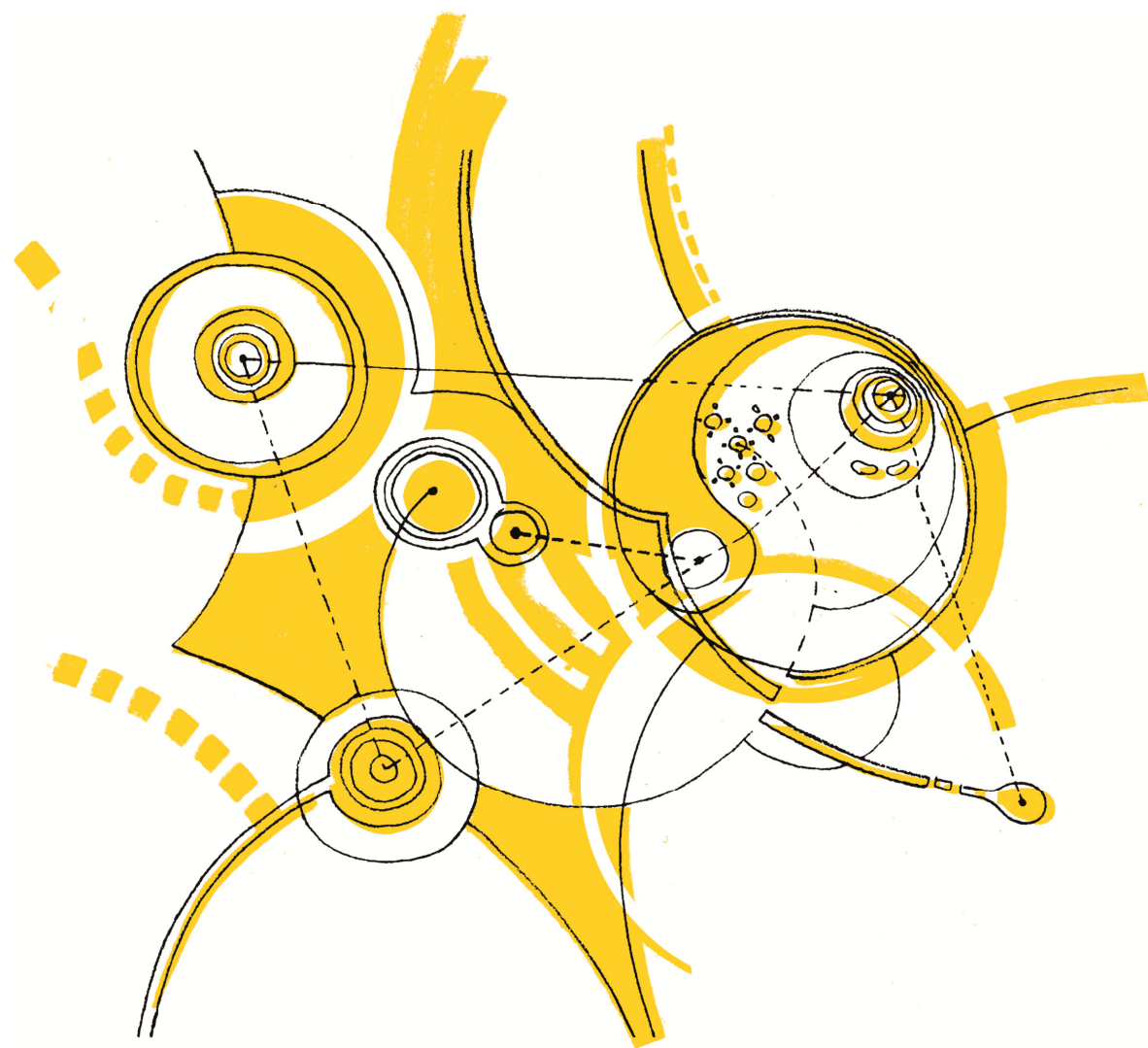


*iTEC mini-scenario, December 2010*

## Enterprising & collaboration



### ASPIRATION STATEMENT

To focus on enterprise education by supporting structured collaboration.

### AIMS OF ACTIVITY

To engage learners in authentic activities where they have an opportunity to exercise independent judgement, developing skills as critical entrepreneurs.

### TYPE OF ACTIVITY

- Problem-based learning
- Students as researchers
- Simulations, role plays recreating the conditions in which entrepreneurs operate.

### TASKS

Teacher designs an activity and provides structured guidance to support self-regulated learning in projects where students need to demonstrate entrepreneurial skills.

### SPACES

Across formal and informal spaces

### NARRATIVE OVERVIEW

Students engage in structured tasks around problem-based learning. They focus on different types of tasks (science, design, social science etc.). They use tools where appropriate to improve learning through a structured approach from information sharing to project management.

### TECHNOLOGY AND RESOURCES

Technologies are not the main focus in the scenario. Collaboration and sharing mainly depend on the nature of the assignment designed by the teachers and the climate in the classroom. Once the foundations for the collaborative process are in place, technologies can be used flexibly to provide a range of tools to streamline the process, providing additional opportunities to collaborate and share.

For example Information management; back-channel data which can be interpreted and used for teachers' assessment; web spaces as boundary spaces between formal and informal (e.g. a second life room which students can access after school to meet the teacher and receive support for homework)

### INTERACTIONS

Interactions are based on the development of learning communities involving students, teachers and other experts.

### ROLES

Teachers are central, providing a structured guidance that supports collaboration and sharing.  
Learners take important decisions about their learning.