

Title

Entredu Lesson Plan Testing

Short description/ main idea

Students must be engaged in a highly motivating learning experience, which is closely related to the tasks and challenges of the real world. Therefore, emphasis must be given on the learning-by-doing, where the activities in authentic context are strongly emphasized, which means the skills needed in working life, such as being able to work in teams, working in self-guided manner, and assessing of own actions (Thomas, 2000).

Learning activities

Phase 1: Definition of the Project Goal

Activities

- 1.1: Organize into Groups
- 1.2: Presentation of the New Question/Problem
- 1.3: Discussion

Phase 2: Planning the Project

Activities

- 2.1: Discussion among the Group Participants

Phase 3: Doing the Project Work

Activities

- 3.1: Collection of Information
- 3.2: Synthesis of Information
- 3.3: Create Project

Phase 4: Presentation of the Outcomes

Activities

- 4.1: Project Outcomes Presentation
- 4.2: Discussion/Feedback

Phase 5: Assessing the Project Work

Activities

- 5.1: Summative Assessment

Language

English

Grade & Age

Grade: primary education

Domain

Business Studies>Business Studies>Business Law>Contracts
Business Studies>Business Studies>Marketing>Consumer Behaviour

Teaching approach

(a) Project-based learning aims at giving students a highly motivating learning experience, which is closely related to the tasks and challenges of the real world. Project-based learning also supports learning so called “adult skills”, which include skills such as working in teams, working in self-guided manner, and assessing of own actions. Project-based learning is also connected to the idea of attaining transferable skills such as problem solving (Helle et al., 2006).

The projects in Project-based learning are challenging and complex tasks that are based on some topics, questions, or problems that are driving the working in projects. Challenging and complex tasks means here that the tasks must be such that they cannot be accomplished successfully without new learning taking place. The projects at hand usually involve elements from various subjects, which make them multidisciplinary and not bound to any particular subject domain.

The nature of the tasks have to be such that it involves learners in various kinds of activities that support the learning, such as designing, problem-solving, decision making, and active investigation. In projects, the learners work autonomously and collaboratively in small groups, whereas the teacher is more in a role of the tutor facilitating the learning process (Henry, 2005).

(b)

- It must be ensured that the required time for the project to be completed exists
- It must be ensured that the appropriate cognitive background for the students exists
- The teacher must prepare the topics for the students' projects beforehand.
- The teacher, who supports the learning process, should understand his role as a facilitator of the learning process. The teacher should not be in the experts' role trying to impose his knowledge over the topic or directing the activities of the learners, but let the learners to do their learning and decisions in projects.
- Projects are central, not peripheral to the curriculum
- Students must have access to PCs that are connected to the Internet.

6. Learning Activities:

Phase 1:

Phases

1. Definition of the Project Goal

Learning activities

1.1 Organize into Groups

Resources

Educational objects (as file):

1. dummy file
- 1.2 Presentation of the New Question/Problem
- 1.3 Discussion

Phases

2. Planning the Project

Learning activities

2.1 Discussion among the Group Participants

Phases

3. Doing the Project Work

Learning activities

3.1 Collection of Information

3.2 Synthesis of Information

3.3 Create Project

Phases

4. Presentation of the Outcomes

Learning activities

4.1 Project Outcomes Presentation

4.2 Discussion/Feedback

Phases

5. Assessing the Project Work

Learning activities

5.1 Summative Assessment