

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

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# 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?

In some of my lesson, I prepare some tasks for learners that will encourage them to think about something and then take an action. At the second lesson

of the first term, I asked my students to work in pair; one was the interviewer while the interviewee was thought as a famous person. In that way, the interviewers described their friends as a result of their own work in which they were more creative, talkative and the task was more natural for them. The objective of the lesson was describing family and friends in English so they did it in a more creative way while taking action instead of just looking their friends next to them and writing something about them only by thinking.

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## When did it take place?

At the second lesson of the first term, this year.

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## How long did the activity last?

1 lesson hour long (40 min)

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## How would you describe the teacher's role?

The teacher was pasive in that lesson. She only told students the steps and procedure of the activity as she was the mentor. When needed, she helped students to complete the task.

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## How would you describe the learner's role?

Learners were more active compared to the other lessons because they were brainstorming, thinking about what to ask etc as well as behaving like an interviewer. As they imagined their roles and acted, they were definitely more creative and enterprising in a way.

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## Were there people involved from outside the class or school?

There weren't, unfortunately. If there had been, the lesson would have become more attractive.

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## How would you describe their role?

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## How would you describe the school's role?

The school had a significant role as it is the factor enabling and offering chances to both teachers and students. The environment wasn't that much appropriate to energize students.

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

Because they were role playing and should have been thinking in a different way with the help of their imagination.

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## How and why did the learners become innovative?

They learned a new way which is also interactive to describe their friends.

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## How and when did they show initiative?

While asking questions like an interviewer by role playing.

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## Which risks did they have to take?

They took risks such as misunderstanding each other and making mistakes in front of the classroom.

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

Because of having a task to complete, they had to quit their old habits and they did that by role playing. Because, they were acting like another character apart

from themselves.

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## How did they deal with failures?

They thought the failures as the characters' failure not their own like interviewers' or famous people's failure.

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

With the help of the teacher.

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## How did they find a focus?

They had to complete their task(interviewing) and the task was something they always saw in magazines or TV shows. So it was easy for them to focus on their work.

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## How did they manage the process?

In pairs, they take the responsibility of doing their own parts and in case of any need, they asked the teacher for help.

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## What was the end product?

Everybody could describe their friends but it was like a magazine programme so they enjoyed it and there were really interesting dialogues as a result of creative thinking and acting.

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

Trying to make students asking more creative questions

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## How do you prepare your learners to embrace entrepreneurial learning?

I usually try to make the topic more attractive and interesting for them because if the topic is within their field of interest they can be more creative and come up with more and more ideas. Then, taking action would be easier.

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

Using technology and internet in the classroom can help teachers in this field as they lead us into a more innovative, creative and interactive way.

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## Could you share some pictures of the project?

If yes, then please send them to [kati@kating.ee](mailto: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

<https://www.facebook.com/www.simder56.org/>

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

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