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WORK PACKAGE N° 13

"HOW TO DISTINGUISH THE RIGHT AND THE FAKE" WORKSHOP IN CROATIA, VARAŽDIN

Delivered By

Makerspace Varaždin

MAKERSPACE

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Document Identification:

Project full name	Media Masters: Enhancing Media Literacy
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PIC Number:	884912183
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EVENT DESCRIPTION			
Event number:	[13]		
Event name:	["How to distinguish the right and the fake" workshop in Croatia]		
Type:	[conference]		
In situ/online:	/in-situ/		
Location:	[Croatia], [Varaždin]		
Date(s):	[17.02.2026. – 19.02.2026.]		
Website(s) (if any):	www.makerspace.hr/med-mas		
Participants			
Female:	24		
Male:	33		
Non-binary:	0		
From country 1 [Croatia]:	57		
From country 2 [name]:			
From country 3 [name]:			
...			
Total number of participants:	57	**From total number of countries:**	1

Description

Provide a short description of the event and its activities.

Introduction and context

The workshop "How to distinguish the right and the fake" was conducted as part of the European project *Media Masters: Enhancing Media Literacy*, funded by the CERV program and aimed at strengthening media literacy and citizens' resilience to disinformation and manipulative content. Through a series of activities, the project connects the education, media and civil sectors with the aim of developing concrete tools and methods for working with children, youth and educators. In a modern digital environment, where young people are exposed to a large amount of information every day through social networks, portals and various online platforms, the ability to distinguish credible information from false information becomes one of the key

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competences. For this reason, workshops within the Media Masters project are focused on the development of critical thinking through practical and interactive methods of work, instead of classic frontal teaching.

The activity was originally planned for January, but based on the experience from previous project activities and in agreement with partners and stakeholders at the local level, a decision was made to move the deadline to February. The reasons for this adjustment were of an organizational nature. The beginning of the year is marked by school holidays, reduced access to participants and increased administrative burden on educational and other institutions. Also, for the quality of the workshop, it was important to ensure the participation of experts from the media and education sectors, whose availability was limited during that period. The promotion of activities provided better conditions for implementation, greater involvement of participants and higher quality of the workshop itself. The workshops were held in Varaždin in the period from February 17 to 19, at several locations. Part of the activities was carried out in the City Library Varaždin, part in the area of the Technology Park Varaždin where the Makerspace association operates, and part in the Mechanical Engineering and Transport School Varaždin. This approach enabled work in smaller groups, which, based on previous experiences, proved to be a better and more efficient way of working. Smaller groups enabled greater involvement of each participant, more open communication and better discussion, especially in the parts of the workshop based on the exchange of experiences and group work.

A total of 57 participants participated in the activity, of which 24 were women and 33 were men. Participants came from different educational backgrounds, including secondary schools and other educational institutions, ensuring a diversity of perspectives and work experiences. The workshops were led by project team members Alenka Čović and Ivan Todorović, with the involvement of external experts who further enriched the content and discussion. Marko Breljak participated as a media expert, bringing concrete examples from journalistic practice, while Ana Marketin Sedlar, a high school teacher, spoke about the impact of fake news and disinformation on students, their behavior and the way they experience information in the school and extracurricular environment. The workshops also included Emma Štrozinger, a computer science teacher, who further opened the topic of the impact of the Internet and social networks on everyday habits and the way students are informed.

Event Description

The workshop "How to distinguish the right and the fake" was conducted as part of project activities aimed at developing media literacy among young people and educators. The activity was organized as a series of smaller workshops held in the period from February 17 to 19 in Varaždin, at several locations, in order to ensure greater involvement of participants and better work. In total, several workshops were conducted in smaller groups, which, based on previous experiences, proved to be a more effective approach compared to working with larger groups. This organization enabled better interaction between participants, more space for discussion and more active participation of each individual. The workshop program was structured through

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several interconnected segments. The activity began with a brief introduction to the topic of media literacy and the importance of distinguishing between accurate and inaccurate information in everyday life. This was followed by a dialog part in which participants exchanged their own experiences and examples of encounters with disinformation through work in smaller groups. In the central part of the workshop, participants analyzed concrete examples of media content and participated in the educational game Media Masters. Through the game, with the support of educators and experts, they made decisions about the credibility of information, discussed within teams and developed a critical approach to content. This part of the workshop was particularly dynamic and resulted in a high level of engagement of participants. The final part of the workshop was dedicated to reflection and discussion, where participants shared their experiences, challenges and conclusions. Through a guided discussion, elements from the workshop are additionally linked to the real situations in which participants find themselves on a daily basis. The workshop was designed as a combination of education and practical work, with an emphasis on active participation, exchange of experiences and application of acquired knowledge in a real context.

Objectives of the workshop

The main goal of the workshop was to develop the ability of participants to recognize the difference between accurate and inaccurate information in the digital environment and to develop a critical attitude towards the content they consume on a daily basis. The focus was not only on recognizing fake news as a phenomenon, but on understanding how such content is created, how it is spread and why it is often persuasive. The workshop focused on several interrelated goals. The first goal was to familiarize participants with basic concepts in the field of media literacy, including disinformation, manipulative content, clickbait and the influence of algorithms on the visibility of information. The second goal was to encourage participants to actively reflect through the analysis of concrete examples from the everyday digital environment, so that they could immediately connect the learned with their own experience. Special emphasis is placed on the development of argumentation and decision-making skills in situations where information is not unambiguous. Through group work and discussion, participants learned how to recognize unreliable sources, how to ask the right questions and how to check the information before accepting or sharing it further.

One of the important goals of the workshop was to bring the topic of media literacy closer to the participants in a way that is close and interesting to them. Using educational games and mobile devices, a format was created in which participants have the feeling of participating in an activity that is dynamic and interactive, and not in the classic teaching process. This approach proved to be particularly effective because the participants spontaneously entered the discussion through the game, compared each other and tried to give the most accurate answers, which further increased their involvement and concentration. An additional goal was to link theoretical understanding with practical application. Participants did not remain at the level of concepts, but through concrete tasks, analysis of examples and playing the game, they had the opportunity to immediately apply what they learned. In this way, the workshop achieved a

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balance between educational content and experiential learning. The aim of the activities was to empower participants to transfer the acquired knowledge to their everyday environment. This includes more responsible use of social media, more critical media monitoring and greater awareness of their own role in disseminating information.

Target group and description of participants

The workshops were intended primarily for high school students, with the involvement of smaller groups of students and educators. It is a group that is actively present in the digital space on a daily basis and receives a large part of information through social networks, online portals and various digital platforms. Because of this constant exposure to information, but also the speed with which content is consumed and shared, this group represents one of the key target groups for the development of media literacy. A total of 57 participants participated in the workshops, of which 24 were women and 33 were men. Participants came from various educational institutions in the Varaždin area, including high schools and other educational programs. This diversity has enabled the exchange of different experiences and views on how young people get information, how they interpret it and how they react to the content they meet online. Based on the activities carried out, it can be concluded that participants already have a certain level of awareness of the existence of fake news and manipulative content, but at the same time often do not have specific tools and methods developed to identify them. The workshops showed that participants rely heavily on an intuitive assessment, impression or popularity of sources, rather than systematic verification of information.

Working in smaller groups enabled a better understanding of how participants think and make decisions. In such an environment, participants were more open to expressing their own views, but also more ready to discuss and question other people's opinions. In particular, it was noted that participants were happy to participate in activities involving an element of play and competition, which further encouraged their involvement. An interesting element that appeared during the workshops was the spontaneous development of the competitive spirit among the participants. During the educational game, participants compared each other in the accuracy of the answers and the speed of decision-making, which further increased their motivation. Such an approach led to greater concentration and engagement, as participants wanted to show knowledge and understanding in front of the rest of the group. Although the activity was educational, the dynamics of the game created a sense of informal competition that positively influenced the learning process.

In addition, the use of mobile devices during the workshop proved to be an important factor in the engagement of participants. In the context of formal education, the use of mobile phones is often limited, while in this workshop it was an integrated part of the activities. Participants saw this as something close and natural, which reduced resistance to participation and increased their involvement. Although they had the impression of participating in game-like activities,

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through this process they developed concrete skills of analysis and critical thinking. This combination of the target group, work methodology and environment proved to be extremely effective in achieving the goals of the workshop and gave a valuable insight into the way young people access information in the digital space.

Workshop concept and methodology

The workshop was designed as a combination of theoretical introduction, guided discussion, analysis of concrete examples and practical work through educational play. Such an approach has enabled participants not only to remain at the level of listening and adopting concepts, but to develop skills of recognizing credible and unreliable information through their own experience. Experiential learning is at the heart of the methodology. Through different segments of the workshop, participants had the opportunity to actively participate, make decisions, discuss and analyze content that is familiar to them from everyday life. Instead of classical knowledge transfer, the emphasis was on the process in which participants come to their own conclusions, with the support of educators and experts. An important element of the workshop was working in smaller groups. During the discussion and practical parts, participants were divided into teams, which enabled more open communication and greater involvement of each individual. Through the exchange of opinions and joint decision-making, the skills of argumentation, listening and critical thinking were developed. This form of work has particularly encouraged participants to express their own views and compare them with others.

The methodology of the workshop also included elements of peer-to-peer learning. Participants learned from each other through discussion, sharing experiences and solving tasks together. In many situations, it has been shown that participants accept information and arguments more easily when coming from peers, which has further increased the efficiency of the workshop. Specialists involved in the implementation of the workshop played a special role. Their presence enabled the connection of theoretical knowledge with concrete examples from practice. Through comments, additional clarifications and discussion orientation, participants were provided with tools for a deeper understanding of how disinformation is created and spread, but also how to recognize and analyze it. One of the key elements of the methodology was the use of the educational game Media Masters, which combines physical play with digital content via mobile devices. The game allows participants to make decisions, analyze information and assess their credibility through simulated situations from the digital environment. This approach has proven to be particularly effective because participants perceive the activity as a game, while at the same time developing specific skills.

The use of mobile devices as part of the workshop had an additional motivational effect. Participants were more relaxed and open to participate because the format of the activities was close to their daily habits. This reduced the sense of formality and increased the level of engagement and concentration. The methodology of the workshop also included a reflexive segment in which participants had the opportunity to analyze their own experience, identify the challenges they faced and become aware of what they learned. This part was crucial for

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connecting activities from the workshop with real situations in everyday life. In addition to the above methods, various tools were used during the workshop that supported the learning process. This includes pre-prepared examples of media content for analysis, presentation materials for the introductory part, digital tools for interaction with participants, and educational game sets themselves. The combination of these elements enabled a structured, but at the same time dynamic and adaptable workshop flow. This concept of work proved to be effective because it enabled a balance between structure and flexibility, with the constant active participation of participants and linking theory with practice.

Tools and materials

For the implementation of the workshop, a combined set of tools and materials was used that enabled dynamic and interactive work with participants. All the elements used were aimed at participants actively participating, making decisions and developing skills through concrete examples, rather than through passive listening. The central tool of the workshop was the educational game *Media Masters*, which combines a physical board and cards with digital content available through mobile devices. The game is designed to put participants in situations that simulate real media scenarios, including news, social media posts and various forms of manipulative content. Through the game, participants analyze information, discuss within teams and make decisions about the credibility of content.

In addition to the game itself, related materials were used, including task cards, scenarios and game rules that guided participants through the process. The cards contained concrete examples of information, from clearly identifiable fake news to more complex situations where additional thinking and discussion was needed. Mobile devices were used to support the game, allowing participants to access additional information, scenarios and instructions. Cell phone use was an integrated part of the activity, not a distraction, which significantly affected the engagement of participants. Through this approach, participants felt that they were participating in something that was close and natural to them, which further increased their involvement.

In the introductory and analytical part of the workshop, presentation materials were used, which served as a framework for understanding the basic concepts and context. Through short and clearly structured presentations, participants were explained key concepts related to media literacy, as well as the goals of the workshop itself. Pre-prepared examples of media materials, including texts, images and video content, were used to analyze the content. These materials were used in the part of the workshop dedicated to recognizing credible and unreliable information. Through group work, participants analyzed examples and made conclusions, which they then compared with the comments of experts. During the workshop, tools for interaction with participants were also used, including simple methods of collecting answers and opinions in real time. This approach enabled quick feedback and additional involvement of participants in the process. The experts involved in the workshop used their own notes and materials to lead

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the discussion and give comments during the game and analyze the examples. Their role was to steer the discussion, ask additional questions and connect workshop situations with real-life examples. At the end of the workshop, evaluation questionnaires were used to collect feedback from participants. This data was used to analyze the workshop performance and understand how participants perceive the content and methods of work. The combination of these tools has enabled a structured but flexible approach to the work, with the constant active participation of participants and a clear connection of theoretical concepts with practical examples.

Structure and course of the workshop

The workshop was organized as a clearly structured process consisting of several interconnected segments. Each part had its role and logically led the participants from the introductory understanding of the topic to practical application and reflection. The workshop began with a short introductory part in which the participants were introduced to the goals of the activities, the framework of the Media Masters project and the importance of media literacy in everyday life. In this part, the emphasis was on creating a relaxed atmosphere and involving participants through simple questions about their information habits and experiences with fake news. The introduction was followed by a dialog segment in which participants worked in smaller groups. Through a guided discussion, they shared their own experiences and examples of situations in which they encountered suspicious or incorrect information. Each group singled out one example, which they then presented to the other participants. This part of the workshop was important because it showed how much participants are already exposed to various forms of disinformation, but also how rarely it is systematically discussed. In the next segment of the workshop, participants were presented with concrete examples of media content, including texts, images and video materials. Participants in the groups analyzed the authenticity of these contents, tried to recognize the signs of manipulation and made conclusions, which they then compared with the comments of experts. In this section, experts provided additional clarifications and pointed out details that participants often neglect, such as the source of information, the way of presentation or the emotional tone of the content. The central part of the workshop was dedicated to playing the educational game Media Masters. Participants were divided into teams and actively participated in the game, solving tasks and making decisions related to the credibility of information. During the game, educators and experts engaged with comments, additional questions and explanations, encouraging participants to think deeper. This section particularly highlighted the high level of engagement of participants. The dynamics of the game and the ability to use mobile devices have contributed to the fact that participants experience the activity as something interesting and close to their everyday experience. At the same time, a spontaneous competitive atmosphere developed among the teams, where the participants wanted to give correct answers and show knowledge. Such an approach has led to greater concentration, active participation and a more serious approach to tasks. After the game

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ended, a reflexive segment followed in which the participants shared their experiences, challenges they encountered and the conclusions they reached during the activities. Through a guided discussion, they analyzed what was most difficult for them, what surprised them and how they made decisions. In this section, experts further linked the game experience to real situations, explaining how similar patterns appear in the real media space. The whole workshop lasted about two hours and forty minutes, with shorter breaks between segments. This structure enabled a clear course of activities, but also enough flexibility for individual parts to adapt to the dynamics of the group and the interest of participants.

Analysis and results of activities

During the implementation of the workshops, it was shown that the selected concept and methodology of work very well correspond to the target group. Participants were involved in activities from the very beginning, and the level of engagement further increased as the workshop progressed towards practical segments. In the introductory and discussion part, participants showed that they have a basic awareness of the existence of fake news and disinformation, but their understanding often remained at a general level. Through the exchange of experiences, it became clear that participants rely heavily on their own impressions, speed of information and popularity of content, while less often they use specific methods of checking information. This part of the workshop was important because it opened up space for recognizing one's own habits and limitations in accessing information. Analysis of concrete examples further showed that participants often react to the emotional tone of the content, especially to headlines that cause surprise, fear or curiosity. In situations where the examples were more complex and less obvious, participants needed more time and discussion to reach a conclusion. It was through these discussions that progress was visible, because the participants gradually began to pay attention to the source of information, the context and the way content was presented. The most pronounced effect of the workshop is visible in the part related to playing an educational game. In this segment, the participants were the most engaged, and the dynamics of work significantly changed compared to the beginning of the workshop. The use of mobile devices and the game element created an environment in which participants perceived the activity as something familiar and interesting. It was this combination that led to the participants being fully involved in the process, although the content was educational. The emergence of spontaneous competitive spirit among the participants was particularly emphasized. During the game, informal competition developed between the teams, where the participants tried to be as accurate and quick as possible in making decisions. This dynamics had a positive effect on the level of concentration and depth of thinking, as the participants wanted to justify their answers and show an understanding of the topic. In such an environment, discussions have become more concrete, argumentative and focused on finding real reasons why some information is accurate or incorrect. During the activities, it was also noticed that the participants gradually change their way of thinking. At first, the answers were often quick and intuitive, while later they increasingly included elements of analysis, verification, and mutual consultation within the team. This change is especially evident in the way the participants

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explained their decisions in the final parts of the workshop. The role of experts has proven to be an important additional element of the activities. Their comments and clarifications helped participants to better understand more complex situations and to recognize patterns of manipulation that they themselves might not have noticed. Linking the examples from the workshop to real-life situations further increased the relevance of the content. In general, it can be concluded that the workshop has successfully achieved a balance between educational content and participant engagement. Participants not only adopted new information, but through active participation developed specific skills that they can apply in everyday life. The results of the activities show that the combination of play, discussion and practical examples is an effective approach for working with young people in the field of media literacy.

Evaluation of participants

The evaluation of the workshop was carried out through questionnaires that participants filled out after the end of the activity. The aim of the evaluation was to gain insight into the satisfaction of participants, understanding of the topics covered and assessing the usefulness of the workshop in the context of their daily use of the media. The results of the evaluation show a high level of satisfaction of the participants with the content and manner of conducting the workshop. Participants especially positively assessed the interactive approach to work, the possibility of active participation and the combination of discussion and play. Most of the answers pointed out that the workshop was interesting and different from classic school activities, which further influenced their motivation. The most positive reactions were related to the part of the workshop that includes playing an educational game. Participants pointed out that this segment was the most interesting for them because it enabled them to actively participate, make decisions and work in the team. It was especially emphasized that the use of mobile devices during activities was natural and motivating, because it is something that is often not allowed in the school environment. That is why the participants perceived the activity as more relaxed and accessible, although the content was educational. The evaluations also show that the participants gained a more concrete understanding of how fake news and disinformation are created and function. Many stated that for the first time they systematically thought about how to check the information, what to pay attention to at the source and how to recognize manipulative elements in the content. Participants also highlighted the value of group work and discussion. Sharing opinions within teams allowed them to hear different perspectives and better understand how others think. This approach has additionally encouraged critical thinking and argumentation, which the participants recognized as one of the more useful components of the workshop. In the part of the evaluation related to the applicability of the acquired knowledge, the participants stated that they will use the learned in everyday life, especially when using social networks and monitoring online content. It was pointed out that in the future they would pay more attention to checking information before accepting or sharing it. As suggestions for improvement, a smaller number of participants stated that they would like to devote even more time to playing the game and analyzing examples, which further confirms that these parts of the workshop were the most interesting and useful. In general, the evaluation

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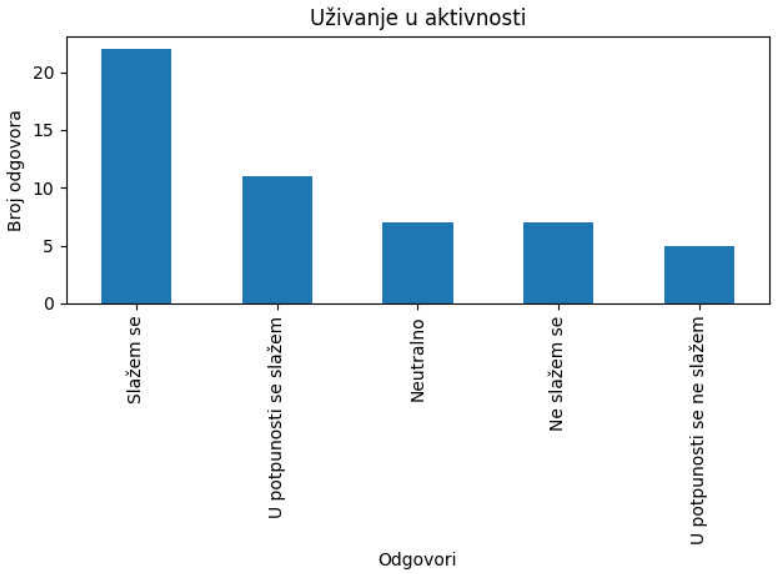
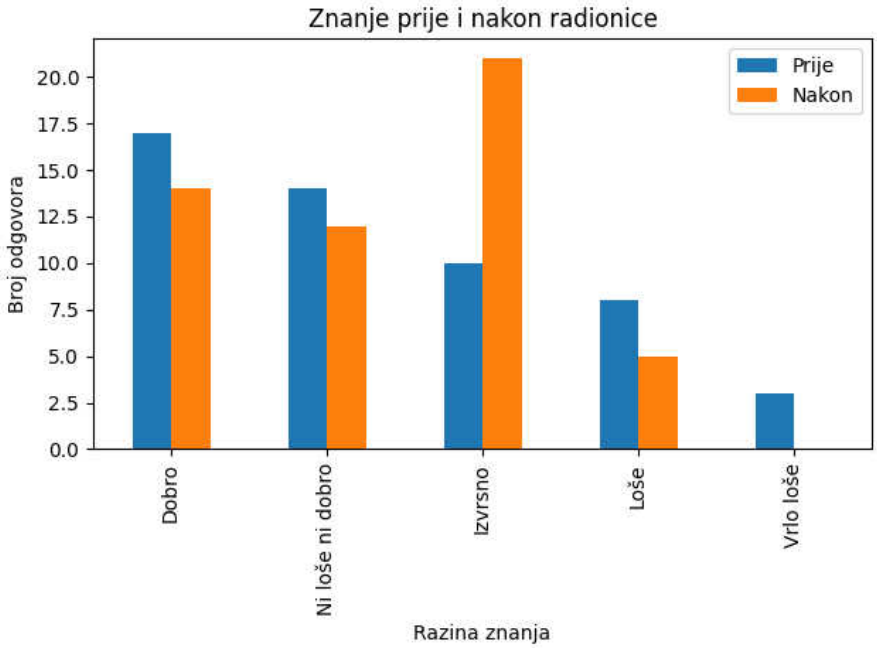
shows that the workshop has successfully achieved its goals, both in terms of participant satisfaction and in the development of concrete knowledge and skills related to media literacy.





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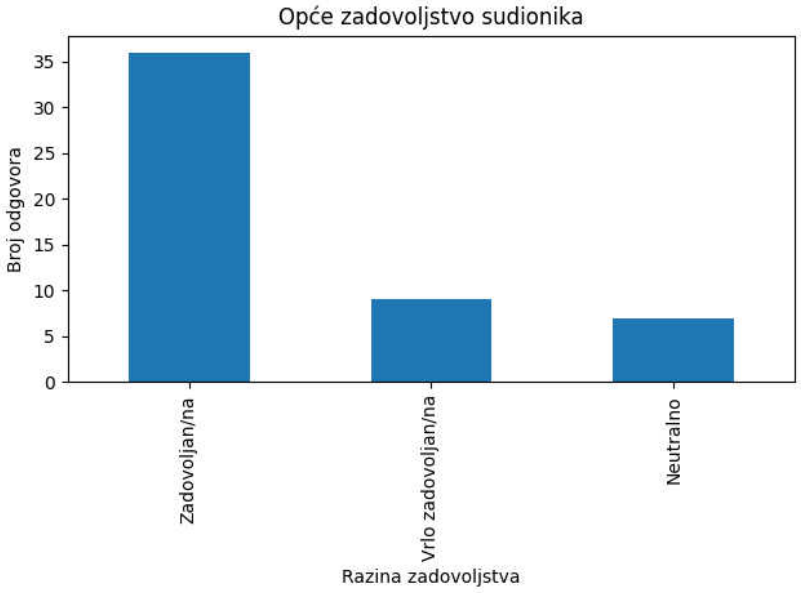

The impact of the activity

The workshops carried out had a visible impact on the participants, especially in the field of developing a critical attitude towards the information they consume on a daily basis. Through a combination of discussion, example analysis and practical work, participants developed greater awareness of how disinformation is created and spread, but also of their own role in the process. At the level of individuals, the most important impact is visible in the change in access to information. During the workshop, participants gradually moved from an intuitive and quick conclusion-making to a more thoughtful and analytical approach. They began to pay attention to the source of the information, the way the content was presented and the context in which it appeared. This change is especially important because it is the basis for the long-term development of media literacy. The workshop also had a positive impact on the development of communication and social skills of participants. Through work in teams and joint decision-making, participants developed the ability to argue, listen and respect different opinions. This way of working encourages active participation and contributes to creating a safe space for the exchange of ideas. At the group level, there was an increase in engagement and interest in the topic. The use of games and mobile devices as part of the activity allowed participants to more easily engage and maintain focus throughout the workshop. It is especially important that the participants through the activity developed a sense of responsibility for their own decisions, which was manifested in the way they approached tasks and discussions.

The impact of the activities is also visible in the wider context of the local community. The involvement of schools, educators and experts from different fields has created space for

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connecting different stakeholders dealing with education and the media. Such activities contribute to strengthening cooperation between the education and civil sector and open the possibility for further joint initiatives. In addition, the workshop provided educators and experts with an insight into how young people think and react to media content. These insights can be useful for further developing educational programs and adapting content to the real needs of students. In general, it can be concluded that the activity has achieved its goal in terms of strengthening media literacy and encouraging an active, critical attitude towards information. Although this is a relatively short intervention, the results show that this approach has the potential for a long-term impact, especially if it continues through similar activities and integrates into the education system.

Conclusions and recommendations

The workshops conducted showed that the topic of media literacy is extremely relevant and necessary, especially among young people who are exposed to a large amount of information from various sources on a daily basis. Through the workshop, the participants showed interest, willingness to participate and openness for discussion, which confirms that this type of activity makes sense and gives concrete results. The combination of different working methods, including discussion, example analysis and educational play, has proven to be an effective approach. In particular, it was highlighted that participants respond best to activities that include active participation, team work and game elements. In this context, the use of the Media Masters game and mobile devices played a key role in motivating participants and their involvement. An important conclusion refers to the organization of workshops in smaller groups. This approach enabled better interaction, more open discussion and greater involvement of each participant. Based on this experience, it can be recommended that future activities be planned in a similar way, even if it means organizing more smaller workshops instead of one large one. Implementation has also shown that participants often have a basic awareness of the existence of disinformation, but lack concrete tools to identify it. That is why it is important that such workshops do not remain one-time activities, but that they are developed as continuous programs that will enable participants to further improve and apply what they have learned. The role of experts from the media and education sector has proven to be extremely valuable. Their practical examples and additional clarifications have contributed to a better understanding of the topic and increased the relevance of the content. It is recommended to maintain this multidisciplinary approach in future activities. Based on feedback from participants, it can be concluded that there is an interest in even more practical activities, especially those involving play and analysis of concrete examples. Accordingly, it is recommended to further develop content and scenarios that will allow participants to have an even deeper understanding and a greater level of engagement. In conclusion, the workshop successfully achieved the set goals and confirmed that the combination of interactive methods, relevant content and a tailored approach can have a significant impact on the development of media literacy in young people. This model of work is a good basis for further expansion of activities and their integration into educational and non-educational programs.

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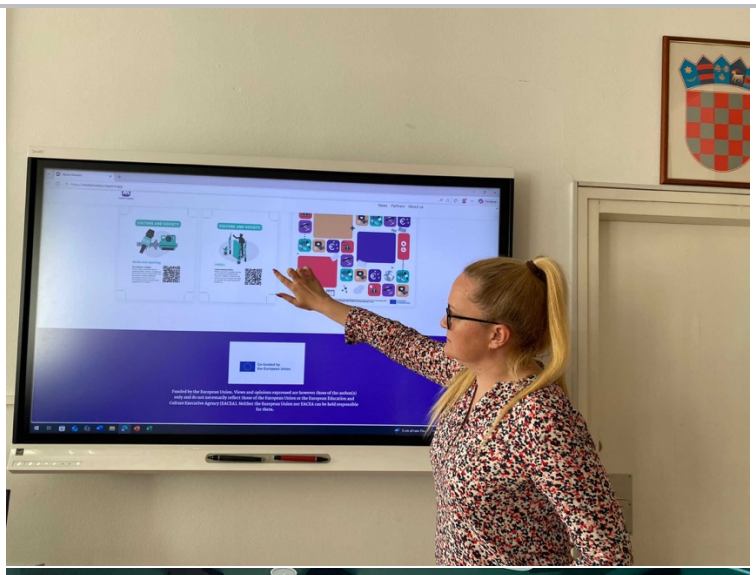

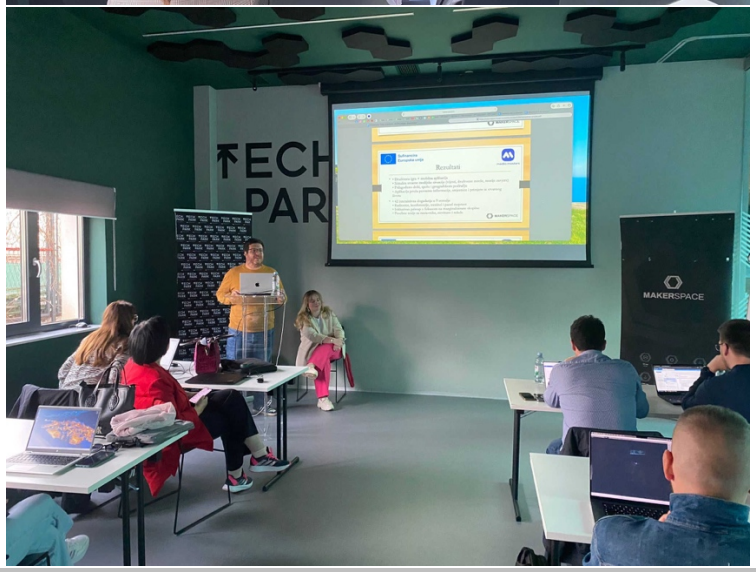

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Evaluacija_Media_Masters_Pitanja_WP13

Id	Date	Odaberi	Odaberite svoju razinu obrazovanja	Kako biste procijenili aktivnost	Uživanja sam sudjelujući	Aktivnost Media Masters	Nakon završetka aktivnc	Koliko se sigurno osje	Jesu li zadaci/p	Kako biste procije	Kako biste ocijenili svoje
1	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	U potpunosti	Slažem se	Neutralno	Umjereno sigurno	Vrlo	Dobro	Zadovoljan/na
2	12:22:15	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Djelomično	Neutralno	U potpunosti se slažem	Izuzetno sigurno	Umjereno	Dobro	Zadovoljan/na
3	2020-02-17	Žensko	Srednje strukovno/profesionalno/opće	Loše	Djelomično	Slažem se	Vrlo sigurno	Donekle	Ni loše ni dobro	Zadovoljan/na	
4	12:22:35	Muško	Srednje strukovno/profesionalno/opće	Loše	U potpunosti	Slažem se	Neutralno	U potpunosti se slažem	Donekle	Ni loše ni dobro	Vrlo zadovoljan/na
5	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Vrlo loše	Djelomično	Neutralno	Ne slažem se	Slažem se	Donekle sigurno	Vrlo	Zadovoljan/na
6	12:22:55	Žensko	Srednje strukovno/profesionalno/opće	Izvrsno	Uopće ne	U potpunosti se slažem	Slažem se	Slažem se	Donekle sigurno	Umjereno	Zadovoljan/na
7	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Dobro	Djelomično	Slažem se	Slažem se	Izuzetno sigurno	Donekle	Dobro	Zadovoljan/na
8	12:23:15	Muško	Srednje strukovno/profesionalno/opće	Dobro	Uglavnom	U potpunosti se slažem	U potpunosti se slažem	Neutralno	Donekle	Izvrsno	Neutralno
9	12:23:35	Žensko	Srednje strukovno/profesionalno/opće	Dobro	Uglavnom	U potpunosti se slažem	Slažem se	Ne slažem se	Donekle sigurno	Umjereno	Zadovoljan/na
10	12:23:55	Muško	Visoko obrazovanje (magisterij ili spec	Vrlo loše	Uopće ne	U potpunosti se ne slažem	U potpunosti se slažem	Ne slažem se	Umjereno sigurno	Umjereno	Zadovoljan/na
11	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Loše	Slažem se	Slažem se	Slažem se	Vrlo sigurno	Vrlo	Ni loše ni dobro	Zadovoljan/na
12	12:24:15	Muško	Srednje strukovno/profesionalno/opće	Loše	Umjereno	Slažem se	U potpunosti se slažem	Umjereno sigurno	Donekle	Loše	Zadovoljan/na
13	2020-02-17	Žensko	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Umjereno	Neutralno	Neutralno	U potpunosti se slažem	Donekle sigurno	Izuzetno	Zadovoljan/na
14	12:24:35	Žensko	Visoko obrazovanje (prvostupnik)	Izvrsno	Umjereno	Ne slažem se	U potpunosti se slažem	Vrlo sigurno	Donekle sigurno	Umjereno	Zadovoljan/na
15	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Dobro	U potpunosti	Slažem se	U potpunosti se slažem	Donekle sigurno	Izuzetno	Izvrsno	Zadovoljan/na
16	12:24:55	Muško	Srednje strukovno/profesionalno/opće	Izvrsno	U potpunosti	Neutralno	Neutralno	Slažem se	Umjereno	Izvrsno	Zadovoljan/na
17	2020-02-17	Žensko	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Djelomično	U potpunosti se slažem	Slažem se	Vrlo sigurno	Umjereno	Ni loše ni dobro	Zadovoljan/na
18	12:25:15	Žensko	Srednje strukovno/profesionalno/opće	Dobro	Uglavnom	Slažem se	U potpunosti se slažem	Umjereno sigurno	Vrlo	Izvrsno	Zadovoljan/na
19	2020-02-17	Žensko	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Umjereno	U potpunosti se slažem	Slažem se	Slažem se	Izuzetno	Ni loše ni dobro	Vrlo zadovoljan/na
20	12:25:35	Muško	Srednje strukovno/profesionalno/opće	Loše	Uglavnom	U potpunosti se slažem	Neutralno	Slažem se	Izuzetno sigurno	Vrlo	Zadovoljan/na
21	2020-02-17	Žensko	Srednje strukovno/profesionalno/opće	Vrlo loše	Umjereno	Ne slažem se	Neutralno	Slažem se	Vrlo sigurno	Izuzetno	Loše
22	12:25:55	Žensko	Srednje strukovno/profesionalno/opće	Dobro	Uglavnom	Ne slažem se	Ne slažem se	Slažem se	Vrlo sigurno	Izuzetno	Ni loše ni dobro
23	2020-02-17	Žensko	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	U potpunosti	U potpunosti se ne slažem	Slažem se	Slažem se	Umjereno sigurno	Donekle	Ni loše ni dobro
24	12:26:15	Žensko	Srednje strukovno/profesionalno/opće	Izvrsno	Umjereno	U potpunosti se ne slažem	Neutralno	Slažem se	Umjereno sigurno	Izuzetno	Zadovoljan/na
25	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Dobro	Uglavnom	U potpunosti se slažem	U potpunosti se ne slažem	Slažem se	Donekle sigurno	Umjereno	Izvrsno
26	12:26:35	Muško	Srednje strukovno/profesionalno/opće	Dobro	Umjereno	Slažem se	Neutralno	U potpunosti se slažem	Donekle sigurno	Umjereno	Izvrsno
27	2020-02-17	Žensko	Visoko obrazovanje (prvostupnik)	Dobro	U potpunosti	U potpunosti se slažem	U potpunosti se slažem	Slažem se	Umjereno sigurno	Vrlo	Dobro
28	12:26:55	Muško	Srednje strukovno/profesionalno/opće	Loše	Djelomično	U potpunosti se slažem	Slažem se	Slažem se	Vrlo sigurno	Umjereno	Ni loše ni dobro
29	2020-02-17	Žensko	Srednje strukovno/profesionalno/opće	Dobro	U potpunosti	Neutralno	Slažem se	Slažem se	Vrlo sigurno	Donekle	Izvrsno
30	12:27:15	Muško	Srednje strukovno/profesionalno/opće	Izvrsno	Uglavnom	U potpunosti se slažem	Slažem se	Neutralno	Vrlo sigurno	Vrlo	Izvrsno
31	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Umjereno	U potpunosti se ne slažem	Slažem se	U potpunosti se slažem	Donekle sigurno	Izuzetno	Dobro
32	12:27:35	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Djelomično	Slažem se	Neutralno	Slažem se	Vrlo sigurno	Vrlo	Ni loše ni dobro
33	2020-02-17	Žensko	Visoko obrazovanje (prvostupnik)	Izvrsno	Uglavnom	U potpunosti se slažem	Neutralno	Slažem se	Vrlo sigurno	Umjereno	Izvrsno
34	12:27:55	Muško	Srednje strukovno/profesionalno/opće	Dobro	U potpunosti	Slažem se	U potpunosti se slažem	U potpunosti se slažem	Donekle sigurno	Umjereno	Dobro
35	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Izvrsno	Uglavnom	Ne slažem se	Slažem se	Slažem se	Izuzetno sigurno	Vrlo	Izvrsno
36	12:28:15	Žensko	Srednje strukovno/profesionalno/opće	Loše	Djelomično	Ne slažem se	U potpunosti se slažem	Slažem se	Donekle sigurno	Umjereno	Ni loše ni dobro
37	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Dobro	Uglavnom	Slažem se	Neutralno	Slažem se	Donekle sigurno	Donekle	Izvrsno
38	12:28:35	Muško	Visoko obrazovanje (prvostupnik)	Izvrsno	U potpunosti	Slažem se	Slažem se	Slažem se	Vrlo sigurno	Izuzetno	Izvrsno
39	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Uglavnom	Slažem se	U potpunosti se slažem	Slažem se	Umjereno sigurno	Izuzetno	Izvrsno
40	12:28:55	Muško	Srednje strukovno/profesionalno/opće	Izvrsno	Uglavnom	Slažem se	U potpunosti se slažem	Slažem se	Izuzetno sigurno	Donekle	Izvrsno
41	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Umjereno	Slažem se	Slažem se	Slažem se	Donekle sigurno	Umjereno	Zadovoljan/na
42	12:29:15	Žensko	Visoko obrazovanje (magisterij ili spec	Loše	Uglavnom	Neutralno	U potpunosti se slažem	U potpunosti se slažem	Donekle sigurno	Vrlo	Ni loše ni dobro
43	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Uopće ne	U potpunosti se slažem	Slažem se	Slažem se	Umjereno sigurno	Umjereno	Dobro
44	12:29:35	Žensko	Srednje strukovno/profesionalno/opće	Dobro	Djelomično	Slažem se	Neutralno	Ne slažem se	Vrlo sigurno	Izvrsno	Izvrsno
45	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Dobro	Umjereno	Slažem se	Slažem se	Slažem se	Vrlo sigurno	Umjereno	Izvrsno
46	12:29:55	Muško	Srednje strukovno/profesionalno/opće	Izvrsno	Uglavnom	Slažem se	Neutralno	Neutralno	Donekle sigurno	Umjereno	Izvrsno
47	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	U potpunosti	Ne slažem se	Slažem se	Slažem se	Izuzetno sigurno	Donekle	Dobro
48	12:30:15	Žensko	Srednje strukovno/profesionalno/opće	Dobro	Uglavnom	Slažem se	Slažem se	U potpunosti se slažem	Donekle sigurno	Vrlo	Izvrsno
49	2020-02-17	Muško	Srednje strukovno/profesionalno/opće	Ni loše ni dobro	Umjereno	Slažem se	U potpunosti se ne slažem	U potpunosti se slažem	Umjereno sigurno	Umjereno	Dobro
50	12:30:35	Muško	Srednje strukovno/profesionalno/opće	Dobro	Umjereno	U potpunosti se slažem	Slažem se	Slažem se	Donekle sigurno	Donekle	Izvrsno
51	2020-02-17	Žensko	Visoko obrazovanje (prvostupnik)	Ni loše ni dobro	U potpunosti	Slažem se	Slažem se	U potpunosti se slažem	Donekle sigurno	Vrlo	Dobro
52	12:30:55	Žensko	Srednje strukovno/profesionalno/opće	Dobro	Umjereno	Slažem se	Slažem se	Slažem se	Umjereno sigurno	Donekle	Dobro

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0		Initial version

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