

StAct

A RESEARCH PROJECT WITH AND BY SCHOOL PUPILS

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Abstract: The abbreviation 'StAct' stands for Start and Act. Pupils pursue an idea and put it into practice, becoming researchers themselves by researching their own project. This research project focuses on social and inclusive entrepreneurship in the digital world. It builds on an innovative educational model developed in two preliminary projects, empowering children and young people to express their ideas and visions. The students carry out a self-selected project at school and present their findings to stakeholders upon completion.

Keywords: Entrepreneurship Education, Vocational Orientation, Gender and Diversity, Participatory Research, Digitalisation, Inclusion

Methodology

"StAct - Start & Act" is based on an educational model developed by two international preliminary projects. This model enables children and young people to express their opinions through structured research processes. More than 2,000 children and young people from Europe have participated in 'StAct - Start & Act'. The initiative aims to develop innovative solutions for a new form of social entrepreneurship in the digital transformation, led by students. Against this background, the "StAct - Start & Act" project pursues three objectives:

1. Creating a research framework for students with diverse characteristics, such as education type, gender, age, ethnic background, and social status, to express and explore their perspectives.
2. The students will communicate their perspectives through self-directed research and exploration projects and exchange ideas with their peers from other schools who are researching similar topics.
3. The resulting diverse range of critical perspectives and insights aims to bring attention to the views and needs of students in the context of developing entrepreneurial thinking and behavior in the digital transformation. Schools, teachers, parents, and education policy-makers are encouraged to take concrete action.

Theoretical Framework

Professions are undergoing significant changes due to digital transformation. Therefore, vocational training in schools must also adapt. The focus should be on the sustainability of work. It is important to involve children and young people in these discussions, as their present and future are at stake. They will be the most affected by digital transformation and climate change. In the context of the UN 2023 Agenda for Sustainable Development, social and inclusive entrepreneurship can have a significant impact on young people. The promotion and development of entrepreneurial thinking and behaviour among pupils of all ages and different types of schools is an important educational policy objective of the EU and its member states. The EntreComp framework, published by the EU, the EntreComp user guide, and the TRIO model of entrepreneurship education developed in Austria, can serve as a basis for developing learning models to promote entrepreneurship as a competence.

In 'StAct', pupils are viewed as researchers and active designers of the entire process, rather than simply auxiliary workers of academic science.

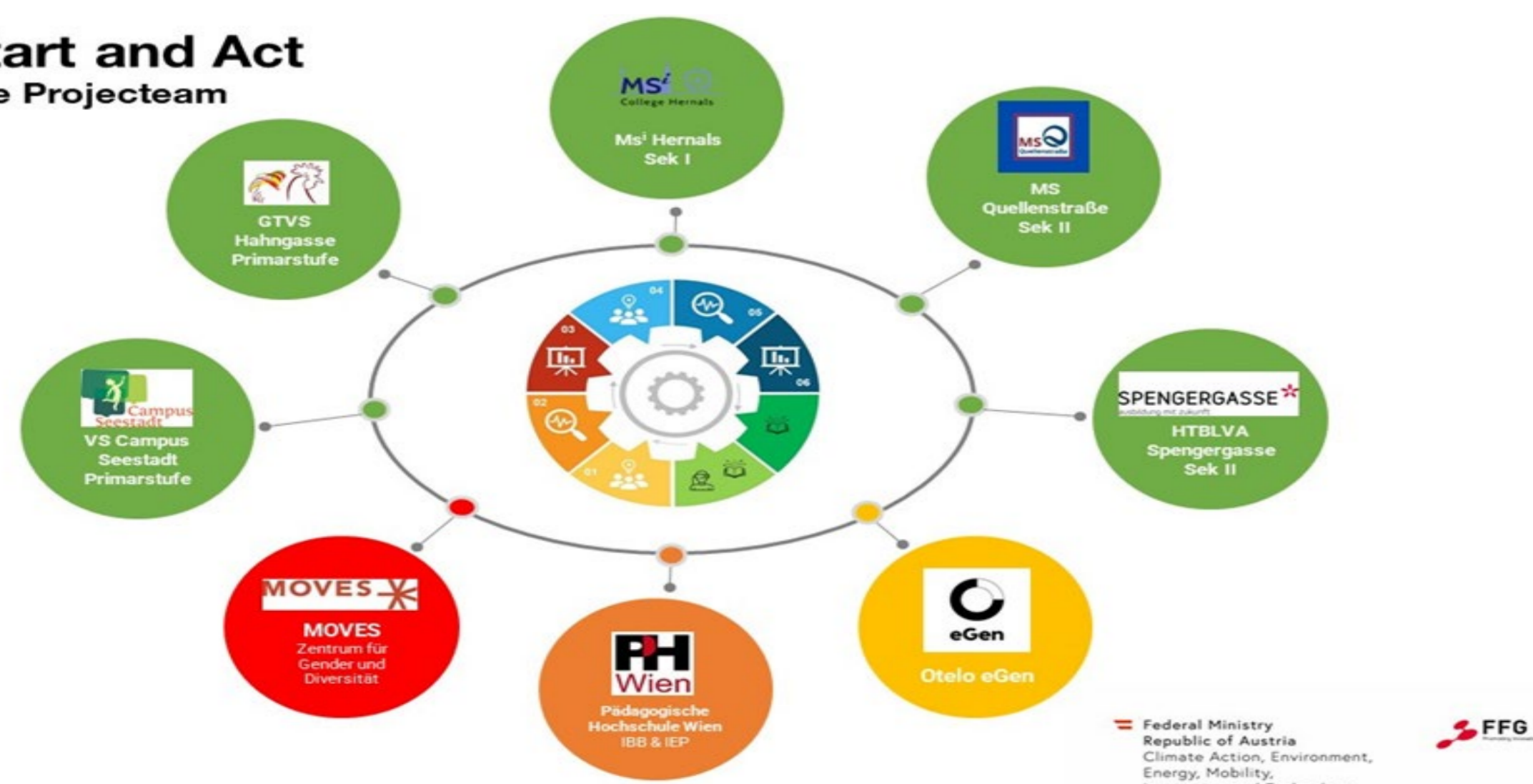
Research Methods

A mixed-method approach will be used for the evaluation. Quantitative surveys will be conducted with pupils from the different types of schools after cycle 1 and cycle 2. Additionally, focus groups will be used to conduct a qualitative survey of pupils.

The results are presented by the students to the stakeholders at the final event during the presentation phase. Publications will follow.

StAct – Start and Act

Members of the Projectteam



Phases of the Research Cycles

Phases of the Research Cycles



Research Cycle 01

Project-Kick-Off: Futurespace & Living Library

- 01 Dialogue Phase 1: Students identify a topic they want to explore and formulate research questions.
- 02 Research Phase 1: Students translate their questions into research projects.
- 03 Presentation Phase 1: Students analyze, reflect on, and present their project results.

Research Cycle 02

- 04 Dialogue Phase 2: Students identify another (possibly more in-depth) topic they want to explore and formulate research questions.
- 05 Research Phase 2: Students translate their questions into additional (possibly more in-depth) research projects.
- 06 Presentation Phase 2: Students analyze, reflect on, and present their additional (possibly more in-depth) project results.

Project Closing Event: Living Library

This graphic was created with PresentationGO.

The graphical representation illustrates the educational and research model, which consists of three interconnected phases: dialogue, research, and presentation. These phases are completed in two consecutive cycles. The research project will take place in five school classes: VS Bildungscampus Seestadt Aspern, VS Hahngasse, Informatik MS Hernals, MS Quellenstraße, and HTL Spengergasse.

The education and research model consists of three interconnected phases: the Dialogue phase, the Research phase, and the Presentation phase.

- Dialogue Phase: phase, which is moderated by the research team and teachers at the schools, pupils are assisted in identifying a topic. During the dialogue phase, which is moderated by the research team and teachers at the schools, pupils are assisted in identifying a topic. This applies to all phases of the research. Specific research questions are formulated using various methods, such as dialogue sheets, voting in the context of the pedagogical-didactic concept of dialogue-based learning or the pattern mining method, which encourages individual reflection, depending on the age of the pupils.
- During the research phase, pupils employ various methods to explore the topic and address the research questions. The specific methods used depend on the pupils' age and the type of school.
- Presentation phase, all participating schools come together and the research team and pupils present their findings on their own entrepreneurial thinking and actions.

"Entrepreneurial challenge-based learning" is a leading approach in our work with "StAct - Start & Act".

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