

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?

'Talents for the future' Every student of the second year of the Teacher Training Department UCLL has take part in a project. They can choose for different

topics: refugees, creativity, mathematics ... One of the topics was Entrepreneurship. Translated to de clas practice, it became 'Talents for the future' an 'Skills of the 21st century'

When did it take place?

8, 9 and 11 February in Overpelt (Palethe) in Limburg (Flanders)

How long did the activity last?

Workshops during these 3 days camp.

How would you describe the teacher's role?

The teacher (Guido) was the manager of the project. He guided the process and followed the students during preparation sessions at school and on Facebook.

How would you describe the learner's role?

The students prepared the workshops during the first semester. They were responsible for everything: content of the workshops, organisation, finance, communication ...

Were there people involved from outside the class or school?

There was an expert that helped them: Fabienne Geuens (Vlajo). See blog!

How would you describe their role?

She is a professional trainer and her main job is to stimulate Entrepreneurship in Education (Primary School).

How would you describe the school's role?

In Overpelt there were different schools where students of the teacher training department did practice. Pupils of these schools, but also other children could sign up for the workshops. In fact the city council of Overpelt was responsible for the organisation and the follow up of the students. They also financed everything. Counsel also gave feedback on the project proposal the students had to write. At the end, they also evaluated the project.

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

They had to create different new workshops and always think out-of-the-box.

How and why did the learners become innovative?

They had their experience from their own youth movement e.g. scouts, chiro ... but also had to focus on the different talents of entrepreneurship: creativity, working together, being innovative, independent, assertive, dealing with stress, flexibility ...

How and when did they show initiative?

They had to show initiative all the time, because they were responsible for everything.

Which risks did they have to take?

They were not sure about the amount of children that would come. In the beginning there was the financial question. Dealing with children they didn't know was not so easy.

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

They had to leave their comfort zone of teaching in a classroom. They were responsible for 44 children during 3 days.

How did they deal with failures?

They had several setbacks, but managed to deal with these by talking in group.

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

They did those things together and with a clear load balancing.

How did they find a focus?

The theme was the focus: talents and creativity.

How did they manage the process?

What was the end product?

A three days camp with different workshops.

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

They had to create a lot and find/create a lot of material. The most challenging was the time machine.

How do you prepare your learners to embrace entrepreneurial

learning?

I did not prepare them but followed the process. The external expert helped when they had questions about content and performance.

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

The students had a lot of energy and will power. They also really enjoyed working together, laughed a lot and felled good (most of the time). Entrepreneurship in an organisation has also to do with values and attitude such as: respect, collegiality, loyalty, exepcting feedback, willingness to listen, deal with setbacks, humor, being prepared, showing leadership ...

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

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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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