



ENTRE**COMPEDU**

## Module 5: Professional Learning and Development



Co-funded by the  
Erasmus+ Programme  
of the European Union



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## Module Summary

<b>Professional learning and development</b>	
Aims	To highlight the importance of professional learning and development in entrepreneurial education
Description	This module describes the role of professional learning and development in supporting educators' own entrepreneurial competences. It highlights the importance of self-evaluation, the use of research and other evidence, as well as building professional networks. The module is informed by the principles of deliberate practice and critical reflection, while offering practical examples of how these can support professional learning.
Intended learning outcomes	By the end of this module you should: <ul style="list-style-type: none"> <li>• identify opportunities for professional learning and development in entrepreneurial education</li> <li>• evaluate and critically reflect upon the impact of your teaching of entrepreneurial competences</li> <li>• apply research tools and strategies in entrepreneurial education contexts</li> </ul>
Main learning methods	<ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Video observations</li> <li>• Creative exercises</li> <li>• Self-directed activities</li> <li>• Reflecting on personal experience</li> </ul>
Content	5.1 Evaluating impact 5.2 Research-informed and evidence-based practice 5.3 Building and sustaining entrepreneurial networks
Assessment	Self-assessment exercises Group reflection Personal reflection



Indicative time	5 hours
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## Introduction to the module

Watch the video introduction to EntreCompEdu module 5 – Professional learning and development

Link:



## 5.1 Evaluating impact

Evaluation is a process of determining the value of something in a systematic way.<sup>1</sup> It is important because it informs decision making, simulates debate and can contribute towards improvements in programme design and teaching and learning experiences. Accurate, evidence-based, and honest self-evaluation is widely recognized as essential to individual and whole-school improvement. Over recent years, much has been said about educators evaluating the impact of their teaching on students' learning. John Hattie, for example, makes the point that evaluation of 'processes, products, people, and programs, needs to be an inherent part of all schools.'<sup>2</sup> And so, how do we measure the impact of our teaching of entrepreneurial competences?

The starting point should be how you view entrepreneurship education, discussed in Module 1. The extent to which you believe in the value of entrepreneurial education and your ability to be successful (self-efficacy) play a major part in students' learning experiences.<sup>3</sup> This is why it is a useful exercise to undertake a self-assessment exercise to reveal your underlying attitudes, beliefs and values (see tasks 5.1).

What really matters then is developing what Hattie calls collective teacher efficacy which is the shared belief teachers have in their ability to positively affect students. One could argue that this is particularly important in areas such as

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1 OECD (2008) OECD Framework for the Evaluation of SME and Entrepreneurship Policies and Programmes, OECD

2 Hattie, J. (2012) Visible Learning for Teachers, Routledge, p.141. There are lots of websites providing advice to teachers on evaluating the impact of their teaching. For example, see <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/evaluateimpactteaching.aspx>

3 See for example, Zaidatol Akmaliah Lope Pihie and Afsaneh Bagheri, 'Teachers' and Students' Entrepreneurial Self-efficacy: Implication for Effective Teaching Practices', Procedia - Social and Behavioral Sciences 29, 1071–1080; see also Ying Guo et al., (2012) 'The effects of teacher qualification, teacher self-efficacy, and classroom practices on fifth graders' literacy outcomes' by The Elementary School Journal, 113(1);



entrepreneurship education where many teachers lack knowledge, confidence, and experience.

However, belief by itself is not sufficient. Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial. And, for Hattie, what matters most is for teachers to become *evaluators* of their teaching and this means adopting a set of 'mind frames'.<sup>4</sup> Taken together, these eight mind frames represent an expansive approach to teaching and learning and are a useful reference point to begin thinking about your view of entrepreneurship education and how you might evaluate your teaching (Table 5.1).<sup>5</sup>



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4 Hattie, J. (2012) *Visible Learning for Teachers*, Routledge, pp.182-189.

5 Not everyone agrees with Hattie. His sixth mind frame suggests that teachers should refrain from encouraging students to do their best, which goes against the notion of 'personal bests'. One writer argues: 'teachers [should] embrace the challenge to achieve a personal best every day, in every class, for every student.' Knight, J. (2012) 'Personal Bests' in *High Impact Instruction*, Corwin, p.2. However, Hattie's general argument, based on substantial evidence, is a strong one.



Mind frame	Prompts to consider and examples	EntreCompEdu references	EntreComp link
To see the main task of teaching as evaluating the effect of their teaching on students' learning and achievement	How do I really know that students are developing entrepreneurial competences e.g. are being productive while working in groups?	3.5. Promoting productive working with others	3.4. Working with others
To believe that student success reflects on their teaching	How can I encourage students to be more independent, responsible and self-aware? To what extent do I promote self-help strategies and enable students to teach others?	3.4. Building self-awareness, self-esteem and self-confidence to support learning	2.1. Self-awareness and self-efficacy
To talk more about learning than teaching	What do I know about how students learn? Do I provide opportunities for students to learn how to behave entrepreneurially across the curriculum?	1.3 Understanding how students develop entrepreneurial competences	1.3. Vision
To see assessment as feedback on their teaching	Who did I teach well and not so well? Do I make entrepreneurial learning objectives and success criteria clear, so students understand the 'why', 'what' and 'how' of lessons?	4.2. Sharing feedback on entrepreneurial learning	3.5. Learning through experience
To engage in dialogue and not monologue	How can I make more time to listen to students and their ideas rather than dominate classroom talk?	2.2 Making connections	1.4. Valuing ideas
To enjoy the challenge and never retreat to 'doing your best'	Are the tasks I set students engaging them in real-world contexts and opportunities to be creative?	3.3 Teaching through real-world contexts	1.2. Creativity
To believe in developing positive relationships	How can I build a classroom climate in which students feel okay about making mistakes and live with uncertainties?	2.3 Creating an empowering entrepreneurial learning environment	3.3. Coping with uncertainty...
To inform all about the language of learning	How can I reach out to parents and others to establish a shared language about entrepreneurial learning?	4.3 Celebrating progress and achievement	2.5. Mobilizing others

Table 5.1 Hattie's mind frames applied to entrepreneurship education.



In short, Hattie is among those calling upon teachers to look afresh at their practices by focusing on the difference they are making to students' learning and how they know this.

This requires knowledge of how to conduct evaluation. The Education Endowment Foundation, based in the UK, provides an interactive online [Do-It-Yourself](#) guide which takes you through each step of carrying out an evaluation.

Being attuned to evaluating one's own practice on a regular basis is also about, as Hattie says, a new way of thinking. Put another way, it is about seeing yourself as a lifelong learner and modelling the dispositions and skills you want to see students develop e.g. being creative, taking risks, making connections, and learning from experience. For example, Colin Jones talks about his own journey in teaching entrepreneurship over many years which has involved 'continually questioning [his] ideas and methods'.<sup>6</sup> This has led him to conclude that his main role is to develop students as 'reasonable adventurers', who consistently question their beliefs, understanding the worldview of others, coping with uncertainty and seeking values-based opportunities to explore. Jones, who has continually evaluated and reflected on his practice, highlights the importance of allowing students to learn any time, any place and at any pace. Of course, there are constraints (e.g. time) that teachers face. But the spirit of being evaluative and continually seeking out ways to learn from experience is central not only to becoming successful in entrepreneurship education but as an educator in general.

## Reflective practice

Evaluation can be informed by reflection. Human progress is based on challenging assumptions. For example, not so long ago in history most people assumed that humans could never fly. When we encourage students to challenge certain assumptions, we are developing a 'disruptive' attitude which in an entrepreneurial

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<sup>6</sup> Jones, C. (2019) How to Teach Entrepreneurship, Edward Elgar, p.40.



sense a very positive behaviour in pushing the boundaries of innovation. Critical reflection is the process of challenging taken-for-granted beliefs or assumptions. It is what Brookfield (1997) calls 'hunting assumptions' or questioning what we think about teaching and learning. The value of being critically reflective is that our decision making improves because we are better informed.

### **Go Deeper 5.1:**

#### **Reflective practice and entrepreneurial education**

Discover more about how to develop your own reflective practice

To access al Module 5 Go Deeper 5.1, click [here](#).



## LoopMe Group Forum Task 5.1: Reflective practice

READ: Read the Go Deeper 5.1 document about reflective practice.

[https://issuu.com/bantaniedu/docs/entrecompedu\\_cpd\\_module\\_5\\_-\\_go\\_deeper\\_5.1](https://issuu.com/bantaniedu/docs/entrecompedu_cpd_module_5_-_go_deeper_5.1)

REFLECT: Take a couple of minutes to identify a recent incident or action in your practice. How might this be seen differently through Brookfield's four lenses?

GROUP FORUM REPORT: Share your reflections through the group forum (task 5.1) in LoopMe

## LoopMe Individual Task 5.1: Using a progress log

Our entrepreneurial achievements...

Compared with the start of the term/year, I now know that...

Compared with the start of the term/year, I am now able to...

Compared with the start of the term/year, I can now teach a colleague to...

The most important thing I have learned about my teaching is...

The most important thing I have learned about my students is...

When I first heard the term 'entrepreneurial' I thought... now I think...

The one achievement I am most proud of is...

I plan to share such practice by...

REFLECT: Draw up a log of your own entrepreneurial achievements and progress as well as the highlights from your students. Complete the EntreCompEdu Personal Log tool at the link below.

Link: <https://s.surveyanplace.com/eedulog>



In what ways do you think that this kind of log could support

1. Your learning processes?
2. Your students learning processes?

TRAINER REPORT - Share your reflections with your trainer in LoopMe





## 5.2 Research-informed and evidence-based practice

When educators are research-informed and base their decisions firmly on evidence, they are in a good position to make wise choices and justify their actions. Evidence-based teaching means using data to establish where students are in their learning, making necessary changes to pedagogy and then monitoring the impact of any such interventions. The evidence itself can come from various sources e.g. the views of students, colleagues, parents, test results, lesson observation fieldnotes and your own reflections. Such locally collected data should also be informed by external research evidence e.g. what we know about effective teaching practices from databases such as the [Education Endowment Foundation](#) and [Visible Learning](#).

To develop your teaching so that it becomes evidence-based calls for increasing awareness of where to find research on entrepreneurial education, to reflect on its reliability and how this might apply to your setting. For those with access to [ResearchGate](#), (you can request access as a non-researcher) a leading social networking site for researchers, it is possible to tap into wide-ranging knowledge. Searching using terms such as 'entrepreneurial learning', 'entrepreneurship education' or 'teaching entrepreneurship' will return many publications available for free download or provide the option to request access e.g.

- McCallum, Elin & Weicht, Rebecca & McMullan, Lisa & Price, Alison. (2018). *EntreComp into Action: get inspired, make it happen*
- Williams-Middleton, Karen & Donnellon, Anne. (2014). 'Personalizing Entrepreneurial Learning: A Pedagogy for Facilitating the Know Why'. *Entrepreneurship Research Journal*. 4. 167-204.
- Floris, Michela & Pillitu, Daniela. (2019). 'Improving entrepreneurship education in primary schools: a pioneer project'. *International Journal of Educational Management*. 33. 1148-1169.



Similarly, Google Scholar allows users to search for both digital and physical copies of sources, including peer-reviewed papers. These can be sorted by date, to filter the most recent publications. There are also specialized journals such as *Entrepreneurship Theory and Practice* (Sage, since 1976), while useful material also appears in journals not specifically limited to education e.g. in fields such as psychology, creativity, and business.

For busy teachers, finding research on entrepreneurship education is one thing, but it is quite another to evaluate its quality. This is especially so given that academics themselves often argue over the reliability or validity of specific research outcomes.<sup>7</sup> Nonetheless, there are some general pointers to consider:

- How relevant is this research to my professional interest?
- When was the research conducted? If more than five years ago, is it still relevant?
- Who were the author(s)? What do I know about their backgrounds?
- Having read the abstract (if an academic paper) do I get a clear sense of what the article is about? Does the research generally read well?
- How definitive are the conclusions?

A useful starting point is to consider whether any literature reviews have been conducted on entrepreneurship education. In one example, the researchers looked at 129 articles on entrepreneurship education and found a wide range of teaching methods and curricula content, from case studies, business plans,

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<sup>7</sup> Reliability refers to whether the research can be replicated using same methods and validity refers to whether the research measures what it set out to measure. For discussion over the quality of education research see, Tooley, J. and Darby, D. (1998). *Educational research - a critique*. London, Office for Standards in Education.



networking, role play, generating ideas, mentoring and internships.<sup>8</sup> There was a strong focus on 'learning by doing' and experiential teaching methods. However, the authors also report a lack of agreement over the meaning of entrepreneurship education with much left to teachers' own interpretations. These reviews can be helpful in providing a broader view in which to examine your own practice.

Becoming research-informed also calls for a willingness to engage in conversations with others about such research, either face-to-face in staffrooms or through technologies such as social media and LoopMe. And finally, it requires a commitment to apply the research in the classroom. These three features of being evidence-informed (awareness, engagement and use) take time to demonstrate.<sup>9</sup> But the indicators are that the most effective teachers, in all subjects and contexts, evaluate their practices drawing on a range of evidence including research. They do so with a critical eye and do not simply apply what is reported to work well elsewhere. While keeping an open mind, they challenge evidence and reflect on what this means in their particular context.

## Action Research

There are many approaches to educational research which can be harnessed to support your entrepreneurial professional development. Here we will discuss action research, which has a long history.<sup>10</sup> It allows teachers to systematically inquire into their practice and sharpen their skills. The process begins with planning what you want to explore. This could emerge from you observing your

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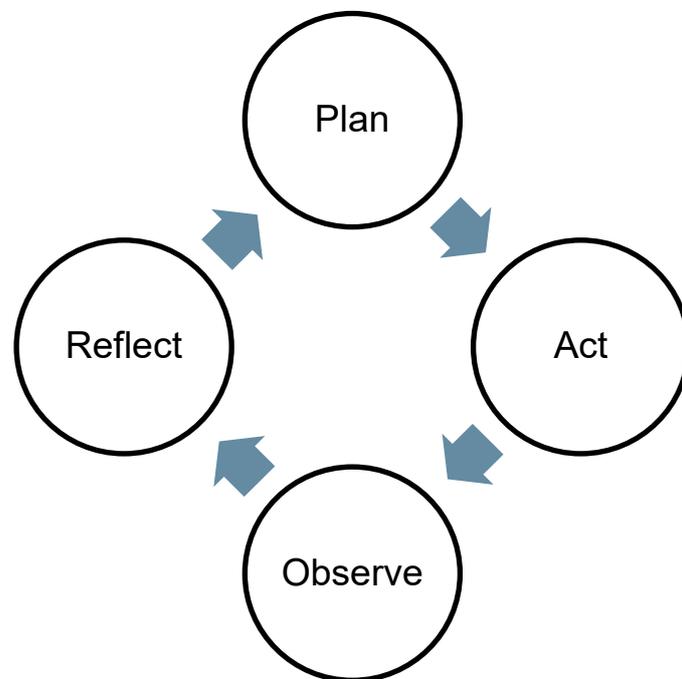
<sup>8</sup> Sirelkhatim, F. & Gangi, Y. (2015) 'Entrepreneurship education: A systematic literature review of curricula contents and teaching methods', *Cogent Business & Management* (2015), 2:1-11.

<sup>9</sup> You can assess where you are on your journey to becoming evidence-informed by using self-assessment rubrics, such as <https://chartered.college/wp-content/uploads/2018/01/Evidence-informed-teaching-self-assessment-tool-for-teachers.pdf>

<sup>10</sup> Originally introduced by Kurt Lewin in 1946; see Clem Adelman (1993) 'Kurt Lewin and the Origins of Action Research', *Educational Action Research*, 1:1, 7-24.



students, their comments, feedback from a colleague or something that you read about in education. At the planning stage, you also need to think about who will carry out the research and how you will find out i.e. the methods you will use to collect data (data (e.g. through observations, surveys, interviews). If you are doing the research yourself, then this is a form of practitioner research. Or you may decide to ask for external advice or support. The action is then implemented, and you see what happens. The third stage is reflecting on the findings. And finally, you amend your original plan and repeat the cycle (Figure 5.1).



*Figure 5.1 Simple action research cycle*

Action research has been criticized for lacking impartiality (individuals have vested interests in the outcomes) and is seen as too subjective or unscientific. However, it can also prove liberating, empowering and transformational, albeit on a small-scale. One example of how action research works is a case study of teachers in Sweden who worked alongside university lecturers to explore whether entrepreneurial learning might support problem solving in primary-school mathematics and vice versa. One of the tasks set was for Grade 5 children to work



in pairs and produce tasks for a given answer i.e. '45' or '96'. This was contrary to the usual approach in which teachers expect students to answer given tasks. This was the first time these students were to produce own tasks in this way. Through such tasks, the researchers found that children needed to demonstrate certain entrepreneurial competences, such as courage and tolerance of ambiguity. They also showed a sense of initiative, for example in using calculators to check the correctness of their tasks before presenting them in the whole class session. However, the researchers also acknowledged that the research was challenging e.g. for the academics not to interfere with the teachers' implementation of the project and for the teachers to step back and allow students to struggle.

And yet central to being entrepreneurial is to experience the 'joy' of failure. This is not something which comes easy because we live in societies preoccupied with success. The real challenge for educators is not only managing students' desire to succeed but also their desire not to fail. Fear of failure can paralyze creativity. Entrepreneurial success invariably involves a series of setbacks. Henry Ford understood this well, pointing out: 'Failure is simply the opportunity to begin again, this time more intelligently.'<sup>11</sup> This is why it is important for students to see that failure is something to learn from in all walks of life (e.g. writers, artists, engineers, musicians, dancers).

### **Go Deeper 5.2:**

#### **Deliberate practice =**

Discover more about how to develop through deliberate practice

To access al Module 5 Go Deeper 5.2, click [here](#).

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<sup>11</sup> Quoted by Bayley, S. and Mavity, R. (2019) *How to Steal Fire*, Bantam Press, p.169.



## LoopMe Group Forum Task 5.2 (1): Austin's Butterfly

WATCH: Watch this video called Austin's Butterfly.

REFLECT: What does this tell you about deliberate practice in action for (1) students and (2) teachers?



Link: <https://www.youtube.com/watch?reload=9&v=hqh1MRWZjms>

Share your reflections of the result with the group forum in LoopMe

## LoopMe Group Forum Task 5.2 (2): Brilliant failures

EXPLORE: The notion of 'brilliant failure' is widely promoted in entrepreneurial learning, and is linked to the EntreComp competence 'Coping with failure ambiguity and risk'. You could also read work by Paul Iske, from the Institute of Brilliant Failures.

REFLECT: Thinking of your own teaching context, how might you research or gather evidence of how your students see mistakes? In your role as an evaluator, why might such evidence be useful?

Share your reflections of the result with the group forum in LoopMe



## LoopMe Individual Task 5.2: Mindframes

REFLECT: Reflect on Hattie's Mindframes Table 5.1 of the module textbook, and how they have been applied to EntreCompEdu and EntreComp competences. How can these education research informed mindframes help you think about entrepreneurial education and training?

TRAINER REPORT - Share your reflections with your trainer in LoopMe



## 5.3 Building and sustaining entrepreneurial networks

As educators, it's likely that you are a member of one or more professional bodies which provide guidance to support your work. This might be a subject association, a trade union or government-affiliated organisation. These are useful starting points to explore whether there are contacts or resources to support entrepreneurial education. Of course, there are a number of specific organisations although many of these tend to focus on supporting start-up ventures or post-secondary students.

The examples of entrepreneurial events, networks and organisations noted in Table 5.2 are from Europe and around the world. While some of these networks may not operate in your region, it can be worthwhile to visit their websites because of the classroom ideas and resources that they provide.

Organisation	Description
EntreComp360 Network	This network brings together practitioners and organisations interested in entrepreneurial learning across all sectors – this network is about to be transferred into a bespoke community hub ( <a href="http://www.entrecomp.com">www.entrecomp.com</a> ) in March 2021. Join this to stay informed about what is happening and other project developments in schools, vocational education and beyond. Facebook: <a href="https://www.facebook.com/groups/entrecomp">https://www.facebook.com/groups/entrecomp</a> Website: <a href="http://www.entrecomp.com">www.entrecomp.com</a>
EntreCompEdu Community	This is the facebook group for those interested in or already participating in the EntreCompEdu programme – join up now!



Organisation	Description
<u>EntreComp Europe</u>	These are national networks which are bringing together people interested in or involved in entrepreneurial learning as a national community – currently there are communities in Spain, Italy, Turkey, Belgium and Moldova.
<u>ETC Toolkit</u>	This is an online entrepreneurial education toolkit for universities and vocational education. It is organised by academic theme. Run by <u>Enterprise Educators UK</u> .
<u>UNEVOC</u>	UNEVOC do a lot of work on entrepreneurial education in technical and vocational education and training – including a recent practical guide.
<u>European SchoolNet Teacher Academy</u>	European Schoolnet is the network of 34 European Ministries of Education, and offers training through its Teacher Academy.
<u>E-twinning Community – entrepreneurship education</u>	This is a featured group in the E-Twinning network – including a online forum and many online webinars. Led by Kornelia Lohynova.
<u>PIETE</u>	PIETE (Partnership for Initial Entrepreneurship Teacher Education) is an Erasmus+ funded project to explore and develop entrepreneurship education via  initial teacher education.
<u>JA Europe</u>	This network focuses on engaging students from primary school through to higher education. JA's Education Pathway sets out development in entrepreneurship, work readiness and financial literacy. Has national websites in every country in Europe
<u>Network for Teaching Entrepreneurship</u>	A network which provides educational opportunities in business to underserved high school students in the United States.



Organisation	Description
<u>Global Entrepreneurship Week</u>	Billed as 'a collection of tens of thousands of events, activities and competitions each November that inspire millions to explore their potential as an entrepreneur while fostering connections and increasing collaboration within their ecosystems.'
<u>International Women's Entrepreneurship Day.</u>	An organisation which supports women in business worldwide. The official day is 19 November.
<u>ERENET</u>	ERENET - Entrepreneurship Research and Education Network of Central European Universities - publishes research in entrepreneurship education and arranges conferences and other events.
<u>Teaching entrepreneurship</u>	A blog with many teaching resources (main focus is vocational, university and start-up) – led by three educators/entrepreneurs, Doan Winkel, Justin Wilcox and Federico Mammano.
<u>The British Council</u>	The UK's international organisation for educational opportunities provides brief guidance on the value of enterprise and entrepreneurship education.
<u>USASBE -</u>	United States Association for Small Business and Entrepreneurship® (USASBE) is the largest American organisation towards promoting entrepreneurship.

*Table 5.2. Examples of entrepreneurial calendar events and networks*

At a local level, it can prove rewarding to establish links with other schools who might have a particular interest in promoting entrepreneurship education. You could also contact education departments in local universities as well engaging in relevant community events held by civic clubs, libraries, or businesses, even



though not everyone you meet will have a direct connection to entrepreneurship or education.

One important way of sustaining networks is through social media. This is becoming a primary avenue for professional learning and development opportunities. Contributors to the likes of Twitter and LinkedIn post ideas and stories which can open up opportunities for further professional learning. You might follow colleagues or experts in entrepreneurship education on social media.

If, for whatever reason, you find that it is challenging to build a professional network around entrepreneurial education then it's worth browsing [Meetup groups](#), contributing to online discussions or writing your own blog. There are also possibilities using Google+ HangOut, SecondLife, or Skype. There are online education communities such as [Classroom 2.0](#) and opportunities to create your own websites or virtual spaces through the likes of [wix.com](#) and [Edmodo](#).

One way of building networks is to seek partners (e.g. via social media or the contacts in table 5.2) who are willing to collaborate in professional development. For example, opportunities may present themselves through Erasmus+ (2014-2020), funded by the European Union and similar programmes, such as the recent Erasmus for Young Entrepreneurs programme. Working closely with other schools or colleges, you might decide to develop some resources to support entrepreneurship education, implement and evaluate an intervention that you are all interested in, or carry out some comparative research. You might compile an e-portfolio of your professional activities not only to evidence the work that you are doing but as a source for later reflection.



By participating actively in professional networks, the likelihood is that your entrepreneurial and broader professional knowledge and practice will develop. Studies show that when networks are well run, have a nurturing ethos and clearly focus on improving practice, then there are substantial gains.<sup>12</sup> The LoopMe platform provides the means by which you can examine your own practices in the supportive company of fellow educators. The notion of 'communities of practice' is important here because such networks can exist in virtual as well as physical forms.<sup>13</sup> They have the potential to generate what academics call 'social capital', which means sharing expertise to create new knowledge. And this is at the heart of what being entrepreneurial is all about.



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<sup>12</sup> Hofman, R, and Dijkstra, B (2010). 'Effective teacher professionalization in networks?' *Teaching and Teacher Education*. 26 (2010): 1031-1040.

<sup>13</sup>Lave, J. and Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press



### LoopMe Group Forum Task 5.3: Entrepreneurial networks

ACT: Go join a professional network or community for entrepreneurial education. Find one that works for your interests.

For example, you could follow EntreCompEdu on Twitter

(<https://twitter.com/EntrecompEdu>) or Facebook

(<https://www.facebook.com/groups/EntreCompEdu>) and contribute to ongoing discussions.

Or connect to EntreComp360 on facebook, with developing national communities in different countries across Europe

(<https://www.facebook.com/groups/entrecomp>)

Did any of the discussions caught your interest? Why/Why not? How can you contribute?

Share and discuss your motivations and expectations with others in the LoopMe Group Forum.

### LoopMe Final Task 5.3:

#### The Final Task – reflecting on your EntreCompEdu learning

The last one... The big one

**Using all your learning from this course, complete an EntreCompLab learning design canvas.**



This is about creating a lesson plan which represents what you have learned from this course. It should reflect your teaching environment, and how what you have learned can be applied to your teaching. There are no rules!

Link: EntreCompLab Learning Design Canvas -  
<https://s.surveymanyplace.com/canvas>

This will be shared with the EntreCompEdu network through our online database, as an EntreCompEdu practice by one of our EntreCompEdu Teacher Pioneers!

**TRAINER REPORT** - Share your lesson plan and reflections with your trainer in LoopMe.

**GROUP FORUM REPORT** - When you have finalised your canvas (and discussed with your trainer) , share it with colleagues in the LoopMe Group Forum.

## CONGRATULATIONS!

You have now completed all the tasks within module 5.

Please return to LoopMe to complete the EntreCompEdu Course Finale section

