

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?

Some of the 8th grade students acted out restaurant dialogues. The students learned restaurant dialogues and they thought they could act out the

restaurant atmosphere as if they were natives. So they created a restaurant cafe shop with real food and drinks. They brought different kinds of food, drinks, some clothes for the desks as tables for the restaurant. They decorated the class as a restaurant cafe. They themselves wore accordingly. Later they turned this role play to a model restaurant cafe. They used cartoons, dolls, papers, folders, They used small dolls as puppets for the customers, waiters, cashier. There were waiters, cashier and some customers. Two of the customers were pleased with the food they ordered, one of them complained about the food she had eaten. One customer was looking for what to order who was a bit obsessed with her weight. The teacher was just the audience during the event, but before they acted out in front of the class, the students and the teacher talked about the outline and the language together.

When did it take place?

This was used as a project for TUBITAK. The role play happened during the English lesson time in the classroom. It happened last year

How long did the activity last?

it took 80 minutes.

How would you describe the teacher's role?

The teacher directed the students which vocabulary and language they might use. However the students decided which ones exactly to use themselves. This was used as a project for TUBITAK.

How would you describe the learner's role?

Were there people involved from outside the class or school?

Some teachers and students from other schools came and congratulated

them for their work.

How would you describe their role?

How would you describe the school's role?

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

As the students decided which vocabulary to use with the restaurant language, they used their creativity. They added and changed the language according to the situation. They tried to reflect different kinds of characters through their behaviours, voice tones and of course their spoken languages. They sometimes became aggressive to the waiter and cashier, sometimes became arrogant, rude, sometimes very curious or kind.

How and why did the learners become innovative?

How and when did they show initiative?

They themselves created the restaurant so they tried to proportioned the objects and model puppet people. They thought which meals to use during the role play.

Which risks did they have to take?

They took the risk that they needed to be natural while acting out. Also they

had to memorize, sometimes they improvised accordingly. Also, there were some speech balloons for them to remember. Students had some difficulties while preparing the model restaurant cafe as they tried to accommodate the objects accordingly to the model.

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

As they studied before the role play, they learned not to make some mistakes they were accustomed to use. When they forgot what to say, they tried to replace with another word or structure.

How did they deal with failures?

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

How did they find a focus?

They focused on their work because they worked so much before the class. They needed to act out accordingly as this will be evaluated as oral evaluation. In fact, after they started to work on the role play, they enjoyed themselves and they were motivated to succeed.

How did they manage the process?

They performed different moods, so they tried to perform accordingly. I tried to motivate them if they wanted to create, they could do it. They had the capacity to speak and perform spoken language. Also, they could create the model together with their group friend through cooperation. I think teachers should try direct their students to take part in some projects, at least they should

motivate their students to use their creativity in a concrete way.

What was the end product?

If they were successful, they would act out in front of the other classes. And they showed their project at the exhibition.

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

How do you prepare your learners to embrace entrepreneurial learning?

Especially for language learning, students should be motivated enough to use and produce the language.

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

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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