

Vastuseid ei saa muuta

How do you, dear teacher, enhance your learner's ability to think and respond entrepreneurially?

LEEN (liminality & educational entrepreneurship) seeks to find out how entrepreneurship in its broad sense is implemented throughout the curriculum.

We are a group of teachers and entrepreneurs who are designing an entrepreneurship ecology in educational environments.

We therefore would like to ask you, dear teacher, how you link your teaching practice to entrepreneurship in its broad sense as defined by the European commission:

"an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives."

We realise you can't achieve all aspects in one lesson. So we appreciate good practices which focus on one or a few features of entrepreneurship.

CASE DESCRIPTION. Could you describe a lesson during which you asked your learner's to turn ideas into action?

During this year in the lessons of Czech language and art education we have created a book of fairy tales, which will be available to purchase at the final event.

When did it take place?

Throughout the school year.

How long did the activity last?

10 months

How would you describe the teacher's role?

Supervisor, co-organizer.

How would you describe the learner's role?

The division of roles, specialization, creator, writer, illustrator, organizer.

Were there people involved from outside the class or school?

Parents, neighbour.

How would you describe their role?

Co-organizer, assistant, procedure controller.

How would you describe the school's role?

Cooperation, helpfulness.

LEARNER'S EXPERIENCE. How and why did the learners use their creativity?

Creativity in their own writing materials, getting the materials for the book, illustration, printing, promotion, implementation.

How and why did the learners become innovative?

They have never done anything like this before, they got each fairy differently (on paper, on the recorder, directly retold), then they passed it to children at 1st grade.

How and when did they show initiative?

Creating tasks on tales during visits of 1st grade pupils, illustration and obtaining them - they painted themselves, asked children from the lower classes, etc., organization of meetings, books, etc., book baptism.

Which risks did they have to take?

A lot of work, laziness, and some working for others, unjust distribution of roles, some did more work than others.

How and why did they have to let go of old habits?

They processed texts for a real book, not because of the mark.

How did they deal with failures?

Someone had to work harder, but great failure has not yet been present.

How did they explore the improbable, the impossible, the unrealistic, the forbidden?

Real test.

How did they find a focus?

After the joint debate at the beginning of the school year, events in the project Extra Class.

How did they manage the process?

Some well - above expectations, others joined only by duty.

What was the end product?

A book.

What would you say was the most challenging feature for this project?

Motivate children in the start.

How do you prepare your learners to embrace entrepreneurial learning?

You can be successful by working hard.

Is there anything else you feel is important for educational entrepreneurship?

Hard work, good idea.

Could you share some pictures of the project?

If yes, then please send them to kati@kating.ee

Yes, I'll send them

No

Could we link to your website, blog, Facebook, Instagram featuring this example?

If yes, then please write your website here

Can we publish the following: the name of the educational institute and its e-mail? Your name and e-mail?

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