

MICROPROJECTS, DRAMA AND ENTERPRENEURIAL LITERACY IN LICEUL TEORETIC „TRAIAN VUIA” REȘIȚA

In what concerns the use of PBL blended with IT, and with role-play in order to develop the key competences of entrepreneurship, the idea we started from was that of conducting small businesses in very small groups of 5.

Initiation: the class was divided in even groups on pretty random basis, using letters of the alphabet, in order to ensure that no pre-established bonds or relationships come in place. Each group was given a very small amount of money (the equivalent of 2.5 euros) and explained that they had to think up an idea that would help them turn over some profit. A time limit was set, as well as a set of practices that were to be followed strictly to ensure the fairness of the endeavour. These were commonly agreed upon by all participants and included things such: „We will not cheat”, „We will only use the provided amount of money”, „ We will not ask outsiders for help”, „ We will not steal ideas from others”, etc. Students were also recommended to use the school’s premises for their doings as the location would offer them all the necessary security. IT was to be used to document each and every stage of the process, and again in order to report back on each group’s activity via a PPT presentation at the ending of the process.

Developments: time was given for brainstorming ideas on how to go about initiating a small business that would cater for the needs of the people of the school, be those students and/or teachers. Once an idea emerged, tasks were divided among members of the group and next stages were carefully planned. students were also encouraged to promote their ideas through ads, and many did so either via audio commercials prepared for the school’s intercom, or via Instagram. Dates for the events to take place were set, and it was agreed that each group would have two attempts only, as one could have proven just a lucky strike, while more would have been unfair to the entire process and also viciating the accuracy of the final results.

Each stage was carefully documented via photos and short films. The school’s management was notified about the exact dates and times when each group was going to have their try.

Each group went on with their idea, these varying from selling bracelets they had handmade to selling sandwiches or beverages they produced on the spot. In between the 2 attempts each group was offered at least 48 hours in order to analyse properly the results of their endeavour, find mistakes, improve, change course of action, if necessary.

Evaluation: the PPT was the IT based product that was finally assessed, this including the roles assumed while developing the micro-project, the decisions taken, the developments and the results, expressed in clear numbers. In case more materials got produced, such as ads, these were also part of the final evaluation.