Engaging ways to teach

Business and Enterprise

The Strategy Planner

302 Examples

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Editor Luise Tyroller

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Note on the author
Analyst, innovator and comm ntator, Pa Kearney is regarded as an expert in the field of 'enterprising pedagogies'. He has specialised in this area for 2 ars! All s time he has facilitated the professional learning of others. He has reviewed and advised enterprise initiatives in many c tri . He also works in VET. Of his 18 publications, the *Enterprising Ways to Teach and Learn* (first edition) series has had a pronounced impact in this field. Paul believes education should be bold, transforming and just.

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Preface

For twenty odd years I facilitated seminars on making teaching and learning more engaging/enterprising. For the large part I followed the standard workshop format: starting with principles illustrated with examples, followed by a major activity where participants would select an actual area they wanted to make more engaging - through applying the principles. As you visited groups you wondered whether anyone had listened. Some groups hardly moved beyond their current practise, other groups became consumed by one or two new strategies; and invariably the development of strategies was not methodical.

Out of desperation and inspiration, I decided to introduce the idea of a 'game', which I called 'forcing' participants to process strategies. Each strategy I summarised on a playing-size card. If reducing thousands of pages and decades of ideas to a few dozen practical strategies was not challenge enough, the task of describing each with examples on a single card was sobering and at times excruciating.

It was worth it.

Participants were forced to consider the full range of options, put a case, defend decisions and finalise a realistic strategy.

When participants left sessions they were keen, even anxious to get copies of the cards, which later I turned into a booklet. It did not take long to hear that individual educators were using the booklet as a regular planning devise. I decided to make the booklet slightly more detailed but still trying to keep it to the bare bones. Here it is, 'a planner'. I hope you find it useful.

Paul Kearney

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Concept Overview

People learn in an enterprising manner when they use greater degrees of initiative, resourcefulness, problem solving, stratagem, collaboration and purpose. More opportunities to learn this way are offered when strategies involve greater degrees of

- **Learner-Responsibility**
- **First-hand experience**
- **Collaboration**
- **Reflection**

Learning in an enterprising manner can be considered a **value-added pedagogy** in that it is possible to encourage two learning outcomes at the same time. *Two for the price of one...*

- **High-value skills,** such as enterprising/entrepreneurial skills are nurtured, because they are used *regularly* and in a *variety* of situations in the activity of learning.
- **Curriculum outcomes** are better achieved, because learners are constantly engaged in authentic, rich and useful activities.

*Learning in an enterprising way **does not exclude** other non-enterprising forms of learning, e.g. demonstrations, desk-research, lectures, workbooks and discussions...*

Two Uses

- *An educator can use the planner as a **Personal resource** for developing a teaching strategy, simply by referring to the material presented.*

  Alternatively...

- *A number of educators can use the 'cards' to practise devising teaching strategies, as part of a **Staff Development activity**. Such an activity is described in **Appendix A**. This card activity is slightly 'gamified' to stimulate critical discourse and engagement.*

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How to use the Planner **on your own**

1. Select the **topic/unit** area you want to make more interesting/engaging. The area should not be too far ranging or too small

2. Consider the **Experience-based** strategies first.

- Quickly eliminate Experience-based strategies that you think are not applicable or useful
- Select a small number (up to 5) of strategies you think would better suit. Later you might want to refine these to 2 or 3.

3. Consider the **Learner Responsibility** strategies.

- Ask the questions. *Who should organise the activity, the learner, you or both?* Will engage learners more by managing the activity?
- Select a small number of strategies (2 or 3) that will support/facilitate the level of responsibility you expect from the learners. (Remember some of these strategies in themselves can be significant learning experiences e.g. managing a Learning Contract)

4. Consider the **Collaboration** strategies.

- It helps to ask the question. *Which 2 or 3 strategies will encourage/require the learners to learn together **or/and** learn from one another?* (They may collaborate with people other than you e.g. learners elsewhere, other educators and people in industry and broader community). Some strategies are major learning experiences in themselves e.g. Co-assignments.

5. Consider the **Reflection** strategies.

- Ask the questions. *Which 2 or 3 strategies will encourage the learners to seriously think about the learning activities and what they are learning? Which strategies will better process the learning of knowledge?* (Some strategies are major activities in themselves e.g. video diary and collaborative assessment)

6. Devise an **overall Teaching Strategy** by reducing and synthesising to 5 or 6 Strategies. Consider the following.
- How realistic is the strategy, especially time and timing?
- How closely do the learning activities align with the required curriculum requirements?
- Will the level of activity generated (by type of pedagogy) overshadow the focus on curriculum requirements? (Avoid over kill)
- What are the formal assessment implications?

Of course a process is far more organic than this.

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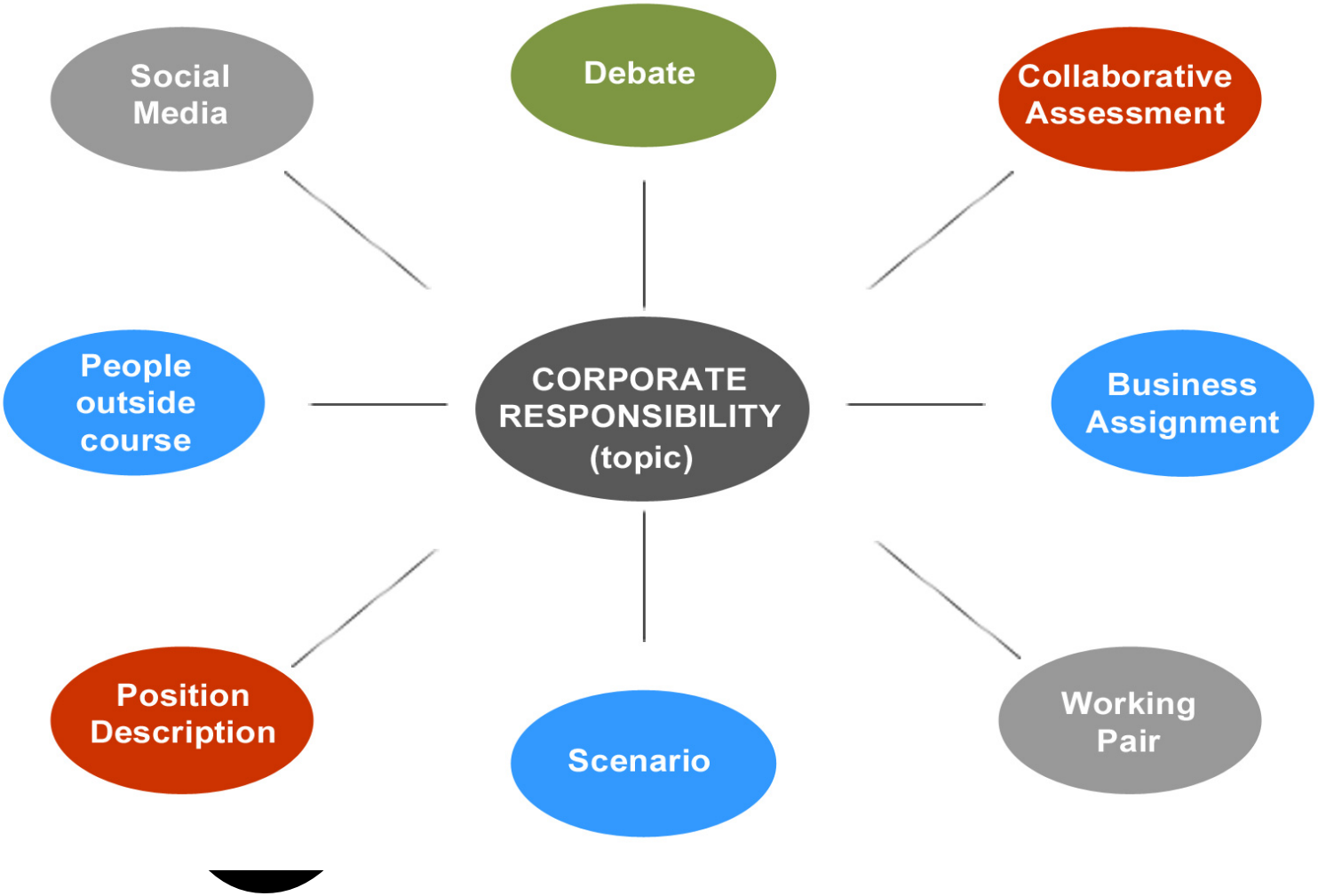
A potential mix of strategies for teaching about Corporate Responsibility

Example One



A potential mix of strategies for teaching about Marketing

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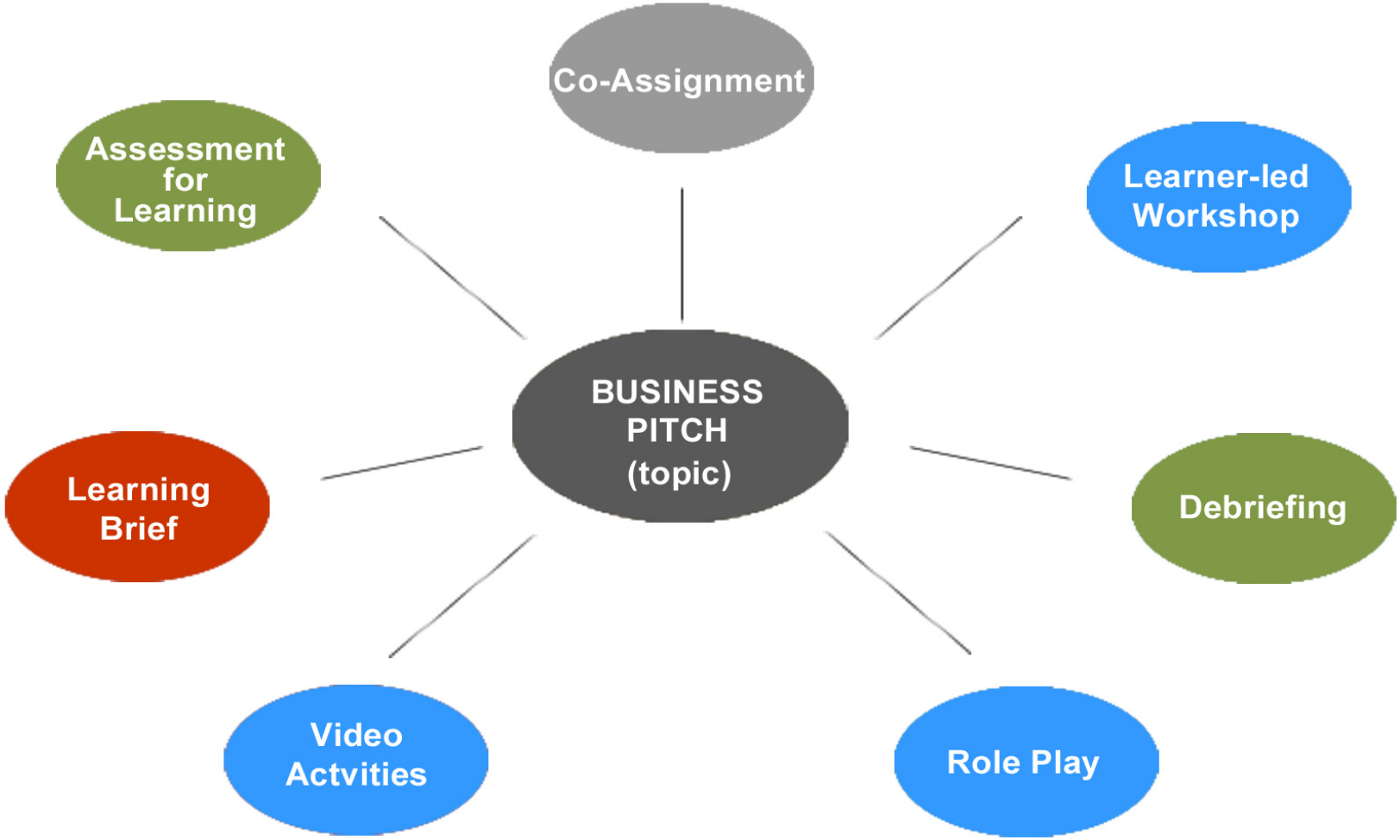
A potential mix of strategies for teaching about Business Pitches

Example Three



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EXPERIENCE-BASED LEARNING STRATEGIES

The learning methods in this section involve learning more from first-hand experience than second-hand experience (e.g. books and teachers) – more from concrete contexts than abstract ones e.g. theory. Although some methods are not as authentic as projects, they closely mimic the 'real thing' (e.g. simulation). Experience-based learning is valuable because it allows people to practice in circumstances, in which they will eventually apply their skills. It motivates because learners see the 'usefulness' of what they are learning. And where 'learnt knowledge' is applied, it is put through the 'wringer of reality'; it is remoulded, expanded and refined. But to achieve this the learner must look closely at what is happening. Without reflection, learning from first-hand experience can be at worst ineffective and at best inefficient. **So, we need more 'hands-on learning' but it must be accompanied by more minds-on, than is normally the case.**

But there is more to it than this.

Learning which takes place 'closer' to reality, not only produces more useful knowledge and better attuned technical skills, but it also provides fertile ground for growing enterprise and non-technical skills, prized by employers, including employability. Enterprising skills will grow where learners are required to manage more sophisticated applied learning, especially Action-based Projects, Business Assignments and Live Investigations. To manage these activities learners make the decisions, manage resources, organise matters, solve problems and deal with consequences. To succeed learners must use initiative, resourcefulness, strategy, determination and other enterprise skills.

(None of this happens without the teacher handing over some control of the learning process to the learner; this is not an easy matter for either party.)

So, when you go to plan your teaching program/strategies, always ask:

How can I make the learning more active and mirror the situation where the learning will be eventually applied?

ACTION PROJECT

Description

Action-based projects are commonly used in business and entrepreneurial courses. **These projects may be learner-designed or teacher-designed.** The differences are important.

Three features distinguish action-based projects from other projects. The projects are learner-directed, take place in 'real' circumstances, and outputs have an authentic use and purpose beyond the purpose of learning (clever ones do both). Learners make the decisions, manage resources, organise matters and deal with consequences. To do so learners must use initiative, resourcefulness, strategy, determination and other enterprise skills.

With **Learner Designed Projects** learners must show the project will lead to the achievement of the required outcomes. Generally the negotiated details are contained in the all-important individual Learning Contracts* (see...)

Teams or individuals can undertake action-based projects.

Experience 1

ACTION PROJECTS

Authentic processes and outputs - learners manage using enterprising skills...

Learner-designed (Learning Contracts)

Teacher-designed (Briefs)

Examples

- *Learner-led workshops on financial literacy for pre-teens*
- *Draft marketing plan for local charity*
- *Report for local retailers on online purchasing habits of local youth*
- *Video on Corporate Responsibility for course use*
- *Team produces a collection of profiles of not-for-profit community organisations presented as a teaching resource*

Examples

- *To cover learning areas relating to budgets, college learners run a series of after school **workshops on financial literacy** for pre-teens. With help from people in the local finance industry the workshops are hands-on. The project serves as a basis for more in-depth studies. (Briefs give the necessary structure the Learning Contracts focus the learners' attention on the learning outcomes.)*
- *To prove their understanding of the **realities of marketing plans**, learner teams draft two marketing plans, one for a local charity and one for a small operation in the tourism industry. The plan includes a social media-marketing component. Learners grapple with the fiscal constraints of each organisation.*

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- *To prove they understand the notion of **Corporate Social Responsibility, learners produce a half hour video**, featuring examples from local business. Not far into the project, learners re-negotiate learning contracts, confirming their activities are producing adequate evidence for assessment. The final product is uploaded to YouTube.*

Variations

The teacher-designed project is perhaps the most valuable of all experience-based m[illegible]ls. With the teacher-designed project the responsibility for aligning the learning outcomes with project activity lies with the t[illegible]her. [illegible]esign Brief describes the 'deliverables', the task, conditions, times, resources, tips, assessment and arrang[illegible]ents [illegible]review and reflection.

Examples

- *In response to their 'brief', acting as a consultancy, three learners prod[illegible] **a 'learning resource' package on globalisation** and international trade for next year's course. Having not yet st[illegible]ed glob[illegible]sation, the resource will be 'tested' when the others come to study the area. Collaborating with a business college in [illegible]ia is a non-negotiable requirement. The brief requires learners to include local case studies in the package.*

- *In response to their brief called 'plugging the leaks' a pr[illegible]m makes a **presentation to the chamber of commerce and industry**, pinpointing where local youth is buyin[illegible]ducts outside the vicinity, including **online purchases**. The main objective is improving local sales and employment pros[illegible]cts fo[illegible]chool [illegible]avers. Snippets from video interviews bring the statistical data to life. The presentation is recorded for revie[illegible]eflecti[illegible]n and assessment.*

- *To underscore the value of **the enter[illegible]risi[illegible]work**, the teacher develops a brief requiring learners to produce portraits of workers who are considered to be e[illegible]terpris[illegible] by their employers and colleagues. Portraits are uploaded to the course Facebook account. Lea[illegible]rs explai[illegible]choices.*

- *In response to their b[illegible], two lea[illegible]rs write a **newspaper article on ethical investment**, which is eventually published in an established newspaper. [illegible]nothe[illegible]air writes an opinion piece on fair trade for the course's blog.*

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- *In response to their brief, two learners produce a video **featuring business people 'telling their story'** about the trials and tribulations in reaching their current situation. The brief requires the learners to include four of the following people:*
    - *The tradesperson who has gone out on their own*
    - *The self-employed person who has become an employer in the last three years*
    - *The young person who started up a business from scratch*
    - *Two home-based operators, one running an online business, the other an artisan*

  Placed on the course's YouTube channel, the video has voiceover and special effects. The video makes a good resource for future courses.

Considerations

Student-designed projects require greater monitoring

The tendency to 'stray' away from the Learning Contract can be significant. Nevertheless, student-designed projects can require the learners to deal with greater complexity (and messiness) than those designed by the teacher.

Read the section on experience-based learning before making a decision

A lot can go wrong and a lot can go right.

Teacher–designed projects better target designated outcomes. Also there are many ways to value-add these projects, e.g. require an equity policy.

Be aware, action-based projects are a significant investment.

Effort and time must go into planning, negotiating, facilitating, monitoring, reflection and assessing. However, properly managed, the approach immerses learners in contextual complexity, often messiness, not readily available through 'sit-down education'. This authenticity can be a rich source of purposeful and sophisticated learning.

The teacher should not opt for action-based projects if they cannot resist the urge to control the 'activity'.

Primarily learners should manage the core activity, while the teacher quality-assures the learning by: designing good Briefs, negotiating tight Learning Contracts, facilitating reflection exercises and exploiting 'teaching moments'. In essence the teacher wrings

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out every last drop of learning from the activity. *It is the height of inefficiency to just the leave the learners to get on with it. Just as you can over-teach, you can under-teach.*

Ensure a clear and direct 'alignment' between project activity and learning outcomes!

Planning at the outset and using learning outcomes better facilitates this, as opposed to identifying outcomes in hindsight. Everyone should be convinced the project would effectively achieve the desired learning outcomes in a relevant manner. For example if the intention is to learn about social media marketing, a project that heavily relies on financial management is poorly aligned.

Ensure all learner-designed projects have Learning Contracts.

Learning Contracts (see 63) are important because they:

- Place a structure around the activity
- Focus learners' attention on the learning outcomes
- Assist monitoring
- Guide and support assessment

Ensure all teacher-designed projects are described as 'Briefs'.

Briefs should not be brief. The Brief details time, resources, 'deliverables' and assessment. In addition it can stipulate specific strategies and organisation arrangements, such as roles based on Belbin audits. Learners may negotiate changes but once they accept the challenge they have responsibility and autonomy. A diligently designed Brief not only captures the outcomes, but it also increases learner autonomy, freeing the teacher to concentrate on the teaching.

Consider the placement of the project.

Will the project take place at the beginning, during or at the end of the learning program? Each option has distinct implications. For example a project at the beginning will involve a significant degree of discovery learning, whereas one towards the end will be more of an applied learning approach.

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Be wary with assessment

Assessment with action-based projects can be problematic, in that consideration needs to be given to both participation and contribution, to both process and content, to both collective and individual outcomes and to both external and internal influences. It is advised to know something about these areas before undertaking formal assessments. Whatever it is worth considering triangulation where the 'three lenses' (self-peer-teacher) create a fuller view. Consider the use of learning 'arguing a case', using multiple evidences

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BUSINESS PROJECT

Description

This model is familiar and engages both learners and teachers. It is a remarkably flexib
strategy. Essentially learners run a mini-business, marketing goods and services, while
mimicking most facets of 'real' businesses.

Being action-based projects, l
deal with consequenc
stratagem, deter ... ntrepreneurial skills.

The projec ... anaged through a Learni Co ct.
Alterna ... ca ... the 'brief' forma ee 78).

The ... ation from inceptio ...

Co ... ol models are 'make and sell' a ... r education
m ... owards services and/or involve significa

Th ... of the model is that it directly engage ...
ent ... behaviours.

It is ha ... ntemporary business ... ntrep ... eurship course which as
be engagi ... of authenti busin s acti .

Examples

- *Business learners* ***buy ... econd-h*** ... *Managing margins is not easy and 'fair dealing' is problematic.*

Experience 2

BUSINESS PROJECT

Learners manage mini-business, authentic product & services, using enterprising real skills...

mples

hand digital devices and

hers on eBay

- *'One dollar' in ... on, challenges to see ... can grow one month*
- *Sell learning resources to education bodies...*
- *Subcontract kids to make Xmas decorations and r*

or 'senior citizen ... ne-on

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- *For a 'commission fee', a learner sells items on eBay – on behalf of fellow learners, staff and others.* ***Cash flow*** *is a make or break matter.*

  Learners ***sub-contract*** *the local school to produce packs of Old Fashion Christmas Decorations. The goods are sold at a hardware store. Contractual matters are not always straight forward, particularly when quality control is important.*

[redacted]

- [redacted] *exposure ensures the booklet is successful. At the end of the project the learner passes the business on to a community-based organisation, which* ***shares profits*** *with the senior citizens centre.*

- *Starting out with* ***'one dollar'****, learners compete to see who can make the most money in a month through investment.*

Considerations

Check regulations.
Profits, product standards, trade, taxation, intellectual property and the like may need attention.

[redacted]

Be wary with assessment
Assessment with action-based projects can be problematic, in that consideration needs to be given to both participation and contribution, to both process and content, to both collective and individual outcomes and to both external and internal influences. It is advised to know something about these areas before undertaking formal assessments. Consider using triangulation where the 'three lenses' (self-peer-teacher) creates a fuller view. Consider the use of learners 'arguing a case' using multiple evidences.

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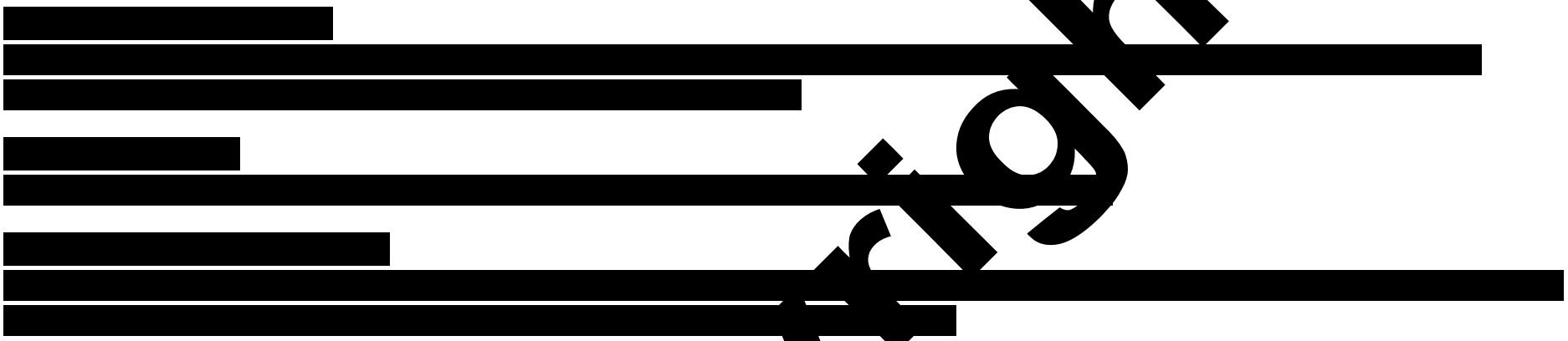
Ensure an alignment with learning outcomes

The teacher should be convinced the project would effectively achieve the desired learning outcomes *in an efficient manner*. For example if the intention is to learn about financial matters, a project that relies on production is poorly aligned. Likewise a project that is highly technical in nature may dilute the business focus. Where learners design the project, make sure learners prove the 'alignment' is sound.



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BUSINESS ASSIGNMENT

Description

Through Business Assignments learners are able to help local business, learn about business and at the same time practice enterprising behaviour in authentic contexts. The business may be private, social and even public.

As with most action-projects, learners
and deal with third parties –

Activities may take
'brief'.

Exam

- *Provisional Consultants, learner* *gement to*
  *e effectiveness **of product location** in* *learn the*
  behind product location are sophisti ted.
- *kforce, business learners provid* *agement with a **p.***
  up *arrangements.*
- *Within re* *ners produce **draft business plans** for loc*
- *Acting as a **quality** c* *sses.*

Experience 3

BUSINESS ASSIGNMENT

Help business...
Work with business...
Learn about business...
Practice business skills...

Examples

study of 'hand-over

learners

provide a cli

- *Compile costed IT up*
- *Draft business plans for s*
  business
- *Website makeovers for scho*
- *Workshop on social media*

take for sports c

Copyright

Variations

- *Working with a senior IT learner, **learners build commercial websites** for small business, using simple non-coding software. They also provide 'make-overs' for existing sites of not-for-profit organisations.*

- *After consulting with the Human Resources manager, learners comprehensively research **Return on Investment** systems relating to contemporary training. Their report confirms that the company is following best practices.*

- *Using **time-motion studies**, pairs of learners identify that the ill positioning of equipment in the hand-over process leads to*

- *Learners act as **reverse mentors**, fostering the IT skills of senior executives.*

- *Using social media, learners provide a local apparel retailer with a region-wide analysis of teen fashion preferences. Subsequently the Business Faculty organises a workshop on **social media marketing** for local businesses.*

Consideration

Involve learners in initiating assignments.
Not only do businesses respond well to being directly approached by a learner, but also the learner learns much from the process.

Establish agreements.
While most relationships with industry partners are straightforward, it helps to formalise matters, especially when it comes to confidentiality. In some cases a memorandum of understanding is drawn up.

Ensure learners follow workplace protocols.
Do not take it for granted that learners know how to dress and communicate in management situations.

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Avoid high expectations.

Sometimes both parties promise more than they can deliver. Learners must also understand their project is not the business's number one priority. This can be disappointing when the business is unable to deliver on a task or on time. Both parties must be acutely aware the undertaking is foremost educational.

Ensure a common understanding.

[redacted]

designating a communications officer where groups are involved.

Put in place review and reflection arrangements.

Video diaries and journals are very suitable.

Involve the industry partner in debriefing.

This not only brings a touch of reality, but also a differing perspective can provoke debate.

Consider involving the business in assessment.

This can be complex. Consider using triangulation where the 'three lenses' (self-peer-teacher) create a fuller view. Consider the use of learners 'arguing a case', using multiple evidences, along with other Collaboration Assessment arrangements, (see 90).

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SOCIAL PROJECT

Description

In essence learners run Social Projects, which align learning outcomes with activities th benefit others. The *primary* focus is producing a social good, as opposed to profit. Nevertheless, for the most part, they must be self-sufficient undertakings. Examples include social enterprises, community improvement activities and community servic d increasingly activities that relate to the environment. Unlike the Business Project ere

[redacted]

(Alternatively the teacher can design the project, using the 'l f' for t.)

Examples

- *With support from community agencies learner a series of seminars on **new welfare arrangements** for senior citi ens.*
- [redacted] ***sponsorship**. The ca dar is sold through local schools at cost price.*
- *A **learner taskforce** a its energ and resource use by a local charity. They focus on potential savings. Using the categories: stop, start, change and they present fully costed recommendations.*

Experience 4

SOCIAL PROJECT

Action Projects with a social good, producing real products & services, social enterprises, taskforces and commissions.

Examples

- *Run seminars on welfare...*

[redacted]

- *Workshop on social media marketing for non-for-profits at cost*

Copyrig

- *Being commissioned by the college – two learners produce a report on the **college's public image** in the local community, along with recommendations for improvement. After receiving feedback, they [redacted] e.*

Variations

- *In pairs learners provide **retirees with personal tutor services** relating to the use of social media for business and consumer purposes.*
- *Learners act as*
- *'Com **asibility study** into ope g a ail out or the goods and tra*
- *as a co-operative, three n strategies for school learners to earn cash during Funding comes from a combina **dvertising**. Another co-operative produces a bo ering – the bodies available, their function rticipating, in terms of academic credit and nent. The teacher uses the activities d s/types.*

Cons

Consider the p

Will it be at the be arning program? Each option e a project at the beginning will inv ed learning approach.

Ensure an alignment with learni es

The teacher should be convinced the project would effectively achieve the desired learning outcomes *in an efficient manner*. For example if intention is to learn about social media marketing, a project that heavily relies on financial management is poorly aligned.

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Likewise, although the process of running the workshops in an earlier example is important - the content (financial literacy) is the *primary focus* in terms of business learning outcomes. Make the learners prove the 'alignment' is sound.

Be wary with assessment

Assessment with action-based projects can be problematic, in that consideration needs to be given to the participation and

[redacted]

lenses' (self-peer-teacher) create a fuller view. Consider the use of learners 'arguing a case' using multiple evidences and other Collaborative Assessment arrangements, (see 81).

Have position description.

It is common for teachers to become so involved with social projects, their tendency to take control overwhelms them. Leave the action to the learners and the 'quality assuring of the learning' to the teacher.

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LIVE INVESTIGATION

Description

The focus is on taking the 'classroom' into the local economic community through enqu
Learners investigate application of knowledge 'at work' in an authentic context.

In addition to learning second-hand through books, resources and being told, learners
out and find out first-hand by looking, asking and listening - and in some cases 'gi ng it
go'. Live Investigation can last from half a day to a week.

Examples

- *While studying product, promotion and pricing, learners vis the l retail district to investigate 'store marketing, noting window displays, produ arrangement, demonstrations, labelling, 'specials', 'loss leaders', si e t traffic and point of sale strategy. Learners make comparisons between a **sup rket, a department store and a 'corner shop'***

- *Learners visit enterprises using socia ma ing to separate 'hype from reality'.*

- *Two learners interview bank's Loans Officer*

- *A learner investigates college procurements processes and the **supplier's distribution system**. By way of adding*

Experience 5

LIVE INVESTIGATION

Investigate application of knowledge 'at work' in authentic contexts

Examples

- *Compare 'in-store marketing' of supermarkets, department & corner stores*
- *Attend sessions with creative teams at advertising agency...*
- *Shadow real estate agent...*

Copyrigh

Variations

- *To gain an understanding of not-for-profit organisations, pairs of learners spend a half-day ta[illegible] with staff and clients. Having signed confidentiality documents, three other learners attend a* ***board meeting for the local fo[illegible]lub****.*

- *Using a template, learners investigate two government organisations comparing th[illegible]ustain[illegible]ity practices - with a specific focus on resource use****. The ma[illegible]****[illegible]mmendations for improving their practices.*

- *In an att[illegible]oal economy, pairs of lea[illegible]ers vi[illegible]****ions****, including the [illegible]try, the Regional Economic D[illegible]lopm[illegible]Boa[illegible] and the [illegible]ency. [illegible]ents, including the [illegible]al m[illegible]cipal [illegible]ncil. On returning, p[illegible]* ***nformation[illegible]***

*[illegible]rs learn the commercial realities [illegible]ncy, a newspaper and a radio station. Back at [illegible]****sentatives from the organisations deb[illegible]*** *to small children.*

W[illegible]ing can be a form of Live Investigation [illegible]e 'sh[illegible]on focuses more on the bu[illegible] aspe[illegible]n understanding careers.

- *To [illegible] dynamics of [illegible]low, [illegible]ners work-shadow* ***a farmer a[illegible]*** *[illegible]on 'risk', other le[illegible]r and [illegible]n investment banker for a day.*

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Considerations

Decide who makes contact with the 'host'.

Typically the teacher makes contact. However learners can learn much by making contact.

Prepare 'host'.

The host needs to understand the purpose and how the investigation will be conducted. Without clarity and agreement things can go wrong, sometimes seriously. Depending on size of the investigation, it might be wise to draw up a written brief in collaboration with the host. The organisations may require the college and learners to sign a memorandum of understanding. Confidentiality is a matter that needs addressing. Prudence and sound organisation are important. This can take time.

Prepare the learners.

Learners must have a very clear appreciation of the scope of the activity i.e. where the boundaries are between what to look at and what not to look at. It's easy to stray. Learning Contracts are particularly useful when it comes to Live Investigations, (see 24). Where questioning is the main form of inquiry, learners should fully formulate questions. In some cases hosts receive questions in advance.

Combining investigations with other activities enriches the learning

Debating, designing scenarios, online investigation and making learning products/resources for the course expands learning possibilities. In addition a holistic approach can create greater coverage of the curriculum i.e. many birds with a few stones.

Use video recording

Recordings of interviews, activities and processes make valuable resources for the current and future courses. They also help with review and reflection. Remember protocols.

Copyright

SIMULATION

Description

Simulations are imitations of the processes/activities, characteristic of 'the real thing'. Simulations can range from simple paper mock-ups, Monopoly, flight simulators through t[redacted] full-scale military exercises. They vary in level of sophistication, authenticity and chall[redacted]ge.

Dynamic online simulations are now widespread in the business and entrepreneu[redacted]l context. It is **strongly recommended** that teachers explore possibilities.

Typically the conventional simulation in the business and entrepreneuria[redacted]. Simulations have two advantage[redacted] First[redacted]ey can act as substitutions, where an authentic performance is too expensive, da[redacted]erous or critical. Secondly simulations can be designed to target and accent[redacted]g experiences not readily available in authentic situations. For example the classic in-[redacted]and out-tray simulation can be manipulated to highlight the import[redacted]ce [redacted]elegati[redacted]

Experience 6

SIMULATION

Imitating activity/process of 'real thing', built around realistic scenarios

Examples

- *Learners road test online business simulations for future course use*
- *Four learners build own Sim Cities in 'one region', visiting one another's before weekly debrief*
- [redacted] *on online stock exchange simulation*
- *Course starts with Monopoly competition*

Examples

- *Acting as a Human Resources mar[redacted]er in a[redacted]arge corporation, a learner undertakes an **in-tray and out-tray**[redacted]ation t[redacted]nd prioritise a number of tasks. Usually the tasks are represented in a series of documents, such as in[redacted]nal memos, telephone messages, emails, and letters. For example, messages may relate to meeting*[redacted]*deadline. In 15 minute[redacted]e lea[redacted]r read messages, rate, and explain their decisions.*

Copyright

*In pairs students identify and **road test online business program/games** that would be most suited to future courses. They demonstrate and explain their choices.*

- *Using one of the many **online stock market simulators**, individual learners practice investi[illegible] the actual stock exchange. After two weeks their portfolios are as[illegible]*
- *Using the sta[illegible] [illegible]llege. Learners use a fishbo[illegible]*
- *[illegible]posal to a panel of would-be investo[illegible] as in [illegible]tradition [illegible] (Angel [illegible]*

*[illegible]ore starting their unit on inve[illegible] [illegible]s of 'r[illegible]oid' **Mo[illegible]poly**. A local property manager p[illegible] the [illegible]me. A financial advisor, a retired ac[illegible] [illegible]f administration officer participate in the deb[illegible] [illegible]earners conclude the unit with an extended g[illegible]*

*[illegible] sets of disparate materials learners design a pro[illegible] [illegible] **mock television ad**[illegible], [illegible] the product as a kitchen utensil. Usi[illegible] [illegible]e criteria [illegible] [illegible]ria relates [illegible]s, [illegible]ility and clarity in choice of adve[illegible]sing [illegible]tegy. [illegible]he winning [illegible]*

- *Learn[illegible] [illegible]es of making life [illegible] [illegible]oat' game, involving **ro**[illegible]*
- *Throughout the course l[illegible] [illegible]s ba[illegible] [illegible]ns assess the health of the cities. Some students operate in sm[illegible]l groups building their cities in the same region. One student trials IBM's new 'serious business game' CityOne.*

Copyright

Variations

- In-tray and out-tray can involve delegation, referral, post-it stickers, time factors, rating syste[illegible]and consultation.

[illegible]

[illegible]Constructions activities may involve trading between teams or a change in resou[illegible]ces w[illegible]little warning. Potential to hire

[illegible]

Considerations

Online business/enterprise programs/games are almost mandatory

Learners and teachers who turn their back on these opportunities rea[illegible]hould not be in business/enterprise education. Younger learners in particular have an affinity with online simulations. Ma[illegible] are [illegible]erb learning tools. A great benefit is that much of the activity takes place outside normal 'course time'.

Look widely for simulations.

[illegible]

Bear this in mind. Structured ar[illegible]s, acti[illegible]essing and follow-on activities all expand and deepen the learning.

Process the inquiry.

Move beyond the open class[illegible]cussion[illegible] using active processes, such as small group workshopping, jigsaw techniques (see xx) and the class blog.

Copyright

Consider where to schedule the simulation.

Differing purposes and effects result from using the simulation before, during and at the end of a learning program. For example, is the activity used as an introduction or conclusion? Don't forget simulations can be 'drip fed' over a number of sessions.

Complement the simulation.

Simulations work particularly well when integrated with other learning methods, such as role-play, debate and case studies.

Include follow-on activity.

For example, research and 'live investigation' enrich the learning process and lead to value-added learning outcomes.

Consider the use of third parties.

Business people, professionals and civil servants can help design, facilitate and debrief simulations.

Be wary of assessment.

Simulations are often used as assessment instruments, where authentic situations are not available. Be acutely aware that the quality of simulation itself will influence the quality of the performance and outcome.

Copyright

SURROGATES AND PROTOTYPES

Description

A **surrogate** is a 'substitute' that closely mirrors features of the authentic artefact – the
thing'. They are used where it is not feasible to produce the authentic product/artefact.

While surrogates closely mirror the 'real thing', it is possible to change some of the fe es
and the context to 'target' or broaden the le
produce a real feasibility report
based on an alternati

A **prototype**
product/a ly valuable not only beca t can be sufficient
for as be *sufficient fo he le ing*. For
exa g a black a d design y be a that is
n ustrate the slogan de tail y be superfluous to
outcomes. Likewise carpentry totype chair without
od treatment.

work especially well where business id are b

Experience 7

SURROGATES

Substitutes real thing

Examples

- *Unable to demonstrate advertising campaign for new product, learners use storyboards, mock packaging simulated commercials... for a series of media promotions*
- *arketing plans are lodged for es*
- *enter*
- *nel of*
- *official*

PROT

Working model

- *Construction model (w includes purchase of tin and production kits*
- *Prototype e-tail interfa demonstrate on cou*

Ex

- ***Mo** ompeti dged by panel of professionals including*
- *Competing fo uction and a resource pool. All equipment re s signed off, teams start production, trying to avoid **penalties** ook' when testing the prototypes.*

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- *Course participants, the teacher and advertising agency **review mock marketing plans**.*
- *Using a matrix, learners develop contact network of peers and relatives as a substitute for a **...iness network** required by the course.*
- *Learners produce a **prototype e-tail interface facility**, illustrating the potential ...ing co-...wsing sales techniques. Using*
- *product credibility and clarity in choice of advertising strategy. The wi...ning ...ceiv... dinner vouchers.*
- *Not able to attend **formal business meetings**, learners kee... detailed formal minutes of their project meetings.*
- *Not able to ... product, learners **draw up storyboards** for a series of media promotions.*
- *Where it is not possible to produce a **fo...l pr...al for funding** in response to an actual tender, it may be possible to*

Variations

Construction style simulation... may involv... imposing differing management structures, e.g. flat and hierarchical. Aesthetics may be one criterion. Constructions a...tio... ay involve trading between teams or a change in resource prices with little warning. Potential to hire expensive advanced technology (e.g. stronger materials) can be included.

Copyright

Adding accessories can augment learning and bolster the surrogates and prototypes as evidence for assessment.

- *Not able to manufacture an up-cycled product, learners produce **prototype complemented [illegible]rating instructions** for their unit on sustainability.*

Considerations

Appreciate the value of surrogates and prototypes.

Surrogates and prototypes allow learners to learn in a more concrete, hands-on a[illegible] sem[illegible]thentic manner, where learners may otherwise be restricted to second-hand learning, e.g. watching, listening a[illegible] read[illegible]. Be[illegible]le to demonstrate innovative business ideas makes prototypes especially valuable.

[redacted]

Also it must be remembered that surrogates, as with [illegible]facts, [illegible]not give an accurate picture of the process. For example it may have taken an unacceptable amount of time t[illegible]mplete[illegible]e product and /or wasted resources in the process.

Augment with other items.

For example, adding an instruction sheet t[illegible]e pr[illegible]type [illegible]pands opportunities for assessment and learning.

Prototypes can remind us where t[illegible].

Often there is strictly limited t[illegible]e to cover an entire curriculum. Considering prototypes reminds us of what to focus on.

Learners must know the differe[illegible] betwee[illegible]urrogates and the 'real thing'.

With a prototype, for instance, [illegible]can mistakenly complete the artefact, wasting time and effort.

Copyright

CASE STUDY

Description

Case studies are a common feature of business courses. Unlike scenarios, case studi
are factual accounts of real situations or events. Popular case studies already exist ('on-
the-shelf'). Nevertheless, facilitators develop many case studies. Learners can be
involved. Local businesses may collaborate where the case is built round their situ

For the most part learners respond well to case studies. They like dealing with th
authentic and active learning related to interpretation, speculati t
seems they particularly like allocating bl

Analysis of the case stud

Case studies all ions.

- At the dge
- Lea ow th al world apitalisation
- T se why the situati ure
- s can centre on problem-so g. legal problems
- an debate issues, including moral di me

At histicated level the case stu can f n the sis
lea to grapple with hypothet s, e.g. *what would have h* *and what would you h*
you w er....

In addition used to
- Research a
- Highlight the imp
- Showcase an exemplary

Experience 8

CASE STUDIES

Case studies are factual accounts of business situations, dilemmas, crisis, decisions, entrepreneur's stories...

Many exist online, inc. YouTube. Teachers, learners devise ones based on local business, collaboratively or...

Use in tandem with role-play, debates... Can turn into scenario by adding 'what if lement

benefit greatly from dies e.g. *stock rner store.*

- *Online*
- *90s Dot Coms*
- *Feature local start-ups famous entrepreneurs live*
- *Team devises series of busi studies on variety of firms in present as teaching resource*

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There is great value in learners devising case studies or playing a prominent role in helping others in the process.

Examples

- [redacted]

  *on to write **their own case of the entrepreneur**. At the bottom of the account th[illegible]d que[illegible]ns to provoke analysis. The pair is coupled with another a pair to discuss their respective case studies.*

- *The teacher contacts local businesses asking if there ar[illegible] dile[illegible]mas/[illegible]iculties they are facing for which they might appreciate some advice from th[illegible] **[illegible]nteer businesses** using the simple structure: problem, sit[illegible] [illegible]resent recommendations to the busines[illegible]*

- *Tea[illegible] [illegible]l business operator to d[illegible]se case studies of **their star[illegible]** [illegible]a is a [illegible]*

  *[illegible]rners explore the concep[illegible] [illegible]alysing case studies of Starbucks, Sainsbury's an[illegible] [illegible]nk the companies in order of the r[illegible] [illegible]o sustainability to the least committed. Learners [illegible]**ed justification for their decision**.*

  *[illegible]on newspaper reports the tea[illegible]writes [illegible]brief factu[illegible] [illegible]f the eight-story commer[illegible]n [illegible]housing a textile 'facto[illegible], killing[illegible],129 [illegible]rkers and injur[illegible] [illegible]identify busi[illegible] [illegible]equent respons[illegible]and r[illegible]ommend the prosecution of a n[illegible] [illegible]**a mo[illegible]***

- *In 1985 Coca C[illegible] [illegible]. Some blamed failure in market resear[illegible] [illegible]he case, learners argue which part of the company is most [illegible]*

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- *By adding detail, the teacher builds a case around the report that in 1979 Ross Perot offered Bill Gates between $6 million and $15 million for Microsoft. Perot says that Gates wanted $40 million to $60 million. Should Perot have walked away?* ***Would you?*** *Given subsequent details, the answer is not as straightforward as it seems.*

[redacted]

- [redacted] *senior learners write up* ***a case study of a corner store*** *to help junior learners understand the basics of marketing.*

- *The business teacher invites* ***junior managers from larger enterprises*** *to develop cases studies related to the elective units in the course. In addition the managers play a role in the debriefing session.*

[redacted]

- *Learners interview people working in a non-government organisation* ***focusing on their careers.*** *A template is used for sections relating to choices, values and aspirations. The study is supplemented with photographs of the* [redacted]

Variations

- [redacted] Voiceover is used and notes are available. This approach needs careful scripting, preparation and editing.
- Collaboratively a teacher and a businessperson can develop case studies.

[redacted]

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- YouTube clips present case studies.
- A person involved in the actual case study may participate in debriefing sessions as a witness or aide.
- Case studies can be historical e.g. Great Depression.
- [redacted] e.g. childhood
- Newspaper clippings and other documents may appear in appendices of case stud
- [redacted] determining a verdict, a format [redacted] competition is designed.

Considerations

Allow adequate time.

Processing a basic case study can take 1 to 3 hours. If research is in[redacted]ved several sessions may be required.

Case studies may come from five sources.

- Off-the-shelf case studies can be found on the Internet in ab[redacted]dance. Generally these are better suited when dealing with complexities and highly technical areas (e.g. financial a[redacted]
- Teachers can modify off-the-shelf case studies. De[redacted] or seg[redacted]ents may be removed to better fit the teacher's learning objectives.
- Using the Internet and other sources, such as n[redacted]paper archives, teachers can create their own case studies.
- Case studies can be based on local [redacted]rganis[redacted]ons a[redacted] people. When the organisation is actively involved in the process the case study is likely to be more auth[redacted]ic.
- Learners can be involv[redacted] in developing or identifying case studies. For example [redacted]r.
- Social media can be used to gather ideas e.g. Twitter.

Copyright

Consider the following when writing case studies.

Learning objectives are the touchstone. It is easy to get side tracked when devising and analysing case studies.
Industry personnel, employers, professionals and entrepreneurs are a wealth of information; they can add the important authenticity.
Quotes add interest and authenticity. A journalistic style may suit some contexts. Ensure accuracy and if necessary anonymity.

Ensure there is 'a point'.

Unless the prime purpose is presenting information, there needs to be an overt purpose/outcome to the case study. Often this can be achieved through the use of a 'driving question', such as

[redacted]

- How can it be fixed?
- Whose fault is it?

Case studies achieve little by themselves!

Bear this in mind. The required learning outcomes will not be achieved through osmosis. Systematic analysis, active processing and follow-on activities can expand and deepen the learning.

Process the inquiry.

Move beyond the open class discussion by using active processes such as small group workshopping, jigsaw techniques (see 82) and class blogs. Where possible use people related to the case study e.g. owner of the business).

Placing the learner at the centre of the situation adds engagement. For example regularly repeat this question: *What would **you** do?*

Integrate the case study with follow-on activities.

Combining the case study with a role-play, debate creates a richer learning experience

Copyright

SCENARIO

Description

A scenario can be a substitute for an actual situation. Also a scenario can be used to highlight facts and issues in ways that a real situation may not allow, including the practise of certain skills.

Although scenarios are 'make-believe', they must be believable. The capacity to [redacted] a hypothetical element (what if...) into the story makes them a flexible and [redacted] strategy. Further, they promote the all-important human **capacity to imagi[redacted]**. Being able to imagine different situations is not only fundamental to creativity, but a[redacted] decision-making. For example, investment options require the consi[redacted] scenarios. Commonly scenarios have a strong element of solving [redacted]

Because scenarios are fictional, they can be designed to sharply ta[redacted] outcomes. At strategic times new information can be added t[redacted] For example, what [redacted] raised tom[redacted] out by 1.4 per cent. Scenarios can be very dynamic!

Scenarios work particularly well when integrated wit[redacted] play, debate and case studies.

Scenarios are often presented i[redacted]

Experience 9

SCENARIO

Credible account of fictitious situation with 'what if' factor

Dynamic strategy in business and entrepreneurship studies...

Examples

May be based around:

- *Analysis of statistical data*
- *Responses to changes in tax, costs, technology, competition, policy,* [redacted]

Imagining scenarios is central to creativity and decision-making!

Examples

- *After studying **fictitious data** from a fabricated customer service survey detailed in the Scenario Brief, learners devise a customer service policy; goods return procedure and a complaints policy for the retail outlet described in the scenario.*

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[redacted] *The Scenario Brief describes the conflict between the local tourist operators and proponents of a wind farm development. Besides the economic issues at stake, there are environment issues to be resolved.* [redacted]

- *The Scenario Brief details how a local textile manufacturer is losing profit due to [illegible] Working through the financial and production details in the brief, lea[illegible] playing the company accountant, the production supervisor [illegible] the situation. Before they lodge their pla[illegible] poor literacy skills. They ha[illegible]*

- [illegible] *file fraud case. Working on [illegible] course[illegible] the learners ide[illegible] [illegible]es of public [illegible] **follows up** with research and writes a report on the ele[illegible] [illegible]e governance.*

[illegible]

Ca[illegible]ed

The [illegible]sed on an actual real life case st[illegible]. It is a[illegible]onym[illegible]s an[illegible] [illegible]bolised.

- *A s[illegible] the potential [illegible]t of [illegible] printing on the cosmetic indus[illegible] Photos[illegible] [illegible] cus[illegible]nised make-up at home. [illegible] [illegible]earners write their own sce[illegible]*

Modified case study

One or two features of a real [illegible] stud[illegible] are changed to focus on a particular issue. For example, in the sentence below the focus has been shifted from sexism to age[illegible] simply by changing the word 'gender to 'age'.

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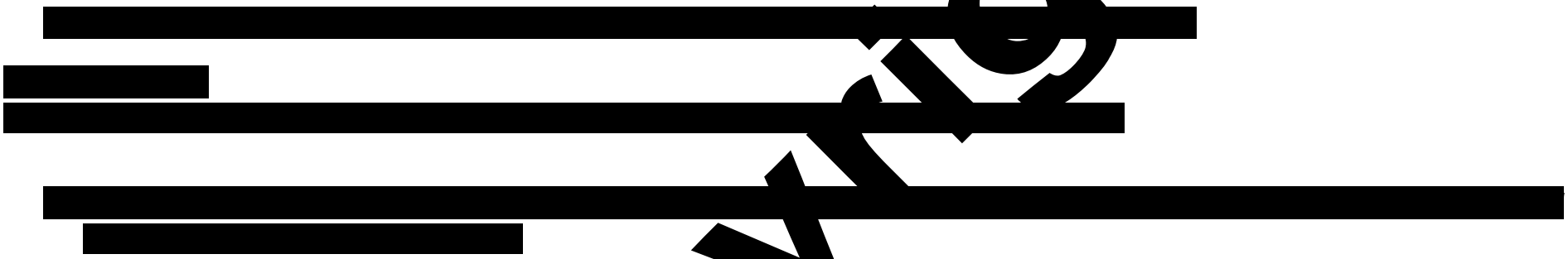
- *"The employee knew he was not going to be promoted because of his age..."*

Modelling

Scenarios are commonly used to predict the consequences of proposed changes

- *The scenario requires the learner to identify the likely consequences if the school learner fees are increased by 10%. Learners negotiate with the school's management to predict likely scenarios.*

Futurism



Alternative Worlds

For example the following scenario acts as a stimulus for studying globalisation.

- *The Scenario Description paints a picture of what the world looks like in 20 years. The international economy consists of four trading blocks...*

Considerations

Copyright

Analysing scenarios is not demanding.

The design phase is relatively easy and the analysis can be straightforward, if well structured.

Use detail

As with role-playing, details matter because they maintain the focus on learning outcomes and details add realism.

Make the scenario output focussed.

Solutions to problems, predictions and plans help focus and motivate learners. Often this can be achieved through the use of a 'driving question', such as

- Whose fault is it?

Process the inquiry.

Move beyond the open class discussion by using active processes, such as small group workshopping, jigsaw techniques (see 87) and the class blog.

Include follow-on activity.

For example, research, interviews and 'live investigation' enrich the learning process and add value to learning outcomes.

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ROLE PLAY

Description

Role-play is a form of acting in a fictitious context. Although it is an excellent learning t
its full potential is not always realised...and often it goes wrong. Detail, rehearsal and clea
objectives are absolutely critical to suc
can learn a great deal, wh

Specifically role

- pr ... eas generation sessi
  ... nce the perspe ... er person e.g. disappointed
  ... t
  ... hearse performance in forthcoming ... iness pitch
  ... nalyse situations and behaviour, e.g. reaso ... stressed
  ... sess competence in areas where it is inappr ... -the-
  ... g. interviewing job candidates
  ... essions e.g. some dull material is co ... a current a

Too ma ... us on attitu s.

Role-plays ca

Experience 10

ROLE PLAY

Allows a learner to experience, rehearse, experiment and demonstrate... Opportunity for observers to learn is a great benefit

Many formats, e.g. role reversal, ... theatre, and impromptu. A ... haracters, motives &

- *Quarr ... mum considers to ... home-based bu*
- *Employer explains ... competition is causin*
- *'Elevator pitch' to pot ... r, learners swap roles*
- *Journalist intervi ... r tax ... ld argue ... due to...*

Examples

- *Acting as a family sitting around the kitchen table, four learners **quarrel** about the idea of mum leaving her job and setting up a home-based business.*

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- [redacted] *new employment agreement.*
- *One learner, acting as a business proponent, tries to* ***convince a friend to invest*** *in her business idea because she has 'what it takes to get it off the ground'.*
- *Two learners acting as two employees* ***debate*** *whether specific changes in* [redacted] *for industrial action.*

[redacted]

Variations

Integrated

Some role-plays are more effective when integrated with other activities, such as case studies and scenarios. Often role-plays are better used in tandem with scenarios and case studies.

- *Before* ***debating*** *corporate responsibility, learners study a* ***scenario*** *(contained in a mock newspaper article) where a company's reputation is* [redacted]*. Acting as TV journalists, two learners follow up with probing questions.*

Fishbowl

Fishbowl role-plays are used to focus the attention of audience. In essence the role-play takes place inside a circle (fishbowl) of observers. A more structured approach involves designated audience members focussing their attention on designated 'actors'.

- *Three learners play company personnel at an executive meeting, discussing the option of introducing a monetary incentive* [redacted] *and a staff representative. One third of the observers focus on the attitude/perspective/position of the staff representative, one*

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third focus on the human resources manager and the other third on the company accountant. After the role-play ***the three groups are mixed*** *to discuss their observations and in particular the 'pros and cons' of financial-based incentive schemes.*

Role Reversal

'Actors' quickly swap roles during the role-play. For example a learner presents an elevator pitch to a [illegible] playing a potential investor, and then they swap roles for three minutes.

Doubling

[illegible]

Role Rotation

The role-play [illegible] players.

Taggin

Rol[illegible] the audience t[illegible] position or conversely an obser[illegible] over h[illegible]

[illegible]nd rotating can add fun (free-w[illegible]s to the table.)

[illegible]le play

[illegible]e-play is like putting on a mini-play for t[illegible]is. It is a fairly sophisticated ap[illegible] design, thorough rehearsal and confid[illegible] preparation the conc[illegible] qu[illegible] the family budget at the din[illegible] co[illegible]e turned into [illegible]

At leng

The role-pl[illegible]ng the players at some 'distance' from [illegible]yers may interact, using t[illegible]

Impromptu

Typically the role-play is casual [illegible] purpose can be illustrating a point or exploring issues in the middle of the session.

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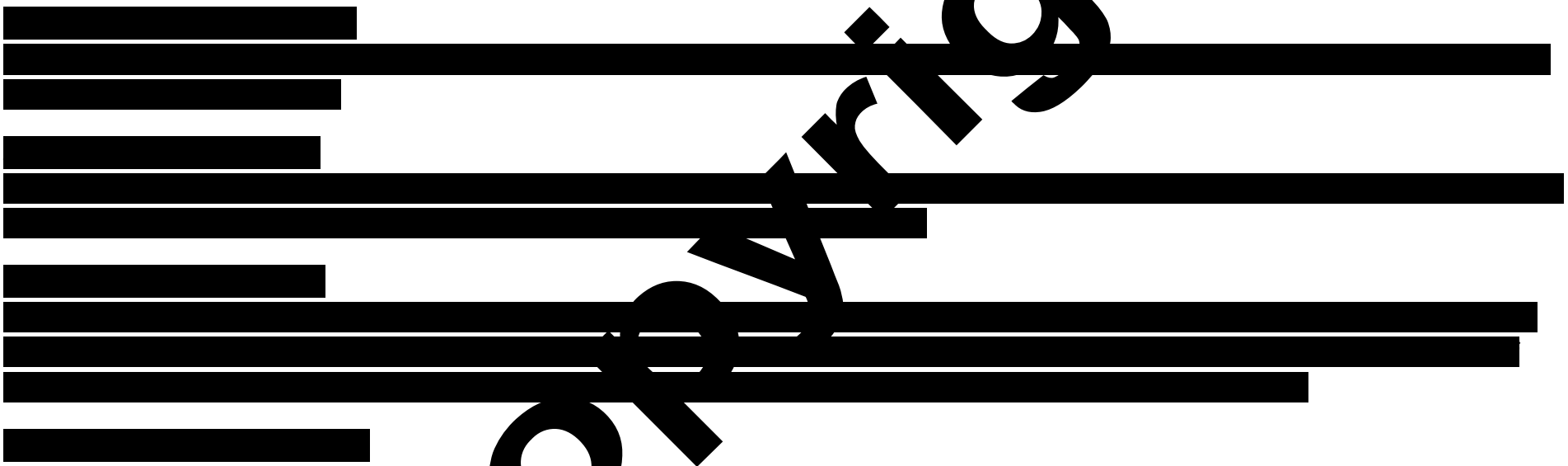
Assessment role-play

Role-play is increasingly used for assessment, especially where on-the-job opportunities are not available. However, it is not always successful or appropriate. There are issues related to what is being assessed (validity). For example, how much does a person's ability to act influence the result? Likewise the quality of the role-play design will significantly affect the outcome. Furthermore some cultures do not view role-play positively. When assessment is involved it is wise and fair to limit role-play to demonstrating knowledge and skill.

Considerations



A role-play brief is like a little story with instructions and tips for the characters/role-players, along with details about the situation in which they find themselves. In particular the brief explains the motivation of characters and their desired outcome.

Make the role-play outcome focussed.

Ensure the 'actor' has a *stake* in a particular outcome; the outcome is important to them. Consider including an element of *melodrama*. For instance when the wife confronts her husband for consistently putting the business before the family, she could be seriously threaten to divorce him. This would sharpen the focus when studying work/life balance.

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Rehearse seriously.

For larger role-plays rehearsal and revisiting are absolutely essential.

Use props.

Even the simplest symbols, such as hats, encourage the sense of make-believe - and paradoxically it frees the role-player to get further into character.

De-role systematically

This is critical. The facilitator has a duty to do this. Removing props helps. A de-role may be as simple as marking a line on the floor for role players to step across back into normality. Shaking hands may be appropriate.

Debrief

Prepare this. Move beyond the simple whole group discussion format. For example try using a *think-pair-share* exercise first. A checklist relating to learning outcomes can guide discussion and consolidate the learning.

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DEBATES

Description

There are many types of debates, such as team debates, impromptu debates, debating pairs and constructive controversies. They can operate in tandem with other activities e.g. role-plays, scenarios and case studies.

Debates are useful for analysing opinions and ... and interpreting complexity. A... **'argue the case'** and ...

Besides fos... requires learners to ***'think on ...*** Debati... importantly in the context of ...iness and entr... **...toric** and other persuasive techniques.

... good way of start... study.

...much can be learnt from short s... learnt through ...preparation, especially from researching (... ...erviewing ...inesses).

...ys the learning by the audience is the mo... ...tant e...

Som... ...us on **facts and in...rpreta...n** e.g.

- *It is w... ...to in...t.*
- *Payroll tax ...*
- *Only talented peop...*

Some debates may focus on **opinions** e.g.

Experience 11

DEBATES

Question facts, opinions, 'argue the case', and think on feet, persuasion, and use of rhetoric...

Fundamentals:

- Learning by audience is essential!
- More research the better!

...le topics

...ment is better than

- ...
- Bankrupt...

Example formats

- Team, reverse, chambe... panel, presidential, study ...

Interesting features

- People outside course/adju...
- Adjudication by voting

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- *Family and business do not mix*
- [redacted] *'flat rate'.*
- *It is okay for secondary school learners to have bank credit cards.*
- *Social entrepreneurs are as important as private entrepreneurs.*

Some debates may focus on **values** e.g.

- *Taxation is theft*
- *Rich people* [redacted]
- *Selling junk food is okay*
- [redacted] *not an infringement of human rights*

Typically debate involves participants prosecuting their own stance and interrogating that of the opposition. Most debates involve a high degree of competition and winning.

Many people enjoy participating. Many people enjoy watching debates and learn a lot from debates. Active audience involvement can significantly augment the learning and enjoyment.

Standard Debate

The standard debate is the team panel debate, often referred to as the **School Debate,** which is familiar to many. Usually called the affirmative and negative the two opposing sides have three members each. The first speaker of the affirmative states their understanding of the topic; proclaims the points they will argue; summarises the arguments to be put by the other two members of the team; and concludes by presenting two or three points of their own. While the first speaker of the opposition follows a similar [redacted] with a summary of the weakness of the opposition's case and the strengths of their own case, before making a final appeal for the audience's support.

Typically, a panel of three adjudicators announces which side has won and justifies its decision by commenting on each side's performance. Generally, where the purpose is to learn the art of debating, adjudicators pay as much attention to the quality of the

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presentation, as to the soundness of the argument. However where the purpose is more related to a learning discipline, more attention is paid to the soundness of argument.

Examples

- *It is better to be self-employed than being employed.*
- *IT businesses offer the most opportunities for revitalising our region's economy.*

Variations

The Study Debate is a team debate based on the accumulation of research and study by the participants and often the audience.

- *After lengthy research and discussions, learners debate the topic that **top-down management** is more effective in bringing about organisational change than bottom-up strategies.*

[redacted]

The **Impromptu Debate** takes place with little or no learning. The format usually involves two volunteers debating a specific topic that directly relates to the current area being studied or a current event, such as**....** The debate is like a short sharp argument. Generally [redacted] debates. Sometimes they are used to liven up a session or conclude a course topic.

- *During a session on business ethics learners in pairs have 15 minutes to prepare both sides of the debating topic: 'fair trade is not practical'. There are two debates in each session. Students don't know who will participate, nor* [redacted]

Mixed Discipline debates are [redacted] but [redacted].

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- *Learners from the business, history and law disciplines debate the topic: 'the banks were morally responsible for causing the Great Depression'.*

A variation involves [redacted]

Presidential Debates involve two or more learn[redacted] about a[redacted]n top[redacted] such as '*too much government assistance for start-up busines[redacted]* summary of their opinion, a panel questions them. Alt[redacted]ed to question one another and rebut th[redacted] a moderator.

O[redacted]opular, mimicking telev[redacted]n formats. Simply several panel m[redacted] receive [redacted]n the audie[redacted]pics. Each memb[redacted] designated an interest group to repre[redacted] lobby, trade union, chu[redacted]ost, u[redacted]ally the teacher, moderates the process. Questio[redacted] ious, such as *is long-term sustai[redacted]ort-term jobs*. There can be an overall theme, suc[redacted]ss *ction in the region.* Sometimes only a sm[redacted]lected to ask the questions, perhaps as journali[redacted]t al for the topic to be set well ahead of the deba[redacted].

[redacted]bate has a simple free flowing fo[redacted]t allo[redacted]n all class me[redacted] Basically the [redacted] ams: one team, the Affir[redacted]tive, [redacted]ues [redacted]avour of the propo[redacted] [redacted] against the p[redacted] two teams sitt[redacted] oppo[redacted]e creates a sense of drama. A ne[redacted] off the debate w[redacted] ms take turns speaking. A member [redacted] nding up. The teacher (chair[redacted] minutes. Although there might be some s[redacted] is no 'winner'.

Reverse Debates (a constructive controversy) not only requires the learners to challenge values and ideas of others but also their own. Dealing with their own bias and prejudice makes this form of debate well suited to the ethical and ideological context.

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At the outset do not tell the participants that it is a reverse debate. They must not know they will be swapping positions!

A reverse debate is a great way to conclude an area of learning. The room can be full of debating quintets so all students are involved.

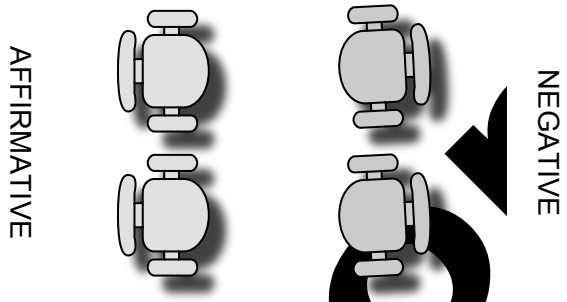
The following is a common process.

1. Two learners are paired as partners. One pair becomes the affirmative side of the debate, with the other pair becoming the negative.

   The topic/proposition is introduced, e.g. **Greed is good!**

2. Away from their opposition, partners are given six minutes to prepare their arguments.

3. The two sides join one another in the following configuration.



4. Instructions are given:
   - *"This is an argument, not a debate!"*
   - *"You can do anything except touch or insult anyone!"*

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5. After six minutes call 'freeze' and inform pairs that they are now going to swap sides, i.e. the negative pair becomes the affirmative [redacted] form a consensus team to draw up a joint position statement on the topic, using the following sentence stem.

   'We believe that... because... but...'

Considerations

Research is king

With the conventional format a great deal is learnt through lengthy preparation, especially in researching, which may include interviewing local business or using Twitter...

Involve the audience

In many ways the learning by the audience is the most important element of educational debates. This can be done in a number of ways.

- All students can research the topic.
- The audience may directly participate by asking questions.

[redacted]

Simply voting can increase the audience's engagement.

Be absolutely clear about the motion/proposition/topic.

Poor framing can create confusion, misinterpretation and lack of focus. Run the proposition past colleagues to ensure clarity. Be mindful of the learning outcomes at all times!

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Be sensitive with participation.

[redacted]

confident or less committed learners playing a central role in a debate can jeopardise th[redacted] enjoyment for everyone.

All debates require preparation.

Even the use of impromptu debate needs careful forethought. With some debates [redacted]ms or formats, roles and process can add clarity. Allocating time for practise can be helpful. Will coaching be needed?

Moderation and adjudication are important.

Be clear about your own role as moderator. Having guest adjudicators [redacted] the e[redacted]ience. For example a panel could be drawn from local businesses, banks, finance professionals, governme[redacted]gencies and community organisations. There should be no more than four adjudicators, preferably three. Always involve at le[redacted]st o[redacted]learner on the panel.

Avoid lengthy speeches and accentuate melodrama.

Accentuate opportunities for rebuttal, challenge and disputa[redacted]s dynamic enhances the examination of issues and agility of thinking. The adversarial aspect engages the audience.

Have an endgame.

Generally debates should conclude with some 'resolu[redacted]'. This can be facilitated by a structured debriefing, summarisation of salient points and statements of position, such as th[redacted]sed [redacted]he reverse-debate example.

(*We believe that... because... but...)*

[redacted]

PEOPLE OUST[redacted]E COURSE (POC)

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Experience 12

PEOPLE OUTSIDE COURSE

POC may act as visitors, mentors, advisors, facilitators, collaborators, and participants...

Examples

- *consultant illustrates sales*
  local market
- *blog*
- *Retired bu*
  business projec
- *Sale supervisor facilita*
- *Accountant feedbacks on q*
  learners' finance records
- *Lawyer & journalist participate*
  business ethics debate
- *Junior bank manager help*
  on bankrupt

Description

POC are people not participating in the course. Having business people and entrepreneurs working with learners can be a great strategy, especially in the study of business and entrepreneurship.

The involvement of People Outside Course can fall

- [redacted], mostly impart
- [redacted], mostl
- **Advisors**
- **Facil** ning activities
- **C** rticipat ities
- elping to design sp

POC e personnel from banks, industry, s port
ager r-profit organisations, government agencies
farme e-business operators, consultants, entrepre
people ccountants... (Some may be retired

POC can d information from auther context. In addition learners
listen to Peo more than they do to rs and give their insight more
directly with lea

POC are a great resour

Examples

- *Learners learn sales st d market dynamics from a **property sales consultant**.* [redacted]

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- [redacted] ***design the simulation***, *the construction site manager sits aside from the activity, offering teams advice but only when asked.*

- *Local industry offers advisors to each t[illegible] the years t[illegible] college builds a pool of team advisors.*

- *A retired l[illegible] stock experts.*

- *T[illegible] **rkshop for learners**, involving [illegible] e-business touris[illegible]*

  b-contracting plu[illegible] *[illegible] of the criti[illegible] ste[illegible] vin[illegible] from employment to sel[illegible] nature of contracting. The ide[illegible] ries [illegible] y learn[illegible] Afterwards the learners exa[illegible] t [illegible] stage of moving from being self-emp[illegible]*

  *siness people assist the municipal council in selec[illegible] 's mock **business plan com**[illegible] lopment projects.*

Variati[illegible]

- *Using the cla[illegible]*

[redacted]

- *Before proceeding with [illegible] business projects, a junior **bank manager** signs-off on the learners' business plans. The banks appreciates that this is a good opportunity for junior managers to practice in a low-risk friendly environment.*

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- *A panel of finance professionals act as 'dragons' in **a Dragon Den** simulation.*
- *Last year's hosts [redacted] investigations and work shadowing.*
- *Using a Q&A format, a **trade union official** and an employee representative [redacted]. Learners vote to determine a winner.*

Considerations

Be wary of the mini-lecture.

Although it is an easy option, the mini-lecture is not always high-value and can often miss the mark. In some cases it creates unreal expectations. (And too often it can be simply boring.)

Take care with selection.

Avoid selecting people just because they are willing. Remember that business and industry people are enterprising. In fact learners may learn more from the sub-contracting painter. Asking colleagues is always a good way to identify POC. Not only do they know many people but also often they know them personally, which helps identify the more interesting, competent and willing.

Preparation is king!

POC need to know the exact focus and scope of the activity in particular their role must be super clear. A personal and written brief is [redacted] run' of a debate or simulation.

Look for some reciprocal benefit.

Frankly, some organisations become jaded from education institutions constantly asking for favours. With the junior bank manager example the payback is simple – junior manager has a valuable staff development opportunity. The property sales consultant has the potential of wooing future clients.

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VIDEO-RECORD ACTIVITIES

Description

The primary advantage of video-recording activities, performances, demonstrations, interviews and processes is that they can be

Video-recording activities

- Learners to
- Learn detail, and more than once
- tivities e.g. debates
- improvement
- to accumulate use

king about the technology, especia think beyond nal notions of a video camera and editing **nes, free editing apps and tablets.**

Ex

- *Le with a g s **Human Resources manager** discuss*

- *Unable to attend an a of the team meeting. As a follow-up activity, lear rs partic director.*

- ***Using tablets**, learners cord their interviews with local business owners discussing their start-up experiences.*

Experience 13

VIDEO–RECORD ACTIVITIES

Allows learner to access situations, analyse processes, review ances in detail, reflect, use

Learner

- *Ad agency's 'c*
- *Executive explains hip'*
- *Investor interviews...*
- *Manufacturing process*
- *Own role-plays, preser meetings*
- *Mayor's presentati conferenc*

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- *Having become confident with role-play, learners record a **scenario** involving business ethics.*

[redacted]

- *Using mobile phones, pairs of learners record **one another** during a negotiation exercise. They appraise the performance, share feedback and repeat the performance.*

- *Learners record **mock television** advertisements.*

- *Learners record **themselves practising** a mock business pitch. After critiquing their performance and sharing their thoughts with peers, learners continue their rehearsal.*

- *Learners record fellow learners using the course **YouTube channel**.*

[redacted]

Variations

- *As part of their study on Fair Trade*

- *Learners record the **teacher's presentation on 'Common Reasons for Business Failure**'. Through providing the teacher professional feedback, the teacher provides her colleagues with a copy of the video.*

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Considerations

Learners should be aware of the basics.

These include a still camera, a framed subject and adequate audio. Poor audio can all but render a video useless. Learners need to practice these basics and get into the habit of checking the basics before filming.

Make a pool of resources.

[redacted]

Consent should be gained.

Some people are uncomfortable being videoed. Also cultural beliefs can come into play. It's particularly important that written permission be gained from people outside the education setting, such as business people. Also when in certain settings, such as workplaces, learners need to follow protocols. Regardless of the situation, all people should be fully aware of how the video will be used.

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RESPONSIBILITY STRATEGIES

Teachers must shift more of the control of and responsibility for the learning process to the learner...easier said than done. As learners mature they have a deepening psychological need to control their learning. At the same time teachers are deeply rooted in the practice of managing (dominating) the learning process, resulting in a passive and dependent learner. **This imbalance has to change for a number of reasons.** Learners are more motivated when they have control. Independence allows people to become self-managing learners – for life. The potency of experience-based learning is enhanced when the learner plays the prominent role in managing activities. Moreover the process of managing one's own learning, especially experiential activities, requires the learner to employ enterprising skills, namely, using initiative, being resourceful, organising, solving problems and remaining focussed and determined, and commonly collaborating.

In giving up some of the control over the learning *experience* does not mean the teacher cannot influence the process and outcome. The teacher can influence by designing the experiences including assessment, negotiating, responding to 'teachable moments', demanding quality and managing resources, including access to outside experiences and experts. The cliché is the teacher should become more of a facilitator, designer, a guide and an assistant... but in doing so the teacher must be careful not to withdraw too far and under-facilitate.

The shift in control can take place at three levels.

- **Task Sharing** is the most fundamental. On **most occasions** the teacher offers the learner the option to manage the task at hand e.g. to answer another learner's question, to organise groups, to lead the discussion, to...
- At the other end of the spectrum is **Job Sharing**. The primary responsibility for defined roles is fixed for the **entire course** e.g. peer tutoring, collecting assessment evidence, managing resources, evaluating the teacher and managing social media operations.

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LEARNING CONTRACT

Description

A Learning Contract is a formal agreement between the learner/s and the teacher, where the learner/s makes a commitment to achieve specified learning outcomes and the teacher commits to helping the learner in a specified manner. Negotiation is at the heart of contracts.

A Learning Contract is a very ... managed learning (w... experiential le... being pas... ner. Most importantly the not... of a contract unders... ponsibility.

Ty... ng contract r... **...bs...tial ...a/unit** of learning. A... may primarily be built ... a project, a ...ogram or a business assignmen... ntract is ...nt: what it will cover and how it will be u... ning contract ... working relationships (teams, roles...) sch... nd ... be collected. Most importantly ... act ... s the ... fa... as individual tutoring arran... ments ... ocial ... edia partici... ava... other personnel and ... ecial ... eeds support. Some contra... exempt...

Learning contracts ca... they may offer individuals the choice of wor... consensus and a description of how learners will collaborate.

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LEARNING CONTRACT

Covers what learners will do to achieve outcomes and how teacher will help...

Adds structure and direction to more complex undertakings

Learner/s: read, visit, meet, attend, create, blog, debate, present, by...

...cher: 'open-door', blogs, two Vlogs, ...ttends, Skype, when...

...king prototype ...ss, to access a... ...ours over the life o...

- *LC requires social e... ...dge two 'progress updates ... d teacher promises same... ...k*
- *LC requires teacher to a... rehearsal of the learner ... p*

...hops, access to f... ...rce ... to c...

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Once a contract is negotiated, it may be renegotiated at set times or at the advent of specific circumstances. Sometimes matters relating to renegotiation are written into the contract. Reviewing and monitoring are fundamental to success.

Once the learning [redacted] can become the **mainstay of [redacted]essment**.

Successful learning contracts rely on and promote mutuality, negotiation, accountability, transparency a[redacted]wnership'.

Examples

- *A learning contract formalises the learning aspects of a social enterprise pr[redacted]ect, [redacted]ich involves developing a prototype marketing plan for a community-based organisation, whereas a **memoran[redacted]m of [redacted]ement** formalises the actual working [redacted]*

- *Through their contract, learners, making a prototype website for [redacted]nock e-business, **access an IT teacher** for 10 hours over the life of their project.*

- *While on business assignment a learner is required to [redacted]ne-page update twice a week. In addition their contract requires [redacted]*

- *While producing video portraits of local entre[redacted]neurs, the learning contract requires the teacher to provide a number of services. These include an **'open doo[redacted]cess [redacted] Fridays**, Q & A texting, regular participation in the course blog [redacted]*

Variations

- [redacted] Simply ask: *what do you need to know that you don't already know, and how can I help...*

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- Often learning contracts are used where learners are allowed to devise a learning activity within the broad parameters of the learning area, as with a thematic approach.

[redacted]

- Sometimes learning contracts are used to encourage online learning. For example, the context may require the learner to participate in online group work, including contributing to designated blogs. With the online context learning contracts can be used to structure collaboration, maintain focus and foster collegiality.

Considerations

Learning contracts do not suit all circumstances.

These include the following.

- Where there is a reliance on lectures and other conventional teacher-led learning activities, especially when structured sequentially.

[redacted]

- Where there are many dissimilar topics/outcomes spread over a significant period of time.

Learning contracts work well in particular contexts/conditions.

These include the following.

- Flexible teaching arrangements are easily accommodated, especially for the teacher.

[redacted]

- Time is dedicated to the process of developing and monitoring contracts.
- The purpose, outcomes and outputs are clear.
- Assessment is directly aligned with the learning outcomes to be achieved.

[redacted]

Firstly start with the learning outcomes, regardless of the degree to which they are mandated. The more learners understand the outcomes, the easier it will be for them to identify evidence for assessment and matching learning strategies. This in turn will help

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learners identify the resources/assistance they will need. From here they are in an informed position to negotiate a realistic learning contract.

Consider the following when developing the learning contract

- [redacted]
- process.
- Without over doing it, a S.M.A.R.T framework adds sharpness to a learning contract and the activity it represents. It is also a good learning exercise in itself.
- Beforehand encourage learners to consider their learning preferences and circumstances

Be very sure of what is negotiable and what is not negotiable

Lean towards formality

Containing the final agreement in a formal format will add to the gravity and significance. Having both parties sign the document will [redacted]

receive help from one another.

Monitoring and reviewing contracts is absolutely paramount!

Without reviewing contracts they can become tokenistic and even misleading, especially where there is lack of experience.

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POSITION DESCRIPTION / ROLE SHARING

Description

A Position Description is a detailed written account of *who will do what* in an extended learning activity, such as an action project. In most cases the description distinguishes between what are the ***primary responsibilities and 'powers'*** of the teacher and those of the learner. On occasions some responsibilities are shared. Generally there is room for adjustment and dealing with contingency.

Typically responsibilities and 'powers' cover managing resources, running meetings, demonstrating techniques, imparting knowledge, running workshops, peer coaching, liaising with 'people outside the course', assessment arrangements, social media management, monitoring progress and satisfaction, and evaluating teacher performance. In some cases responsibility for behaviour expectations, equity, OHS and sustainability are also divided.

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POSITION DESCRIPTION

Role Sharing

" Division of powers"

Statement of who will do what in the learning process. Teacher/learner 'primary' responsibility & accountability

Examples

- *Teacher moderates self assessment; learners moderate peer assessment*
- *Learners manage weekly quizzes, debates; teacher determines topics*

[redacted]

Examples

- *In accordance with position descriptions, at the beginning of the mini-business projects the teacher determines the assessment deliverables; the learners determine* [redacted] *teacher conducts audits. Learners run all team meetings;* ***the teacher's contribution is just one item on the agenda.***
- *In accordance with position descriptions and agreed principles,* ***learners moderate all peer assessment;*** *the teacher manages all other* [redacted]
- *In accordance with position descriptions – at the end of Business Assignments, learners* ***run debriefing activities****, including organising involvement by 'business professionals'. The teacher organises the professionals' involvement in the assessment.*

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- *In accordance with position descriptions - learners identify/negotiate, price and select the **resource consumables** for the course including field trips and placements, while the teacher takes responsibility for the actual purchasing.*
- [redacted]
- *In accordance with position de[illegible] select YouTube clips and run the accompanying clas[illegible]*
- *In acc[illegible] learners accept full respons[illegible] in all matters r[illegible] better use of resources and **enhancing** [illegible] focus.*

*[illegible]ordance with position de[illegible] **raise issues** relating to 'values in busines[illegible] of [illegible]y; learners also organise the deb[illegible] ting the topic.*

[illegible]ns

[illegible]ses role sharing spans an entire [illegible]rse, pa[illegible]cula[illegible] whe[illegible] ails.

- *So[illegible] [illegible]rners [illegible] **divi[illegible]l roles**, especially with proiec[illegible] her may be respons[illegible] [illegible] nsible for monitoring all te[illegible]*
- *Sometimes individual [illegible]arners ha[illegible] ongoing roles based around **recurrent themes**, such as values, sustainability, diversity and internationalism.*

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- *In some cases roles and responsibilities are built around **sub-groups** e.g. three learners are responsible for managing all matters related to social media.*

- [redacted]
  negotiating on behalf of the class.

- *Some role sharing may involve learners attending **faculty or department m[redacted]***

Considerations

The use of a position description needs to take into account other arrange[redacted]ts.
Things can get messy, where learning contracts, teacher-assistant[redacted]er learning arrangements are involved.

Beforehand decide what is and what is not negotiable.
It is hard to turn back. Also it makes negotiating meaningful[redacted]ntly your stance will shape experience and determine learning outcomes. [redacted] Remember th[redacted]acher a[redacted]ys has the 'last say' in the division of powers, roles and responsibilities.

Involve learners in an initial risk assessment exercise.
Besides prudence and practical benefits, the[redacted]e w[redacted]nderscore the distinctiveness and gravitas of working under a role-sharing regime.

Explore and negotiate systemati[redacted]
[redacted]
the process is meaningful. C[redacted]tainly the[redacted]will be clearer about expectations and accountability.

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[redacted]

Provide examples (informed choice).
Without some examples, learners are not quite sure of the possibilities.

After early exploration and analysis of responsibilities, position descriptions can be developed in a number of ways.
Starting points may involve the following.

- Teachers roughly draft their own descriptions
- [redacted]
- Learners roughly draft teacher's description
- [redacted] own descriptions

Using some or all four of these approaches provides a good basis for formalising decisions and documentation.

Build in opportunity for change.
Establish an early review point, perhaps two weeks. Make it clear learners can raise concerns at any time. Consider the use of a 'learning negotiator', regardless of other role arrangements.

Build in the requirement for regular consultation.
For example [redacted]

Use standard problem-solving techniques to tackle problems with the development of role-sharing and job descriptions.
This is not only educative but also underscores the mentality of being solution-focussed. Furthermore it brings into play other important entrepreneurial behaviours.

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TEACHER ASSISTANT

Description

The teacher assistant is a popular model for enhanci[illegible] and engage[illegible]t. In essence a learner directly or i[illegible] may involve delivering/[illegible] managed learni[illegible]

There a[illegible]s the practical benefit of an extra p[illegible]r of h[illegible]ds.

[illegible]tant is elevated - and in doi[illegible]n the status [illegible]her learners.

[illegible]e learner-teacher relationship i[illegible] [illegible]larit[illegible]d trust.

[illegible]he teacher assistant practises valuable highe[illegible] [illegible]mmunication.

[illegible]pective of the teacher assistant may b[illegible] mor[illegible]n tune' [illegible] such as technology.

- Th[illegible] teach[illegible]stan[illegible]wn learning is deepened a[illegible] enriche[illegible]

Examples

- *As the teacher introdu[illegible] the va[illegible]ng types of sponsorship that corporations use in Public Relations, the teacher assistant chimes in with simple **pre[illegible]pared examples**.*

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TEACHER ASSISTANT

Assists during session/activity and/or **runs part of session** and/or **helps with preparation**

Examples

- *[illegible]ducts revision on examples of [illegible]eting*
- *[illegible]ftware as teacher [illegible]thod*
- *TA coach[illegible] [illegible]of Twitter*
- *TA observes Bu[illegible] [illegible]ent teams*
- *TA selects YouTube [illegible] innovation and risk-ta[illegible]*
- *TA researches 'lean' [illegible]cept*
- *TA reviews teach[illegible] business ethic[illegible]*

[illegible]om-up [illegible]us top-down

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- *The teacher assistant takes the **lead role in demonstrating** a financial analysis software program. The teacher asks clarifying questions where needed.*
- *[redacted] assistant **reviews the teacher's notes**.*
- *The teacher assistant runs a **revision session** at the end of the unit on cash flow concepts.*
- *The teacher assistant **coaches the teacher** in the use of Twitter, in preparation for the upcoming sessions on social media marketing.*

Variations

- Some teachers use teacher assistants primarily as co-facilitators with cooperative learning activities.

Copyright

Considerations

The use of teacher-assistants needs to take into account other arrangements.
Things can get messy where high profile learner 'teaching' is involved, especially Learner Presentations and Learner-led workshops. It can also be overkill.

Involvement in five sessions/activities is a reasonable guideline.
There are many variables, not least the number of volunteers.

Being a teacher assistant should be on a purely voluntary basis.
Motivation and willingness to help are central ingredients.

The introduction is critical.
Make the early activities short and very simple. Learners need to see success in participation and learning. Initially encourage more confident and competent learners to volunteer. In private ask learners to volunteer, not in front of peers.

Be wary of assessment.
The advice is to avoid assessment in the context of teacher assistants. It can be very messy. Also it can dampen the voluntary aspect and the 'spirit' of the involvement.

[redacted], nor leave them unsupervised.

Be prepared to step in.
Even the best-prepared activities can fall apart and competent learners lose confidence.

Ensure the involvement is meaningful.
[redacted]

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LEARNER PRESENTATION

Description

Learners make presentations to their peers. The focus is mainly on content. Although [illegible] are less hands-on, generally presentations are interactive and engaging. Typically there are **two presenters**.

The presentation session may inv[illegible]

- The audience par[illegible]
- Significant[illegible]
- Mod[illegible] Course

Whe[illegible] involving the p[illegible]er, audience fe[illegible]acher. Unless le[illegible]se re[illegible]ing to [illegible]esentation, a[illegible] should primarily focus on th[illegible]ted. Generally [illegible] two become intermingled.

[illegible]*d learners will practise their presentation, [illegible]*

Ex[illegible]

- *Le[illegible]tation on **e[illegible]cal in[illegible]stment**. They include YouTube cli[illegible] class with a folde[illegible]*

- *Learners make a pres[illegible]ype interviews are organised **with employers** involvi[illegible] impromptu debate.*

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LEARNER PRESENTATION

Pairs make interactive one-off presentation, mostly on course content

Examples

- *[illegible]tion provides a summary [illegible]nit on market*
- *[illegible]estment, involves*
- *Presentations o[illegible] made online with 'a[illegible]rs'*
- *Presentation on gende[illegible] concludes with impromp[illegible]*
- *Presentation on replicati[illegible] innovation business mo[illegible] recorded and followe[illegible]se [illegible]log*

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- *At the end of the unit on accounting concepts and financial analysis two learners present a revision session. An interactive whiteboard is used throughout. The session* ***concludes with a quiz****.*

- [redacted] *the other sustainability.*

Variations

- Besides taking place during a unit, presentations are used as introductory exercises to [redacted]ic areas or to summarise a topic.

[redacted]

- One learner makes the presentation and another plays the assistant, mostly in the area of organisation, especially where significant levels of technology are involved.
- Learners may be required to follow up their presentation with tutorials.
- A panel format is used for the presentation.
- Presentations are made online to 'dispersed learners'.
- The presentation includes the use of twitter and/or mobile phones.

[redacted]

- The presentation concludes with an assessment segment, where the learners award themselves a 'recommended score' for the quality of their knowledge and presentation, if applicable). [redacted]

Copyright

Considerations

Require the presenters to provide a detailed account of the presentation.

This should include a run-sheet, examples of resources to be used and a description of activities.

[redacted]

Look out for 'two for one-credit opportunities'.

[redacted]

need to take this into account. Also bear in mind that one learner's participation will affect the other's, for better or worse.

Encourage/require audience participation.

For example Q&A, audience feedback and IT activities reduce the tendency to just 'talk' at the audience. Also it encourages people to 'think on their feet'.

[redacted]

This not only creates a legacy but it is also a good learning resource in itself, including acting as a guide for future presenters. You can also use it for assessment and debriefing purposes but be sure the purposes are clear to all.

[redacted]

For example, develop a briefing-sheet detailing *what is expected*, especially emphasising that the presentation must not be a 'dump of information'.

Copyright

Responsibility 20

LEARNING BRIEF

A description of a major learning activity: project, workshop, Business Assignment... ...**so learners can, for the most part, independently manage processes without 'direct' teacher involvement.** Typically details objectives, task outline, resources, ...nditions, tips, timeline, deliverables ...sment

...ugh a series of links, ...n for assignme... ...of online 'co-browsing t...

- *Brief, describing h... ...ill make presentations on res... marketing, is accomp... ...cher video tips for the Q&...*
- *Brief, describing 'd... ... Action Project, details t... ...o be lodged for as...*

Description

A Learning Brief describes a major learning activity. With this description learners can largely manage the activity without direct teacher involvement. The 'brief' decreases learners' direct dependence on the teacher, allowing learners to use more discretion, creativity and flexibility in the way they learn.

Typically a brief focuses on a... Live Investigations, P... and theatre r...

Comm... ...os

- ...line
- ...ources
- ...onditions/rules
- Recommendations/tips
- Timeline
- ...liverables
- ...sment arrangements

At a... ...might include inform... ...on r...rting and reflection requi... ...r own compon... ...ordi...ly. B...fs vary greatly.

Generally briefs ...

Some briefs target-learning ... ...sources e.g. technology.

Copyright

Examples

- *In response to their brief business learners* ***research*** *where visitors to the district spend the[illegible]ney. They do this in consultation with local retailers and tourist operators. Their brief stipulates the use of the speci[illegible]ats for the presentation of data. Learners start by exploring the online-research tools mentioned in the 'tips' secti[illegible]he brief.*
- *The brief relates to the development of* ***case studies*** *on local businesses. The focu[illegible] define[illegible] along details on processes and formats required*
- *The brief leads the learner through a [illegible]go. Using the information the learner demonstrates online selling [illegible]*
- *Learners video-re[illegible] brief. The brief requires indiv[illegible] business decisio[illegible] raise[illegible]*
- *The brie[illegible] are to make their* ***pr[illegible]ntations*** *on the 'responsible [illegible] detail is given [illegible] highlights th[illegible] value [illegible] including opinions from both cons[illegible]sses pe[illegible]*

Varia[illegible]

- [illegible]onal Learning Guide is similar to [illegible]lly the learning guide features a [illegible] ties directly related to th[illegible]ing [illegible]omes o[illegible] to be less integrated tha[illegible] le[illegible]d often minor in ma[illegible]nitude. There [illegible] a workbook [illegible]de.
- A vi[illegible]any [illegible]f, pro[illegible]tra information or a learning re[illegible]
- Althoug[illegible]ar to briefs, there tends to be an emphasis on proble[illegible]

Copyright 2016

Considerations

Worth the investment

Once written, trialled and refined a brief can be used many times over.

Go slowly with design.

There is a bit of an art to writing briefs. To gain experience and confidence it helps to focus on smaller activities. It also helps to simply transcribe 'what you normally do' into a draft. Also imagine what you would expect the learners to do in your absence. Then try to fit this in to some simple structure.

Investigate styles of briefs.

Many ideas can be gained from 'project briefs' and challenges associated with problem-based learning. You can find examples at www.enterprisingeducation.com.

[redacted]

Briefs can be more demanding than initially intended. Respond positively to requests for more time or short cuts.

Copyright

COLLABORATION STRATEGIES

People naturally learn with **and** from one another. Learning in collaborative ways is a proven productive way of learning both technical and non-technical skills. It nurtures cooperative skills and attitudes which are fundamental to modern work, business and entrepreneurship. Importantly, collaborating in learning tasks and processes requires the learner to use enterprising skills, especially communication, interpersonal attributes and problem solving. Very importantly critical thinking is constantly practised, because students must listen (carefully), discuss, explain, and understand other perspectives, and debate and resolve issues.

Good cooperative learning rests on two principles: first, the outcome can only be achieved through collective input; and secondly, the individual is accountable for his/her contribution which is clearly defined. **The teacher must plan and organise this; it doesn't just happen by putting people in groups**.

Some tips

- Adapt 'specialisation' used in sessions, particularly those dedicated to processing knowledge. Co-assignments are valuable for processing knowledge on a larger scale.

- Teams should be used with larger collaborative undertakings, particularly those using action-based projects. But good teams need structures, such as roles, which are best based on skills audits.

- Including an element of social media as part of an overall strategy deserves serious consideration. Collaborating online, especially using social media is both an effective way of learning and work.

- Try to include some degree of peer coaching, even if you don't list it as an implicit strategy, because it not only provides an extra set of hands, but it also raises the status of the coach.

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SOCIAL MEDIA

Description

Social media is not a fad or a pastime activity!

Social media offers learners many ways to collaborate with their learning. In particular collaborating online has the capacity to decrease the learner's dependence on the t while expanding learning outside the 'classroom'. Having a **basic course-websi** has tremendous value, especially a blog facility.

There are some common uses of social media.

- Social media can provide an **endless stream of information**. T example Twitter alone provides an extraordinary platform for 'searching' and esea ng'.

[redacted]

Social media allows 'dis ed l rners' to share a **virtual workspace.** (Check out for example the brilliant [redacted]

Collaboration 21

SOCIAL MEDIA - a must!

Together, research, share, debate, work & support. Having a course-website is a tremendous benefit & course-only accounts with Facebook & Twitter...

Examples

Using Twitter learners

- *Follow an entrepreneur or stock exchange reaction to budget,*
- *Exchange links & research leads*
- *Summarise lesson in 140 characters*

Using course-website, learners

- *Post required updates on projects*
- *Respond to an opinion piece by guest PhD business student.*

Using Google Conceptboard learners collaborate on Business Project with business students in Asia

Using webcams learners critique one another's business venture ideas, by posting clips on the course's YouTube Channel. They Vlog instead of blogging.

Copyrigh

- Social media allows learners to **teleconference.**
- Social media allows learners to **socialise and support one another.**

And they can do all this [redacted]

A teacher can maintain a course-website for the exclusive use of course participants. Usi[illegible]e cour[illegible]e-website for blogging is a particularly powerful way for learners to collaborate online. In addition 'accounts' can [illegible] set-[illegible]r course-only use e.g. Facebook, Twitter and a YouTube channel. Access is limited to those involved with the cours[illegible] up these accounts is relatively **easy**. Learners may collaborate using their own individual 'accounts' but that is up to th[illegible]

Tweeting

- *Learn[illegible] **prominent entrepre[illegible]eur[illegible]** [illegible]uch as Peter Jones [illegible]ts to fellow le[illegible]*
- *[illegible]hats with an **indu[illegible]ss opportunities in Asia**. Another learner cha[illegible]r [illegible] expert on the same topic. [illegible]e asking similar questions of more industry expe[illegible]*
- *[illegible]rners follow the budget. In addition ea[illegible]ific area to track, such as the reactions [illegible]k [illegible]**nge** and lobby groups.*
- *[illegible]**marise** today's lectu[illegible]esso[illegible]n **140 characters**.*
- *Usin[illegible]usively for **'micro-blogging'**, learners reach a co[illegible]tant message[illegible]*
- *Before starting the assig[illegible]ave a **clear interpretation** of the topic.*

Copyright

- *Using links, learners **alert one another** to interesting blogs appearing on particular media websites, such as...*

Texting

- *Learners text one another for advice while researching a topic.*

Blogging

- *A **guest businessperson posts** an opinion piece on business ethics. All learners are required to participate in the subsequent discussion*

- *For each unit a learner has the responsibility for **leading a blog**, posting an opinion-piece on the key topic, such as 'flat tax is the only fair tax'. The others debate the issues by posting their comments.*

- *Learners blog about a **process**, such as opportunities in the most recent currency movements.*

Variations

Paired blogging involves only two-learner teams discussing a topic, while the others follow without comment. Sometimes followers are required to summarise the paired blog at the end.

Copyright

- *The teacher arranges for two learners to conduct a paired dialogue on the credibility of corporate responsibility. The blog starts* [redacted] *single sentence and then states his or her own opinion... and so on.*

Vlogging involves learners posting videos instead of comments.

- *Using the webcam and the course's YouTube channel, one learner posts a* ***busine*** ***enture idea****. Other learners critique the idea with their video vignettes. Some learners* [illegible] *clips*

Virtual workspaces are u

- *Using Wi* [illegible] *response to the* ***pub***
- *Usi* [illegible] *n how to format a* ***busi ess pla***

Virtu [illegible] w for internatio [illegible]

onse to a teacher-designed bri [illegible] *eport on innovative trade opportunities in Indones*
virtual team *with four business learne* [illegible] *l college. The team regularly communicate*
text, Skype, chat online and Twitter. In a [illegible] *Facebook account. The teams hav*
h member is twinned with their coun part in [illegible] *ndonesian communications*
h the Australian communications d r: th Indonesian [illegible] *the Australian re*
Drive and Google Cono rd, [illegible] *ners jointly make dra* [illegible] *The te* [illegible] *ough*
th

Supporting and [illegible] *formally*

- *Work shadows* ***lea*** [illegible] *, with a sense of* camaraderie develop
- *A Social Project team uses their Facebook accounts to* ***'tell the story'*** *as their project rolls out.*

Copyright

Considerations

Develop a course-website or at least a blog.

This is not as difficult as some may imagine, especially if it is kept basic. Much software is free and be[illegible]ing simpler by the day. Sites can be built without coding; some are simple as 'drag and drop'. If necessary, mak[illegible] it a[illegible]nt project. This site can serve from one course to another.

Set up course-accounts and enforce a social media policy.

[illegible]

unambiguous policy about how the course accounts can be used. Involve learne[illegible] in mo[illegible]g behaviour on the accounts. (There are sample social media policies on the web.) Learners still may use their p[illegible]ate [illegible]ts, [illegible]t that's up to them.

Stick with the major platforms.

Social Media is not complex. People can be daunted because there i[illegible] much of it and it is changing at a blistering pace. Amazing things can be done, just using Twitter, Facebook and YouTube.

[illegible]

Maintain facilitation.

The teacher's role is paramount. Good online l[illegible]arner-[illegible]arner learning requires the teacher to initiate and organise proceedings. In addition the teacher must facilitate and mo[illegible]or pa[illegible]ipati[illegible] for example some learners may 'lurk' and make little contribution. Likewise, some activities and topics may g[illegible]stale a[illegible]d need stimulating. Learners, acting as teacher-assistants, can play a valuable role in this area. Consider the u[illegible]a Pos[illegible]scription (Role Sharing),

Involve others.

Encourage people from outsi[illegible]the cou[illegible]e to contribute, e.g. business people and learners in other education institutions.

Copyright

SPECIALISATION

Description

The Jigsaw is a very popular co-operative learning technique. It is also an engaging form of specialisation. There are two basic types: the Base jigsaw and the Expert jigsaw. At the very simplest level Jigsaws involve group members specialising in a part of an overall learning task and bringing their expertise to the group, so it can complete the task from a more informed position.

Depending on size of the task, specialisation may happen in a session or several sessions. Sometimes intervals are involved.

The Base Jigsaw is **deceptively simple** but very effective, when properly applied. The quality lies in following a disciplined implementation process. After group members consider the overall task on their own (privately), they come together to determine the 'exact' nature of the task/problem and actual output required. Next they pool their existing knowledge. Taking into account the gaps in knowledge, the overall task is examined and divided into subtasks (e.g. [redacted] y produce the output (e.g. report).

Collaboration 22

SPECIALISATION

Individuals/groups specialise in subparts to combine to complete overall task. Most proven and versatile techniques are the Jigsaws. More suited to processing knowledge

Examples

- *To produce mock marketing plan each member specialises in one of 4 aspects, price, product, place and promotion, combining expertise they complete the plan*
- [redacted] *Starting out as three Expert Groups,* [redacted]

Examples

- *Four members of a group use the 4 Ps (people, price, place and promotion) to develop* ***a mock marketing plan****. Using a Jigsaw, each member is allocated a 'p' to research and then goes on to teach the others before they start the plan.*
- *A scenario details a dilemma faced by a business needing to cut costs. Each member of the group* [redacted] *Separately they*

Copyright

*consider the **dilemma from their respective perspectives**. After sharing their deliberations, the group analyses the options and decides to cut staff and increase outsourcing. The group prepares a presentation (output) that will detail their solution and the rationale.*

- [redacted]

establishing a 'unique selling point', demonstrating the prototype and explaining [illegible] aspects.

Variation

The **Expert Jigsaw** i[illegible] verall task. Rather than the individ[illegible] joins others with the sa[illegible] form Expert Groups. H[illegible]me experts in the subtask. [illegible]ning to [illegible] original [illegible]' one another[illegible] Finally they com[illegible]te the o[illegible]all task.

*[illegible]e groups, with four mem[illegible]rketing plans. Members are allocated a 'p' to learn [illegible], price, place and promotion). Le[illegible] leave their base groups to form an Expert Group [illegible]esearching they share their knowledge t[illegible] Next they prepare a strategy for 'teaching [illegible]ise to the other three members, when the[illegible] other members following the same [illegible] group of **four experts develop the [illegible]plan**.*

Half J[illegible]fficient and flexible. [illegible] participants **start out in Expe[illegible]** [illegible]kill to become e[illegible] teaching s[illegible]tegie[illegible]efore [illegible]ing allocated to base groups[illegible].

- *The overall ta[illegible] internet, expert groups research typ[illegible] groups to devise a draft presentation.*

- *Three expert groups, specialising in the **triple bottom-line** are remixed, to prepare their blog on corporate responsibility.*

Copyright

Considerations

Specialisation techniques like the jigsaws are highly recommended.
While classic co-operative learning techniques have a proven track record, effectiveness ultimately rel[illegible]larity and disciplined detailed processes (e.g. making the individual 'think first'). Look up examples of jigsaws on t[illegible] before acting.

Prepare yourself.
Jigsaws are deceptively simple. Yet it is easy to get yourself in a muddle, especially [illegible] Exp[illegible]igsaws. Be clear about numbers, configurations, tasks, processes and time. Drawing diagrams is very helpful. Be [illegible]ear a[illegible]t the overall task and subtasks/parts (areas of speciality). Often specialising activities are plagued with unever[illegible]numb[illegible]. Twi[illegible] some learners can alleviate difficulties.

Learners must be absolutely clear about [illegible]

[illegible] Where relevant, they must be entirely clear about the relation[illegible] between base groups and expert groups, i.e. who goes where and does what. Constantly check this!

Focus on an output.
As with many collaborative learning activities, it helps to prescrib[illegible]ify an **actual product**, such as a plan, report, prototype, presentation, panel discussion and blog. 'Outputs' ca[illegible]on both individual and collective activity.

Stick to a step-by-step process.

- Present a diagram of the process. Run th[illegible]ugh [illegible]sing a 'demonstration group'.

[illegible]

- When initially sharing information a[illegible] spec[illegible]ising, it helps if members share without interruption.
- Learners taking time to [illegible]k out a st[illegible] to 'teach' their peers pays off.

Copyright

COLLABORATIVE ASSESSMENT

Description

Collaborative assessment involves more than one person's input. Typically it involves the teacher, the learner and peers in some form of triangulation. In some cases opinions are sought from third parties: external project partners, other teachers, advisors, employers, senior learners, parents and community members. Mostly these people make a '**recommended'** score/award, in which the teacher places great store.

Collaborative assessment gives the learner more control over their learning. Importantly, prominent and active participation in assessment engages and motivates the learner. The approach enhances the learner's status in the eyes of others, along with their sense of power. Conversely collaborative assessment demands greater accountability.

An active involvement in assessment helps learners to better [redacted] their own learning and prepare for formal assessment. It promotes a feeling that assessment is happening *with me, not to me* – and that assessment is about both proving and improving.

[redacted] Collaborative assessment processes promote high-order skills, such as critical thinking, persuasive communication, evaluation and other skills related to business and entrepreneurship.

In practice it involves the teacher **continually**:

- Reminding learners that they have a right and chance to actively shape assessments
- Designing processes and arrangements that facilitate this participation

Responsibility 18

COLLABORATIVE ASSESSMENT

More than one person's input... learner, peer, teacher & third party
Shares power and responsibility. It's happening with me, not to me

Examples

- *Following a Business Project, learner presents a video as part of 'making a* [redacted]
- *Teacher seeks opinion from accountancy firm on the quality of learners' mock business plans*
- [redacted] *Presentation on social media marketing to local business involves* [redacted]

Copyright

- Teaching collaborative techniques, such as self, peer, triangulation assessment and co-assessment

To play an active role learners must fully understand

[redacted]

- Criteria upon which they will be assessed
- Evidences and choices learners can make
- Principles upon which decisions are made

Not to be forgotten are the benefits to the teacher. Collaborative assessment pro[redacted]the teacher with a clear insight to the learner's achievements and further needs. Furthermore collaborative assess[redacted]nt - e[redacted]cially triangulation with its 'three lenses' (self-peer-teacher) - creates a fuller view. The teacher is better inform[redacted]d whe[redacted]com[redacted]making decisions about formal assessments.

Examples

- [redacted]*Before learners do their 'elevator pitches', each learner esta[redacted]shes five criteria upon which the pitch should be judged. At the* [redacted]

- [redacted] ***each teams awards itself a 'recommended s[redacted]'****, which the teacher will consider when making an official decision.*

- *Following the learner's business as[redacted]nmen[redacted]he learner presents a video as part of* ***'making a case'*** *for their self-assessment award. Voiceover is use[redacted]*

- *During the learner's b[redacted]iness ass[redacted]ment, the learner worked closely with a number of business people. The teacher invites one of these people to [redacted]ke* ***a 't[redacted]d party contribution',*** [redacted] [redacted].

Copyright

- *When assessing a learner's 'product', the teacher seeks* ***a manufacturer's opinion.***

[redacted] *Learners are paired as* ***co-assessors*** *to* [redacted]

- ***Diploma level*** *business learners help evaluate a certifi[illegible] learner's written analy[illegible] of case [illegible]udies on financial systems.*

Variations

- *Ha[illegible]rty assessment, learne[illegible] consi[illegible] the [illegible]ility of* ***buildi[illegible] to their [illegible]acts*** *[illegible]*

  [illegible]f the preview of the next ma[illegible]ate the legitimacy of the ***concept of 'redemption[illegible]*** *[illegible]ment.*

  [illegible]s devise their ***own appeal system for peer a[illegible]*** *[illegible]ojects.*

- *[illegible] the unit on direct marketing, the [illegible] revises [illegible]e use [illegible] date. Th[illegible] in[illegible]* ***[illegible]ise modified eviden[illegible] mixes*** *[illegible]t would suit the unit. [illegible] discu[illegible]*

- *The college con[illegible]*

Considerations

Avoid overlap.
Because Collaborative Assessm[illegible]ssessment for Learning (AFL), Quality Assurance and Learning Contracts have much in common and can feed into one another, it is wise to consider them in conjunction.

Copyright

Negotiation is fundamental.

Consulting and negotiating all assessment arrangements in themselves is enough to create involvement. But it must be regular!

Be cautious with third party involvement.

Third parties offer a valuable perspective. Commonly learners give third party opinions added credibility. However, having little experience with the course and assessment, the focus of People Outside Course can be unpredictable. To guide their judgements provide assessment criteria. Assessment pro-forma can be particularly useful. Third parties tend to err on the generous side.

Consider involving non-teaching staff

Management, finance, administrative and human services personnel at the college may be happy to participate in collaborative assessment.

Determine the official status of learner and third party input.

In most assessment systems the teacher has the ultimate responsibility for assessment decisions and awarding official credit. With collaborative assessment the learners need to know the status of non-teacher input, especially with self/peer judgements. For example, [redacted]. **The advice is to adopt the 'recommendation' approach and place great store in their judgements**. The same holds true for third party assessment.

Copyright

LEARNER-LED WORKSHOP

Description

Small teams facilitate workshops for fellow learners. The workshops are active, interactive and hands-on. Workshops are not limited to skills practise; they may include role-play, debates, scenarios, simulations and peer feedback. Often workshops are used to process knowledge in an active way. There is an increasing emphasis on the use of Information Technology. The duration ranges from an hour to a half-day.

To prepare and run workshops in a particular skill/knowledge area a learner must learn the area to a high level of proficiency. Through feedback and reflection learner-facilitators both refine and reinforce the skill and understanding.

Responsibility 17

LEARNER-LED WORKSHOP

Hands-on activities, skills practise, knowledge application, run by teams, with significant use of technology and group work

Examples

- *Workshop on financial analysis, with help from professional financial advisor*
- *Workshop on process mapping, using college enrolment system*
- *Workshop on intellectual property with* [redacted]

Examples

- *After studying quality management concepts, learner-facilitators run **a workshop on process mapping**. Using the college enrolment process, participants practise the technique in pairs. The workshop concludes with learners completing an evaluation form, designed by the team.*
- *Enlisting **the help of an advertising agency**, learner-facilitators run a series of workshops on advertising, accumulating in participants making one-minute commercials promoting the ethical business. YouTube is a key resource. At the second workshop* [redacted] *In the third workshop the agency's creative director* [redacted] *s are uploaded to the course's YouTube channel.*

Copyright

- *Using case studies, learner-facilitators* ***run a workshop on intellectual property****. Before the next class learners gather examples of current trademark disputes, using Twitter.*

[redacted] *Learner-facilitators run a workshop on task management, using the classic* ***in-tray simulation****. The scenario is built around a day in the life of the College CEO,* [redacted]

- *After studying standard accounting practices, learner-facilitators run a worksho* ***on bo keeping software****. They guide participants through the basic processes. In the f ses all learners in the use of the software.*

- *Learner-facilitators* ***bate****, adjudicated by the most senior f*

Variati

cilitators have thei efo the workshop.

workshops involve people from 'out

hops can be run as a series. They ca e pun anaged sessions.

common for workshops to b ed analysis or fo ource.

Conside

Decide whether partici

Whatever the decision bear i

Copyright

Rely on the more competent.

A poor workshop will benefit no one and it could undermine the use of student-facilitated learning for the rest of the course.

[redacted]

This should include a run-sheet, a description of activities and examples of resources to be used, particularly technology.

The learners must be familiar with the list of learning outcomes.

Unless team members understand the learning outcomes, it is not likely the outcomes will be addressed adequately. Learning outcomes help learners to focus on the purpose and stick to the scope. Where the outcomes do not exist, assist learners to develop a list... a good exercise in itself.

Be wary of assessment.

The advice is to avoid assessment in the context of learner-led workshops. It can be very messy. It can dampen the 'spirit' of activity. Moreover there can be validity problems. For example a learners' ability (including confidence) to run a workshop will influence their ability to demonstrate skills/knowledge. Likewise the participants' behaviour will influence the outcome. This is, of course, unless the focus is on learning facilitation. The advice is to treat the workshop as a learning activity like any other.

[redacted]

If a decision is made to involve assessment, also focus on what went on behind the scenes. Some learners may have made a greater contribution in the preparation than in the actual workshop. Assessment arrangements will need to take this into account.

Look out for 'two-for-one' credit opportunities.

If a decision is made to assess the quality of the workshop and where the course includes learning outcomes relating to facilitating, learners may receive credit through successfully facilitating the workshop for their peers.

[redacted]

need little guidance. Introduce the team to a couple of classic co-operative learning techniques, such as snowballing and jigsaws (see 87).

Copyright

Be prepared to step in.
Even the best-prepared activities can fall apart and competent learners lose the plot and confidence.

Encourage meaningful involvement.
All roles should be active and prominent. This includes the preparation.

Encourage innovation and a touch of boldness
Social media might have a place, as may costumes...

Video parts of the workshop
This not only creates a legacy, but it is also a good learning resource in itself. Also it can serve as a guide for future facilitators. You may use it for assessment purposes but be sure what those purposes are.

Copyright

CO-ASSIGNMENT

Description

Two learners set one another a
description of the assi
himself must be
partner.

The as
desc
is handed o

O ed, learners assess one an
d he two provide detailed feedback, b
d eir own.

G ome point the teacher assesses learner's answer/re
set partner, along with the quality of the feedba

The ap ively simple but having to set a nment, spond to a
and asses no easy feat. It re res a d und standing of the
learning area.

Generally co-assignm

Collaboration 23

CO-ASSIGNMENT

Two learners set one another
signments in a common
a, e.g. finance.

s one another's
one another's
demanding
and very p

Examples

- *One sets research as*
other on how a person q
bankruptcy. Other sets a
on implications of bankrup
- *Studying business models*
learner sets a research a
for the other on the ad
vantages of fr
s
and set
rent topic areas

Examples

- *When studying busin models, e learner sets a research assignment for the other on the advantages and disadvantages of franchises. The other an a gnment on* ***business replication*** *model versus the innovation model.*

Copyright

- *One learner sets a research assignment for the other on how a person qualifies for **bankruptcy**. The other sets an assignment on the implications of bankruptcy.*
- *One learner assigns the other the task of 'desk researching' **guerrilla marketing**. The other sets an assignment [redacted]*

- *Two learners devise the scenario briefs for one another, upon which to base their **pitches**.*

Variations

- Some approaches involve the learners answering both assignments [redacted] at a later date.
- Other approaches require learners to focus on different topics. For example, while one assignment may involve options for raising capital, the other may focus on governance.

Considerations

Ensure the assignment is not too demanding.
Because of the sense of challenge that creeps into co-assignments, [redacted] experienced learners can make the assignments unnecessarily demanding or exotic.

Check the relevance and clarity of the assignments.
Assignments should directly relate to a clear [redacted] learning area. Do not take it for granted that both learners understand the focus, scope and requirements of the assignments. Monitor this!

Make the most of the assessment phase.
Judging another's work - and giving and receiving feedback can significantly expand and deepen the learning.

Copyright

TEAMS

Description

Typically teams are used to extended activities, such as action-based projects and lea
led workshops.

Teams have advantages. Learners can 'share the load'; they can practise collaborati in a
semi formal manner; and they can enjoy a sense of solidar

Teams can have disting
passengers'. M
unproductiv

Gener have more stru re th roups e.g.
role ighly struc ision-mak processes and
c ources. The advice i ivity, especially in
t ation, the greater is the need fo

S

harking on its mini busine projec the t n devises rol
siness. ***Roles are sed o skills audits***. *The learners*
th of ea in position statements. *Wanting to m devises a*
diver

- *Having the ongoing s a roster system, with* ***rotating duties***. *Roles inclu tor.*

Collaboration 24

TEAMS

Good for projects and major activities. Teams are more structured than groups, typically having roles and decision-making process

Examples

- *Small teams run workshops on vation and teamwork*
- *e-business project skills audits*
- *viding a service, hierarchical ure*
- *Dispersed learners ns to complete major res*
- *Virtual team works with business college on mar assignments*
- *Interdisciplinary team operations of not-fo*

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Variations

- *In response to a teacher-designed brief, four learners produce a report on innovative trade opportunities in Indonesia. They form a **virtual team** with four business learners in an Indonesian technical college. The team regularly communicates, using email, text, Skype, chat online and Twitter. In addition the virtual team shares a Facebook account. The teams have four roles and each member is twinned with their counterpart in the respective colleges, i.e.* [redacted] *The teams socialise though their Facebook.*

  Teachers and learners from both countries are involved in self, partner and team assessment.

- *Operating as an **interdisciplinary team**, learners from Horticulture, Childcare and Business studies produce and market Your First Vegie Garden kits through local retail outlets. Liaison-officers are key to the success.*

- *Responding to a Business Assignment, learners provide a community organisation with a 'costed update plan' for their IT needs over the next five years. The learners adopt a **quasi-interdisciplinary** team approach, whereby each member takes on the perspective from another area of study e.g. IT and management.*

Considerations

Plan and develop the team.
Sticking learners in groups does not constitute a team! And good teams don't just happen. Designing structure, facilitating and monitoring not only increases the chances of the activity itself succeeding, but it also leads to better teamwork and skills development.

Be prepared to teach teamwork skills.
For example, don't assume the learners know how to run meetings. Likewise, it may be necessary to demonstrate skills-audit techniques. Also illustrating options with roles and decision-making systems will help. And teaching one or two problem solving techniques will certainly be an advantage.

Copyright

[redacted]

Generally the more learners the greater are the chances of spreading the participation 'too thinly 'and diluting responsibility. Also larger numbers encourage 'passengers'. Diversity of members is a distinct advantage, whether it relates to culture, gender, age, or circumstance. Besides adding 'colour', the mixture brings differing perspectives, more skills sets and greater debate. Diversity also lessens 'group think' (e.g. quick herd-instinct decisions). Where there is a distinct need for large numbers of participants use a subcommittee approach to cover roles.

Not all learners like teams.

These learners may be required to 'tough it out', depending on the context and learning outcomes. Nevertheless, these learners may be happy to take on more indirect roles, such as teacher-liaison officers or product evaluators.

Monitor participation regularly.

While a team should be expected to sort out some of the inevitable participation problems the teacher needs to check that dynamics are healthy and no members have withdrawn. Private chats and *taking the team temperature* with questionnaires are wise strategies.

[redacted]

Take advantage of credit opportunities.

A learner who successfully participates in a structured and well operating team, may be able to pick up formal credit for units on teamwork.

Copyright

PEER COACHING

Description

Although there are other forms of peer learning, in the [illegible] areas
courses more engaging, peer coach[illegible]

Peer coaching involves [illegible]
learner to learn i[illegible] **period of time** [illegible]
one-to-one l[illegible] may help another with numeracy during [illegible] unit
on finan[illegible]

At th[illegible] a course the[illegible] recognise e[illegible]ding [illegible]s, wi[illegible]
re[illegible] potential for some lear[illegible] w[illegible]xploit this in a
s[illegible]ner!

E[illegible]s

Co-[illegible]ch

- [illegible]f e-business, a learner wh[illegible]**gular[illegible] trades on eBay** co[illegible]
  and[illegible]t used the Internet f[illegible]mmercial purposes.
- *The learner w[illegible]*

Variations

- *One learner with online [illegible]king skills **coaches two learners** with no experience in account management.*

Collaboration 25

PEER COACHING

An accomplished or more experienced learner helps peer in clearly defined area/activity for [illegible]ified period of time – mostly on [illegible]asis

[illegible]siness, a
[illegible]on eBay
coaches le[illegible]sed
the Internet for [illegible]ses

- *Learner who studied [illegible]e previous year coaches [illegible] little experience.*
- *Learner with strong nume[illegible] coaches another during [illegible] case study*
- *One learner with on[illegible] [illegible]oaches tw[illegible]*

[illegible]ment.

[illegible]eds basis

Copyright

- *A pool of **Lead Learners** is created for coaching on an as-needs basis. The learners are selected, because it is considered they are advanced in a general sense and others are selected on the basis they have expertise.*

(Peer tutoring. One learner is allocated to helping another. For example one learner may develop another's literacy for the entire course. There is temporariness about coaching – as opposed to peer tutoring, which is more structured, regular and extended.)

Considerations

Coaches must have recognised expertise.

The 'coached learner' may not react positively to being helped by someone who usually appears 'average'.

Sound selection is essential for success.

Take time identifying coaches. Bear in mind that many learners will have expertise and/or experience in some area or another. Coaches should have good interpersonal skills, especially with communication.

[redacted]

There are plenty of resources in this area. Provide coaches with a checklist of procedures, e.g. practise twice. Make sure they do not adopt a Big Mind to a Small Mind mentality of teaching.

WORKING PARTNERS

Copyright

Collaboration 26

WORKING PARTNERS

Share the workload, experience and skills...needs some structure

Examples

- *Learners work as 'twins' on same ...rall task, producing one joint ... product) or two separate ...rts)*
- *... 'specialise' in ... preparatio... presentation on ... one learner may sea... the other does field res...*
- *Studying cash flow, a lear... 'challenges' her partner to ... local accountants. In retu... challenges her to survey ... businesses on the sub...*
- *...one an... ...ed*

Description

Often overlooked in favour of small groups or individual work – paired learning demands greater individual accountability than groups do. It is not easy to escape your responsibility with your colleague. Paired learning can also make ... appreciated.

Paired Learning inv... the workload a... ...ills. They may **specialise**, which ... the case w... Sometimes they work (as 'twins') o... the sa... task wit... ...n, ... with more experience-based ...s, e.g. ...ons.

W... ...ing is allocated, typically the rela... processes are u... ...y the teacher). It is expected they will b... ...cher. Le... work regularly with the same or a different pa... ...me co... ...e 'pairing'. Whichever the case, learners may p... indiv...

Exampl...

- *When produci... ...e specialising in medium and small bus... ...wledge, one draws up a draft and the other edits ...e final re... ...joint report is assessed.*
- *Learners make indivi...l present...ons on world famous product branding. After investigating their chosen areas, **they coach one another** when pra...ing th... ...resentations. The individuals are assessed separately.*

Copyright

Variation

[redacted]

Considerations

Determine the Output

For each learning activity it needs to be clear whether the output is 'joint' or individual. This is especially important where formal assessment is involved.

[redacted]

Specialisation may be mandatory

In some cases students may be required to specialise at some point.

Monitor participation

Whilst paired learning generally enhances individual accountability, pairs need monitoring as there is always the risk of the **passengers and chauffers** syndrome setting in.

Consider the options for pairing

[redacted]

Copyright

STUDY GROUP

Description

A Study Group may operate for one or two extended learning programs (units) or major
experiential learning activities. Some study gro
reactivated for specific purposes
Members may share inf
for assessment. R

The point i *come but rather support one anot* *r wi*
individu

Effe *oups are more* *or, a faci* *r, regular*
m *ndicative agenda and an* *ers* *require weekly*
'a *ts' (who's doing what). Often me* *for meetings.*
E *xt are common forms of communication.*

S *can develop a high degree of sociality, wh* *me*
pe *t and share a feeling of camaraderie.*

Study *icularly useful where people a* *ss e* *erienced learners*
familiar *dy group is a gr* *set* *group of 'dispersed learners*

Collaboration 27

STUDY GROUP

Unlike teams, study groups do not produce a collective outcome but rather support one another with their individual learning activities

mples

- *xation, the group convenor*
  nt clarification'
  'application
  ing is
  organis
- *Members help* *re*
  for assessment
- *Using the course's Face* *,*
  a 'dispersed group' suppo
  members
- *As part of its quality assur*
  the group provides teach
  feedback on performan
  rovements.
  cess *e*

Examples

- *The study group mee* *several* ***tion sessions*** *are followed by* ***'application session*** *where le* *ers respond to 'practice scenarios' provided by the teacher. Learners, lacking in some technical areas, are coa* *more experienced learners.*

Copyright

- *When faced with the major assignment on 'business legal structures', the study group spends an entire session on clarifying the* [redacted] *learners swap and edit one another's assignments before attending the final session. On the return of their assignments, the group convenes to review their 'results'.*

Variations

- *Before learners produce their mock business plans, a study group of eight members familiarises itself with SWOT analysis. Adopting* ***a reverse-pyramid*** *method (group-pair-solo process), their facilitator* [redacted] *. The session ends with individuals working on their own to complete a fresh template.*

- *As part of their* ***quality assurance role,*** *the study group provides their teacher with regular feedback on his/her performance and ideas for course improvements. During each learning programme, the teacher attends a brief session to discuss the feedback.*

[redacted] *Using the course's Facebook account, a* ***'dispersed study group'*** *supports its members* [redacted]

Considerations

Avoid having too many groupings.
Having teams and study groups can lead to confusion and a sense of overkill.

Only use study groups when there is an explicit purpose.
It is okay to allow groups to go [redacted] for clearly defined periods. Where informal 'study partners' have developed [redacted]

Copyright

Go the whole way.

Generally study groups only remain effective 'learning units' when they are formalised, structured and facilitated.

Be clear about choice.

Some systems require all learners to participate in study groups. Other systems offer the individual a choice. There are advantages and disadvantages of each. Whatever the case, require formal commitment after learners decide to join groups.

Avoid assessment.

It is unusual and generally considered unproductive to assess the study group itself or use it for peer assessment and similar purposes.

Copyright

REFLECTION STRATEGIES

People naturally learn with **and** from one another. Learning in collaborative ways is a proven productive way of learning both technical and non-technical skills. It nurtures cooperative skills and attitudes which are fundamental to modern work, business and entrepreneurship. Importantly, collaborating in learning tasks and processes requires the learner to use enterprising skills, especially communication, interpersonal attributes and problem solving. Very importantly critical thinking is constantly practised, because students must listen (carefully), discuss, explain, and understand other perspectives, and debate and resolve issues.

Good cooperative learning rests on two principles: first, the outcome can only be achieved through collective input; and secondly, the individual is accountable for his/her contribution, which is clearly defined. **The teacher must plan and organise this; it doesn't just happen by putting people in groups**.

Some tips

- Adapt 'specialisation' used in sessions, particularly those dedicated to processing knowledge. Co-assignments are valuable for processing knowledge on a larger scale.

- Teams should be used with larger collaborative undertakings, particularly those using action-based projects. But good teams need structures, such as roles, which are best based on skills audits.

- Including an element of social media as part of an overall strategy deserves serious consideration. Collaborating online, especially using social media is both an effective way of learning and work.

- Try to include some degree of peer coaching, even if you don't list it as an implicit strategy, because it not only provides an extra set of hands, but it also raises the status of the coach.

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ASSESSMENT FOR LEARNING (AFL)

Description

Assessment *for* Learning is based on the principle that assessment can be used for both 'improving', as well as 'proving' competence. It has much in common with Collaborati Assessment. The essential defining feature of AFL is **giving and analysing feedb**

Put simply, assessment style activities are used as learning activities, incl ding s and peer assessment. **It is friendly assessment.** Generally the activities have n dir bearing on official assessment decisions.

Conventional AFL relies on strategic questioning by the teacher, w ten o rbal. However, AFL can focus on **larger more sophisticated processe** such as those associated with self and peer assessment. Another **sophisti** L approach involves the powerful learning process of collecting and presenti vidence f assessment - and 'arguing a case'. But again giving and analysing feed ack i bsolut central to improving learning.

The AFL activities almost 'force' the learner t ct o or her learning. AFL helps learners to better navigate the journey of th r lea g. C tinuous feedback and self-monitoring identifies progress and where adjustments can be made.

AFL involves giving the learne more control of the learning process!

Reflection 28

ASSESSMENT
for
LEARNING

AFL involves learning from informal assessment activities. Focuses on preparing for learning & adjusting, in light of giving & taking feedback

Examples

- *Learner relies on' three lenses' of triangulation (self-peer-teacher) for detailed feedback on quality of report*
- *Learners road test a multiple-choice test they devised on legal structures - by using it on their peers*
- *A learner devises detailed survey form to gain feedback on his presentation*

[redacted]

Copyrigh

Examples

- *In response to their learning brief - learners run a workshop on the '10 most common busine[illegible]istakes', using YouTube clips and visitors from employer groups. The learners devise **sophisticated audience feedback for[illegible]** and collate the results for their debriefing session.*

[redacted]

Variations

Second-guessing

Learners si[illegible]t which they have doub[illegible]. Th[illegible]ey confer with peers.

- [illegible] learners rate th[illegible]**ikely correctness** of each answer, using [illegible]ct, [illegible]nd not sure. Th[illegible]swers until they are sure all answers are cor[illegible]ond-[illegible]g strategy is used at the [illegible]ity.

[illegible]se check

[illegible] through their social enterpr[illegible]e each [illegible]eam [illegible]mber br[illegible]eers and teacher cont[illegible]hey [illegible]**ng the right 'evidence'** detail[illegible] in the assessment sec[illegible]act.

Devising [illegible]

Devising the[illegible]uires learners to consider the material from m[illegible]sing three sensible incorrect [illegible]e learners to encapsulate the answer [illegible].

- *Learners are required to devise a mul[illegible]s learners.*

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Devising audience feedback instruments

This activity not only requires the learners 'to know' the subject but [redacted]ng.

Using triangulation

While conventional triangulation involves three parties (lens) focusing on the same matter, s[redacted] approaches involve focussing on different aspects of the one undertaking.

- *Learners produce an information package for social enterprises on [redacted] costs [redacted] **sustainable resource management**. Peers assess one another's performance as team members, [redacted] a selection of social enterprises evaluates the quality of information. The teacher assesses each team member's [redacted] of the role that social enterprises play in society.*

Considerations

Avoid overkill

Adopting an AFL strategy could be overdoing it, wher[redacted] significa[redacted] assessment style approaches are involved, including Collaborative Assessment, Quality Assurance and [redacted]n Eva[redacted]tion. The strategies need to be considered concurrently.

Putting in place AFL arrangements is relatively easy. [redacted] it is paramount that learners understand the purposes!

Most people have an instinctive aversion t[redacted]ssess[redacted]ent i.e. being judged. In the first instance it is important to make AFL activities 'friendly'. [redacted]L.

Copyright

VIDEO DIARY

Description

On a regular basis a student makes mini-videos for reflection purposes. These may be combined in the style of a television series or stand as an assortment of individual recordings. The videos can be quite di

Video diaries are a po
descriptions of
used as a especially for action-based projects a oth
exter

W reflec arners appear to p the video format orientated formats. njoy ke ing o diaries, if they have a partner. The and fe free to be ve and creative.

inking about the technology, especially in rela k beyond nal notions of a video camera and an editi stu **pps, tablets and smartphones).**

W ad' straight to the webca the mon style, there ar more enrich reflecti and ther ning.

Reflection 29

VIDEO DIARY

Learners record thoughts and opinions on events and situations
Mostly used for major activities e.g. Live Projects, Business Assignments, Live Investigation...think webcams, tablets, rtphones and creative free apps

ty project, learners about the team are learning about p

- *During debrie o diary extracts stimulate ate...*
- *Over video of their L tion, learners use simple facility to highlight po ng.*
- *Learners use free m animation apps to their project Revie hey vid ebook*

Examples

- *As part of the **'Review esenta** manager, a learner uses extracts from her video diary.*

- *At set times during their mini-business project individual learners record their opinions on **team dynamics**.*

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- *Every second day during their community service project, learners **interview one another** discussing what they are learning **about project management.***

[redacted]

- *The learners lodge their videos before they attended an interview, where the teache[redacted]views their **learning contract**.*
- *At the **end of each un**[redacted]d the teacher's teaching. They are guided by[redacted]learn the content.*
- *Aft[redacted]**tivities**, learners use a simple 'v[redacted]' facilit[redacted]*

V[redacted]

*[redacted]way of adding colour to reflection[redacted]' activity, two learners produce an account of the [redacted]n, [redacted]ng simple free **animation apps**. The vid[redacted]'s Facebook.*

*[redacted]rs, learners produce a video on the lea[redacted]g acti[redacted]**ver to express their thou**[redacted]at is [redacted]including some summary of the maj[redacted]g points. [redacted]e morphing an[redacted]er [redacted]s as part of the introdu[redacted]unit[redacted]the future.*

- *Dur[redacted]diari[redacted]are used for **Vloging** on the course'[redacted]stream of reflection.*
- *Working Partners pro[redacted]e u[redacted]te**, drawing on video diaries** they keep while on their 'ser[redacted]ng projects'.*

Copyright

Considerations

Don't be too ambitious.

Plan a regime

Answering the following questions will help.

- Will the diaries be used on a fixed regular basis with a uniform format or for specific purposes or both?
- How long should typically diary entries be, e.g. five minutes? (Keep it short!)
- How will diaries be shared e.g. project debriefing sessions?

[redacted]

Consider the degree of sophistication.

Video diaries can range from simply talking into a webcam to [redacted]at include footage, interviews, voice-over and animation. While emerging technologies can make video diaries captivating, the 'production value' should not take precedence over the content i.e. the reflection itself.

[redacted]

Ensure learners understand the basics

Most important of these are a still camera, a framed subject and good audio. Most videos are useless without good audio! The

[redacted]

The degree to which learners are guided with their response varies. Some teachers clearly stipulate categories and topics. Others employ a more indirect approach using prompts, such as sentence stems or questions to help the learner focus and structure their

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thoughts. Others just leave the learner to 'do their own thing'. The number and schedule of entries can be stipulated or left to the discretion or mood of the learners.

Deal with issue of making private reflection public.

There is a natural tension between the private nature of reflection and sharing with a public audience. [redacted] people find sharing in public [redacted] first instance and lead to self-censoring entries. On the other hand a great deal can be learnt from sha[redacted] by bo[redacted]he owner and those with whom it is shared. In addition many learners will not take the exercise seriously, if there is no appa[redacted]t external purpose.

There are some choices:

- Allow the individual learner to make a decision, when and how the[redacted]hare [redacted]ir refl[redacted]ns
- [redacted] sessions, or only with partners or to be uploaded.

It must be understood that individual reflection is the ultimate purp[redacted]se a[redacted]s such should take precedence over sharing. Whatever the position, it is proper that learners fully understand the situation[redacted]th sha[redacted]ng.

Copyright

DEBRIEFING

Description

Debriefing takes place at the end of **significant 'phases'** of major learning activities. Regular debriefing ensures the 'lessons' are not lost along the way. Importantly regular debriefing allows for adjustments to the activity to be made in a timely manner.

Examples

- *Hopi… learnt from their social ent… projects … to join the discussio… the ha… way point … in a … ners carefully cra… ome discussion … the hosts.*

  *…art of their Learning Contracts, the p… …iefing sessions …iding with the **completion of major phas…** … session, …ing activities raising start-up capital, pr… s to b… …o being lax with calculations.*

- *… dynamics, learn… s sha… **journ… entries** on a regular ba…*

- *Using a … late the main reasons why th… …s going awry.*

Variations

- *Learners use snippets from* [redacted].

Reflection 30

DEBRIEFING

Debriefing takes place at end of significant 'phases' of major learning activities... capturing 'lessons' helps adjust activity

Examples

- *Learners tweet discussion points to …siness advisors, participating in first …rief of Business Assignment*
- *…s, learners must … course-blog. … for weekly Assess… …ies*
- *Extracts from th… …re used to stimulate de… on 'group think' in team de…*
- *Debrief is held when all lea… identified local female entre… whose 'mini biography' the… the course-website. YouT… past entrepreneurs help … 'take stock' & plan the…*

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- [redacted] ***divides the team in halves*** *with one half focussing on the process (the how) of the project, while the other half focuses on the content (the what).*

Considerations

An open unstructured discourse is the end point of debriefing, not the beginning.
Without structured preparation and some preliminary activity, debriefing can 'bounce all over the place'; focus on side issues; lessen introspection; ignore formal learning outcomes; and conclude with vagaries. With preparation, there is confidence that 'open discussion' will be informed, questioning and creative.

Use a chronological order to review.
It is necessary to adequately review activities, because rich reflection relies on sound review, e.g. remembering what happened in detail. Visiting events chronologically adds order and allows learners to make connections.

Prime Learners
For example [redacted]

Separate process and content.
During an experience-based learning activity two things are happening. There is the 'content', what is being learnt, e.g. cost benefit analysis. And there is the process of 'how' it is being learnt, e.g. who made the decisions. Splitting these two aspects gives some order to debriefing activities.

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REVIEW PRESENTATION

Description

Through a Review Presentation, learners not only present what happened but also wha
they learnt while undertaking projects or other extended activities, such as Business Assignments and Live Investigations. Typically the presentation is made to an audien of peers and others. The feedback component creates a sense of

Through a review presentation le

- Reinforce wha
- Identify "
- Dev aking presentations, esp lly communication,
- ning on to o

In s there is an element of celebrat

C esentation is assessed as part of the exte mply as an item in itself.

Que swer segments are critical to arn Review Pre mean ngaging and persuasi e.

The use o omm

Examples

- *At the completion of their* ... *a mixed audience at the* ***local Chamber of Commerce and Industry.***

Reflection 31

REVIEW PRESENTATION

To conclude extended activities learners present what happened and what they learnt

Examples

- *Team, making presentation on their time-motion study at factory, uses infographics to illustrate data & mock ... gment to present management ... recommended changes ... Event recorded, ... ite with link & ... edback*
- *Enterprise ... ation at Chambers of ... includes footage of a ... segment and product d*
- *Two learners make prese Quality Circle activity, whil Business Assignment. Be peers, audience includes media and college exe*

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- *The course requires learners to produce a 'learning resource' for a subject unit of their choice. At the end they make a luncheon*

- *After the work-shadow program - involving a stockbroker, a real estate consultant, an advertising executive, a journalist and a local politician -*

Variation

-

Considerations

Consider both presentation and contribution

When assessing a review presentation, focus on what went on behind the scenes, besides on the stage. Some learners may have made a greater contribution in the preparation than in the actual presentation – and vice versa. Assessment arrangements need to take this into account.

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[redacted] good learning resource in itself, including [redacted] guide for future presenters. You can also use it for assessment purposes.

Provide guidance and stipulate requirements.

For example a briefing-sheet may stipulate that: reflection covers both the action and learning; it is not to be a dump of information; at least a quarter of the time is allocated to a question and answer segment; feedback form is designed; the setting is interesting, social media is involved; and all members must actively participate.

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QUIZ

Description

Using quizzes throughout an extended learning activity is a tremendously effective way ‘reinforcing, expanding and refining’ learning – of which there is not enough.

Quizzes can be sophisticated and engaging learning activities!

Quizzes can be used to test knowledge in a formal or less formal manner. For assessment purposes it is suggested the latter is more suited. For learning purposes ongoing quizzes encourage learners to ... the quiz can help teachers to ... simply used to stimulate ...

At the most basic ... questions directly relating to the subject matter, ... **er, quizzes can be much more ... oyable and strate...** For example they can involve ... eams with scoring systems ... bers with their own q... strategically planned regim... qui... element of ... rogram. The examples below ... ected ... and richnes... as a teaching tool.

Reflection 32

QUIZ

Many engaging formats used for revision, expansion of learning and finding ‘gaps’ in learning.
Think less about assessment & more about TV game show - less about participants & more about audience learning. Regular routine is necessary

Examples

- *... on week’s work, teams quiz ... scoring system. ... audience & ... questions on ... on-screen graphics, ... phones & freely available ...*
- *Audience quiz team on costing, pricing & margins in project budget.*
- *Rapid knockout quiz on record keeping. Before 3rd round bets placed on the likely winner.*

Examples

- *The weekly qui... **...estions for an opposing team,** using a scoring sys... team is unable to an... ...ce to answer.*

COPY

- *As way of **revising the unit on costing and pricing**, two teams compete, with individual members answering questions, in turns, without conferring. A panel of four learners from the audience devises the questions using the' required knowledge' section of the unit*

- *Learners participate in a rapid **knockout quiz**, answering factual questions about famous entrepreneurs. Round two focuses on infamous*

- *convert to **on-screen graphics**, using mobile phones and available software.*

Considerations

Wherever possible match the quiz material to learning outcomes
Initially stick to factual content, such as terminology and definitions. Multiple-choice systems work well with more interpretative and analytical content.

Work towards a strategic regime.
Mix some of the methods above to form a quiz system based on time e.g. weekly or learning area e.g. competency unit.

Quizzes should be friendly
Do not present quizzes as tests. Encourage an element of fun. Pen and paper quizzes spell 'seriousness'.

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Design quizzes for broad participation

Team quizzes can reduce pressure and broaden participation. Allowing the audience to answer and ask questions creates direct

[redacted]

Generally learners like scoring systems.

Some systems encourage a stratagem, for example allowing learners to select questions according to the degree of difficulty with matching points. Many ideas can be picked up from TV game show formats/styles. Prizes are not out of the question.

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QUALITY ASSURANCE

Description

Quality Assurance is a form of Assessment *for* Learning. Learners use 'quality criteria' ('indicators') to prepare for, monitor, appraise and adjust performance and processes. For example through assessment criteria learners know where they are starting, what the ... looks like, how they are **travelling and adjusting** – they are more likely to get ther... and quicker.

Other important advantages of u... include:

- Using criter... how.
- Usi... ...ficity with the ...acher ...d fellow
- ...a reminds the learner... ...for learning ...s and outcome

In a ... ...g able to set/use criteria/indicators f... ...valu... work...

Exam...

- *Learners ... ...fessionals but first they lodge a list of **quality crite...*** ...t if followed, a qu... ...signs off on these quality assura...
- *Learners devise **their own criteria** for running a ...*

Reflection 33

QUALITY ASSURANCE

Learners use 'quality criteria' to prepare for, monitor, appraise and adjust performance and process

Examples

- *Team lists nine things (alarm bells) that may cause the social project to fail, unless immediate action is taken*
- *...rners cannot proceed to practical ...t proving it will be a ...oduce a list of ...uality; the ...list*
- *Before lea... ...on innovation, they ... criteria', indicating 'wi... during ideas generation ...*
- *Being no criteria for collabo... business when writing a cas... about it, learners devise set practice benchmarks.*

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- *Before seeing the assessment criteria relating the unit* [redacted] *Learners* ***compare*** *the two sets of criteria before starting the unit.*

Variations

[redacted]

- *There being no established criteria for undertaking Live Investigations, learners devise a set of* ***best practice benchmarks****.*

- *Before learner-facilitators run a workshop on innovation, they devise* ***'negative criteria'****, indicating 'what not to do' during their ideas generation activities, such as 'don't evaluate ideas as they appear'.*

Considerations

[redacted]

Alarm Bells keep projects on track.

The approach relates to contingency management, with an element of risk analysis.

Copyright

[redacted]

[redacted] Not being allowed to proceed with the activity until their quality criteria is signed off by the teacher acts as an incentive to focus on the preceding knowledge and instruction.

Don't dismiss the notion of negative criteria.

Experience shows that learners are more likely to be specific and realistic when devising negative criteria. In comparison positive criteria leans towards the general and the wishful.

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JOURNALS

Description

The journal is a popular tool for reflecting on learning experiences. Using a journal, the writer may 'tell their story' and describe 'the journey' while running a project or another major undertaking. Learners talk about their feelings, reactions, new ideas, opinions, and anecdotes. Learners can keep journ... undertakings e.g. project...

However, journ... they think ... many journals contain a degree of fict... Anot... conce... to some people.

E... ts are v... ed in conjun... on w... *blogs and Vlogs*

...es below are selected t... ...oms ...n be mitigated. (Also ...se of video diaries 114)

...les

... *Business Assignment, the lear... ...scri... **anecdotes** re... ...titudes of personnel w... m he... eets i... e host organisatio...*

- *Peer co... how the experience is contri... ...o support their assertions the...*
- *While undertaking their bu... ...ing their entries. Some prompts require reflection on **frank questions** about team dynamics. In addition some prompts encourage learners to evaluate the effectiveness of business projects as a learning tool.*

Reflection 34

JOURNALS

Learners record feelings, reactions, new ideas, opinions and anecdotes

Examples

- *During online stock market simulation learners keep **electronic journals**. Focus on 'how you would feel' if investments were real.*
- *...roject learners respond to ...aking their entries. ...e frank reflection ...rs require learn... ...eness of Business ... tools.*
- *Dispersed Study ... course's Google Ha... extracts stimulate the... entrepreneurship as a... ...n*
- *Business Assignment ... describe anecdotes ... ...s of personnel in host ... how this may be affe... ...ices*

Copyright

Variations

- *During the three-week online stock market simulation learners keep **electronic journals**. They include extracts from the course-blog postings on the competition to enrich their reflections. The focus is on 'how you would feel' if the investments were real.*

*Through the **class's Google Hangout account***

Considerations

Value-add journals.

Using blogging and Vlogging with electronic formats not only enriches the learning, but it also adds a touch of engagement.

On the other hand a great deal can be learnt from sharing, both the writer and those with whom the reflections are shared. In addition many learners will not take the exercise seriously if there is not an apparent external purpose.

There are some options:

- At minimum require the learners to keep a journal. (The process in itself stimulates reflection)
- Forewarn learners that their (some) entries will be made public for specified purposes and conditions, e.g. in regular review sessions, or only with partners or uploaded.

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It must be understood that individual reflection is the ultimate purpose of a journal.

Whatever the position, it is proper that learners fully understand the situation with sharing.

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EVALUATION

Description

Learners evaluate major learning activities, especially the more experiential ones, such
Action Projects, Business Assignments, Live Investigations and learner-led workshops. It
important to remember that evaluation is not the same as assessment; the former bei
more concerned with determining the value of something, while assessment focus
people's performance.

Evaluation focuses on
effectiveness of

Ideally ... cesses, instruments ... d in ... base lines,
sho ... d at ... ion and adjustm ... nts should take place.
H ... s evaluation feat ... on this level of
... n could be overkill. Never ... t process and skill,
... ne's relating to learning activities. ... restricted to one
... ects.

... ing able to set/use benchmark ... luab ... kill for

Exa

- *During a ... ion arrangements and impact o*

Reflection 35

EVALUATION

Structures, processes, strategies used by investigations, projects, etc. are evaluated. It's not about 'assessing' performance or skills...

Examples

- *All learners focus on all aspects or as individuals specialise on specifics e.g. quality of prototype, teacher ... ignment team limits ... to effectiveness ... gements and impa ... urces.*
- *Learner wit ... finances has ad ... for evaluating effective ... project management n*
- *Two learners in accoun ... offer to evaluate particip ... satisfaction in learner-l ... s*

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- *All team members of the Business Project specialised in evaluating a component of the project outside their allocated operational-role. For example the learne* ***distribution systems****. The learner with responsibili finances had the added responsibility for evaluating the appropriateness of the* ***project management model****.*

Variation

Considerations

Avoid overkill

Adopting an evaluation strategy could be overdoing it, where significa ther review and reflection approaches are involved, including formative assessment. If other approaches are not involved evalu ion is significant learning activity. While assessment and evaluation are intermingled in reality, for the purposes of learning i better to keep them apart. Ensure the focus is on evaluating 'things used' e.g. selected structures, processes and model how well the learners used them i.e. performance and skills. And it is best to stick to more experiential undertakings.

Use interim feedback.

Learners from outside the u rtaking c offer a valuable perspective from which the learners can learn. A learner, acting as an external evaluator, can signi tly ben t from the experience, especially if evaluation has some relevance to their course. When using an external evaluator ens they provide detailed feedback and that 'contentious issues' are adequately highlighted.

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PROGRESS UPDATES

Description

During extended learning activities, such as Social Projects and Live Investigations, lea[redacted]rs may be required to lodge Updates at fixed points and/or at the request of the teacher.

Updates may detail:

- Milestones achieved i.e. outputs
- Setbacks
- [redacted]
- Requests for assistance

Generally Progress Updates have three purposes.

- Progress Updates help the learner and teache[redacted] **st[redacted]n cont[redacted]ct**, especially when there are a number of 'independent' activitie[redacted]eratin[redacted]at once.
- [redacted]
- Team updates encour[redacted]e/force members to reach a **'common understanding'** of what is going on and where to go next.

In some cases [redacted]

Typically Updates are less than two pages. Increasingly they are posted online.

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PROGRESS UPDATES

Very brief 'where we are at' reports: milestones, outputs, setbacks, next steps, predictions, concerns and needs... Lodge set times or teacher request

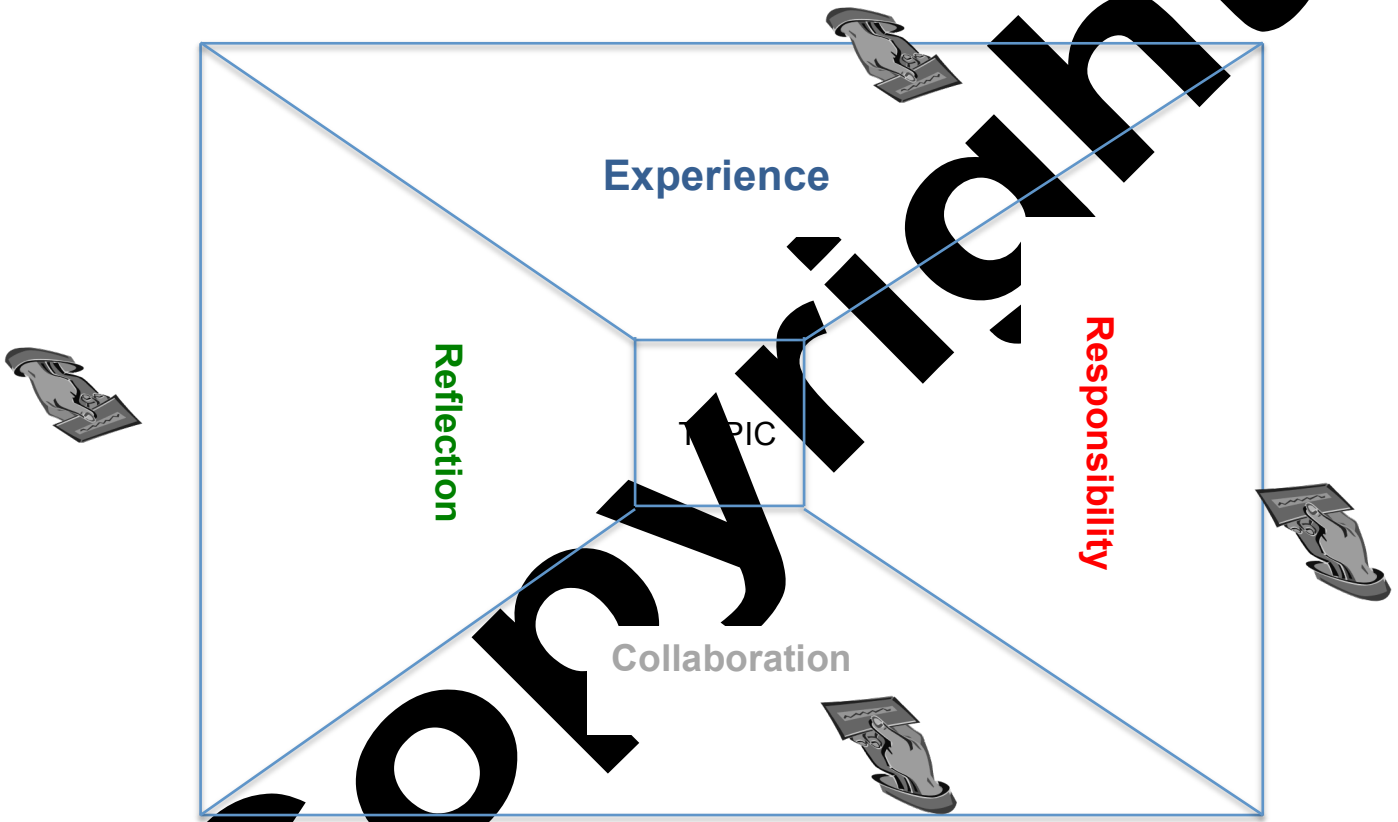
Practical and 'forces' reflection

Features

- *Helps the learner & teacher to stay in contact, especially when there are a*[redacted]
- *Helps monitor Learning Contract and/or Action plans*
- [redacted]*rs to reach a 'common understanding' of what is going on & where to go next.*
- *In some cases forms of updates are placed on the course's website*

Copyrigh

HOW TO USE THE PLANNER FOR STAFF DEVELOPMENT ACTIVITY



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The learning area (to[illegible]) shou[illegible]encompass a unit, module or the equivalent, not an entire course nor a few sessions.

All categories should have at least one card on them. Ideally there should be no more than **nine cards** overall**.** These translate into your 'teaching strategy'.

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Purpose

*The prime purpose of this activity is to assist participants to design a **Strategy Plan** that promotes enterprising ways to teach a curriculum area of their choice.*

Such plans can help educators to develop individual lessons, schemes of lessons and learning programs in ways that will promote enterprise and quality curriculum outcomes.

While many of the strategies are familiar, it is easy to forget the full range of options when it comes to designing enterprising learning activities. This activity encourages educators to more actively consider the options and, in particular, how they may be combined.

SUMMARY

Thirty-five learning strategies suited to the promotion of enterprise are described on individual cards, along with examples of their use. The cards are split into four categories representing the four properties of a more enterprising approach to learning, namely:

- Responsibility
- Experiential
- Reflection
- Collaboration

Through interaction, participants order the strategies on a placemat to determine a combination of strategies well suited to a particular learning area they have selected.

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Context

The activity can be used by:

- Participants in a standard professional learning workshop with a number of small groups
- A single group
- One or two educators operating on their own

The group situation is preferred because it encourages greater consideration of the strategies and it allows participants to see what other groups have done – it expands the possibilities.

*Although this description relates to a workshop context (four groups with four members) the format is very **flexible**. In fact, an individual could use the cards and the placemat to draw up a learning strategy.*

Preparation

Photocopy the pages containing the cards. Cut and trim them into individual cards to make packs like playing cards. Laminate if you like. Each group will need a complete pack of the cards.

Allocate a colour for each of the four properties above.

For each group make an enlarged replica of the Placemat. A square 100 x 100 cm is an ideal size. Colour each segment to match the cards.

Have a small number of sticky notes (or similar) for each person – approximately three per member.

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Instructions

Explain the purpose of the exercise.

Design a prototype Strategy Plan that promotes enterprising ways to teach a curriculum [illegible] of the choice.

Use a demonstration group to illustrate the process.

Depending on the context, participants need to familiarise themselves with the cards. A [illegible] arranged Think-Pair-Share exercise can help here.

Think- Pair-Share

Deal out all the cards. This will mean that most people will have two cards. Don't worry about exact numbers.

Participants spend three minutes familiarising themselves with each card. Tell them not to worry if they cannot fully understand the strategy, because someone will help in a moment.

Next, ask all participants to stand and pair up with someone. In turn they explain the strategy on the card. When both understand the cards they swap and move on to find new partners. The process continues haphazardly until you feel everyone has seen most cards. Make a rule that participants can only talk in pairs and no little gatherings of three or more are to be formed.

By now participants should have a working knowledge of many of the strategies.

Now, form groups of four. (Don't worry about odd numbers and 'left overs'. Where there are too many participants, form 'twins'. Where a group lacks members, some members will have to double up.)

right

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Give each group a full pack of cards. One person takes all the cards titled Experiential, another takes those marked Collaboration, the third member takes those marked Responsibility and the remaining member takes the cards marked Reflection.

Each member sits on the side of the placemat that corresponds with the 'property' of his/her cards.
From here on, encourage participants to 'own' the strategies relating to the property they have been allocated. For example, the person with the Responsibility cards should be constantly promoting the prominence of the student in the learning process. Likewise, the person with the Collaboration cards should always be asking 'how can the students learn from or with one another?' in this particular learning area.

Select the Learning Area

The group identifies an area of learning (topic) they want to make more engaging. In silence each member thinks of an area, which they will have to teach in the not too distant future.

List some guidelines to help them identify the area:

- It should relate directly to the curriculum.
- It should not concern generic areas such as behaviour management and motivation.
- The scope should not be too big, like a whole term's work or a lengthy scheme of lessons.
- The scope should not be too small, like a single lesson.

Provide some examples:

- *Understanding home-based businesses*
- *OHS in small offices*

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- *Misuse of prescription drugs*

Next, they jot down the selected areas on a piece of paper. In turn they describe the area and why they want to make it more engaging / enterprising. Only after each has been described do they discuss the areas.

Give participants seven minutes to select the area they want to work on. Advise the group that time allowing, there may be a chance to work on one of the other areas the group has identified.

The selected area is then written on a piece of paper and placed over the centre square marked Learning Area'. Explain the task.

The task is to place the cards/strategies in the areas around the placemat to develop an overall teaching strategy for making the nominated learning area more enterprising.

There will be three rounds involved.

Devise the Strategy

Round one

Going around in turns, each member will place a card. Quickly, the group decides whether the strategy is relevant. If not, it is placed in the box named Rejects.

Round two

In turn, each member selects from their hand one card that they think is an obviously good strategy. The member places the card on the space on the placemat that matches their property. For example, the person with the Collaboration Cards places their cards on the segment of the placemat marked Collaboration. For the card to stay on the placemat everyone in the group must agree that it is a good strategy.

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Where a strategy does not have the total support of the group, the card can be placed in the box labelled Maybes, or even the Rejects box.

Start with the person holding the Experience-based cards. Remember, you do not deal with all the cards to a single person at once. For example, after the person with the Experiential cards places a card on the placemat for consideration and a decision has been made, the focus moves to the next member, who then places one of their cards down. Everyone continues taking turns until all the cards are on the placemat or in the boxes.

Try to encourage individuals to 'own' their properties and strategies on their cards in the sense of advocating/promoting the importance of their area.

The group can end up with as many cards on the placemat as it likes. However, remind the group of the following:

- They need to be realistic.
- There must be complete consensus with all decisions.
- They will have to decide on priorities in the next round.

Round three

The aim is to reduce the number of options and start the process of refining the overall strategy.

Each area is to lose half the cards placed on it. Start with the Experiential cards again. The other members of the group select one card stating why they think it should be removed and placed in the Maybes Box. The person 'owning' the Experiential cards can make a case for why the card should not be removed. In the end there must be group consensus. Next, two cards from another area (e.g. Reflection) are removed – and so on. **This needs to be monitored and flexible**.

Round four

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There is a chance that this round could be redundant.

The aim is to end up with **no more than nine** cards on the placemat overall!

Almost by default the four areas and their strategies become integrated, as in reality there is plenty of overlap.

Next, in preparation for a Review Circuit, the group writes a brief summary of their overall strategy for making the learning area more enterprising. They select a group representative who can explain this and why the cards are in the way they are. This person can be named the Explainer.

Red	Responsibility
Blue	Experiential
Green	Reflection
Yellow	Collaboration

Review Circuit

Describe the process and purpose to the participants.

Except for the Explainers, all other participants stand so as to be able to move from table to table or from group to group.

On cue they move to another table, where the Explainer explains his or her group's overall strategy. The visiting group offers feedback and advice, which the Explainer writes down. After six minutes, on cue, the visitors move to the next group's table. The visiting groups should be rotating in the same direction and eventually arrive back at their original table. Back home, the Explainer summarises the advice and feedback they received from the other groups. They can then make adjustments to their overall strategy if they want.

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Some **criteria** for the advice and feedback may be drawn up, including the following:

- How **realistic** is the strategy?
- Is it **efficient**, e.g. spends enough time on matters directly related to the area?
- Is it **deficient** in any area, e.g. Reflection?
- How **sharp** is the focus on enterprise, e.g. will it be obvious to others?
- Overall how **engaging** is the strategy?

The participants could be given these criteria at the beginning of Round Three.

The participants may be happy to devise a rating scale for each criterion so the others can score each group's strategy.

After the second movement change each group's Explainer.

Debrief

Remember you are dealing with teachers and most of the learning will have already taken place. The debriefing should mainly be a summary of the central concepts. Alternatively finish with a 'bang' using a version of the Reverse Debate (page...). The topic could be:

Making learning more engaging is easy.

Optional extras

Wild cards

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Throw in a wild card or two at the end of round three, e.g.

The learners have poor literacy skills.

Veto

Offer each participant a veto in round four, allowing keeping one of their cards on the placemat without the consent of the other three participants. Vetoes are rarely used but they add spice.

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Appendix B

ELEMENTS OF ENTERPRISING LEARNING

Mixing these four styles/elements of learning makes the learning more enterprising engag

- **Experience-based learning**
- **Reflection**
- **Responsibility**
- **Collaboration**

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Experience-based learning

The learning methods in this section involve learning more from first-hand experience than second-hand experience (e.g. books and teachers) – more from concrete contexts than abstract ones e.g. theory. Although some methods are not as authentic as projects, they closely mimic the 'real thing' (e.g. simulation). Experience-based learning is valuable because it allows people to practice in circumstances, in which they will eventually apply their skills. It motivates because learners see the 'usefulness' of what they are learning. And where 'learnt knowledge' is applied, it is put through the 'wringer of reality'; it is remoulded, expanded and refined. But to achieve this the learner must look closely at what is happening. Without reflection, learning from first-hand experience can be at worst ineffective and at best inefficient. **So, we need more 'hands-on learning' but it must be accompanied by more minds-on, than is normally the case.**

But there is more to it than this.

Learning which takes place 'closer' to reality, not only produces more useful knowledge and better attuned technical skills, but it also provides fertile ground for growing enterprise and non-technical skills, prized by employers, including employability. Enterprising skills will grow where learners are required to manage more sophisticated applied learning, especially Action-based Projects, Business Assignments and Live Investigations. To manage these activities learners make the decisions, manage resources, organise matters, solve problems and deal with consequences. To succeed learners must use initiative, resourcefulness, strategy, determination and other enterprise skills.

(None of this happens without the teacher handing over some control of the learning process to the learner; this is not an easy matter for either party.)

So, when you go to plan your teaching programmes or strategies, always ask:

How can I make the learning more active and mirror the situation where the learning will be eventually applied?

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Reflection

Experiential learning produces quality lasting outcomes only when learners systematically reflect on what is happening, what does it mean; what knowledge and skills are involved; and what are the lessons for doing something comparable in the future, such as the next vehicle model or software generation.

The idea of reflection does not necessarily 'grab' the learner or the teacher for that matter. **But it can't be left to chance and osmosis; otherwise the learning runs the risk of being shallow and transitory.** Even though it is a sophisticated concept, reflection does not have to be a sophisticated practice, just regular and organised.

For example, project presentations make learners seriously identify the lessons they have learnt; they reinforce their learning by explaining or demonstrating it to others. Likewise, assessing a fellow learner's performance makes the learner think deeply about what is performed. Videoing one's own performance allows the learner to study the details and make improvements. Having team members complete a team evaluation questionnaire on team dynamics before a debriefing session will stimulate discussion, debate and conclusions about improving their teamwork.

This is not rocket science. It is about being organised so that the last drop of *learning can be squeezed out* of the experiential learning activity.

Very importantly, reflection supports the development of enterprise and other high-value skills. Watching carefully, critically evaluating and adjusting are central to enterprise practices.

Some methods e.g. quiz in this section may seem 'light on' and not directly related to solid reflection. However, they are valuable because they support other reflection activities. And because they serve practical purposes, they are used without much orchestration.

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Responsibility

Teachers must shift more of the control of and responsibility for the learning process to the learner. Easier said than done. As learners mature they have a deepening psychological need to control their learning. At the same time teachers are deeply rooted in the practice of managing (dominating) the learning process, resulting in a passive and dependent learner. **This imbalance has to change for a number of reasons.** Learners are more motivated when they have control. Independence allows people to become self-managing learners – for life. The potency of experience-based learning is enhanced when the learner plays the prominent role in managing activities. Moreover the process of managing one's own learning, especially experiential activities, requires the learner to employ enterprising skills, namely, using initiative, being resourceful, organising, solving problems and remaining focussed and determined, and commonly collaborating.

In giving up some of the control over the learning *experience* does not mean that teachers cannot influence the process and outcome. The teacher can influence by designing the experiences including assessment, negotiating, responding to 'teachable moments', demanding quality and managing resources, including access to outside experiences and experts. The cliché is the teacher should become more of a facilitator, designer, a guide and an assistant... but in doing so the teacher must be careful not to withdraw too far and under-facilitate.

The shift in control can take place at three levels.

- **Task Sharing** is the most fundamental. On **most occasions** the teacher offers the learner the option to manage the task at hand e.g. to answer another learner's question, to organise groups, to lead the discussion, to...

- At the other end of the spectrum is **Job Sharing**. The primary responsibility for defined roles is fixed for the **entire course** e.g. peer tutoring, collecting assessment evidence, managing resources, evaluating the teacher and managing social media operations.

    - In the middle is **Role Sharing**, where on **some occasions** the teacher requires the learner to take primary responsibility for tackling a significant curriculum area, (unit, module, topic...). The teacher may prescribe the use of specific learning methods, such as hands-on workshops facilitated by learners, Live Investigation, Business Assignments, Debating programs and

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Enterprise Projects. Typically the teacher and learner negotiate ‘who does what’, resulting in **Position Descriptions** and recorded in a Learning contract.

The examples in this section focus on Role Sharing, as it offers flexibility and intensity

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Collaboration

People naturally learn with **and** from one another. Learning in collaborative ways is a proven productive way of learning both technical and non-technical skills. It nurtures cooperative skills and attitudes which are fundamental to success in work, business and entrepreneurship. Importantly, collaborating in learning tasks and processes requires the learner to use enterprising skills, especially communication, interpersonal attributes and problem solving. Very importantly critical thinking is constantly practised, because students must listen (carefully), discuss, explain, and understand other perspectives, debate and resolve issues.

Good cooperative learning rests on two principles: first, the outcome can only be achieved through collective input; and secondly, the individual is accountable for his/her contribution, which is clearly defined. **The teacher must plan and organise this; it doesn't just happen by putting people in groups**.

Some tips

- Adapt 'specialisation' used in sessions, particularly those dedicated to processing knowledge. Co-assignments are valuable for processing knowledge on a larger scale.

- Teams should be used with larger collaborative undertakings, particularly those using action-based projects. But good teams need structures, such as roles, which are best based on skills audits.

- Including an element of social media as part of the overall strategy deserves serious consideration. Collaborating online, especially using social media is both an effective way of learning and work.

- Try to include some degree of peer coaching, even if you don't list it as an implicit strategy, because it not only provides an extra set of hands, but it also raises the status of the coach.

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