**Video Talk 4: Examples of project-based learning**

Hello and welcome to this session. My name is Anne Gilleran and I come from Dublin in Ireland. I currently work at European Schoolnet as a Pedagogical Manager. However I have worked all my life in education, as a teacher, guidance counselor, school principal, and teacher trainer.

The projects I have chosen today as examples highlight how Key Competences may be developed through project-based learning or PBL for short. These examples come from the project eTwinning, funded by the European Commission, which is the largest community for teachers in Europe allowing schools to carry out projects together nationally and internationally.

In eTwinning a project is usually founded between two teachers from different European countries. Once it is registered the two founding teachers are then free to invite other teachers to join the project and all the work is carried out in an online workspace, called a TwinSpace. The underlying basis of the project work is that there will be a great deal of emphasis put on exchange and collaboration, not only between the teachers but also between their students. The focus is on inquiry-based learning and problem solving, often using authentic, real-life problems as a starting point. You can learn more about what eTwinning has to offer teachers by visiting the website [www.etwinning.net](http://www.etwinning.net)

Of course this project work is also an ideal opportunity for teachers to work on the development of Key Competences in a practical and motivating way, and the examples I will talk about demonstrate very clearly, how different key competences can be approached in different ways and with different age levels. Each example has a video link, and a link to the work done which you can follow up on in your own time.

My first example involves students from the lower secondary school level age 12 – 15 year olds in a project called the Rainbow Village and for me it is a perfect example of how to develop social and civic competence in young people. In the project the students had to imagine they were living in a post Armageddon world, where they had to rebuild life in their newly created Rainbow Village. The [TwinSpace for this project](http://new-twinspace.etwinning.net/web/p58043/welcome)  highlights the myriad of tasks the students carried out, from deciding the best situation for their village, drawing up the rules of their society and holding real time elections. They thought deeply on social and justice issues and reflected on both the rights and responsibilities of citizens and their rulers.

The second project I have chosen to share with you is called Let your Passions Shine, and it involved quite young students aged 9 – 11. As the title suggests, the work of the project permitted them to explore various subjects and develop their talent and skills around those subjects while feeling deeply involved in the project. There was a wide variety of topics and tasks, presented in a fun, creative and innovative way. I think this project really highlights one of the most difficult of the Key Competences to develop in young people, Learning how to Learn, as students were exposed to different ways of learning in various subjects. If you look at the [working space for this project,](mailto:http://new-twinspace.etwinning.net/web/p82576/welcome%20) available from the course library, you will find the range of topics from Art and Music to History, Science and Maths. The students had to explore each subject, and then work in an international team to set challenges for the whole group. During this process, the students learned how to develop their own ideas, and work to their own strengths. Of course along the way the project also gave the opportunity for the development of other competences such as digital competence, and communication both in mother tongue and foreign languages.

My final two examples involve older students from the upper secondary level aged 16 – 19 years old. The first of these projects is called, Pek the traveller flea, with students from the vocational school sector in France, Spain , Italy, Portugal Czech Republic and Turkey, working together. The project worked on developing competence in foreign languages, and cultural awareness and expression, through building the story of Pek and his travels in the form of a digital comic strip. Of course digital competence also found a central role as you can see by looking at [both the TwinSpace](http://new-twinspace.etwinning.net/web/p58043/welcome) and the video available in the course library.

My final example is called Health for Life and features students aged between 15 and 19 from the Netherlands, Belgium, Italy and the Netherlands. I think this is a good example of how both Maths and Science competence can be tackled in an authentic rather than theoretical way for students. However, the project also fostered the sense of initiative and entrepreneurship competence, in the way if which it challenges the students to think for themselves and make their own judgments. The students carried out surveys on smoking, drug taking, sexual practices etc. among their peers, and ran lab experiments on the effects of various substances on the body. This is really well documented in the [project TwinSpace](http://new-twinspace.etwinning.net/web/p79799/welcome) and you will get a real sense of the kind of commitment these students had by watching the video available in this course’s resource library.

I hope you will take the time to look at the examples I have described, and most importantly seriously think about adopting some of these approaches when you come to plan your own projects to foster Key Competences in both yourself and your students.

Remember, you can watch the teachers and students speak for themselves about the projects I’ve described in the videos and related resources available in our course library. We also encourage you to visit the course forum where you can take part in an ongoing discussion linked to this topic with fellow participants and instructors.

My name is Livia Di Nardo and I work at **Junior Achievement - Young Enterprise (JA-YE),** Europe’s largest provider of entrepreneurship education programmes, reaching 3.2 million students at primary, secondary, vocational and university level.

Investing in entrepreneurship education is one of the highest returns on investment Europe can make. According to the European Commission’s, Entrepreneurship 2020 Action Plan, all Member States should *“Offer the opportunity to young people to have at least one* ***practical entrepreneurial experience*** *before leaving compulsory education, such as running a mini-company, being responsible for an entrepreneurial project or a social project”.*

Searching for education strategies that can aid long-term growth and employability, the European Commission has identified **mini-companies** as a **successful programme for fostering entrepreneurial education**. The idea behind this is to involve students and teachers in setting up and running a “real” mini-company while being at school, through an education programme based on a clear set of steps and learning outcomes and mainly focused on learning-by-doing methodologies and practical application of students’ basic skills. Take a look at this short video explaining the mini-companies programme.

<https://www.youtube.com/watch?v=D-6QvCVJ1rs>

JA-YE Europe entrepreneurial activities cover all levels of education ensuring **progression in entrepreneurship education** from primary school to higher education.

Two factors are key for the success of entrepreneurial education programmes:

* First: the engagement of **volunteer mentors from enterprises** to help students make the connection between what they are learning and the world outside school.
* Second: **Teachers** have to become “learning facilitators” and work in teams with the business sector mentors.

Entrepreneurial teachers require active, learner-centred pedagogies and learning activities that use practical learning opportunities from the real world. This approach involves significant changes in the way teachers themselves are educated. Research carried out by the European Commission shows that the core skills and values linked to entrepreneurship education are seldom a priority in teachers’ education programs.

In the XXI century school, it is important for teachers to apply entrepreneurial learning methods and tools in any subject areas and for any age group. JA-YE is working a lot to support teachers to develop students’ entrepreneurial skills. One of its main initiatives for teachers is **The Entrepreneurial School** which aims to train teachers to teach in an entrepreneurial way, regardless of the subject they teach. To help them with this the project has developed a virtual guide for entrepreneurial learning. The Guide is a practical and useful tool for teachers in primary, secondary and vocational schools that want to mainstream entrepreneurial learning in teaching methods and learning processes they set up in the classroom every day.

* The first section of the guide contains **more than 100 tools and methods** to support teachers implement entrepreneurial teaching and learning, including good practices and framework documents from **85 different schools in 10 countries.** The tool is user-friendly and allows you to search for resources according to age level, subject area or country.
* There is also a section where you can find **best practice schools** and **case studies** with examples of visions, plans and activities to be used in your own school.
* In the Guide you can also find the most important strategy and policy documents on entrepreneurial learning at European or national level.
* On top of this the Guide also provides you with relevant tools to **assess** your entrepreneurial teaching and **check the quality** of the entrepreneurial activities of your school.

The engine behind the Entrepreneurial School Guide is the community of educators across Europe working on entrepreneurial learning. Within the Virtual Guide, the tools and methods **are presented and recommended by teachers for teachers.**If you are a teacher and would like to start an entrepreneurial project in your school you can join our community and get your students equipped with the skills they will need to succeed in the world of work. Remember that you can access further reading and related resources to this session from our course library. We also encourage you to visit the course forum where you can take part in an ongoing discussion linked to this topic with fellow participants and instructors.