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The ways young learners learn outside of classroom in Prague region

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Prohlašuji, že jsem bakalářskou práci zpracoval samostatně a použil pouze zdroje uvedené v bibliografii. Souhlasím s tím, aby tato práce byla uložena na Univerzitě Palackého v Olomouci v knihovně Pedagogické fakulty a zpřístupněna pro studijní účely.

V Olomouci dne 10.6.2024

Matyáš Buček

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vlastnoruční podpis

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Abstract

Introduction: This bachelor's thesis studied how young learners aged 3 to 12 in the Prague region acquire information and abilities outside of the regular classroom setting. The study examined a variety of informal educational activities and assessed their impact on children's cognitive, social and emotional development. The research intended to examine the effectiveness of informal educational contexts, as well as the responsibilities that parents and other stakeholders play in supporting these learning experiences, using a comprehensive parent survey. The findings demonstrated that informal education makes a major contribution to the overall development of young learners. The statistics showed that technological engagement, structured activities, and parental involvement are all important factors in improving educational attainment. The findings emphasized the need of incorporating new technological tools, supporting different extracurricular activities, and cultivating active parental support in order to establish a comprehensive educational ecosystem. This thesis emphasizes the importance of a collaborative approach to education, utilizing the strengths of both formal and informal learning contexts to assist the overall development of young learners in the Prague region.

Aims:

The primary aim of this research was to investigate and comprehend the numerous ways in which young learners aged 3 to 12 acquire new knowledge and skills outside of the classroom in the Prague region. The secondary aims included examining the most common ways that young learners gain knowledge outside of the classroom in the Prague region, such as the informal learning environments and activities they participate in. The study also looked at the impact of various informal education methods and exercises on young learners' educational results in the Prague region, such as information acquisition, learning abilities, and overall academic achievement. Furthermore, the study examined the role of various stakeholders' families, educators, and community members in encouraging and supporting informal educational experiences for young learners. Recommendations were made for how various stakeholders may best promote and enhance learning outside the classroom in the Prague region.

Methods:

This study examined how young learners learn outside of the classroom, including

informal learning strategies, their effects on educational outcomes, and parents' and other stakeholders' roles in encouraging informal learning. The research assumed that most Prague-based young learners participate in informal learning activities and environments outside of the classroom. It was believed that informal learning contexts, such as hands-on experiences and technological engagement, are the main ways young learners in Prague learn and that participation in informal education systems improves their educational outcomes. Additionally, families, educators, and community members were thought to be crucial in promoting and increasing informal learning opportunities for young Prague residents. The survey included 368 Prague-based parents or legal guardians of 3–12-year-olds. The majority were parents of children aged 6-12 (57%), while 43% were of children aged 3–6. A 32-question closed-ended questionnaire collected data. Chráska (2007, p. 165) defines a questionnaire's dependability as its ability to consistently and accurately capture the phenomenon being studied. Strong dependability is essential to the questionnaire's quality, but it doesn't guarantee validity. Prague parents voluntarily and anonymously completed the poll online via secure survey sites. The number of instances of informal learning among young learners was statistically analysed using descriptive analysis. Frequency distributions and percentage estimations revealed the research goals and evaluated primary and secondary assumptions.

Outcomes:

A comprehensive parent survey demonstrates that informal learning activities greatly benefit young learners. Key findings include 76.8% of parents seeing positive effects from their children's engagement in organized informal educational activities, 74% believing that technology benefited their children's learning outcomes, and 82% actively supporting their children's education outside of classroom. These findings highlight the importance of modern technologies, different extracurricular activities, and active parental support in creating a comprehensive educational ecosystem. The thesis highlights the importance of a collaborative education system that uses both formal and informal learning situations to enable Prague's young learners thrive.

Conclusion:

The study found that informal learning tasks help young learners make more progress. The poll results from parents made it very clear that they believe kids benefit from learning outside of classroom. A lot of positive feedback from parents supported the main idea of the thesis, which was that kids' cognitive, social, and emotional growth is improved by informal

learning experiences outside of classroom. It is suggested that informal education should encourage more diverse people and make technology easier for everyone to use. This paper shows that informal education improves formal education and helps young learners grow as whole people. Creating casual learning spaces, using modern technology, encouraging a wide range of extracurricular activities, and encouraging parents to be involved can all help Prague kids do well in school and get better grades. The findings show that teachers, parents, and the community must work together to make the school environment strong.

Keywords: young learners, preschool age, younger school-age, children, outside of classroom, education.

Annotation

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Název práce:	Způsoby, jak se žáci předškolního a mladšího školního věku učí mimo třídu v kraji hlavního města Praha
Název v angličtině:	The ways young learners learn outside of classroom in Prague region
Zvolený typ práce:	bakalářská
Anotace práce:	Tato práce se zabývá různými způsoby, jak se mladí žáci učí mimo třídu v regionu hlavního města Prahy. Zaměřuje se na metody vzdělávání dětí předškolního a mladšího školního věku mimo třídu, včetně hry venku, praktických činností, napodobování dospělých a využívání technologií. Zkoumá také rozdíly ve stylech učení dětí předškolního a mladšího školního věku v regionu Praha a zdůrazňuje význam přizpůsobení vzdělávacích přístupů. Praktická část obsahuje cíle, předpoklady a metodiku výzkumu, který využívá kvantitativní metodu prostřednictvím online dotazníku distribuovaného rodičům v pražském regionu. Výzkum zjistil, že většina rodičů vidí pozitivní účinky účasti svých dětí na strukturovaných neformálních vzdělávacích aktivitách. Dále většina rodičů uvedla, že používání technologií zlepšilo výsledky učení jejich dětí. Většina rodičů také aktivně podporuje účast svých dětí na vzdělávacích aktivitách. Tato zjištění zdůrazňují potřebu využívání nových technologických nástrojů, podpory různých mimoškolních aktivit a pěstování aktivní podpory rodiny pro zlepšení vzdělávacích výsledků. Studie naznačuje, že k vytvoření efektivního a uceleného vzdělávacího prostředí pro mladé žáky v pražském regionu je zapotřebí strategie spolupráce zahrnující pedagogy, rodiče a komunitu.
Klíčová slova:	Žáci mladšího školního věku, předškoláci, mladší školní věk, děti, mimo třídu, informální vzdělávání, vzdělávání
Anotace v angličtině:	This paper looks at the different ways young learners learn outside the classroom in Region of the City of Prague. It focuses on methods of educating preschool and younger school

	aged children outside the classroom, including outdoor play, hands-on activities, adult imitation, and the use of technology. It also explores differences in the learning styles of preschool aged and young school aged children in Prague region and emphasizes the importance of adapting educational approaches. The practical section includes the aims, assumptions, and methodology of the research, which uses a quantitative method through an online questionnaire distributed to parents in the Prague region. The research found that majority of parents saw positive effects from their children's participation in structured informal educational activities. Furthermore, the majority of parents reported that the use of technology improved their children's learning outcomes. Additionally, the majority of parents actively encourage their children's participation in educational activities. These findings highlight the need of using new technological tools, encouraging different extracurricular activities, and cultivating active family support to improve educational performance. The study indicates that a collaborative strategy involving educators, parents, and the community is required to create an effective and holistic educational environment for young learners in the Prague region.
Klíčová slova v angličtině:	young learners, preschool age, younger school-age, children, outside of classroom, informal learning, education
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Introduction

The education of preschoolers and younger school-aged children, ranging from ages 3 to 12, encompasses more than just the conventional classroom setting. The objective of this study is to investigate the many approaches by which young learners gain knowledge and skills outside of the traditional classroom setting. The study will specifically focus on common informal learning situations and activities that occur within the Prague region. The thesis will encompass various subjects, such as the influence of diverse forms of informal education on the growth of young learners, the alignment between classroom teaching methods and the inclinations of these learners, and the contributions of families, educators, and community members in fostering informal educational encounters. The study aims to analyse these elements in order to offer insights and recommendations that can improve the overall development and educational outcomes of young learners in the Prague region.

I chose this topic based on my job experience at the time of selecting this thesis. During my time as a kindergarten teacher, I established an intense passion for the matters related to informal learning and early childhood education. My direct engagement in this matter has given me a distinct viewpoint and a keen desire to comprehend and enhance the methods by which young children acquire knowledge beyond the conventional educational environment.

The theoretical section of this thesis explores the attributes and stages of development of young learners, emphasizing the distinctions between preschool-aged and younger school-aged kids. The text provides a complete overview of informal learning strategies, including outdoor play, hands-on activities, imitation of adults, and technology-assisted learning. It explores how these approaches contribute to cognitive, social, and emotional development. The text discusses the involvement of families and communities in promoting informal learning, highlighting the significance of a comprehensive approach to education.

The empirical research done in the Prague region is the main focus of the practical component of the thesis. The study encompasses the goals, suppositions, and methods, which utilizes a quantitative technique by means of distributing questionnaires to parents of young learners. The research seeks to examine the scope and consequences of informal learning activities conducted outside of traditional classroom settings, evaluate the efficacy of diverse informal education systems, and appraise the engagement of different stakeholders in fostering informal learning. The research will provide useful insights into the current situation of informal

learning in the Prague region and offer ideas for improving these educational practices.

Theoretic part

1 Informal Learning

Informal learning is an essential component of educational progress, involving the acquisition of knowledge, skills, and competences through daily experiences and activities. According to MŠMT document Strategie celoživotního učení ČR (2007, p. 9-10), the informal education is "*learning, which is understood as a process of acquiring the process of acquiring knowledge, skills and competences from everyday experiences and activities at work and in the family, leisure time.*". In this thesis we will use the term informal learning as a reference to outside of classroom. Formal education is according to MŠMT document Strategie celoživotního učení ČR (2007, p. 9) "*implemented in educational institutions, usually schools. Its functions, objectives, contents, organisational forms and methods of assessment are defined by legislation.*".

Outside of classroom

According to Bradbury et al. (2021, p. 55-56) article on ResearchGate the term outside of classroom is defined as opportunities that *"occur within a wide range of government, commercial, and non-profit organizational settings."*. This encompasses a wide range of environments and pursuits, including homes, community centres, museums, libraries, and natural surroundings. Education beyond the confines of a traditional classroom setting can be either self-directed or facilitated by parents, caregivers, or educators. It frequently entails hands-on, tangible experiences that are intrinsically captivating and applicable to the learner's life.

Hands on approach

Ekwueme et al. (2015, p. 47) states in her article that Hands-on-approach is "*a method of instruction where students are guided to gain knowledge by experience. This means giving the students the opportunity to manipulate the objects they are studying, for instance, plants, insects, rocks, water magnetic field, scientific instruments, calculators, rulers, mathematical set, and shapes.*". The hands-on approach is essential for informal learning and learning outside the classroom, since it promotes direct involvement and practical experience in a real-life setting. This approach facilitates a more profound comprehension and long-term acquisition of abilities by enabling learners to put theoretical information into practice in concrete contexts, so increasing their personal and professional development.

2 Young learners

This chapter will specifically address the methods by which young learners acquire knowledge and engage in educational activities outside of the classroom. The study targeted young learners, specifically children between the ages of 3 and 12. The interpretation of the word "young learners" can vary. Some people interpret it to refer exclusively to school-aged children, while others include preschool-aged children in this category. For this study, it was determined that the focus would be on two age groups: preschool-aged children and younger school-aged children both belonging to the term young learners.

In first subchapter of this chapter the main characteristics of preschool aged children will be specified and then the ways they learn outside of classroom based on literary and study review. Then in the next subchapter the main characteristics of younger school aged children will be specified along with the ways they obtain new information outside of classroom, also based on literacy and study review. Based on Czech RVP PV (2021, p. 6) document by MŠMT the pre-school education is organized for children aged generally from 3 to 6 years of age. According to Vágnerová and Lisá (2021, p. 25) the younger school age, "*lasts from 6 to 12 years, it is defined as the stage of striving. The child strives for a good performance that serves as a confirmation of his qualities*". Additionally, during this stage, the child's mental faculties develop, and they become more open to new experiences, also their attitude towards work and responsibilities, specifically conscientiousness begins to form.

2.1 Preschool aged children

This subchapter explores the characteristics of preschool aged children, their physical and mental characteristics and most importantly the process by which preschool-aged children learn knowledge beyond the confines of the traditional classroom setting. Preschool aged children are in a critical stage of development, and it is crucial to comprehend the various mechanisms through which they acquire knowledge and advance their skills outside the confines of the classroom. This chapter will focus on the physical, cognitive, and social-emotional development of preschool aged children, along with other essential aspects of learning and development.

Based on Langmeier and Krejčířová (2006, p. 87) "*preschool age refers to the entire period from birth (sometimes including prenatal development) to school entry. Such a broad concept is of practical importance in planning social and educational measures for children*

before their compulsory schooling.". Nevertheless, it also possesses its drawbacks. It often makes unsuitable comparisons between the developmental requirements of all children during the initial six years of their lives and ignores or minimizes quantitative differences, such as those seen between toddlers and children aged three to six. For this reason, is this bachelor's thesis chapter focused only on the age range of 3 to 6 years.

Physical characteristics

According to Langmeier and Krejčířová (2006, p. 88) by the age of three, the kid demonstrates the ability to ambulate on both even and uneven terrain, as well as ascend and descend stairs without encountering significant difficulties. A four-year-old child demonstrates proficient sprinting abilities, as they can swiftly descend stairs, leap from a low bench, maintain a longer standing position on a single leg, and toss a ball with the same skill level as adults. A child who is five years old is capable of performing all of these tasks more proficiently and flawlessly. Motor development can be characterized as a progressive enhancement and advancement in motor coordination, agility, and the ability to execute movements with grace.

Psychological growth

Preschoolers can't understand a situation holistically. Cognitive egocentrism occurs when a child sees just their own perspective. He links the world's essential nature to reality's visible features. External changes are difficult for them to consider. They use fiction to describe phenomena, which he finds hard to distinguish from reality. Fantasy unites them, so they confabulate. The preschooler's cognitive process also includes anthropomorphism, the inclination to attach live organism traits to inanimate objects like the sun according to Vágnerová and Lisá (2021, p. 173-211).

Vágnerová and Lisá (2021, p. 179-186) also state, that motions shape preschoolers fragmented, disconnected thinking. People first notice similarities. This requires moving from focusing on visible similarities, like birds having wings, to analogical connections, like hats and shoes. Learns the relationship between cause and effect (inquiries such "why and how"), chronological order, and the incomplete part. Can solve a problem by applying information but cannot strategize.

The ways preschool aged children learn outside of classroom

This section will examine the various methods by which preschool aged children can

acquire knowledge and grow beyond the confines of the classroom. This will be accomplished by reviewing existing research and literature. The methods explored will include engaging in practical activities, participating in outdoor play, imitating adults, and utilizing technology to boost learning. This section will finally explore the importance of offering preschool aged children a diverse range of learning opportunities and the role of parents, caregivers, and educators in fostering their general growth.

According to Jančaříková (2019, p. 200), preschool aged children are afforded the opportunity to investigate and interact with the natural environment through outdoor play, which is an essential kind of learning that is based on play. Outdoor play can enhance the physical, cognitive, and social-emotional skills of preschool aged children. preschool aged children can acquire knowledge about the natural world, encompassing flora, fauna, and the cyclical patterns of the seasons, while engaging in outdoor activities. Moreover, it enhances children's athletic prowess and coordination, as well as fostering their creativity and inventiveness. Furthermore, engaging in outdoor play facilitates the development of creativity and critical thinking skills since children have the opportunity to investigate and resolve challenges within an unregulated natural environment.

Preschool aged children learn outside of the classroom through hands-on activities. Hands-on learning, also known as experiential learning, is a powerful tool for preschool aged children development as it allows them to actively participate in their learning process. Hands-on activities such as building with blocks, cooking, and gardening provide preschool aged children with the opportunity to explore and experiment with their environment, develop their fine motor skills, and gain a deeper understanding of the concepts being taught (Trundle and Smith, 2017, p. 81). Jedlička (2018, p. 113) for example, claims that imitation is an innate and efficient approach for toddlers to acquire novel skills and behaviours, and it plays a vital role in their development outside the confines of the classroom. Preschool aged children learn knowledge by seeing and emulating the movements, speech, and behaviours of adults and older children. Preschool aged children can develop new skills, such as language, social norms, and practical abilities like cooking or cleaning, by imitating others. Preschool aged children can also learn about the expectations and responsibilities linked to different identities and roles by imitating others.

Beyond the confines of traditional education settings, the utilization of technology to facilitate learning is becoming an increasingly crucial method by which young children gain

knowledge says Savage a Barnett (2017, p. 26). They also claim that preschool-aged children now have access to a diverse range of educational resources, such as instructional apps, online games, and interactive e-books, thanks to technological advancements. These products provide toddlers with opportunities to learn and explore in an enjoyable and captivating way, while also promoting their cognitive and linguistic development. Blatný (2017, p. 82) mentions that family involvement is an additional crucial method through which infants gain knowledge beyond the confines of the classroom. Family has a crucial role in the education of children, and when parents are actively involved and provide assistance, it can have a positive impact on their growth and progress. Preschool aged children can benefit from getting emotional and social support. This supportive environment provides an excellent basis for learning and development.

This chapter outlines the various environments that preschoolers encounter and demonstrates their growth and development outside of the classroom. The boundless potential of experiential learning is demonstrated via the exploration of the natural world using outdoor play, hands-on activities, imitation of adults, and technology. As our knowledge expands, parents, caregivers, and educators play a vital role in facilitating this process of exploration. They enhance cognitive, emotional, and social development of children by their guidance and assistance. Furthermore, this subchapter underscores the need of providing preschoolers with a diverse range of educational opportunities.

2.1.1 Preschool aged children learning through outdoor play

This part of the thesis looks at how preschool aged children learn through outdoor play. Preschool aged children are afforded the opportunity to investigate and interact with the natural environment through outdoor play, which is an essential kind of learning that is based on play. It is vital for their development and overall, well. This section will focus on the physical, cognitive, and social-emotional development of preschool aged children, along with other essential aspects of their learning and development. This section will assess the various developmental advantages of outdoor play for preschool-aged children through an examination of current research and literature. This section will provide a comprehensive understanding of the importance of outdoor play opportunities during the preschool years and their impact on children's holistic development.

Preschool aged children are afforded the opportunity to investigate and interact with the natural environment through outdoor play, which is based on what Perič (2012, p. 25) says an essential kind of learning that is based on play and it is vital for their development and

wellbeing. This thesis section aims to examine the process by which preschool aged children acquire knowledge through outdoor play, with a specific emphasis on the essential characteristics that are crucial to their development and learning. Perič (2012, p. 92) also claims that outdoor play provides preschool aged children with the opportunity to enhance their physical capabilities, including gross motor skills, coordination, balance, and strength. Preschool-aged children can enhance their motor skills and coordination through engaging in activities such as climbing, running, leaping, and playing with balls or other outside toys like leaves, twigs, and stones. Jančaříková (2019, p. 95) states that engaging in outdoor play promotes the cognitive development of preschool aged children by providing opportunities for exploration, experimentation, and the discovery of the world. Outdoor play can aid in the development of problem-solving skills, critical thinking abilities, and creativity in preschool aged children by allowing possibilities for unstructured play that stimulate the use of imagination and ingenuity.

Finally, outdoor play is essential to preschoolers' learning, revealing a strong link between nature and development. Research and literature have shown that outdoor exploration fosters physical, cognitive, and socio-emotional growth. Outdoor play is an immersive experience that encourages creativity, problem-solving, and social skills in children. Preschoolers explore imagination and resourcefulness as they interact with nature. Our research shows that outdoor play is essential for school achievement. Outdoor play helps children adapt to a changing world by developing gross motor skills, cognitive abilities, and social-emotional intelligence

2.1.2 Preschool aged children learning via hands-on activities

This portion of the thesis investigates how preschool aged children learn via hands-on activities. Hands-on activities, usually referred to as experiential learning, are a significant tool for the development of preschool aged children because they encourage active participation in the learning process. Activities like block building, cooking, and gardening allow children to explore and experiment with their environment, improve fine motor skills, and acquire a better knowledge of the principles being taught. Physical, cognitive, and social-emotional development, as well as other fundamental components of learning and development for preschool aged children, will be the emphasis of this section. This part will investigate, via a review of current research and literature, the numerous ways in which hands-on activities assist preschool aged children' development. This section will discuss the significance of hands-on

activities as a form of learning for toddlers and its effect on their overall development.

According to Vágnerová and Lisá (2021, p. 270) participating in hands-on activities is a highly efficient approach to boost the physical development of preschool-aged children. Fine motor skills refer to the capacity to efficiently and precisely control and coordinate motions involved in grasping and manipulating objects. These exercises enhance the growth of gross motor abilities by encouraging movement, coordination, and balance. In addition, young individuals can improve their coordination, balance, and strength by participating in interactive activities. These strategies enhance the cognitive development of preschool aged children by offering chances for investigation, experimentation, and the exploration of their environment. Engaging in interactive tasks can promote the development of problem-solving skills, critical thinking skills, and creativity in children of preschool age says Vágnerová and Lisá (2021, p. 171). These activities offer open-ended play possibilities that encourage the use of imagination and creativity. Furthermore, participating in hands-on activities can enhance toddlers' understanding of cause-and-effect relationships and scientific concepts such as gravity, motion, and weather.

Preschool aged children can improve their social and emotional skills through interactive activities. Providing children with the chance to interact with people in a natural environment, engaging in practical activities like cooking and gardening, helps enhance the social skills of preschool aged children. Children can acquire the skills of sharing, alternating, and engaging in cooperative and collaborative efforts while engaged in a project. Furthermore, engaging in practical exercises can facilitate the emotional development of toddlers by providing them with the chance to express and explore their emotions (Trundle and Smith, 2017, p. 81).

In conclusion, preschoolers' hands-on learning activities outside of classroom offer a rich tapestry of experiential education. These activities boost physical, cognitive, and socio-emotional development, from block building to gardening. We found in current research and literature that hands-on activities offer multidimensional growth. Children develop creativity, critical thinking, and social cohesiveness while improving fine motor skills and cognition. Hands-on activities also help children understand cause-and-effect relationships and scientific concepts, setting the groundwork for future learning. Preschoolers explore themselves and learn life skills through interactive assignments. Hands-on learning challenges traditional education and enriches preschoolers' holistic development.

2.1.3 Preschool aged children learning by imitating adults

This part of thesis investigates the process by which preschool-aged children acquire knowledge through the act of copying people. Imitation is an inherent and vital component of early childhood education, since it enables preschool aged children to observe and replicate the actions and conduct of adults in their environment. Such education is crucial for the cognitive and holistic growth of preschool aged children as it facilitates the acquisition of novel aptitudes, information, and a heightened consciousness of their surroundings. This section emphasizes the importance of acquiring knowledge and skills in the domains of physical, cognitive, and social-emotional well-being for preschool aged children. This section examines, via a comprehensive analysis of existing research and literature, the various ways in which imitation plays a role in the development of preschool-aged children. This section centres on comprehending the importance of imitation as a learning approach for toddlers and its impact on their development and advancement.

Young children, especially those in preschool, acquire a significant amount of knowledge by imitating adults claims Vágnerová and Lisá (2021, p. 224). Children acquire knowledge about the world and enhance their skills organically through imitative play. Preschool aged children acquire knowledge about different jobs and duties and enhance their skills, such as tool usage and imaginative play, by imitating adults. According to Jedlička et al. (2018, s. 180) preschool-aged children gain significant advantages from participating in imitative play as a method for enhancing and perfecting their skills. The process of observing learning is similar to animal kingdom, where cubs replicate their parents. He also claims that the more emotionally connected the child is the more efficient this learning method will be. As a result, the child can cultivate analytical reasoning skills and acquire knowledge about the various responsibilities involved in being an adult. Adults can enhance children's learning and development by providing them with chances to observe and replicate their actions.

In conclusion, preschoolers learn by imitating adults, highlighting the importance of modelling adult behaviour in early childhood education. A detailed evaluation of studies and literature shows that imitation is essential for young learners' cognitive and holistic development. Preschoolers learn practical skills and more about their environment and society by watching and copying adults. Learning through imitation is crucial. The emotional connection between children and adults enhances this learning approach by establishing a supportive environment where learning grows organically.

2.1.4 Preschool aged children technology-assisted learning

This part of the thesis analyses technology-assisted early childhood education. In recent years, the impact of technology on the learning and development of preschool aged children has increased. Preschool aged children' cognitive, linguistic, and social-emotional development will be discussed in this part. This section will cover research and literature on how technology may aid in the education of children.

According to Slussareff (2022, p. 97) technology-assisted learning is progressively growing as a crucial method for preschool aged children to acquire knowledge beyond the traditional classroom setting. Preschool-aged children now have access to a wide variety of educational resources, such as educational apps, online games, and interactive e-books, thanks to technological advancements. In order to ensure the well-being of children and minimize excessive use, it is essential to employ technology in a controlled and monitored manner. This thesis essay aims to examine the process by which preschool aged children acquire knowledge through technology-enhanced learning, with a specific focus on the key components that are essential to their development and learning. Research conducted by Vandewater et al. (2007, p. 9),states that the use of technology by preschoolers can also have significant negative effects. The study demonstrates the extensive utilization of media, namely television, by young children, suggesting that their exposure to technology has become a habitual component of their everyday activities. The study uncovers that a substantial percentage of children has televisions in their beds, as parents cite reasons such as freeing up other televisions, engaging youngsters, facilitating sleep, and serving as a reward for positive behaviour.

Technology-assisted learning can enhance the language development of young children by providing them with opportunities to engage with educational resources specifically designed to foster reading and writing abilities claims Slussareff (2022, p. 257). Interactive e-books, instructional apps, and online games that focus on language and literacy can provide children with the chance to gain new vocabulary and ideas, enhance their reading and writing abilities, and reinforce their listening and speaking skills. Technology-assisted learning can facilitate the social and emotional development of preschool aged children by providing opportunities for them to interact with others in a virtual setting. Online games and educational programs that facilitate children's cooperation and communication with others can enhance the development of social skills in preschool-aged children.

Our exploration of technology-assisted learning for preschoolers shows that while

technology has great potential for education, it must be used carefully and moderately. Upon reviewing current research and literature, technology-assisted learning is becoming more beneficial in early childhood education. Technology helps toddlers develop cognitive, linguistic, and social-emotional skills through educational applications and interactive e-books. It's important to recognize the risks of excessive technology use in young children. Studies like Vandewater's (2007, p. 9) emphasize the necessity for controlled and monitored use to protect children and reduce harm. However, technology may help preschoolers develop language and social skills when used wisely. Immersive interactive platforms foster collaboration and communication, improving learning. Technology-assisted learning is potential for early childhood education, but it must be handled carefully.

2.1.5 The role of family in the preschooler's education

This thesis section examines the impact of the family on preschool education. The family encourages the growth and development of pre-schoolers. The cognitive, linguistic, and social-emotional development of preschool aged children will be discussed in this section. This section will examine current research and literature to examine how the family supports the education of preschool aged children and how parents, caregivers, and family members promote and direct preschool aged children' learning. This section will demonstrate the impact of parental involvement on the development of preschool aged children.

Parents and legal guardians have a crucial role in the education of preschool-aged children. Parents are the main caregivers and influential figures for their children, and they have a vital influence in shaping their children's initial educational experiences and mindsets based on Vágnerová and Lisá (2021, p. 274). According to Cline and Fay (2020, p. 29) parents have a crucial role in fostering a compassionate and encouraging environment, which is vital for the education of preschool aged children. This involves providing age-appropriate toys, literature, and resources that encourage exploration and creative thinking, along with a secure and stimulating household setting that overflows with educational possibilities. Parents can enhance their children's education by participating in activities that promote the growth of language and cognitive abilities, such as reading, singing, and playing. Engaged and knowledgeable parents are a fantastic resource for their children's educational achievement. This may involve attending parent-teacher conferences, engaging in school events and activities, and cooperating with teachers to establish objectives and develop strategies to enhance their children's education at home.

This thesis part shows that parents and caregivers shape their children's early education. Their role goes beyond care to promote cognitive, linguistic, and social-emotional development. Vágnerová and Lisá's (2021, p. 274) mention that parental participation greatly affects preschoolers' schooling. Parental involvement in educational activities like reading, singing, and playing is crucial. These interactions build the parent-child bond and increase language and cognitive skills, fostering a love of learning early on. Preschool education relies on families for love, support, and guidance to help children succeed educationally and emotionally. Parents and caregivers may help their children explore and grow throughout life via collaboration and dedication.

2.2 Younger school aged children

In this chapter, advantages and disadvantages of the various methods younger school-aged children might study outside the classroom will be reviewed also as the characteristics and development of younger school aged children. Through this investigation, it is hoped to demonstrate the significance of a well-rounded education that goes beyond the classroom walls. By recognizing the potential for learning in all parts of children's life, it might help them acquire the educational and personal skills and knowledge essential for success. There are many opportunities for youngsters of younger school age to study outside the classroom. The skills and information gained from these situations can be just as beneficial to a child's development as those gained in a typical classroom.

According to Krejčířová and Langmeier (2006, p. 117) we refer to the period usually "*from 6-7 years of age, when the child enters school, to 11-12 years of age, when the first signs of sexual maturation and the accompanying psychological manifestations begin.*". Mudrák (2015, p. 23) claims that children of younger school age could gain advantages from outside learning opportunities that prioritize the acts of exploration and discovery, which take place outside the walls of the classroom. The term "making" consists of a broad spectrum of activities, ranging from the process of planning to the actual execution. It includes not only physical labour but also sports and several other forms of physical activity. These activities enable children to develop their ability to engage with and understand their environment. Additionally, they can facilitate the development of children's fine motor skills, spatial cognition, and critical thinking abilities.

Physical characteristics

According to Langmeier and Krejčířová (2006, p. 120-141) motor and other skills are mostly acquired during physical growth. This period saw consistent growth. However, growth often accelerates before and during the interval. The younger school child development is mostly balanced after a transient imbalance. Even with growth acceleration, longitudinal studies show that individual children's development curves vary significantly in annual increments. Modern schoolchildren are bigger and stronger than those from 30 years ago. This difference is due to increased growth in infancy and preschool, not a sudden surge in physical development at younger school age. Gross and fine motor skills grow significantly during the phase. Muscular strength, speed, and coordination of all bodily motions develop. Eleven-year-old boys had dynamometer readings twice as high as beginners in school.

Psychological growth

Based on Vágnerová and Lisá (2021, p. 180-183) the cognitive development of younger school children will be demonstrated by the application of a logical reasoning technique that adheres to fundamental principles of logic and acknowledges the characteristics of the subject matter they are studying, whether in its tangible form or based on established knowledge. This suggests the rejection of prelogical cognition, which is primarily influenced by various immediate emotions and desires. Typically, children begin attending school around the ages of 6 and 7, coinciding with a period of significant cognitive development.

Vágnerová and Lisá (2021, p. 180-183) also state that the cognitive processes of younger school aged children are characterized by a concrete and realistic approach. At this stage, children are capable of contemplating their existing knowledge, but they do not actively consider alternative alternatives that they have not yet come across. They would deem it futile to contemplate such matters, as the absence of existence renders them unworthy of thought. This mindset provides a certain level of protection for the youngsters; nonetheless, the concept of numerous potential outcomes amplifies the state of uncertainty. Younger schoolchildren's realism enables them to accept reality as it is without expecting significant change. They unquestioningly accept the viewpoints of adults, not only due to their authority, but also because they consider their teachings as unquestionable truths.

2.2.1 The ways younger school-aged children learn outside of classroom

Younger school-aged children can acquire information beyond the classroom by engaging in real-world situations and actively addressing problems. Volunteering, taking leadership positions, and engaging in community service endeavours are all relevant instances says Zitková and Vykoupilová (2021, p. 93). They also say that these activities enable the application of classroom knowledge by children and promote essential soft skills such as teamwork, communication, and leadership. Self-directed learning and exploration are alternative methods by which younger school-aged children can acquire knowledge and skills beyond the boundaries of the classroom. This may entail engaging in activities such as reading, performing research, or pursuing hobbies and interests. Children can actively engage in their education, so promoting their natural curiosity, analytical thinking, and inherent motivation. Younger school-age children have numerous educational possibilities outside of the traditional classroom setting. Children can derive significant advantages from these types of educational experiences, comparable to those offered in a conventional classroom setting. They can enhance

their fine motor skills, spatial awareness, problem-solving abilities, life skills, and critical thinking according to Průcha (2020, p. 58).

Exploring how younger school-aged children learn outside the classroom shows that real-world experiences are crucial. Zitková and Vykoupilová (2021, p. 93) noted that volunteering and community service help children apply educational information and develop soft skills like cooperation and leadership. Autonomous learning and exploration allow children to explore their interests, sparking curiosity and motivation. Průcha (2020, p. 58) emphasizes the importance of hands-on experiences for developing children's problem-solving and critical thinking skills. These different learning experiences promote children's fine motor abilities, spatial awareness, and cognitive development while supplementing classroom learning. The education of younger schoolchildren extends outside the classroom to include a variety of real-world activities that promote holistic growth and self-discovery.

2.2.2 Exploration as a source of learning for younger school-age children outside the classroom

The exploration of the environment beyond the classroom has been a vital source of learning for younger school-age learners. Children's curiosity and the drive for exploration can create possibilities for new learning experiences and the development of new abilities. Through exploration, children may develop critical thinking and problem-solving abilities while learning about various locations, items, and people. This portion of the thesis will examine how younger school-aged children learn via exploration outside the classroom and how these experiences contribute to their overall development.

Exploration is a great source of education for younger school-aged children, especially when it takes place outside the typical classroom claims Hedegaard and Ødegaard (2020, p. 51). When children are given the chance to explore their environment, they can engage in a meaningful and hands-on manner with the world around them, which can lead to a better grasp of the concepts and ideas being taught to them. Also according to Vágnerová and Lisá (2021, p. 374) exploration as a teaching tool encourages children to take an active role in their own education. Young individuals have the ability to actively pursue knowledge and develop their own connections, rather than simply receiving information passively. This approach cultivates the development of analytical reasoning and encourages independent and innovative thinking in young individuals. Exploration not only fosters critical thinking in children, but it also provides them with the opportunity to acquire knowledge via hands-on experience. Children

can enhance their understanding of the subjects they are studying by participating in experiential learning experiences. A youngster studying biology could acquire a more profound understanding of the discipline by being granted the chance to visit a nearby ecosystem and witness firsthand the behaviour of flora and fauna in their native habitats. When youngsters are granted the freedom to investigate their surroundings, they may stumble across new hobbies or fields of fascination that they are enthusiastic to go deeper into. Machová et al. (2016, p. 266) supports theory that safe and supervised exploration is highly beneficial for younger school-aged children, making it imperative to promote and support this activity. Teachers and parents should ensure that children are adequately equipped and informed about potential environmental hazards before engaging in exploratory activities.

In conclusion, younger school-age children learn through exploration, which fosters curiosity, critical thinking, and hands-on experience. Exploration empowers youngsters to become active learners and fosters a lifetime love of learning and discovery. Younger school-age children learn and develop through curiosity, critical thinking, and hands-on experience outside the classroom. According to Hedegaard and Ødegaard (2020, p. 51), children benefit from active engagement with their environment outside of formal education, leading to better comprehension and autonomous inquiry. This active involvement fosters analytical reasoning and imaginative thinking, empowering youngsters to own their learning. Vágnerová and Lisá (2021, p. 374) also note that exploration helps youngsters learn by doing. Exploration, whether studying ecosystems or discovering new interests, inspires learning. Machová et al. (2016, p. 266) stress that exploration must be safe and monitored. Teachers and parents must teach children how to avoid hazards to make exploration fun and safe.

2.2.3 Younger school-aged children learning through real-life experiences

Real-world activities provide younger school-aged youngsters a unique and valuable opportunity to learn outside of the classroom. This encompasses anything from practical learning activities to learning opportunities that allow youngsters to connect meaningfully with the world around them. By engaging in real-world activities, children are able to apply their information in a manner that is relevant and useful. This part of the thesis will examine how younger school-aged children may learn through real-world experiences and the benefits of this sort of education.

According to Hanuš and Chytilová (2009, p. 79) children of younger school age often gain more from practical experiences than from being spoon-fed information in a traditional

classroom. Children's comprehension of educational material enhances when they are able to establish significant associations between the content and their surroundings right away. A fundamental advantage of acquiring knowledge through real-life encounters is that children can establish links between what they learn and the outside world. Encouraging youngsters to acquire and remember knowledge requires assisting them in recognizing how important it is to their everyday lives. Problem-solving, talking to others, and working together are just a few of the many important life skills that children may pick up from having these kinds of experiences. Children need to learn to think critically and work together to find solutions to issues in the real world. Success in school and in life generally requires these skills (Pugnerová a kolektiv 2019, p. 105).

Hanuš and Chytilová (2009, p. 47) also say that children gain advantages from experiencing the real world as it facilitates the development of crucial skills and aids in the exploration of their genuine passions. When children are granted freedom to explore and engage in trial and error, they have the potential to discover activities or themes that capture their curiosity. This might be particularly advantageous for children who show a lack of interest or enthusiasm towards studying inside a conventional educational environment. Younger school-aged children exhibit higher levels of engagement and motivation when they acquire knowledge through genuine and real-life situations. Teachers and parents may foster children's critical thinking, facilitate self-directed learning, and facilitate the exploration of their own interests and passions by offering them genuine learning opportunities.

In conclusion, real-life experiences help younger schoolchildren develop holistically by providing relevance, connection, and passion-driven discovery. Real-world activities give younger schoolchildren a powerful way to learn, engage, and acquire practical skills. Hanuš and Chytilová (2009, p. 47) emphasize that real-world activities help children apply what they learn to the world, improving comprehension and recall. By solving problems, talking, and working together, children learn life skills needed for educational and personal success. They also underline that real-life experiences allow youngsters to experiment and discover their hobbies, sparking enthusiasm and involvement in learning. By promoting autonomy and self-directed exploration, educators and parents help youngsters take charge of their learning and develop a lifetime love of discovery.

2.2.4 Self-directed learning as a method to learn for younger school-aged learners

Self-directed learning is a strategy that enables learners to take responsibility of their

own education by defining objectives, selecting resources, and assessing their own progress. This strategy can be especially beneficial for younger school-aged learners who are eager to pursue their own passions and gain independence. This section examines the advantages and disadvantages of self-directed learning for younger school-aged children, as well as its implementation beyond the classroom.

According to Gray (2016, p. 80) self-directed learning is extremely helpful for learners since it grants them the autonomy to establish their own learning objectives and determine the speed at which they progress. Providing learners greater autonomy in shaping their educational trajectory might lead to a better understanding of the subject matter due to its personal relevance to their own experiences. Self-directed learning encourages independence and empowers learners to customize their education according to their individual needs and interests. When learners are afforded the opportunity to choose the area of study they will be studying in school, they exhibit higher levels of engagement and dedication to their educational goals. This can be particularly advantageous for children who display a lack of enthusiasm or motivation towards conventional schoolwork. Self-directed learning can be a highly effective approach for cultivating analytical and logical reasoning abilities. When learners are prompted to discover their own resolutions to a problem, they are compelled to engage in critical and inventive thinking. An important advantage of self-directed learning is that it encourages independence and motivates learners to achieve success according to their own expectations. Providing learners more flexibility in how they learn could improve their ability to make choices and ability to manage time claims Allen et al. (2019, p. 165). He also mentions that competency in these abilities is essential for achieving success in school and in all aspects of life. Self-directed learning has potential as an educational approach, but it requires proper organization and assistance in order to fully demonstrate its effectiveness. Teachers and parents can help children in staying focused and achieving their objectives by offering them guidance and assistance as they begin on their individual educational journey. Altogether, self-directed learning is a great method for helping children develop independence, interest, and problem-solving skills while still in school. By allowing children to choose their own learning and advance at their own pace, educators and parents may perhaps foster a lifelong love of learning based on Gray (2016, p. 66-68).

In conclusion, self-directed learning fosters independence, curiosity, and problem-solving in younger schoolchildren. This method can inspire a lifetime love of learning and help

learners succeed in school and beyond with guidance from educators and parents. Self-directed learning helps younger learners develop autonomy, motivation, and critical thinking while taking charge of their education. Gray (2016, p. 66-68) noted that letting learners set their own goals and pace fosters a strong sense of personal relevance and engagement with the material. Customizing their education to their interests and requirements helps learners learn and develop life skills like decision-making and time management. Self-directed learning promotes independence and responsibility for educational and personal achievement, according to Allen et al. (2019, p. 165). Educators and parents foster a lifetime interest and growth by encouraging learners to pursue their passions and overcome hurdles.

Current state of knowledge

This chapter explores three crucial aspects of education: the differentiation of learning for preschool and younger school-aged children in non-traditional educational environments, the incorporation of technology in unconventional educational settings as investigated by Czech learners, and the engagement of stakeholders in informal education for young learners. The selection of these categories was based on their significance in comprehending the process of children's learning in informal environments and their influence on learners' educational advancement.

Research conducted by Krista Uibu (2011) and Marica Travar (2019) delves into differentiated learning, offering valuable insights into educational approaches that go beyond traditional settings. These investigations shed light on the preferences and perceptions of educators. Meanwhile, the research conducted by Eliška Benešová (2022), Gabriela Kostková (2021), and Anežka Sobolová (2023) focuses on evaluating the effectiveness of technology, specifically the MathCityMap application and exposure to English media, in improving learning outcomes. This research aligns with the objective of the thesis, which is to explore various approaches to learning.

In addition, the chapter explores the participation of stakeholders in informal education, with a particular focus on the significant contribution of parents as emphasized in the research conducted by Harji et al. (2016) and Redeja et al. (2024). These studies emphasize the importance of parental involvement in creating optimal learning settings for young learners.

2.3 Differentiating learning for preschool aged children and younger school-aged children outside the classroom

Concerning the manner in which young learners acquire knowledge and skills outside of the classroom, the investigation into differentiating learning for preschool-aged and younger school-aged children beyond the classroom was motivated by its relevance to this matter. Examining the research from ResearchGate conducted by Krista Uibu in 2011 and Marica Travar in 2019 yielded valuable information regarding educational methods that go beyond conventional environments. This investigation is directly aligned to this thesis research and aims to explore the intersection of informal learning and formal education in order to understand their impact on the progress of young learners. The purpose of including these studies in the thesis is to give a full picture of how children ages 3 to 12 learn outside of school. The thesis

tries to explain how informal learning experiences and their connection with formal educational practices affect the growth of young learners by looking at Uibu's study on preferred teaching methods and Travar's study on differences in teaching methods.

The study titled *Instructional approaches: differences between kindergarten and primary school teachers* undertaken by Uibu (2011, p. 91) examines the instructional preferences of kindergarten and primary school teachers in Estonia, focusing on teaching methods that enhance learners understanding, self-reliance, practical implementation, and customization of education. The Uibu (2011, p. 96-97) study survey comprised a total of 133 active educators in Estonia, comprising 59 educators specializing in kindergarten education and 74 educators specializing in primary school education. Out of the primary school teachers, 41 were classified as beginners (having five years or less of experience), 48 as competent (having six to 20 years of experience), and 39 as experts (having 21 years or more of experience).

The Uibu's study showed (2011, p. 98-104) that all the teachers in the sample had a higher preference for specific teaching strategies compared to others. This preference was statistically significant, with a large effect size ($F(4, 129) = 128.64$, $p < 0.001$, $\eta 2 = 0.800$). More precisely, teachers employed rote-learning and independence behaviours less frequently ($p < 0.001$) compared to other practices. Both kindergarten and primary school teachers consistently showed this preference, with significant differences noted. For kindergarten teachers, the results were $F(4, 55) = 70.34$, $p < 0.001$, $\eta 2 = 0.836$. For primary school teachers, the results were $F(4, 70) = 89.37$, $p < 0.001$, $\eta 2 = 0.836$.

Moreover, the analysis of variance (ANOVA) in Uibu's study (2011, p. 98-104) revealed significant main effects for both institution (kindergarten versus primary school) and experience level (beginners, competent, specialists) on certain instructional approaches. For example, primary school instructors showed a substantially greater inclination towards using rote-learning methods compared to kindergarten teachers ($F(1, 122) = 24.45$, $p < 0.001$, $\eta 2 = 0.167$). Furthermore, there were variations identified between different experience groups. Specifically, novices displayed lower preferences for behaviours related to independence and individualization. This was supported by statistical analysis, with a significant difference found for independence ($F(1,122) = 3.53$, $p = 0.032$, $\eta 2 = 0.055$) and individualization ($F(1,122) = 5.66$, $p = 0.004$, $\eta 2 = 0.085$).

Travar's (2019, p. 62) study titled *Key differences in approaching education in*

kindergarten and primary school surveyed 244 teachers to assess perceptions of preschool and primary school educators regarding differences in educational approaches between kindergarten and elementary school. Utilizing the Mann-Whitney U test, significant differences emerged in Travar's study (2019, s. 63-65) ($Z = -2.232$, $p = 0.026$), with preschool teachers providing higher estimates on average (mean rank 135.23) compared to primary school teachers (mean rank 114.52). The median estimate among preschool teachers (52.00) was slightly higher than that of primary school teachers (50.00). These findings emphasize the need to address discrepancies to ensure educational continuity and effectiveness.

The comparison of Krista Uibu's (2011) and Marica Travar's (2019) studies emphasizes different instructional approaches for young children in preschool and primary school settings that deviate from the conventional classroom environment. Uibu's (2011, p. 96-97) study, which surveyed 133 active instructors in Estonia, and the Travar's study, which gathered data from 244 teachers, show significant disparities in teaching methods and perspectives. The Uibu (2011, s. 98-104) study found a substantial effect size ($F(4, 129) = 128.64$, $p < 0.001$, $\eta 2 = 0.800$), demonstrating that teachers showed a higher preference for some teaching approaches compared to others. For example, both kindergarten and primary school instructors showed a consistent preference for using approaches other than rote-learning practices ($F(4, 55) = 70.34$, $p < 0.001$, $\eta 2 = 0.836$ for kindergarten teachers; $F(4, 70) = 89.37$, $p < 0.001$, $\eta 2 = 0.836$ for primary school teachers).

Travar's study (2019, p. 63-65), using the Mann-Whitney U test, discovered significant disparities in the estimates of instructional approaches between preschool and primary school teachers. The test resulted in a Z-score of -2.232, which corresponds to a p-value of 0.026. This indicates a statistically significant difference in views. Upon further analysis, it was found that preschool teachers, on average, gave higher estimations than primary school teachers. The mean rank for preschool teachers was 135.23, while for primary school teachers it was 114.52.

Regarding the intended investigation on informal learning among young learners aged 3 to 12, these studies provide significant perspectives on the wider educational environment. To better cater to the different requirements of young learners, it is important to comprehend the preferences and perspectives of educators, policymakers, and stakeholders. Furthermore, recognizing the consequences of these studies highlights the significance of fostering consistency and cooperation among various educational levels to guarantee a smooth progression for youngsters. The research seeks to contribute to the improvement of informal

learning experiences and the overall development of young learners outside of the classroom by recognizing and resolving these subtle differences.

2.4 Use of technologies outside of classroom researched by Czech students

The decision to investigate use of technologies in non-conventional educational environments researched by Czech students for this thesis was made due to its significance and the prospective knowledge it offers on contemporary education. This subject corresponds with contemporary developments in educational research and provides distinctive viewpoints from Czech students. This chapter examines novel methodologies for teaching in non-conventional learning environments, with a specific emphasis on three separate research investigations. Eliška Benešová's (2022) study explores the utilization of the MathCityMap application in mathematics education, emphasizing its capacity to improve learning results. Bc. Gabriela Kostková (2021) examines in her study the role of English media exposure in enhancing listening and pronunciation skills in the classroom setting. Anežka Sobolová's (2023) research investigates the incorporation of video games into primary education, analysing the advantages and difficulties associated with this integration. These studies provide insight into the changing field of education and the impact of technology on improving learning experiences.

Mathematics outside the classroom through MathCityMap

The master thesis research conducted by Bc. Eliška Benešová (2022), entitled *Matematika mimo školní třídu prostřednictvím aplikace MathCityMap*, explores the use of the software in non-traditional educational settings. The study examines alternate learning methods and how technology affects young learners' math skills. Benešová's (2022, p. 30) study indicates that the MathCityMap app enhances children's math learning outside of school. The initiative, which involved children in community-based mathematical problem-solving, improved their arithmetic skills and comprehension. Participants in Benešová's (2022, p. 29) study showed increased motivation to learn arithmetic due to the program's interactive and practical exercises.

Benešová's (2022, p. 28) research on MathCityMap provided significant findings about its efficacy and usability in educational settings. Student comments showed a high degree of satisfaction, with an average agreement rating of 1.613 out of 5 for the application's simplicity of use. 82.3% of learners favoured MathCityMap activities above typical classroom instruction. The tasks were considered suitably tough, with an average agreement grade of 1.935. Teachers, who were mostly introduced to MathCityMap for the first time during the study, expressed favourable experiences and praised its user-friendly interface and effectiveness. Challenges

involved preparing tasks and aligning them with courses. Teachers are interested in using MathCityMap for further review and practice, recognizing its ability to improve outdoor math education.

Benešová's study highlights the capacity of MathCityMap to involve learners in hands-on arithmetic learning, while also recognizing the practical aspects that instructors need to consider. The insights provide essential recommendations on how to effectively use digital tools such as MathCityMap to enhance mathematics teaching, focusing on meeting the requirements of both learners and teachers during the implementation process.

Digitalisation in education and training at level 1 Primary school, its positives and negatives.

The Bc. Pirnerová (2022) master's thesis, *Digitální gramotnost a její vliv na komunikační dovednosti žáků na 1. stupni základních škol v Plzeňském kraji*, examines the precise effects of digitalization on teaching in the initial stage of primary schools in the Pilsen Region. Studies have demonstrated that while digitization can have a beneficial impact on the educational process, disparities in technology access among schools can result in unequal educational opportunities.

The study was carried out using questionnaires and interviews with instructors to investigate their perceptions on the digitalization of education and its impact on students' communication and teamwork. The analysis also considered the sociocultural disparities that arise from varying levels of access to digitized tools and resources.

The study (2022, p. 35-51) in the Pilsen region yielded some particular findings. A survey found that 67% of teachers indicated that incorporating digital tools into teaching enhanced learners' involvement and engagement. Approximately 54% of parents had a favourable assessment on the enhancement of communication with the school through digital means. However, 45% of teachers also identified the heightened administrative workload linked to the utilization of these tools. According to the survey, 28% of learners from economically disadvantaged homes lack sufficient access to technology at home, which has a detrimental effect on their educational possibilities. On the other hand, 62% of teachers reported that digitization has resulted in substantial enhancements in the availability of learning materials and information resources.

The study findings indicate that while there are certain beneficial effects, the process of

digitizing education should be undertaken carefully to avoid worsening pre-existing inequities. In order to achieve a more equitable distribution of technology resources and expertise among schools, it is necessary to implement other measures alongside digitization.

The use of videogames in lower-level elementary school teaching

Anežka Sobolová's master thesis study titled *Využívání videoher ve výuce na 1.stupni*, done in Brno in 2023, examined the effectiveness of incorporating video game Minecraft into mathematics teaching for primary school pupils. The Sobolová's (2023, p. 61-73) study included 42 participants from two different grade levels. The initial evaluations indicated that the 5th-grade children had a baseline score of -4.08, while the 4th-grade pupils had a baseline score of -2.08.

After receiving instruction using Minecraft, the post-tests showed significant gains. In the main Sobolová's (2023, p. 71-73) study phase, learners participated in educational sessions using Minecraft, and afterwards, post-tests were administered to assess their retention of knowledge and learning results. The 5th-grade class exhibited substantial progress, with an average rise of 3.58 points in knowledge scores after the intervention. Furthermore, a significant majority of 90.4% of learners indicated that they viewed the learning environment based on Minecraft to be appropriate.

The statistical analysis indicated a substantial correlation between learners starting knowledge and their performance following the Minecraft intervention ($p < 0.05$). Likewise, there was a significant disparity in learning results between the 4th and 5th-grade classrooms, indicating that the impact of the Minecraft intervention differed depending on the children' grade levels.

Comparing these studies and how they relate to this thesis

The research conducted by Benešová (2022) and Sobolová (2023) centres on the capacity of interactive, unconventional learning settings to enhance student engagement and improve learning outcomes. Benešová's research on the MathCityMap application demonstrates notable enhancements in motivation and comprehension in arithmetic through the transfer of the learning process from the conventional classroom environment to the community. Similarly, Sobolová's research investigates the use of the video game Minecraft as a tool in the field of mathematics education, suggesting that including game elements can result in significant enhancements in the retention of knowledge and the level of student involvement. The data

support the underlying argument of this thesis that non-conventional learning settings, namely those that are captivating and interactive, can be exceedingly efficacious.

Nevertheless, Pirnerová's (2022) research on the digitization of education highlights that although technology can improve learner involvement and the availability of resources, it can also worsen socio-economic inequalities in accessing educational tools. This study emphasizes the importance of fairness in the implementation of educational technology, emphasizing that all students, regardless of their economic status, should have access to the advantages of digital learning environments. This is consistent with the analysis presented in this thesis regarding the need of guaranteeing fair and equal access to technology in the field of education.

Throughout, the significance of educators and the difficulties linked to implementing these progressive educational approaches are emphasized. Benešová acknowledges the challenges that instructors encounter when incorporating MathCityMap exercises into their current curricula, aligning with the central focus of this thesis on the necessity of providing assistance and instruction to educators in the adoption of innovative teaching approaches. Sobolová's research highlights the importance of educational frameworks that can adapt to and make the most of learning through video games.

To summarize these insights, this thesis could express a sophisticated viewpoint on how interactive technologies and non-traditional educational environments not only improve student engagement and learning results, but also necessitate careful attention to access, educator preparedness, and curriculum integration. This is to ensure that innovations do not perpetuate existing educational inequalities. This synthesis could contribute to the development of a thorough understanding of how educational innovations can be customized and put into practice in various educational settings to promote a more inclusive and efficient learning environment.

2.5 Stakeholder involvement in outside of classroom education for young learners

This chapter examines the participation of stakeholders in informal education for young learners, focusing on two significant studies. The thesis incorporates these research with the purpose of comprehending the intricacies of informal education and the influence of stakeholders on the educational experiences of young learners.

The 2016 SPIRE Project, conducted by Harji et al., examines the influence of parental

participation on the reading development of children. On the other hand, the 2024 study conducted by Redeja et al. investigates the extent to which parents are involved in enhancing the reading comprehension skills of learners who engage in digital gaming.

These studies emphasize the crucial importance of stakeholders in promoting informal educational experiences for young learners. This thesis seeks to utilize these findings to enhance educational strategies that aim to maximize informal learning opportunities and foster the comprehensive development of young learners.

SPIRE Project: Parental Involvement in Young Children's ESL Reading Development

In the 2016 study, conducted by Harji et al., the authors investigated the impact of parental involvement on children's reading development in a multicultural context. The study included 25 children: 10 in their second year of informal schooling, ages 5–5.5, and 15 between 5.5 and 6. The children averaged 5.7 years old. The legacy languages were Mandarin (10 children), Malay (8 youngsters), Tamil (5 children), and English (2 children). Except for two youngsters who spoke English, the remainder spoke their ancestral tongue. They could only speak a few words of English before the assignment. Furthermore, all 25 children could not read before the experiment. Only second-year children could distinguish words outside a 'word list'.

Out of 25 parents in the Harji et al. study (2016, p. 5), 15 could read and write in English, while seven fell short. Three parents were limited English as a Second Language (ESL) learners who could recognize environmental text but not read or write. Only two parents spoke English exclusively, whereas 13 spoke both English and their background tongue to varying degrees. Most parents spoke their original tongue, with 10 speaking Mandarin, Malay, or Tamil. Four parents had tertiary education, 15 had secondary education, and six had no formal schooling. Most people were employed, mostly in low-skilled jobs, reflecting a working-class demographic. Before the experiment, only six parents read storybooks to their children, in different languages and at different frequencies.

The Harji et al. (2016, p. 5-6) study used teacher diaries, parent interviews, record cards, meeting turnouts, weekend activities, and house visits to collect data. The Cohen, Manion, and Morrison rules were updated for data analysis. This required transcribing the data, identifying and isolating relevant portions, reducing it to its essential elements, understanding the overall meaning, segmenting it into meaningful units, removing unnecessary repetitions, grouping

related units of meaning, identifying recurring themes, sharing summaries with participants for validation, and finally creating comprehensive summaries.

The Harji et al. (2016, p. 8) study project's impact on positive attitudes toward reading English storybooks and parental engagement, parental engagement in improving children's reading skills at home, and parental engagement's effects on reading development were examined. Parents expressed more appreciation for storybook reading and participated in reading activities more often. High and low parental participation were found in 14 and 11 cases, respectively. Parents with high participation scheduled storybook events, attended meetings, and created a pleasant emotional and motivating home atmosphere. They gave their children more regular and engaging reading experiences. In contrast, parents with low involvement participated less and provided a less pleasant emotional and motivating environment, limiting their children's reading prospects. Children with engaged parents improved their reading skills more than those with disengaged parents. This shows how important parental involvement is in children's reading development.

Extent of Parental Involvement in the Reading Comprehension Performance of Learners Using Digital Games

The study, conducted by Redeja et al. in 2024 examined parental engagement in digital gaming learners' reading comprehension. Parent surveys were used to assess their involvement in their child's reading instruction. The study examined parental involvement markers such school resources, communication with educators, home reading activities, decision-making, and more.

The Redeja et al. (2024, p. 6-7) study found numerous noteworthy findings. Parents' access to school resources (mean = 2.17, stdev = 0.91) and proactive communication with educators (mean = 2.03, stdev = 0.93), respectively, needed improvement. Parents' understanding of their child's reading curriculum (mean = 2.30, stdev = 0.75) and active monitoring of home reading activities (mean = 2.17, stdev = 0.53) were also lacking. Parents' participation in parent-teacher conferences, collaboration with other parents, and school decision-making was low (mean = 2.23, stdev = 0.57). However, parenting methods, school communication, and home learning activities greatly affected learners' digital game reading proficiency.

Digital games also helped learners improve their reading comprehension, with 96.67%

scoring "Very Good" (31 - 40) in the Redeja et al. (2024, p. 10) study. There was no substantial correlation between parental participation and digital game reading performance. The study concludes that targeted family engagement techniques, notably communication and school collaboration, are needed to assist learners literacy development in digital learning environments. When digital games are used in education, particular parental participation improves learner reading outcomes.

Comparing these studies and how they relate to this thesis

The SPIRE Project and Redeja et al.'s study shed light on parental literacy promotion and its effects on young learners. Harji et al. (2016) found that parental involvement affects children's reading skills and attitudes in the SPIRE Project. The study concluded that youngsters with active parents had better reading skills and liked English storybooks more. More specifically, 14 of 25 parents showed increased involvement, resulting in more consistent and engaging reading experiences for their children and improved reading skills. However, 11 parents were less engaged, limiting their children's reading possibilities.

However, Redeja et al. (2024) explored how parents use digital gaming to improve learners reading comprehension. The study found that digital games improved reading comprehension but did not affect parental engagement. However, the study stressed the importance of family engagement measures, including communication and school cooperation, in boosting digital learning outcomes. Digital games improved reading comprehension in 96.67% of learners, proving their efficacy.

These data show how complicated parental literacy promotion is and how many roles children's educators play. This thesis explores informal education for 3–12 year-olds. It examines how families, educators, and community members support these educational experiences. This study explores learning outside the classroom. Both studies stress the importance of parental engagement in generating effective learning environments, which is necessary for designing effective teaching approaches that increase young children' education. The thesis examines how informal education affects young learners' educational performance and teaching approaches. Improving informal learning chances to improve education and young learners' growth is the key goal.

Practical part

3 Introduction

The practical component of this bachelor thesis investigates how young learners aged 3 to 12 acquire new information and abilities outside of classroom in Prague region. This introduction gives an outline of the study aims, focusing on the investigation of various learning strategies used by young pupils outside of the classroom context. It also highlights the investigation of the influence of informal education systems on educational outcomes, as well as the assessment of the responsibilities of various stakeholders in promoting and supporting learning outside of the regular classroom.

In today's networked world, young learners have access to a wealth of materials and chances to broaden their knowledge and abilities outside of the conventional educational system. Understanding how young children learn outside of the classroom is critical for designing successful educational methods and maximizing their educational potential. The purpose of this practical research is to investigate the complex terrain of informal learning experiences among young learners. We hope to obtain insights into the numerous paths via which young children acquire new knowledge and improve important abilities by investigating the complex tapestry of learning techniques and circumstances.

Furthermore, this study looks at the influence of informal education systems on the educational outcomes of young learners. We hope to understand how these methods and activities contribute to knowledge acquisition, learning skills, and overall educational performance by assessing their impacts. This investigation will give useful insights into the efficacy of various informal education initiatives, as well as their possible consequences for educational practices.

Additionally, this study acknowledges the critical role those numerous stakeholders, such as families, educators, and community members, have in supporting and encouraging learning outside of the classroom. Understanding these stakeholders' perspectives and contributions is critical for developing ways to enhance and improve informal learning experiences for young learners. By concentrating on these goals, the practical portion of this bachelor thesis seeks to add to the current body of information about how young learners participate in learning outside of the traditional educational system. The outcomes of this study will be useful to educators, policymakers, and others interested in changing educational practices. Ultimately, the objective

is to support young learners' holistic development and educational advancement by using the potential of informal learning experiences.

3.1 Aims

3.1.1 Main aim

To explore and comprehend the many means by which young learners ages 3 to 12 gain new information and abilities outside of classroom in Prague region.

3.1.2 Secondary aims

1. Analyse the most prevalent ways that young learners acquire knowledge outside the classroom in Prague region, such as the informal learning contexts and activities they engage in.

2. Study the effect of various informal education systems and exercises on the educational results of young learners in Prague region, including their information acquisition, learning skills, and general educational success.

3. To evaluate the role of various parties (e.g., families, educators, and community members) in promoting and supporting informal educational experiences for young learners, and to offer suggestions on how these stakeholders might best help and improve outside of the classroom learning in Prague region.

3.2 Research assumptions

3.2.1 Main assumption

The main assumption of the practical part of the bachelor's thesis is that engaging in informal learning activities outside of the typical classroom setting has a substantial positive impact on the cognitive, social, and emotional development of young learners in the Prague region.

3.2.2 Secondary assumptions

1. Informal learning environments, such as hands-on experiences, exploration of the natural environment, and technological interaction, are the main ways in which young learners gain knowledge. These activities are more efficacious in enhancing learning compared to solely relying on standard classroom methods.
2. The impact of informal education systems on young learners in Prague is positive, since

engaging with these systems and activities improves their educational performance. This encompasses enhanced information acquisition, mastery of learning abilities, and total educational success.

3. The participation of stakeholders, such as families, educators, and community members, is vital in facilitating and improving informal learning opportunities for young learners. Their active involvement and assistance are crucial in enabling good informal educational experiences.

3.3 Methodology

3.3.1 Set of respondents

The intended target group for the practical part of this bachelor's thesis were parents or legal guardians of young learners between the ages of 3 and 12 in Prague region. As the research approach questionnaire of 32 closed-ended questions was used. According to Chráska (2007, p. 165) the questionnaire's reliability is its capacity to consistently and accurately capture the phenomena under study. High reliability is necessary for questionnaire quality, but it does not guarantee validity. Outside of classroom, parents play a crucial role in supporting and facilitating their children's learning experiences. Their insights and observations provided valuable perspectives on how young learners acquire new information and skills.

In order to assure a diverse and representative sample, the questionnaire was disseminated to parents from various socioeconomic and geographic backgrounds via social media. It was endeavoured to include parents from a variety of educational contexts in order to obtain a broad range of perspectives. The questionnaire was initially distributed to parents or legal guardians who have expressed an interest in participating or who have volunteered through social media groups in Prague region. Using the snowball sampling technique, these initial respondents were urged to distribute the questionnaire to other parents they know. The objective was to collect enough responses to ensure the statistical accuracy and generalizability of the findings.

Importantly, participation in the study was entirely voluntary, and participants had the option to withdraw at any time without repercussions. To encourage truthful and unbiased responses, confidentiality and anonymity was guaranteed.

3.3.2 Data capture

The practical part of this thesis utilized a questionnaire as the primary research method.

The purpose of the questionnaire was to collect information from parents about how preschool aged children and younger school aged children, ages 3 to 12, acquire new knowledge and skills outside of classroom in Prague region. The questionnaire contains 32 closed-ended questions that participants were able respond to on a four-point scale ranging from "Yes", “Mostly yes”, “Mostly no” and "No"

The questionnaire has been distributed to parents in Prague region through groups on social media. The data were collected online via a secure survey platform Survio. The responses were gathered in 14 days’ time horizon from 24th of May to 7th of June. Participants were be invited to complete the questionnaire voluntarily, with anonymity and confidentiality guaranteed for their responses. After the phase of data collection concluded, the collected responses were analysed statistically. To determine the prevalence of various informal learning activities and contexts among preschool aged children and younger school aged children, the data were evaluated using descriptive analysis, including frequency distribution and percentage estimates.

The results of the survey provided valuable insight into the ways in which young learners engage in learning outside of the classroom and the role of informal educational experiences in their overall development. The findings contributed to the evaluation of the study's primary and secondary assumptions and cast light on the participation of various stakeholders in facilitating informal learning experiences.

Overall, the questionnaire served as a dependable and efficient instrument for collecting quantitative data from parents, allowing for a thorough analysis of the research objectives, and providing meaningful insights into the ways in which young learners acquire knowledge and skills outside of classroom.

3.3.3 Data analysis

The data analysis for this thesis research was centred on understanding how young learners aged 3 to 12 in the Prague region participate in informal learning activities outside of the regular classroom setting. A standardized questionnaire consisting of 32 closed-ended questions was delivered online to parents and legal guardians. A total of 368 people responded, with 57% being parents or guardians of children aged 6-12 and 43% of children aged 3-6. The survey responses were voluntary and anonymous.

The acquired data was examined using descriptive statistics to determine the prevalence

and nature of informal learning activities. The main tools employed were frequency distributions and percentage estimates.

1. Frequency Distributions: These were used to categorize data and demonstrate the frequency of each response group, identifying typical informal learning practices.
2. Percentage Estimates: These gave a proportional representation of the data, allowing for comparisons between groups within the sample. For example, 76.8% of parents saw positive effects from their children's engagement in organized informal educational activities, and 74% said technology improved their children's learning outcomes.

The study found that a sizable proportion of young learners in the Prague region participate in informal learning activities such as hands-on experiences and technological engagement. The findings demonstrated that these activities had a positive impact on educational outcomes, with many parents reporting improvements in their children's cognitive, social, and emotional development. Furthermore, 82% of parents actively encourage their children to participate in educational activities, highlighting the importance of family involvement.

The data analysis confirmed the study assumptions and served as a solid foundation for the thesis's conclusions. The study used descriptive statistical approaches to efficiently examine the incidence and effectiveness of informal learning activities among young learners in the Prague region, providing useful insights for changing educational practices and policy.

3.4 Outcomes

In this chapter, we examine the outcomes of a survey conducted among 368 respondents from the Prague region across many groups on social media. This survey aimed to explore the various informal educational activities children aged 3 to 12 engage in outside the traditional classroom setting. The following analysis provides insights into parental perceptions and the effectiveness of these activities on the learning and development of young learners

Figure 1 shows the first question in the survey that has a split among the age groups of the children, with 57% falling within the 6-12 group and 43% falling within the 3-6 age group. The distribution of responses shows a notable presence of children who are of younger school age, indicating that the majority of the replies are probably impacted by their experiences in elementary education settings.

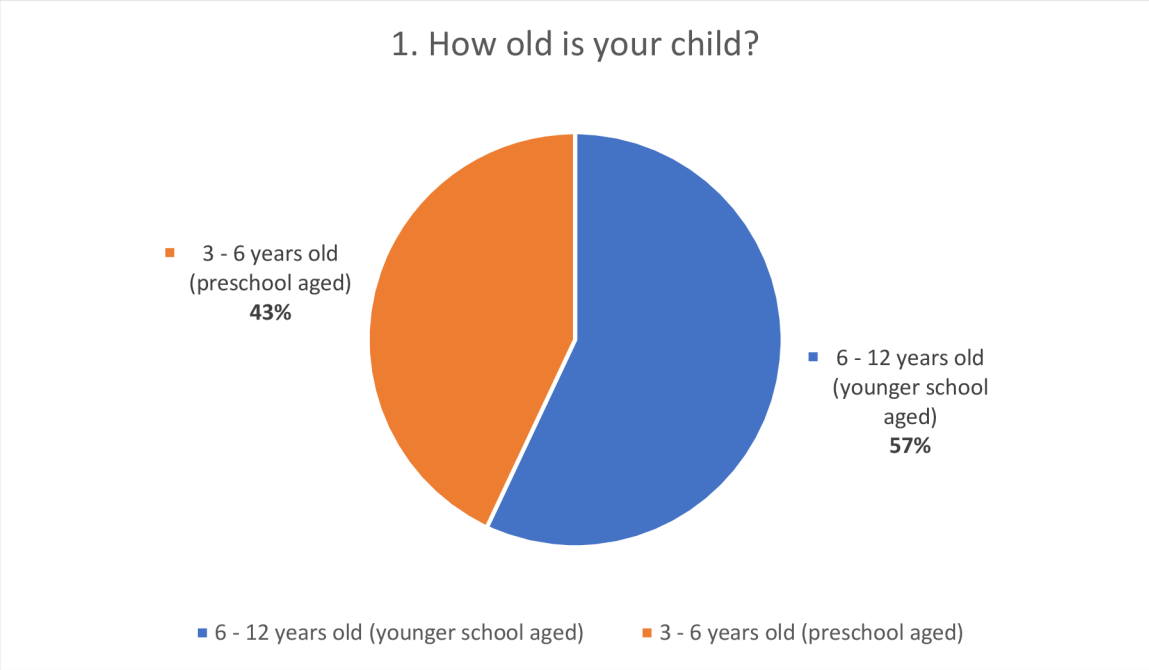

Figure 1. How old is your children?

In Figure 2 it can be seen that the majority of children (40%) attend primary school, followed by 25% in preschool, 24.1% in homeschooling, and 9.5% in junior high. The diversity in educational settings reflects varied access and attitudes towards alternative education forms such as homeschooling.

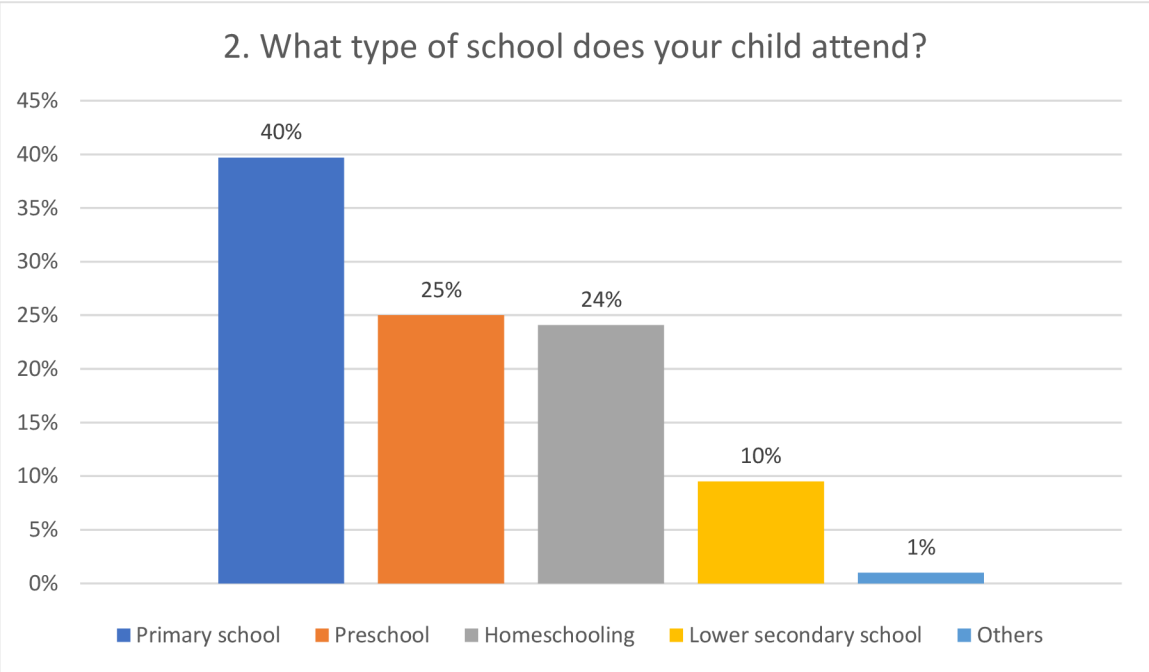

Figure 2. What type of school does your child attend?

Figure 3 shows a substantial majority of respondents in question three who support their child's activities outside the formal educational system, with 50% saying "Yes" and 43% saying

"Mostly yes." This strong level of support suggests that parents recognize the benefits of additional educational activities beyond the classroom. This finding supports the thesis premise that learning in varied environments can enhance the educational experience and outcomes for children. The reasons behind the few negative responses (7% "Mostly no" and 0% "No") could be explored further, potentially revealing barriers such as time constraints or lack of access to resources.

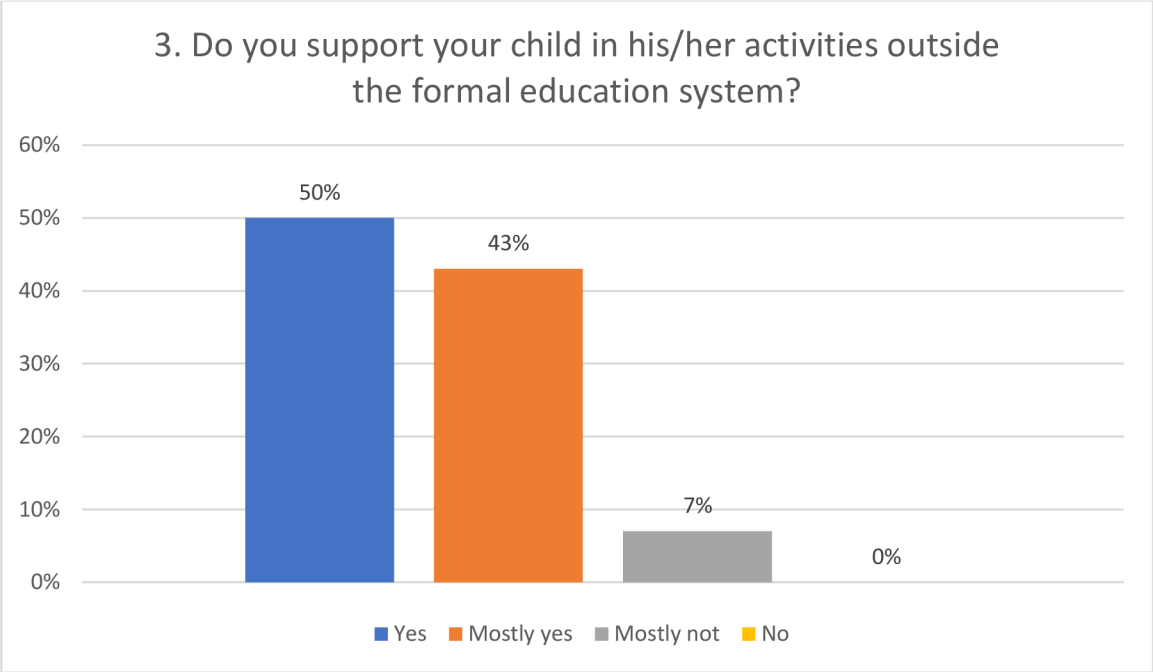

Figure 3. Do you support your child in his/her activities outside the formal education system?

The responses in fourth question observed in Figure 4 are evenly split with 37% saying "Mostly yes" and another 37% saying "Yes," while 15% responded "Mostly no," and 11% said "No." This result indicates that a significant proportion of children are engaged in organized learning activities outside the classroom. This active participation could be a key factor in developing various skills not necessarily focused on in formal education. The reasons for non-participation could provide insights into potential gaps in availability or awareness of such programs.

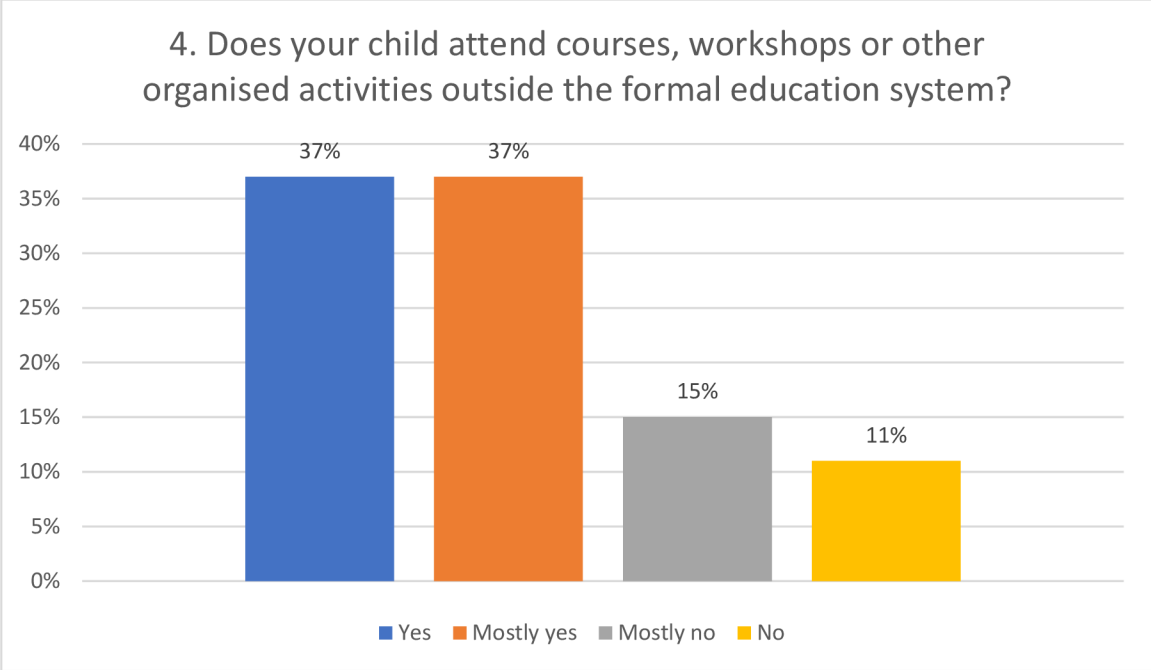

Figure 4. Does your child attend courses, workshops or other organised activities outside the formal education system?

A total of 76.8% of respondents perceive a positive impact of their children attending courses, workshops or other organized activities outside, with 39.4% agreeing and 37.4% mostly agreeing, while 13.1% do not notice a positive impact and 10.1% are uncertain shown in Figure 5. The high percentage of positive responses underscores the perceived value of these activities, aligning with the thesis's focus on the benefits of learning outside traditional settings.

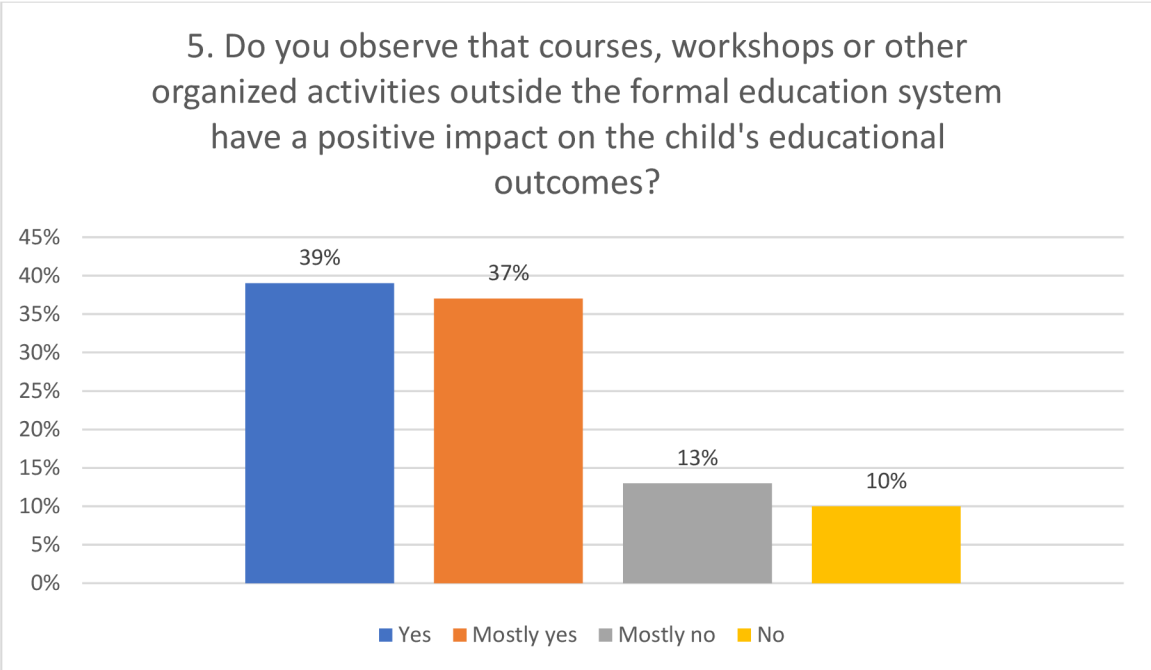

Figure 5. Do you observe that courses, workshops or other organized activities outside the formal education system have a positive impact on the child's educational outcomes?

In Figure 6 can be see that almost 80% of the respondents provide access to books, magazines or other printed materials, with 47.5% doing so frequently and 32.3% doing so sometimes. Only 18.2% seldom provide access, and a negligible 2% do not at all. There is strong affirmation of the benefits of external reading materials and its positive impact of external reading materials, shown in Figure 7, with 82% respondents affirming this, split almost evenly between agreeing (41%) and mostly agreeing (41%). Contrastingly, only 14% see little impact, and 4% see none.

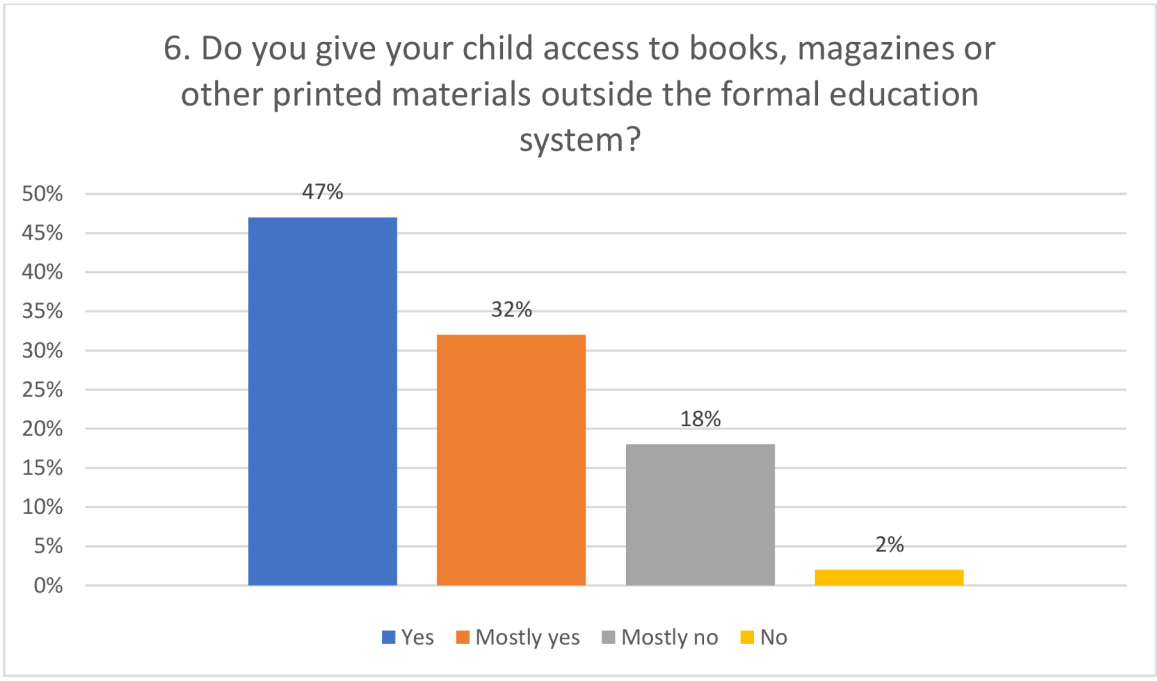

Figure 6. Do you give your child access to books, magazines or other printed materials outside the formal education system?

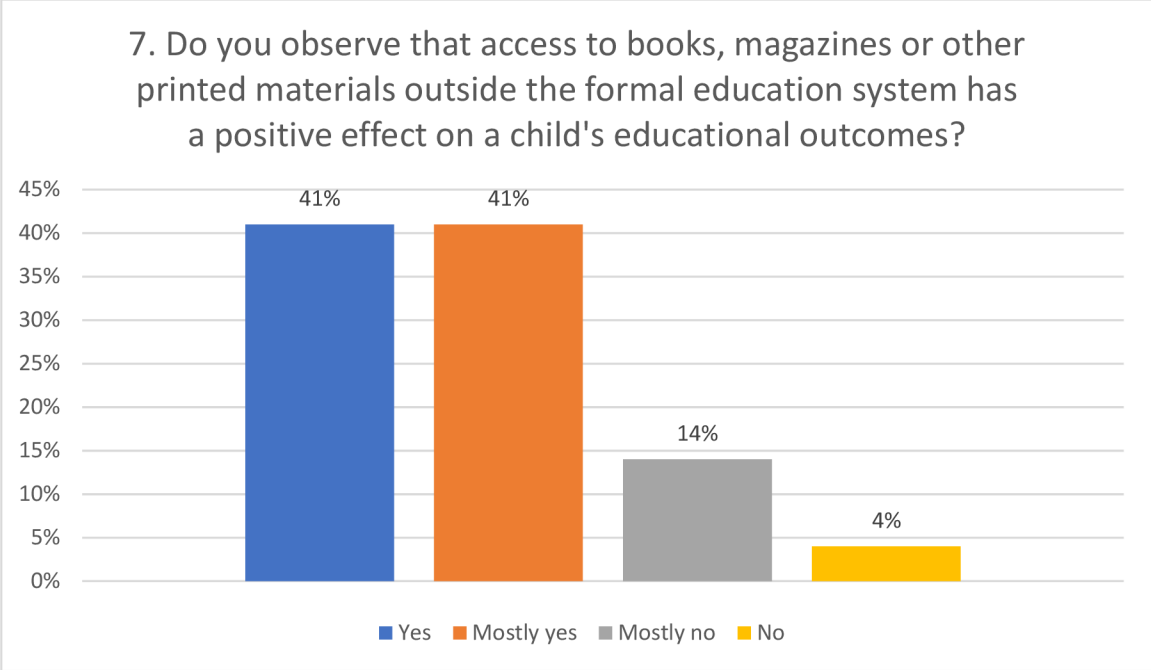

Figure 7. Do you observe that access to books, magazines or other printed materials outside the formal education system has a positive effect on a child's educational outcomes?

A significant majority of respondents, 82%, support use of modern technology (e.g. computer, tablet, internet) for educational purposes, with 45% strongly supporting and 37% somewhat supporting. Only 15% are less supportive, and 3% do not support it at all as shown in Figure 8. Overall, 74% of parents observe a positive impact, with 38% strongly affirming and 36% somewhat affirming its benefits. Meanwhile, 15% see little positive impact, and 11% see none as can be seen in Figure 9. This confirms the general positivity toward educational technology observed in the previous question and aligns with the thesis's exploration of technology's role in enhancing education outside traditional settings. The low level of non-support might reflect concerns about screen time or the quality of digital content.

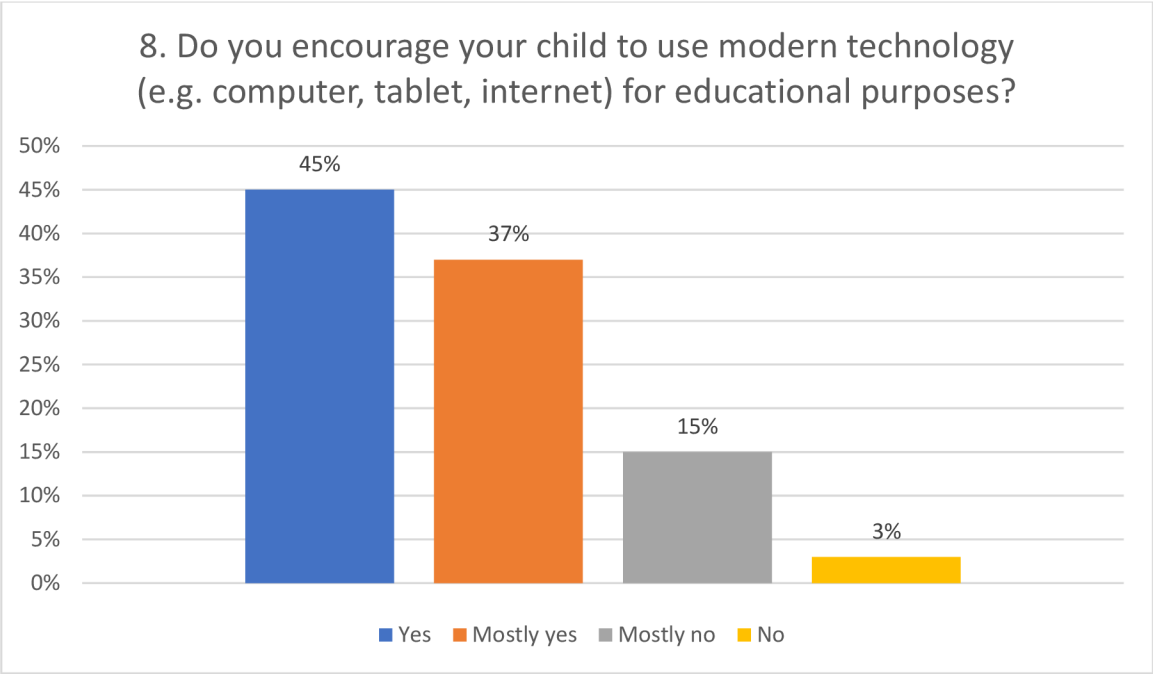

Figure 8. Do you encourage your child to use modern technology (e.g. computer, tablet, internet) for educational purposes?

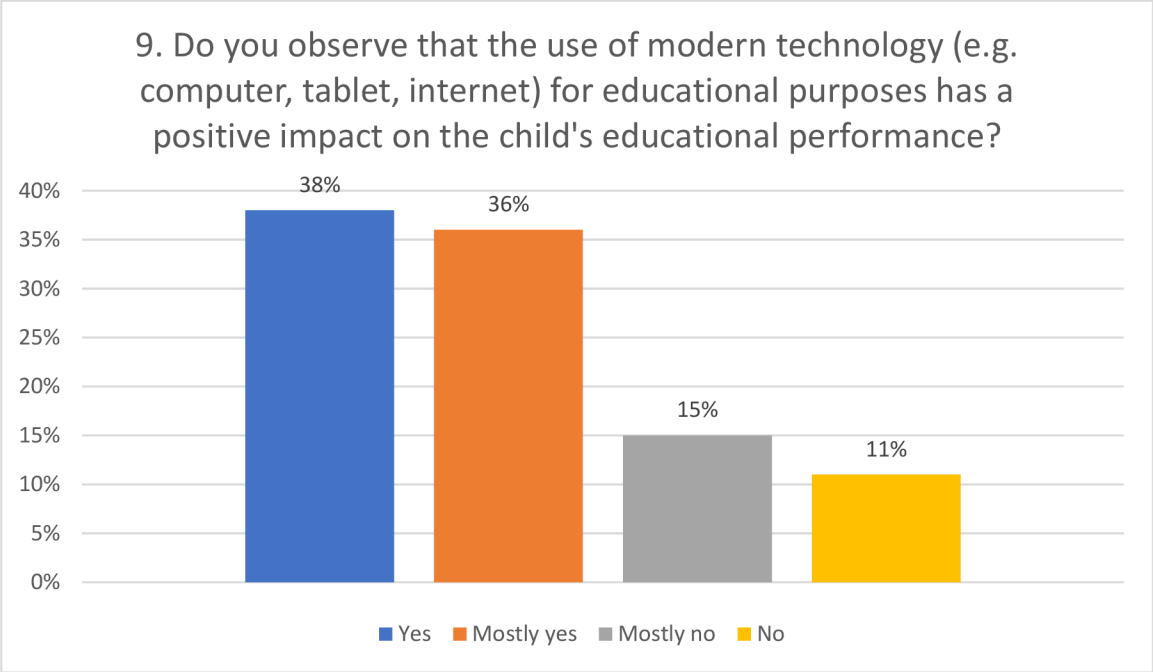

Figure 9. Do you observe that the use of modern technology (e.g. computer, tablet, internet) for educational purposes has a positive impact on the child's educational performance?

Over half of the respondents as shown in Figure 10, 62%, use educational games or apps with their children, with 34% doing so regularly and 28% sometimes. About 20% rarely use them, and 18% never do. Figure 11 shows that two-thirds of respondents believe that playing educational games or apps has a positive impact on their child's learning outcomes (66% combined "Yes" and "Mostly Yes"). This suggests that interactive and engaging educational methods are valued by parents and seen as effective in enhancing learning outside the

classroom.

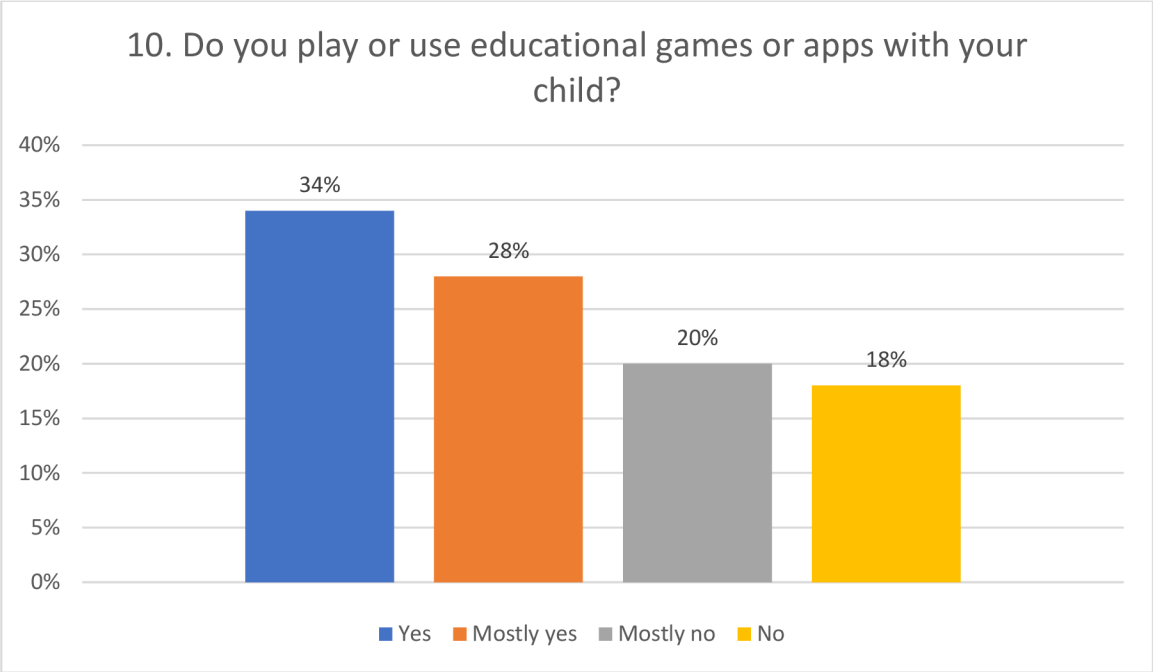

Figure 10. Do you play or use educational games or apps with your child?

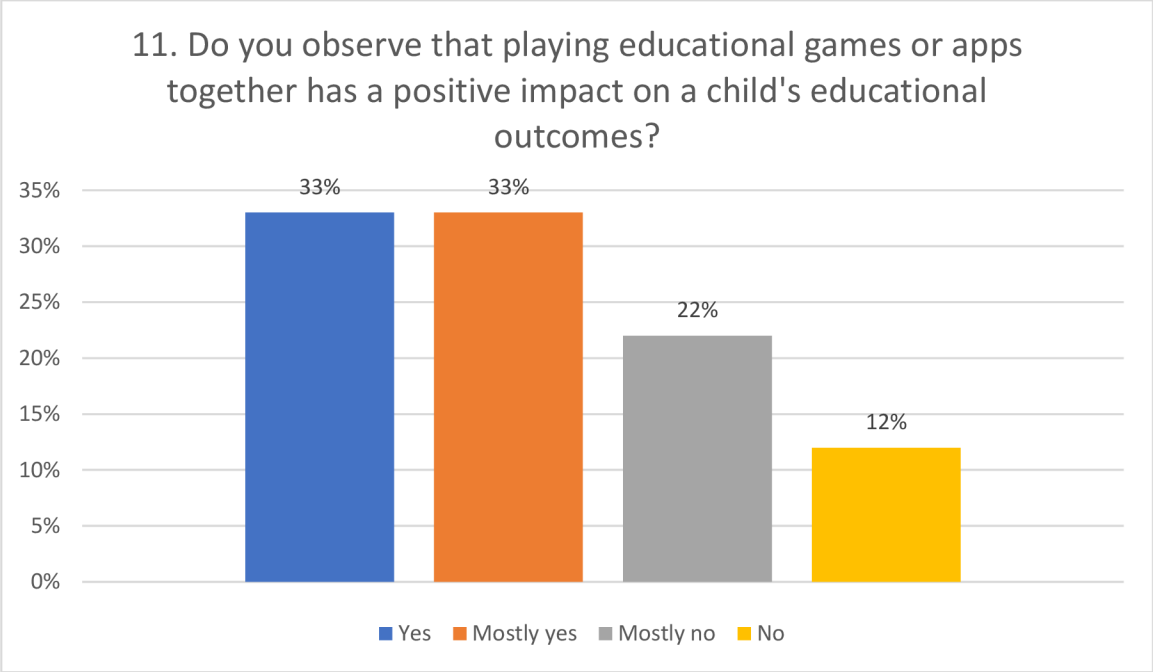

Figure 11. Do you observe that playing educational games or apps together has a positive impact on a child's educational outcomes?

The majority of parents (79% combined) report that their children engage with tasks or projects independently at home, which shows a high level of autonomous learning as shown in Figure 12. A significant proportion of parents (77% combined "Yes" and "Mostly Yes") feel that the independent tasks or projects have a positive impact on their child's educational outcomes as can be seen in Figure 13. This could suggest that when children are engaged and

interested, they gain more from their educational experiences, highlighting the importance of aligning educational activities with children's interests.

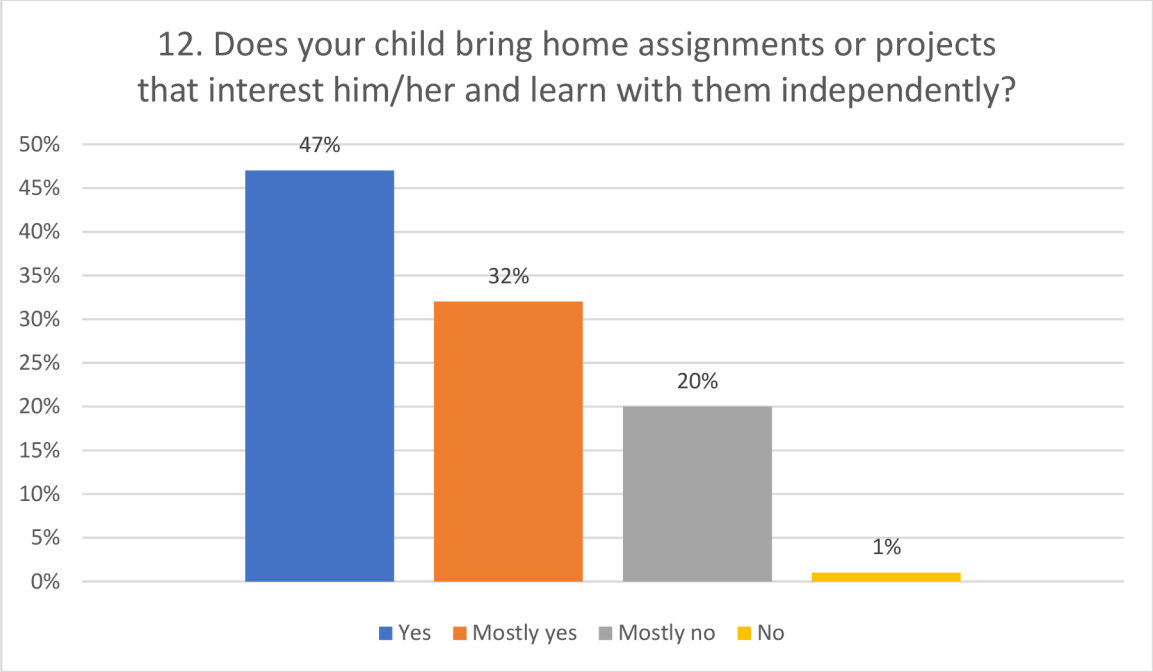

Figure 12. Does your child bring home assignments or projects that interest him/her and learn with them independently?

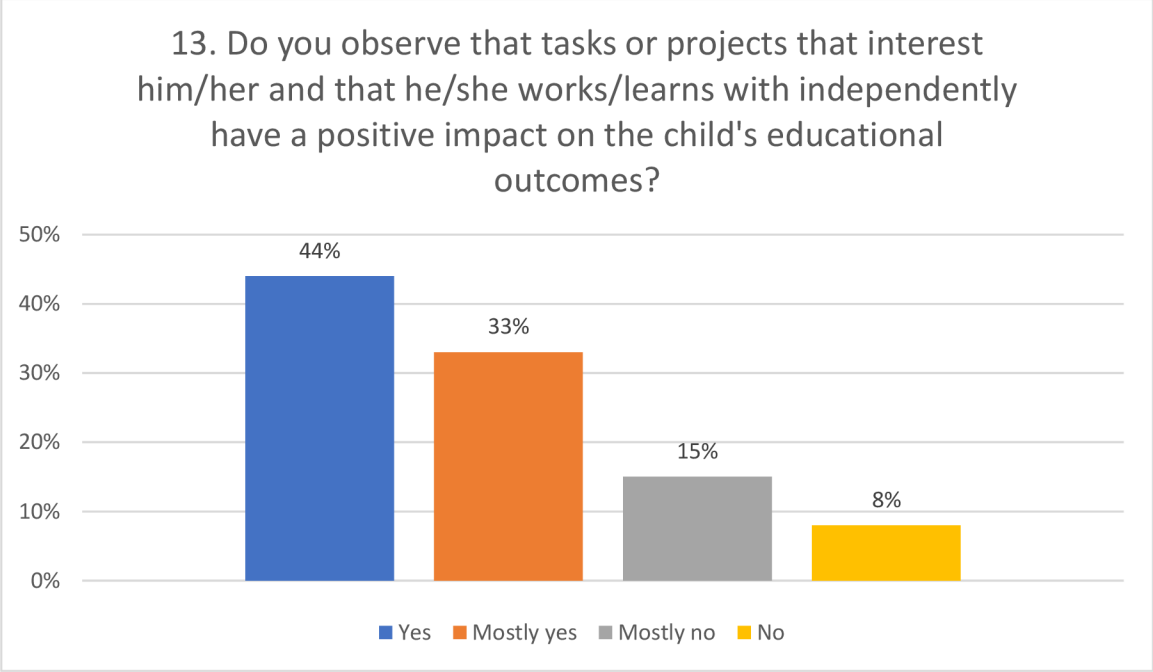

Figure 13. Do you observe that tasks or projects that interest him/her and that he/she works/learns with independently have a positive impact on the child's educational outcomes?

Analysis of question 14 and 15 which results are shown in Figure 14 and Figure 15 reveals strong engagement with digital resources among young learners. Approximately 69% of parents reported their children watch educational videos or tutorials online, highlighting the

integration of technology in learning outside the traditional classroom. Additionally, 67% of respondents perceive a positive impact of these digital tools on educational outcomes. This correlation suggests that digital resources are essential for enhancing learning experiences and outcomes, confirming the assumption that technology plays a vital role in modern education.

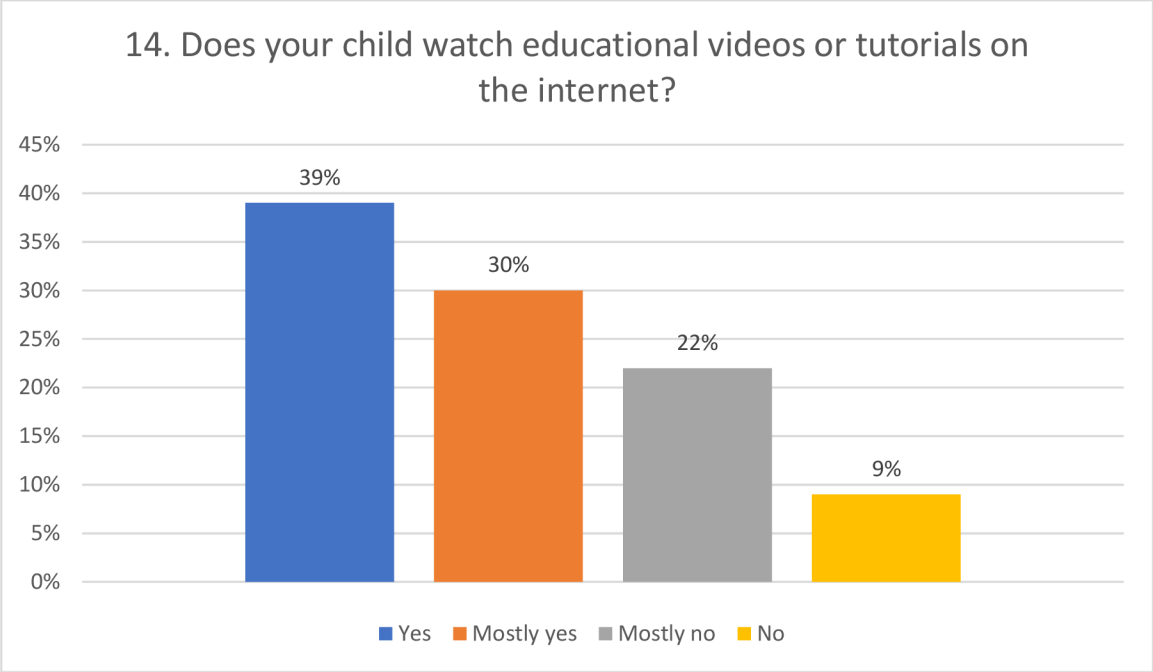

Figure 14. Does your child watch educational videos or tutorials on the internet?

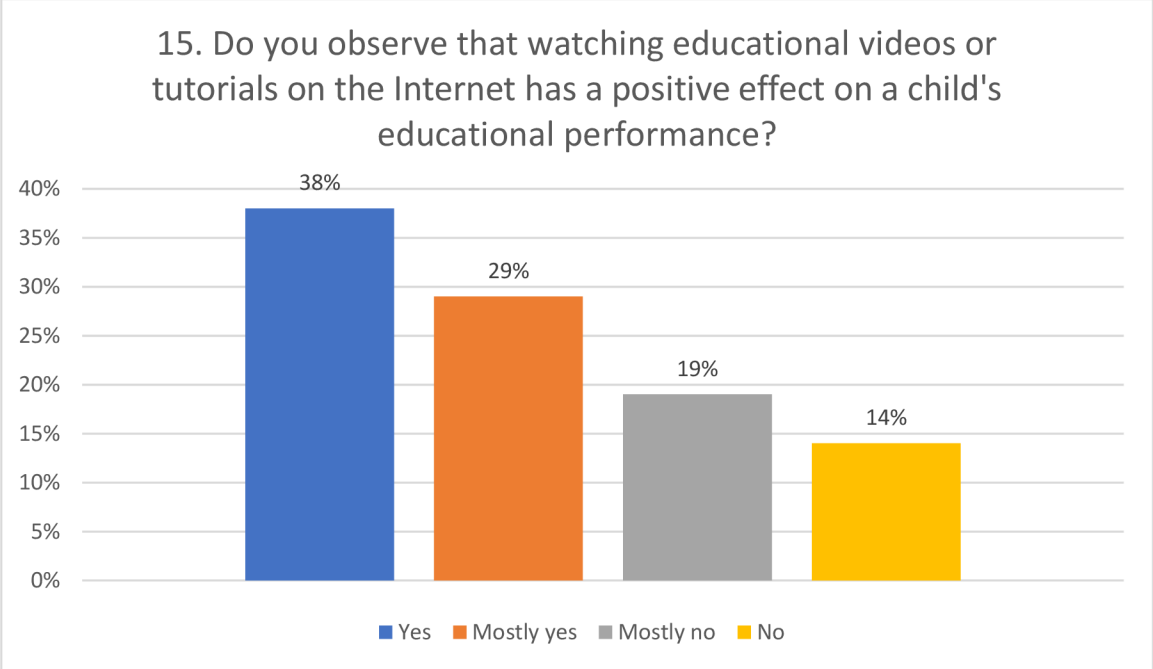

Figure 15. Do you observe that watching educational videos or tutorials on the Internet has a positive effect on a child's educational performance?

A significant majority of parents engage in discussions with their children about their interests and topics they are studying independently. Around 81% of parents engage in such

discussions, with 87% observing positive impacts on their children's educational results as can be seen in Figure 16 and Figure 17. This finding supports the assumption that parental involvement is crucial in fostering an effective learning environment outside of formal educational settings.

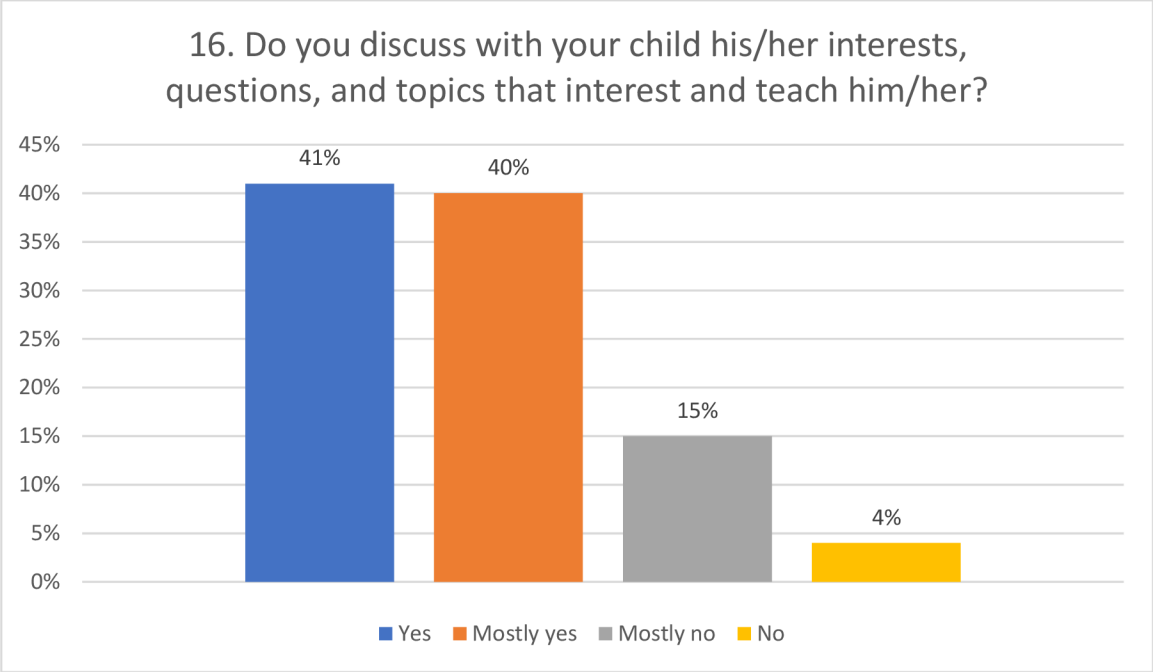

Figure 16. Do you discuss with your child his/her interests, questions, and topics that interest and teach him/her?

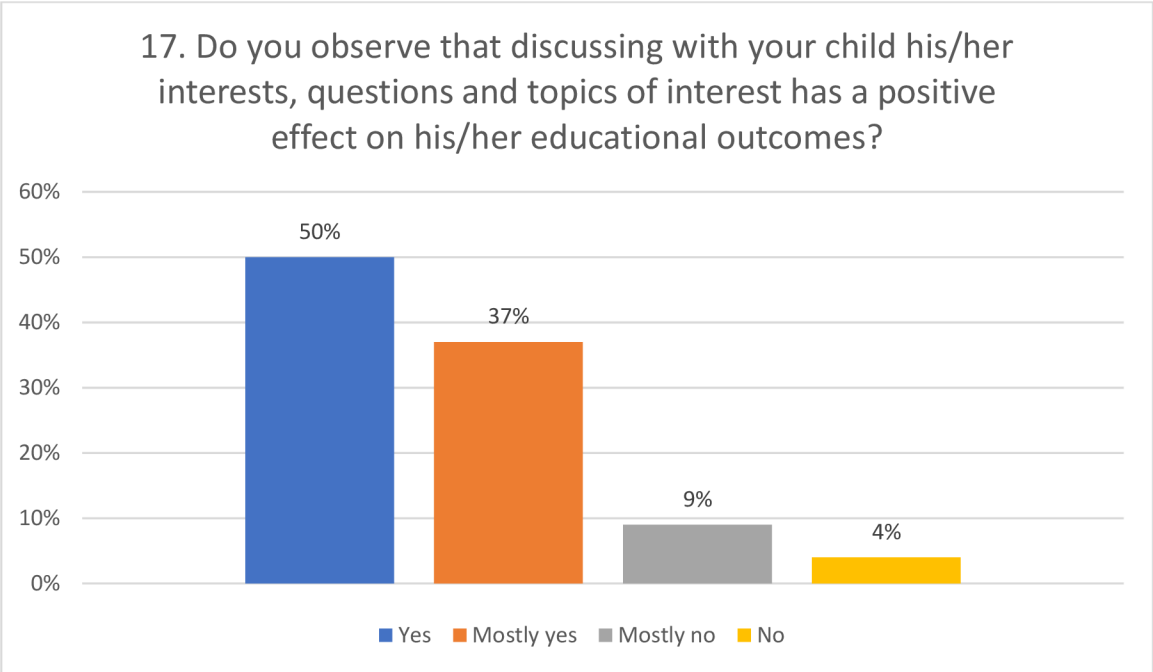

Figure 17. Do you observe that discussing with your child his/her interests, questions and topics of interest has a positive effect on his/her educational outcomes?

Engagement in educational activities such as excursions and special events shows that 82% of parents have facilitated such experiences for their children (Figure 18). Of those, 80%

noted a positive effect on their child's learning outcomes (Figure 19). This emphasizes the value of real-world experiences in reinforcing classroom knowledge and skills, aligning with the assumption that experiential learning significantly enhances educational success.

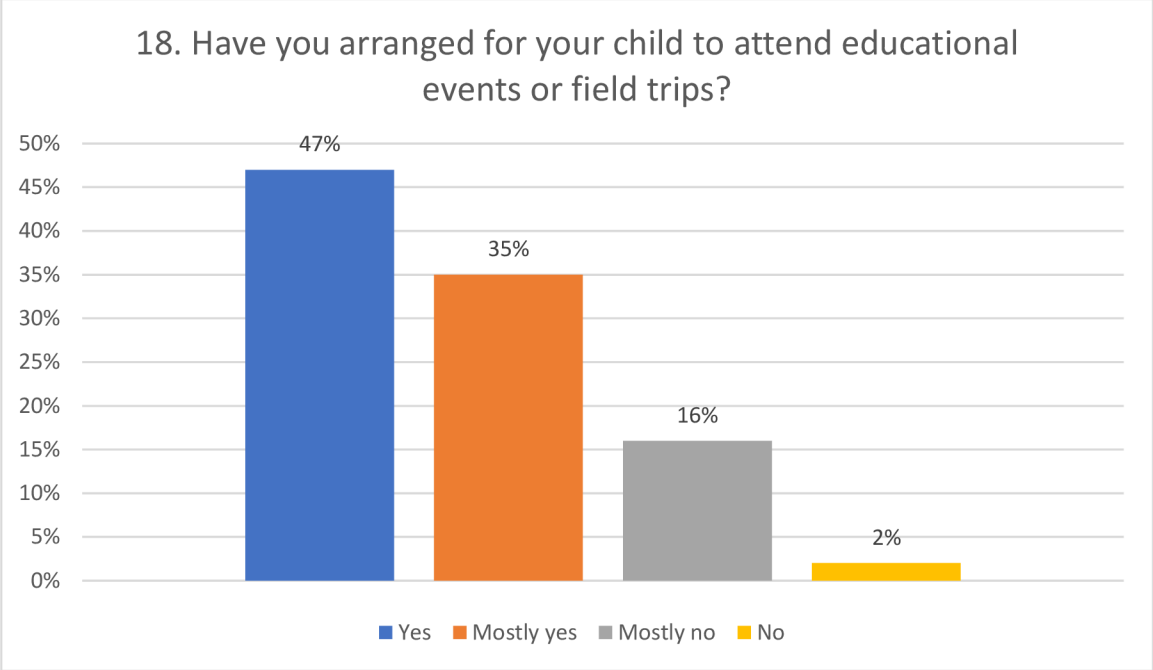

Figure 18. Have you arranged for your child to attend educational events or field trips?

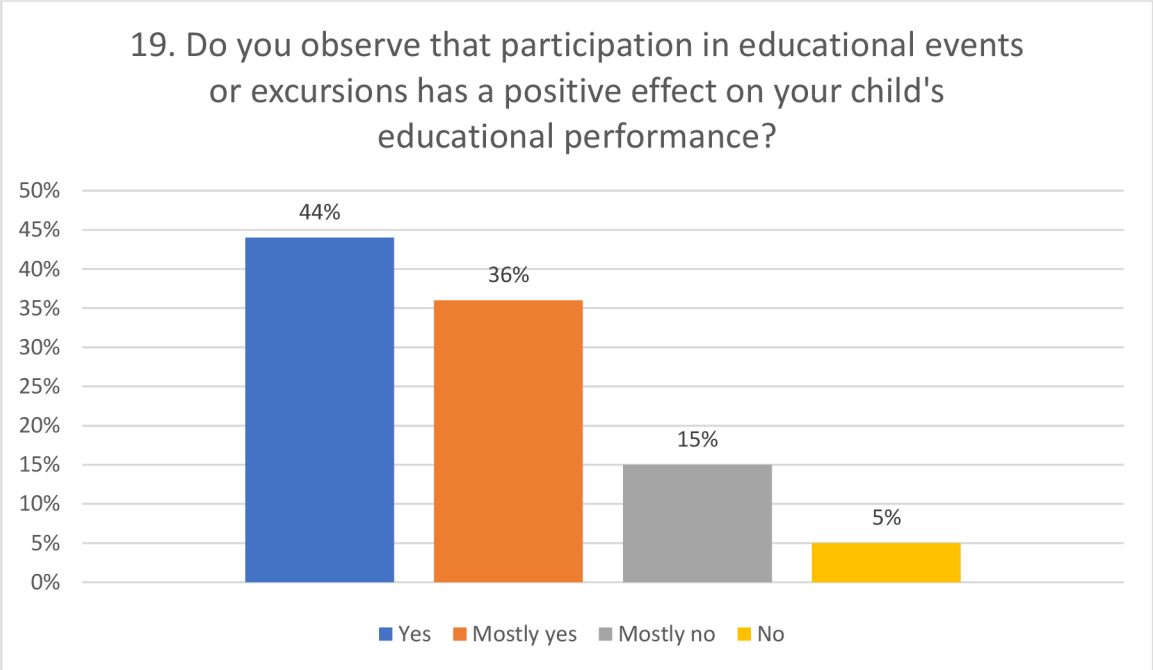

Figure 19. Do you observe that participation in educational events or excursions has a positive effect on your child's educational performance?

Participation in creative activities like music, dance, and theatre is also prevalent, with 78% of parents encouraging these activities as shown in Figure 20. Furthermore, 78% of parents acknowledge the positive impact these activities have on their children's educational results as

can be seen in Figure 21. This suggests that creative engagements are not only popular but also seen as beneficial for cognitive and emotional development.

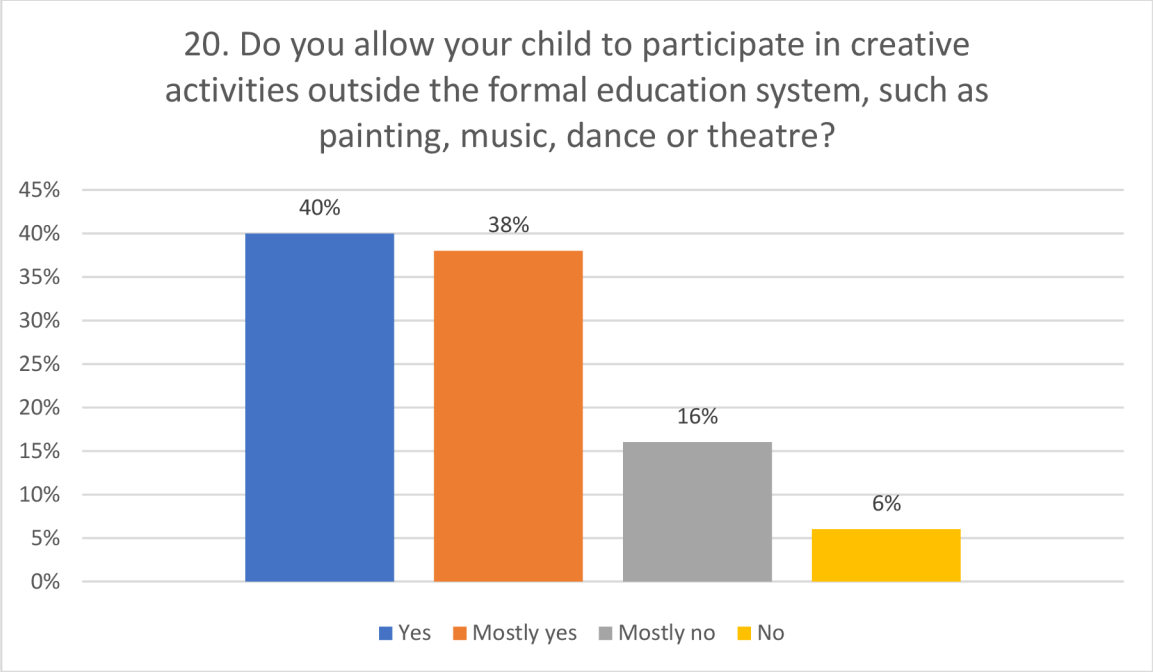

Figure 20. Do you allow your child to participate in creative activities outside the formal education system, such as painting, music, dance or theatre?

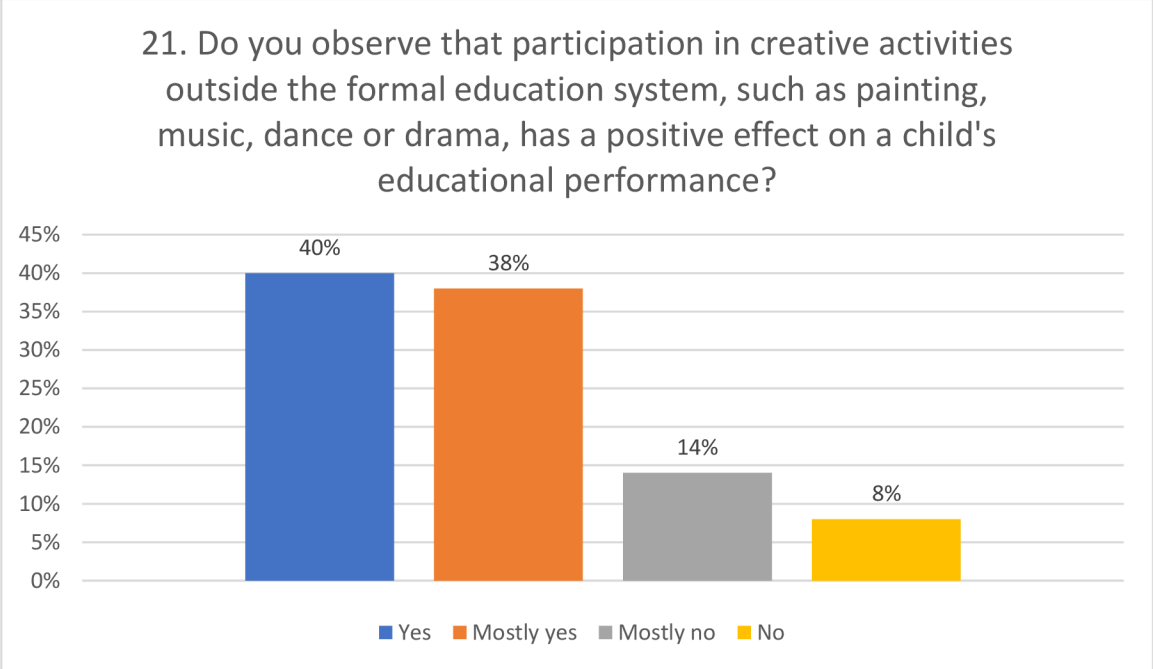

Figure 21. Do you observe that participation in creative activities outside the formal education system, such as painting, music, dance or drama, has a positive effect on a child's educational performance?

A significant proportion of children participate in developmental projects; 75% of respondents indicate their children are involved in such activities, as can be seen in Figure 22. Parental observations confirm the benefits, with 73% reporting positive developmental impacts,

shown in Figure 23. These findings highlight the important role of structured projects in fostering practical skills and reinforcing learning outside the traditional classroom setting.

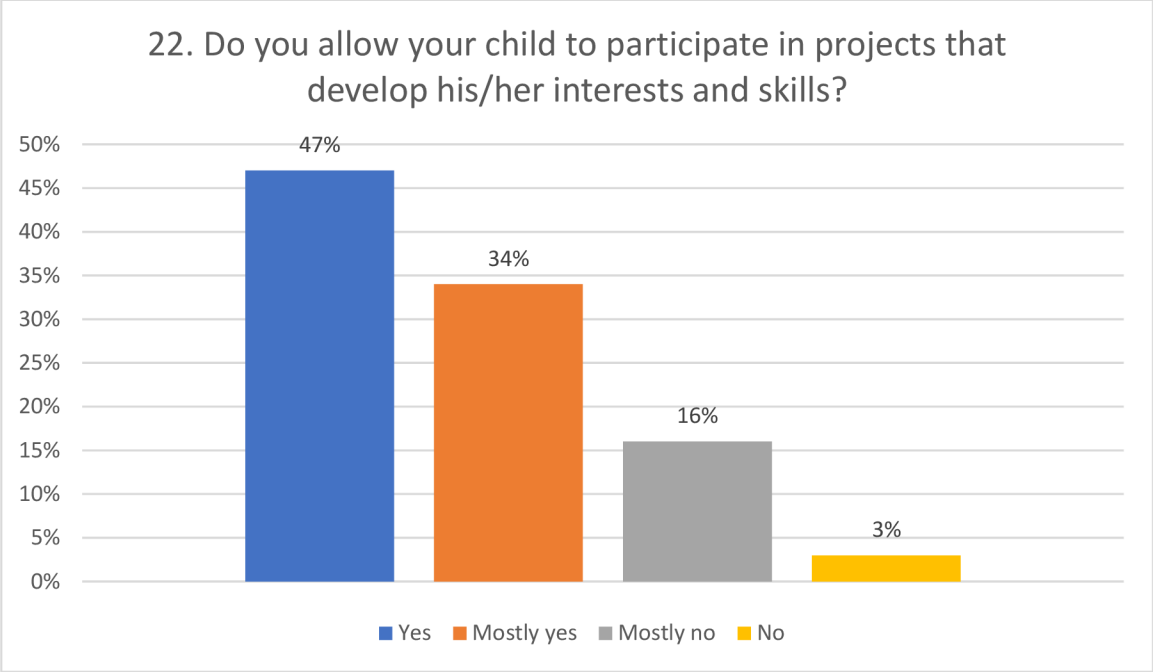

Figure 22. Do you allow your child to participate in projects that develop his/her interests and skills?

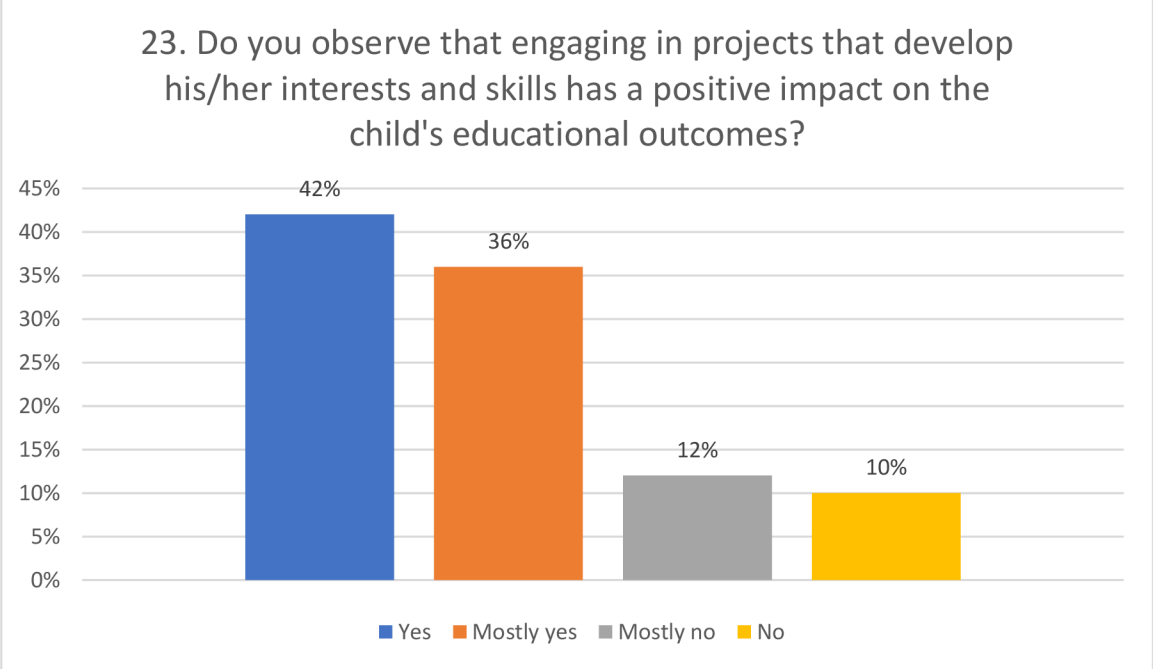

Figure 23. Do you observe that engaging in projects that develop his/her interests and skills has a positive impact on the child's educational outcomes?

The data reveals a strong parental endorsement for involving their children in community-based learning activities like visiting libraries and museums. Approximately 46.5% of respondents somewhat support this, with 33.3% strongly supporting the idea, as shown in Figure 24. Furthermore, 40% have observed a positive impact on their child's educational

outcomes from these activities, reinforcing the belief in the value of such experiences as can be seen in Figure 25.

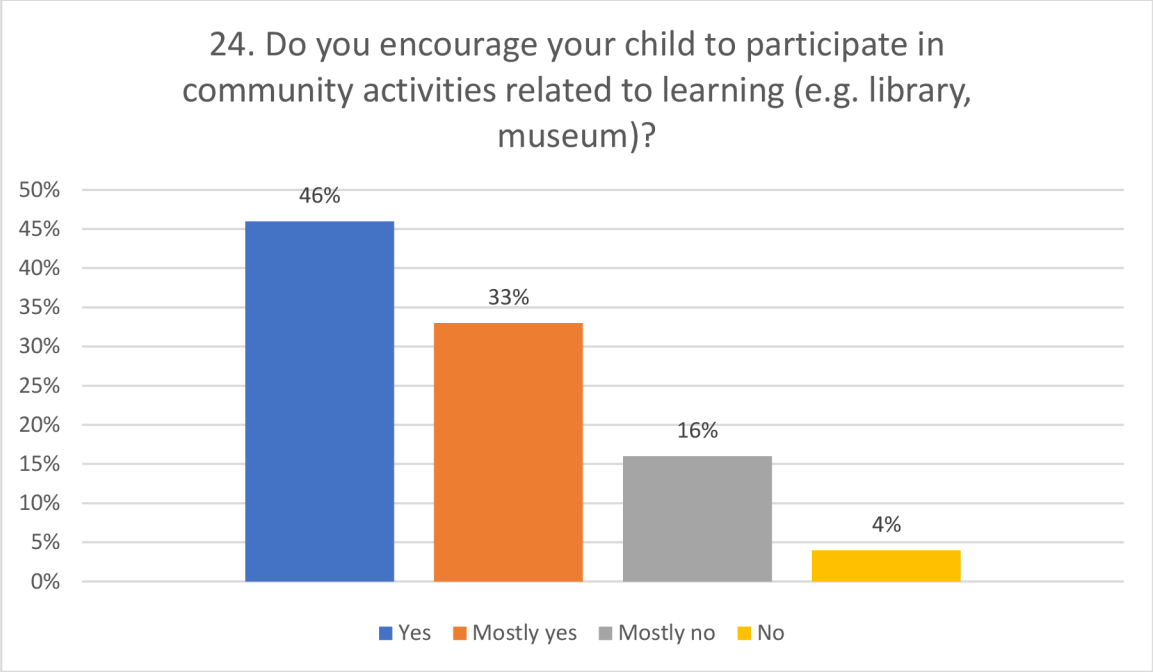

Figure 24. Do you encourage your child to participate in community activities related to learning (e.g. library, museum)?

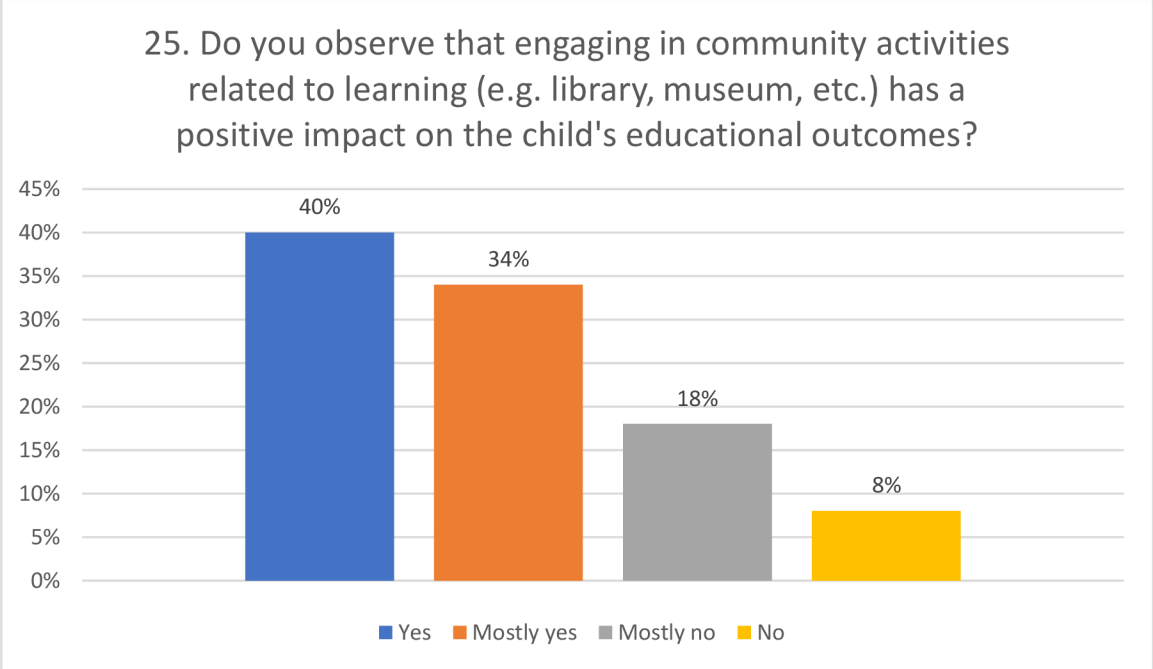

Figure 25. Do you observe that engaging in community activities related to learning (e.g. library, museum, etc.) has a positive impact on the child's educational outcomes?

A significant majority of parents, 49.5%, are somewhat aware of extracurricular educational activities that could benefit their children, with 34.7% fully aware, as indicated in Figure 26. Regarding participation frequency, 44% of children engage in these activities

weekly, highlighting a robust engagement outside the classroom as can be seen in Figure 27.

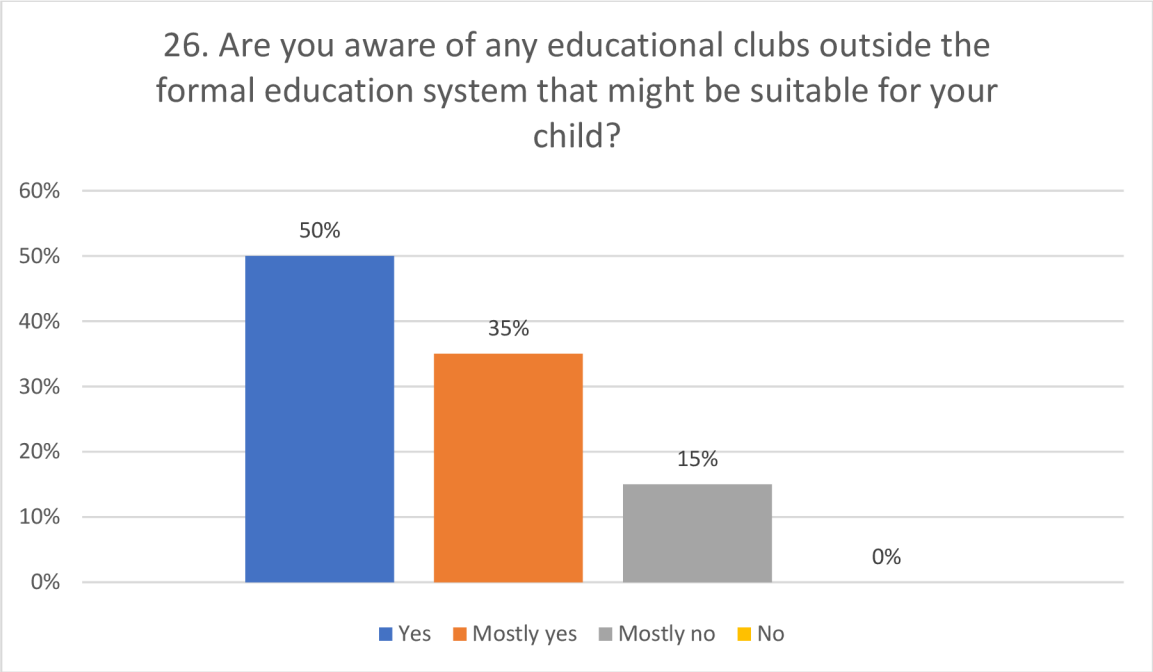

Figure 26. Are you aware of any educational clubs outside the formal education system that might be suitable for your child?

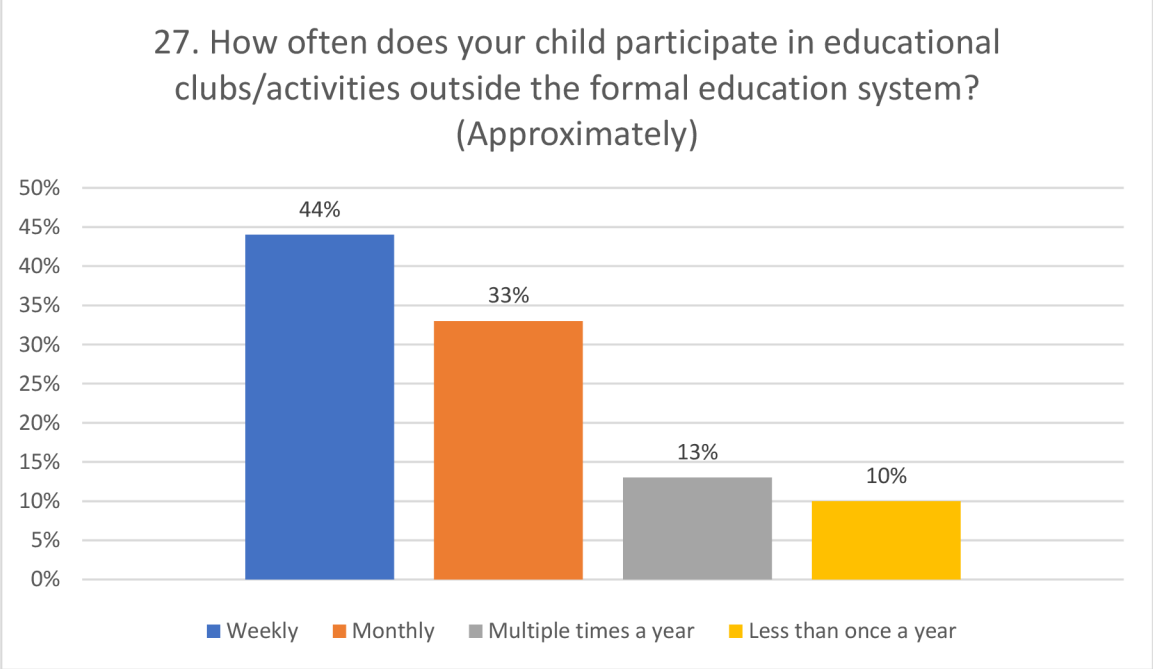

Figure 27. How often does your child participate in educational clubs/activities outside the formal education system? (Approximately)

Parents largely hold a positive view of the role of extracurricular activities in their child's development, with 43% agreeing and 36% somewhat agreeing, as shown in Figure 28.

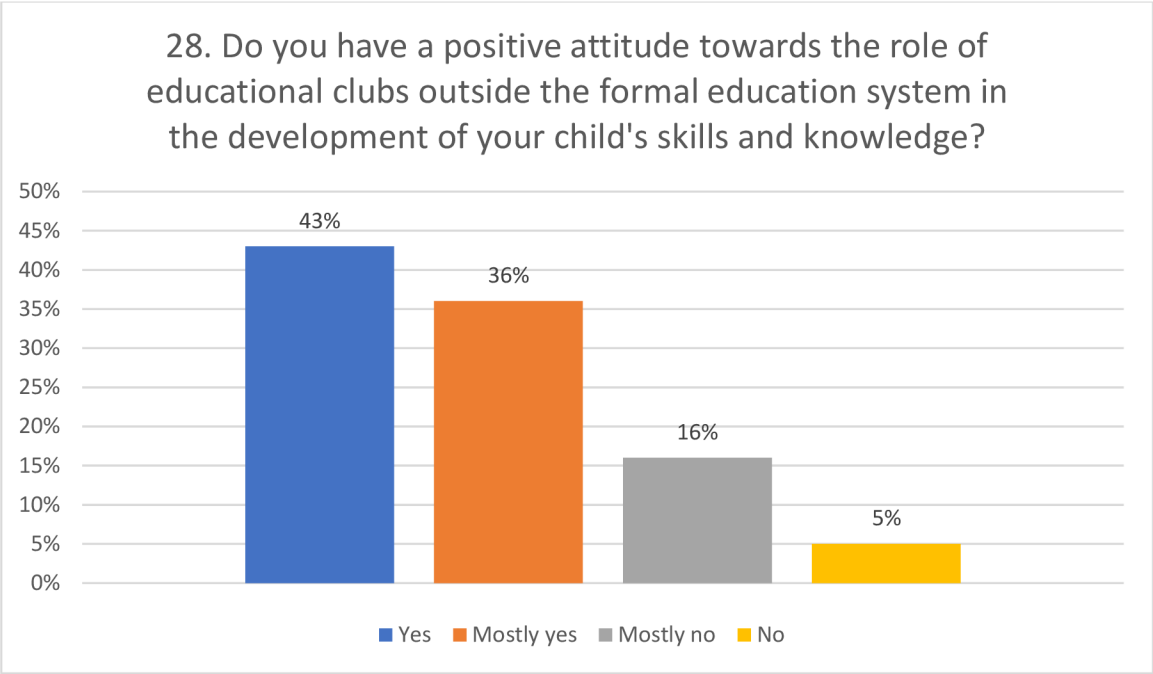

Figure 28. Do you have a positive attitude towards the role of educational clubs outside the formal education system in the development of your child's skills and knowledge?

There is strong support for collaboration among parents, educators, and community members to enhance educational opportunities outside the formal system. 40% strongly agree that such cooperation provides better educational outcomes, with 38% somewhat agreeing, as depicted in Figure 29. Additionally, 41% are more inclined to actively collaborate to support informal education, demonstrating a community-driven approach to learning enhancement as can be seen in Figure 30.

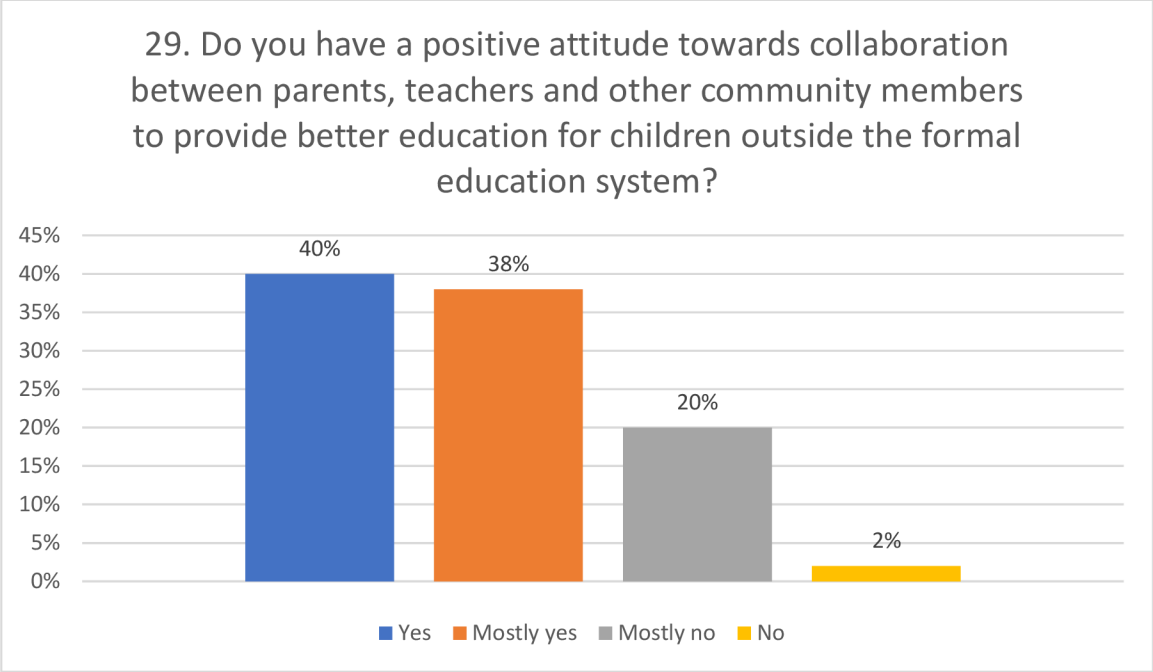

Figure 29. Do you have a positive attitude towards collaboration between parents, teachers and other community

members to provide better education for children outside the formal education system?

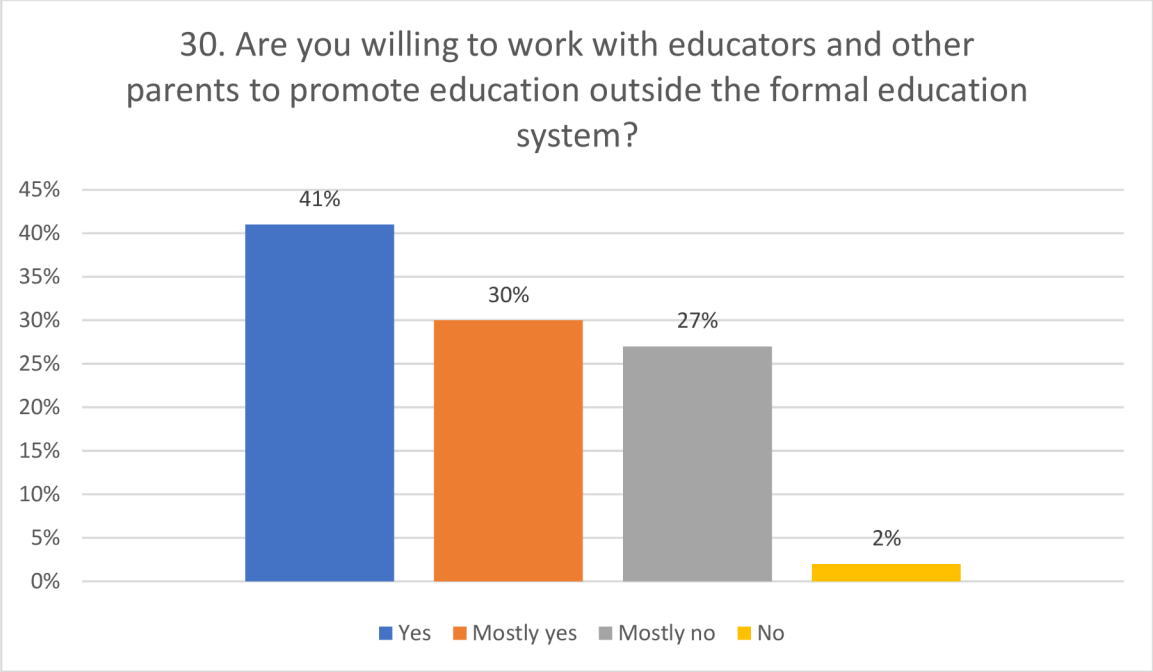

Figure 30. Are you willing to work with educators and other parents to promote education outside the formal education system?

A substantial portion of parents believe they should play an active role in their child's education outside of formal settings, with 40% somewhat agreeing and 32% agreeing, as illustrated in Figure 31. Moreover, 54% are willing to contribute actively to strengthening the role of various community stakeholders in informal education, showing a commitment to a holistic educational environment as is shown in Figure 32.

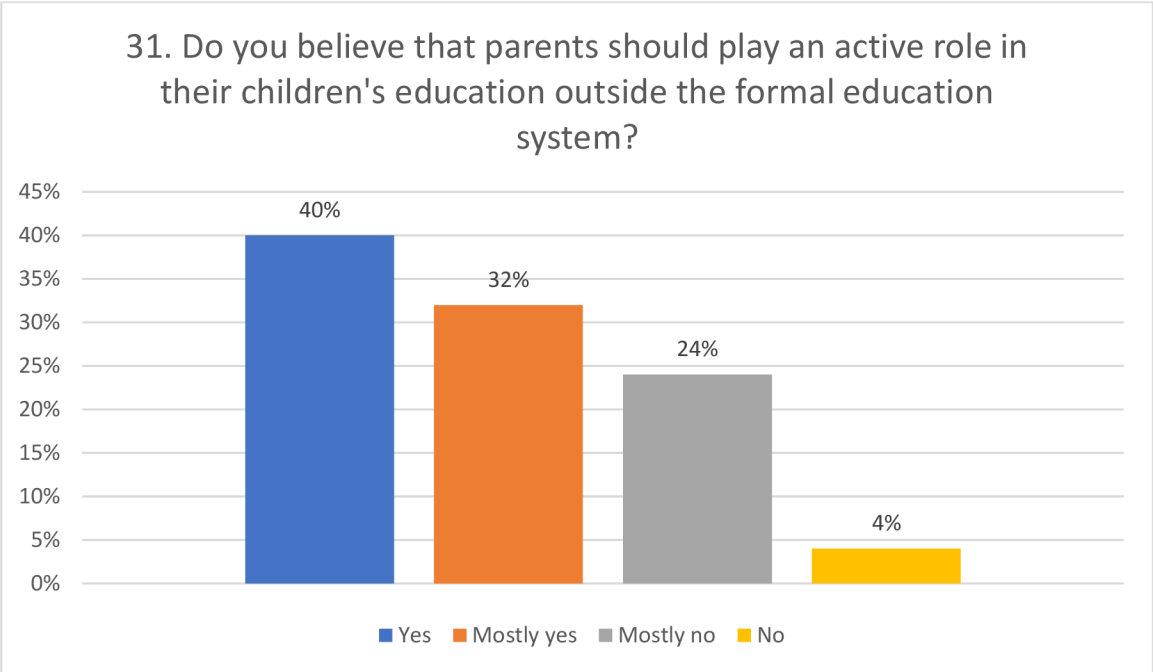

Figure 31. Do you believe that parents should play an active role in their children's education outside the formal

education system?

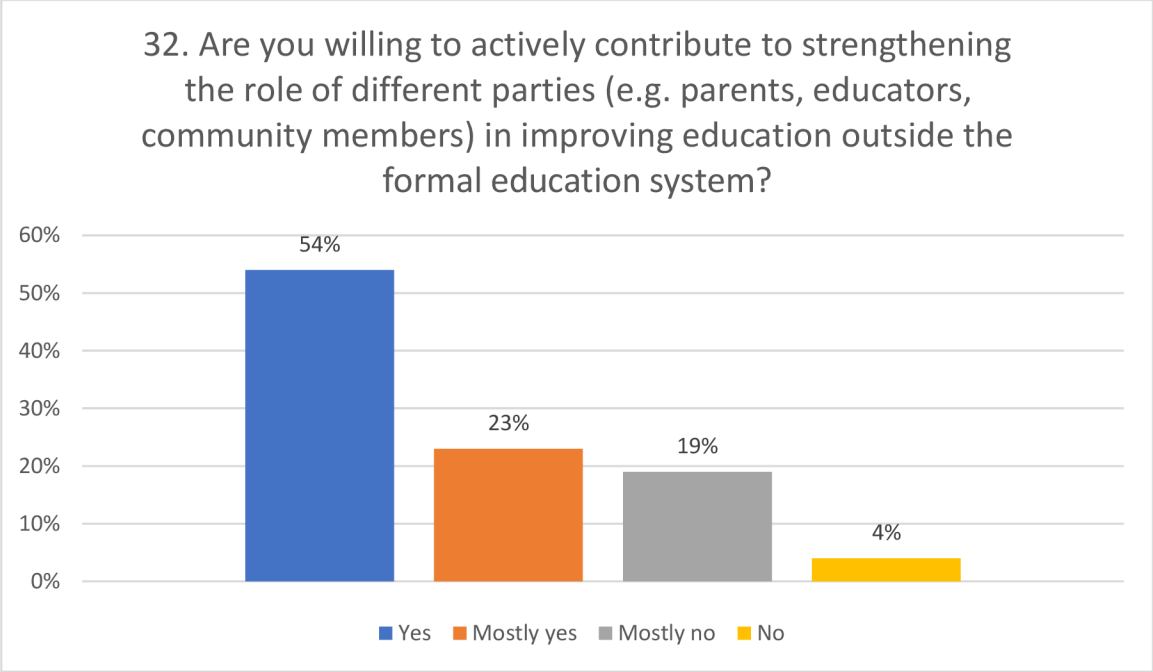

Figure 32. Are you willing to actively contribute to strengthening the role of different parties (e.g. parents, educators, community members) in improving education outside the formal education system?

3.5 Discussion

For the practical part of this bachelor's thesis, it was looked at how young pupils in Prague, ages three to twelve, learn outside of the classroom. Several informal educational activities were examined and how they affect pupils' performance in education, and how parents and other stakeholders fit into this picture. Verifying if children's cognitive, social, and emotional development is benefited by informal educational settings was the aim.

The main aim of investigating the many ways that young learners learn outside of the classroom was successfully accomplished. The findings revealed that the vast majority of parents, 76.8%, saw positive effects from their children's engagement in organized activities outside of school. This demonstrates the efficacy of informal schooling. The fact that 74% of parents believe that technological engagement has a good impact on their children's educational performance (Figure 9) indicates the success of this approach, demonstrating the importance of technology and structured activities outside of the classroom in education.

The secondary aims of the research were also adequately met:

- The research of popular ways for learners to acquire knowledge outside of school found a wide range of activities, including technological exchanges, courses, and workshops. This was reinforced by survey data demonstrating diverse engagement, as seen in Figures 26 and 27.
- The study of the influence of informal education on learner performance revealed that this type of education is good, as demonstrated by favourable parental feedback. For example, Figure 4 reveals that 76.8% of parents reported favourable effects from their children's participation in planned informal activities.
- The examination of stakeholders' roles found that parents are heavily active in their children's educational activities, confirming substantial involvement (82% of parents support these activities, as shown in Figure 18) and fundamental influence of these parties.

The main assumption was that participating in informal learning activities outside of the traditional classroom environment has a significant positive impact on the cognitive, social, and emotional development of young learners in the Prague region. This assumption was proven. According to the research, the majority of parents reported that participating in informal educational activities had a beneficial impact on numerous elements of their children's development. The high percentages of positive feedback that we can see in all graphs proves

that assumption was adequate.

Secondary assumptions:

- Technological involvement and hands-on activities, which have a beneficial impact on learner's knowledge and skills, were critical in supporting the theory regarding the fundamental ways learners gain knowledge.
    - This assumption was proven. The data revealed that 74% of parents reported a good influence of technology on their children's learning (Figure 9), and several hands-on activities were identified as useful, as shown in Figures 4 and 27.
- The positive influence of informal educational systems on leaner outcomes was confirmed by positive parental responses.
    - This assumption was also proven. In results from all questions where influence of informal education was evaluated, we can see strong agreement from the parents, that informal education has positive effect on their child's education.
- Active participation by stakeholders in their children's educational process promotes effective informal education.
    - According to the survey results, 93% of parents actively support their children's educational activities (Figure 3), indicating the importance of stakeholders in ensuring the effectiveness of informal education, meaning that this assumption was also proven. Also, most of the parents said that they are willing to collaborate with the teacher on the education of their children.

With the insights gained, observations of activities and in-depth interviews with children would provide a more complete picture of how the informal educational setting effects their development. A qualitative methodology may also be beneficial in identifying certain aspects of informal learning that a quantitative survey would miss.

During the research, issues relating to the limited scope of respondents, which could impair the depth of data interpretation, were discovered. Future studies should involve a wider spectrum of individuals from diverse socioeconomic groups to better reflect the population's variety. Improved access to technology in schools or at home could have a big impact on outcomes, while economic and social changes in the population could provide new difficulties and opportunities for informal learning.

The study found that informal education is an effective supplement to standard

schooling. Technology, family support, and practical activities have a big impact on learner progress. As a result, it is critical to continue supporting and improving these components of the educational system in order to achieve improved educational outcomes and contribute to the overall development of learners in the region.

3.6 Conclusion

The purpose of this bachelor's thesis was to investigate and comprehend the numerous ways in which young learners aged 3 to 12 in the Prague region gain knowledge and abilities outside of the regular classroom setting. By examining informal educational activities and their effects on children's cognitive, social, and emotional development, this study aims to highlight the importance and efficacy of informal education.

The research findings indicated that informal learning activities have a substantial impact on the overall development of young learners. The data gathered from parents offered strong support for the concept that informal educational contexts benefit children's development. Key findings include 74% of parents reporting that using technology improved their children's learning outcomes, underlining the need of incorporating current technological tools into schooling. Furthermore, 76.8% of parents reported favourable outcomes from their children's participation in organized informal educational activities, emphasizing the value of structured learning experiences outside of the regular classroom. Furthermore, an impressive 82% of parents actively support and encourage their children's engagement in educational activities, emphasizing the importance of parental involvement in the success of informal education.

The primary and secondary research objectives were satisfactorily attained. The study provided a comprehensive analysis of how learners acquire knowledge through a variety of informal activities, demonstrated the positive impact of informal education on learner performance, and emphasized the critical role of stakeholders, particularly parents, in supporting educational activities.

The thesis's core claim, that engaging in informal learning activities outside of the traditional classroom environment has a significant positive impact on young learners' cognitive, social, and emotional development, was validated. The significant percentage of favourable feedback from parents about the benefits of these activities supported this idea.

In terms of research methodology, integrating quantitative and qualitative approaches could lead to a better understanding of how children perceive and benefit from informal learning opportunities. Future research should include in-depth interviews and observational data to capture the subtle effects of these training activities. The challenges found throughout the research, such as the limited breadth of respondents, highlight the necessity for future studies

to include a bigger and more diverse group of participants. Furthermore, increasing access to technology and taking socioeconomic considerations into account will be critical in better understanding and improving the effectiveness of informal education.

This thesis has shown that informal education is an essential supplement to traditional schooling, playing an important part in the overall development of young learners. By continuing to promote and create informal educational environments, such as technological integration, family assistance, and practical activities, we can improve educational outcomes and contribute to learner's overall growth and success in the Prague region. The findings emphasize the necessity of a collaborative approach involving educators, parents, and the community in building a strong and effective educational ecosystem.

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6 Attachments

6.1 Questionnaire

1. Jak staré je vaše dítě? (3 - 6 let / 6 - 12 let) [Cíl: Zjistit věkovou skupinu dětí.]

2. Do jakého typu školy chodí vaše dítě? (Mateřská škola / Domácí vzdělávání – Homeschooling / Základní škola / Nižší gymnázium / Jiné) [Cíl: Identifikovat školní typ, který děti navštěvují.]

3. Podporujete své dítě v jeho/jejích aktivitách mimo formální vzdělávací systém? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče podporují děti v jejich mimoškolních aktivitách.]

4. Navštěvuje vaše dítě kurzy, workshopy nebo jiné organizované aktivity mimo formální vzdělávací systém? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda děti navštěvují organizované aktivity mimo školu.]

5. Pozorujete, že kurzy, workshopy nebo jiné organizované aktivity mimo formální vzdělávací systém mají pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv u organizované aktivity mimo formální vzdělávací systém na vzdělávání dětí.]

6. Poskytujete svému dítěti přístup ke knihám, časopisům nebo jiným tištěným materiálům mimo formální vzdělávací systém? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče poskytují dětem tištěné materiály pro učení mimo formální vzdělávací systém.]

7. Pozorujete, že přístup ke knihám, časopisům nebo jiným tištěným materiálům mimo formální vzdělávací systém má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv na základě přístupu dětí k tištěným materiálům pro učení mimo formální vzdělávací systém.]

8. Podporujete své dítě v používání moderních technologií (např. počítač, tablet, internet) pro vzdělávací účely? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče podporují využívání moderních technologií v rámci učení mimo formální vzdělávací systém.]

9. Pozorujete, že používání moderních technologií (např. počítač, tablet, internet) pro vzdělávací účely má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv na vzdělávání u dětí při využívání moderních technologií v rámci učení mimo formální vzdělávací systém.]

10. Hrajete nebo používáte společně s dítětem vzdělávací hry nebo aplikace? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče hrají nebo používají společně s dítětem vzdělávací hry nebo aplikace.]

11. Pozorujete, že společné hraní vzdělávacích her nebo aplikací má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv hraní vzdělávacích her nebo aplikací s dítětem na vzdělávací výsledky dítěte.]

12. Přináší vaše dítě domů úkoly nebo projekty, které ho/ji zajímají a učí se s nimi samostatně? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda dítě nosí domů úkoly a projekty a pracuje na nich samostatně.]

13. Pozorujete, že úkoly nebo projekty, které ho/ji zajímají a pracuje/učí se s nimi samostatně mají pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv samostatné práce děti na jejich úkolech a projektech na vzdělávací výsledky.]

14. Sleduje vaše dítě vzdělávací videa nebo tutoriály na internetu? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda dítě sleduje vzdělávací videa a tutoriály na internetu.]

15. Pozorujete, že sledování vzdělávacích videí nebo tutoriálů na internetu má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv sledování videí a tutoriálů na internetu na vzdělávací výsledky dětí.]

16. Diskutujete s dítětem o jeho/jejích zájmech, otázkách a tématech, které ho/ji zajímají a učí se tím? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče diskutují s dítětem o jeho zájmech, otázkách a tématech, které ho zajímají.]

17. Pozorujete, že diskutování s dítětem o jeho/jejích zájmech, otázkách a tématech, které ho/ji zajímají má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv diskuse o oblíbených zájmech a tématech dětí na jejich vzdělávací výsledky.

18. Zajistili jste pro své dítě účast na vzdělávacích akcích nebo exkurzích? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče dětem zajistili účast na vzdělávací akcích a exkurzích.]

19. Pozorujete, že účast na vzdělávacích akcích nebo exkurzích má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv vzdělávacích akcí nebo exkurzí na vzdělávací výsledky dětí.]

20. Umožňujete svému dítěti účast na kreativních aktivitách mimo formální vzdělávací systém, jako je malování, hudba, tanec nebo divadlo? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče umožňují dětem účast na kreativních aktivitách jako je malování, hudba, tanec nebo divadlo.]

21. Pozorujete, že účast na kreativních aktivitách mimo formální vzdělávací systém, jako je malování, hudba, tanec nebo divadlo má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv kreativních aktivit mimo formální vzdělávací systém, jako je malování, hudba, tanec nebo divadlo na vzdělávací výsledky dětí.]

22. Umožňujete svému dítěti zapojit se do projektů, které rozvíjejí jeho/její zájmy a dovednosti? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče umožnují dětem zapojit se do projektů, které rozvíjejí jejich zájmy a dovednosti.]

23. Pozorujete, že zapojení se do projektů, které rozvíjejí jeho/její zájmy a dovednosti má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují pozitivní vliv zapojení dětí do projektu, které rozvíjejí jeho/její zájmy na vzdělávací výsledky dítěte.]

24. Podporujete své dítě, aby se zapojilo do komunitních aktivit spojených s učením (např. knihovna, muzeum)? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče podporují, aby se dítě zapojovalo do komunitních aktivit spojených s učením (muzeum, knihovna).]

25. Pozorujete, že zapojování do komunitních aktivit spojených s učením (např. knihovna, muzeum atd.) má pozitivní vliv na vzdělávací výsledky dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče pozorují u dítěte pozitivní vliv na vzdělávací výsledky při zapojování do komunitních aktivit s učením (muzeum, knihovna).]

26. Máte povědomí o existenci vzdělávacích kroužků mimo formální vzdělávací systém, které by mohly být pro vaše dítě vhodné? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda mají rodiče povědomí o existenci vzdělávacích kroužků mimo formální vzdělávací systém, které by mohly být pro jejich dítě vhodné.]

27. Jak často se vaše dítě účastní vzdělávacích kroužků / aktivit mimo formální vzdělávací systém? (Přibližně)
    a) Týdně
    b) Měsíčně
    c) Několikrát ročně
    d) Méně než jednou ročně

    [Cíl: Zjistit frekvenci účasti dětí na vzdělávacích aktivitách mimo formální vzdělávací systém.]

28. Máte kladný postoj k roli vzdělávacích kroužků mimo formální vzdělávací systém ve vývoji dovedností a znalostí vašeho dítěte? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit jaký postoj má rodič k roli vzdělávacích kroužků mimo formální vzdělávací systém ve vývoji dovedností a znalostí svého dítěte.]

29. Máte kladný postoj ke spolupráci mezi rodiči, pedagogy a dalšími členy komunity, aby se dětem poskytovalo lepší vzdělávání mimo formální vzdělávací systém? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda rodiče mají kladný vztah ke spolupráci mezi sebou navzájem a mezi pedagogy za účelem poskytování lepšího vzdělávání mimo formální vzdělávací systém.]

30. Jste ochotni spolupracovat s pedagogy a dalšími rodiči, aby se podpořilo vzdělávání mimo formální vzdělávací systém? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda jsou rodiče ochotni spolupracovat s pedagogy a dalšími rodiči, aby podpořili vzdělávání mimo formální vzdělávací systém.]

31. Jste přesvědčeni, že rodiče by měli hrát aktivní roli ve vzdělávání svých dětí mimo formální vzdělávací systém? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda jsou rodiče přesvědčení, že by měli hrát aktivní roli ve vzdělávání svých dětí mimo formální vzdělávací systém.]

32. Jste ochotni aktivně přispívat k posílení role různých stran (např. rodiče, pedagogové, členové komunity) při zlepšování vzdělávání mimo formální vzdělávací systém? (Spíše ANO / Spíše NE / ANO / NE) [Cíl: Zjistit, zda jsou rodiče ochotni aktivně přispívat k posílení role různých stran (např. rodiče, pedagogové, členové komunity) při zlepšování vzdělávání mimo formální vzdělávací systém.]