

1 FROM **FIXED** SCHEDULES TO **DYNAMIC** ACTIVITIES

Make organizing the teaching more dynamic, and seize the opportunities that emerge in the process. Strengthen improvisation.

3 FROM **THEORETICAL** KNOWLEDGE TO KNOWLEDGE APPLIED IN **PRACTICE**

The pupils use theoretical knowledge as basis for conceiving and developing practical solutions to actual, concrete problems.

2 FROM KNOWLEDGE ACQUIRED **IN THE CLASSROOM** TO KNOWLEDGE OBTAINED **OUTSIDE THE CLASSROOM**

Learning takes place everywhere - both in the classroom and in the world surrounding us. Today, children and young people get information from many sources, and the outside reality plays an increasing role in teaching and learning.

4 FROM RIGHT **ANSWERS** TO **OPEN QUESTIONS**

The pupils should not just be encouraged to give the right answers, but also to act as inquisitive anthropologists and reporters who bring in new, valuable knowledge that may be used to ask new questions.

TEAR OUT AND HANG UP



TEAR OUT AND HANG UP



STEPS TOWARDS MORE INNOVATION IN TEACHING AND LEARNING



5 FROM **FICTITIOUS** PROBLEMS TO **REAL** CHALLENGES

Motivate the pupils to explore the reality instead of just inventing problems to be solved.

6 FROM **PASSIVE** LEARNING TO **ACTIVE** INVOLVEMENT

A move from a passive, receiving pupil to an active, creating pupil. The pupils should get involved in generating new knowledge and new solutions.

7 FROM LEARNING WITH THE **HEAD** TO LEARNING WITH **THE ENTIRE BODY**

The teaching should even inspire the pupils to touch, smell, and feel instead of just reading in a book or looking at a screen - as this creates shared images on the retina.

8 FROM **INDIVIDUAL** PUPILS' WORK TO **JOINT** PROBLEM SOLUTION

Instead of prioritizing individual work from the pupil, put the problem in the centre ever so often, and let all the pupils contribute knowledge to solving the problem together.

9 FROM THE TEACHER AS **OMNISCIENT EXPERT** TO THE TEACHER AS **FACILITATOR**

The teacher should help bring about new knowledge instead of just recounting old, familiar knowledge. The teachers are responsible for their methods and should use many different techniques and tools in their teaching.

10 FROM FORMAL **CLASSROOM** TO EXPERIMENTAL **WORKROOM**

The classroom is a laboratory for experimenting, and there should be room for making mistakes.

Senior lecturer Dorrit Sørensen and entrepreneur Nicolai Seest have compiled teachers' experiences plus their own knowledge into this short checklist, which is not an either/or but a both/and. Allowing for both tradition and innovation.

ABOUT DORRIT SØRENSEN

MA (Education) and master in project and change management. She is a consultant and senior lecturer at Metropolitan University College. Dorrit Sørensen has worked with innovation and entrepreneurship in the field of education since 2004 and has developed several innovation models for use in teaching. She develops and teaches education programs and courses and gives talks about innovation and entrepreneurship to school managements and others. Dorrit Sørensen has participated in the development and teaching of the Pioneer Education, which is a part of the Pioneer Campaign.

ABOUT NICOLAI SEEST

Entrepreneur and business developer, formerly chairman of the Danish Entrepreneur Association, Nicolai Seest has started a handful of businesses and has been business coach to more than 300 business owners. Based on both his own and others' entrepreneurial experiences, he develops pedagogic tools, courses, and education programmes focusing on promoting entrepreneurial competencies. Through his company Hands On Business, Nicolai Seest has participated in the development and project management of the Pioneer Campaign, which the Pioneer Magazine is part of.