



EXPERIENTIAL DIGITAL HUB FOR THE MEDIA AND CREATIVE INDUSTRIES

# XD MEDIA HUB

VET DIGITAL TOOLBOX

Training Curriculum and Modules



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## Contents

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Training Course Overview .....                                       | 2  |
| Areas of learning .....                                              | 2  |
| Learning Process .....                                               | 3  |
| Training and Learning Model .....                                    | 4  |
| University of Deusto's Teaching-Learning Model (MAUD) .....          | 4  |
| Experiential Context (EC).....                                       | 5  |
| Reflective Observation (RO) .....                                    | 6  |
| Conceptualisation (C) .....                                          | 6  |
| Active Experimentation (AE) .....                                    | 6  |
| Evaluation (E).....                                                  | 7  |
| Training methods.....                                                | 7  |
| Learner-Centered Approach:.....                                      | 7  |
| Flexible Modular Structure:.....                                     | 7  |
| Web-Based Learning Materials: .....                                  | 7  |
| Active Project-Driven Learning:.....                                 | 8  |
| Collaborative Learning: .....                                        | 8  |
| Practical Problem Solving: .....                                     | 8  |
| Individualised Learning Paths:.....                                  | 8  |
| Reflective Learning:.....                                            | 8  |
| Simulation-Based Learning:.....                                      | 8  |
| Teaching strategy.....                                               | 8  |
| Learning strategy .....                                              | 10 |
| Training tools .....                                                 | 10 |
| Course description .....                                             | 11 |
| Course objectives.....                                               | 11 |
| Course outcomes .....                                                | 12 |
| Course topics: .....                                                 | 13 |
| Modules .....                                                        | 15 |
| Module 1 – Identifying Opportunities and Fostering Innovation .....  | 15 |
| Module 2 – Enabling Action and Mobilization .....                    | 15 |
| Module 3 – Effective Communication and Collaborative Engagement..... | 16 |
| Module 4 – Problem Solving and Resource Management .....             | 16 |

## Training Course Overview

The media and creative industries present abundant opportunities and challenges in today's rapidly evolving landscape. This training has been crafted to empower individuals with the skills and knowledge necessary to navigate and excel in this dynamic sector.

The XD Media Hub project's primary objective is to prepare, equip, support, and develop entrepreneurs, managers, and owners of tech startups in the Media and Creative industries. Focusing on innovation, collaboration, and utilising digital technologies equips participants with the tools needed to thrive in this ever-changing domain.

In the following sections, we will examine the elements that make up this training course, including its modules, competencies, and content. Each unit is designed to provide a comprehensive overview of the course's structure and objectives. From identifying opportunities and fostering innovation to effective communication and resource management, this course covers various topics critical for success in media and creative entrepreneurship.

As you progress through the course materials, you will gain insights into fostering creativity, establishing networks, and strategically planning and executing projects. Additionally, you will explore the significance of problem-solving and resource management within media and creative industries.

By the course's conclusion, you will have developed a robust skill set and entrepreneurial mindset, enabling you to identify and capitalise on opportunities and effectively collaborate and communicate in the digital age. You will emerge well-prepared to contribute to the growth of Media 4.0 and the innovative deep-tech business development in Europe's media and creative sectors.

As participants embark on this educational journey, they are encouraged to embrace creativity, collaboration, and digital fluency, for these are the cornerstones of success in this ever-evolving sector.

## Areas of learning

Entrepreneurship in Media and Creative Industries course encompasses a wide range of areas of learning to equip participants with a holistic understanding of digital technologies opportunities and challenges for entrepreneurship in this growing and dynamic sector. These areas of learning include:

- **Understanding the Media and Creative Landscape:** Participants will explore the foundational knowledge required to comprehend the intricacies of the media and creative industries. This includes gaining insights into these sectors' historical context, key players, and evolving trends.
- **Opportunity Identification:** A core aspect of entrepreneurship is identifying opportunities. Participants will learn to recognise untapped market niches, emerging trends, and areas for value creation within the media and creative industries.
- **Innovation and Creativity:** This learning area emphasises cultivating creativity and innovation. Participants will explore methodologies such as design thinking to challenge conventional thinking and generate purposeful ideas for media and creative endeavours.
- **Collaboration and Networking:** Effective collaboration and networking are essential in the media and creative industries. Participants will develop skills to foster cooperation, harness collective intelligence, and establish diverse ideas exchange and resource-sharing networks.

- **Strategic Planning and Management:** Entrepreneurial success relies on strategic planning and efficient management. This learning area equips participants to set clear goals, develop strategic action plans, and efficiently allocate resources for media and creative projects.
- **Digital Technologies for Collaboration:** In today's digital age, participants will explore using digital tools and platforms for effective collaboration. This includes leveraging technology to facilitate teamwork, knowledge sharing, and engagement within the media and creative industries.
- **Problem Solving in Digital Environments:** Entrepreneurship often involves addressing complex conceptual problems. Participants will gain proficiency in utilising digital tools and technologies to engage in cognitive processing and innovative problem-solving within digital environments.
- **Resource Mobilization and Management:** Effective resource management is crucial for entrepreneurial success. Participants will learn to identify, acquire, and optimise using physical, intellectual, and digital resources specific to media and creative projects.
- **Communication and Engagement:** Effective communication is vital for collaboration and engagement within the media and creative industries. Participants will learn to engage in meaningful interactions and communicate through digital platforms.
- **Risk Management and Resilience:** Entrepreneurship comes with inherent risks. Participants will explore strategies for risk management, learn to embrace calculated risks and develop resilience to overcome setbacks.
- **Continuous Learning and Adaptation:** The media and creative industries constantly evolve. Participants will be encouraged to adopt a growth mindset, stay informed about emerging technologies, and continuously enhance their competencies to adapt to industry changes.

These areas of learning collectively provide participants with a well-rounded entrepreneurial skill set tailored to the unique demands of the media and creative industries. Participants can apply these skills to real-world scenarios throughout the course, ensuring practical relevance and readiness for success in this vibrant sector.

## Learning Process

A dynamic and participant-centred approach characterises the learning process within the Entrepreneurship in Media and Creative Industries course. Participants can tailor their learning journey to meet this online course's specific needs and objectives. The learning process is designed to be:

- **Self-directed:** Participants have the autonomy to self-assess their existing knowledge and skills within the defined areas of learning. They can then select the modules that align with their individual learning goals and areas of improvement. This self-directed approach ensures that participants focus on what matters most to them.
- **Practical:** The course emphasises the practical application of knowledge and skills. Theory is brought to life through real-world scenarios, case studies, role plays, and hands-on exercises. Participants gain valuable insights into entrepreneurship within the media and creative industries, enabling them to translate concepts into action.
- **Adaptive:** Learning adapts to participants' evolving needs. As they progress through the modules, participants can revisit and adjust their learning journey based on their changing

priorities and emerging challenges. This adaptability ensures the course remains relevant and valuable throughout their entrepreneurial journey.

- **Participatory:** Participants are encouraged to participate in learning actively. The course fosters a collaborative learning environment where participants share their experiences, insights, and resources. This participatory approach harnesses the group's collective wisdom and promotes peer-to-peer learning.
- **Elicitive:** The course draws from participants' diverse experiences, knowledge, and personal resources. It recognises that each participant brings a unique perspective and expertise. Through eliciting techniques, participants are encouraged to tap into their backgrounds and insights, enriching the learning experience.
- **Reflective:** Entrepreneurship is a reflective practice. Participants are encouraged to reflect on their learning journey, assess their progress, and identify areas for further development. Regular self-reflection and feedback mechanisms are integrated into the course to promote continuous improvement.
- **Experiential:** Learning by doing is a core principle of the course. Participants engage in experiential learning activities that simulate real-world entrepreneurial challenges. This hands-on approach allows participants to apply their newly acquired knowledge and skills in a risk-free environment.
- **Technology-Enhanced:** Given the course's online nature, technology plays a pivotal role. Participants leverage digital tools and platforms for collaborative activities, knowledge sharing, and engagement. The system harnesses technology to create an immersive and interactive learning environment.

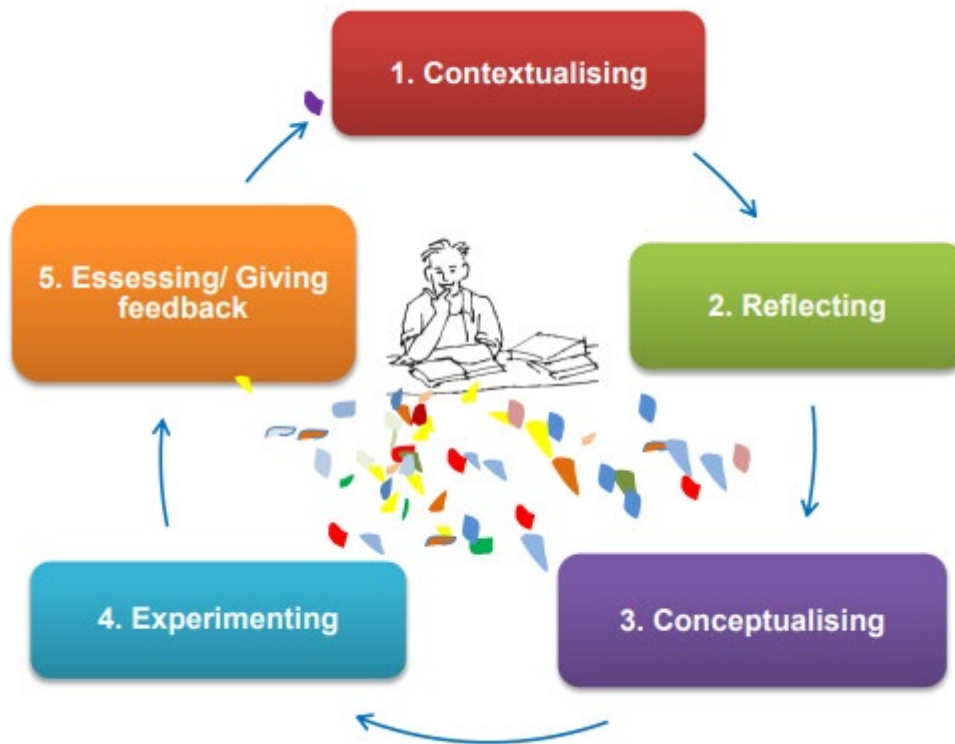
Overall, the learning process empowers participants to take ownership of their training journey. It combines self-directed learning with active engagement and practical application. Participants will get the knowledge, skills, and confidence to face the challenges of new digital technologies in digital and media business.

## Training and Learning Model

The Deusto learning model inspires the methodology used in the course. The model must be adapted to fit the characteristics of this training, online and asynchronous, as well as the features of the participants.

### University of Deusto's Teaching-Learning Model (MAUD)

Units of study need to be structured into a series of phases that facilitate students' active construction of content and meaningful integration of that knowledge, enabling its subsequent retrieval, application, and transfer.



Source: [Presentación de PowerPoint \(deusto.es\)](https://www.deusto.es)

We briefly describe the five proposed phases of the Pedagogical Framework:

## Experiential Context (EC)

The first step is to place the student before the topic or issue to be developed. Engaging the student through their experiences and context is essential, helping them form an initial, holistic understanding of the subject and establishing the context in which the content to be studied becomes relevant or applicable.

The teacher's primary role is to facilitate the construction of knowledge by the student, combining the logical structure of each subject with the psychological and social perspective of the student. To achieve this, it is crucial to consider that learning originates in a specific person from their prior conceptions or preconceptions, ideas, and experiences in their personal, academic, and social context. This context can include the broader international political, economic, cultural, and historical environment.

It is advisable to link learning with personal experience (analysis of preconceptions, various backgrounds, data on the topic to aid contextualisation, connection with other contexts, future expectations, questions on how we learn, and shared and divergent participant perceptions). This can be done collaboratively, exchanging and contrasting experiences and viewpoints.

Moreover, to engage the student in the learning process, it is essential to share the process's objectives from the beginning, define the subject of study, the competencies to be enhanced, and the content and activities to be developed.

## Reflective Observation (RO)

The purpose of this second phase is to encourage learners to ask questions and inquire since significant learning cannot occur without self-questioning and inquiry. The existence of a question, questions, a conflict, or a gap between what I know and what I need to know or do motivate the student to take action, leading to the construction and reconstruction of knowledge.

Therefore, it is desirable and necessary to promote questioning, the formulation of one's questions, and the search for answers by the student before formulating questions and answers from others: What is happening here? What does this topic or situation consist of? What are its essential aspects? What does it obey or respond to? Why, for what purpose? What is my reaction to this observation? What interests me? What contradictions does it raise? How does it affect my beliefs? How does it challenge me? What do I not understand? What thoughts or reflections does it suggest to me? What could I do?

Sharing our questions and reflections can also be a first step in initiating teamwork: What are my essential questions? What are my colleagues' questions? What questions have authors and specialists in this field formulated regarding this issue? How do we evaluate these contributions?

Reflective observation thus involves opening one's eyes to perceive the surrounding reality and questioning what this observation truly means.

## Conceptualisation (C)

The next step is to understand the theoretical positions on the topics deeply. It involves introducing students to the theory developed from a specific scientific or technical area: authors and schools' responses to the critical questions in each discipline. Conceptual learning is based on acquiring knowledge, scientific terminology, facts and data, methods and strategies, principles, and theories that shape each discipline's scientific and technical expertise.

It should encourage learning based on the use and application of cognitive skills such as understanding, analytical-synthetic thinking, critical judgment, or divergent thinking, facilitating integrated (which allows placing the concept, fact, data, scientific principle, or theory in one's intellectual structure) and meaningful learning (which adds or incorporates relevant knowledge to personal development linked to attitudes, values, and competencies).

## Active Experimentation (AE)

In this fourth learning phase, we ask, "How can students apply the content they have just studied?" It relates to the theory-practice connection and includes any activity (exercises, practices, projects, research work, designs, or any other active proposal that students must carry out in a specific subject, course, or program) that fosters the development of students' competencies in applying concepts, theories, or models for better consolidation of these concepts. It aims at problem-solving or designing and implementing a model or strategy.

This phase aligns well with collaborative work, as it requires the application of various capabilities and competencies that different team members may possess.

The questions that can help develop this phase relate to two areas: the technical (questions about the best approaches, procedures, strategies, methods, and resources for carrying out a task or project) and the social or human (how these activities affect people; what social, human, ecological, political, pedagogical, sociological consequences they have).

## Evaluation (E)

We cannot complete a learning cycle without asking what we have done and achieved. For this purpose, we can distinguish three levels of evaluation:

*Personal Level:* This seeks self-assessment by the individual who reflects on what they have learned, questioning their abilities, limitations, personal motivations, attitudes, convictions, and values. It also includes the unique contribution and importance of learning for the student: What do they feel they have learned? What has this learning brought them? What difficulties have they encountered?

*Formative Level:* It considers feedback as a critical element for student progress. Obtaining feedback on how we learn, identifying the main difficulties and obstacles to overcome, and the primary errors to correct are the foundations for improvement and optimal utilisation.

*Summative Level:* Its purpose is to hold each student accountable for their work and study. It involves providing a judgment or evaluation of the student's performance, leading to an academic grade and accrediting a level of competence achieved.

## Training methods

The training methods employed in these modules embrace a learner-centric and interactive approach that fosters active engagement, project-driven learning, and adaptability. Here's a proposal for the training methods:

### Learner-Centered Approach:

The course follows a learner-centred paradigm, shifting the focus from traditional trainer-centric methods to empower participants to take an active role in their learning journey. This approach recognises participants' diverse backgrounds and needs and encourages them to steer their own learning experience.

### Flexible Modular Structure:

The course has a flexible modular structure that allows participants to access all modules, review specific content, and explore additional literature sources and examples. This flexibility accommodates varying learning paces and preferences.

### Web-Based Learning Materials:

Participants will have access to a comprehensive repository of web-based learning materials. These materials encompass multimedia resources, case studies, interactive simulations, and more. They serve as a dynamic knowledge hub, fostering self-directed learning and exploration.



## Active Project-Driven Learning:

The heart of the course lies in active, project-driven learning. Participants will engage in real-world projects and practical exercises that mirror the challenges and opportunities of the media and creative industries. These projects encourage the hands-on application of concepts and problem-solving.

## Collaborative Learning:

Collaboration and teamwork are essential components of the course. Participants will collaborate with peers, mentors, and industry experts. Collaborative projects, group discussions, and peer reviews will facilitate knowledge sharing and diverse perspectives.

## Practical Problem Solving:

The course emphasises practical problem-solving. Participants will be presented with real-world challenges and scenarios specific to the media and creative industries. These problem-solving tasks are designed to encourage critical thinking, creativity, and innovation.

## Individualised Learning Paths:

To cater to diverse learning needs, participants have the freedom to define their learning paths. They can select modules and projects aligned with their interests and career goals.

## Reflective Learning:

Reflective practices will be encouraged, enabling participants to assess their progress, identify improvement areas, and set personal learning objectives.

## Simulation-Based Learning:

Simulation exercises will be integrated into the course modules, allowing participants to analyse simulated scenarios and make strategic decisions. This immersive approach enables learners to gain practical insights into industry dynamics.

The training methods employed in this course are designed to create a dynamic, learner-driven, and practical learning experience that equips participants with the entrepreneurial skills and knowledge needed to excel in the ever-evolving landscape of media and creative industries.

## Teaching strategy

Following the University of Deusto's learning model, the training strategy has been crafted to adhere to a structured instructional cycle. This approach aligns with the university's educational philosophy, which strongly emphasises creating a dynamic and practical learning experience. Adopting this pedagogical framework, our training strategy aims to provide participants with a holistic and engaging learning journey. This structured cycle not only enhances the quality of the learning process but also ensures that participants are well-prepared to apply their acquired knowledge and skills effectively in real-world scenarios, promoting a deep and lasting understanding of the subject matter.

- **Experiential Context (EC).** To cater to the self-directed nature of this course, participants are invited to engage in self-reflection regarding their personal experiences and motivations within the media and creative industries. This initial self-reflection establishes a genuine connection between participants and the subject matter.
- **Observation Reflexive (OR):** Participants are encouraged to embark on self-inquiry and independent questioning. Participants were prompted to generate their inquiries concerning the media and creative industries, fostering autonomous exploration. Despite the absence of real-time interaction, platforms were provided for participants to share their questions and discoveries with fellow learners.
- **Conceptualization (C):** Multimedia content and interactive learning modules are provided as integral components of the course. These resources were meticulously designed to facilitate self-paced learning. Furthermore, they were tailored to encourage participants to grasp theoretical knowledge and apply it to practical scenarios, aligning with the MAUD's emphasis on application-centric education.
- **Evaluación (EV):** A comprehensive self-assessment component has been introduced to motivate participants to gauge their progress and comprehension using self-assessment tools, quizzes, and reflective exercises.

Following the cycle above, the strategy will be underpinned by the following tools:

- **Media-Enhanced Self-Study:** At the heart of our approach remains a commitment to self-study, emphasising actively engaging with multimedia content. Participants are encouraged to delve into multimedia materials critically, nurturing a reflective process where they link the content to their personal experiences and inquiries. This approach ensures that the self-study process promotes independent and engaged learning.
- **Self-Directed Exploration:** Our dedication to offering autonomy in module selection remains unwavering. Nevertheless, we have introduced guidance to aid participants in grasping how these modules align within the broader context of the media and creative industries. This encourages participants to pursue their interests and explore areas where they may identify gaps in their comprehension.
- **Interactive Learning Modules:** We have retained interactive modules as a cornerstone of the course while accentuating their role in connecting theory with practical application. Participants are motivated to autonomously apply the knowledge acquired from these modules to real-world scenarios, closely mirroring the challenges encountered in the industry.
- **Case Study Analysis:** Although we continue incorporating real-world case studies, we have emphasised fostering independent analysis with a concentrated focus on practical application and problem-solving. This aligns with the MAUD's emphasis on active experimentation, allowing participants to gain insights into industry dynamics through hands-on exploration.
- **Reflection and Journaling:** Self-assessment and reflection are central in our approach, underscoring its significance in bridging theory with practical application. Participants are prompted to engage in reflective exercises, cultivating a deeper understanding of how their learning experiences relate to real-life situations and the challenges encountered within the industry.

## Learning strategy

After outlining the training strategy, we elucidate the learning strategy tailored for students by the University of Deusto's teaching and learning model. This approach underscores the fundamental principles of our educational methodology. It is essential to delve into the specific learning strategies that students will encounter, as these strategies are intrinsically aligned with the pedagogical framework of the University of Deusto. This ensures a comprehensive understanding of how the educational process empowers students and facilitates their academic journey, mirroring the institution's commitment to delivering high-quality education.

- **Independent Experiential Learning:** The learning approach strongly emphasises independent experiential learning. Participants will immerse themselves in real-world challenges, utilising problem-based, project-based, inquiry-based, and competence-based methods. This approach empowers them to gain knowledge through firsthand experiences, aligning with the MAUD's focus on practical application.
- **Self-Paced Progress:** Participants will enjoy the flexibility to customise their learning journey according to their preferences. They can set personal objectives, delve into specific topics of interest, and nurture skills at their own pace. This approach aligns with the MAUD's emphasis on self-directed exploration and autonomy.
- **Application-Centric Learning:** Our course prioritises practical application, ensuring that participants acquire theoretical knowledge and independently apply it to real-life scenarios. This approach closely mirrors the entrepreneurial environment within the media and creative industries by the MAUD's focus on practicality.
- **Solo Exploration:** While collaboration holds value in learning, this online, self-study course significantly emphasises independent learning. Participants will engage in self-guided projects and assignments that encourage self-reliance, aligning with the MAUD's principles of independent learning.
- **Reflection and Self-Assessment:** Given the absence of peer or teacher interaction, self-reflection and self-assessment become integral components of the learning process. Participants will evaluate their progress, identify areas for improvement, and adapt their learning strategies accordingly. This mirrors the MAUD's focus on personal and formative evaluation.
- **Simulation Activities (MAUD-Experimentation Activa):** We provide simulation exercises to simulate industry challenges and decision-making. Participants can independently engage in these activities, gaining insights into industry dynamics. This approach aligns with the MAUD's emphasis on active experimentation.

This teaching and learning strategy is tailored for an online, self-directed learning environment. It empowers participants to take control of their learning, apply knowledge independently, and prepare themselves for success in the ever-evolving landscape of media and creative industries.

## Training tools

Based on the previous teaching and learning strategy discussed, a diverse range of materials have been developed to support the learning process for participants effectively. These materials have been

designed to foster independent learning and practical application of knowledge and the asynchronous online format of the course.

- **Multimedia Content:** Content such as videos and podcasts has been curated. These materials should complement the course topics and provide engaging insights that simulate classroom experiences, promoting active learning.
- **Interactive Learning Modules:** Some interactive modules blend theoretical content, practical exercises, and quizzes. These self-paced modules allow participants to explore and grasp concepts at their preferred speed, enhancing comprehensive understanding.
- **Case Studies:** Provide real-world case studies relevant to the media and creative industries. These cases have been designed to encourage independent analysis and the practical application of theoretical knowledge to real-life scenarios, promoting problem-solving skills.
- **Readings and Reference Materials:** Readings, articles, and reference materials have been provided so that participants can explore to gain a deeper understanding of course topics. These resources are accessible to accommodate individual learning preferences.
- **Reflection Prompts:** Prompts for reflection and journaling have been prepared. These prompts encourage participants to document their insights, challenges, and personal growth throughout the course, fostering self-assessment and self-reflection.
- **Simulation Activities:** Simulation exercises that mirror industry challenges and decision-making processes have been provided. These activities are available for independent engagement, enabling participants to gain practical insights into industry dynamics.
- **Self-Assessment Tools:** Quizzes and self-assessment tools allow participants to independently evaluate their progress and comprehension. These assessments provide immediate feedback to simulate peer or instructor feedback.
- **Guidance Documents:** Guidance documents help participants understand how the modules and materials relate to the broader context of the media and creative industries, offering direction for independent exploration.
- **Additional Resources:** Supplementary resources, such as infographics, articles, or infographics, that enhance participants' understanding of specific topics or areas of interest are also provided.

## Course description

### Course objectives

1. **Foster Entrepreneurial Thinking:** The primary objective of this course is to nurture entrepreneurial thinking among participants. By exploring the media and creative industries, the course aims to cultivate a mindset that seeks opportunities, embraces innovation, and adapts to challenges.
2. **Identify Opportunities:** Participants will learn to identify and capitalise on opportunities within the media and creative sectors. This objective focuses on honing the ability to recognise unmet needs and envision innovative solutions.

3. **Cultivate Creativity:** The course seeks to foster creativity by encouraging participants to think beyond conventional boundaries. It aims to unleash their creative potential and equip them with design thinking methodologies to tackle complex problems.
4. **Enhance Collaboration Skills:** Collaboration is vital in the media and creative industries. The course objectives include enhancing participants' collaborative skills enabling them to work effectively in diverse teams and networks.
5. **Master Digital Technologies:** Given the rapid digital transformation in these industries, the course aims to equip participants with proficiency in utilising digital technologies and emerging platforms. This objective enables them to explore new avenues for value creation.
6. **Learning Strategic Thinking:** Participants will develop strategic thinking and planning skills relevant to media and creative endeavours. This objective empowers them to set clear goals, execute strategic action plans, and optimise resource allocation.
7. **Effective Communication:** Effective communication is pivotal in these industries. The course objectives include leveraging digital technologies for collaborative engagement, knowledge sharing, and meaningful interactions.
8. **Problem-Solving Proficiency:** Participants will enhance their problem-solving skills, particularly in digital environments. This objective empowers them to address conceptual challenges, apply design thinking, and develop innovative solutions.
9. **Resource Management:** The course aims to instil resource management competencies. Participants will learn to evaluate needs, select and customise digital tools, and optimise resource allocation to maximise efficiency.
10. **Continuous Learning:** Lifelong learning is essential in rapidly evolving industries. Participants will be encouraged to adopt a continuous learning mindset and stay informed about emerging technologies and industry trends.
11. **Entrepreneurial Independence:** Ultimately, the course aims to empower participants with entrepreneurial independence. They should be capable of seizing opportunities, managing resources, and innovating within the media and creative industries.

These training objectives collectively prepare participants to thrive in a dynamic and competitive landscape, equipping them with the skills, knowledge, and mindset needed to succeed in media and creative entrepreneurship.

## Course outcomes

Upon completing this training, participants will achieve comprehensive outcomes that will empower them to excel in the media and creative industries. These outcomes encompass a wide range of competencies, skills, and perspectives, enabling participants to thrive in the entrepreneurial landscape of these sectors. The course outcomes include:

1. **Entrepreneurial Mindset:** Participants will develop a deep entrepreneurial mindset, allowing them to identify opportunities, embrace innovation, and adapt to ever-changing industry dynamics.
2. **Opportunity Recognition:** Graduates can spot opportunities within the media and creative industries by considering social, cultural, and economic aspects, paving the way for value creation.

3. **Creative Thinking:** Participants will cultivate their creative thinking skills, thinking beyond conventional boundaries to generate unique and purposeful ideas.
4. **Collaborative Skills:** Graduates will excel in teamwork and collaboration, facilitating the exchange of ideas, resources, and partnerships within the industry.
5. **Digital Proficiency:** Participants will become proficient in leveraging digital technologies and emerging platforms exclusive to the media and creative industries, uncovering fresh avenues for value creation.
6. **Strategic Planning:** Graduates will have the skills to develop strategic action plans, set clear goals, monitor progress, and efficiently allocate resources within media and creative projects.
7. **Effective Communication:** Participants will be adept at using various digital tools and platforms for effective collaboration, knowledge sharing, and engagement within the industry.
8. **Problem-Solving Acumen:** Graduates will enhance their problem-solving skills, particularly in digital environments, enabling them to address conceptual challenges and develop innovative solutions.
9. **Resource Management:** Participants will be skilled in evaluating needs, selecting and customising digital tools, and optimising resource allocation to maximise efficiency in media and creative projects.
10. **Continuous Learning:** Participants will embrace continuous learning, staying informed about emerging technologies and industry trends to remain competitive and relevant.
11. **Entrepreneurial Independence:** Course completers will exhibit entrepreneurial independence, proactively seizing opportunities, managing resources, and innovating within the media and creative industries.
12. **Inclusivity and Diversity:** Graduates will understand the value of inclusivity and diversity in driving creativity and innovation within these industries, fostering a culture of open-mindedness and inclusivity.
13. **Global Perspective:** Participants will gain a global perspective, enabling them to navigate the complexities of international markets and trends and effectively engage in cross-cultural collaborations.
14. **Adaptability:** Graduates will develop the ability to adapt to the rapidly changing landscape of media and creative entrepreneurship, staying ahead of industry shifts and disruptions.

These course outcomes collectively prepare participants to excel as entrepreneurs, innovators, and leaders in the media and creative sectors. They will have the competencies and skills to thrive in a competitive and dynamic industry environment.

## Course topics:

The training is divided into engaging and practical topics, each designed to equip participants with the knowledge and skills necessary to succeed in the media and creative industries. These topics are carefully structured to provide a comprehensive understanding of the entrepreneurial landscape within these sectors. The course topics include:

Participants begin by exploring the foundations of entrepreneurship in the media and creative fields, understanding how innovation and opportunities drive these industries.



1. **Opportunity Spotting:** This topic goes deep into identifying opportunities within media and creative sectors, considering social, cultural, and economic aspects to uncover potential areas for value creation.
1. **Developing a Forward-Thinking Vision:** Participants learn how to create a forward-thinking vision that aligns with the ever-evolving landscape of media and creative industries, ensuring relevance and adaptability.
2. **Idea Assessment:** This topic equips learners with the ability to assess the potential impact and feasibility of ideas and innovations within the specific context of media and creative industries.
3. **Nurturing Creativity:** Participants explore techniques to foster a culture of open-mindedness and inclusivity within the media and creative sectors, encouraging diverse perspectives and ideas.
4. **Leveraging Digital Technologies and Emerging Platforms:** This topic focuses on utilizing digital technologies and emerging platforms exclusive to the media and creative industries to uncover fresh avenues for value creation.
5. **Collaborative Dynamics:** Participants learn to foster collaboration, harness collective intelligence, and enhance teamwork in media and creative projects.
6. **Enhancing Collaboration and Fostering Effective Teamwork:** This topic goes deeper into the dynamics of effective collaboration and teamwork within media and creative endeavours.
7. **Establishing and Nurturing Diverse Networks:** Participants discover the importance of establishing and maintaining diverse networks within the industry to facilitate the exchange of ideas, resources, and partnerships.
8. **Cultivating an Inclusive and Trusting Culture:** This topic emphasises cultivating a culture of trust, respect, and inclusivity to enhance collaboration and cooperation within media and creative projects.
9. **Taking Proactive Initiative:** Participants learn to take proactive actions for value creation and innovation, embracing a growth mindset and perceiving challenges as opportunities.
10. **Strategic Planning and Management:** This topic equips learners with the skills to set clear, measurable, and attainable goals for media and creative projects, develop strategic action plans, and efficiently allocate resources.
11. **Leveraging Digital Technologies for Collaboration:** Participants explore how digital tools and platforms can enhance collaboration and teamwork within the media and creative industries.
12. **Knowledge Sharing through Digital Technologies:** This topic focuses on effectively sharing data, information, and digital content using suitable digital platforms and technologies.
13. **Engagement through Digital Platforms:** Participants learn to engage in meaningful interactions and communication using various digital technologies within media and creative contexts.
14. **Innovative Digital Approaches:** This topic centres on leveraging digital tools and technologies for creativity, innovation, and knowledge creation within the media and creative industries.
15. **Cognitive Processing and Problem-Solving in Digital Environments:** Participants develop problem-solving skills in digital environments, addressing conceptual challenges and developing innovative solutions.
16. **Needs and Digital Solutions Scouting:** This topic equips learners with the ability to assess and analyse needs within the media and creative industries and select and customise digital tools to address them.

17. **Resource Mobilization:** Participants discover strategies for identifying and acquiring physical, intellectual, and digital resources for media and creative projects.
18. **Optimization of Resource Allocation and Utilization:** This topic emphasises efficient resource allocation and utilisation maximise productivity and outcomes within media and creative endeavours.
19. **Establishing Strategic Partnerships and Collaborations:** Participants learn to establish strategic partnerships and collaborations to access additional resources, expertise, and distribution channels.
20. **Continuous Enhancement of Competencies:** This topic emphasises the importance of continuously enhancing personal and organisational competencies to leverage available resources effectively.

These course topics offer a holistic understanding of entrepreneurship and innovation within the media and creative industries. Participants will gain practical insights and skills to thrive in this dynamic and competitive sector.

## Modules

Modules are organised consistent with the process to improve competencies and skills identified in the project as key for entrepreneurs and managers. According to their self-assessment results, participants can select their training route through the modules proposed. This is the description of the modules comprised in this training.

### Module 1 – Identifying Opportunities and Fostering Innovation

*Module Description:* Module 1 is designed to equip participants with the essential knowledge and skills to identify opportunities and foster innovation within the media and creative industries. Participants will explore these industries' social, cultural, and economic aspects to uncover potential areas for value creation. Through practical exercises and case studies, they will learn how to develop forward-thinking visions, assess ideas and opportunities, and nurture creativity within this context. This module prepares participants to promote innovation and leverage emerging trends.

*Learning Objectives:* By the end of this module, participants will:

- Identify and capitalise on opportunities within the media and creative industries.
- Develop forward-thinking visions aligned with industry evolution.
- Assess the feasibility and impact of ideas and innovations.
- Foster open-mindedness and inclusivity for diverse perspectives.
- Generate creative, purposeful ideas using design thinking.
- Utilize digital technologies and emerging platforms exclusive to the industry.

### Module 2 – Enabling Action and Mobilization

*Module Description:* Module 2 focuses on enabling participants to take effective action and mobilise resources within the media and creative industries. Participants will learn to collaborate, network, and work effectively with teams and stakeholders. They will cultivate proactive initiatives to drive value



creation and innovation. Additionally, participants will gain knowledge and techniques for strategic planning and task/project management within this context.

*Learning Objectives:* By the end of this module, participants will be able to:

- Foster collaboration and enhance teamwork.
- Establish and maintain diverse networks for idea exchange and partnerships.
- Cultivate trust, respect, and inclusivity.
- Take proactive actions for value creation and innovation.
- Embrace a growth mindset and view challenges as opportunities.
- Strategically plan and manage media and creative projects.

## Module 3 – Effective Communication and Collaborative Engagement

*Module Description:* Module 3 empowers participants to leverage digital technologies for effective collaboration, knowledge sharing, and engagement within the media and creative industries. Participants will learn to utilise various digital tools and platforms designed for these industries, facilitating collaborative processes and co-creating resources and ideas.

*Learning Objectives:* By the end of this module, participants will be able to:

- Foster effective collaboration using digital tools.
- Share data, information, and digital content effectively.
- Engage in meaningful interactions through digital technologies.

## Module 4 – Problem Solving and Resource Management

*Module Description:* Module 4 focuses on developing participants' problem-solving skills and resource management abilities within the context of the media and creative industries. Participants will leverage digital tools and technologies to generate knowledge, innovate processes and products, and address conceptual problems in digital environments. They will also learn to evaluate needs, identify and assess digital solutions, and customise digital settings.

*Learning Objectives:* By the end of this module, participants will be able to:

- Utilize digital tools for creativity, innovation, and knowledge creation.
- Address conceptual problems in digital environments.
- Apply design thinking methodologies for innovation.
- Collaborate in ideation and prototyping using digital tools.
- Assess and analyse needs within media and creative industries.
- Optimize resource allocation and management.

Each module offers unique skills and knowledge tailored to the dynamic world of media and creative entrepreneurship, allowing participants to build a solid foundation and thrive in this innovative industry.