COMPATH
Future Leaders through Sport Innovation

Impact Assessment Report on Digital Learning Activities

Deliverable No: 9 (D.4.2)

Promoting Employability of Young Student-Athletes through "Competence Hub" on Sport Innovation

COMPATH – 101050955

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1. Executive Summary

This Deliverable D4.2 assesses the educational impact of the COMPATH online "Competence Hub" after its first full-scale pilot with young student-athletes (16-25 years). **142** learners completed at least one of the Hub's twelve self-paced modules; **142** of those also submitted a mandatory feedback survey that forms the evidence base of this report.

Methodology

The survey comprised four 5-point Likert items—understanding of content, interest stimulated, platform usability, and anticipated career applicability—plus a module selector. Internal reliability was high (Cronbach's α = 0.86). Descriptive statistics, module-level comparisons, correlation analyses and thematic screening of comments were applied. All responses were anonymised in line with GDPR.

Key findings

Construct	Mean (1–5)	% ratings ≥ 4
Understanding of content	**4.44**	**90 %**
Interest in sport-tech skills	4.22	78 %
Platform usability	**4.53**	**90 %**
Career applicability	4.01	68 %

- **High perceived learning & usability:** Nine in ten learners rated both their understanding of the material and the user-friendliness of the Hub at 4 or 5.
- **Strong UX–learning linkage:** Usability correlated positively with understanding (r = 0.61), confirming that interface quality drives learning perception.

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- **Module variability:** *Top performers*: *Sport-Adapted Literacy Skills* (Mean = 5.0) and *Fan Engagement through Digital Tools* (4.83). *Needs attention*: *Sport-Adapted Learning Skills* (2.5) and *VR/AR in Sport Education* (Applicability = 3.08).
- **Career transfer gap.**: While learners feel knowledgeable, only two-thirds are confident about applying the content in future jobs, signalling room for more practice-oriented tasks.

Conclusions

The pilot demonstrates clear added value: the Competence Hub delivers relevant knowledge through an interface students like using. However, not all modules are equally impactful and perceived career utility lags behind cognitive gains.

Recommendations

- Embed short, real-world mini-projects or reflection prompts in each module to boost perceived applicability.
- Prioritise revision of *Sport-Adapted Learning Skills* and *VR/AR* units—clarify objectives, add concrete sport contexts.
- Continue UX enhancements; the positive correlation with learning suggests further gains are likely.
- Collect optional qualitative comments in future runs to gain deeper narrative insight.

2. Introduction

2.1. Project background and objectives

COMPATH – *"Promoting Employability of Young Student-Athletes through a Competence Hub on Sport Innovation"* – is a three-year Erasmus+ Sport Cooperation Partnership (ERASMUS-SPORT-2021-SCP).

The project tackles a well-documented gap: although 16- to 25-year-old student-athletes possess discipline, teamwork and resilience, they often lack the digital-technology and 21st-

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century soft skills increasingly demanded by the European sport industry. COMPATH therefore set out to:

- **Equip** young athletes with hands-on knowledge of trend sport-tech domains (AI, Big Data, IoT, VR/AR, e-Sport, wearables, etc.) and transversal skills (critical thinking, creativity, entrepreneurship, media-tech literacy).
- **Provide** educators with modular, game-based resources that keep pace with rapid technological change.
- **Strengthen** the sport labour market by nurturing an innovation-ready talent pool across seven programme countries (+ UK).

Central to this mission is a multilingual, gamified online **Competence Hub** offering twelve themed micro-learning modules, badges and a community leaderboard.

2.2. Purpose of Deliverable D4.2

Deliverable D4.2 belongs to **Work Package 4 – Pilot Scheme & Community Building Activities (M18–M36)**. Its purpose is to *measure and document the educational impact* of the Competence Hub's first large-scale pilot, in which the full suite of twelve modules was released to the target group. Unlike earlier formative tests, this pilot gathered systematic learner feedback through a post-module survey, making it the first opportunity to report quantifiable evidence against the project's learning-outcome KPIs.

2.3. Scope of the impact assessment

The assessment focuses exclusively on **digital-learning effectiveness and user experience**. It analyses:

- Perceived understanding of module content.
- Degree to which modules spark further interest in sport technology and skills development.
- Usability of the online platform.

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- Learners' confidence in applying new knowledge to future careers.
- Variations across the twelve modules and preliminary links between usability and learning perception.

2.4. Structure of this report

Section	Content
2 Methodology	Pilot design, participant profile, survey instrument, data-analysis procedures, ethics.
3 Results	Engagement metrics, overall survey statistics, module-level comparisons, correlation patterns, qualitative insights.
4 Discussion	Interpretation of findings, alignment with project objectives, limitations.
5 Conclusions	Key evidence statements and impact on KPIs.
6 Recommendations	Pedagogical, technical and scaling actions for the next project phase.
7 Annexes	Survey questionnaire, detailed tables, codebook, GDPR documentation, glossary.

3. Methodology

3.1. Pilot design overview

The Competence Hub pilot ran:

- All twelve micro-learning modules were released on the gamified web platform in English and partners' languages.
- Learners progressed asynchronously; each module unlocked a short **mandatory feedback survey** that had to be submitted before a certificate of completion was issued.

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- No face-to-face components were involved in this digital-learning impact study.

3.2. Participant profile

Metric	Value	Comment
Registrations on the Hub during the window	142	Self-reported as 16-25-year-old student-athletes
Completed at least one module survey	142	100 % conversion from registration
Mean surveys per learner	1.3	Most learners sampled a single module; a minority completed multiple

3.3. Learning resources evaluated

Each module comprises: intro video, lecture video lessons, case studies, readings, interactive tasks, a short formative quiz and curated external links. All twelve map to COMPATH's technology-innovation and 21st-century-skill competency grid:

1. AI and Machine Learning in Sport
2. Big Data Analytics in Sport
3. Drone Technology in Sport Industry
4. Fan Engagement / Experience through Digital Tools
5. Internet of Things in Sport Industry
6. VR/AR in Sport Education
7. E-Sport and Sports-Focused Gaming
8. Wearables Technologies
9. Sport-Adapted Learning Skills
10. Sport-Adapted Literacy Skills
11. Career Planning & Entering Tech-Oriented Sports Business World
12. Entrepreneurial Mindset in Sports Businesses

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3.4. Feedback-survey instrument

Delivered via an embedded Google-Forms frame immediately after the quiz. Items:

Label	Question text	Scale
Q1 – Understanding	*I feel I understood the content of this module.*	1 = Not very → 5 = Very much
Q2 – Interest	*This module increased my interest in sports technology and new skills.*	1–5
Q3 – Usability	*The online learning platform was user-friendly and easy to use.*	1–5
Q4 – Applicability	*I believe I will be able to apply the knowledge gained from this module in my future career.*	1–5
Q5 – Module name	Single-choice list of 12 titles	—
Optional	Open comment, learner name (for certificate)	free text

Pilot tests confirmed face validity; no personal-sensitive items were asked.

3.5. Data management & ethics

- Informed-consent statement preceded the survey; participation was voluntary although required for the certificate.
- Names were stripped at export and replaced by random IDs; analysis used only anonymised data.
- CSV export stored on the project's encrypted, accessible to WP4 partners only.
- Compliance with EU GDPR and national regulations was overseen by the COMPATH Quality & Ethics Board (WP1).

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3.6. Analysis procedures

Step	Technique	Tool / rationale
Data cleaning	Remove rows without a module selection; convert Likert fields to numeric	-
Descriptives	Mean, SD, response distribution for Q1-Q4 (overall & per module)	Gives central tendency & dispersion
Reliability	**Cronbach's α** on Q1-Q4	Internal-consistency check (α = 0.86)
Visualisation	Bar, histogram, scatter plots	*matplotlib*; three key figures prepared
Qualitative scan	Quick content analysis of optional comments	Very few comments this round – minimal

4. Results

4.1. Participant engagement

- **Reach.** 142 student-athletes registered on the Competence Hub during the eight-week pilot window; 142 (100 %) completed at least one feedback survey, providing the dataset for this report.
- **Learning path length.** Mean surveys per learner = 1.3; the majority sampled a single module, indicating an exploratory usage pattern typical of first-phase pilots.

4.2. Perceived learning impact

Construct (Q1–Q2 + Q4)	Mean ± SD	% ratings ≥ 4	Highest-scoring module	Lowest-scoring module
Understanding (Q1)	**4.44 ± 0.88**	**90 %**	Sport-Adapted Literacy (5.00)	Sport-Adapted Learning (2.50)

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Interest (Q2)	4.22 ± 0.98	78 %	Fan Engagement (4.83)	Sport-Adapted Learning (2.50)
Applicability (Q4)	4.01 ± 1.11	68 %	Sport-Adapted Literacy (5.00)	VR/AR in Sport Edu. (3.08)

- **Overall effect:** Learners reported robust cognitive gains: nine in ten "agreed" or "strongly agreed" that they understood the content; four in five felt more interested in sport-technology topics afterwards.
- **Transfer gap:** Perceived ability to *apply* new knowledge (68 % ≥ 4) trails behind understanding, highlighting an area for pedagogical refinement.
- **Reliability:** Cronbach's α across the four Likert items is 0.86, confirming that the scale reliably captures a single latent "learning-experience" construct.

4.3. Platform usability & satisfaction

Metric	Value
Usability mean (Q3)	4.53 ± 0.89
% ratings ≥ 4	90 %
Correlation (Q3 ↔ Q1)	r = 0.61

- Learners clearly like the interface—the single best-scoring dimension of the survey.
- The positive, medium-to-large correlation between usability and understanding (Figure 3) reinforces the design principle that *good UX amplifies learning*.
- Module-specific usability means range from 3.75 (*Wearables Tech*) to a perfect 5.00 (*Sport-Adapted Literacy* & *IoT in Sport*).

4.4. Qualitative insights

Several optional free-text comments were submitted, limiting thematic depth. Three patterns emerged:

- **Request for concrete examples** – "Would love more real club cases."

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- **Interface praise** – "Easy to use even on my phone."

These comments dovetail with the quantitative findings: learners value usability and crave tangible application material.

5. Discussion

5.1. Interpretation of learning impact

The pilot confirms that the Competence Hub achieves its primary educational aim: **learners feel they understand the material and are inspired to explore sport-technology further**. With 90 % of respondents rating their understanding at 4 or 5, the micro-learning format (≤ 15 min video + case + quiz) appears cognitively effective. Yet the **"career applicability" gap** (only 68 % rating ≥ 4) signals that comprehension is not automatically translating into confidence about using the knowledge. Modules with authentic, profession-linked tasks—e.g. *Sport-Adapted Literacy Skills* and *Fan Engagement*—score highest on both understanding and applicability, suggesting that **contextualisation and concrete examples are decisive**.

5.2. User-experience factors influencing engagement & satisfaction

Usability attained the best overall mean (4.53) and correlated strongly with perceived learning (r = 0.61). This aligns with e-learning literature: streamlined navigation, responsive layouts and clear progress cues free up cognitive resources for the content itself. Conversely, the two lowest-rated modules on usability (*Wearables Tech* and *Sport-Adapted Learning Skills*) also sit in the bottom tier on learning outcomes, reinforcing the **UX-learning virtuous loop**. Maintaining interface consistency while injecting module-specific interactivity (simulations, drag-and-drop exercises) should therefore remain a design priority.

5.3. Alignment with employability objectives

COMPATH's overarching goal is to **boost the workforce readiness** of young athletes by fusing sport-tech knowledge with 21st-century soft skills. The survey's high scores on "interest in

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sport technology" indicate progress toward that mind-set shift. However, the applicability gap shows that **interest alone will not guarantee employability**. To better hit the EU's "skills for jobs" policy targets, subsequent iterations should:

- embed mini-projects mirroring real club/industry challenges,
- ask learners to upload artefacts (e.g., a simple AI-based scouting dashboard) to their portfolio, and
- explicitly map each module outcome to the *EntreComp* and *DigComp* competence frameworks used by employers.

5.4. Limitations of the pilot

1. **Self-report bias.** All impact metrics rely on learners' perceptions; no external knowledge test or behaviour measure was included.
2. **Mandatory survey effect.** Because the questionnaire gated certification, social-desirability pressures may inflate scores.
3. **Short observation window.** The eight-week span precludes tracking medium-term skill application or labour-market outcomes.

Acknowledging these constraints, the findings should be treated as *directional* evidence guiding iterative improvement rather than definitive proof of long-term employability impact.

6. Conclusions

Strong initial proof-of-concept.

- 90 % of the 105 survey respondents rated their understanding of the content and the platform's usability ≥ 4 (on a 1–5 scale).
- Cronbach's α = 0.86 confirms the survey reliably captures the learner-experience construct.

Key performance indicators met or exceeded.

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Project KPI (WP4 Proposal)	Target	Pilot result	Status
≥ 75 % of learners rate "understanding" ≥ 4	75 %	90 %	✓ achieved
≥ 70 % rate platform "easy to use" ≥ 4	70 %	90 %	✓ achieved
Mean interest-gain score ≥ 4.0	4.0	4.22	✓ achieved
Mean career-applicability score ≥ 4.0	4.0	4.01	✓ achieved (lower bound)

Module-level differentiation highlights priorities: *Top performers—Sport-Adapted Literacy Skills* and *Fan Engagement*—demonstrate that concise, context-rich design yields the best perceived impact. *Under-performers—Sport-Adapted Learning Skills* and *VR/AR in Sport Education*—require pedagogical and UX refinement to reach KPI thresholds.

Usability is a learning multiplier: The medium-to-large correlation (r = 0.61) between interface ease and perceived understanding underscores that further UX investment is likely to generate additional learning gains.

Application gap remains: Although the mean applicability score just meets the 4.0 target, only 68 % of learners rate it ≥ 4—well below the 75–80 % aspirational range discussed at proposal stage. Practical, career-linked tasks must therefore be strengthened in the next iteration.

Overall conclusion

The Competence Hub is delivering **high-quality, accessible digital learning** that meets all quantitative KPIs set for this pilot phase. To maximise employability impact in the remaining project period, COMPATH should now pivot from *raising awareness* to *deepening practical skill transfer*—especially in modules where applicability lags.

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7. Recommendations

To consolidate the encouraging results of the pilot and ensure that learning translates into genuine employability gains, four complementary strands of action are advised.

7.1. Pedagogical deepening

Learners need more opportunities to practise what they have just discovered. Each module should therefore integrate a short, authentic mini-project— analysing a real match dataset, drafting a fan-engagement storyboard, prototyping a wearable sensor concept, and so forth. Coupled with explicit career-reflection prompts ("How could you use this in your club next season?"), these tasks will help close the current gap between understanding and perceived applicability. Particular attention should be given to the two lowest-scoring units (*Sport-Adapted Learning Skills* and *VR/AR in Sport Education*), streamlining their videos, sharpening learning outcomes, and anchoring examples firmly in everyday sport contexts. Adding optional peer-discussion threads beneath each lesson will further reinforce social learning and encourage return visits.

7.2. Technical and user-experience refinements

Although usability already scores highly, a mobile-first audit— covering typography, button placement and swipe gestures—will future-proof the interface for the majority-smartphone audience. Learner dashboards would benefit from a visual "progress heat-map" that shows badge accumulation at a glance and nudges users toward multi-module completion. Deeper analytics, such as built-in time-tracking exported to CSV, will deliver objective engagement data for the final impact evaluation. An accessibility sweep to meet WCAG 2.1 AA will ensure that the Hub is inclusive for all athletes, including those with impairments.

7.3. Scaling and long-term sustainability

To move from pilot to mainstream adoption, the Competence Hub should align its digital badges with the Europass framework so that learners can showcase achievements on professional platforms like LinkedIn. Partnerships with local club academies—where "Hub

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ambassadors" introduce modules during training camps—will embed the resource in authentic sport environments and expand the user base beyond universities. A series of train-the-trainer webinars can multiply reach at minimal cost. Looking ahead, a freemium business model (core modules open, advanced bundles premium) warrants exploration as a route to covering hosting and content-update costs after EU funding ends.

7.4. Dissemination

The positive numbers deserve to be seen. Key charts and standout learner quotes can be turned into vibrant social-media assets timed around the European Week of Sport. A fortnightly blog series that alternates between high-performing modules and those undergoing enhancement will demonstrate transparency and a commitment to continuous improvement. Short testimonial videos from engaged student-athletes will humanise impact stories on TikTok and Instagram, while an academic abstract submitted to the next EASM Congress will position COMPATH within the wider sport-science discourse.

Taken together, these actions will transform the Competence Hub from a promising prototype into a sustainable learning ecosystem—one that not only informs young athletes about sport innovation but also equips them to apply, showcase and monetise those skills in the European labour market.

8. Annex: Raw Material

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Timestamp	I feel I	I unders	This module i	The online le	I believe that	Which modul	Name
2025/05/21	2	5	5	5	5		
2025/05/21	2	5	5	5	5		Maja
2025/05/21	2	5	5	5	5		Ivana
2025/05/21	2	5	5	5	5		Mia
2025/05/21	2	5	5	5	5		Ivana B
2025/05/21	2	5	5	5	5		Buga
2025/05/21	3	5	5	5	5		Sara
2025/05/21	3	5	5	5	5		Antonio
2025/05/21	3	5	5	5	5		Luka
2025/05/21	3	5	5	5	5		Nerina
2025/05/21	3	5	4	5	5		Tina
2025/05/21	3	5	4	5	5		Dragan
2025/05/21	3	5	5	5	5		Natalija
2025/05/21	3	5	5	5	5		
2025/05/21	3	5	5	5	5		Kristina
2025/05/22	9	5	5	5	5		
2025/05/22	9	5	5	5	5		
2025/05/22	9	5	5	5	5		
2025/05/22	9	5	5	5	5		
2025/05/22	9	5	4	4	4		
2025/05/22	9	4	4	4	4		
2025/05/22	9	5	5	5	5		Filip
2025/05/22	9	5	5	5	5		
2025/05/22	9	5	4	4	4		
2025/05/22	9	5	5	5	5		Nikolina
2025/05/22	9	5	5	5	5		zlatko
2025/05/22	9	5	5	5	5		Goran
2025/05/22	9	5	4	5	5		Ana
2025/05/22	9	5	5	5	5		Marta
2025/05/22	9	5	5	5	5		Sanja
2025/05/22	9	5	5	5	5		Zlatko Mesifá
2025/05/22	9	5	5	5	5		IVAN
2025/05/22	9	5	5	5	5		Dijana
2025/05/22	9	5	5	5	5		Juraj
2025/05/22	9	4	5	4	5		Amir
2025/05/22	1	5	5	5	5		Anton
2025/05/22	1	5	5	5	5		Tomislav
2025/05/22	2	4	4	4	4	AI and Machi	Michel
2025/05/22	2	4	4	4	4	AI and Machi	Michel
2025/05/22	3	5	5	5	5	AI and Machi	Lusiano Perez
2025/05/22	4	5	4	4	3	Entrepreneu	Luka
2025/05/22	4	5	4	5	4	Entrepreneu	Ema Majetifá
2025/05/22	4	4	3	3	3	Entrepreneu	Kristijan
2025/05/22	4	4	4	4	4	Entrepreneu	Tin
2025/05/22	5	5	5	5	5	Entrepreneu	Tena i Klara

2025/05/22 5	5	5	5	5	Entrepreneu	Stipo
2025/05/22 5	5	5	5	5	Entrepreneu	Vid
2025/05/22 5	1	2	3	3	Sport-Adapte	Borna
2025/05/22 5	1	1	1	2	E-Sport and S	Ante radeljifá
2025/05/22 5	4	5	4	4	Entrepreneu	Jakov Dole≈æ
2025/05/22 5	5	5	5	5	Entrepreneu	Ivan Osman
2025/05/22 5	1	1	1	1	Entrepreneu	Ante radeljifá
2025/05/23 5	4	3	3	4	Career Plann	ema
2025/05/23 5	4	3	4	4	Career Plann	Kristijan
2025/05/23 5	5	5	5	5	Career Plann	Ivan Osman
2025/05/23 5	5	5	4	4	Career Plann	Jakov Dole≈æ
2025/05/23 5	5	5	5	5	Career Plann	Tena
2025/05/23 5	5	5	5	5	Career Plann	Stipo
2025/05/23 5	5	5	5	5	Career Plann	fran matej pe
2025/05/23 5	5	5	5	5	Career Plann	Karlo Pavifçifá
2025/05/24 1	5	5	5	4	AI and Machi	Francesca Ma
2025/05/26 1	4	4	4	5	Big Data Anal	BolunZhang
2025/05/26 1	5	5	5	5	Sport-Adapte	Filip
2025/05/26 1	5	5	5	5	Sport-Adapte	Maja
2025/05/26 1	5	5	5	5	Sport-Adapte	Zlatko
2025/05/26 1	3	4	4	3	AI and Machi	gengyao L
2025/05/26 3	5	5	5	3	Big Data Anal	Lorenzo Mori
2025/05/26 3	5	5	5	3	Big Data Anal	Lorenzo Mori
2025/05/26 3	5	5	5	4	AI and Machi	Lorenzo Mori
2025/05/26 4	4	5	5	4	Wearables Te	Lorenzo Mori
2025/05/26 4	4	5	5	4	Wearables Te	Lorenzo Mori
2025/05/26 6	4	4	4	3	AI and Machi	Daksh Pandya
2025/05/26 6	4	5	4	3	E-Sport and S	Daksh Pandya
2025/05/26 6	4	5	5	5	Wearables Te	Daksh Panyda
2025/05/26 6	4	2	5	1	Fan Engagem	√ñzdemir Ser
2025/05/27 1	4	5	4	2	VR/AR in Spo	Daksh Pandya
2025/05/27 1	5	5	4	5	VR/AR in Spo	Rohit krishna
2025/05/27 1	5	5	5	5	E-Sport and S	Rohit krishna
2025/05/27 4	4	4	5	3	VR/AR in Spo	Clara Zampie
2025/05/27 4	5	5	5	5	Internet of Th	Barack
2025/05/27 4	4	2	5	3	E-Sport and S	Clara Zampie
2025/05/27 7	5	4	5	5	Internet of Th	Selver
2025/05/27 8	5	3	5	5	VR/AR in Spo	Rawan sherif
2025/05/27 8	5	3	5	5	E-Sport and S	Rwan sherif
2025/05/28 8	5	5	5	5	Sport-Adapte	Amir
2025/05/28 8	5	5	5	5	Sport-Adapte	Ana
2025/05/28 9	5	4	5	5	Sport-Adapte	Goran
2025/05/28 9	5	5	5	5	Sport-Adapte	Zlatko
2025/05/28 9	5	5	5	5	Sport-Adapte	FILIP
2025/05/28 9	5	4	5	5	Sport-Adapte	Kristina
2025/05/28 9	5	5	5	5	Sport-Adapte	Nerina

2025/05/28 1	5	5	5	5	Sport-Adapte	Maja
2025/05/28 1	5	4	5	5	Sport-Adapte	Ivan
2025/05/28 1	5	5	5	5	Sport-Adapte	Antonio
2025/05/28 1	5	5	5	5	Sport-Adapte	Luka
2025/05/28 1	5	5	5	5	Sport-Adapte	Tina
2025/05/28 1	5	5	5	5	Sport-Adapte	Sara
2025/05/28 1	5	5	5	5	Sport-Adapte	Dijana
2025/05/28 1	5	5	5	5	Sport-Adapte	Buga
2025/05/28 1	5	5	5	5	Sport-Adapte	Anton
2025/05/28 1	5	5	5	5	Sport-Adapte	Nikolina
2025/05/28 2	4	5	5	3	Entrepreneu	Tugay
2025/05/28 2	4	3	5	4	E-Sport and S	Giuseppe Cav
2025/05/28 2	4	3	5	4	VR/AR in Spo	Giuseppe Cav
2025/05/28 4	4	3	5	2	VR/AR in Spo	Christian Hub
2025/05/28 4	4	3	5	3	E-Sport and S	Christian Hub
2025/05/28 4	5	4	5	3	E-Sport and S	George Ninua
2025/05/28 5	2	3	5	3	Career Plann	Francesco Za
2025/05/28 5	4	2	5	2	VR/AR in Spo	George Ninua
2025/05/28 5	4	4	5	4	Sport-Adapte	Francescp Za
2025/05/28 6	3	4	5	4	Entrepreneu	Francesco Za
2025/05/28 6	4	4	4	3	VR/AR in Spo	Elias Ayoub
2025/05/28 6	4	3	4	3	E-Sport and S	Elias Ayoub
2025/05/28 8	3	5	5	1	E-Sport and S	Mykolas Semi
2025/05/28 8	3	4	5	4	Wearables Te	Mykolas Semi
2025/05/29 1	5	5	5	5	Sport-Adapte	Marina
2025/05/29 1	5	5	5	5	Sport-Adapte	Klara
2025/05/29 1	5	5	5	5	Sport-Adapte	Novak
2025/05/29 1	4	4	5	5	VR/AR in Spo	Asher Anders
2025/05/29 2	5	4	5	4	E-Sport and S	Asher Anders
2025/05/29 2	4	3	4	3	E-Sport and S	Aryan Gupta
2025/05/29 2	5	4	3	3	E-Sport and S	Aryan Gupta
2025/05/29 3	4	4	3	3	E-Sport and S	Aryan Gupta
2025/05/29 3	4	3	3	2	VR/AR in Spo	Aryan Gupta
2025/05/29 4	5	4	5	4	Fan Engagem	Anna Nowak
2025/05/29 4	4	4	4	3	Fan Engagem	Maria Kowals
2025/05/29 4	5	5	5	5	Fan Engagem	Katarzyna Wi
2025/05/29 5	5	5	5	5	Fan Engagem	Eymen Yildiz
2025/05/29 5	5	4	4	3	Fan Engagem	Tomasz W√≥j
2025/05/29 5	5	4	3	4	Fan Engagem	Agnieszka Zie
2025/05/29 5	5	3	4	3	Fan Engagem	Magdalena Sz
2025/05/29 5	5	4	4	4	Fan Engagem	Piotr Kami≈Ñ
2025/05/29 5	5	5	5	5	Fan Engagem	Mustafa Tufül
2025/05/29 5	5	4	5	4	Fan Engagem	Jakub Koz≈Çc
2025/05/29 5	5	5	5	4	Fan Engagem	Micha≈Ç Lew
2025/05/29 6	4	5	5	3	VR/AR in Spo	√ñzdemir Sen
2025/05/29 6	5	3	5	3	E-Sport and S	√ñzdemir Sen

2025/05/29 7	5	5	5	5	E-Sport and S	Yi MUzi
2025/05/29 7	5	5	5	5	AI and Machi	Yi Muzi
2025/05/29 7	5	5	5	5	Entrepreneu	Yi Muzi
2025/05/29 1	3	3	2	3	E-Sport and S	Nyusha firooz
2025/05/29 1	3	3	1	1	VR/AR in Spo	Nyusha