

ERASMUS+ project
TEACH2HEAL

GUIDELINES FOR REFLECTING TEACHING

TRUST BELIEVE LET GO

SHOW TIME

THE LEAN START UP MODEL

IDEA BUILD TEST LEARN

TRIAL & ERROR

REFLECTING TEACHING

Experience based learning

DR TEAM

ATTITUDE 110%

COACHING

MOTIVATION

TRUST BELIEVE LET GO

ERASMUS+

RECEIVING PROJECT

PICKING THE TEAM

CREATING IDEA OR SOLUTION

MAKING THE PLAN

ACTION

EVALUATION & FEEDBACK

R E F L E C T I O N

TALK THE TALK

WALK THE WALK

LEARNING IS NOT A SPECTATOR SPORT. D. Blocher

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INTRODUCTION

There is an assumption that everybody wants to learn and get better. But the reality is somehow different. Learners need to be motivated to learn. The biggest change that should be going on is the mindset of educators. Educators main task shouldn't be caretakers of information – but the main focus should be motivating learners to learning and taking chances with them.

Keywords for this guideline are reflecting teaching, experience based learning and entrepreneurial skills learning.

Reflective teaching is teamwork. Teachers, coaches and mentors need to dedicate time to evaluate their own practice. Trying to improve and experiment are important to the core of reflective teaching. Creating connection to learners is valuable in reflective teaching. Challenge your old practices and keep observation in the learning process.

Basis for the David Kolb's in 1984 published experiential learning theory is "learning by doing". The best way in retaining and remembering information will be achieved by learning by doing. For teachers, coaches and mentors the key issue is in creating opportunities that challenge and motivate the learners.

Entrepreneurial learning gives tools to increase courage, creativity, responsibility, and initiative and teaches purposefulness and perseverance. It helps to identify and benefit of their own strengths. It encourages the identification and offers opportunities as well as transfers ideas into action. It also increases the ability to understand, identify and manage risks. It makes learners better decision-makers and teaches to tolerate uncertainty and disappointment. Not forgetting to promote working life knowledge and skills.

In this project we had the opportunity to develop in many areas, such as - motivation, coaching, entrepreneurship education, self-knowledge, taking responsibility, enabling in finding a goal and one's own thing.



REFLECTING TEACHING - LEARNING BY DOING WITH ENTREPRENEUR STUDENTS

Young Enterprise is part of JA (Junior Achievement) international program. This program is used at KPEDU Business department for the pilot students as a case study in Learning by Doing method. The pilot students establish their own “practicing” companies with their own business ideas either alone or in small groups. The method is based on acting first, getting experience, realizing incompetence. Motivation for learning is gathered by their own experience about not knowing what to do or not understanding reasoning or meaning of something. Learning takes place after your own motivation and understanding of not knowing something important that you own by yourself.

For the teachers, coaches or mentors it is easier to teach and give information or advice when the students have their own experience in background. The feeling is more professional for both parts.

Another learning experience case for business students using method Learning by Doing is co-operation with real companies in working life. The companies give a task or mandate for doing something together with them or for them for the students to take care of. The way of learning is giving responsibility for something that a real company needs. The meetings and discussions with a company brings the “sense” and “feeling” that we are doing something real and meaningful.

Again, it is easier for the teachers, coaches or mentors it is easier to teach and give information or advice when the students have their own experience in background.

The lean startup model shown underneath is used as a theoretical model in both case examples explained above. You get an idea or a mandate to do something. You start building it up. You gather information or data and test it. Testing is done with real customers and people. You learn from that and make the changes that the answers and data demand to do. Your idea or task will develop and get “better” and so the process goes on and on until it is ready to be realized for full and real.



REFLECTING TEACHING IN PRACTICE

We tested reflecting teaching and experience-based learning with two teachers. More than 60 students were involved during the project. The main difference from previous experiments was that we allowed students to genuinely influence in their own learning projects. We also took more efficiently into account the student's former knowledge in their studies. The main method we used is related to project learning. You can find out more about it in the image below the page.

Here are a few tips how to do it:

- Take a time to know your learners because reflecting teaching is a two-way train.
- Don't forget learning by doing.
- Take the effort to find out what the learner's own interests are and try to take advantage of them in the learning process.
- Define the task, the goal, the milestones - you don't have to be ready right away.
- Leave room for failures.
- Transfer the ownership of the process to the learner - treat them as an expert and owner of their own projects.
- Trust, believe and let go. Give learners responsibility and room for their own trials.
- Give and receive feedback - make it a habit for the learner to present both progress and failures. Learn from them together.
- Give direct feedback and always find things positive.
- Remember to raise the level of requirements.
- Don't fear to be out of your comfort zone. There the learning can really take place.

TALK THE TALK WALK THE WALK

REFLECTING TEACHING

Experience based learning

