

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?

As a teacher, I always recommend my students read books in both English and Turkish. We are a village school, so we don't have enough sources. Therefore,

students wanted to create their own story book.

When did it take place?

Last year with 7th grade students

How long did the activity last?

It lasted for 3 weeks. We spared special times to create the book during lessons.

How would you describe the teacher's role?

As a prompter and director at the beginning: I appreciated and supported their ideas. This would be a good example for the other students, too. As a controller at all stages: We controlled the spellings, pictures, the punctuation together and I generally gave feedbacks.

How would you describe the learner's role?

They attended the process actively. They learned the vocabulary and the functional language during the creation of the story book. Also they use the language during the practise time while reading and dramatizing. They had to pronounce correctly, cared for the intonation and stress.

Were there people involved from outside the class or school?

No, there weren't.

How would you describe their role?

Students engaged actively through all the processes. At the beginning, they themselves decided which story to choose. They decided on a story related to

farm. There are some animal characters. The process of grains of wheat towards bread is dealt with through the story. Students learned both the language and vocabulary about the process of bread. They gave ideas, personal knowledge about the process of the story, they shaped and designed the book collaboratively. There were creative ideas about the design of the book. They used an A3 notebook without lines. They decorated the book with different materials. They supported the story with related pictures for the all pages. Also, while reading, they suggested to dramatize via stick puppets. Shortly, they created a story book both for themselves and other students.

How would you describe the school's role?

They motivated the students by suggesting to exhibit the story book in TUBITAK exhibition.

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

They found the idea to create a story book themselves. They shaped and designed the book themselves. They used A3 notebook and colorful pictures relate to the story. They wanted to dramatize the story through stick puppets.

How and why did the learners become innovative?

Their story book was used by other students, too. Also, the other students wanted to create other books.

How and when did they show initiative?

There was reading hour in the second term. They needed to have their own story books. They insisted on create a story book.

Which risks did they have to take?

There wasn't a finished example for them, so they didn't know what kind of book would it be. They spent their time meticulously and effectively.

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

They needed to save the time, collaborated in a detailed way. School time was limited, as they were from different countries they couldn't come together easily. They learned how to use time and materials effectively.

How did they deal with failures?

Even sometimes they got tired from the preparations, they always wanted to continue as the processes went on.

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

They wanted and they did :) There weren't obstacles

How did they find a focus?

They focused on their aim and dreamed of the result together.

How did they manage the process?

They didn't give up. They were always willing to work and finish. Also, as the process and the result related to their daily life, they were happy to deal with.

What was the end product?

A story book " The Little Red Hen"

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

There wasn't an example like this one and time was a bit limited for the students.

How do you prepare your learners to embrace entrepreneurial learning?

I sometimes mention the examples and show them some success videos. Then we talk about it, give ideas. We sometimes dream about their future lives.

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

I think, believing and motivating each other is very important.

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

<https://www.facebook.com/dilara.illkay>

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

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