

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?

activity- dialogue writing and acting in pair work or group of 3

When did it take place?

In 2015

How long did the activity last?

It last about two sets of 90 minutes lessons

How would you describe the teacher's role?

Purely as "guiding helper"

How would you describe the learner's role?

The learners have to organise their work in terms of content, time control, preparation, team work, creativity and imagination.

Were there people involved from outside the class or school?

No

How would you describe their role?

doesn't apply

How would you describe the school's role?

doesn't apply

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

They had to choose the theme (among some given sugetions), had to elaborate the dialogue and it's acting out

How and why did the learners become innovative?

through the acting in itself, the speeches, choice of word, expression chunks, intonation

How and when did they show initiative?

Whenever they come up with structures, expressions not given as "guidelines", but, clearly, caught dureing their personal exposure to the english language (Songs, TV, Cinema, Magazines)

Which risks did they have to take?

none

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

doesn't apply to the situation

How did they deal with failures?

They tried to solve them as a group or pair within the "Team Work" spirit.

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

doesn't apply

How did they find a focus?

Through team work process

How did they manage the process?

dividing the work into different stages and tasks with a logical organisation, distributing tasks

What was the end product?

acting a small play

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

time control and team work organization

How do you prepare your learners to embrace entrepreneurial learning?

By providing situations where they can develop autonomy, skills to take decisions on their own, to follow their personal process as far as grasping contents, problem solving, understanding by themselves, instead of just waiting for the teachers explanation or answer

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

no

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?

If yes, then please write this information here

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