

## 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?

A lesson during which the learners were asked to turn ideas into action was one in which they had to come up with a plan in order to sell floral

arrangements (for special occasions). They had to pretend they spent a certain amount of money to buy flowers, different amounts of money for baskets, pots, soil and so on. The theme was "Florart" = Art made of flowers After that they had to come up with a plan in order to sell the arrangements on the free market. They needed a manager of their micro-trading company a treasurer. an accountant and so on. The students who belonged to different "departments" had to join the groups. Everybody knew what they had to do because they had been trained to do that with different types of micro-companies that sold food products, interior design arrangements and so on.

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### When did it take place?

Such lessons happen all the time.

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### How long did the activity last?

The activity lasted for a few mounts.

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

The teacher's role is one of a mediator, a facilitator who's providing assistance and guidance whenever the groups need it.

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

The learner's role is one of engaged conscious responsibility.

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

Yes, they were. We send our students to attend practical, monitored training with experienced, well-known companies in the town.

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### How would you describe their role?

Their role is to show students how things are done on the real market, in real trading exchanges or in the service area such as working in hotels and restaurants.

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

The school is training students who in the future will hopefully work in the field they are trained for with companies that are similar with the ones they worked with or start creating companies of their own after they graduate the Economic Sciences Academy which is a higher form of studies.

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

Learners use their creativity in promoting their "products", in finding ways to sell them and in adapting their "selling activity" according to the demand and supply needs on the "market".

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## How and why did the learners become innovative?

The learners became innovative in the way they promoted their products and in finding partners to work with on a long term.

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## How and when did they show initiative?

They showed initiative in keeping contacts and in creating logos that promoted their products.

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## Which risks did they have to take?

They had to take into consideration the fact that their products might not be sold quickly enough, they might damage if they were not transported carefully and the cost of keeping their business running might be unpredictable at the beginning.

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

They had to let go of the old habits of not taking care of the plants around them.

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## How did they deal with failures?

Some of them had to deal with the possibility that their "business" might be expensive to run at the beginning till they created a reliable marketplace they could count on.

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

Such a possibility could create unrealistic predictions, impossible ways of dealing with damaged "products", situations generated by flowers arrangements not being sold and so on.

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## How did they find a focus?

At the beginning they needed time to focus on the specific that they had to do in their own "departments".

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## How did they manage the process?

They managed the project quite well, taking into consideration the fact that there were quite a lot of things they could not predict from the very beginning.

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## What was the end product?

The end product was a profitable micro-company of their own.

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

The most challenging feature of the project was the cost of their "business", the connections they had to create and the profitable aspect of their activities.

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

We have specialized teachers who deal with different aspects of the entrepreneurial activities of trading activities in Romania.

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

We feel it is unimportant to train our learners to be prepared for the labour market of the future.

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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://colegiuleconomicitargoviste.wordpress.com/>

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**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

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