

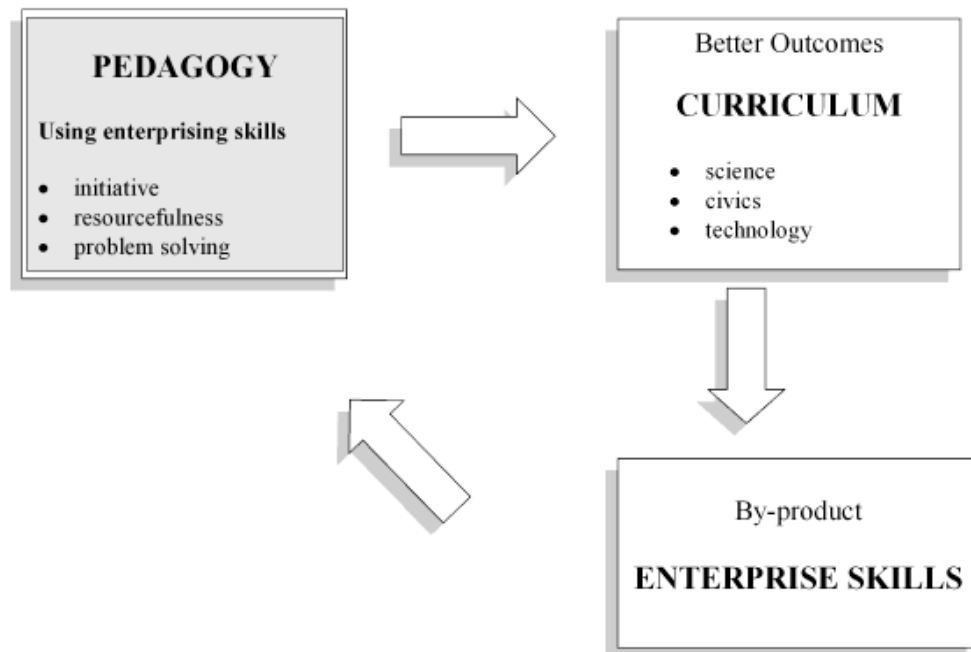
# Basics

An enterprising approach to teaching and learning has much in common with problem-based, project, inquiry, discovery, and active learning approaches. Enterprise learning simply means that to a greater degree students use initiative, resourcefulness and other enterprising skills in the **way** they learn.

1. Curriculum outcomes are better, because students are constantly **engaged** in authentic and useful activities.
2. Enterprising attributes are nurtured almost as a **by-product** - because developing enterprise attributes, like all generic skills, demand constant practise in a range of contexts.

Developing enterprise is seen as the **how** of the **what**.

## One leads to the other!



## Progressive Traditions

Learning based on the four great **progressive traditions** of education - ownership, direct experience, reflection and cooperation - offer the most opportunities for using initiative, problem solving, flexibility, negotiation, opportunism and other enterprising skills - when learning.

<b>tradition</b>	<b>application</b>
<b>Responsible learning</b>	Taking more responsibility and control, subsuming the notion of ownership.
<b>First-hand learning</b>	Learning more from first-hand experience, (Similar to the notion of experiential learning)
<b>Reflective learning</b>	turning experiences into meaning i.e. lessons for the future
<b>Cooperative learning</b>	Learning with and from one another

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## Enterprising Detector



It helps to think of the traditions as the 'properties' and to use the Enterprise Learning **Detector** for scanning lessons and programs to gauge the degree to which teaching and the learning is enterprising.

Firstly the detector would identify who has the most responsibility for managing the learning, teacher or students. Where could the students increase their management? Given the age of the students, the learning area and other factors is the teacher over-teaching or under-facilitating.

Secondly the Enterprise Learning **Detector** would identify the degree to which students are learning from first-hand experience.

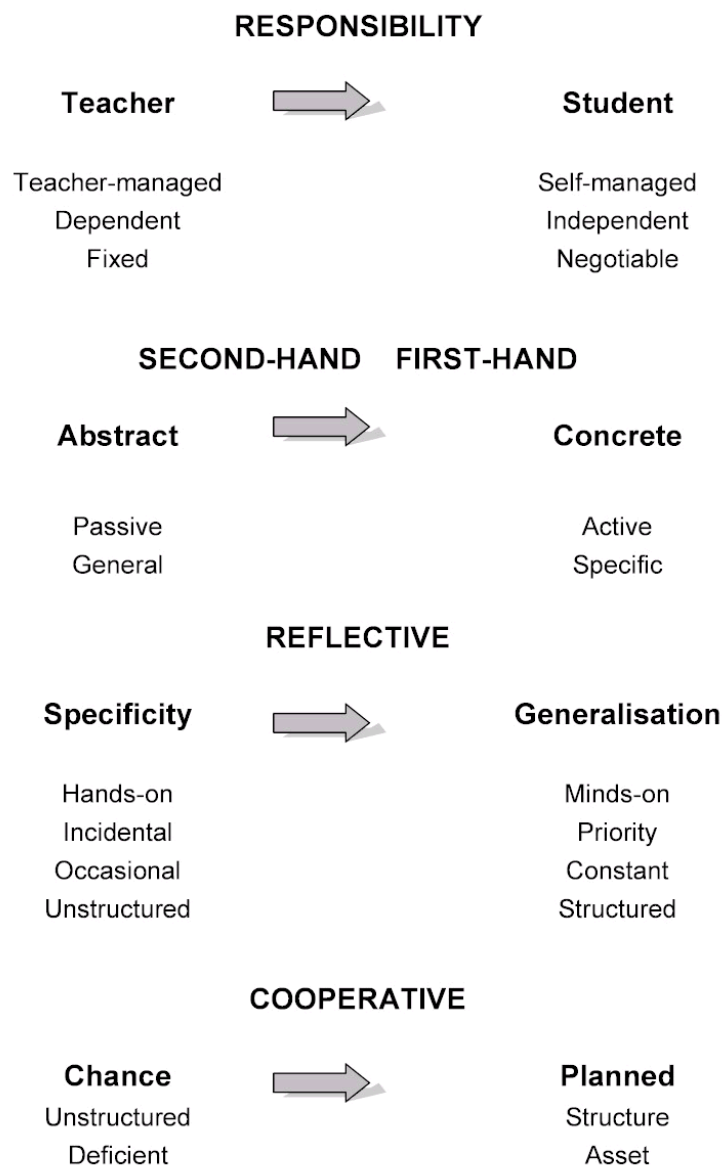
Thirdly how much is the teaching helping students to understand their experience and how it may be used in the future? Is there a considered balance between minds-on and mind-on? Typically, too much time is spent on the activity and not enough on reflection. There is a feeling that students will learn from experience through some kind of osmosis.

Finally how much structure is put in place to support students' learning from one another and others? Does the teacher believe that learners are also teachers? And to what degree are students organised to work together? Are they left to their own devices or are techniques used to enhance the team approaches?

## Re-balancing

Over-institutionalisation of education has led to an imbalance, where learning has become teacher dominated and anchored in abstraction. The result has been inactive learners, unable to help themselves and others and lacking in the spirit of inquiry and reflection.

The task for modern educators is to rectify this imbalance.



# SUPER QUESTIONS

For this learning activity how do I encourage *or* require students to:

- Take more **responsibility** for their learning?
- Learn more from **first-hand** experiences?
- Learn with and from others?
- **Reflect**, turn experience into lessons for the future?
- Learn with and from **others**?

What exactly must I do?

What exactly mustn't I do?