

Observation report for



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IEE observation report

The 4 observation reports are compiled by Dr. Margarita Popova who is a researcher and professor in pedagogy and psychology, Ph.D., and associate professor of the department of psychology of education at Roskilde University in Denmark.

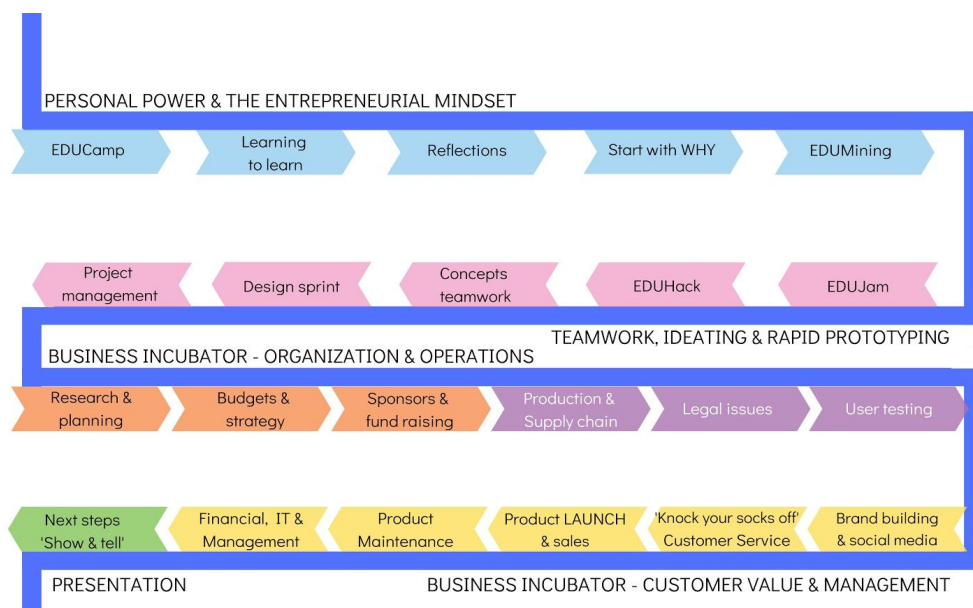
Margarita Popova has in her capacity as observer and didactic expert, witnessed each of the project partners' delivery of input to the IEE, the International Entrepreneurship Education, covering the following modules:

'Learning to Learn' - presented by VitaTiim

'Reflections' - presented by VitaTiim

'EDUjam' - presented by Educraftor

'Start with *Why*' - presented by IAmTrading





Learning Observation

Observation date: 11.03.2019

Observation site: VitaTiim, Narva, Estonia

Observation hours: 10:00-19:00; total 8,5 academic hours

Observation object: education module "**Learning to Learn**"

Target group: international, 18-30 years

Number of participants: 26

Number of countries: 14

Language: English

Focus of observation: learning process documentation, didactic tools for the IEE

Educator/facilitator: Galina Kushanova, Julia Dem and Nino Kapanadze by **VitaTeem**

Estonia

Observer: Dr. Margarita Popova

2020

LEARNING TO LEARN

U-LEARN training

Learning process.

09:50 Participants are beginning to come to the venue. Morning getting.

10:00 Welcome! Facilitator Galina's self-presentation and the day program introduction.

10:15 Getting to know each other.

Work time: 1 hour.

1.0. Energizer exercises with moving, voice and smiles.

Part 1. Exercises to get to know each other.

1.1. Activity "Name". Each participant is given a piece of adhesive tape that sticks to his/her clothes, so that everyone would see.

Task instruction:

Each participant passes by other participants and addresses them with the following phrase:

"My name is..."

"Is there any letter in your name from my name?"

If the answer is "No", then the participant goes further to the next person.

If the answer is "Yes", then they ask to write it on their scotch tape, and also, in turn, gives the letter from their name to the partner, if it matches the letter in the name of the partner.

Activity time: 15 minutes.

1.2. Activity "Three pieces of paper with a name."

Task instruction: Each participant is given 3 pieces of paper on which they write their name.

Then all the pieces of paper are folded into one basket and mixed. Then each one draws out 3 new pieces of paper on which are not his/her name.

Task instruction:

"You would like to get your name back. Find participants who have your name and give them a compliment to get your name in return."

Objective: Ice-breaking, learning the names, moving around and getting an eye and personal contact with other participants. The participants move, communicate, look for their names and make compliments. Exercise time: 15 minutes.

1.3 Activity in pairs "Name and repetition of movements" (name, voice, movement).

Facilitator Nino Kapanadze comes and leads.

All participants stand in a circle.

Task instruction:

“The first tells their name and makes some movement, the next calls the name of the previous one, repeats their movement, calls their own name, makes their own movement, the third - repeats the name of the first, repeats their movement, calls the name of the second, repeats their movement, calls their own name, makes their own movement, the fourth ... and so on until the end or in case of a big group until the half of the circle and starting over from that place.

Time: Depends on the number of the people (app 30 min).

11:30 Coffee-break.

12:00 Facilitator Julia comes and introduces the week program and objectives for the coming week. Participants create their own learning path reflecting on the upcoming week and their personal objectives and needs.

12:30 *Part 2.* Activity “Learning Agreement” starts. Facilitator Galina leads.

Work time: 1,5 hours.

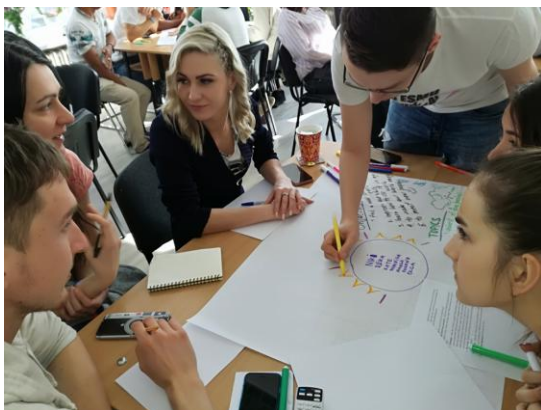
The Learning Agreement is based on the results of reflection and self-reflection.

Objectives: “To agree on the common ground for the training, being together, environment etc with the following components as basis: Topics, Objectives, Strategies, Recourses, Evaluation”.

Activity “Learning Agreement” supports participants’ own path of learning in the conscious attitude to their upcoming training, and this shows them progress in learning already over one exercise of the study.

Work in a group, there are 6 participants in the group, 4 groups. For the activity the big paper is issued, size 58x63 cm

It's time for team learning.



Below is the observer documentation:**Group A.****Topics:**

- Open minds of YP (young people)
- Tools for teaching YP
- Motivation to YP
- Understanding YP needs

Objectives:

- Understand to tools and be able to apply them in youth work

Strategies:

- sharing experience
- try new tools

Recourses:

- WS, discussions
- Exchange experience

Evaluation:

- Self-reflection
- Feedback from other

Group B.

- Finding the best way to transfer appropriately our knowledge to other people/students
- Methods/ tools /techniques
- Learning from other cultures and experiences by talking and interacting with each other
- Toleration/be open minded /broad your horizons
- Learning a new language
- Asking ourselves by question and reflection
- Our opinions matter
- Let go prejudices and stereotypes

Group C.**Topic:**

1. Understanding of young people
2. Crash a borders by young people and trainer
3. Methods of motivations
4. Methods of young work

Objectives:

1. Find a new communication tools
2. Improve our skills
3. Learn how to use in work
4. To make our work
5. To meet new people

Strategies:

- Active participation
- Brainstorm
- Theoretical knowledge
- Discuss different situation

- Exchange our skills

Recourses:

- Communication
- People
- Time, place
- Sharing experience
- Methods, tools
- Creativity

Evaluation:

- Feedback from future work with youth
- Comparison from knowledge before/after
- Feedback from trainers

Group D.**Topics:**

- Experience of participants
- Different way of teaching and learning
- Exploring countries
- Growth mindset

Objectives:

- Making partnership
- To impact people
- Collaboration
- Thinking out of comfort zone
- Practicing accepting our difference

Strategies:

- Brain storming
- Active listening and being present
- Participation
- Practical training
- Know how
- Think seeking our culture
- Curiosity
- Open mind

Recourses:

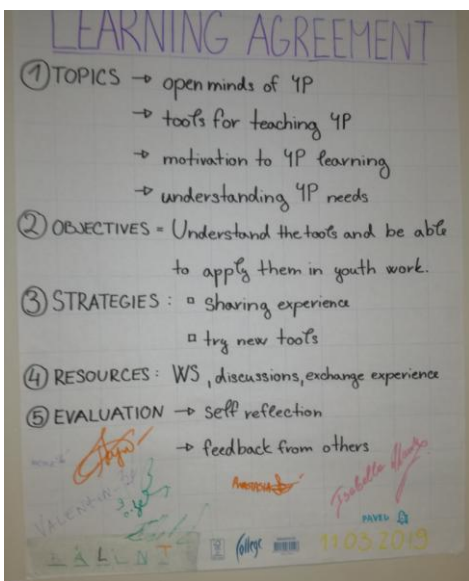
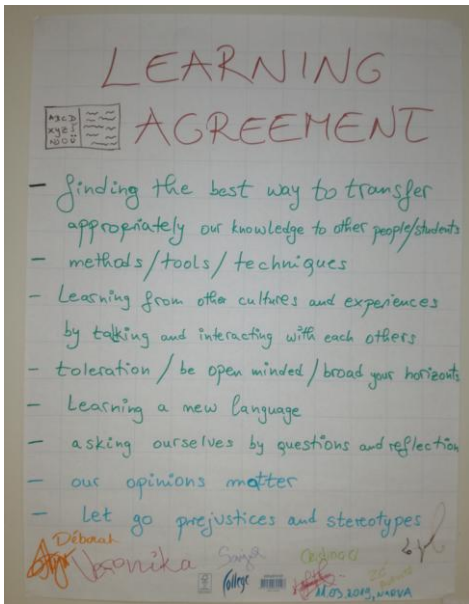
- Workshop with local youth
- Enjoining with each other
- Sharing
- Generosity
- Kill stereotypes
- Person experience
- Social media

Evaluation:

- Feedback
- Reports
- Reflection group
- Simplified apposition of training
-

- Self-evaluating
- Create new project

There are 4 illustrations of the participants work.



After the completion of this group work, the moment of presentation comes.

The Learning Agreements of each group are posted on the wall (4 Learning Agreements in total).

The solution is text + visualization. Each group presents their learning agreement.

Other participants comment and reflect.

It is time for “reflection after”. The participants look with great interest at the blackboard - at the drawn canvases of the visualized story about the “Learning Agreement” and attentively listen to the presentation each other.



13:30 Lunch.

15:00 Energizers' time.

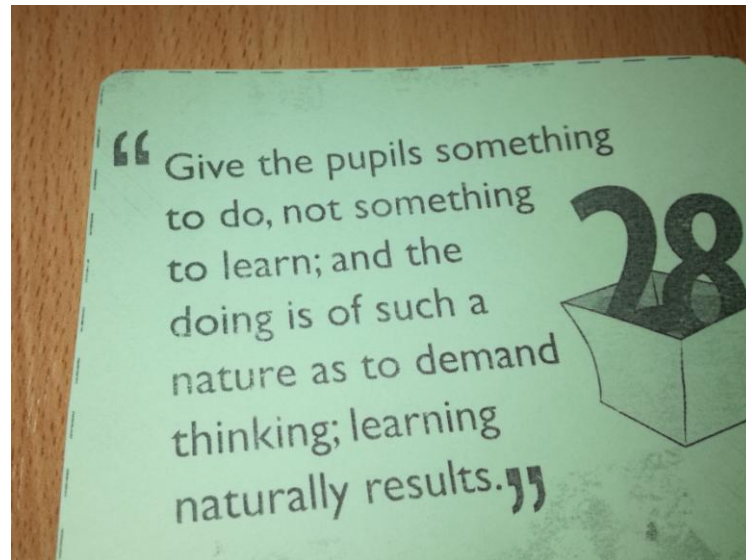
Facilitator Julia offers the participants a series of fun movements, then movements with a voice.

Participants repeat or guess the movements that the facilitator gives in their oral instructions.



15:15 The facilitator Galina replaced the facilitator Julia.

Next excises. The participants sit at tables set up for group work. On each table facilitator Galina puts a small pack of cards, each of which has a statement written on it. Each member must draw their card from the deck, read the statement, and share this phrase with other members of their group.



This task added interest, energy, activity and good mood between the participants.

15:45 *Part 3*. There is a new step from the facilitators.

The exercise "What is learning?" The task: "Learning is ..."

Task instruction:

To give so many definitions to "learning" as possible.

Work time: 1.5 hours.

Team work in the small group.

Below is the observer documentation:

Group 1. "LEARNING IS..."

- Motivation
- Discipline
- Goal or aim
- Active listening
- Respect of other ideas
- Sharing
- Experience
- Doing
- Answering... and questions brain storm
- Gaining
- Wisdom
- Discovering of something
- Change in our...
- Exploring
- Process and result
- Reflection
- Fun

- Personally success idea
- Self-confidence
- Communication

Group 2. “LEARNING IS...”

- ✓ To be brave
- ✓ Staying young
- ✓ Lifelong hobby
- ✓ Making mistakes / patience
- ✓ asking question /exploring yourself and other
- ✓ always improving yourself
- ✓ getting out of our comfort zone
- ✓ joy /listing (+12 other)
- ✓ journey to the infinity
- ✓ fundament of life
- ✓ permanent adventure
- ✓ opportunities
- ✓ confidence in the future
- ✓ finding of like-minded people
- ✓ workout for brain
- ✓ health of brain

Group 3. “LEARNING IS...”

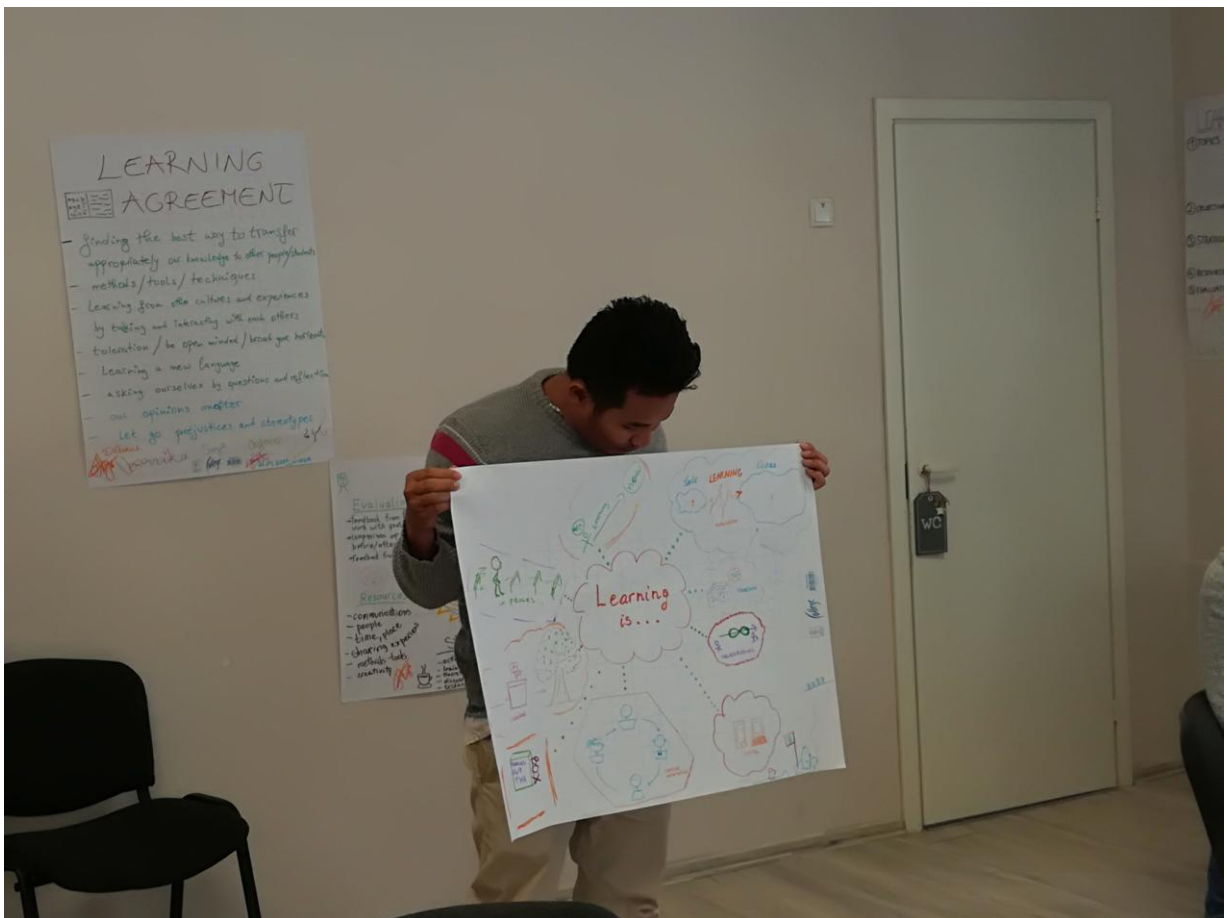
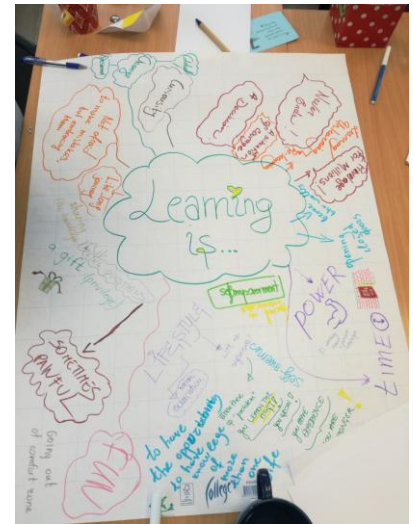
- *Time*
- *Power*
- *Opening / close doors*
- *Privilege for millions*
- *Learning / unlearning /re-learning*
- *A situation of courage*
- *Never ends*
- *A decision*
- *Curiosity*
- *Glad / Change / Respond?*
- *Not afraid to make mistakes, but embrocate them*
- *Lifelong journey*
- *Sharing the knowledge*
- *Asking question*
- *A gift*
- *Fun*
- *Life (formal education) style (life-self-made)*
- *To have the opportunity to have knowledge of more than one life*
- *When there is problem you learn the most / you grow / you have experience / you are*

Group 4. “LEARNING IS...”

Not text too much, most pictogram – 9 symbols: Visual Thinking out of the box, learning...

Next step. Awareness of the concept of “Learning is”: all groups present its own definitions.

Everyone watches with interest and some excitement as his personal contribution is seen in the overall picture of “the world of learning”.



16:40 Fruit-break.

17:00 *Part 4*. The facilitator Galina continues to lead a discussion in dialogues ring and asks the series of problem-oriented questions:

“Why did we start by defining this concept of “Learning”?”

“Because, at least, to distinguish between the concepts of “learning” and “studying”.

“If you give something as a gift to the world, what is it?”

The new task is “Learning yesterday, today and tomorrow”.

This is time for a team working and team learning in the small group. The participants are included in the discussion with great interest.



The task:

Participants divide in groups and receive the materials from the foresight “Future Skills: Get Fit for What’s Next”.

They are asked to choose one profession of the future and create a profile of this profession reflecting on the skills/competencies, resources and strategies needed for this profession to be acquired. The objective is to reflect about the trends of the labour market and foreseen changes.

Work time: 45 min.

Work in triples. Each triple receives a picture and a profile description of the profession of the future.

Task instruction:

To describe the competencies that this profession will need in the future.

(after 10 years, for example)

17:45 Break.

18:00 Part 5. REFLECTION OF THE DAY.

The facilitator suggests the next exercise: it is "Reflection in the "family"".

The task is: *Reflection of the day with "family members"*.

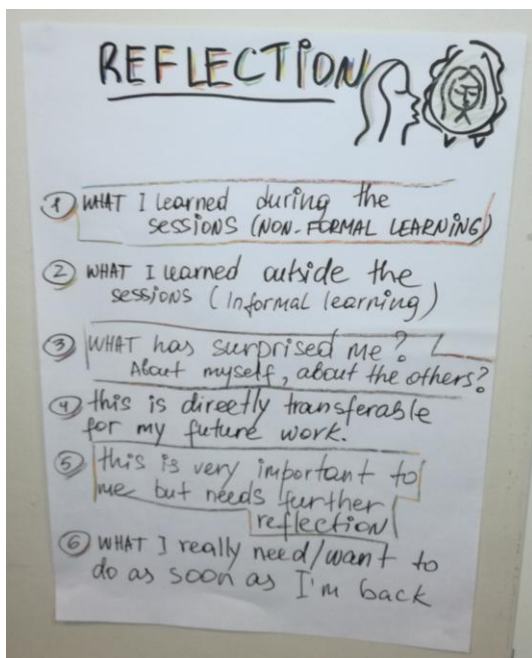
The participants are assigned to the "families" by facilitators.

Lists of "families" are posted on the wall. Each family chooses their own secluded place in the premises (different places). There is a list of questions given to the participants to support their reflection. They can use them during the discussion in the group.

Questions for the reflection:

1. What did I learn during the session (non-formal learning)?
2. What did I learn outside the session (informal learning)?
3. What was I surprised with? About myself, about others?
4. This is directly transferable for my future work.
5. This is very important for me but needs future reflection.
6. What do I really need/want to do as soon as I come back?

There are reflection conversations in the small groups. Each group occupies a room for themselves in the building. Each group also chooses a leader for a day to collect the reflections and give a feedback to the facilitators at the end of the day.



19:00 Meeting of facilitators with the leader of the "family groups".

THE OBSERVER'S COMMENTS.

Team building, team working and team learning during the day.

It's well noticeable in the observations that reflective practices "Learning Agreement" and "Learning is" made a strong and bewitching impression to the participants, and they were immediately involved in the learning process. This has made the learning process active from the beginning.

One could see by the faces of the participants with which positive emotions they were included in the process. Participant's activity is the maximum. Each of the 6 participants in their small group seemed to be in one bundle with the others. And everyone had their own place in this joint work, joint search.

The stage of the exercise, when the presentations of all 4 groups took place, also made a strong impression on the participants, and above all, with their volume of statements. This happened because all participants could see the "dissimilarity" of each other's statements when different answers were given to the same question: How many people - so many opinions. The participants found great diversity in understanding the same terms.

This exercise demonstrated the maximum of participant's emotional and intellectual involvement. It was clearly visible throughout the whole day. Satisfaction at the participants could be seen also from the enthusiasm with which they were involved in the Energizer exercises.

The "Learning to learn" is also good training for "to listen to each other" and "to think together". Perhaps this happened because each participant had the opportunity to express themselves, and also because the participants had an interest in hearing each other. And also because there was a strong interest in the cultural component of another participant - what does a person of another country think on the same occasion?

The exercises "Learning Agreement" and the "Learning is..." give good example of team learning: it was clear that each team created its own "face": the Learning Agreement of every workgroup, as a joint product, had its own personality. This made a strong impression on the participants.

This day highlighted a meaning of team learning as learning together for changing everyone's development, as well as the impact on learning outcomes and the team's ability to create something. The each exercise, which used by the facilitators as well as the whole training, are

multifunctional because it is at the same time “reflection before learning”, “teamwork” and “brainstorm”. Obviously, the participants were attracted to the collaborative work.

Accompanying considerations.

The importance of the training “Learning to learn” is underlined by the fact that during this training takes place such transversal competencies are formed as:

- Critical and innovative thinking;
- Inter-personal competences (e.g. presentation and communication skills, organizational skills, teamwork, etc.);
- Intra-personal competences (e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc.);
- Global citizenship (e.g. tolerance, openness, respect for diversity, intercultural understanding, etc.);
- Information literacy such as the ability to locate and access information, as well as ability to analyses.

It is advisable to use this training-facilitation at the very beginning of the IEE, because it opens up the research focus of the participants on the learning process itself. In the future, this will lead to the development of self-assessment of educational activities.

A detailed study of the concept “learning to learn” leads a learner to concentrate on the process of own progress in learning. This will allow learners to see the learning as the multi-functionality, volumetric process, and as the huge capacitate and own personal development.

The use of “Learning to learn” at the beginning of the curriculum immediately and quickly actualizes existing knowledge and mobilizes a person to solve educational problems. The “Learning to learn” shows learners, that the learning process that awaits him, will be exciting, interesting and with positive emotions. Positive emotions awaken and form a feeling of confidence in success - and a feeling that “you are not alone”, that “you can”!

This trainings activity or in other words, say training-facilitation “Learning to learn” as “reflection before action” is about bringing reviewing even further forwards and reviewing BEFORE the action starts. That is, the “Learning to learn” used as “reflection before learning” in the meaning of “reflection before action” (R. Greenaway).

Judging by the tasks that this training-facilitation solves, it immediately represents three types of reflective methods such as:

1. Energizers: increases energy and at the same time focuses on past experiences with the process in which the student will be immersed for the next long period of study.
2. Active audit: when people conduct an audit of what they already have, which may be useful to achieve their goals.
3. Acts of balancing: when a balance is established between what is present and what absent, and also between individual and group perspectives, between internal and external forces.

The training-facilitation “Learning to learn”, acting as the “Reflection before the Action,” encourages people to connect with past experiences before moving on to the next lesson. In this way a learner add value to past experiences, which in turn increases the value of what is about to happen. This kind of learning functions as an active group process that gives energy, mobilizes psychological readiness for learning, actualizes existing knowledge about the specifics of this intellectual work and focuses attention on this.

Facilitation strategy of “Learning to learn” as “reflection before action” is about bringing reviewing even further forward and reviewing BEFORE the action starts. In pedagogy and management, it has long been known that every experience lives on in further experiences and becomes knowledge if this experience was conscious (J. Dewey). By trying out the “reflection before action” the learners are able to select and harness those feelings and thinking which they will “live on” and "build on" in the next step of study.

The “Learning to learn” strategy in the entrepreneurial education.

If in the general understanding of the promising areas of learning for the future ability to learn is named as one of the key areas of competence, for entrepreneurship education ability to learn is not only a field of competence, but one of the main, basic strategies of learning. This is due to the fact that the entrepreneur's work is a work in a constantly changing condition.

The learning module “Learning to learn” is represented by European Commission as one of 6 priority competence areas in non-formal work with international youth. All together these areas for further development as is known from the manual as follows Resource Centers Erasmus+, look like this:

- Understanding and facilitating individual and group learning processes;
- Learning to learn;
- Designing educational programmers;
- Cooperating successfully in teams;
- Communicating meaningfully with others;
- Intercultural competence.

These areas correspond to the values of the learning community, which are embedded in the IEE program.

In this regard, it should be like to note a significant role of continuity in Erasmus+ projects, because it shows the viability of the Erasmus+ idea itself - when an intellectual product of someone Erasmus+ projects are the basis for the subsequent ones Erasmus+ projects, when they can be disseminated and used in the next, high level of development.

The “Learning to learn” competence area, as we can see in the description of the manual, are indicated 4 ways for capacity building of person’s development:

- assessing one’s own learning achievements and competences;
- identifying learning objectives and pursuing them proactively;
- undergoing personal/professional development through feedback;
- acknowledging and dealing with unexpected learning moments and outcomes.

These are exactly the ways that directly meet the needs of the future entrepreneur. Why? This is because entrepreneurs need the ability to work in new conditions, the ability to understand a new situation, the ability to ask questions in an unexpected situation and hear the answers. The entrepreneurs need to understand themselves, believe in themselves and hear their interests in the world of infinitely many elections.

In order for entrepreneurs to be ready to work in such a specific and constantly changing environment, it is highly desirable that they gain the skill and experience of such an existence already in their training. Thanks to these qualities of the facilitation-training "Learning to learn" is determined its place and its necessary part in the structure of entrepreneurial education that the IEE represents.

Dr. Margarita Popova, observer, didactic expert



Learning Observation

Observation date: 3 days session 13.03.2019, 14.03.2019, 15.03.2019

Observation site: VitaTiim, Narva, Estonia

Observation hours: total 20 academic hours

Observation object: education module "**Reflections**"

Target group: international, 18-30 years

Number of participants: 26

Number of countries: 14

Language: English

Focus of observation: learning process documentation, didactic tools for the IEE

Educator/facilitator: Galina Kushanova, Julia Dem/**VitaTeem, Estonia**

Observer: Dr. Margarita Popova

2020

OBSERVATION RESULTS

13-15.03.2019
Day 1 U-LEARN training

FACILITATION OF LEARNING

Learning process.

09.50 Participants are beginning to come to the venue.

Morning greetings to each other, personal conversation, pleasant and easy communication.

The classroom is set up, 30 chairs in a circle.

10:00 Welcome! Introduction of the aims of the day. Then participants meet with their learning buddies and choose a place in the venue where they reflect on the learning moments of the previous day. Each day starts with reflection with learning buddies.

10:30 Energizer from one of the participants.

10:40 Facilitators Galina and Julia greet the participants, take their attention into their own hands, and begin to work in the class.

Facilitator Julia leads the person-centered approach part. Morning ring reflection:

How are you feeling today?

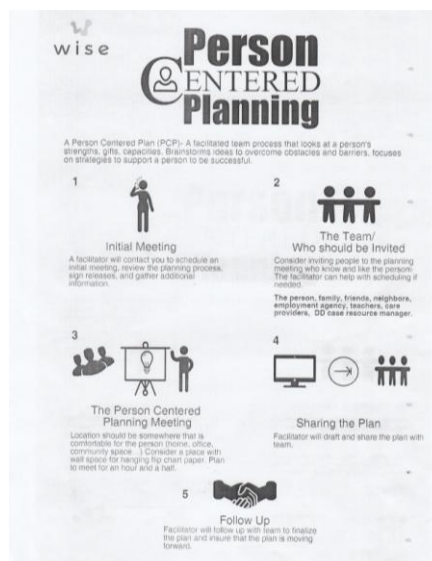
Next step: Facilitator sets problem-oriented questions for a discussion:

- *How to assess situation and learning and developmental needs of young people?*
- *How to support and facilitate learning?*

Next step: Facilitator Galina sets problem-oriented questions for a discussion:

- *How to assess situation and learning and developmental needs of young people?*
- *How to support and facilitate learning?*

Facilitator Galina facilitates this working process. Reflection in a dialogue ring.



Person Centered Planning is a facilitated team process that looks at a person’s strengths, gifts, capacities. Brainstorm ideas to overcome obstacles and barriers, focusing on strategies to support a person to be successful.

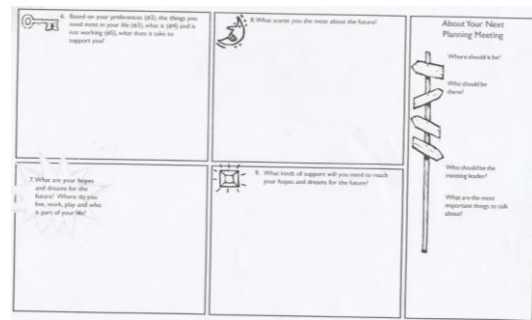
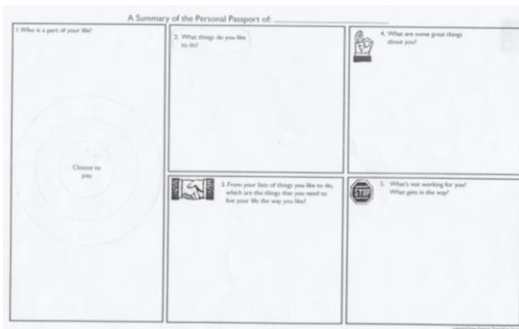
Initial Meeting

The team/Who should be invited

The person-centered Planning Meeting

Sharing the Plan

Follow up



11:30 Coffee-break.

11:45 The participants of the event once again gather in a room and sit down in places – in the circle.

Facilitator Julia gives next exercise:

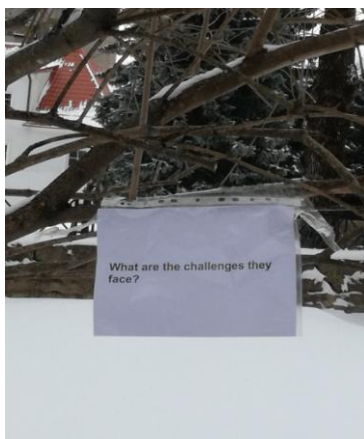
“We will continue our work now outdoors. In the space near our building we have placed a few questions for you.

You need to go to this space, find these questions, think about them, and reflect with your partners about it.

Then you are welcome to the classroom with your answers to these questions.

When you come back, you write them down on the sheets of paper prepared by us”.

11:50 The learning moves to the *outdoor environment*. The participants go out and find question posting in the space near the building. They walk in small groups around the building and find questions attached to the trunk of the trees.



Movement and activity of the participants starts around the tree, to which a question is attached.



When they find the next question, there is again their animation, joyful communication and physical activity. Searching process causes revival and interest, bright positive emotions and involvement. They make selfies and they are satisfied with joyful informal communication with each other and move on to examining other places in the space.

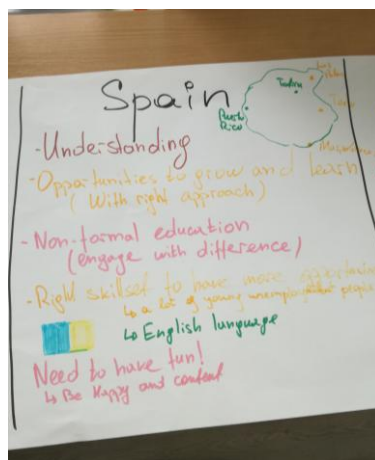
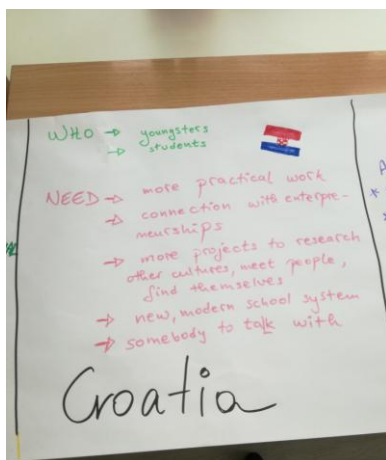
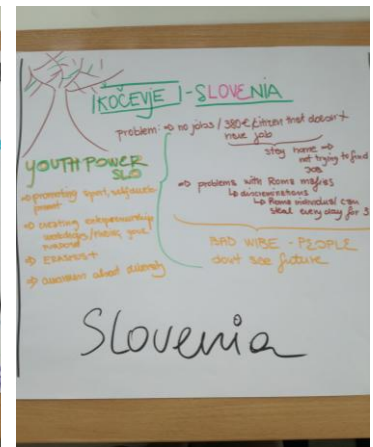
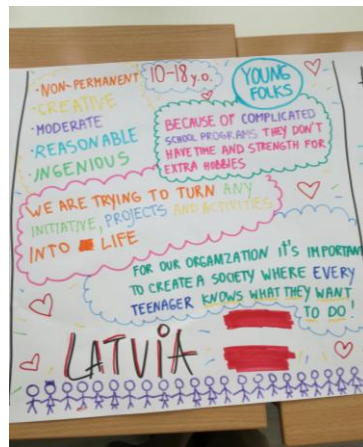
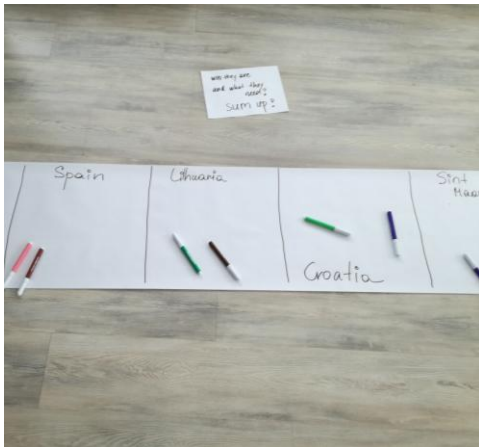
12:45 The participants found all the questions and come back to the inside environment of the building.

12:50 The participants are distributed in small rooms and they begin answering the questions in writing and placing their answers on pieces of paper.

The reflective questions are:

- Who are the young people you work with?
- How do you support initiatives of young people?
- Please write 5 characteristics of your youth;
- What are your activities for/with them?
- What are your youth's interests?
- What are your youth's needs?
- What opportunities do they have?
- What are the challenges they face?

The participants are working passionately with passion, pleasure and interest. It was a deep process of concentration on exploring of the topic and a process of self-exploring, self-reflection for everybody.



Then followed a reflexive sharing.

Reflection questions:

- What is facilitation?
 - ✓ Facilitation is facilitating learning to make learning easier.
- What is his role as a facilitator?
- What is a facilitator?

Galina gives task 1: Please, write your answers in the following 10 minutes.

Galina gives task 2: Can you share your definitions, please? Attach your leaves to the board.



Reflection questions:

- What is facilitation?
 - ✓ Facilitation is facilitating learning to make learning easier.
- What is your role as a facilitator?
- What is a facilitator?

Galina gives task 3: Please, write your answers in the following 10 minutes.

Galina gives task 4: Can you share your definitions, please? Attach your leaves to the board.

16:15 Fruit-break

16:30 Now is time for verbally definitions and thinking together.

Participants speak out - now they verbally define who the facilitator is.

During participants answers Galina as facilitator nods, smiles, does not speak, does not summarize, does not evaluate. Sharing and questions.

When we talk about facilitation, we are not talking about a profession, but about attitude.

Facilitator brings people together. How can we do it, if all people have different capacities for cooperation?

Galina builds a dialogue in an interesting way: she talks as if continuing the answers of the participants.

How can we create a common conversation, dialogue cooperation? How can we do it? If all people have different backgrounds of cooperation, all participants speak different languages.

The facilitator does not give ready-made answers. They observe, ask, and create leading questions.

Galina asks problem-oriented questions:

What is the limit of the learning process, where are the unanswered questions, where is the border? It cannot be endless - to avoid stress from learning.

There is a group discussion.

17:00 Community Evening.

Day 2.

REFLECTION TO SUPPORT LEARNING

09.50 Participants are beginning to come to the venue, it is the large classroom.

Morning greetings to each other, pleasant personal communication.

The classroom is set up, 30 chairs in a circle.

10:00 Welcome! Introduction of the aims of the day. Then participants meet with their learning buddies and choose a place in the venue where they reflect on the learning moments of the previous day. The day starts with reflection with learning buddies.

10:30 Energizer from a participant.

The classroom is set up; tables and chairs are set up for work in small groups of 4-6 people.

*Part 1. The day's theme: **Reflection for supporting learning.***

First question from facilitator Galina to the audience:

How you use the reflection in your learning and your work?

Then there is the work with the following notions:

How does reflection support learning?

Where is the place of reflection in learning process (prospective, situational, retrospective reflection)?

Areas of reflection (feelings, thinking, activity, values, communication and relationships)

Then there is the work with the concepts "observation" and "reflection" - with the distinction and comparison of them. Goes on to work with the concept of "self-reflection".

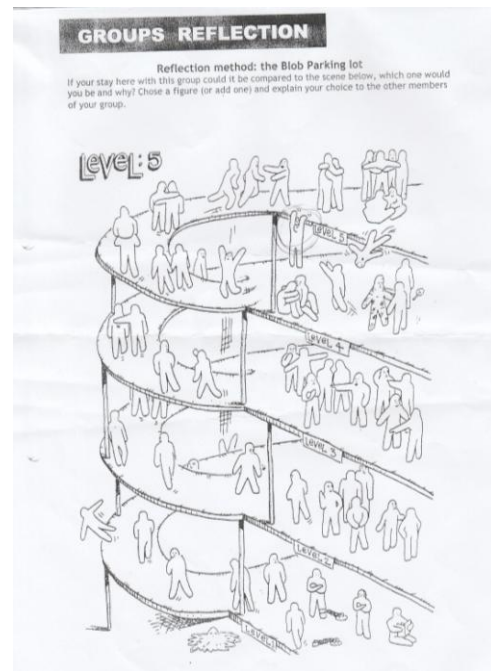
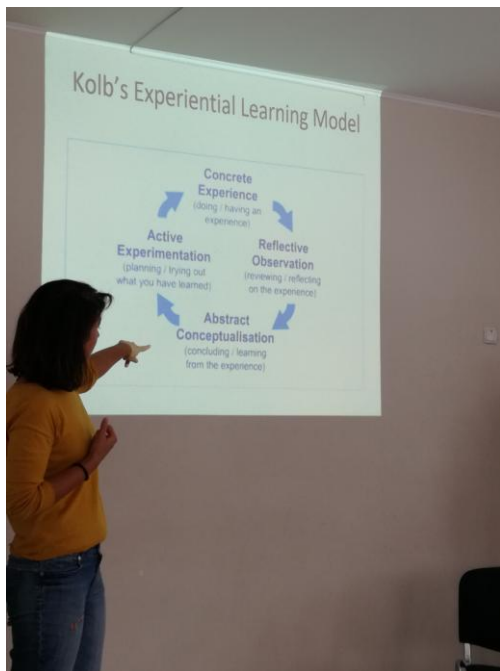
This is followed by a series of tasks for participants on self-reflection sheets.

11:30 Break

12:00 Facilitator Galina presents experiential learning theory framework.

Then there is a practical exercise - acquaintance with the reflection method: the Blob parking lot.

Participants received worksheets and the task to share their opinion about it with each other. There are discussions in mini-groups.



Facilitator Galina continues the story of reflection and poses a discussion topic:

John Dewey, one of the fathers of the concepts of "reflection" and "learning through experience", pointed out that we cannot learn from experience, we can learn from the reflection of our experience.

We can get the most wonderful experience, but we can only learn something from it when we reflect on it.

When do we need to reflect? What are benefits from reflection for learners?

Reflection after. Reflection before.

Difference between "reflection" and "meta-thinking"

Difference between "reflection" and "feeling"

The analysis is done with following reflective practice in small groups.

12:30 Next theme: **Tools for reflection.**

Sharing and training with reflection tools: the participants receive the following task from the facilitators and start doing it. Exercise:

Now you will receive a certain set of things. Your task is to suggest what you can and how you can reflect using them.

Each of the mini-groups receives the set of different things: a basket from a yarn reel, a bowl with a mass of small animal figures, a set of cards with storyline images.

Tasks:

- to choose one thing and explain how we can use this for reflection and self-reflection, how it reflects yourself;
- to tell you how you can use these things as reflection tools.

The mini-groups made presentation about using these things as reflection tools.

The participants receive new tasks and with interest.



They get to know and master new reflection tools with several other things: the cards with various subject images, the glass jar, figurines, the sheets, the threads of yarn and others.



Each group talks how these things can be used in communication with other people, work with reflection and self-reflection.

13:20 The final reflection in a circle.

13:30 Lunch.

15:00 Outside activity and community afternoon in the town.

COMPETENCE-BASED MODEL FOR YOUTH WORKERS

09:50 Participants are beginning to come to the venue.

The room is set up with 30 chairs arranged in a circle.

Morning "Hello" to each other; the personal and pleasant communication.

10:00 Introduction of the aims of the day. Then participants meet with their learning buddies and choose a place in the venue where they reflect on the learning moments of the previous day.

The day starts with reflection with learning buddies.

10:30 Educator/facilitator Julia proposes to do several energizers.

Everybody is standing in a circle by their chairs. Julia gives instruction. The participants follow.

10:40 Energizers finish. Facilitator Julia asks:

"How was this experience?"

That causes the short after-reflection.

10:50 Educator/facilitator Julia starts with theme:

European Training Strategy in the field of youth.

ETS understanding and facilitating individual and group learning.

This is followed by an explanation and discussion in small groups, an exchange of the views.

11:30 Coffee-break

11:45 Facilitator Julia suggests a tour with group's reflection in the town.

Now we will offer you this task: you will go for a walk around the town accompanied by me and you will have to reflect with your learning buddies what you have learned during this time.

The time of such a walk-reflection is 2 hours.

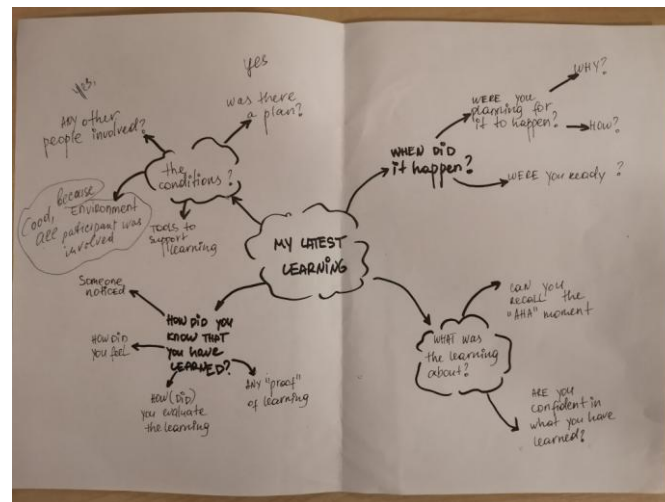
It will be a leisurely walk through the town, during which you will be able to reflect on your experience with the participant you choose for yourself.

Now it is time for working in the *outside learning environment*.

As an assistant for reflection you will receive a sheet with questions-guidelines.

My latest learning

- *The conditions?*
- *How did you know that you have learned?*
- *What was the learning about?*
- *When did it happen?*



The participants leave the building for the outside activity under the guidance of facilitator Julia. They walked in an inquisitive mood, anticipating what else would happen so interesting today. Each chose one or two comrades with whom they wanted to communicate more closely in an informal, more private setting.



Thus, the guys divided into mini-groups and continued their journey through the town with cheerful communication, joyful each other.





15:00 The participants came back to the inside environment in the classroom.

Facilitator Julia leads.

Activity: Brainstorming and ideas fair for the future projects. Networking.

Reflection «Thinking together».

“Today we will talk about what projects we can do together”.

There is a discussion in small groups formed by the areas of interests.

16:00 Fruit-break.

16:30 Facilitator Julia proposes to finish this day and the training with visual art-reflection.





18:00 – Evaluation of the training:

What are learning benefits for you today?

18:30 – Final reflection and sharing in the circle with Julia:

What are you taking with you from the training?

19:00 Saying goodbye.



THE OBSERVER'S COMMENTS

The facilitator's competences in facilitation.

I should mention the high level of preparation and facilitator competencies of the leading educators - Galina Kushanova and Julia Dem, who in their non-formal learning environment skillfully used all necessary areas for reflection: feelings, thinking, practical activity, communication, values.

Facilitators Galina and Julia have shown their competence to use facilitation effectively in reflexive learning in working with a group - for a group of people who would like to achieve a common goal through a learning process. The facilitators conduct the successful cognitive process, create a good basis for reflection and learning in the group, work with group dynamics.

The facilitator's high level of competence ensured the active involvement of participants in the non-formal learning, facilitated the rapid development of participants' interest and revealed their creative strength, personal power, their desire to cooperate, communicate and interact - to exchange ideas and opinions and at the same time to understand and analyze the learning objectives, to fulfill them.

Facilitators Galina and Julia as facilitators subtly lead the learning, not dominating, but at the same time, firmly holding the process in their hands, and knowing exactly where to complete the one step, where to introduce another step - as a new inspiring element.

An educator in the facilitator role creates the conditions for participants to gain and discover knowledge on their own. The facilitator *facilitates* the learning process. Galina and Julia showed a classical, and therefore ideal, variant of facilitation - facilitation as a learning aid and as a tool for reflective method in the experiential learning paradigm.

The value of reflective learning for entrepreneurship education.

Reflective learning is valuable for entrepreneurship learning primarily because it teaches a person to work with their experiences. For an entrepreneur, it is of fundamental importance. An entrepreneur relies on personal experience, on the reality in which they exist, they must be able to listen to themselves, to their world, and be able to extract knowledge from it, to be able to develop own reality.

These learning days emphasized that reflections within the framework of experimental learning is a necessary part of entrepreneurial education, and demonstrated how reflection of one's own experience allows one to acquire the necessary analytical skills and to form the skills of finding resources within one's personality, in immediate surroundings, in near environment, in one's activity, in one's own interests, in one's own abilities, in one's own uniqueness.

Reflection tools help to form an attitude towards society and the environment as a resource for your own business, and most importantly - helps you to find your own "points of growth". The reflection also shows a person that there is a very important resource for their entrepreneurship such as cooperation, networking, group of people with same interest and teamwork.

Reflective learning shows better than anyone how inspiring and creative collaboration with others can be, how much joy and new thinking teamwork can bring, and how to work with the obstacles you come across in finding solutions.

We can see that reflective learning builds the competencies, which have great significance for entrepreneurial mindset: self-awareness and self-efficacy, mobilizing resources and mobilizing others, and also taking the initiative, coping with uncertainty and working with others.

Didactic rich days (experiential learning, learning environment, theory and practice, andragogy, non-formal learning, reflection tools).

These days of learning were rich in didactic illustrations for pedagogical characteristics that were specific and significant for IEE. It was a day when participants were immersed in *experiential learning*, and it was very meaningful learning first of all because it taught the participants to work with their own experience and turn it into practical and theoretical knowledge.

For just one session we could see how learning was organized in 3 types of *learning environments*: *inside* environment in the classrooms – big and small, *outdoor* environment and *outside* environment. This gives us an understanding of how it works, what is the specifics of working in different types of learning environments, the purposes for which a particular type of learning environment is used, what tasks can be solved when we change the learning space, and how this affects the participants and learning outcomes.

During these days there was a successful combination of *theory and practice* in non-formal learning and you could feel the specifics of *andragogy* - the peculiarities of adult learning, when educators built the learning process on the principles of partnership, practicality, active participation, dialogue-based learning and the educator position as a co-researcher and co-apprentice.

These days provide a good illustration of *non-formal learning* with its main elements:

- purposeful;
- individual learning objectives;
- flexible environment;
- mentor, facilitators, leaders;
- self-assessment;
- voluntary.

The structure of the every day and the methods of work of the educators clearly showed the difference between non-formal learning and formal and informal learning.

During these days the participants acquired a variety of *reflection tools*. The participants were able to get acquainted with and experience such kinds of reflection tools as: written, visual/graphic, verbal, creative and kinesthetic.

It was interesting to observe, how exciting this activity was for the participants, how many positive emotions and constructive interaction they had. One cannot help noticing that the participants' satisfaction was achieved due to the intelligently constructed work of the educators, and their competence to work in the international and intercultural dimension.

Reflective learning context.

REFLECTONS is one of the first educational modules of IEE, which is considered by the authors as the root. It is not accidental. It is the «Reflections», together with the «Learning to learn», «EDUCamp» and «EDUJam», which opens the way to discovering the potential of participants and creating the basis for their sustainable development in the field of entrepreneurship. That is why the authors consider this trine as a necessary preparation in the «Personal Power and Entrepreneurial Mindset» (see Guidebook).

Therefore, it is a very significant module. The quality of the learning community and the results of all education will depend on how successfully the work here is done, how correctly the formation of reflective skills is started.

It is important that the facilitators provide different types of reflection tools (perspective, situational, retrospective) and they are able to use them virtuoso depending on different learning objectives. These learning days showed that IEE project partner from Narva (Estonia) are very good at using these tools.

It is clear that the success of the formation of reflection tools among the participants and their desire to master these skills depends on a number of conditions, which, in fact, were successfully fulfilled by the facilitators:

- focus on the active learning and participations
- flexible, yet structured process
- balance of individual and group training
- partnership, mutual learning
- practicality, connection with life
- using experience or practice, emotional involvement and intellect (hand, heart, and head)
- creating opportunities for the manifestation of talents and hidden abilities
- referring to learner' experience
- self-assessment support.

Reflection helps learners and professionals gain experience, confidence and self-awareness.

So it is valuable to develop reflective practice as skills.

Many academics have studied on reflective practice and they all agree with the idea expressed by Jennifer Moon in her book «Reflection in Learning and Professional Development: Theory and Practice» (1999):

Reflective practice is an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situations.

Educators, who have extensive experience of working with reflection, know that reflective practice intensifies development of critical, constructive, creative and dialogue-based thinking.

The special focus has such type of reflection as self-reflection. Self-reflection is not a very simple thing and it also requires special skills to do it in a positive way. It is important to reflect what you do and why you do it and then deciding how to do it better, and to find a way to develop more efficiently in the future.

It is known that John Dewey, one of the founders of the concept of reflection in learning, defined reflection as an *active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends*. John Dewey's description of reflection was developed and revealed by a number of researchers (Schön; Killion and Todnem; Grushka; R. Greenaway; Sh. Edwards) who emphasized the usefulness of different types of reflection:

- reflection-in-action and reflection-on-action
- reflection-for-action
- reflection-before-action
- reflection-beyond-action.

Reflective practice actualizes the learner's ability to reflect on their actions in a broad context, and therefore stimulates activity in the process of continuous learning. Thanks to the great potential for transformation reflective practice can be seen as a solid resource that will enable learners to move from Fixed Mindset to Growth Mindset that is considered by the authors as basis principle for innovative model of entrepreneurial education that the IEE represents.

Dr. Margarita Popova, observer, didactic expert



Learning Observation

Observation date: 04.04.2019

Observation site: VitaTiim, Narva, Estonia

Observation hours: 09:00-15:30; total 6,5 academic hours

Observation object: education module "**EDUJAM**"

Target group: Russian-Estonian bilingual, 17-18 years

Number of participants: 23

Number of countries: 1

Language: English and Russian

Focus of observation: learning process documentation, didactic tools for the IEE

Couch/facilitator: Nic Scott, Juhani Koivuviita and Peter Fagerström by **EduCraftor**

Finland

Observer: Dr. Margarita Popova

OBSERVATION RESULTS

04.04.2019

EDUJAM

with learning strategy of Design-Thinking

Learning workflow

Ring room. Arrange chairs in large dialogue ring.

08:55 Greet participants and small talk.

The audience is appearing. Someone set down, others gather in a circle for greeting and free informal communication.

There is pleasant music on the background, sounds light.

Prepared items on the table - paper and felt-tip pens.

The coaches are placed on chairs in a circle and are in a quiet waiting, without reminders, without comments or remarks.

All – the participants and the coaches - have a good mood, involved, have interest to each other and process.



The participants are gradually distributed in a circle in readiness to take places on chairs, someone has already sat down, and someone chooses a place. Participants who were close to the coaches found themselves in the focus of their attention - the coaches went to them and greeted them, talked briefly in a short relaxed conversation.

There is a growing interest of everyone to each other.



9:10 Coach Juhani welcoming participants with big smile and begins to lead the process:

“We happy that you are here; we have a nice variety of people...

Why we are here? We are here because of an Erasmus+ project, in which we are building a one year study program together with Finnish, Danish and Estonian partners. The program is called international entrepreneurship education, and it's for 15–26 year-old learners.

One part of that program will be Edujam, a one day process that we will go through today.

EDUJAM designed by Educraftor. This is integrated training consisting of team-learning and design thinking process during which group of people working together as a team towards a common goal.

Team learning you will experience today, the most important thing there is dialogue, the ability to really listen and speak from your heart. Design thinking understands different people's needs and problems, and builds solutions that have potential to solve those problems. For this, empathy, the ability to really understand the other persons point of view, is important.

Before we start let's get to know each other and start to understand each other

Now is time for round of introductions - max 1 min for each with 3 questions:

- *Who are you?*
- *Where are you coming from (country, city, school or work, state of mind)?*
- *What makes you happy?"*

09:30 Teaming up.

The coaches, all 3, are included in the general space of the circle, working in a circle, but not in working groups.

Disposition: in the middle of the room on the floor are papers of 9x9 different colors.

Coach Juhani leads:

- *"Items lay on the table. Pick one item. Find all items to form one team"*.
- *"What if the teams are bad and we want to change them? Change your team now!"*
- *"Write your team member names and a team name to paper"*

The first task: come and choose a leaf of the color that you like.

Next time: unite in groups of the selected color.

The exercise "Apples".

The task for the groups is to choose a table / place on the table and perform the exercise "Apples".

Coach Juhani gives instructions for the exercise "Apples":

For next 5 minutes draw apples, as many different ones that you can think of, do it alone

OR build something (if the drawing doesn't take off)

Bring the apples to a "basket" = select a table for your team and share. So,

1. *Individually, draw as many different kind of apples as you can" – 5 minutes.*

2. In your team, draw 30 different kind of apples” - 5 minutes.

There is a work in the small groups: some draw, others cut out different variants of apples. Music sounds on the background.

There is a dynamic working process, the willingness to do the following exercise.



The atmosphere in the work - the involvement.

Coach Juhani go around, check the teams tables and apples.

Reflection, findings of this exercise.

09:40 Task 1. Coach Juhani leads:

Our topic today: “motivation” and “assessment”.

Goal of today: using team learning and design thinking to develop an understanding of each other’s needs.

Investigate different ideas build solutions that have potential to make a change share solutions and collect valuable feedback.

In the first phase:

No answers! Only questions, what is the current situation.

Like with apples - quantity is important to find new perspectives.

Try to make it possible for everyone to take part and share.

Do not uses these rooms => find your place and tools and go!"

We will come back here after 45 minutes.

Coach Juhani looks confident, knows what he is doing.

10:05 Coach Juhani goes to each group and checks whether the group follows the rules set by the coach, or the group has already changed them in the process of building.

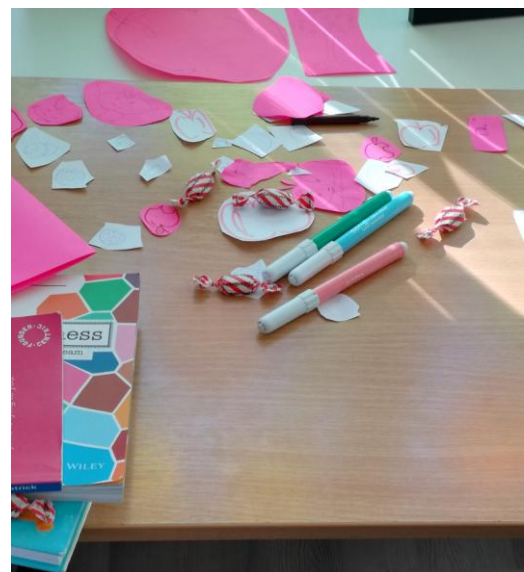
10:17 All groups cooperate and involve in the active founding.

In the Ingerlil-group participants writes the 29th question, in other groups writes the 21-24 questions.



10:25 All participants went back to the common room.

When the working groups returned to the room and united again around their desks, they saw one small surprise - there were candies lying next to their apple drawings and on the drawings.



In physiology and psychology this is called “positive reinforcement.”



10:40 Task 2. Coach Juhani leads: “Find the problem that you would like to solve associated with the concepts of "motivation" and "assessments". Formulate in the one sentence.”

This task is given 45 minutes. Return at 11.30.

All participants were sent outside to search for the “problems”. All groups scattered, far from the building.

No one is near. Everyone has gone, including coaches.

This is excellent move from the coaches – to search in walking!

Now is time for the outside learning environment.



11:30 Coach Juhani is in place sat on a chair, quietly sitting waiting for the other participants.

When the participants returned to the room, there was new surprise waiting for them - on the floor in the center of the hall, instead of the colored paper, a box with ... apples appear!



11:40 Most of the participants came, but not everybody.

The participants, who have already come, sit in their seats - who sits with what, mostly with phones.

Coach Juhani is quietly waiting for everyone to gather. He does nothing to take the attention.

11:43 Coach Peter went to the apple crate and took one apple, eating. Nobody told anybody that they can take apples and eat them. Coach Peter just showed that it can be done.

Just Peter took it and started eating an apple. The music plays softly.

11:45. Music is stopped. Coach Juhani closes the door and does it without fuss, calmly and measurably. Coach Peter jumped up (spontaneity) - took Juhani a place, then jumped up took coach Nic's place Nic - making a game element. Oddly enough, this small spontaneous action, akin to clowning, had a positive effect - the participants and the atmosphere itself was filled with energy.

Coach Juhani addresses groups of participants:

“Who will launch the presentation?”

One boy raised his hand.

Presentations of the “problems” are in the start.

Group 1: the problem “Why do we evaluate people by appearance?”

Group 2: the problem “What are the resources for self-motivation?”

Group 3: the problem of “Effective communication in a group of people of different nationalities?”

Group 4: the problem "Drugs as a social problem"

Group 5: problem “Lack of a sinks in old apartments of the Soviet period”

During presentations coach Johani uses non-reflexive listening techniques: attentive silence, non-interference in the speech of the interlocutor, expresses understanding, approval and support through facial expressions, nodding of the head, gestures, body language.

11:56 One boy took an apple.

12:00 Lunch time. Coach Juhani annotates: "After lunch, we will start to develop potential ideas a solution”.

13:00 The music awaits the participants in the room. The music is light, unobtrusive.

Coach Nic meets incoming and invites. In the audience there is a benevolent light atmosphere of friendly communication.

All participants are in a good, emotionally elevated, active. One guy sat down and started playing music on the piano, another guy took a guitar and started playing to accompany the first guy, the other guys joined them - someone stood, someone sat near to them and started singing a song.



Coach Peter throws sweets for the participants to catch. His activity creates an atmosphere of natural relaxation, ease.

13:10 All participants are gathered.

Task 3. Participants work with develop potential ideas of solutions.

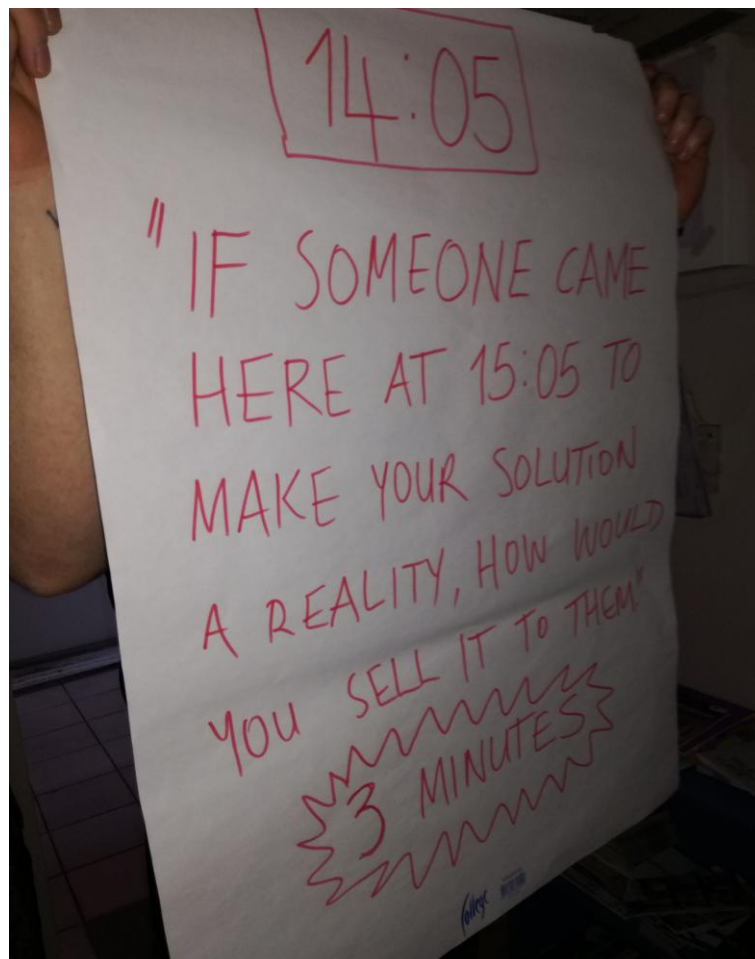
13:40 Coach Juhani voiced the new instruction:

“Give a solution to your problem - there can be various solutions”.

13:46 Task 4. Each group of participants works in its own place - separate small spaces of the building.

Coach Juhani walks round in the building, entering the room to each group and silently showing them a poster with words:

“14:05 If someone came here at 15:05 to make your solution a reality, how would you sell it to them. 3 minutes.”



In this way coach Juhani changed the form of the instruction and brought elements of entertaining and diversity in the learning process.

14:05 Presentations of "sales".

The groups are ready to protection of their project.



Coach Juhani formulates the instruction:

"Pick up the arguments to sell your decision".

Each group represents the protection of their project.





The presentation of each group contained a concrete and practical solution. Some groups - even 2 or 3 options.

Even though the search itself was not easy and comprehensible, it was not easy for them to work in the team as like not easy to work in the new conditions, they got results! They are surprised by this. It's true, surprised them that a solution can be found in such short time.

They are inspired. Many of the participants in the group have discovered something new in themselves - new abilities or new opportunities, some new treasure in themselves, and they still don't know what to do about it.

The role of the coaches at this moment is not conspicuous, but is still important. Lead coach Juhani is in the foreground, next to the speakers, they can see him well. He uses active listening, he emits a smile and a light.

14:38 Now is time for the reflection phase.

The process of written reflection is underway. Written reflection questions: "What was good today, what was not very good?"



Next step is verbal reflection in a circle: *“What have I learned today?”*

Silence. No one starts.



The coaches took the initiative. Coach Peter:

“I learned today” ...

Then coaches Nic, Juhani and Ingerlil spoke out.

Then the teachers responded.

Teacher 1: *“I realized that our students are the best. The teachers too”.*

Teacher 2: *“I learned new ways to work with learning”.*

Then the participants began to speak after each other.

14:55 The learning process and the study day are complete.

THE OBSERVER'S COMMENTS

The coaches.

On this day was the opportunity to see a very good coaching work, in which the coaches show high professional competence. It was the clear leaning structure, confident process, excellent management. They knew what they were doing. Really beautiful work was done by the coaches during the whole training.

Roles of the coaches are completely different.

Coach Peter is a “man of surprise”: he knows how to defuse a tense situation, he is a violator of norms and standard. He is intuitive, his behavior, as it were, allows others to be non-standard, to go beyond the accepted. He is like a backlash, a door to creativity.

Coach Nic has support function on the process and participants: covert support, non-reflective listening, empathy and empathic behavior, subtle and precise understanding of the situation and immediate response to changes in the situation.

Coach Juhani is logical, he is lead, mentor and facilitator, and it should be noted that it is not an easy and simple task to combine these qualities.

Interestingly, Juhani, Nic, Peter as the coaches reflect themselves as individuals at work. They in their coach role are organically. This is very important thing in learning - when there is congruence between the persons and the way they use their role behavior in the training.

The world-famous American psychologist Carl Rogers, the author idea of facilitation in education, emphasized the need for the educator to be congruent - to be congruent to himself - as a person and as a professional, so that there would be maximum correspondence between these two things, - phenomena of synergy, as modern psychologists would say.

Coach Nic empathize, coach Peter - creative creator, coach Juhani - define and test, he is mentor and teacher.

Their training is consonant to their persons. Thanks to this consonance, they are able to create an ideal learning space.

The work of this trio of coaches is characterized by "ensemble", when everyone knows their own score and at the same time all they play the same piece of music.

Perhaps that's why the participants, despite the fact that the type of work was new and incomprehensible for them, and it was in a foreign language, they nevertheless performed tasks with enthusiasm and in positive spirits, - the participants had confidence in the coaches.

Coach Juhani *as the lead was very good enough*: clear speech, clear wording of texts and tasks, pauses in the right places, precise relevant body language (smile, gestures, facial expressions, and visual contact), and proficient in active and reflexive listening techniques. All these details of the coach's behavior were important for the success of the process, and it had a necessary impact on the well-being of the participants and the dynamics of the ongoing movements in the learning.

The Apples.

The Apples in today's coaching used as a warm-up session. The goal is to help the participants "start their innovation engines" with something very simple, like apples, and to realize during the process, that you have to generate a lot when innovating. So quantity is king in the beginning, because from there you can then start to "pick" the really new and innovative things, when you share with your team and discover the diversity.

The apples theme is an interesting motive when it is interwoven throughout the process as a working symbol into the whole learning process.

As symbols are apples very good:

- in the first part of the learning process the participants had created apples in their imagination and imagined, painted, cut out of paper, chose for themselves;
- later the apples came as a natural product - fresh apples in cardboard box;
- the apples had been with the participants all day;
- the fruit apples were not eaten at one time - it was gradual throughout the day;
- at the end of the day in the cardboard box there were 2 apples left;
- at the end of the learning process, the apples were a symbol of the finished product that "we can eat" - that is, "we can use our product - we have it!".

The idea with the apples move illustrates well and symbolizes the design-thinking as a process from fantasy to product, from discover to delivery.

Together with the apples, participants in reality went through the whole process of design thinking from fantasy to real product, and the apples, as a real, tangible image, led the participants in the learning as if by hand. It turned out to be a successful allegory, a good metaphor.

In addition, thanks to these apples, learning is remembered - this unusual way of learning-thinking, learning-reflection and thinking together.

The Apples as the symbol is also good for the nearest purpose: for illustration a idea of diversity, for communicative learning and creative training, which is very useful at the beginning of the learning process.

EDUJam as a tool for entrepreneurial mindset at the IEE.

EDUJam includes as main elements Design-Thinking principles and processes (the double diamond), and also include other elements like presenting your concepts and team learning (team coaching, back end front end coaching etc.).

This is a rather complex process, which implies greater flexibility and "absolute hearing" for the coach.

Despite the great flexibility, EDUJam as a process has a clear structure. Before training the coach team writes the "script" as the plan for the coaching, and there they define the time for various activities: how long each part should take time and each specific task. So in this sense the timeframe can vary a bit. For smaller exercises less is like 10 minutes, and for Design-Thinking process is more times: the double diamond parts (4 parts) usually at least 45 minutes is required. For the first diamond more, for the second diamond less, because the "opening the topic/questions" part is more important, not to rush to conclusions too soon.

EDUJam is not meant to be only sitting and talking in teams in their classroom. EDUJam as process and event happens in varied learning environment. To go outside and/or outdoor is not an obligatory although periodically used element. The flexible learning environment is very important, but the change can be also indoors, by changing rooms, changing the setting for the teams by placing the furniture differently (for example during lunch break) and so on.

The challenge is to set the setting so, that participants dare to explore experiment and actually do things, and be able to overcome barriers including physical, spatial and mental.

In order to open and actualize the innovative thinking process in the participants, coaches bring in smaller challenges to disrupt the status quo and prevent the languishing. A lot depends on the teambuilding dynamics also and how actively teams are seeking for their own process.

The goal for the coaches is to help everyone take part and contribute into the shared innovation process.

For IEE is EDUJam of great importance for the following reasons:

- Team learning
- Team coaching

- Design Thinking experience
- Thinking together
- Project work (in concentrated form)

The value of Design Thinking's as a driving force of business has long been shown by well-known companies such as Google and Apple who have used it. Successful business companies use Design thinking because it allows them to create innovative solutions.

Design thinking is an iterative process that working teams use to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. Design thinking practice involve participants in five phases— Empathize, Define, Ideate, Prototype and Test. Experts mean that it is most useful for development of innovative thinking to tackle problems that are ill-defined or unknown.

It is logical that modern models of entrepreneurship education are trying to create opportunities for students to get such a special experience, and many international universities have in their curriculum this popular subject.

Since Nobel Prize laureate Herbert A. Simon, who first mentioned design thinking in his 1969 book, *The Sciences of the Artificial*, professionals from a variety of fields advanced this highly creative process which address needs of the modern human.

It is natural that the new and innovative model of entrepreneurship education, which is IEE, include on EDUJam with the Design Thinking as its important part. Moreover, we can say that it is the innovative model IEE that creates the most favorable conditions for the use of EDUJam and Design Thinking, because IEE is developed in the methodology of experiential learning and competence approach, and is based on the principles of Active Learning and Growth Mindset. And this is a living context for creativity and innovation.

So it is quite obvious that EDUJam is as the necessary puzzle in the overall picture of the IEE model. It should be noted that it is so also because EDUJam is in fact an event. And event itself is a part and basic principle in the entrepreneurial education, as it creates an opportunity to host a successful entrepreneur networking.

Finally, it's worth paying attention to the fact that, this type of active learning also keep the educators in a creative and innovative tone, determining the opportunity to advance in lifelong learning - in unison with the IEE.

Dr. Margarita Popova, observer, didactic expert



Undervisningsobservation

Observationsdato: 14.08.2019

Observationssted: MillCamp Game Academy, Asnæs, Denmark

Observationstimer: 9:30-16:30; 8 akademiske timer

Observationsobjekt: undervisning i uddannelsestrin "Start with WHY"/IEE

Målgruppe: international, 18-30 år

Antal deltagere: 20

Antal lande: 7

Sprog: Engelsk

Observationsfokus: læringsproces dokumentering, didaktisk værktøj

Underviser: Ingerlil Teute, IamTraiding/MillCamp Game Academy, Denmark

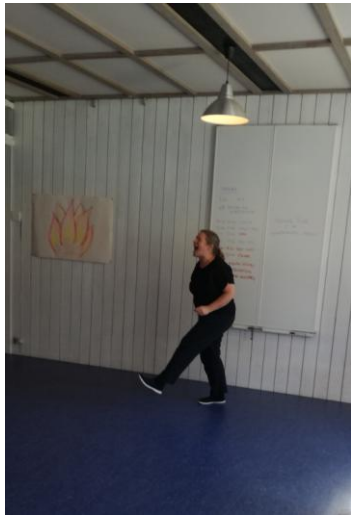
Undervisningsobservatør: Dr. Margarita Popova

2020

UNDERVISNINGSOBSERVATIONSRISULTATER

14.08.2019

Emne: Start with WHY and the Entrepreneurial Mindset

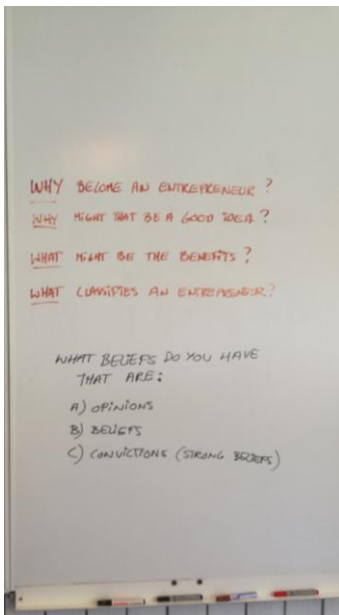
Afspejling af undervisningsproces	Noter
<p>9:30 Ingerlil: Velkomsttale</p> <p>9:33 Ingerlil: Dagens emnepræsentation</p>  <p>9:38 Arbejde med tavlen: underviseren sætter spørgsmål til at tænke over:</p> <p style="padding-left: 40px;">Why become an entrepreneur?</p> <p style="padding-left: 40px;">Why might that be a god idea?</p> <p style="padding-left: 40px;">What might be the benefits?</p> <p style="padding-left: 40px;">What classifies an entrepreneur?</p> <p>9:41 Underviseren åbner dialog omkring emne.</p>	<p>IT er inkluderet i processen, holder deltagernes opmærksomhed, styrer læringsprocessen. Deltagernes opmærksomhed er 100%: De er interesseret i en dialog. De blev straks interesseret IT formåede at skabe en god balance mellem følelsesmæssig og kognitiv intelligens.</p>



9:54 Næste opgave: Talk about believe.

What beliefs do have that are:

- Opinion
- Beliefs
- Conviction (strong belief)



10:01 Der er arbejde i grupper på 2-3 personer

Underviseren stiller næste diskussionspørgsmål:

What to be benefits to become an entrepreneur?

VIDEO DOK

Underviseren: "I have a little book her "Start with

Kropssprog: IT skaber plads med sine bevægelser - cirkulære bevægelser, ansigtsudtryk, pantomime – vier med sin krop, åben holdning, smil og indre glæde, goodwill går hos deltagerne.

IT gik til deltagerkredsen - fysisk tilgang er god til at fokusere deltagerens opmærksomhed
 Stiller spørgsmål undervejs, og det er godt
 (Reflexive tactic)

Underviseren gik den anden vej med spørgsmålet
 IT arbejder perfekt med tavlen, viser de vigtige ord på det og tager deltagerens opmærksomhed
 God discussion

<p>WHY”....</p> <p>10.23 Getting starting with the topic: What is your WHY? Why you like it?</p> <p>10:24 Diskussionsspørgsmålet: Example for opinion? + Deltagere giver deres definitioner af begrebet ”opinion”, derefter kommer en dybdegående forståelse af dette koncept gennem sondring af begreber: Opinion Beliefs Convictions</p> <p>10:26 Underviseren skriver deltagerens tanker på tavlen eksempler for ”Opinion”</p> <p>10:31 Underviseren bevæger sig i klassen – kommer til anden i auditorium og stiller en række spørgsmål: What can change your opinion? What could affect that? Underviseren skriver deltagerens udtrykker på tavlen ”opinion bank”</p> <p>10:38 Underviseren skriver diskussionstanke på tavlen If you can if you think Cannot you will never move Believe in than you do...</p> <p>Underviseren fører en struktureret dialog om emnet</p> <p>Her have mind Presive Physical sense</p> <p>10:46 Take How do you fell KNOWING Opgave for 15 min Its knowing.....</p> <p>10:49 Take partner - 15 min for praxis: To give one example for KNOWING</p>	<p>Brain storm Gruppe refleksion med elementer af introspektiv analyse</p> <p>Underviseren udtrykte en tanke og fortjente deltagerens bifald</p> <p>Underviseren tænker højt - udforsker konceptet</p> <p>god intellektuel diskussion i mini-grupper reflekterende diskussion tog 50 min i sted for 15 min</p>
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11:18 Læringsdrøftelse foregår med Walk and talk

11:37 Underviseren styrer dialog:

Exempel: When did you make a decision based on inner?

Mind extreme powerful knowing?

11:51 Afslutning af opgaven.

11:55 Why is important to me?

Underviserens oplæg

The Golden Circle

Why How What

Li Brain Nea



12:00 Næste trin med WHY?

Cause

Purpose

Belief

Refleksion spørgsmål:

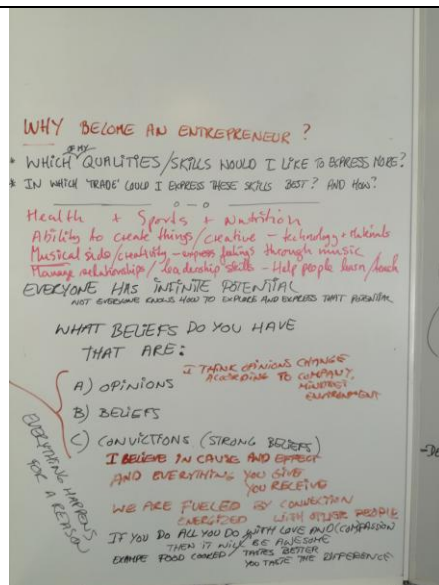
If you are an entrepreneur, what will you do? What to sell?

Instruktion:

Find your own sales idea 25 min with itself,

20 min discussion in mini group + 10 in common group.

Meets here 12.45



13:05 Frokost.

14:00-15:00 Deltagerne forbereder deres "production"

Instruktion: Prepare presentations...

Q: If you should become an entrepreneur, what would you do?

Q: Which of my qualities/skills would I like to express more?

Q: In which 'trade' could I express these skills best and how?

Teams:

Music/band: Ernesto, Rocio & Hannah

Design: Lucrecia, Emiliano, Lucy, Paulina & Nicolas

Restaurant: Maria & Rodrigo

Photography: Osmar, Mel, Federico & Delfina

Sportscenter/Playroom: Gonzalo, Vanesa & Clement

15:00-15:45 Projekt præsentation

16:00 Fælles refleksion in ring.

16:30 Afslutning.

Kommenter.

Arbejdsstemning i klassen.

Man kan se, at deltagerne er aktive i undervisningen, nogle gange endda ivrige efter at komme i gang, at de viser glæde ved deres aha-oplevelser, og at de har mod på at prøve sig frem foran de andre deltagere. Deltagerne har lyst til at deltage, og de arbejder for at tilegne sig det nye, de har skullet lære.

Arbejdsstemningen i det lærings rum er i overvejende grad behagelig og præget af anerkendelse, tillid og respekt, både mellem underviseren og deltagerne og blandt deltagerne.

Underviseren rolle i den undervisningsproces.

Man kan fremhæve flere forhold i underviserens arbejde med læringsmiljøet: disse overordnede forhold kan opsummeres i tre punkter:

- underviseren skaber motivation for deltagelse i læringsfællesskabet gennem et fokus på trykke og tillidsfulde relationer;
- faglighed og trivsel er tæt forbundne i underviserens arbejde med deltagerne;
- underviseren har stærke kompetencer inden for læringsledelse.

Man kan mærke, at underviseren tager en vigtig plads i arbejdet med at skabe positive læringsmiljøer, og tager opmærksomhed på, hvilken relation hun ønsker at have til deltagerne, og hvordan hun kan skabe gode relationer deltagerne imellem.

Ingerlil Teute som underviser motiverer deltagerne til at være aktive og turde prøve sig frem i læring, hvor hun har fokus på relation og kredser først og fremmest om tillid og tryghed.

Det ser pænt og fint ud.

I den præsenterende diskussion er underviseren god til at kommunikere klart og tydeligt ved altid at smile i stedet for kommandolignende beskeder. Underviseren tydelig ved på en præcis og utvetydig måde at anvise, hvor hun vil hen, og hvad hun ønsker, at deltagerne skal gøre. Dette er underviserens måde at kommunikere på skaber en bestemt orientering mellem deltagerne til.

Underviseren skaber bevægelse mellem deltagerne frem til de arbejdsopgaver, som skal løses.

Redskaber.

Underviserens redskaber er særlige spørgeteknikker, hvor der spørges til identifikation, udsyn, værdigrundlag og metode.

Som hoved redskab i undervisning af dagen har Ingerlil brugt en bog ”Start with WHY” af Simon Sinek. Det er godt valg, fordi:

- bogens overskrift selv har direkte afspejling en ide af læringens problematisering,

- ideen er indpakket som en udgivet bog,
- forfatteren er en berømt amerikansk taler, som bruges meget i citation.

Alle de ting fungerer godt til præsentation af emnets tanker og tilføjer pointer til udvikling af deltageres motivation til foreslået læring.

Den bog er også god for at give en relevant illustration til verdens kendte entreprenørers succeser og at vise vej til at opnå succes. De illustrationer, der kommer fra denne bog, sammen med den overbevisning, der kommer fra underviseren, giver deltagerne et ønske om at følge dette og en inspiration at blive involveret i en sådan lærings rejse gennem deltagelse i den foreslåede undervisningsmåde.

Modulets placering i IEE og dets betydning.

”Start with WHY” er et uddannelsesmodul, der planlægges i begyndelsen af IEE undervisningsforløb og ligger i det første trin. Derfor har den modul en organiseringsfunktion. Hvorfor det?

Den dialogbaseret og diskussionsbaseret interaktive undervisning har 3 formål som er:

- at vække deltageres egen motivation at blive iværksatte;
- at vise deltageren at basis til entreprenørfremtid er han/hende selv - som person: hans/hendes tankegang, styrker, egenskaber, resurser;
- at vise fra begyndelse af uddannelsen at vi er gang med uddannelse som er ”*i entreprenørskab*”, hvor arbejde foregår med en person i modsæt til uddannelse ”*om entreprenørskab*”, hvor et arbejde foregår med viden.

Dette pædagogiske bud tilbyder til deltager en væsentlig lærings nøgle ”Mit erhvervsliv begynder sig fra mig selv”. Og det er en væsentlig fordel af IEE.

Når væsentligt princip af IEE er at undervise ”*i entreprenørskab*” i stedet for at undervise ”om entreprenørskab” er der ret vigtigt at anvendte relevante og aktive undervisningsmetoder.

Interaktiv dialog baseret og diskussionbaseret undervisning er helt relevant til det.

Didaktisk tilgang og undervisningsmetodes relevans.

Undervisningsmetoden som Ingerlil Teute bruger her ligger i den didaktiske ramme som kaldes interaktiv dialogbaseret og diskussionsbaseret undervisning. Den slags pædagogiske metoder skaber forudsætning for, at elevers læreprocesser sammen med deres oplevelser bliver engagerende og motiverende i relation til det pågældende indhold i og mål for undervisning.

Præcis struktur af dagens undervisning passer til en slags påpegende tilgang som er ”Den talte dialog”, hvor man kan opleve alle elementer:

- Lærerens oplæg
- Gruppearbejde
- Fælles diskussion
- Runder
- Studenteroplæg
- Cooperative learning
- Summemøder

Der blev også anvendelsen af ”Dialog gennem skrivning” med *Individuel refleksion* (forståelser, definitioner, spørgsmål, svar på spørgsmål) og *Tænkeskrivning*.

Det dialogiske undervisningsmiljø stimuleres gennem brug af særlige spørgsmålstyper og aktiv lytning, mens undervisning selv bygger sig på en forståelse af, at meningskabelse og kommunikation opstår og udvikles i dialog og interaktion mellem mennesker både undervisere og deltagere og deltagere og deltagere. Typisk skabes viden i dialogbaseret læring ved at en underviser og eleverne gennem samarbejde under undervisers ledelse. Underviseren vælger undervisningstema, der undervises i, og fastlægger de baggrundsspørgsmål, eleverne bruger i deres læring.

Man kan observere, at dialogbaseret undervisning hos Ingerlil Teute er en klar rammesætning til at skabe et fælles rum for udforskning af komplekse problemstillinger, samtidig med at der bygges bro til individuel deltagerens livs verden. På denne måde lærer deltagerne herigennem at blive klogere på sig selv og andre, samtidig med at der skabes deltagerbaner, der forbinder det personlige med det faglige, individet med fællesskabet.

Dagens interaktive dialogbaserede undervisning er også baseret på læring gennem diskussion. Deltagerne sammen med underviseren og under hendes ledelse udforsker en tilgang der findes i en bog "Star with WHY" (Simon Sinek, 2009) og gennem en særlig række spørgsmål som underviseren formuleret.

Diskussion en vigtig måde at lære på, når kommunikation og dialog er en integreret del af læringsprocessen. Det er nemlig de relationer, der lærer individet at internalisere viden. Når et emne undervises gennem diskussion, opfordres eleverne til at udvikle løsninger og meninger gennem samspil og indgå i dialog med hinanden.

Der er ses, at under læringen gennem diskussion med Ingerlil Teute spiller en aktiv og organiserende rolle, når det kommer til at strukturere diskussionen og derved stilladserne læringsprocessen. For at opnå fordelene ved den undervisning gennem diskussion, kan man bemærke det har den rigtige planlægning. Hun er omhyggeligt og har den ønskede pædagogiske virkning.

Det er kendt, at dialogbaseret undervisning er en god og inspirerende metode til at skabe god undervisning i forskellige emner. Men på det samme tidspunkt er det vigtigt at valgte undervisningsmetode vil være relevant til den konkrete underviser, hans/hendes undervisning individualitet, kompetencer og læreres stil.

I den observation kan man konstatere, at en valgte metode og den underviser selv passer til hinanden. Man kan fornemme, hvor meget naturligt føler hun sig med denne metode.

Underviseren gennem en særlig spørgeteknik hjælper deltagerne igennem den særlige proces, der kendetegner deltagernes dialogiske arbejde i det konkrete entreprenøremne.

Dr. Margarita Popova, observatør, didaktisk ekspert