



CREBIZ.EU: CREATION OF A LABORATORY MODULE FOR TEACHING ENTREPRENEURSHIP FOR THE MEDIA AND CREATIVE INDUSTRIES.

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summary

This article presents a framework of the problems present in university teaching of entrepreneurship in the field of creative industries and journalism, and the preliminary results of a qualitative and quantitative analysis of the models currently in effect at a global level. The first practical applications of the Crebiz.eu project are added as an empirical case study, namely the pilot teaching project implemented in Portugal, its evaluation and the conclusive reflections on the implemented practices and the lessons learned, with a view to the continuation of the project and creation of a Study Module, implementable at European university level, focused on a teaching-learning laboratory modality of entrepreneurship for journalism and the creative industries.

Key words: entrepreneurship, teaching, journalism, creative industries, innovation.

1. Introduction

In the international scenario traced by factors such as the evolution of the knowledge economy, the diffusion of the concept of entrepreneurship and programs for its promotion (Hannon, 2005), the growth of the economic weight of the creative industries sector (Sacco, 2011), the change in the journalism paradigm in the Digital Era (Harper, 2005), programs to encourage mobility of university students, the precarious condition in intellectual work, there is an urgent need to reflect on curricula and tools of university institutions in the training path young people; to question the possibility of creating new multidisciplinary teaching models and ready to dialogue with students' expectations, scientific interests, the needs of companies and technological innovation;

The challenge is based on the structuring of integrated academic training programs at European level, so that young students are prepared for critical analysis of the market, innovative and

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proactive reading of the future professional environment and for autonomous experimentation of new forms of creative work, but also for that academics develop scientific-pedagogical networks and projects in relation to the business world, and foster more proximity and collaboration between agents.

It is from these needs that we are born, in 2013 under the Erasmus + program, the European research project CreBiz.eu, which brings together four European Universities³with the main objective of developing an innovative laboratory teaching-learning module of entrepreneurship, applied to journalism and the creative industries, to boost the development of business ideas by university students of media and communication, arts and humanities.

Crebiz.eu wants to guide the practice of teaching entrepreneurship, and to propose a common framework at European level through methodological tools and teaching materials adaptable to unique realities, for contextualization and better competitiveness in the global panorama. Exploring the opportunities of an internationally-based study and research base, it aims to extrapolate best practices, facilitate exchanges and exchanges of knowledge between teachers and students from various countries, streamline networking networks between the business and academic world in a broader scope, promoting multilingualism, exchange of learning and results, valuing individual characteristics and skills at the level of the individuals involved (students), at the level of the host institutions of the project and implementation of the Study Module,

The focus of the Crebiz.eu project is based on a professional development program, focused on promoting latent entrepreneurial propensities and capacities, for the acquisition of competences and skills necessary to create, start and manage a new business in the cultural and creative sector, and to provide knowledge necessary to manage, lead and innovate in the context of existing companies.

To achieve these goals, the fundamental activities of the Crebiz.eu project include: orientation towards international best practices; pilot experiments with students, teachers and agents of the innovation ecosystem at the level of research, mentoring and business; creation of a teaching-learning guide (Handbook) and definition of guidelines for the adoption of the Study Module in the curricula of different European universities. In particular, the Study Module aims to be suitable and implementable at the level of European university education, aimed at undergraduate and graduate students, to have international coverage,

³ Turku Univeristy (Finland), ISCTE-Instituto Universitário de Lisboa (Portugal), University of West England (Great Britain) and Universidad de Navarra (Spain) collaborate on the European project Crebiz.eu, under the Erasmus + program.

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This research work aims to outline and frame the most relevant international trends and best practices for teaching entrepreneurship in the creative industries and in journalism, and to define which are the essential elements to create a teaching-learning module that is innovative in this area and internationally applicable.

The most specific objectives are related to the preliminary definition of tools and pedagogical content relevant to the teaching of entrepreneurship applied to journalism and culture, as well as the possibilities of student involvement in the process of creating and implementing the Study Module, considering expectations, motivations and the evaluation of Portuguese pilot experiences, to highlight the most relevant aspects for their improvement.

2. Methodological framework

The theoretical framework is based on the analysis of 60 international examples (non-representative sample, selected by convenience criteria) of entrepreneurship teaching models applied to different scientific areas, selected for the contextualization of the current scenario and identification of trends, having been identified as contributory basis for the development of the Business Development Laboratory Study Module.

The adoption of a triangulation of quantitative and qualitative methods is justified by the need to carry out statistical and content analyzes, considering that the results refer to two different moments of the ongoing investigation:

1. Survey and selection of examples of good practices, with collection and statistical analysis of data on the main variables surveyed.
2. Realization of a pilot project with 23 graduate students in Lisbon, evaluated with participant observation, monitoring via online surveys a priori and face-to-face surveys a posteriori.

From the sample of university courses and specialized training programs (39 European and 21 non-European examples), the data were compiled in an analysis grid inventorizing good practices according to four categories: general information, program structure and characteristics, pedagogy and networks. The categories aggregate the qualitative and quantitative variables systematized and indexed by: course designation, country, university, target audience, number of course units, number of training credits, duration, number of annual vacancies, access requirements, tuition fee, certification quality, teaching languages, number of editions, partners, type of partnership and forms of collaboration, Alumni activity, type of teaching and pedagogical strategies, teaching via e-learning. Trends were framed using computer programs for the statistical treatment of quantitative data, and analog systems for quantitative data.

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For the second stage of the investigation, the case study strategy was privileged, with the researchers “having little control over the events and when the focus is on a contemporary phenomenon within some real life context” (Yin 2003, p.1). This case study reflects one of the first four⁴practical test experiences of the Crebiz.eu Study Module, namely the pilot project carried out at ISCTE-IUL, in Lisbon, over 15 days in December 2014, which involved 23 graduate students and two faculty members research team, with 8 hours of on-site laboratory seminar, complemented with face-to-face mentoring meetings and distance monitoring, using social networks and an online discussion group in which a field experience diary was recorded by the teaching researchers .

Finally, it should be noted that the Crebiz.eu team of researchers in charge of evaluating the results of the pilot projects, carried out in Portugal, England and Finland in December 2014, conducted online surveys a priori (1 week before the event) to students who applied (population = 51; sample = 29) using the online Survey Monkey tool, and face-to-face surveys after the pilot projects were carried out with the participants (population = 44; sample = 37 students).

3. Theoretical framework and literature review

The Crebiz.eu project has as its main focus the creative industries "that have their origin in individual creativity, skill and talent and that have a potential for wealth and job creation through the generation and exploitation of intellectual property" and are considered main vectors for economic and social development as well as for innovation and cohesion (EU, 2006).Contemplating the different classification systems mentioned by the UNESCO Education and Communication Commission, within the scope of Crebiz.eu, the Concentric Circles Model (2013, p. 23-24) is adopted to fit the macro sectors of the cultural and creative industries, including different declines in media and journalism activity. In general, we can then assume that the more traditional ways of doing journalism fall into the second circle, defined as “Wider Cultural Industries”, which covers the press, radio, TV and video, but does not contemplate the changes that have taken place in the journalism landscape with the Digital Revolution and mobile technology.

In the context of the Network Society there are several factors that combine to produce a peculiar information and communication paradigm, such as the creation of a global network of computers that communicate all with everyone, the generalization of digital technologies in the production, reproduction, distribution and information consumption, the attribution to

⁴In parallel to the pilot carried out in Portugal, at ISCTE-IUL, similar experiences took place at the University of Turku (Finland), and at the University of West England, (England). In the first quarter of 2015, an international pilot project experiment was carried out that brought together the best results from national experiences (the results of which will be disclosed only in the final report of the project).

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individuals of the means and tools to produce information and the relevance and social function of individuals' communicative participation platforms (Moreno and Cardoso, 2016). The combination of such factors, according to the authors, is “pushing for a reduction in the economic value of information (that is, the value of information that can be economically captured),

According to Robert Picard (2007), the characteristics of the media industry and the ongoing changes in its structures can be summarized in five trends: abundance, fragmentation and polarization, portfolio development, erosion of the strength of media companies and change in power in the area of communication, which leads to an enormous transformation in the logic of power among active producing agents in the panorama of communication and the creative industries.

Considering journalism “an act of character”, where ethics, authority, honesty and critical capacity of the journalist (Kovach and Rosenstiel: 2007, p.188-189) are distinguishing marks, we cannot fail to assume that the qualities and competences of the professionals, as well as those of the organization that employs them, disseminating their work and collecting financial compensation for this. We are thus faced with a profession with social and economic aspects, moral values and deontological rules, which must be analyzed by contextualizing it in the places of its formation. As a result of the intervention of economic and technological factors, there are two fundamental problems that touch educational institutions that develop entrepreneurship programs: the preservation of the quality of journalistic and creative work, and the conditions for the survival of professionals in the market in mutation.

Thus arises the reflection, stimulated by authors like Jeff Jarvis (2009), about the changes that occur in journalism in the Digital Era from the point of view of its essential values, its functions but also of the professional routines and the news production process.

A process of critical analysis of the professional dimension is necessary to: contextualize the possibilities that are outlined for creative work and network journalism, identify the windows of opportunities for the professional future, and address the curricula and training paths in this area

Shumpeter (2000) considers the ability to combine existing resources in a creative way one of the milestones of the entrepreneur, identified as a lever for innovation when he uses new technical methods, products, sources, resources and forms of organization.

In the context of Crebiz.eu, entrepreneurial skills are interpreted as latent potential in the students it is intended to stimulate, both in the idea of new business proposals for the creation of

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self-employment, as well as in the design of new work models, products and services to be implemented in the within existing organizations, thus highlighting the bridge between entrepreneurship and innovation in the sector.

The literature highlights the need to boost the development of new attitudes and skills linked to the spirit of innovation, the ability to network and optimize the online presence of agents, making wide use of technologies to build products and multimedia narratives, but also to use computerized data, understanding audience measurement and programming languages (Moreno and Cardoso, 2016, p.315) and the interactions between online and offline world.

The transversality and importance of the entrepreneurial spirit for different areas of activity is reflected in the observation of Hisrich and Peters: "entrepreneurship focuses on the entire process of creating companies: all the functions, activities and actions associated with perception, clarification, the search for opportunities, the elaboration of a business plan and the creation of organizations that aim to pursue specific business objectives "(2002, p.80). In particular in the media and creative industries sector, the debate is related to its strategic relevance, the multiplication of initiatives and start-ups and the difficulties related to its sustainability in the short and medium term, in the face of a saturated market dominated by a small number of large conglomerates of Legacy Media and Telcos.

We are facing a complex, stratified and dynamic panorama where each organization navigates an ocean in rapid transformation, adopting tailor-made solutions that often intersect and overlap according to the specific characteristics of each entity (...) The referred heterogeneity is due to the characteristics intrinsic factors of the agents, the organizational structure and mission and the type of orientation towards the market (Foá and Cardoso, 2016, p. 356).

Entrepreneurship, innovation and creativity are thus key elements in redefining the business of digital journalism (Kaye and Quinn, 2012), and in the theoretical and practical affirmation of the concept of entrepreneurial journalism (Briggs, 2011; Jarvis, 2009; Ries, 2009) and in principles that guide the creative professions 3.0. (Elberse, 2013; Doctor, 2010, Ries, 2011).

Coelho underlines the idea of resistance to the market and values the important role that can be played by academia and by investment in training, "while not being able to ignore the new demands of the market, the university must contribute to protect the identity of the journalism, finding alternatives to curricula where the teaching of the technological (multimedia) aspect appears isolated (valued) from the teaching of the contents and the reflection of the problems associated with the journalistic field (2015, p. 181).

The need to create a dialogical relationship between theoretical perspectives, academic teaching

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formats and the skills needed for professions 3.0. it requires a multidisciplinary approach, working on the possible convergences between fields of humanistic knowledge and scientific-economic disciplines, particularly when moving to the classroom context.

Therefore, a theoretical-practical proposal based on sociological perspectives is formulated, in relation to the transformation of the profile of professionals in the media sector (Coelho, 2015; Rebelo 2011), communicational perspectives regarding the functioning of the network of relationships that regulate exchanges between agents (Cardoso, Magno, Soares and Crespo, 2016) and management and marketing perspectives for a vision of entrepreneurship applied to the market, to the creation and realization of business projects (Aris and Bughin, 2009).

In particular, addressing the entrepreneurship sector for the media and the creative industries, Walter (2015) 's theoretical perspective was adopted, which merges the terms "cultural" and "entrepreneur" in the concept of "culturpreneurs" to try to identify the profile of professionals and its multiple valences, considering, with Aris and Bughin (2009). that media companies must deal with "creators" and "transformers". In the traditional media industry, "content transformer" is numerically much more, because the proportion of "content creators", that is, people involved in the current process of creating, acquiring and preparing content is reduced, and most of the people who work in the middle are those who transform the goods / services generated by the creatives into added value offers (Aris and Burghin, 2009, p. 375).

The preparatory phase of the pilot experiments of Crebiz.eu accompanied the elaboration of a diagnosis of the current situation, mapping and representing the complexity of the present scenario, albeit in an incomplete way, trying to structure the existing options in an analytical model based on the strategies in force, with a view to the possible guidelines for the evolution of the media sector and the creative industries. Intending to focus on the options of business models, organizing and systematizing the monetization strategies available to the different organizations of the media and the creative industries, a proposal for a conceptual framework of Monetization Models of the Economic Value of Information for Journalism was followed. Network, which develops from two fundamental axes:

This analysis of the main monetization vehicles allows us to better visualize and understand the strategies for creative content production, the options for production, marketing and generation of services associated with the core-product and services launched as core-product per se, being subject to be extended to a larger group of market agents, including freelancers, collectives and business groups, contemplating identity elements such as mission and objectives, and strategic options such as positioning, customer relationship channels, distribution.

The theoretical definition and applications of the "entrepreneurial spirit" in different sectors

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reveal the importance of combining, in a multidisciplinary approach to teaching entrepreneurship, academic and empirical tools and knowledge with soft-skills, which are based on the appropriation of models from various scientific areas, using concepts and methods, such as design thinking, business model canvas or elevator pitch (Osterwalder and Pigneur, 2010; Kaplan, 2009; Picard: 2004; Albarran, 2010).

It is also considered how innovation in the production of content and services can be made explicit in four levels of activity: access and new actors (crowdsourcing, user generated contents, creation framed in independent contexts and with greater proximity between agents), new approaches (new formats, hybridization, info / edu-tainment), computers (exploring the potential of automation, aggregation, data capture / screening, geolocation), convergence and new tools (valuing live, visual, virtual and immersive dimensions), reach (local-global).

This session ends by highlighting the importance of continuing to invest in training and research on entrepreneurship in the area of media and creative industries to develop ever more advanced and updated models, to generate synergies between academia and the professional sector, as well as to feed theoretical and critical knowledge, as well as the dominance of tools and techniques that form the basis of products and services currently available and enjoyed on the market.

For this reason, it is essential to train new generations of young people, considering them in this era of convergence as consumers, producers and future professional entrepreneurs, technicians and managers in the sector of the creative industries and the media. We are interested in a focus on the human and professional dimension of the new generation, considering its protagonists as current and future producers and consumers of content.

4. Preliminary results

The main results of the first phase of the research, concerning trends and good practices in the teaching of entrepreneurship at a global level, point to a geographic distribution with some concentration. Considering that the sample is composed of 39 European and 21 non-European examples, of which 14 are based in the USA, it is said that the USA is the country with the most analyzed courses, which corresponds with the observations highlighted in the theoretical framework on the predominance of the American model, not only in the teaching of journalism but more generally in the application of entrepreneurship to the area of cultural and creative industries. This fact that can be explained with the institutionalization of entrepreneurship as a scientific and theoretical-practical area in the American academic, professional and cultural universe, leaves room for

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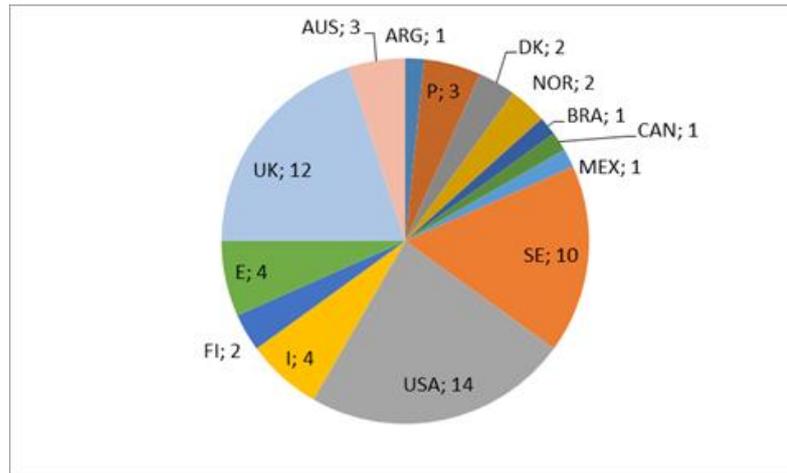


Figure 1. Geographical distribution of courses, by country

observe the diffuse growth also at the European level of certified courses that meet the requirements defined as research variables.

Another relevant result is (75%) of the courses analyzed identified with the concepts of entrepreneurship and innovation, these two being the terms “entrepreneurship” (40%) and “innovation” (35%) the most used in the designation of the pedagogical offer . Minority shareholders refer to “new venture creation” (8%), “creativity” (6%) and “management” (5%).

Continuing, entrepreneurship as a recent training area at university level also stands out, with 16% of the courses having existed for more than 10 years and only 9% having more than 20 years. 35% of the courses studied last between one and two years and only 2% exceed two years.

Considering the great diversity of systems of attribution and recognition of training credits implemented by the various courses, in accordance with their geographic origin as well as with the course typology (bachelor's, master's, masters, specialization seminars, training courses) it is noted that only 18% of the total assigns more than 60 ECTS credits.

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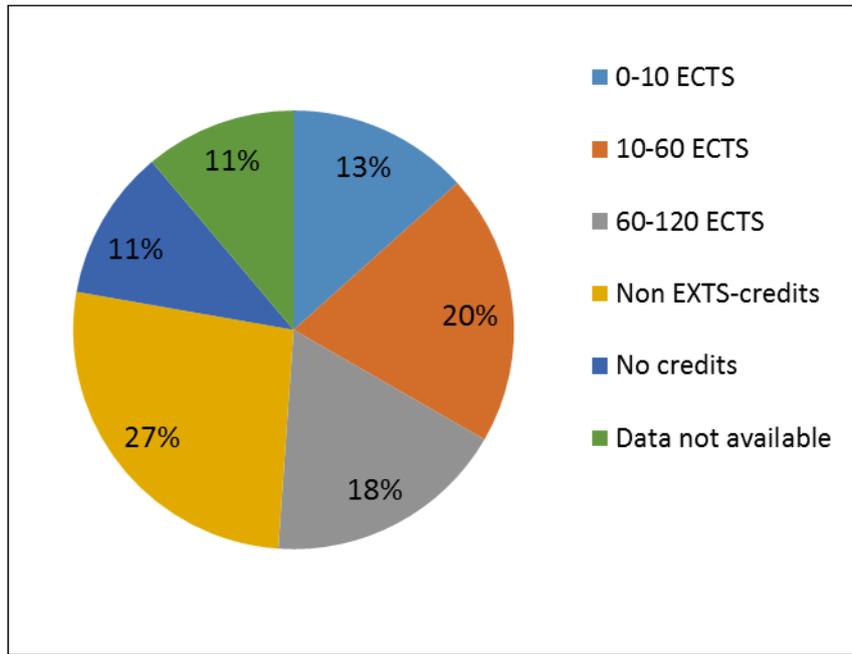


Figure 2. Training credits per course, considering the ECTS system and other attribution models

Finally, it should be noted, having applied a national currency conversion system, that although 22% of the courses under analysis are free, 27% have a tuition fee of more than five thousand euros and in 16% of cases the amount exceeds the 10,000 euros.

The second phase of the research project was the construction of an entrepreneurship teaching module applied to the media and creative industries for a sample of Portuguese students, carried out in a pilot experiment carried out with 23 students in the area of communication sciences, and in particular journalism, two postgraduate courses⁵, carried out in December 2014 at ISCTE-IUL, in Lisbon.

Like this, a mini pilot course on “Entrepreneurial Journalism” was carried out under the Erasmus + Crebiz.eu project. In addition to experimentation, the incentive given to students for participation was the possibility that the best works carried out during and after the sessions were invited to participate in the international pilot course, held in February 2015 at the University of West England (Bristol).

As the recipients of the pilot project were essentially linked to the area of training in journalism, it was decided to introduce a range of concepts and knowledge, fundamental to the creative

⁵ Post-Graduation in Journalism ISCTE-IUL / Media Capital and Post-Graduation in Portuguese Language Journalism, in partnership with Agência Lusa.

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process and development of projects and business imported from other areas, as it is considered that these would be less familiar to the students.

Using the conceptual model of Monetization Models of the Economic Value of Information (Foá and Cardoso, 2016), fundamental notions of management and marketing were worked on, strategic elements of the marketing mix to present, through concrete examples, price discrimination strategies (ie paywall, freemium), the new opportunities provided by digital advertising (such as affiliate marketing, native advertising, branded contents strategies), or social media sponsorship linked to the use and distribution through social networks, the recent grassroots trends “Collaborative” like crowdsourcing and crowdfunding compared to the more traditional forms of public subsidy, patronage and donation.

Thus, the innovation applied to the project's realization structure is related to didactic contents and pedagogical models of teaching in the laboratory context, including the integration of formal education with non-formal learning modalities and personalized monitoring (mentoring), and the use of new instruments for creating business models and monetization options (such as crowdfunding, freemium, aggregated paywall or long tail form business models); use of technological platforms to support distribution and financing; new forms, means and communication tools, especially online taking advantage of online social networks; multimedia integration in entrepreneurial journalism projects, content creation and services.

The monitoring of students' motivations and expectations, and their evaluation of teaching methods, classes and materials, perception of participation and learning result in high satisfaction rates, emphasizing the relevance of the practical approach in the laboratory context in the presence of professionals in the sector.

Participant observation allowed us to reinforce these conclusions and point to the importance of a training seminar-like context, different from the more traditional classroom context, an approach focused on learning-by-doing and tailor-made for the public student, considering the areas of prior training, structuring the didactic program together, and providing direct and personalized monitoring to students and their projects via face-to-face and distance mentoring (online).

5. Conclusion

This work makes it possible to discuss, albeit partially and incompletely, several issues related to the teaching-learning process of entrepreneurship and innovation applied to students in the areas of media and creative industry.

Concluding in relation to the trends, it is verified that it is a recent discipline area, but in rapid

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development in different parts of the globe, with an evident scarcity of university courses or of short duration, especially that grant ECTS credits and are part of the European accreditation regime.

Multiple examples of good practices, of which four can be highlighted that portray the entrepreneurial spirit in the combination of theoretical-practical, didactic components and relationship with the business sector: Innovation Lab for New Media, (Walter Cronkite School, Arizona State University, USA); Master in Media and Creative Enterprise, (Birmingham City University, UK); Master in Digital Journalism, (Universidad de Guadalajara, Mexico); Business Creation and Entrepreneurship Programs (Tromso University, Norway).

From the survey, a pilot teaching / learning project was designed and implemented to test the study plan that will be the final conclusion of the Crebiz.eu project.

From the practical experiences carried out at the three partner universities, the participating students highlight as positive points “the way of thinking about a new business”, “the possibility for students to present their ideas”, “the teachers answered all questions” or “ the material presented is interesting and appropriate ”. Also relevant are the ideas of “working as a team”, “sharing ideas” and the focus on “entrepreneurial thinking”. In the aspects to be improved, the short duration of the pilot projects stands out overwhelmingly in view of the “great amount of new concepts”.

In this way, it becomes necessary, andn future phases of development of the CreBiz.eu project, develop the themes and concepts in a broader and more comprehensive way, in order to clarify, for current and future entrepreneurs in the scope of the media and creative industries, the following contextualizing and operational elements:

- The new ecosystem and the breakdown of media models in the post-industrial era;
- The entrepreneurial journalist and the reinvent of journalism;
- The culture of technological startups and their importance for the media and the creative industries;
- How to move from the initial idea to the startup: the development of a project;
- How to present a project: Elevator pitch;
- Principles of Design Thinking: inspiration, ideation and implementation;
- *Business Model Generation*: the elaboration of canvas for business models.

The project foresees deepening and crossing of the variables and the empirical data, and incorporation of the acquired know-how, to create a theoretical-practical module of teaching / learning, which includes:

- ECTS recognition;

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- Pedagogical manual;
- Teaching materials.

By creating its Study Module as a pedagogical product, Crebiz.eu aims to be able to 1) develop more entrepreneurial attitudes with graduates and students of the second cycle through the training and use of appropriate teaching methodologies to promote the entrepreneurial spirit, the entrepreneurial society and the capacity for innovation 2) promoting entrepreneurship as a career option for university students 3) improving the understanding of the target audience in business opportunities, business competence, business logic and start-ups and allowing the communication of two ways and collaboration with the business environment 4) reinforce academic-business collaborations to generate innovations and new businesses 5) improve the employability of the target group, creating a platform (skills, networks, tools via study module and business development laboratory) for students, with the objective of meeting the needs of SMEs and companies 6) improving academic entrepreneurship, the creation of knowledge-based companies and innovation processes and multidisciplinary collaboration in universities 7) guarantee the impact of training, focusing on the creative industries as a sector with the greatest potential to exploit the results and available opportunities 8) guarantee the impact of the results through the creation of transferability elements (materials, study modules, team teachers and mentors) that can be replicated in other countries and to other key sectors in the future (after the development phase).with the objective of meeting the needs of SMEs and companies 6) improving academic entrepreneurship, the creation of knowledge-based companies and innovation processes and multidisciplinary collaboration in universities 7) guaranteeing the impact of training, focusing on creative industries such as a sector with a greater potential to exploit the results and opportunities available 8) guarantee the impact of the results through the creation of transferability elements (materials, study modules, team of teachers and mentors) that can be replicated in other countries and for other sectors in the future (after the development phase).with the objective of meeting the needs of SMEs and companies 6) improving academic entrepreneurship, the creation of knowledge-based companies and innovation processes and multidisciplinary collaboration in universities 7) guaranteeing the impact of training, focusing on creative industries such as a sector with a greater potential to exploit the results and opportunities available 8) guarantee the impact of the results through the creation of transferability elements (materials, study modules, team of teachers and mentors) that can be replicated in other countries and for other sectors in the future (after the development phase).the creation of companies based on knowledge and innovation processes and multidisciplinary collaboration in universities 7) guarantee the impact of training, focusing on the creative industries as a sector with the greatest potential to explore the results and opportunities available

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The expected results are that the participants understand more deeply what skills are needed to lead a project and small business in the creative sector from the point of view of an entrepreneur and a manager; knowledge of the phases of an entrepreneurial process (opportunity - creation - recognition); who know how to manage transversal competencies to adapt to a flexible professional career, and create and maintain contacts with the professional sector to explore employment and business opportunities.

The differentiating element of Crebiz.eu is to enable and enhance a transformation in the approach to questions of entrepreneurship in the cultural and creative sector, not so much supported by the realization of a business plan, but strengthening the capacities to think proactively so that students can approach the labor market and its opportunities in an innovative way.

The data collected also refer to the discussion about what type of creative and journalist profile the University should form in a changing journalism market, and what skills need to be developed. This reinforces the debate on the maintenance or innovation of traditional models in the training of creatives and professionals of the communication of the future within Schools and Universities.

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