TAKE YOUR CHANCE

IDEAS & OPPORTUNITIES

SPOTTING OPPORTUNITIES

LEARNING GOALS

REFLECTIVE THINKING

WORKING WITH PEERS

RISK-TAKING ANALYSIS

OTHER RELEVANT COMPETENCES

WORKING WITH OTHERS

CREATIVITY

VISION

MOBILIZING OTHERS
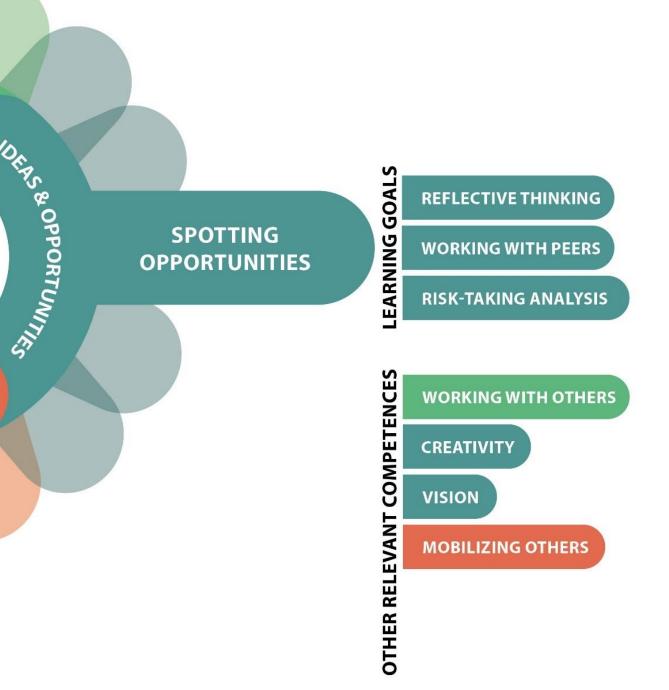
1. Take Your Chance

1.1. Overview

We are offered many opportunities in our daily lives, and we must decide whether we seize them and take them in some way. The everyday practice of the teaching profession may also provide several opportunities for educators. This module focuses on the potential opportunities emerging in a teaching career and raises awareness about the decision-making process from opportunity perception (recognition, identification) to implementing them with adequate tools.

This module helps

- to raise students' awareness about the importance of spotting opportunities offered in the course of teaching, the different types and complication levels of the opportunities emerging in the practice of teaching, as well as the various ways of their implementation.
- to draw students' attention to how they can use their knowledge and competences while practicing their profession to create value and to identify the opportunities representing value for others.
- to students create a more subtle idea of the teaching profession and encourage them to approach the pedagogical phenomenon and the opportunities emerging in the practice of their profession in a reflective and analytical way.

1.2. EntreComp Competence – Spotting Opportunities

Based on the EntreComp framework (*Bacigalupo*, *Kampylis*, *Punie*, & *Van den Brande*, 2016) the competence *'Spotting Opportunities'* contains elements which go beyond the individual (self-development opportunities closely related to the individual) and have explicit implications regarding others and the environment. Accordingly, for example, the identification of professional development opportunities, as a personal opportunity, is not included in the competence. For individuals, the existence of the competence element of spotting opportunities is not evident.

Other EntreComp competences contributing closely to the given area are *'creativity', 'visionaries', 'mobilising others', 'cooperation'* etc.

The development of the competence element of spotting opportunities, as well as other components of the EntreComp, relies primarily on shaping attitude, sensitisation, and the methodological solutions of teaching and evaluation, rather than on teaching factual, specific disciplinary knowledge and directly developing competences.

1.3. Learning Goals

2. **Reflective thinking**: students will have a more subtle idea about (1) the phenomena in daily pedagogical practice, (2) the diversity of opportunities emerging in teaching work and (3) the decisions made in pedagogical situations. In situations requiring practical decisions, they will be able to approach the emerging question/problem in an analytical way.

3. **Working with peers:** they can actively and efficiently cooperate with their peers in the consideration of opportunities offered in the pedagogical practice.

4. **Risk-taking analysis:** students consider the possible consequences of simulated decisions, they conduct risk analysis and assess the potential outcomes, advantages, and disadvantages of pedagogical decisions.

1.4. Teaching / Learning Methods

The following teaching methods and forms of activities can be applied during the module:

- Exploring students' prior knowledge and views regarding the topic (e.g. using mindmup.com application). Other smartphone applications which can promptly visualise incoming textual information are also suitable (e.g. in the form of word cloud)
- Presentation and explanation by the teacher
- Discussion & debate
- Questions by the educator directing reflection

1.5. Activity

1. **Homework assignment:** before the regular lecture starts, students will be given the task to interview their secondary school teachers in person or via email. Students must ask the teachers two questions:
   - Question 1: "*Tell me about a case when you failed as a teacher!*"
   - Question 2: "*What would you do differently today, how would you solve this problem*"?

2. **Class in the form of a traditional seminar:** The class starts with processing the homework assignment given previously. At the beginning, students share the answers and teachers' experiences (anonymously) in class. The general outcome of this part of the class builds on the assumption that we do not only learn from the mistakes we make, but from others' mistakes as well. Errors are opportunities, which we can learn a lesson from.

3. Exploring students' existing knowledge and views by using <u>mindmup.com</u>: students give the first keyword that comes into their mind regarding the term '*spotting opportunities*' by using the MindMup application. In the immediate content analysis of the figure displayed by the software we can consider the following aspects:

- the context of occurring expressions (pedagogical vs. everyday)
- the abstract nature of expressions (concepts of material nature vs. abstract concepts)
- the direction and scope of expressions (who and what they are directed at, what specific content they relate to)

4. Group work: The educator holds a presentation about the recognition and identification of opportunities arising in the profession of teaching and the possible related outcomes (see the table in the content section below). After presenting the tabular summary (see content section), the students are divided into heterogeneous groups of 4-5 people.

Instruction for students

"Similarly to the outlined examples, identify 2-3 new elements of the teacher's work which can be considered an opportunity as earlier defined. The identified opportunities can be related to any area of the teaching job. During the group work, discuss the following questions:

- *Does the implementation of the identified opportunity have a motivating, encouraging effect on anyone?*
- *What effect can the implementation of the given opportunity have in the short and long term?*
- *What risks may the implementation of the given opportunity have?*
- *Does the implementation of the given opportunity have costs involved? If yes, about how much?*
- *Is there a possibility to extend the identified opportunity to the highest levels of the educational system?"*

- At the end of the group work, a member of each group presents their position to the participants of the class. The discussion is guided and moderated by the teacher.

1.6. Role of the Educator

It is coherent with the new interpretation of the teacher of the 21st century, where the teacher is not the exclusive source of knowledge but a facilitator and a mentor who helps students to construct their knowledge. The new role of the educator involves the realisation

and credible representation of the fact that errors are inherent in the learning process, thus committing an error is not considered as a failure but as an opportunity to learn.

The educator plays the role of moderator several times during the class; therefore, they must be experienced in organising group work, leading the discussion and processing pros and cons.

1.7. Contents

The key element of the module is realising that teachers have different and diverse possibilities depending on the time spent in the profession and on the gained experience. On the way of becoming an experienced teacher from a novice teacher, there are various forms of opportunities, whose level of complexity (abstraction) and responsibility gradually increase.

Practicing the profession of teaching can create several ways of practical implementation to identify and recognise opportunities emerging and reacting to needs. Depending on what or whom the identified opportunity is related to, it can be manifested in several forms in the pedagogical practice.

The recognition and identification of opportunities arising in the profession of teaching and the possible related outcomes (some examples):

Who/what it is related to?	Identified, recognised opportunity	Some possible ways of implementation
Student(s), learning group	need of individual development	disadvantage compensation, talent development
	motivation, raising interest	recommending a film related to the topic discussed in the lesson
Colleagues	knowledge of experience of colleagues having 25-30 years of teaching experience	asking for assistance in solving educational and discipline problems
	special qualifications besides teacher's degree	application of knowledge to improve the efficiency of the work conducted in the institution
Knowledge of subject, methodology, pedagogy, and psychology	using new ICT device for checking the understanding of new study material	testing, assessing effectiveness and sharing the device with colleagues
	methodological freedom of choice	planning the potential uses of the academic time allotted by the curriculum to be freely used
Institutional environment (classroom, material environment)	upgrading, modernisation	preparing classroom demonstration equipment; proposition for the institution management about fitting the classrooms with ICT devices; contributing to the composition of tender documents
The school as an organisation (community, management)	encouraging colleagues	planning the programme of the team building training/excursion; mentor assistance to novice teachers
	involving supporters	mobilising networking capital for supporting the foundation of the school

Figure 1: Examples of methods of practical implementation in the class room.

1.8. Implementation/Integration, Extent, ECTS

The module can be integrated into the contents of any pedagogical and psychological course in teacher training which addresses the issues of becoming a teacher and the role of educator. It can be implemented in the form of practice/seminar.

The module foresees an accreditation of a maximum of 2-4 ECTS.

1.9. Evaluation

The module cannot be evaluated with a summative evaluation procedure (with a mark or grade). The adequate form of evaluation is a positive oral feedback when solving the task.

1.10. References

Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; doi:10.2791/593884