

Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils

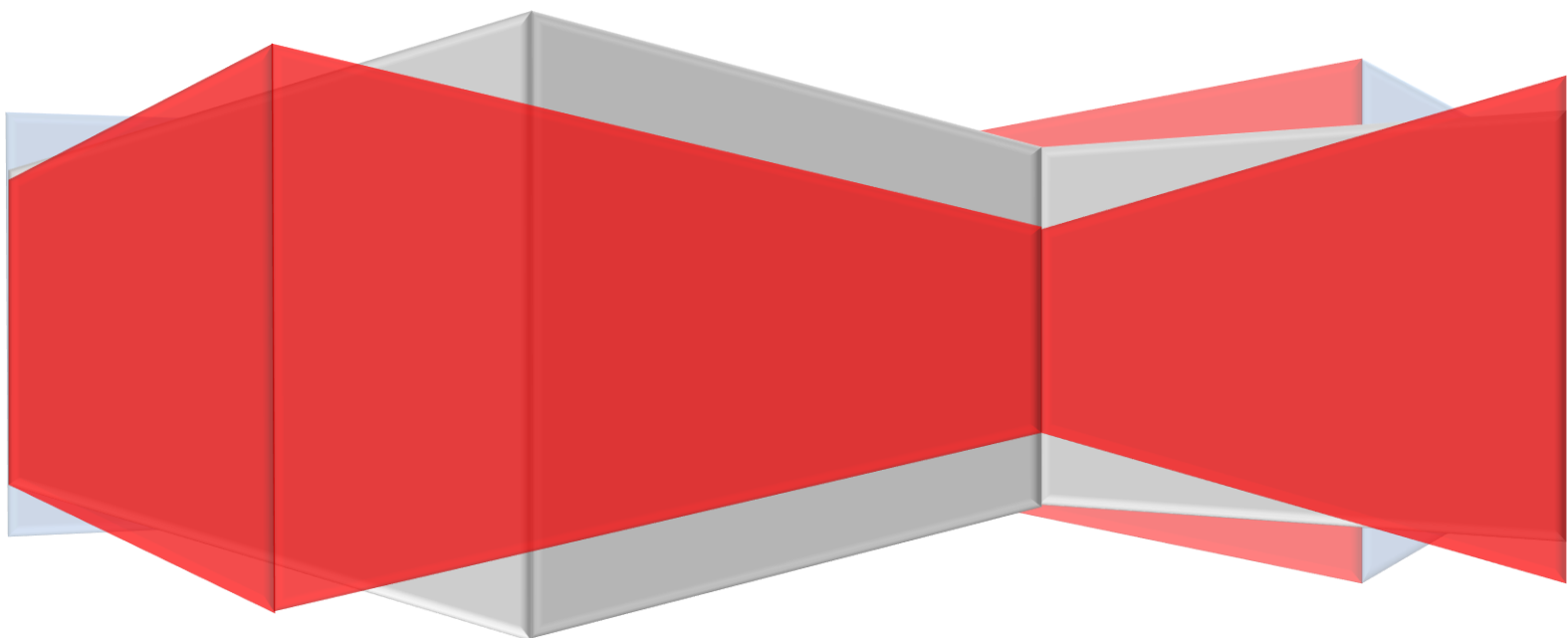


enterschoolmind

ISO Certification of the curricula: Development of Entrepreneurial Mindset for Teachers Level 6

Competence: 3.5 Learning through experience

Partner Responsible: MMC



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TRAINING CURRICULUM FOR COMPETENCE: LEARNING THROUGH EXPERIENCE

Aim of the workshop

This workshop aims to support teachers in their teaching of topics regarding Entercomp's competence area 3.5 Learning Through Experience.

The workshop first addresses issues related to the concept of reflection. Participants discuss on what reflection is, as well as the benefits of introducing it in the classroom. For this purpose, traditional reflection strategies and thinking routines which can be applied in the classroom are presented and discussed upon. Next, the importance of recognising learning opportunities inside and outside the classroom is discussed. Participants are encouraged to think out of the box and beyond the traditional in-class learning concept. Applying knowledge from one field to another and taking advantage of different frameworks and opportunities that arise from this interdisciplinary approach are also emphasized. Finally, participants are introduced with ways of supporting pupils' reflection during the different stages of learning. This entails teachers supporting pupils in setting, evaluating and adjusting their learning goals and processes.

Learning outcomes

After the end of the workshop the participants will be in a position to:

In terms of knowledge:

39. Describe traditional reflection strategies, such as journals and oral or written reporting, as well as new techniques (such as thinking routines e.g. I used to think but now I think, 3-2-1 bridge, two sided notebooks) and self checks that can be applied with the pupils.

In terms of skills:

40. Develop reflection skills of pupils so as to reflect on their learning from both success and failures through the practical use of traditional and new techniques such as thinking techniques (I used to think but now I think, 3-2-1 bridge, two sided notebooks etc.).

In terms of competences:

41. Support pupils on their reflection during the different stages of their learning.

42. Support pupils in recognizing opportunities for learning as well as in evaluating and adjusting learning processes and goals.

Training methodology

Classroom Learning

Self-Directed Learning

CLASSROOM LEARNING

Workshop duration

14 hours, 2 days

Training techniques

Technique

- Lecture (compulsory)
- Individual Exercise
- Group Exercise
- Role play
- Experiential workshop
- Group discussion
- Brainstorming
- Case Study
- Questions and Answers (multiple choice and open questions)
- Other (Please indicate)

Equipment and materials necessary

Equipment:

- ✓ Laptop
- ✓ PPT presentations
- ✓ Whiteboard

Materials:

- ✓ A4 white sheets,
- ✓ Copies of exercise's statements,
- ✓ Pens or pencils,
- ✓ Post-it notes or small piece of papers,
- ✓ A collection box (hat or something similar)

Workshop programme breakdown

No.	Theme/Content	Workload in minutes
1	<p>Reflection</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_3.5_1] • What is reflection • Reflection process (Kolb’s Reflective Cycle) • Why reflection is important in the classroom <ul style="list-style-type: none"> ▪ Group Discussion: What are the benefits of reflection in the classroom [PPT_3.5_1] • Reflection strategies and techniques – Traditional and innovative thinking routines <ul style="list-style-type: none"> ○ “I used to think but now I think” <ul style="list-style-type: none"> ▪ Group Exercise: I used to think but now I think ○ “3-2-1 Bridge” <ul style="list-style-type: none"> ▪ Group Exercise: 3-2-1 Bridge ○ “Two-sided notebooks” <ul style="list-style-type: none"> ▪ Individual exercise: Two-sided (interactive) notebooks ○ “Self-check” <ul style="list-style-type: none"> ▪ Individual exercise: Self - reported grades ▪ Group Exercise: Statements Hat/Bowl [CL_3.5_4] ▪ Open-ended Questions: 1, 2, 4 [CL_3.5_2] 	180 minutes
2	<p>Opportunities for learning</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_3.5_1] • Opportunities for learning and how to perceive them • Benefits of finding opportunities for learning <ul style="list-style-type: none"> ▪ Group Exercise: What are the benefits of learning outside the classroom [PPT_3.5_1] • Opportunities for learning outside the classroom <ul style="list-style-type: none"> ▪ Brainstorming: Identify areas where pupils can learn outside the classroom [PPT_3.5_1] ▪ Group Exercise: Think of an activity by which pupils can learn outside the school environment [PPT_3.5_1] 	360 minutes

No.	Theme/Content	Workload in minutes
3	<p>Supporting reflection during the different stages of learning</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_3.5_1] • Teachers asking question to support pupils' reflection • Reflection in the different stages of learning • How teachers can use pupils' reflections on their learning <ul style="list-style-type: none"> ▪ Group Exercise: Questions to support pupils' reflection [CL_3.5_5] ▪ Group discussion: Learning from success and failures [CL_3.5_6] 	180 minutes
4	<p>Supporting pupils to evaluate and adjust learning processes and goals</p> <ul style="list-style-type: none"> ▪ Lecture [PPT_3.5_1] • Personal learning goals • Setting SMART goals • Why evaluation is important • Uses of assessment: <ul style="list-style-type: none"> ○ Assessment for learning ○ Assessment as learning ○ Assessment of learning <ul style="list-style-type: none"> ▪ Brainstorming: What is the role of the teacher in the assessment process [PPT_3.5_1] ▪ Group exercise: Setting and assessing SMART goals [CL.3.5_7] ▪ Questions and Answers: Open-ended Questions: 3, 5 [CL_3.5_2] ▪ Questions and Answers: Closed Questions [CL_3.5_3] 	360 minutes

Methodological tools

No.	Training Technique	Title of Methodological tool
1	Lecture	PPT
2	Questions and Answers	Open-ended questions
3	Questions and Answers	Closed questions
4	Group Exercise	Statements Hat/Bowl

5	Group Exercise	Questions to support pupils' reflection
6	Group Discussion	Learning from success and failures
7	Group Exercise	Setting and assessing SMART goals

SELF-DIRECTED LEARNING

Resources

No.	Title and Reference	Attachment (if applicable)
1	R. J. Sternberg and L. F. Zhang (Eds.), 2000. Perspectives on cognitive, learning, and thinking styles. NJ: Lawrence Erlbaum	N/A
2	Kolb, D. A. (2014). Experiential learning: Experience as the source of learning and development. FT press.	N/A
3	Ted Skinner, SMART Goal Setting Theory	https://www.rhythmsystems.com/blog/smart-goal-setting-to-set-smarter-goals-start-with-why
4	Wertsch, J.V. (1985). Cultural, Communication, and Cognition: Vygotskian Perspectives. Cambridge University Press.	N/A
5	Blaine,L. (2012). Smart Goals: How the Application of Smart Goals can Contribute to Achievement of Student Learning Outcomes. Developments in Business Simulation and Experiential Learning, p.267, v.39	https://absel-ojs-ttu.tdl.org/absel/index.php/absel/article/view/90/86