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PLASE
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SUSTAINABLE EDUCATION

PLASE WORKSHOPS

The PLASE Workshops present local and transnational training sessions where educators enhanced their didactical and pedagogical skills through Place-Based Education (PBE), highlighting key activities, results, and participant feedback.





WORKSHOP: ENTREPRENEURIAL COMPETENCES IN PBE

Overview of the Workshop

The workshop “Entrepreneurial Competences in PBE”, led by JAMK University of Applied Sciences, explored how entrepreneurial skills can be developed through place-based education. It combined reflection, field-based learning, and practical application to connect local contexts with educational practices. The workshop emphasized adaptability, collaboration, and future-oriented thinking as key elements of learning.

Objectives and Key Activities

The main objective of the workshop was to explore how entrepreneurial competences can be integrated into place-based education, supporting learners in developing skills such as creativity, opportunity recognition, and critical thinking. It aimed to connect theory with practice by encouraging participants to reflect on their experiences, engage with real-world contexts, and apply insights to their own work.

The workshop was structured in several phases. It began with a reflective exercise using the 3-2-1 method, prompting participants to identify key takeaways, open questions, and ideas to share, as a way to capture learning and stimulate discussion. This was followed by site visits and contextual learning activities, where participants reflected on previous experiences, explored local environments, and considered how knowledge exchange, collaboration, and experiential learning can be integrated into their practices.

A final phase focused on applying insights to participants' own contexts, encouraging them to think about environmental and historical awareness, creative approaches, and site-specific learning. The workshop also introduced a discussion on entrepreneurial competences, highlighting skills such as openness, flexibility, opportunity recognition, and the ability to envision and build future possibilities.







REFLECTION WITH THE 3-2-1 METHOD

The workshop began with a reflective activity using the 3-2-1 method, a simple yet effective tool designed to capture participants' learning experiences in a structured way. Participants were asked to identify three key takeaways from the previous day, two aspects they wanted to explore further, and one idea they would share with colleagues when returning to their own contexts.

This exercise encouraged both individual reflection and collective exchange, creating a space where participants could process their experiences, highlight what surprised them, and express any uncertainties or open questions. It also allowed facilitators to quickly gather meaningful feedback on how the content had been received, what resonated most, and what might need further clarification.

SITE VISITS AND CONTEXTUAL LEARNING

The second part focused on site visits and contextual learning, emphasizing experiential and place-based approaches. Participants reflected on previous activities and explored how expectations could be adapted to their own professional contexts. This phase highlighted the importance of knowledge exchange, collaborative reflection, and learning through direct experience. Participants were encouraged to think in a multidisciplinary way, recognizing that working with real places requires integrating different perspectives and adapting ideas to specific environments. The concept of ambiguity was also introduced as a natural and valuable part of the learning process, where not all outcomes are immediately clear. Additionally, the discussion addressed the challenge of building collaborations with local stakeholders and organizations, as well as the importance of developing future-oriented thinking when working in complex or evolving contexts.





APPLICATIONS TO OWN WORK

The third part of the workshop invited participants to apply the insights gained to their own professional practice. This phase focused on translating experiences into concrete ideas, considering how place-based approaches can be integrated into teaching and project design.
Participants explored themes such as environmental and historical awareness, creative thinking, and the importance of understanding the layered nature of places. They were encouraged to reflect on how different narratives, uses, and meanings coexist within the same location, and how these can be incorporated into learning activities. The discussion also raised questions about long-term impact, sustainability, and the role of education in supporting communities beyond the duration of specific projects.





ENTREPRENEURIAL COMPETENCES

The final part of the workshop focused on entrepreneurial competences, starting from an open question about the key skills needed by entrepreneurs. Participants identified qualities such as open-mindedness, creativity, flexibility, risk-taking, and the ability to recognize opportunities.



Feedback and Lessons Learned

The workshop highlighted the importance of combining reflection, practice, and real-world engagement in developing entrepreneurial competences. Participants appreciated the use of simple yet effective tools, such as the 3-2-1 method, which proved useful for gathering feedback and encouraging active participation.
A key lesson learned is that working with real contexts requires a multidisciplinary and flexible approach, as well as the ability to deal with uncertainty and ambiguity. Participants recognized the value of collaboration with local stakeholders, while also acknowledging the challenges of building and sustaining these relationships. The workshop also emphasized the importance of future-oriented thinking, especially in contexts where opportunities may not be immediately visible. Overall, it reinforced the idea that entrepreneurial competences are not only about business creation, but about developing the capacity to imagine, shape, and sustain meaningful change in specific places and communities.









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