prilagodila in katere tehnološke rešitve so ji omogočile nadaljevanje dela.

12:15:25 Postopki analize so zajemali transkripcijo intervjujev ter kodiranje podatkov za iskanje vzorcev. Cilj študije je bilo ugotoviti, kako so alternativne tehnologije vplivale na njeno zmožnost opravljanja poklicnih nalog.

12:15:59 Raziskava se osredotoča na čustvene in praktične prilagoditve ter na načine kako si ji tehnologije pomagale pri ohranjanju komunikacije pri visoko zahtevnih delovnih okoljih.

12:16:20 Zbirali smo podatke o njeni uporabi table PišiBriši, i-110, v zgodnjih fazah bolezni, kar je predstavljalo osnovno komunikacijsko metodo, ki je bila zamudna. Uporaba predikativne programske opreme je izboljšala njeno komunikacijo. Pripomočki koi so bili priporočeni,

12:17:06 i-16 za pretvorbo besedila in SwiftKey za hitrejše tipkanje. Njena izkušnja je pokazala, kako lahko elektronska tehnologija izboljša dostopnost in učinkovitost komunikacije.

12:17:29 Na podlagi raziskav drugih avtorjev smo ugotovili, da tehnologija omogoča takojšnjo komunikacijo ne glede na geografske omejitve, kar je pomembno za delo udeleženke kot odvetnice in predavateljice na fakulteti.

12:17:52 Prilagoditev na nove tehnologije je bila nujna za ohranjanje njene strokovnosti in konkurenčnosti.

12:18:03 Tehnološki napredek ji je omogočil učinkovitejše sodelovanje pri pravnih postopkih in izobraževalnih aktivnostih.

12:18:16 Ugotovili smo, da je ključ do uspeha ob

12:18:26 udeleženkini sposobnosti prilagajanja. Aktivno je iskala nove tehnologije, kar ji je omogočilo, da se strokovno vključuje kljub omejitvam. To je dokaz njenega osebnega napredka, prilagoditve niso vključevale le tehnološke, temveč tudi socialne in psihološke vidike,

12:19:02 kar je pomembno za celovito obvladovanje bolezni.

12:19:08 Razvoja AC tehnologije je bil še posebej koristen, saj odraža napredek tako v strojni kot programski opremi, ki udeleženki omogoča, da se sporazumeva in se aktivno poklicno vključuje.

12:19:30 Njena trenutna uporabljena naprava je Tobii Dynavox i-16 v vsakdanjem življenju kot pri delu kot doma. Študija je pokazala, kako so napredne tehnologije pomembne za ohranjanje strokovnih identitet oseb z invalidnostjo. Ugotovitve potrjujejo, da je tehnološka prilagoditev pomembna za uspeh v poklicnem življenju,

12:20:11 kljub izzivom, ki jih prinaša bolezen, kot je multipla skleroza.

12:20:20 V prihodnosti bi bilo vredno raziskati nadaljnji razvoj podpornih govornih tehnologij, ki bi še izboljšale kakovost življenja teh posameznikov.

12:20:35 Dodatno bi bilo koristno razmisliti o integraciji novih tehnologij in izobraževalne programe da bi omogočili široko dostopnost in usposabljanje oseb s podobnimi invalidnostmi. Hvala, ker ste prisluhnili.

12:20:59 Oseba z multiplo sklerozo sem jaz. Če imate kakšna vprašanja zame, vam lahko kratke odgovore natipkam in odgovorim, sicer pa mi jo pošljite na mojo e-pošto in z veseljem odgovorim.

12:21:30 Hvala za povedano, lahko imamo kakšna vprašanja oz. Lahko jih tudi po epošti, bomo posredovali epošto v kanalu.

12:21:45 Si lahko kdo pogleda.

12:21:55 Sara.ahlin@guest.arnes.si

12:22:06 e ČĆ

12:22:12 Če ni vprašanj, kratek odmor, s sekcijo C nadaljujemo ob 12.45.

12:38:22 Test. We can see you.

12:38:37 ok ;-)

12:42:39 I would like to welcome everybody to this session. Of the 27th Information Society International multi conference. We are here to do our session on basically inclusion and digitalisation. Today we will have 3 speakers in this session. Who are actually representing initially representing the set for inclusion Erasmus project.

12:45:52 We will be here today with you to start with the results of our project. Let me introduce myself. As part of this visit to Slovenia, which I am very happy of, I would like to contribute to the conference and chair this session. The first speaker, this is the plan of today's session.

12:46:25 First we will have Maja Pusnik, Bostjan Sumak, Katja Kaus, Florian Gallo and Enrico Dolza. On Digitalisation and inclusion. The second talk when we are done with the technical stuff is from Romania and Portugal. Cooperation. Where Marius Balas, Valentina Balas,

12:46:54 Dana Rad, Sergio Correia will be presenting. They will talk about Moore's law on education. Which is every 2 years the information that the students need to learn doubles. This is the key word here. They are going to talk more about it. And then the last speaker of today is going to be Isabel Leandro Garcia and Marta Marmol Munoz.

12:47:28 They talk about the self evaluation tool in practice. The speakers have 15 minutes to talk and 5 minutes for questions and answers. We will allow. First I would like to invite Maja to present her presentation today with us. Maja, please, the floor is yours.

12:48:00 - I have to do something?

12:48:15 Okay.

12:48:22 Those are my slides. Thank you. Hello. From my side. My name is Maja Pusnik as already presented by the professor. And I am lucky today to start with presenting the activities that we prepared within our project, an Erasmus+ project that is called Set 4 inclusion.

12:48:50 It still has, the project is ongoing for 3 weeks still, many partners. From Spain, Italy, Turkey, Portugal and of course Slovenia. The project started around 2 years ago. One of the first activities that we had to conduct was to define a framework for self evaluation tool as the title says.

12:49:20 I will present a little bit about how this process was conducted. What our motivation was and what the main results are after this first activity, which will be done further presented by our partners.

12:49:41 The motivation was kind of born during COVID. When from different research, we realised that while digital education is fine, very good, there are many possibilities, there is still a lack of preparedness of different faculties, institutions and so on for students with special education needs.

12:50:14 Or different disabilities. And motivation was to do something about it. To prepare institutions better to make them realise what their weak points are and to provide them some guidance how they can approve the way they approach education, management,

12:50:37 every aspect really in the field of education, in higher education.

12:50:44 So we had to learn a lot about this problematic. We tried to approach by creating this framework in a systematic way. What does this mean, systematic way? It means we first studied literature together with the partners. What is already researched within this field?

12:51:09 We came upon 100 literature units in the past 10 years. And tried to gather this knowledge in a systematic way. Because this literature review produced a lot of ideas which were hard to summarize in a more clear and organised framework, we developed 2 surveys.

12:51:40 Asking directly Higher Education Students. The HES students. How they could feel things could be improved and what are proposed framework, do they agree, should we change something and so on.

12:52:03 That was the second iteration. With the help of staff and students, cleaned up this idea framework a little bit. And continued with 10 concrete workshops which were conducted among all the partners in Spain, Portugal, Slovenia. Asking the staff and experts in the field to help us out and focus our framework on the elements that are really important.

12:52:40 This is the process. It was a little bit iterative. It took almost a year to do all the steps. And really prepare a framework that serves us in continuous activities, when we really try to implement self evaluation tool, which we presented by the Spanish partners and learning units.

12:53:09 And good practices. And so on.

12:53:12 So, what were the main results from this framework? It was the self evaluation tool as I mentioned. A tool, a way to evaluate for staff and managers if my faculty, my institution, the way I do things is inclusive. To get feedback whether or not I am doing okay and to identify my weak points.

12:53:46 And get some help, some guidance, good practices and so on. This evaluation tool would be further specified for institutions in general. And teachers.

12:54:02 Because I will probably need some guidance, several micro learning units were defined. Also based on this framework, with content providing the users good practices and so on. And one platform. I have one point where I can go check all the content, do the self evaluation tool as much as I want and try to monitor my progress through the use.

12:54:36 The framework is really complex. It has 8 categories that are depicted here. And almost 60 more specified factors. I will grance through them. They are really detailed. You will be able, if you are interested, look at them as one of the outputs of this project.

12:55:03 This framework will be published. You can really read about how we got to each idea. But to give you an idea how we based on the literature, surveys and workshops, defined the following categories in the framework. 1 is leadership/school's perspective.

12:55:28 Then collaboration and networking. 3rd, infrastructure and equipment. Tools and technology. Despite the fact it is about digital inclusion. We cannot forget about physical inclusion as well. Then the concept of continuous professional development. We have to upgrade our knowledge.

12:55:52 Pedagogical point of view supports and resources. 6th category implementation in the classroom. Then the assessment practices or inclusion assessment. And the last student digital competence or student's perspective.

12:56:10 Here are the items of these categories. Under leadership or school's perspective. Framework includes inclusive digital education strategy, collaborative digital strategy development, contemporary pedagogical approaches. Scheduled time to explore digital teaching.

12:56:39 Efforts to minimize discrimination. Collaboration and communication between school and teachers, inclusion policies and digital literature. 2nd category. Following aspects.

12:56:54 Progress review, discussion on the use of technology, collaboration of higher education institutions, local communities caregivers and parents, synergies for blended learning. Staff, governors, students and parents share a philosophy of inclusion. Teatchers plan,

12:57:15 encourage collaboration and communication between students and teachers.

12:57:20 We continue. 3rd category. Infrastructure and tools. Digital devices and assistive products and teaching. Internet access, technical support, available digital devices. Devices products for students. Measures to identify the digital divide. Support to address the digital divide.

12:57:48 Bring your device products. Reduced physical barriers, assistive products, online libraries, fairly distributed resources.

12:57:58 Last one. Continuous professional development included discussion of needs, participation in CPD activities and online sharing experiences between staff.

12:58:11 Number 5, supports and resources. Online educational resources, creating digital resources, using virtual learning environments, communicating with the school community. open educasional resources, staff development, student difference, and staff development for learning and participation.

12:58:35 6th, implementation in the classroom. Personalisation, fostering students creativity, engaging and motivating students, student collaboration. Making everyone feel welcome, partnership between staff and caregivers, students are equally valued. Staff and students each other as human beings.

12:59:00 School arranges teaching groups so all students are valued. Training and education on inclusiveness.

12:59:07 Almost over. Assessment skills, digital assessment, timely feedback, self reflecting, feedbac to other students, using data.

12:59:22 Last one, digital competence. Learning to communicate and digital skills across subjects.

12:59:29 I am aware this is a lot that you didn't remember most of what I said. Why did I go through? I encourage you to read the framework in detail. I wanted to show you how complex this field is. How many parameters need to be included. What a tough job it was to consolidate from all different sources to create this framework that would encompass everything.

13:00:02 All aspects, from the point of view from students, staff, management, parents, the community and so on.

13:00:10 This is too complex to be useful directly. It is a basis. It is a framework. All activities were adapted. For them to be more approachable. More useful for regular people. That don't have time to read hundreds of pages of framework. We created this mapping of self evaluation tool.

13:00:36 All these parameters in the framework, were mapped in more useful or touchable learning units. Something that I as a teacher or student really can read through and get something out of. This is an example. It was a mapping process. That I believe produced something useful.

13:01:05 I think. That will be presented by my partners.

13:01:10 I would like to, maybe explain how the results of this complex activity are useful. There are 2 ways to use what we did. We took a lot of theory, had a scientific approach and tried to create something practical. Which is then useful in the self evaluation tool and learning units.

13:01:37 It provides the user to use this outcomes in 2 ways. Scenario 1 is that someone really uses this self evaluation tool, gets back feedback, realises that those are my strong points, those are my weak points. And gets some support. These are your weak points.

13:02:05 Lack of modern pedagogical approaches. Or visa versa, you don't need to do the self evaluation. You can visit the website. Our platform. That provides various contents in these 8 categories. You can glance through them, download Powerpoint presentations.

13:02:29 Use something for your own classes. Use quizzes. There is a lot of material that is useful for everyone. Adapted of course to their needs. That would be the second scenario of our outcomes.

13:02:45 How does this help, the first motivation was to make the world a better place. Create a better HEI environment for students, and teachers. For everyone in HEI education.

13:03:04 I think we took a step. There is still a lot to be done in this field. But we did provide a tool. Someone can check out their inclusion level, so to speak. We can help them identify critical fields. In anonimity. No one has to know. We provide them some education.

13:03:34 It will develop over time. There is a starting point. We provide some quiz materials, assessment is important. Which can be used in their own time.

13:03:46 Conclusion. This framework, this big document, is the basis for the more practical activities. And we believe these are one of the first steps in the activities to optimise evaluation practices within HEI's and create a more, a better equitable and adaptive learning environment that will provide growth for all the students.

13:04:19 Regardless of their special needs. It will improve our society on the long run.

13:04:25 Thank you.

13:04:36 If no questions emerge, here are a bunch of emails. This is a collaborative work. Many authors contributed. To the framework itself. Writing this paper. You can send an email to any one of them. I am sure you will try the tool out. You will have questions or comments.

13:05:01 Or maybe ideas how to improve things. We would be very happy to get feedback from you and try to react. There is a question.

13:05:11 - I would like to say, this work is interesting. It seems there is a lot of parameters and a lot of different things which you have to consider at the education.

13:05:27 - Yes.

13:05:27 - You made already this tool. Do you have any feedback?

13:05:34 - We do. The feedback will be actually presented today. By our partners from Turkey. We did a pilot study. The tool was out a few weeks ago. And we started a pilot study in the summer. With professors actually. To try this tool out and provide feedback.

13:06:00 We got 60 results. More would be needed. We got some initial feedback how they feel. Also some negative. Aspects. Which we will address.

13:06:16 Thank you. Please write an email if you have further questions.

13:06:22 Thank you.

13:06:27 - I would like to thank Maja for the presentation.

13:06:33 Now we have the digital inclusion suggests, a speaker from Romania. See how inclusive we are. We are in Slovenia. We are hosting a speaker from the university from Romania. Marius will present the work on The Moore's law for education and the need for inclusion.

13:07:01 - Thank you so much. i am here.

13:07:03 Do you hear me?

13:07:07 - Yes, very good. Thank you.

13:07:10 Marius, excuse me. You have 15 minutes to talk and 5 minutes for the questions and answers.

13:07:17 Thank you.

13:07:18 - I'll try to...

13:07:30 Share my presentation.

13:07:34 I hope you see it.

13:07:37 Can you see the presentation?

13:07:51 - There you go.

13:07:54 - First of all, accept my greetings from Arad. I am sorry not to be able to join you.

13:08:04 But perhaps in the future. Who knows.

13:08:09 Our work is about the category of people which seem to be now in trouble. Which need help to be included in our very dynamic society. It is about students, most of all, at the bachelor level.

13:08:39 What is happening? Many people know about Moore. Gordon Moore. And he had a very famous law. The number of transistors in integrated circuits doubles every 2 years. But in time, this law begins to be applied in many other fields. You see here for instance a diagram about more than 100 years of Moore's law.

13:09:28 This law can be applied in general to technological evolution of our society. Not only in electronics. Even more, you see a law, Moore's law for knowledge was formulated in 1981. The general human knowledge doubles every 12 months. Each year. So, the last step was the Moore's law for everything.

13:10:04 Which addresses the entire society.

13:10:07 One problem was that the education was not so suited to follow this pace. So, in 2001 Gordon Moore complained. It is hard to come up with ways to increase productivity in education. So, nowadays people are becoming aware of this issue, of this problem.

13:10:37 And solutions are beginning to show up.

13:10:40 We will propose such solutions. More radical than usual mainstream. My personal motivation in this field was very old. Already in 1979 at the Club of Rome, it was a report, one of the authors was Mircea Malitza, he was Romanian. There are no limits to learning in a world that is bounded in any direction.

13:11:24 Resources, space, you name it. Still, the education has no limits. But we need new approaches, we need new visions to extend these boundaries.

13:11:41 Our main specialty is in the field of system engineering. I think that system engineering is a discipline that is coming with a complexity and a growth of society, in any direction. We can find in this discipline a lot of solutions that could be extended to many fields.

13:12:14 Now we are trying to apply the top down approach. Which is common to the system engineering. In education. If possible. And it is possible. Well, the problem is that the society, the volume of knowledge of society is increasing constantly. In an exponential way.

13:12:44 While professors and students remaining in a traditional frame. It is difficult to change this activity. The final result of the problem is the school drop out. Many students, school drop out was always a problem. But in the last years it is growing.

13:13:23 And not only Romania. I have signs that all over the world this is an issue.

13:13:31 So, why is it happening? Why this? Look how it was the traditional style of presenting knowledge. For instance Theodor Mommsen who wrote the history of Rome. And got the Nobel Prize for it. Some pages of his work. Well. Look here, I present you, show you work of a painter from Arad.

13:14:12 Onisim Colta. About how knowledge is growing. We must do something. What can we do? To fight the school drop out.

13:14:32 And I think most of the problem we, teachers, professors are responsible in the end for solving this problem. It is less the task of the students than ours. To try to improve things. And so, we were thinking about solutions. And look what system engineering has to teach us.

13:15:02 it is a top down approach. About system engineering, perhaps you know or less about this. It is a fundamental discipline which is growing these years. It is coming from Bell Telephone Laboratories and NASA. Wernher von Braun. What is this top down approach?

13:15:42 The basic idea is that the system as a whole may greatly differ from the sum of the parts properties. So, systems engineering is embracing the holistic view. It is interdisciplinary. Disciplines are now beginning to cooperate, to merge. These are the features of systems engineering.

13:16:13 And this top down approach is not very common. Our first idea would be the bottom up approach. And this comes with less details, which is not an advantage. But it is coming again with more comprehension. And we have the chance to observe fundamental solutions if we are looking from a distance.

13:16:43 So, how can we apply this in systems engineering? First of all, I present you a solution which shows that the truth, most valuable view must embrace both approaches. So, in very well known hardware description languages, which are the main tools in electronics,

13:17:19 we have software that allows us to describe, represent a circuit. But there are 2 different views on the circuit. They are perfectly compatible, they work together. Behavioral one is the functional aspect. It is like a top down approach. The architectoral view is a traditional one.

13:17:53 It is presenting the architecture and the solution for implementation. But these views must co-exist. In education I think the top down approach was not so present. It was present of course. But not so underlined.

13:18:19 The bottom teaching is beginning with components, parts and growing. And going up. But this approach, which for instance in a foreign language will start with grammar. This approach is rather time consuming in the end. So, it is not effective. This analogy with the architectoral description of a circuit.

13:18:58 While the top down is a large view. Descending to the building blocks. This is, analogue behavior description. It is more effective. I remember my professor, mathematics professor in the highschool, was beginning new lesson with a problem. Which normally couldn't solve it.

13:19:28 We didn't know the theory. 5 minutes we looked at the problem. When he was beginning to teach the lesson, we had an idea of the objective of this lesson. And of the finality of this. That was very good for me. For me especially. I am not very good in mathematics.

13:19:49 So this approach is very fast and very effective.

13:19:54 This is coming together with perhaps a method of studying, scientific papers. So the best, the most effective approach is to read the title. Then the abstract. And then to jump to the conclusions. And only if these conclusions are relevant for us, only then we will come to the paper,

13:20:41 to read it and study it.

13:20:43 This way we can save a lot of work. And skip things that are not interesting.

13:20:51 Now, are there concrete inclusion measures? This is more and more interesting.

13:21:01 Before presenting our ideas, we must mention that this phenomenon is present in today's psychology. We found at least 3-4 papers which are, not only papers, ideas, that are dealing with this issue.

13:21:40 For instance John Sweller's Cognitive load theory, this is the challenge by exponential growth in knowledge. In the end, he proposed to simplify the complex information. And utilize multimedia tools to present knowledge visually. Here you see another approach.

13:22:07 Self determination. The essential need of autonomy, competence, to be offered to the students. So, the motivation and self confidence are helping them a lot to deal with bigger and growing amount of knowledge.

13:22:35 The information processing theory is providing information and knowledge about how information is encoded and retrieved by our brain. They are for instance proposing to chunk the bigger subject in smaller parts. And rehearsal. Like was said. There are other methods.

13:23:13 And then, there is a current of papers, well, a way of thinking in psychology. To try to adapt to the systems theory. It provides a contemporary cognitive psychological perspective that inteconnates concepts from systems engineering. So, these having been said,

13:23:45 our observations. It is not ours. I just found a paper. In which they showed a famous test. Given to students. a group of students. This group of students. Half of them received the regular test. Written test. While the others received the same questions,

13:24:18 but with help of images and figures. See the results were spectacularly different. The students that also received the images, managed to have an almost twice performance compared to the first group.

13:24:45 That is because we are daily, our information, our brains are oriented to process vision. You see here, the visual information is processed 60.000 faster than text. Text is invented 2000-3000 years ago. Our vision is from the beginning. So, it is very,

13:25:22 obvious that visual knowledge can be processed easier and faster by any human.

13:25:34 Students included.

13:25:37 In systems engineering we work with a lot of diagrams. Complex systems cannot be represented in text, in analytics, formula's. You see, this is how it is working. There are a lot of software that is providing this kind of visual tools. I think this experience should be extended to other fields too.

13:26:13 These are some more made by students. They like to work like this. When I give them a test or a project, with UML language they like it. They work independently and they, well, it is something familiar. Especially to the last, newest generations.

13:26:42 Of course, that is possible. Because the same knowledge for instance here, is a logical function.

13:26:52 - Excuse me, Marius. We are exceeding the time. Can we wrap up?

13:26:58 - Yes, I can. You just see how the same information can be presented in many ways. Graphics.

13:27:10 I developed a method. This is very hot. In this field. To work with surfaces. Prof. Jerry Mendel from California is promoting this method. My last idea is about the Bologna process. The Bologna process is well known. Here we have the bachelor degree. Which we are addressing first of all.

13:27:47 Here is the most, more present. And the master and doctor degrees. Here you see, the elite learning, teaching and the mass teaching. I think, it is radical opinion. We think, that most of the problems come from the fact that professors are trying always to use the elite method and to show what they can and to impress the students.

13:28:23 And then in the end, they should, some of them are leaving. We should change our minds. And be aware that we must address the bachelor students at the mass level. Which is not so bad. Because of course it is not shallow, but it is large. It is including the job market.

13:28:52 You see here, the generation Z, which are now students, they are different from the previous students. They are more, digital natives. Much easier, it is easier for them to work digitally and visually.

13:29:12 I just show here some other methods. We never try to apply them. Just ideas.

13:29:27 - Excuse me. We need the time.

13:29:32 - I am ready.

13:29:33 - Thank you very much.

13:29:35 Excuse me.

13:29:37 - I am waiting for questions. I am sure that people will, there are people who criticize this approach and some embrace it. The discussion is hot.

13:29:53 - Thank you. We still have 1 minute for question and answer. Before Isabel. Do we have a question?

13:30:03 Marius, thank you very much. I think, we need more time to process the information. It is a huge cognitive load for us here. Thank you very much for your presentation.

13:30:16 - Thank you.

13:30:18 - Now I would like to welcome Isabel Leandro Garcia to introduce the tool and how it works in practice. Thank you very much.

13:30:39 Hello. Yes.

13:30:42 Thank you. My name is Isabel Leandro. I will be introducing a solution self evaluation tool in practice. I am talking on behalf my colleague Marta Marmol, who is also here. I am also continuing in the line of my previous colleague Maja from the university of Maribor.

13:31:11 The Set 4 inclusion project.

13:31:16 I will be doing first of all a short introduction. Then I will be showing how it works. After that, the benefits of the tool itself. Finally I will show conclusions.

13:31:34 At the beginning I suppose to show you the actual tool. It seems not to be possible today. During my presentation you will see pictures of the actual tool. Which is in our webpage. Set4Inclusion.EU.

13:31:56 But in case you need, this is the exactly link for the tool, my colleague also presented before.

13:32:05 This presentation is an introduction, solution, the self evaluation tool in practice. It focuses on the introduction of the tool itself and also after my speak, my colleague will also talk about the tool deeply.

13:32:29 Also with the results of the piloting. So, remember that this is also related to this project. It is a European collobarative initiative, implementing a self evaluation tool as one of the most important outcomes of the project. As my colleague presented very well,

13:32:56 the framework. Was already exposed. But a short explanation will be the theoretical framework of inclusion digital education, including 3 elements. Technology, pedagogy content and management aspects, considering different e-learning settings and modes in the base foundation to develop a self evaluation tool for HEI,

13:33:25 the small version of Higher Education Institution, on inclusive digital inclusion.

13:33:33 The self evaluation tool has to be used as a practical tool for the management, also for students. But on the other hand for teachers. It is a practical guide to define the good and not so good things about their digital teaching or management in the institutions.

13:33:54 In practice. Concerning inclusion.

13:33:57 As a guide, to help assess the capabilities of the HEI regarding inclusive digital education, it consists of many questions, representing influence factors described through specific indicators. That we already presented before. Thanks to Maja.

13:34:19 This self evaluation tool is also a practical guide for teachers to help the capabilities of their teaching practices. So, it is a guide. The first and important word in this presentation.

13:34:33 The tool as I mentioned is divided in different questions. Talking about the first important topic, leadership and school's perspective. 12 questions. These are designed to evaluate the support provided to teachers in digital literacy for inclusive digital education.

13:34:56 Second section, tools and technology aims to investigate technology itself and continuing professional development section with 5 management related questions to support us in acquiring the knowledge and pedagogical skills necessary for inclusive education.

13:35:21 From the teacher's perspective, the pedagogy, supports and resources. This section contains 7 questions about how it is developed to provide inclusive digital resources to support their inclusive teaching.

13:35:37 Of course, last but not least, the student's perspective. Covers 13 questions that are related to the proper use of the technology as an inclusion tool.

13:35:52 Pedagogy implementation in the classroom consists of 7 questions that cover digital technologies in the classroom to facilitate the organisation of teaching groups in which students can collaborate by valuating each one.

13:36:11 After you finish using the tool itself, the e-platform where the tool is located automatically creates a small report for the users of the self evaluation tool and offers the results with the percentage of answers by categories.

13:36:29 Even though later we will talk more about this. With my colleague. The pilot study of the self evaluation tool developed under the Setfor4inclusion project has insights into the tool itself and effectiveness of the digital inclusion for the HEI's. You can see,

13:36:51 how is the final step of the tool. You can find before the project is going to end, as we said before, it is still going on. Multiple languages. We will focus in our languages regarding our colleagues. Spanish, Portuguese, Slovenian and Turkish. And English of course.

13:37:18 Tools with links to recommended e-learning content, according to the result of the self evaluation.

13:37:26 Which are the benefits? Priority. These tools, the self evaluation tool can be essential to make the inclusion of students in digital education on the priority agenda for the institutions. It is a way of focusing in accessible learning content. That could be used to support inclusive practices.

13:37:50 Achievement, increased accountability by regularly evaluating themselves in HEI's. Evaluation, participants that use the tool, this kind of tools in that case our tool, to evaluate and reflect on the e-inclusion process in the institutions. Challenges.

13:38:13 Of course. For teachers, managers. Students and staff in general. Can tailor their growth plans to their unique strengths and chaallenges for inclusive digital education. Last one. Integration. With performance reviews of the tool can be integrated into the existing performance review pocesses in the HEI's.

13:38:37 So as a conclusion. Self evaluation tool could be a powerful solution for those seeking to improve the performance and grow in their careers zozer Provide a structured way to reflect, set goals, track progress, empowers individuals to take charge of their development and contributes to the success in the organisations.

13:39:04 This is all. I want to say thank you for your listening. If you have questions, this is the moment.

13:39:14 As my colleague said, we have all the emails in our presentations. Also my explanation will be completed with the next partner. Thank you for listening.

13:39:30 - Thank you.

13:39:35 Thank you very much to all the speakers today.

13:39:38 It was really an informative. First of all, presentations from Set4Inclusion and also informative presentation and different way of looking into the education by the Moore's law, coming from engineering. It is not a very common thing. I am education for a long time.

13:40:03 It is unusual for me to learn from the engineers about education. This time they had some fruitful, to me, information about the basic, how they see the education. How they envision it. I would like to thank the participants for today's participation.

13:40:27 Now it is the time for the break. For a short break. Afterwards we will continue with more presentations. Thank you everybody.

13:41:20 NADALJUJEMO OB 14.00.

13:41:27 .

14:00:25 We have a few more seconds. We can slowly begin.

14:00:31 Hello to everyone in this last section. Every presentation in this section is again about the Set4Inclusion project, showing the results connected to the framework I showed. In a more practical way. So, first will be joining prof from Portugal. A short description.

14:01:06 The micro learning units will be presented. He will be followed by the Turkish team, prof. Can, Simsek and Goksu. They will present the results from the pilot study. Connected to the self evaluation tool. And last I, in cooperation with other partners will present some good practices.

14:01:36 I will ask you to keep to 15 minutes limit. The first presented will be prof. Correia.

14:01:54 Thank you. It is a pleasure to be here. Thank you for this great organisation. And all the means that are involved here with us to create a really inclusive conference. So, I will be presenting the micro learning units package we have developed. In the framework that was already discussed here.

14:02:22 You have already heard about this project. So I won't take too much time in this slide. Let me just focus here on what we are doing. Because digital inclusion, has a lot of attention. Maybe before COVID, we weren't so much aware about the problems that the digital and digital education could imply in the education process.

14:03:05 So, how our self evaluation tool works? Let me do the following comparison. It is like going to the doctor. When we go to the doctor, he first asks a lot of questions. Where does it hurt? What do you feel? Well, we do the same. We start with a bunch of questions.

14:03:35 The questions are categorized, you have seen it from the previous presentations. The second step that the doctor will do is diagnosis. Based on the answers, that he will have, from the questions, he will diagnose. We do the same. So, we present to the person results based on the scoring system.

14:04:08 And a decision based model that will show what is happening with where do we need to pay more attention with regards to this digital inclusive education? The next step when we go to the doctor would be a prescription. The doctor gives us a prescription and we go to the pharmacy.

14:04:38 Well here we also give a report. A report that will say where do we need to pay more attention. And the prescription will be a set of micro learning units that we are advicing, recommending to what to study. The next step will be the last step. Fortunately.

14:05:14 Will be to take a small pill and everything is solved. Well, here our pills are micro learning units. And micro learning units, I am comparing to a pill, because we want to be short, rapid and solve the problem. And that's the intention with this micro learning unit.

14:05:37 That's why we call it micro. It is something that we want the user to do in a short period to do. And we want the content to be direct and focused. So, this is the model that has been developed. So, focusing on the micro learning units. How did these units appear?

14:06:08 Maja told us some things about it. We'll just add a little bit of detail. The theoretical framework as it was previously explained, we identified factors. That would impact e-inclusion in higher education institutions. From here, we conducted several online workshops.

14:06:35 With the purpose of refining and validating these factors and sets of indicators associated that was previously identified. Here people were involved from staff of higher education institutions, teachers and students.

14:06:57 And lastly, the content was created.

14:07:02 In a second step, the content was again validated. So, first validating the basis. The theoretical framework. Now, validating the content that was created. Here once again, several stakeholders were involved from teachers, management and the materials were shown,

14:07:28 tested and once gain, we have another round of feedback.

14:07:34 Lastly, we have piloting stage. Here with piloting we intend that people follow the entire pipeline. Use the tool from the beginning to the end. And now we will assess all the tool working with stakeholders that are involved in the process.

14:08:02 What we get is, I will not go here in much details. But what we will have is associated with the factors. And categories. It was shown earlier. We will have a set of units. That we will intend to be with durations, estimated durations of 15-30 minutes.

14:08:29 And we will have content such as inclusive digital education strategies or policies. We will have micro learning units such as vision and collaborative culture, synergies for inclusive digital education. And we go on with learning units that are associated with the categories that were identified in the theoretical framework.

14:08:59 As you saw earlier we have 8 categories. We'll go on now with infrastructure. And is my digital infrastructure accessible and inclusive? How to measure and identify challenge. And go for the 4th and 5th categories. Empowering educators, educational resources.

14:09:28 And... Wrong way. 6th. With is my classroom inclusive? Who is in my classroom unit? And 7 and 8, we will have units such as inclusive assessment with digital technologies, development of inclusive digital skills for students.

14:09:55 These are our pills that we want to solve what was initially identified.

14:10:06 Isabel has already shown us who this is presented. In the form of a website. Where the user can go through the self evaluation tool. And do the entire pipeline. Or we can directly go to the e-learning materials. If we have already the prescription. And we want to go directly to the pills that we want to take.

14:10:34 We will have this second option. I want to talk about the last one. My colleagues will do it in the following presentation. We will have then the materials presented either in the form of a webpage where we can scroll and navigate through the content.

14:11:00 Or either by using the materials in Pdf forms or PPT that we can later continue with our study.

14:11:11 So, to end. We have a self evaluation tool. Micro learning units. These units don't show up from nothing. They show up from a theoretical framework that was mapped into this digital unit. The micro learning units. And we are obviously focusing on teachers and staff that we want to acquire the necessary skills.

14:11:42 To provide digital inclusive education.

14:11:46 Thank you.

14:11:51 - Thank you for this lovely comparison with the doctor.

14:11:57 It is very clear now.

14:11:59 Any questions? From the people here or online.

14:12:07 No?

14:12:09 Maybe I have a question. I was involved in this.

14:12:13 This was a lengthy process. (mic)

14:12:23 I want to point out, this was a lengthy process with many obstacles. Now we have 8 categories. 40. Based on more factors. Right? If we would start again with the knowledge we have 2 years later. What would we change in your opinion?

14:12:49 Methodologically and content wise.

14:12:54 To make a better outcome.

14:12:57 - Tricky question.

14:12:59 Well, I think, it is very easy to deal with problems when we already know them. That's why your question obviously. We don't live in a perfect world. If we would do it all over again. Other problems would appear. We would know already how to solve the ones that we have experienced.

14:13:29 But the process wouldn't be smooth. We would jeopardize and question everything again. I think that, I really doubt that we would get much different system. A much different platform or tool. With all the pipelines. Because maybe I am too proud of what we have done.

14:13:57 I think we have reached a very interesting tool. And a set of units. So, I would say that if we would do it all over again, we would reach basically a similar product, facing different problems.

14:14:17 - Thank you.

14:14:20 Thank you. For your presentation.

14:14:23 I invite the second presenter. He will present analysis of the self evaluation tool. You heard so much about.

14:14:39 Within the pilot study. Huseyin Goksu.

14:14:46 - Thank you. Hello. My name is Huseyin Goksu. I am from Turkey. We did the pilot study. From Istanbul university. Tuncer Can and Irfan Simsek are the other partners. We mostly focused on the piloting. What was the agenda of this presentation? It is introduction,

14:15:17 methodology, participants, implementation, data collection, data analysis, results. The results just get in a short time. I will show you some screenshots. Unfortunately we couldn't open the survey and show all the results. We have too many questions.

14:15:40 And nice results.

14:15:41 I am not going to talk about the project and what we did. Because my colleagues already did. We created a self evaluation tool. It is here. In this tool you enter your information. And then when you continue, you will find out what qualification you have.

14:16:05 Or what information you have. And what is missing in yours. You can study according and find information according to the missing information that you have. That was the start of the e-leaning. Including PPT and Pdf. Especially most of them.

14:16:28 So, let me talk about the piloting process. First of all, we created for the participation and invitation. And we sent this invitation letters to the participants. From each country, we sent it to minimum 10 participants. These 10 participants would find information in this letter about the project,

14:16:58 the micro learning units, about self evaluation tool. And of course they will find a link of all these things. And at the end, we asked them to fill the survey that we prepared for this process.

14:17:13 For this process we give them around 2 weeks. If they finish earlier they can fix it as well. If they couldn't have enough time, we give them minimum 2 weeks. After 2 weeks they answer the questions in the survey. Minimum, we had to have 50 HEI teachers and 5 HEI management or participants from the higher institutions.

14:17:49 Generally the participant is from Slovenia, Portugal, Turkey and Spain and Italy.

14:17:59 Methodology was in 3 implementations. First send the invitation. Second one, they check the self evaluation tools and check the micro learning units. Of course, at last they give some feedback.

14:18:16 The data collection done by this survey. This survey prepared by partners. It is created by us. But we decided the questionnaires all together. This was finding out the system usability.

14:18:36 The data analysis for this piloting process in graphics. After getting information from the participants. That information was analysed by graphic presentation. And then visualised this.

14:18:54 Then we will find out how it is the process. All the process. Not just the micro learning units, or the evaluation tool. But all of the process.

14:19:04 So, the results. How does it look like? I want to show you all results. But at least, we take some screenshots. We can give you some ideas about this.

14:19:20 The participants mostly had master degree. PhD degree as well. We have of course professors or bachelors degree or some management staff in higher education system.

14:19:35 The role of this participant is mostly lecturers. But of course we have research professors, full professors, administrative staff as well.

14:19:49 In this research group.

14:19:52 Generally, when we check the results that we find out the participants really filled in the survey carefully. We asked one positive and then one negative question.

14:20:09 Sometimes they can just click the answers and go on. When we check the results, they clicked in a way that they feel. Because of they didn't click just in 1 line. And they didn't click just the first option they saw. They read the question and answer it.

14:20:32 Mostly they found the system easy to use. And the system when they used it, they found themselves confidently. Of course, there are too many other results as well. As I said. Generally, all the results are positive. And they give us nice feedback according to this piloting process.

14:20:59 This is our references. And thank you very much for listening to me. It was short. Because our process was smooth. Everything was clear. And thanks to my other partners as well. They collected this information. Especially the partners from out of universities.

14:21:23 They worked hard. Thank you to listening to me and pay attention. Any questions? I am happy to answer.

14:21:34 - Thank you. Any questions?

14:21:39 Online maybe?

14:21:42 In the chat? No?

14:21:45 Thank you.

14:22:03 Just a question. If there are questions from the online participants?

14:22:12 Can you check the chat?

14:22:16 Okay. No. Thank you.

14:22:19 So, I will continue. And go behind the mic in front.

14:22:35 So we have the last presentation. That again is connected to the last activity of Set4Inclusion project.

14:22:46 It involves many authors. I will present what it is about. And then I will invite 5 other presenters. To explain a little bit about the good practices. Maybe if I can start with my slides. Those are the last slides. Number 18 I think.

14:23:11 Under the name of Darja.

14:23:21 We have them.

14:23:23 So, the title of this paper which is a collection of efforts for many people is: Good practices in creating an inclusive environment in education institution. Meant as the last piece in the puzzle of this pipeline that was presented before. So, a user can use the self evaluation tool.

14:23:53 Gets a report. Is directed to several learning micro learning units. And provided with some material that was generated within each micro learning unit. Additionally, they can be invited to read about a good practice that was developed all over Europe.

14:24:18 Within the partner countries. All the people that contributed to these good practices are listed as co-authors. But more of them contributed of course, not only could be put on this slide. I thank all of them. And I will present what this idea is.

14:24:44 We wanted feedback from experts in different fields. That deal with inclusion, digital inclusion. Regardless whether this inclusion is in Kindergarden or in adult education. So, we were interested in all good practices.

14:25:03 We created a call. This year, spring, within the project. A call for good practice was promoted by the partner universities, trying to get experts to give us some expertise in this field. We tried to disseminate this idea among our colleagues. Others as well.

14:25:35 It was a snowball collection of potential authors. And we gained 15 good practices from various countries. Which is a lot. They are very detailed. All of them are actually available online. On our platform. That was presented. But we always want to choose few that stand out.

14:26:05 That we could present. Maybe really point out the motivation behind it. Therefore we chose 5 of them. One from each partner country. And those will be presented today. How we did that. We evaluated all of them. We had workshops, an online workshop, where we discussed the potential benefits of each good practice.

14:26:33 How well they could be integrated in higher education institutions and how well they are aligned with our goals. We evaluated each one of them. With the help of a survey. So, we compartimalized each one of them and categorized them within our framework.

14:26:59 8 categories were defined. We also tried to categorize those good practices in 1 or more of our frameworks.

14:27:09 These are the results. Out of 15, 5 of them were chosen the best ones. They were broad, specific good practice. Address several categories from our framework. Most of them, if you look from the results in the right table, dealt about pedagogy, support and resources 86%.

14:27:45 Students perspective. Continuous development, infrastructure and equipment. The good practices that were least supported, this is in my opinion potential for future work. Were regarding assessment. And collaboration and networking.

14:28:07 Those 5 good practices are now listed. And I will invite the authors of each good practice. They are not listed according to relevance. So no one feels excluded. Chronologically. One started in Kindergarden. Others in learning environment for adults.

14:28:44 We try to climb this age levels. I will invite first good practice author. Jose Carlos Neves. From Portugal. He and his collaborators are responsible for the good practice called Inclusive glossary of mathematical terms, a tool for inclusive education for deaf and hearing children.

14:29:17 Hopefully he is here.

14:29:18 - I am here. Thank you for having me.

14:29:23 - I don't think we can hear him. Just a minute.

14:29:27 - But, I... Yes?

14:29:30 - The slides. Do we share the slides?

14:29:35 - Would be nice, that would be helpful.

14:29:38 You want me to share my slide?

14:29:44 - No, we will share them.

14:29:48 - Just one. You can have that slide there.

14:29:52 So, as you said, correctly. Very brief on this. The team is disciplinary. You have me and Carlos as the main responsibles of the tool. It was small, but a team that is important for this work.

14:30:16 So, what we are dealing with? A tool that wants to be inclusive for deaf and hearing children. You have the main topics. I will explain the tool works. It is a game based on the traditional memory card game. With 2 main topics. One topic are the drawing of numbers from 0 to 9.

14:30:53 The other one the basic concepts of position. Over, behind, below. This kind of concepts. i will focus on that part of the concept of position in this brief explanation.

14:31:09 We will have as I said 2 sets of cards. 1 for the numbers, 1 for the concepts. Focus on the concepts as traditional gamecard. You'll have 2 cards. The cards are not the same. For example, when you are dealing with above concept, we'll have a cat in one card.

14:31:35 And in the other card the cat over the sofa. You can look at it as a traditional memory card game. They have a QR code that can work for a mobile application or a physical interface you see on the image. Built for this purpose. An interface you can build with traditional technologies.

14:32:07 And you have the instructions online.

14:32:15 This cardgame has a storyline. It is simple. Animals that are playing hide and seek on a house.

14:32:27 So, when you use one of the cards and you put on the interface, you have an animation. Again with the cat. You can see an image of a livingroom. Where you see a sofa and you see a shape, a round shape over the sofa. You will see the cat coming up from this shape,

14:32:56 this black shape. The cat in this case is over the sofa.

14:33:00 The other card will be the glossary card. It will have the language, written language and images of the game, of the animation. Again of the cat. You'll have the words cat, the image and the sign language of the cat. And the sofa and you'll have the above concept and you have the complete tensence.

14:33:29 sentence. The cat is above the sofa. Explaining fast, this is our tool. Thank you.

14:33:37 - Thank you for your short presentation.

14:33:41 It is from the Kindergarden. The gaming aspects could be applicable in higher education.

14:33:52 I thank you.

14:33:54 We continue with the next good practice. Again, we need.. The inclusive working group at faculty of business university of Huelva, presented by Isabel.

14:34:21 - Thank you. I talk on behalf of Alfonso Infante Moro Neves. Who has prepared this presentation and in charge of this good practice. The university of Huelva has addressed needs representing the network of support services for people with disabilities at the university.

14:34:48 A dedicated working group led by Alfonso Infante who by the way cannot be here today online either. He is in Colombia. Because of the time it is difficult. He let me present on behalf of him.

14:35:04 The work is being done on the standard guide for inclusion of university students with disabilities that will favor the transition, access and reception of students with disabilities in the university environment in the face of the digital era.

14:35:24 Inclusion areas that this working group is concerning is collaboration and networking, continuous professional development, student digital competence, student's perspective. Leadership and school's perspective.

14:35:43 About this working group. Alfonso Infante Moro is the head of this promotion of the special needs technical unit. That has prepared this model that is implemented by the university of Huelva in the faculty of J business at the beginning. It is extended to other faculties from 2021.

14:36:11 That was the first time. Now we are in 2024. Now it is extended to other faculties.

14:36:17 The first time was at the international congress of university and disability held in Salamanca, north of Spain. Remains in force until the present. An important part of this access to the digital materials from the faculty library as personalized support according to the student's needs.

14:36:40 The first step. It is coming nowadays. The next time that he will present in another conference probably we can say not just faculty of business. Other faculties too.

14:36:55 That's all. Thank you.

14:37:05 - Good practice. Really creating a unit that deals with the inclusion. Issues.

14:37:14 The third good practice comes from Italy. Provided by Silvia Doratiotto. The title of the good practice is EcoDigi: A practice for sustainable digital transformation in adult education. Do we have Silvia?

14:37:38 - I am here. Can you hear me?

14:37:41 - Yes. The slides are shared? Yes. I can't see them.

14:37:47 I will move to the... Okay here.

14:37:51 You tell me when you need me to change.

14:37:54 - Perfect. This is perfect. I will be quickly. We are running out of time.

14:37:59 Thank you very much. I will talk about this project. I started to work on it. The results I started to apply it in the university of Torin framework. With my deaf students. As you can see, a self assessment tool has been created. We talk about it a lot.

14:38:26 The main aim is, if in the daily life we maintain a good practice if we can improve it. And if we lack accessibility, and also from ecological point of view. Digital transformation should be supported also to ecological point of view. After the self assessment tool you receive a feedback in Pdf.

14:38:53 You can have all the answers, or you can go in deep with information with more resources, links, articles. What you prefer.

14:39:03 Our online platform and database has been created. It is 100 if I remember, of tools, good practices, lessons learned and reports. On how in your teaching methods you can be ecological and accessible. For example, I found a lot of good exercises I could apply with my deaf students,

14:39:30 in digital format. I could also sometimes print the materials. But it was totally accessible. Then the training with the teachers. We created guidelines. Practical guidelines. We thought in the end it is very good to create a practical manual the teacher can use in the daily life with their students.

14:39:56 Practical examples, exercises, but also if they want to go deep in the content. I have written explanation and correlation to the framework and theory. These were the main results. I applied all of them in my work as communication assistant. You can go to the next slide.

14:40:20 These results have been implemented in this framework. Aim to increase the environmental awareness, to promote the inclusion of people with special needs. And how to improve the awareness about sustainability in inclusive adult education. With the database,

14:40:40 we had an exchange of good practice. We have been looking at good practices all over Europe. From Poland, Belgium, Spain. And about the pool of skilled trainers. In the end there was a meeting with a lot of people involved. And exchanged good practices.

14:41:07 I hope I have been clear. That's all. If there are any questions. Thank you.

14:41:15 - Are there any questions? You write an email. We are running out of time.

14:41:22 We continue with the almost last good practice, Innovative XR technologies research and development center from the partners from Turkey.

14:41:44 - Hello again.

14:41:54 We are coming from the Istanbul University. I will be fast.

14:42:02 Innovative XR technologies research and development center. We focus on the VR technologies. Augmented technologies. This is our center where you can see the photo. In these labs we can create, VR applications for any kind of subjects. Especially nowadays in my area.

14:42:28 Special needs education. We create a VR application for these students as well. Here the students can get experience of VR. In spatial environment and atmosphere. With this center, as I said, we didn't create just applications. We have different applications as well.

14:42:56 As we are a university of health, we focus on the health. Teaching students about health. First aid VR and factory VR. That is already created and used by the students right now. And another topic is created from different departments of the university.

14:43:28 In education faculty. Another application it covers Scuba diving VR. By this department who is learning how to dive in the sea. As you know, the advantages of VR is to provide the students to not go to the sea or any place they can dive. They can have this experience in a classroom.

14:44:01 Of course we have different projects that is continued as well right now. As we don't have too much time. I will not talk about it. Generally we focus on the creating VR applications that is used on education. And all the applications that we create is used right now by the teachers.

14:44:20 Last point. This center is not just for creating applications. We already give education to students. Who study in our university. We have some lectures for the students who can't study in our university. This center has created for such kind of events.

14:44:44 Thank you to pay attention.

14:44:49 - A question.

14:45:00 - It was really interesting, the project about virtual reality. How many projects did you make, especially for disabled persons. What did you think during the design of VR?

14:45:19 - We have 1 project now that is completed. That teaches the student some mathematics. Subject. It is not the same topic as teaching the normal students. We teach students a topic which is less and much. Big or small. This is already created and tested.

14:45:44 We get the results analysed. Right now we have a few more projects about this. Which can teach some basic concepts to the students. For example how to wash your hands. How to brush teeth. Another project which is Erasmus project as well, that we focus on the mentally handicapped students,

14:46:13 physical problems. How to use that kind of technologies. We have a few more projects, still going on.

14:46:20 Thank you.

14:46:25 - Thank you. The last good practice. Was provided by university of Maribor. Within another Erasmus+ project which already closed. It is called Intux - introducing training on user testing with people with disabilities into UX design and related higher education program.

14:46:55 Here is a possibility to download all the outcomes that were connected to this project. However, I would like to point out the main result. And a good practice. Which I believe is the connection to industry. To what customers and market really need. Among other things.

14:47:23 We did a survey of what does a customer case study, what does the market expect or need from the students that we provide? During the education system. And simultaneously, we checked what we actually provide. What is the knowledge that our students come out with.

14:47:53 And there is a gap of course. There is an identified gap which we tried to lessen or cover. With different activities, approaches. One of those from this project were training courses and handbook for trainers. A material with other words. That can be used by higher education institutions to implement in their existing study programs.

14:48:24 Advancing the knowledge of their students. To really meet the needs of the market in 2024. To adapt to the changing times. Create students with better knowledge for their future careers.

14:48:46 This is the last good practice. As we still have a little bit of time, if I understand correctly, I think you can ask other participants questions. I rushed before.

14:49:04 I have a question.

14:49:08 - There are 3 questions or 4 I think on Zoom.

14:49:13 The first one is Set4Inclusion tool and materials on it, conform to the WCAG on levels A and AA.

14:49:29 - This question is not connected to these good practices. But the project overall.

14:49:36 This is definitely one of the goals before the project ends. The standards will be addressed.

14:49:47 There are, correct me if I am wrong. There are still some issues that need to be resolved. It is not forgotten definitely. This issue will be addressed.

14:50:00 - Next one is, how is artificial reality accessible to blind people?

14:50:08 - That's a question for the Turkish partners.

14:50:12 Microphone.

14:50:15 - In our center we focus on VR's. I don't know we have a project on this. In our university we focus on VR technologies.

14:50:33 Not AI. Unfortunately. We can search about it also. It is one of the nice projects also.

14:50:40 - To comment. We have another project. As this one is coming to an end. There are always new projects. The use of Artificial Intelligence is addressed in this new project. It is called AIable. There is a website with the main goals. The interesting candidates are welcome to check out the website or email us and we will guide them to the further activities.

14:51:17 Which include AI in the education system.

14:51:22 - The next one, how many people with disabilities were participating in Indux and with which disabilities?

14:51:32 - I don't know the numbers. We always included students in the inclusion. There are more than 10 in each activity workshops. While in Intux, directly answer the question, there were much more. I don't have exact numbers. Again, there were also workshops in all partner countries.

14:52:02 I know for our workshops and activities, we typically had around 15 people with disabilities. This was conducted with cooperation with Ensios.

14:52:18 Most of them, were the most common disability was wheelchair. The users had wheelchairs. We had hearing impairment and visual impairment as well. Those 3 were the main.

14:52:40 We collaborated with Toriba university. And their helping organisation was Stento, if you are familiar with them. I think they have mostly cognitive issues. But again, I would have to check. And the third partner was Spain. Madrid. They are helping organisation was Civilia Autisma.

14:53:20 Autistic users. Those are the 4 groups that were covered. We did however realise that many were not included. And one of the biggest realisations was that whatever we try to change, accommodate, we can never address all. Disabilities. This is an issue that still needs to be addressed.

14:53:49 It was really hard to really include solutions for everyone.

14:53:54 Inclusion here for example remains a challenge.

14:53:59 - The same person now asked a following question. Is Intux including deafblind people. Are there any other disabilities that are not part?

14:54:13 - Deaf and blind people?

14:54:17 - It says deafblind people.

14:54:19 - There were deaf people involved. And they were not completely blind people. But really strong impairment.

14:54:34 - And are there any other disabilities, not part of WCAG?

14:54:43 - Help me out with that. I know the disabilities. People that were not included in the research.

14:54:54 I am sure there are. But I would really have to get back to you with this question. Ideally you could write to me an email and I will send the question to the partners of that project.

14:55:09 -project.

14:55:11 - Last question. Can virtual reality be accessible to the deafblind?

14:55:18 - You want to answer that?

14:55:25 - For deaf, yes. It is virtual. They can read from the screen. You can see yourself in a virtual world.

14:55:40 So, definitely can be used. It is okay.

14:55:43 For the blind?

14:55:46 - We have been working a lot on this. I think, it is still very early, given that the creation of virtual reality technologies is still very expensive. My vision is, if we have artificial intelligence coming into play and creation of virtual reality environments becomes easier and cheaper,

14:56:12 then we will have more opportunities for the blind and deaf kids and also people. For now, the only thing is, the virtual reality is the vision, audio. Which is emersive. In the other case, in the case of blind people, as long as they have the ability to hear,

14:56:39 then they will be of course. It is still very early. There is some investment going into VR development. This is a project we got from the government. Our university. And we have the infrastructure to create more. Like I said, we need more on this. To bring it to the disability people.

14:57:07 This is the answer for now.

14:57:09 Thank you.

14:57:09 - Thank you. Maybe, I invite you to use this QR code you saw for the past 5 minutes. To share feedback on the project. By completing a very short survey. It will be a minute survey. Thank you about that.

14:57:30 No more time for questions. No. Sorry.

14:57:35 For any other questions, use the email. I think the conference will be closed.

14:57:51 - We came to the last part of the conference. I would like to thank Wim Gerbecks who is our captioner. Because I will continue now with our presentation of the best paper in Slovene language.

14:58:17 We don't need now to have captioning in English now.

14:58:31 Sedaj bom nadaljeval v slovenščini, ker je konferenca mišljena bila v slovenščini. Bom pa na koncu povedal tudi v angleščini zaradi naših gostov. Zahvalil bi se vsem predavateljem za odlične članke. Presenečen sem bil nad pozitivnim odzivom člankov in strokovnjakov,

12:22:21 tukaj. Zdaj prehajamo k zelo zanimivemu delu dogodka, to je podelitev plakete. Kdo je zmagovalec današnjega srečanja?

15:00:58 Zmagovalca oznanim: nagrada za najboljši članek Maja Pušnik, Boštjan Šumak, Katja. Prosim Maja prevzemi plaketo. Rabimo fotografijo. Hvala lepa še enkrat. Tako, s tem smo prišli do konca. Zahvaljujem se vam za vaš obisk in sodelovanje in vsem na zoomu danes! Hvala!