

Title: **Being entrepreneurial: Initiatives against teacher and student suffering in online learning**

Topic: **Future Universities**

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After pivoting at an amazing pace towards online teaching in 2020, in 2021 educators start realising their current teaching needs more adaption. (It was just a quick win in an emergency situation.) They have translated their on the ground teaching to an online environment, but students are not very happy with it. They feel the need for more interaction and so do educators; that is the reason why we hear and read more and more in the media that students' mental health is being jeopardized.

Entrepreneurial thinking takes place in reality, reacting to real life problems. Besides the fact that qualitative online learning could be implemented differently means that it is also now the best time to take up the challenge of project-based and problem-based learning, making the shift from curriculum centred teaching to student centred learning. We could take the best of Online learning since it is here to stay, at least partially, so we could find long term answers to this challenge. The shift has to be made between the educator being the herder of knowledge and the coach, encouraging learners to sharpen their curiosity, to take initiative, to take responsibility for and thus accountability and ownership for their own learning.

Now is the perfect time to switch to experiential learning, embedded in online learning. Curiosity, critical thinking and creativity certainly are mentioned in the top 10 of 21st century skills (the skills most demanded by employers) for the next years and have their place in the new teaching environment, as a teaching mode, and as a content. All three skills are part of entrepreneurial thinking, so why wouldn't we bet on educators to repeat their extraordinary pivot, in a structured and long term way?

The Future University brings a solution to the community of learners (in all ramifications of civil society) helping educators and learners to embrace online learning by becoming more entrepreneurial through the adoption of a shift in pedagogical paradigm. Entrepreneurial skills like curiosity, problem – solving, creativity, critical thinking, taking risks, taking initiative, trying to expand boundaries, are all skills that can be taught to the teachers and hence to the learners. The Future University will thus have a new role to play for the community by providing a state-of-the-art value proposition. Different actors would be part of the project: educators, teachers education, students, entrepreneurs (for providing real life problems and cases), and other players in society.

Pedagogically embedded in experiential learning, project-based learning, as well as integrating the latest knowledge in neuroscience, the train-the-teacher-in-online-teaching program could be a real innovation in the European education environment and rolled out in 6 different European countries at the same time. This project has a regional, local impact, as people will understand they have the responsibility for their own learning in a sustainable way.

There are many good former teachers, who have left the field because they were disappointed and who now could come back and play an important role in what is potentially an enormous opportunity to innovate European education fundamentally.

