

LEEN ERASMUS+ project -2015-1-BEO2-KA201-(

KÜSIMUSED

VASTUSED 25

< 19 / 25-st >



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?

I start lessons asking alternative conceptions, ideas or experiences that students bring from daily routine. Then I pick some ideas or explore some

examples of the day or a video to introduce concepts. During the lesson the students start to break their initial alternative ideas. Normally we solve some exercises. And at the end one student remind what they learned.

When did it take place?

Everyday

How long did the activity last?

Each lesson 45 or 90 minutes.

How would you describe the teacher's role?

The role of a teacher is quite complex but motivating. On the one hand, a teacher must also educate and transmit some basic values such us respect for others, mutual aid or responsibility. On the other hand, in what concerns to transmit knowledge, in my opinion a teacher should be innovative, dynamic, communicative and critical. Should explore different ways of teaching by experiences, simulations, researches in order to develop critical thinking, reflection but also creativity and curiosity for learning.

How would you describe the learner's role?

Should be active and critic. They are concentrated, pay attention, participate and study hardly. Although, rarely they question what we say or teach.

Were there people involved from outside the class or school?

No

How would you describe their role?

How would you describe the school's role?

The school's concern is to make the student participate in their active group and affectively, appropriating values, beliefs, academic knowledge and socio-historical references and skills for the labor market and life making them a conscious person and responsible. Although this is not aleakproof learning.

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

Only in the laboratory experiences, when explore some videos and in researches work.

How and why did the learners become innovative?

Students become innovative when have to make a research work and present their work. Some works can be done based on games, theatre, talk shows.

How and when did they show initiative?

Rarely. Only when they question something

Which risks did they have to take?

Non.

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

Only on secondary level when they realize they need good marks to enroll in college but only a bit.

How did they deal with failures?

Bad. It is difficult because they create expectations and compare results with colleagues.

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

Normally they don't explore.

How did they find a focus?

Based on teacher opinions or family motivation.

How did they manage the process?

The students have a passive attitude, accepting the concepts.

What was the end product?

They learn skills and knowledge useful for their future

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

To realize that teachers don't have enough time to let the students develop their critical thinking. Us teachers spend the majority of classes following a strict programme

How do you prepare your learners to embrace entrepreneurial learning?

Only on projects outside school.

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

The students should have a subject that allows them to make a project of their own.

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?

If yes, then please write this information here

tsff.estp@gmail.com
