ENTREPRENEURIALS

- Success
- Socially relatable role-models
- Positive support

Agency

I have purpose and I am useful to others

- Growth Mindset
- Intrinsic Motivation
- Internal locus of control
- Regulation of emotions
- Empathy

Self-efficacy

I believe in myself and my abilities

21st Century skills

I have them...

- Foundational literacies
- Competencies
- Character qualities
- Meta-learning

- Constructivist learning processes - discovery learning through experience and reflection.
- Curiosity, questioning, exploration, reflection - iteration...

THE ENTREPRENEURIAL:

Someone of the search/discovery generation.
"If it's going to be, it's up to me"

An opportunity-seeking mindset that drives purpose in the search for an intersection between their interests and abilities that also serve the needs of their fellow human beings.

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LEARN TO SUCCEED

PROJECTS VS. PROJECT-BASED LEARNING (PBL) (Product vs. Process)

LEARN TO SUCCEED

TRADITIONAL "DESSERT" PROJECT[1]:

Teacher introduces core content	Teacher tests on core content	Teacher assigns project to show understanding of core content	Student works at school and at home on project	Student hands in project to teacher

OUTCOME:

Students learn core content.

(They probably forget it a week later.)

CONTENT-FOCUSSED

AUTHENTIC AND RIGOROUS PROJECT-BASED LEARNING[2]:

Teacher introduces engaging project that encompasses learning. Students are excited. Students NEED TO KNOW core content to be successful.	Students use inquiry to acquire information they need in order to finish project in the library, with technology, and even with "regular lessons".	Students practice skills and innovate unique solutions to the challenge, with opportunities for feedback and revision.	Students work in school with teacher guidance and support.	Students present their idea in a real world way, assessed on performance.

OUTCOME:

Students gain lifelong PROBLEM-SOLVING SKILLS, develop a GROWTH MIND-SET, experience a REAL-WORLD OCCUPATION, CRITICALLY AND CREATIVELY develop a new idea, COLLABORATE with peers, COMMUNICATE their solution, work on being GOAL-ORIENTED with a due date and timeline, and still learn more content.

CONTENT, COMPETENCES AND POSITIVE ATTITUDES ARE ACHIEVED.

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1. Project is a nice-to-have and an afterthought, not the "main meal" (a product).
2. Project-based learning is a series of integrated activities which are considered the "main meal", in other words, the process is as important as the product (the process).

Source: (Buck Institute of Education)

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COMPETENCE-BASED EDUCATION

UNESCO - IBE

- Elements
- Macro Competencies
- Micro Competencies
- Public good aspects

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DESIGN THINKING -

A FIVE-STEP PROCESS

1 DISCOVERY

I have a challenge. How do I approach it?

2 INTER-PRETATION

I learned something. How do I interpret it?

3 IDEATION

I see an opportunity. What do I create?

4 EXPERI-MENTATION

I have an idea. How do I build it?

5 EVOLUTION

I tried something new. How do I evolve it?

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EDUCATOR'S ROLE

IN THE LEARNING EXPERIENCE:

Design stimulating learning experiences

Equip with appropriate tools and methods

Create positive learning spaces

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THE DBE'S COMPETENCE-BASED CURRICULUM GOAL

Learners should leave school with the developmental capacity:

- to interactively mobilize and ethically use information, data, knowledge, skills, values, attitudes, and technology;
- to engage effectively and act across diverse 21st century contexts;
- to attain individual, collective, and global good.

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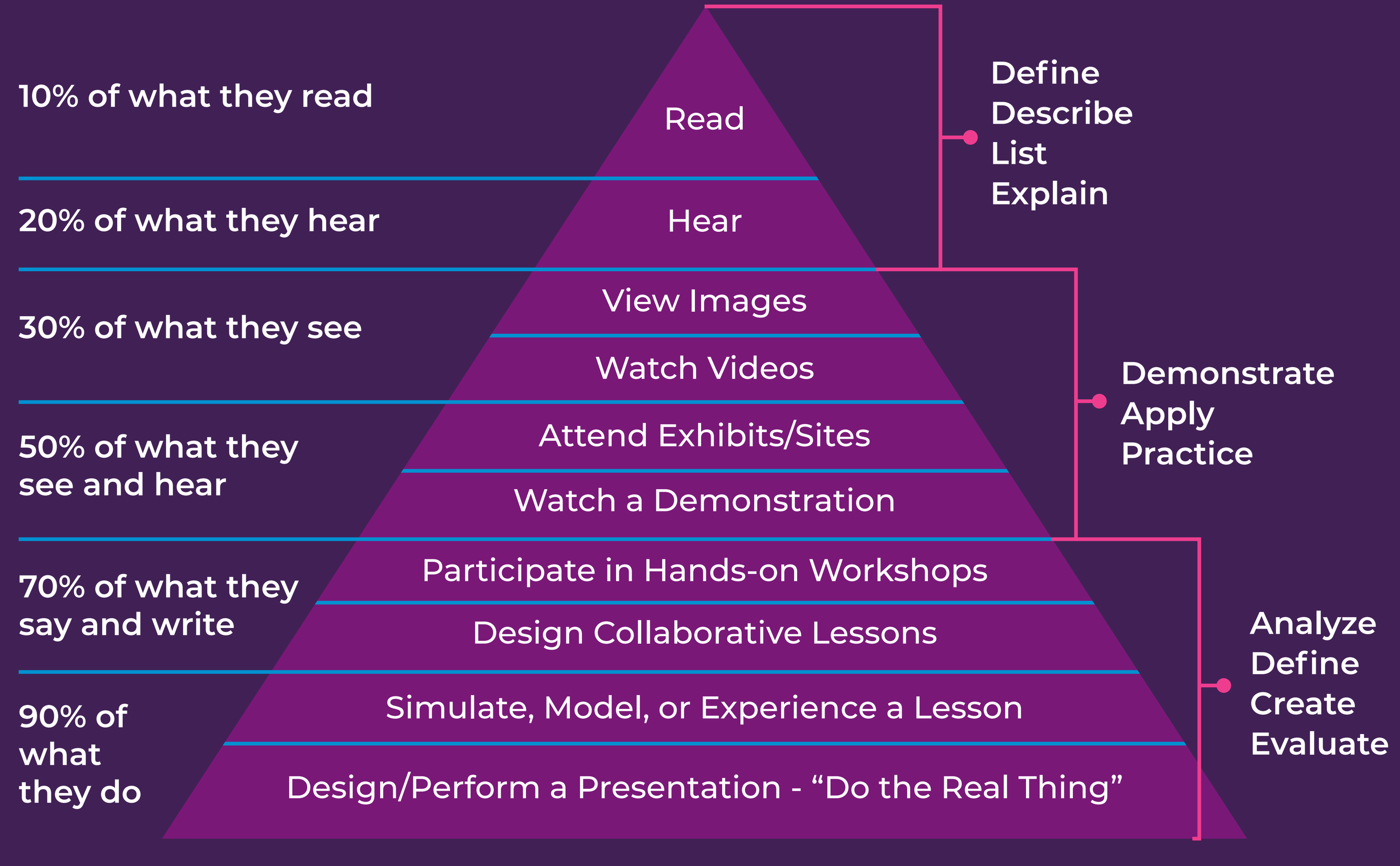
LEARN TO SUCCEED

EDGAR DALE'S CONE OF EXPERIENCE

PEOPLE GENERALLY REMEMBER... (LEARNING ACTIVITIES)

PEOPLE ARE ABLE TO... (LEARNING OUTCOME)



Source: (Dale, 1969)

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KOLB'S EXPERIENTIAL LEARNING CYCLE

1

CONCRETE EXPERIENCE

Problem Identification

2

OBSERVATION & REFLECTION

Problem Observation

3

ABSTRACT CONCEPTUALISATION

Problem Solving

4

ACTIVE EXPERIMENTATION

Problem Testing

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Source: (Kolb, D. 1974/2011)

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ENTREPRENEURIAL LEARNING

CONSTRUCTIVIST:

Construct own understanding and knowledge of the world through experience and reflecting on those experiences.

Emphasizes ***active engagement*** through strategies such as talking (not just listening), writing (not just reading), interaction, problem-solving, and other active approaches.

BEHAVIOURIST:

Emphasizes changing behaviour through ***rewarding*** correct performance.

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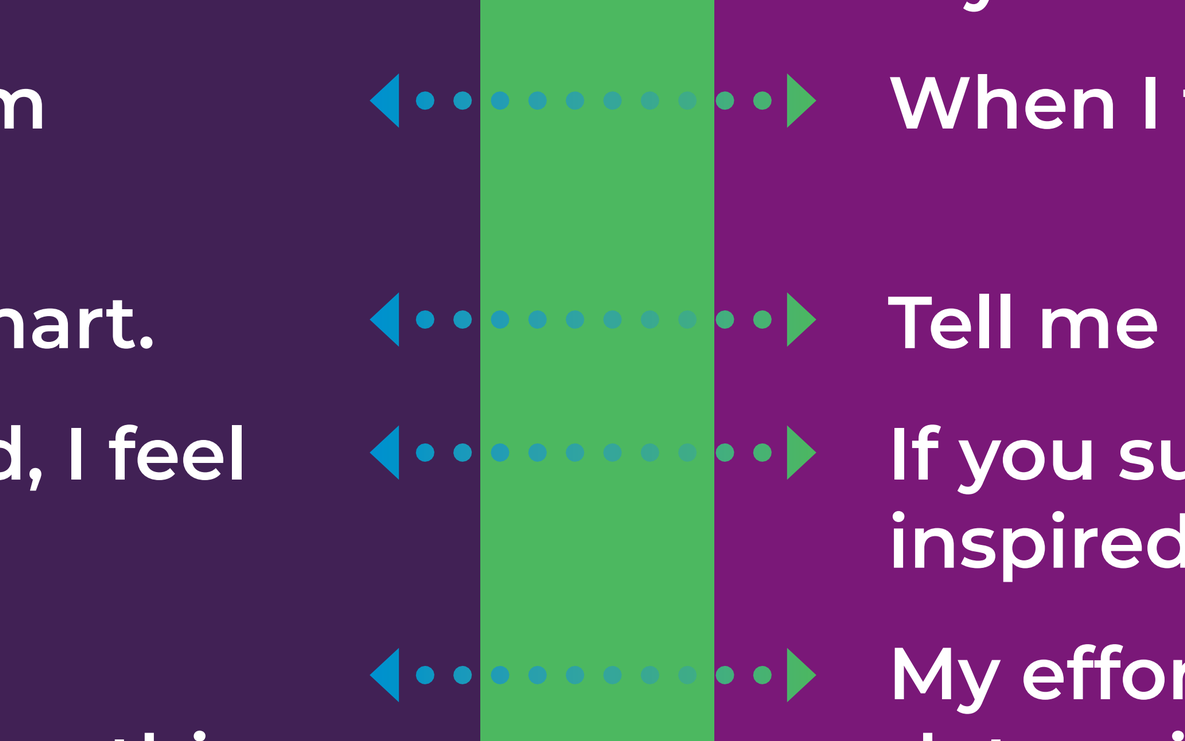
LEARN TO SUCCEED

WHAT KIND OF MINDSET DO YOU HAVE?

FIXED MINDSET	GROWTH MINDSET
I'm either good at it, or I'm not.	I can learn anything I want to.
When I'm frustrated, I give up.	When I'm frustrated, I persevere.
I don't like to be challenged.	I want to challenge myself.
When I fail, I'm no good.	When I fail, I learn.
Tell me I'm smart.	Tell me I try hard.
If you succeed, I feel threatened.	If you succeed, I'm inspired.
My abilities determine everything.	My effort and attitude determine everything.



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