AGILITe

Developing the digital and entrepreneurial competences
of VET trainers to support agile entrepreneurship training

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SELF-DIRECTED ACTIVITY IMAGE OR LOGO	
DEVELOPER/PROMOTER	Emphasys CENTRE
PROBLEM IDENTIFICATION	How is your class looks like? Does it follow the typical set up of a teacher at the front with students sitting in separate desks? Or do you see students working together in groups and the teacher acting as a facilitator? Discussions around whether the one is better than the other can get quite heated – however, the focus here is not whether the one is better than the other, but it is more about being more traditional while the other is gaining popularity in the classrooms around the world, and especially with the expansion of technology.
WHAT DO WE KNOW ABOUT THE PROBLEM?	These two different learning scenarios introduce us to two different approaches: teacher-led and learner-led. On the one hand, in a teacher-led class, the educator follows a more linear approach, as the teacher is the one deciding the shape and pace of learning. In a teacher-led class, usually the teacher is standing in front of a whiteboard or projector delivering the lesson and directing the discussion. This style of teaching allows some interaction with the learners, but not in a great extent. As modern educators, we need to follow technological advancements and continue evolving as well.
WHAT DO WE NEED TO KNOW? **SELF-STUDY** **(learning resources)**	Luckily, with technology student collaboration and collaborative learning is much easier to facilitate. Brain storming is a large or small group activity that encourage learners to focus on a topic and share ideas. Brain storming apps such as Mentimeter and Mindmeister are ideal for such activities as they give you the ability to create visual mind maps for your learners. Practical Activity: 1. Present your students with a problem. 2. Create a visual mind map using Mindmeister application, and let your students brain storm. 3. filter and discuss the ideas with the group and reach together a conclusion.

WHAT DID WE LEARN? PROBLEM SOLUTION	Turning learning into an active process – through arguments and discussions students explore and retain more knowledge, while also remain open to other viewpoints and ideas.
REVIEW, REFLECT AND REPORT (instructions to VET Tutors)	-Is my approach a teacher-led or learner-led approach? - Do I act as a facilitator during my lesson delivery or as a lecturer providing 'ready' knowledge? -How can I make my lessons more interactive using digital tools?
TARGET GROUP	VET Trainers
LANGUAGE	English
LINK TO THE RESOURCES	https://www.mindmeister.com/

SELF-DIRECTED PROBLEM BASED ACTIVITY