

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

KÜSIMUSED

VASTUSED 25

KOKKUVOTE

INDIVIDUAALNE

Aktsepteerib vastuseid

< 13 / 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?

Yes. During the environmental protection classes they have to find/propose methods/ideas to reduce the waist of the resources and after that I ask to try

to integrate their ideas in their daily life.

When did it take place?

In november 2015

How long did the activity last?

a week between the theoretical lesson, the practical lesson for finding the solutions and the implementation of one of their solutions.

How would you describe the teacher's role?

Facilitator. The teacher help them discover that they really can do something about it. The teacher help them link the theory with their valuable ideas and put them into happen.

How would you describe the learner's role?

They don't have to just learn about it and judge the others, they have to prove that they are in the middle of the problem. They feel the solution, and they are trying to do something before ask the others to do it.

Were there people involved from outside the class or school?

Yes. The parents of the students and some other persons from local community.

How would you describe their role?

They help student to put in practice or their listened the students solutions and improve their work or way of living.

How would you describe the school's role?

The school created a real life situation in order to help students to appreciate the nature and its resources. The school became a resource for the students in the situation when they wanted to find out more, to present their conclusions or to compare the ideas and the results.

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

They could improve their action in the manner they wanted. They transformed the knowledge in life skills, by implementing their ideas.

How and why did the learners become innovative?

Because they wanted to prove that they are well prepared and because they discovered new things in the community. They found out that it is hard to implement an idea, it is hard to work with various kind of people and they had to find their own solution to obtain the result they wanted.

How and when did they show initiative?

When the teacher appreciated them as valuable ideas and when they saw for the first time that actually it worked.

Which risks did they have to take?

The rejection of the adults (people) with which they are living. The risk to be too naive and hope to solve all the problems, for ever.

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

Because they assumed the change by proposing and implementing their own ideas.

How did they deal with failures?

Sometimes they are not ready to change the way of living or of thinking so a part of the students abandoned their ideas after the school classes are over.

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

They are young, sometimes they are trying to bring the unrealistic and the forbidden in their activities. They are looking sometimes to far or in the others life and they don't have the ability to be reflective.

How did they find a focus?

They correlated their needs and the theoretical background.

How did they manage the process?

They sometimes were looking at the process and they changed their goals in order to be realistic and applicable.

What was the end product?

Improving their skills and changing their lives by adopting a good behaviour.

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

How to help the students express their ideas and then how to transform an ideal/an aim in action, how to see the results and how to use the impact.

How do you prepare your learners to embrace entrepreneurial learning?

By giving them examples of people which succeeded and by teaching them how to implement their (or a good) idea.

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

Yes. The availability of the authorities to respond at the students questions. Finding the motivation for students to get involved.

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

Stancu Valentin-Irinel valentinstancu81@gmail.com
