1. Perseverance Challenge

1.1. Overview

"I am not judged by the number of times I fail, but by the number of times I succeed: and the number of times I succeed is in direct proportion to the number of times I fail and keep trying." – Tom Hopkins

Who has not been visiting the Valley of Tears before? Every one of us already encountered or will encounter tough times, coming to the point where quitting, crying, giving up and raising the white flag of surrender seem the only options left. This module will help you to find a way out of the valley of tears, serving as a coach and guide to bring you back on the right track, assuring that you will persevere and find your motivation to go on. This module tries to motivate students to create value for themselves and others. Students should learn to stay driven to observe how turning ideas into action will lead to beneficial outcomes.

1.2. EntreComp Competence – Motivation and Perseverance

Within this module the EntreComp Competence *'Motivation and Perseverance'* is fostered and refers to staying focused and not giving up. It includes being determined to turn ideas into action and satisfy the need to achieve, it means being patient and keep trying to achieve long-term individual or group aims, as well as being resilient under pressure, adversity, and temporary failure. Other competences touched are *'taking the initiative', 'planning and management'*, and *'learning through experience'*.

1.3. Learning Goals

2. Students **actively implement** ideas and **pursue them consequently**
3. Students **handle professional challenges constructively**
4. Students **realize and implement** the set individual and collective goals in the long term
5. Students **handle pressure and resistance productively** and recognize that mistakes can be a chance to learn from

1.4. Teaching / Learning Methods

- Blended & online learning (e.g. webinars, TED talks etc.), excursions etc. (process-oriented learning, self-paced learning)
- Discussion & training workshops
- Invitation of guest entrepreneurs, learning from mistakes, group discussions, problem-oriented learning, practical experience
- Direct, interactive and practical-operational teaching and learning methods

1.5. Activity

- Kick-Off Workshop: meeting venue outside traditional classroom (hiking to …), introduction of concept and tasks and input for students (discussion, training workshops)
- Elaboration on a project idea over one semester, self-paced learning, feedback-loops with educators & simulations (invitation of guest entrepreneurs, learning from mistakes, group discussions, problem-oriented learning, practical experience)
- Presentation of results in a video format (includes direct, interactive and practical-operational teaching and learning methods)

1.6. Role of the Educator

Experienced faculty in the field of self-paced learning should facilitate this module. The educator should teach the skills necessary for success and to present material using techniques that motivate students to engage. It is the educator's duty not to blame students' failures on their apparent lack of perseverance (please have a look at the source Toshalis, E. (2015). The focus of educator's efforts, should be on reading rather than "managing" adolescent behavior and responding to it in developmentally productive and culturally responsive ways. Toshalis effectively synthesizes theory and research with vignettes of interactions among educators and students to show the possibility, rather than pathology, in student resistance.

1.7. Contents

As defined by the dictionary, **perseverance** is the continued effort to do or achieve something despite difficulties, failure (Silvervarg et al., 2018).

To be **motivated** means to be moved into action by a motive, incentive or goal that we want to reach (Souders, 2020).

Top American Writer and Motivational Speaker, Kirk Charles, proposed a four-course line of action.

1. Change your disposition: use your anger, complaints and annoyance and transform them into positive, powerful energy. Take advantage of your position (where you probably have nothing to lose) and you will persevere.
2. Discover your (hidden) skills, activate and develop these skills. Write down a list with all your positive assets!
3. Understand time and cycles: after good times, bad times come and vice versa. Consider this and be prepared, looking out for windows of opportunities and using chances
4. Pay your dues: labour, struggle, uncertainty and risk are part of the game and should be accepted

These lines of action are all highly conducive to educator input and intervention and are therefore promising areas of focus in any effort to improve instruction and elevate achievement.

Further Links:

- [Mindset, motivation, perseverance.](#)
- Understanding Motivation and Emotion (6th ed.) – Johnmarshall Reeve (2015)

1.8. Implementation/Integration, Extent, ECTS

- Elective mandatory-module – existing lecture "educational sciences" (5 ECTS)
- Extra/over-curricular module (Digital Badge Certificate)
- Winter/Summer School
- Extent: 5 ECTS (125 teaching units); max. 25 participants, groups á 5 pax

1.9. Evaluation

The output of this module is a presentation at the end of the semester. This presentation does not only include the final projects outcomes, but even more so the steps, and the process including ups and downs on how to get there. The presentation should include: an outline of the detailed process from beginning to the end (including teamwork/ team dynamics, handling of challenges, methods for motivation, recognition of chances and strengths etc.). The presentation should have a duration of 15 minutes, followed by a discussion of 15 minutes. A jury of educators (also e.g. external experts) assess the level of motivation and perseverance. Teams, which already gave up before the end of the semester will not be able to pass the course.

Evaluation Criteria	Weight in %
Format, Style Presentation & Results	20
Overall process (handling, using chances, feedback from educators etc.)	20
Handling of challenges & finding solutions	20
Motivation methods	20
Teamwork	20

Figure 1: Criteria for the evaluation of students completing the "Perseverance Challenge" module.

1.10. References

Silvervarg, A., Haake, M., & Gulz, A. 2018. Perseverance Is crucial for learning. "OK! but Can I take a break?". In: Artificial Intelligence in Education - 19th International Conference, AIED 2018, Proceedings, Vol. 10947, pp. 532-544, Springer: London. https://doi.org/10.1007/978-3-319-93843-1_39

Souders, B. 2020. 20 Most popular theories of motivation in psychology. Retrieved from: https://positivepsychology.com/motivation-theories-psychology/. (Accessed 02 April 2020)

Toshalis, E. 2015. Make Me! Understanding and Engaging Student Resistance in School. Harvard Education Press.

Boxing Scene 2020. Perseverance as a virtue. Retrieve from: https://www.boxing-scene.com/motivation/51575.php (Accessed 17 July 2020).