

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?

Fictitious company

Fictitious company is a name of an afternoon activity for students from 7th to 9th grades (2nd year).

The aim of the activity is to provide students with the information on functioning of the company, business types and advertising strategies.

Fictitious company is not just about theoretical knowledge, but also about ensuring that pupils tried to operate the company for real.

And what is the content of the activity? Students are divided into groups - companies. And now they become owners of fictitious companies with office goods, whose task is to build up their business - name, type, divisions, positions. Companies are three, so pupils will try business competition too..

They are conducting market research among pupils of the school and determine which items are the most desirable.

Now comes the most interesting part - the actual order of office supplies (pens, pencils, crayons ...). Creating the most compelling advertisement for their company that are distributed through individual classes. At the end comes the sale of goods received. There is a tension when revealing which company has been the most successful in selling in order to win the competition.

The company that has earned the most money will get a sweet reward and the money earned will be donated to Child Sponsorship in which our school participates.

The activity takes place in the ICT classroom, pupils process all the information on computers - in MS Word, MS Excel, they use graphic programs and the Internet. Pupils practice their skills learned in ICT lessons.

When did it take place?

The activity was held as an afternoon activity named a fictitious company.

How long did the activity last?

The activity lasted throughout the school year, 2 hours per week.

How would you describe the teacher's role?

The teacher tries to explain to pupils the different concepts from the field of entrepreneurship, to acquaint students with practical applications of these concepts and help pupils with processing practical tasks.

How would you describe the learner's role?

Pupils used their knowledge and skills from ICT lessons, they used PC in all lessons - used the programs MS Word, MS Excel, graphic programs, in which students worked on assignments, which are mainly related to practice.

Were there people involved from outside the class or school?

Basicly all students of the school participated in the activities, when filling out the questionnaires, purchasing of the goods.

How would you describe their role?

The teacher leads students to the right aim, he/she is a consultant, explains the concepts that students do not know.

How would you describe the school's role?

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

Students developed their creativity in creating questionnaires, advertising strategy. Since there was a competition of three companies (group of students) students had to use creativity to be successful.

How and why did the learners become innovative?

The innovation was that it was not just the acquisition of theoretical experience, but also taking the theory into practice.

How and when did they show initiative?

Pupils showed their initiative in all lessons. Especially when advertising the goods and selling the goods.

Which risks did they have to take?

They risked again in the practical part - they tried all sorts of sales strategies and hoped that their strategy will work.

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

The activity fictitious company left mainly learning by memorizing - drilling, fixing concepts, pupils tried everything practically.

How did they deal with failures?

Pupils enjoyed the lessons and practical application of experience. They did not have any failures to such a great extent, therefore, students coped with failures very well.

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

Since it was practical learning, mostly they assessed what is unrealistic very well.

How did they find a focus?

How did they manage the process?

Pupils managed this process very well, as I've already mentioned due to the fact that the entire activity was practical.

What was the end product?

At the end of the year the pupils had to assess the functioning of their businesses. And decide which company after a year-long effort was the best.

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

How do you prepare your learners to embrace entrepreneurial learning?

Especially in civics lessons - introduction to concepts, mainly due to fictitious fictitious company.

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

Including the practice in teaching entrepreneurship, working with PC, group work.

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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