

Course Program ENTREPRENEURSHIP IN THE CREATIVE INDUSTRIES

A. General Information

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| 1. Academic Unit | Vicerrectoría de Pregrado | | | | | |
| 2. Degree | Entrepreneurship Track | | | | | |
| 3. Code | ETR20211 | | | | | |
| 4. Curriculum Location | Bachelors / Literature | | | | | |
| 5. Credits | 8 credits | | | | | |
| 6. Type of Course | Mandatory | | Elective | x | Optional | |
| 7. Duration | Bimonthly | | Biannual | x | Annual | |
| 8. Weekly Modules | Theoretical | 2 | Practical | | Assistantship | |
| 9. Academic Hours | Classes | 68 | Assistantship | | | |
| 10. Pre-requisite | Does not have | | | | | |

B. Contribution to the Graduate Profile

Taking into consideration the changes in the work environment, mainly those that involve a global context, diversity and an interdisciplinary approach, Universidad del Desarrollo has proposed to educate students through an Educational Project that, in addition to providing solid disciplinary training and in coherence with the needs of the world of work, develop in the students new abilities, competencies and knowledge that allow them to successfully face the professional scene that awaits for them once finishing their undergraduate education. In this context the Track Courses or Themed Routes emerge, aiming to contribute to the extra-disciplinary training of students, taking part in enriching learning experiences that prepare them for an ever-changing working market.

The main goal of this course is to comprehend the importance of the creative industries in the development of innovation and productive ecosystems, as well as acquiring new industry-specific tools, skills and competencies, that will allow them to acquire a solid foundation promoting entrepreneurship and leadership within these industries. The theoretical-practical development looks forward to fostering autonomy in the collective work of students, through debating as well as the application of knowledge through diagnosis and proposal capacity. It is expected also, that the students can apply their new knowledge in real work through an active relationship with local organizations.

This course contributes to the development of the following generic UDD competencies: Entrepreneurship and Leadership and Communication, and subscribes to the **Entrepreneurship Track**.

C. General Learning Competencies and Results developed by the course

| Generic Competencies | General Learning Results |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Entrepreneurship and Leadership</i> | <p>Applies and understands basic knowledge of the creative industries, being able to link entrepreneurial actions with the industry in an active and clear manner.</p> <p>Recognizes key elements, as well as the general characteristics of the different creative industries, being able to analyze, diagnose and find development opportunities at a local level.</p> <p>Uses diversity of communication tools for the development, management and circulation of entrepreneurship in the creative industry.</p> |
| <i>Communication</i> | |
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D. Unit Contents and Learning Results

| Unit Contents | Competence | Learning Results |
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| <p>Unit 1: Introduction to the creative industries</p> <ol style="list-style-type: none"> 1. General concepts, diversity of creative industries: definitions and reach. 2. Relevance of the CI for the economy: economic development, competitiveness, entrepreneurship, human development and urbanization. | <i>Entrepreneurship and Leadership</i> | <p>Values de reach and relevance of the creative industries, dominate the essential concepts and develop a clear personal perspective in relation to the context learned.</p> |
| <p>Unit 2: Creatives industries and the world</p> <ol style="list-style-type: none"> 1. Impact of the creative economy. 2. Characterization of the principal categories of creative industries. 3. Historical revision, leaderships, and trends of the major world economies. | <i>Entrepreneurship and Leadership</i> | <p>Understands the relation and mechanics of the value generation of the creative industries in current economic and productive development.</p> |

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| <p>Unit 3: Creative industries in Chile</p> <ol style="list-style-type: none"> 1. Characterization of the creative industries in Chile. Background, context and case study. 2. Opportunities, gaps and challenges for the creative industries in Chile. 3. Characterization of the creative industries in the Biobío Region, case study 4. Key aspects for the creative entrepreneurship: difference between creativity and innovation, value proposal identification in the creative industries. | <p><i>Entrepreneurship and Leadership</i></p> <p><i>Communication</i></p> | <p>Identifies the major sectors of the creative industries in Chile, their link with economic, social, cultural and political development within the national context, and its main gaps and opportunities.</p> |
| <p>Unit 4: Entrepreneurship in the creative industries</p> <ol style="list-style-type: none"> 1. The creative industry as a business model: infrastructure, tools and practical guidelines, challenges and opportunities. 2. Local ecosystem: funding sources, support networks, major entities, culture, talent and local knowledge. 3. Technology, sustainability and new trends. 4. Case studies. 5. Diagnosis development and collaboration proposal with an entity. | <p><i>Entrepreneurship and Leadership</i></p> <p><i>Communication</i></p> | <p>Applies the knowledge on the creative industries for diagnosis and entrepreneurship proposal.</p> |

E. Teaching Strategies

In the teaching process, it is considered the use of diverse theoretical and practical tools, with a special emphasis on creating class dynamics that actively involve the students work, as well as the progressive domination of the course knowledge. The strategies to be used are the following:

- Expository Class: Delivery of theoretical and conceptual contents.
- Schemes and graphic organizers: Use of visual representation tools.
- Case study: Global, national and local cases will be studied.
- Guided Discussion: Regarding the themes addressed, complemented by the visit and testimony of local actors of the creative industry.
- Project-based learning: For the exam, it is expected a project proposal in alliance with a local institution for diagnosis generation and proposal.

F. Evaluation Strategies

Each evaluation will be based on observation scales that will be revised at the beginning of each work process. The evaluation instances are:

- **Evaluation 1:** A case study of a local creative industry entrepreneurship.
- **Evaluation 2:** Diagnose and characterize a local creative industry.
- **Additive Evaluation:** In-class practical exercises.
- **Final Exam:** Development of an entrepreneurial proposal linked to a local creative industry entity.

Attendance Requirement:

"The course and/or activity include a mandatory attendance requirement, which implies that students who fail to meet this requirement will not be eligible to take the Final Exam for the subject, as stated in the Academic Regulations for Regular Students. The number of allowable absences will be specified in the respective calendars of each course and/or academic activity, and this information will be provided at the beginning of the school period for each of them."

G. Mandatory Learning Resources

- https://creativeeconomy.britishcouncil.org/media/uploads/files/English_GuideToolkit_30_withCover_LR.pdf
- Gross, Jonathan. (2020) The Birth of the Creative Industries Revisited: An Oral History of the 1998 DCMS Mapping Document. London: King's College London. doi.org/10.18742/pub01-017.
- Jeffcutt, P. and Pratt, A.C., 2002. Managing creativity in the cultural industries. *Creativity and Innovation Management*, 11 (4), pp. 225-33.
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- https://www.researchgate.net/publication/227697753_Cultural_Economy_and_the_Creative_Field_of_the_City
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- https://en.unesco.org/creative-cities/sites/default/files/16_pages_villes_creatives_uk_bd.pdf
- Link: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ERI/pdf/EY-Cultural-Times2015_Low-res.pdf
- https://creativeeconomy.britishcouncil.org/media/uploads/files/nesta_cetoolkit_english_4books_casestudies_tutornotes_worksheets.pdf

Complementary

- Florida, R., 2014. Rise of the Creative Class, Revisited. New York, USA: Basic Books.
- Gov.uk. 2021. Media and creative industries - GOV.UK. [online] Available at: <<https://www.gov.uk/business-and-industry/media-and-creative-industries>> [Accessed 15 March 2021].
- McRobbie, A., 2016. Be creative. Cambridge: Polity Press.
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- https://creativeeconomy.britishcouncil.org/media/uploads/files/English_mapping_the_creative_industries_a_toolkit_2-2.pdf