



HANDBOOK

EDUCATIONAL PROPOSAL

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ARTS
DEPARTMENT

in cooperation with:



What we propose

The educational proposal

Introduction

Consistently with the objectives stated for the call “Lifelong Learning Programme” as well as with the Knowledge Alliances Programme – the main objective of the CIAKL2 (Cinema and industry alliance for knowledge and learning II) project is the creation, organisation and dissemination of a transversal subject and Post-Graduation curricula on entrepreneurship education for the creative industries, particularly focusing on the area of film and media arts education. The curricula will focus on the lack and needs in the film and creative media sector in relation with the entrepreneurial mind-set, upgrading the skills and teaching methods of higher education teachers in these areas, but also their ability to promote and nourish new business ventures in the realm of the “creative industries”. As a central part of the project, the consortium will develop a subject and Post-Graduation curricula dedicated to entrepreneurship and business management in film and creative media. In other words, this document describes different subject courses, which are then combined to post-graduation programmes. *The didactic approach* presents different course designs for which the developed subjects can be used, e.g. a full four semester master course, a three-month certificate programme as well as an extra-curricular graduation or post-graduation course which students can undertake aside their studies. The development of these three different courses aims to highlight how flexible the subjects can be utilized in the future.

The subjects have been developed on the basis of four core elements:

1. The Report “Requisites and blueprint for learning and teaching entrepreneurship for film, media and arts industries” (Deliverable 1 of this project)
2. The “Survey Report: Intra- and entrepreneurship drivers amongst film and creative media students and teachers” (created in this project and included in this e-book)
3. Selected teaching and learning approaches identified via online netnography research and analysis of secondary data;
4. Extensive experience of the partner organisations in creating both entrepreneurship and audiovisual media courses and dialogue with other stakeholders namely CILECT schools.

Central to the definition of the subjects of the curriculum (the focus of this didactic approach) is the definition of learning outcomes or objectives. In this *didactic approach*, a learning outcome is defined as a statement of what students will be able to do when they have completed instruction. The definition of learning outcomes are structured here according to the ABCD writing method (Heinich et al, 1996), taking into account:

- A is audience
- B is the behaviour or action verb
- C is the condition for the objectives, e.g.
- Following review of demonstration
- Given a case study
- After completing the assignment
- Given a specific instrument
- D is the degree of achievement or criteria
- Within a given time frame
- Within a given number of tries
- Criteria set by instructor

The curriculum is primary targeting post-graduate students thereby targeting all three levels of Bloom’s taxonomy of educational objectives. The skills in the cognitive domain of Bloom’s Taxonomy Model (1953 and revised in 2000) are, in order of difficulty:

- Level 1: remember (knowledge) and understand (comprehension)
- Level 2: apply (application) & analyse (analysis)
- Level 3: evaluate (evaluation) and create (synthesis)

As one of the aims of this *didactic approach* is to allow the readers to apply one subject module or a combination of multiple modules, each subject is detailed using a pre-defined structure, including:

- Module description
- Key learning outcomes
- Teaching form
- Grading
- Lectures / schedule
- Required materials
- Recommended reading & case studies

To clearly communicate the competencies addressed in each module, each learning outcome will start with “By the end of this subject course, the student will ..” .

Due to the inconsistent usage of the terms subject, module, course, programme and others, these terms are defined for the usage in this ebook. A subject module refers to a set of individual lectures for on certain subject (in this project, a module contains 12/13 lectures). A course refers to a collection of subject modules, which constitute a full learning programme. Courses can take the form of an entire course of study (e.g. a four-semester MBA course), a certificate course (e.g. three months long) or an extra-curricular course.

CIAKL II

CINEMA AND INDUSTRY ALLIANCE FOR KNOWLEDGE AND LEARNING

SHORT COURSE

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Certificate In Business Model Design For Innovation-Oriented Ventures In The Creative Industries

Example Of A Certificate Program

The following table presents a possible structure for a three-month certificate course. The course combines three course modules and introduces participants to the core principles, models and instruments required for the creation of a sustainable business model in the audiovisual sector. Thus, the program focuses on the development phase of a venture as opposed to the exploitation and management phase.

Three-month certificate course	
Narratives: Media Formats And Consumer Experience	6 ECTS
Creativity, Innovation & Entrepreneurship	6 ECTS
Business model design and evaluation	6 ECTS

Introduction To Entrepreneurship In Creative Industries

Example Of A Half-Day Course

The following table presents a possible structure for a half-day workshop introducing students to the topic of entrepreneurship. Rather than using too much technical knowledge, the idea of the course is to combine elements of three lectures to create awareness for the topic by highlighting how different entrepreneurial thinking and acting to the mind-set and behaviour taught in “regular courses”.

Half-day course	
Introduction to entrepreneurship	4 hours
Entrepreneurial thinking (Inside the Entrepreneurial Mind)	
Entrepreneurial behaviour	