

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?

It is a long-term project, which focuses on career choice. In the lessons of elementary classes in the third grade at primary school. During one semester students have the opportunity to learn various careers of their own communities, which one day may choose.

When did it take place?

The activity took place from January to May

How long did the activity last?

The activity lasted approx. four months - each month we visited two people (two jobs).

How would you describe the teacher's role?

The teacher was the moderator and brought the energy to the project. Prepared and arranged a visit for individual people, guided the visit and worked with gained information.

How would you describe the learner's role?

Role of students was 'journalistic'. Students had the opportunity to be very personally interested in the problem, prepare questions and interviews. After returning to the classes, they created sheets to a given profession.

Were there people involved from outside the class or school?

Yes, people with whom we interviewed and thus explained their profession: Mayor, school principal, a pediatrician, a saleswoman in the shop, librarian, car mechanics, dispatchers at the station, postman.

How would you describe their role?

Moderator, energy bringer, a provider of assistance.

How would you describe the school's role?

Support of time, physical - substitutions.

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

They wanted to learn about the possibilities for the future - for our own lives. Many 'chose' the right thing during the project.

How and why did the learners become innovative?

They tried out a new role - to be a journalist (asks questions, has to think about the meaning of the questions); They create their own book of interviews with descriptions; critically assessed pros and cons of the profession - picking why they chose that profession.

How and when did they show initiative?

When creating questions during interviews, the 'impromptu' situations when they started something of interest so that the visit has taken a new direction. Some have formed a book in their own way - not according to predefined rules.

Which risks did they have to take?

Entering unknown environment, asking questions in a field about which they knew nothing.

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

They viewed things in a new way and wanted the final product to be according to them.

How did they deal with failures?

Discussions - together talking about the topic by asking questions and solving problems.

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

In the third grade, they rather discovered the new - a lot of things for them were, until then, unimaginable. By own experience, they found out how things work.

How did they find a focus?

They were enthusiastic for certain professions and explained why it would be interesting for them. They were able to describe their fears and risks associated with the job.

How did they manage the process?

Excellent - things could be looked at from a new direction.

What was the end product?

Creating their own books with dialogues, images and personal experiences.

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

Persuade a sufficient number of adults who were willing to devote their time to us.

How do you prepare your learners to embrace entrepreneurial learning?

See our project.

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

Teacher's enthusiasm and ability to persuade people to participate in the projects and activities for students.

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

www.zsostromer.cz

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

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