

ETWINNING FOR ENTREPRENEURIAL EDUCATION

PROJECT PLANNING

As the culmination of this course, you will use the skills and knowledge gained to plan a collaborative eTwinning project focusing on entrepreneurship. This activity allows you to demonstrate your ability to design an engaging, impactful project aligned with educational goals and leveraging digital tools.

Instructions (to be put in section before this template):

- Download the Project Planning Template provided.
- Fill in each section based on the guidelines and prompts below.
- Reflect on the integration of course competences, including collaborative design, ICT tools, and active learning strategies.
- Submit your completed template in the course submission area.

Project Plan

<p>Name of the project</p> <p>(choose a title that reflects the theme or central idea of your project)</p>	<p>School Library – A Place for Ideas That Change the World</p>
<p>Partners</p> <p>(Identify potential collaborations, such as teachers, facilitators, student teachers, parents, headteachers)</p>	<p>Teachers School librarians Parents or family members School leadership Local entrepreneurs Partner schools in eTwinning project</p>
<p>Age of the Learners</p> <p>(Specify the target age group. Consider developmental needs and skills)</p>	<p>11-14 years</p>
<p>Duration</p> <p>(Outline the duration of the project, ie. Amount of weeks or months)</p>	<p>6 months</p>
<p>School level</p> <p>(Specify the level(s) of education involved in your project)</p>	<p>Primary school</p>
<p>Subjects</p>	

<p>(List subjects that your project integrates. Provide a rationale for interdisciplinary connections)</p>	<p>Subjects Integrated: Language, ICT, Art, Mathematics</p> <p>Rationale: Students combine creativity, research, and communication to develop and present entrepreneurial ideas, using multiple skills to solve real-world problems.</p>
<p>Short description</p> <p>(Summarise your project in 6-7 sentences. Highlight the main idea, student involvement and relevancy/connection to the course material)</p>	<p>The project transforms the school library into a space for creativity and entrepreneurship. Students explore innovative ideas, learn about successful entrepreneurs, and develop their own mini-business projects. The work includes individual and team activities, using books, digital resources, and workshops in the library. Activities integrate subjects such as Croatian language, ICT, Art, and Mathematics, connecting the project to the curriculum. Students create presentations, posters, prototypes, and digital presentations to share their ideas with peers, teachers, and the school community. The project encourages problem-solving, collaboration, and critical thinking, and demonstrates how knowledge from different subjects can be applied in real-life situations.</p>
<p>Objectives</p> <p>(Use SMART objectives ie. Students will create a collaborative digital story by the end of the project)</p>	<p>Students will research three successful entrepreneurs and present their findings in a digital or poster format by the end of the project.</p> <p>Students will develop and pitch their own mini-business ideas individually or in teams using the library resources within the project timeline.</p> <p>Students will create one digital presentation or prototype to communicate their ideas to peers, teachers, and the school community.</p> <p>Students will collaborate in teams to solve a real-world problem, applying knowledge from language, ICT, art, and mathematics, by the conclusion of the project.</p> <p>Students will reflect on their learning and teamwork skills by completing a short self-assessment or group evaluation at the end of the project.</p>
<p>ICT tools</p> <p>(include tools introduced during the course or ones you found yourself and justify their use)</p>	<p>Padlet – for brainstorming ideas, sharing resources, and collaborative planning among students.</p> <p>Canva – to create posters, presentations, and visual prototypes of business ideas.</p> <p>Google Workspace – for organizing tasks, team collaboration, and project management.</p> <p>Kahoot – to create interactive quizzes and games related to entrepreneurship and project topics.</p> <p>Zoom – for virtual meetings, workshops with partners, and collaboration with eTwinning partner schools.</p>

Activities

(Detail the steps and activities the learners will have to do to complete the project, include how the partners are involved. Ensure activities are collaborative and encourage active participation)

1. Introduction & brainstorming

Students explore the concept of entrepreneurship and discuss examples of successful entrepreneurs. Teachers introduce the topic, librarians provide books and digital resources.

Activity: brainstorm ideas using Padlet individually and in teams.

2. Research

Students research existing businesses and innovative ideas using library resources, online tools, and interviews with local entrepreneurs. Librarian guides research, local entrepreneurs provide talks or mentorship.

3. Idea development

Students develop their own mini-business ideas or projects, plan steps, budget, and target audience. Teachers provide guidance and assist teams in planning.

Activity: teams use Google Docs to organize tasks and collaborate.

4. Design & prototyping

Students create visual representations of their ideas: posters, prototypes, or digital presentations. Art and ICT teachers support design and digital skills, librarian supports access to tools.

Activity: students use Canva to design presentations, pitch ideas, and create prototypes.

5. Collaboration & feedback

Teams present ideas to peers, teachers, and partners. Feedback is collected and ideas refined. Parents, headteachers, and local entrepreneurs provide constructive feedback.

Activity: peer review sessions and digital discussion boards for reflection.

6. Final presentation & sharing

Students present their final ideas in the library or virtually with eTwinning partner schools. Librarian organizes the exhibition, teachers and headteachers facilitate, partner schools participate online.

Activity: digital and physical presentations, posters, or prototypes are shared with the school community.

7. Reflection & evaluation

Students reflect on learning outcomes, teamwork, and skills developed during the project.

Activity: students complete a self-assessment and group evaluation; discuss what worked well and what could be improved.

<p>Assessment</p> <p>(How will you evaluate the impact of the project on students and the community? Consider tools like surveys, feedback forms, or performance assessments)</p>	<p>Student self-assessment: students complete a short reflection to evaluate their learning, teamwork, and problem-solving skills.</p> <p>Peer assessment: students provide feedback to other teams on their presentations, prototypes, and ideas, encouraging collaboration and constructive criticism.</p> <p>Teacher assessment: teachers evaluate students' research, presentations, and prototypes using rubrics.</p> <p>Community feedback: parents, school staff, and local entrepreneurs give feedback on students' ideas during exhibitions or presentations.</p> <p>Project impact survey: a short survey for students and community members to assess engagement, knowledge gained, and interest in entrepreneurship.</p>
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AI Use

<p>Did you use any AI tools to create this project plan?</p> <p>If yes, in which way did you use AI and for what specific purpose(s)?</p>	<p>AI tools were used to proofread and refine the text and translations.</p>
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Reflection on the process

<p>Inspiration and initial ideas</p> <p>(Clearly articulate the sources of inspiration for this project, mentioning particularly sources provided through the course)</p>	<p>The project was inspired by entrepreneurship education, creative learning, and the school library as a collaborative space. Course examples of student-centered and inquiry-based projects showed how digital tools can support creativity and teamwork. This led to the idea for students to research, develop, and present their own entrepreneurial ideas using library resources and collaborative digital tools, through brainstorming, prototyping, and interactive presentations.</p>
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<p>Planning Process</p> <p>(Describe the steps taken to create an outline. Explain how your thoughts were organised during the planning process)</p>	<p>The planning process began with brainstorming ideas for connecting entrepreneurship with the school library. I researched examples of student-centered and interdisciplinary projects from the course and other eTwinning projects to gather inspiration. Next, I organized the ideas into clear steps, outlining objectives, subjects involved, activities, ICT tools, and assessment methods. I created a timeline to structure the project from introduction to final presentation, ensuring each stage supports collaboration, creativity, and real-world application. Notes and drafts were revised multiple times to make the plan concise, feasible, and aligned with the curriculum and eTwinning requirements.</p>
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<p>Learning from the Process</p> <p>(Reflect on your personal planning and development process for designing this project. What key insights and lessons did you learn? Provide details into why you chose a specific focus)</p>	<p>Designing this project showed me the value of interdisciplinary thinking and student-centered planning. Combining entrepreneurship, creativity, and library resources helps students apply knowledge in real-life situations. I realized that the school library can be a hub for innovation and teamwork, not just reading. I chose this focus to show how different skills and</p>
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subjects work together and to encourage creativity, critical thinking, and problem-solving through hands-on activities.

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