

MEDU208 Fostering a Sense of Initiative and Entrepreneurship

ECTS Value: 3 ECTS

Overall Objectives and Outcomes

A sense of initiative and entrepreneurship' is one of the European Union's eight key competences for lifelong learning. The module has been designed to foster this competence by focusing on developing the learners' abilities to recognise and make the most of opportunities, transform solutions into action and develop strategies to reach their objectives. The unit is built around a constructivist learning paradigm where participants will be provided with opportunities to undertake activities that are contextualised to their individual situations. Emphasis will be placed on nurturing a strong sense of self-reflection and reflexivity related to a sense of initiative and entrepreneurship. This in turn will provide the participants with the required competence to become agents of change and nurture a sense of initiative in others and help others develop an entrepreneurial mind-set.

By the end of this module, the learner will be able to:

Competences:

- a. explore challenges, problems and projects;
- b. apply creativity to develop solutions;
- c. understand what it takes to transform ideas into action.

Knowledge:

- a. analysing key literature and concepts related to developing a sense of initiative and entrepreneurship;
- b. using methods and tools that develop the creative skills required for an entrepreneurial mind-set;
- c. experience school and classroom cultures that promote or inhibit a sense of initiative and entrepreneurship.

Skills:

- a. apply entrepreneurship to a school setting;
- b. reflect on their own entrepreneurial attitudes as a professional;
- c. design a project that requires a demonstration of a sense of initiative and entrepreneurship

Assessment Methods

This module will be assessed through: Portfolio

Suggested Readings

Core Reading List:

1. Baldacchino, L. & Cutajar, C. (2012). The artisan: A sustainable entrepreneur. In S. Rizzo (Ed). *Green Jobs from a Small State Perspective: Case Studies from Malta*. Brussels: Green European Foundation and Ceratonia Foundation. Available at: http://gef.eu/uploads/media/Green_jobs_from_a_small_state_perspective.pdf
2. Baldacchino, L. & Pulis-Xerxen, S. (2013). *Fostering entrepreneurship through education: A handbook for teachers*. St. Nicholas College.
3. Sewell, P., Dacre Pool, L. (2010). Moving from conceptual ambiguity to operational clarity: Employability, enterprise and entrepreneurship in higher education. *Education + Training*, Vol. 52, 1, 89-94

Supplementary Reading List:

1. Gibson, H. (2005). What Creativity Isn't: The Presumptions of Instrumental and Individual Justifications for Creativity in Education. *British Journal of Educational Studies*. Vol. 53, 2, 148-167.
2. Jeffrey, B. (2006). Creative Teaching and Learning. Toward a Common Discourse and Practice. *Cambridge Journal of Education*. Vol. 36, 399-414
3. Shaheen, R. (2010). Creativity and Education. *Creative Education*. Vol. 1, 3, 166-169