

## 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?

Within the curriculum of SME Management students have the following program: 1st year: 'climb to entrepreneurship': in that course all the student

from the 1st bachelor work within a multidisciplinary team (max. 5 students) on real-life, actual cases from entrepreneurs in the region. The lecturer is the coach and supports the learners in their process to get an innovative solution for the case. 2nd year: they make a businessplan 3th year: start up their own pop-up stores

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## When did it take place?

The pop-ups were I would like to talk about takes place in the 3th bacheloryear and then they graduate.

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## How long did the activity last?

3 months in preparation and they start up their pop-up store in march 2016 for two weeks. (11/03/2016-26/03/2016)

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

The role of the teacher is the coach.

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

They learn a lot more because they have to take the initiatives their selves.

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

yes, employersorganisations, city of Genk where the pop-ups are located, retailers of Genk, godfather of the project, entrepreneurs, charity project where they donate 1/3 of the revenues chosen by the students.

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## How would you describe their role?

They have a major role in the project, because they can also communicate

about the project and inspire the students.

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

We have a role in communicate about the pop-ups and to work together with stakeholders in the region.

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

They can create it all by themselves. They start to work in group and brainstorm about ideas. They work on the project together. Making up the business plan , look for financing their pop-up and get agreements with suppliers. They work together with students from finance&insurance and juridical department to look on those aspects of their pop-up.

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## How and why did the learners become innovative?

They have to communicate well to start collaborate. So they have to find the best way. It didn't went well in all the groups from the beginning. They have no budget to start up, so they have to be innovative.

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## How and when did they show initiative?

From the beginning : - brainstorm about the idea - contact suppliers - look for furnitures to decorate their pop-up - open the pop-up

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## Which risks did they have to take?

- not to have a good concept for their store - don't get the right suppliers - not make the good decisions

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

All the time!

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## How did they deal with failures?

Get up and learn from it. The learner spends a lot of time on this aspect. how can you learn from your mistakes.

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

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## How did they find a focus?

They have to find it themselves. On a regular base the students presents to the coaches the situation of their project and the coaches sometimes have to help them focus.

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## How did they manage the process?

The coach also has an important role.

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## What was the end product?

Opening of their pop-up store during two weeks. (7 pop-ups open in march 2016 in the city of Genk in a street where there a lot of vacant properties).

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

Running their own shop during 2 weeks! Students from the 2nd bachelor are already excited about this project next year. In the lessons are a lot of referalls to the project.

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

By giving a good example! And to be positive and to involve them in the project by the beginning. Teamwork is also important and the management supports this sort of work.

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

Let them know you trust the people ! Empower them!

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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://www.ucll.be/samenwerken/innovatieve-projecten/pop-stores>

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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

UC Leuven-Limburg Annelies Schrooten [Annelies.schrooten@ucll.be](mailto:Annelies.schrooten@ucll.be)

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