

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?

We can base the activity in solving a problem we have in the school. For example, we have an empty field in our playground and we decided to ask our students to think about a usage of that place, so they have to think about what they want to have/do there and what will be good to have for everybody. Then they would have to think about how to do that and present it to the rest of the class and the best idea/project is the one that is going to be turned into action.

When did it take place?

Depending on their needs they will do it in one class or another. For example, if they need to calculate something they can do it in the Maths class.

How long did the activity last?

One term approximately, because students will do it for two hours every week.

How would you describe the teacher's role?

Just helping and leading them, not giving them solutions.

How would you describe the learner's role?

REALLY REALLY REALLY ACTIVE because all the project is based on their ideas.

Were there people involved from outside the class or school?

Yes, sure.

How would you describe their role?

For example they can ask their family or friends for suggestions and maybe, if it is possible, they can invite architects, engineers, gardeners and so on to tell them more about their jobs and acquire certain skills for developing their projects and get more ideas.

How would you describe the school's role?

They should provide the necessary equipment and resources for the projects of their students.

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

Their project will be based on their ideas, so they have to use their creativity and imagination all the time.

How and why did the learners become innovative?

By working on the project and trying to find ways how to implement their ideas into practice they became innovative because they need to find new ways to put their ideas into practice and make them work.

How and when did they show initiative?

From the beginning of the project because they are the responsible for the project, all depends on them.

Which risks did they have to take?

There are not a lot of risks in this activity/project, but if we have to talk about one we can say it can be the risk to think about something that cannot be possible to put into practice.

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

For the first time they will have to work on their own becoming their own teachers, and they will choose what to work with and how, so they will have to make a lot of decisions that the teacher used to do instead of them.

How did they deal with failures?

In this point, the teacher will be there for helping them but they will have to try to find the solution on their own. That will make them develop intrapersonal and interpersonal competences.

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

Thinking about their ideal yard they will realize if their ideas are impossible to make real or not, for example. Also by combining various ideas and discussing it with peers and others.

How did they find a focus?

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How did they manage the process?

With the teachers help and working collaboratively with their group mates.

What was the end product?

A design of the part of the yard that the school is going to take into account and make real.

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

That they need to make their own decisions and create their own yard.

How do you prepare your learners to embrace entrepreneurial learning?

With projects like that in which they have to come up with ideas and try to put them into practice, considering if they are good or not and discussing with the other members of the group about how to do it.

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

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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

No, we cannot

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

If yes, then please write this information here

Name of the educational institute: Pädagogische Hochschule Steiermark. We are Andrea Rako (andrea.rako94@gmail.com) and Ariadna Domingo Goixart (ariadna.dogo13@gmail.com)

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