Lolli's World Ep 12

Lolli's World Ep 12.1 (Canvas)

Introduction to the session

Aim of the module: To support the participants in their individual paths to strengthen their entrepreneurial mindset and competencies by sharing the experiences that arise from the learning process. To support the participants in making a personal action plan needed to put their idea into action by evaluating together the results of the individual and peer entrepreneurial learning processes.

Content of the module: Self assessment of the entrepreneurial competences made before the first session (pretest) is repeated and the changes are interpreted and reflected by peers. We stimulate students to reflect about their competences and skills implemented during their private life.

Outcomes: Student has competence and tools to make self-assessment, peer-assessment and evaluation of learning process.

After all the 12 **EASIP COMP** -sessions, students will be able:

1. a) to make a self-assessment of the progress in the 15 entrepreneurial competences (ENTRE COMP)
2. b) to evaluate the whole learning process in individual and social level
3. c) to give and receive constructive and encouraging feedback (SELF-EFFICACY)
4. d) to make up a vision for future steps towards entrepreneurship

Practical activities

- Reflection about my skill and competencies
- Reflection about learning process

Online questionnaire for self-assessment of entrepreneurship competences

First of all: why self-assessment is important

Student Self-Assessment

Module 3: Self Assessment

The first self-assessment has been done in the beginning of the training. Now we want that students make the self-assessment for a second time in order to stimulate their reflection about the change: What is different and why.

MASTER online questionnaire for selfassessment.docx (https://canvas.instructure.com/courses/2540530/files/129218246?wrap=1) ↓ **(https://canvas.instructure.com/courses/2540530/files/129218246/download?download_frd=1)**

Student's learning diary

The identification of personal learning objectives is very important; here we provide new questions to students (different from the self-assessment): in this way they can reflect and take note about the learning milestone they did along the process.

The students are given the following questions to guide their writing of learning diaries:

1. *What did I learn?*

- *What was new to me?*
- *Was there something that changed my views and why?*
- *Focus on and analyze the themes important to you.*

2. *What did I achieve?*

- *Which of the outcomes (e.g. material products, contacts, plans or shared thoughts) you are pleased with? Why?*
- *What went against my ideas? Why?*
- *Focus on and analyze the questions that left you puzzled.*

3. *How am I going to apply the competences I acquired during the Easip Comp -learning process in the future?*

First part: students answer questions individually online:

https://docs.google.com/forms/d/162UE8ADDJ1H8ThLgT13YRwksEldCWCcSP1bc8fpdJ50/ed ⤷ **(https://docs.google.com/forms/d/162UE8ADDJ1H8ThLgT13YRwksEldCWCcSP1bc8fpdJ50/edit)**

Second part: as teacher, you have to lead in the classroom a discussion with the same questions. Make note of and reflect on the thoughts that emerge as important.

Points	None
Submitting	Nothing

Due	For	Available from	Until
-	Everyone	-	-

+ **Rubric**

Student's learning diary-2

The identification of personal learning objectives is very important; here we provide new questions to students (different from the self-assessment): in this way they can reflect and take note about the learning milestone they did along the process.

The students are given the following questions to guide their writing of learning diaries:

1. *What did I learn?*

- *What was new to me?*
- *Was there something that changed my views and why?*
- *Focus on and analyze the themes important to you.*

2. *What did I achieve?*

- *Which of the outcomes (e.g. material products, contacts, plans or shared thoughts) you are pleased with? Why?*
- *What went against my ideas? Why?*
- *Focus on and analyze the questions that left you puzzled.*

3. *How am I going to apply the competences I acquired during the Easip Comp -learning process in the future?*

First part: students answer questions individually online:

https://docs.google.com/forms/d/162UE8ADDJ1H8ThLgT13YRwksEldCWCcSP1bc8fpdJ50/ edit (https://docs.google.com/forms/d/162UE8ADDJ1H8ThLgT13YRwksEldCWCcSP1bc8fpdJ50/edit)

Second part: as teacher, you have to lead in the classroom a discussion with the same questions. Make note of and reflect on the thoughts that emerge as important

A critical incident reflection

(Reflective Practice, 2007)

The framework below is a guide for your own reflection and learning from events that have significance to you. The questions under each heading are "prompts" only. The framework is there to support you to identify and develop options. There are no right or wrong responses although the overarching frames of "The what?", "So what?" and "Now what?" are important components in a critical incident reflection.

https://www.youtube.com/watch?v=vGyjF9Ngd8Y ⬏ **(https://www.youtube.com/watch?v=vGyjF9Ngd8Y)**

(https://www.youtube.com/watch?v=vGyjF9Ngd8Y)

The what?

A description of the incident/experience with just enough detail to support doing your "So what?" section. For example, description about who, what, why, when, where.

Practical example

Me and my university colleagues organised a farewell party for our friend Mark who was going to leave the city after having accepted a job offer abroad. We decided to invite also Mark's friends from the charity association in our city (we knew Marck is very sensitive about volunteering topics and he has been spending a lot of time in association activities, with a specific focus on helping the Muslim community in the city). For the event we decided to buy just hamburger and beer. Among Mark's friends from the association there were a group of Muslim guys; they kindly told us they could't drink beer and eat hamburger. So we just realised they didn't have anything to drink and eat. And they sadly left the party after just 30 minutes.

So what?   Now what?

This is the sense-making section that asks you to surface general meaning, significance, your position / view point; actions; emotions (pre-during-post).

Practical example

In that moment I just realised we organised Mark's party just taking into account ourselves, what we like and what we usually do. We were selfish and self-referential in organising the event. We didn't put Mark at the center of the attention; we didn't focus enough on what he really likes, he does.

This section makes connections from the experience / incident to further actions. For example: what would you do differently / the same next time? How does it come? What are key points, lessons learnt to share with your colleagues, network and/or group outside the network? (eg. idea, product, process, concept)? How will you do this?

Practical example

I guess we learned enough from that event. We realised that when we do something for someone, first of all we need to wear his/her shoes. We need to do an in-depth reflection before acting. Starting point must be "what he/she would like to do", not "what I like"

Lolli's World Ep 12 Conclusion

Lolli's World Ep 12.2 (Canvas)