

Course Unit: 4130 – Community Organization and Education for Entrepreneurship

Year 1 Semester 2 ISCED Code: 319 ECTS: 7,0

Type of Course Unit: Compulsory Delivery Mode: Face-to-face

Language of Instruction: Portuguese

COURSE COORDINATOR: Maria Cristina Campos de Sousa Faria

HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
175		35					10		130

Prerequisites (if applicable): Not applicable

LEARNING OUTCOMES (knowledge, skills and competence)

Through this course, it is intended that students will:

1. Have an integrated view of the multiple dimensions of entrepreneurship.
2. Understanding the importance of entrepreneurship for personal and social development.
3. Developing entrepreneurial attitudes and skills.
4. Stimulate entrepreneurial initiatives in different communities.
5. Understand the influence of cultural aspects into representations and practices related to entrepreneurship.
6. Knowing principles, concepts and education / training strategies that promote sustainable development and entrepreneurship.
7. Designing projects that promote creativity, innovation and community development.
8. Designing educational projects for entrepreneurship.

CONTENTS

1. Entrepreneurship
2. Social entrepreneurship
3. Entrepreneurship and culture.
4. Community organization and entrepreneurship projects
5. Education for Sustainable Development
6. Education for Entrepreneurship.

DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

1. Entrepreneurship (Objectives 1,2,3, e 4)
2. Social entrepreneurship (Objectives 1,2,3, e 4)
3. Entrepreneurship and culture. (Objectives 1,4,5)
4. Community organization and entrepreneurship projects (Objectives 1,2,6,7 e 8)

5. Education for Sustainable Development (Objectives 1,3,5,6,7 e 8)

6. Education for Entrepreneurship (Objectives 1,2,3,7 e 8)

TEACHING METHODOLOGIES

We will use different teaching / learning strategies, namely:

1. In charge of teaching exposure times
2. Carrying out small work in the sessions
3. Case study
4. Joint problem solving
5. Promotion of debates and moments of reflection, in small and large group, based on expository speeches and reading text and viewing videos.

DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

1. In charge of teaching exposure times (Objectives 1,2,3,4,5,6)
2. Carrying out small work in the sessions (Objectives 4,5,6)
3. Case study (Objectives 2,4,5,6)
4. Joint problem solving (2,4,5,6)
5. Promotion of debates and moments of reflection, in small and large group, based on expository speeches and reading text and viewing videos. (Objectives 2,4,5,6)

EVALUATION METHODS

Considers reviewed:

-Work Individual writing (Portfolio) (80%)

-Work Group (Work done in group aimed at organizing an event and delivery individual document written self-assessment). (20%)

MAIN BIBLIOGRAPHY

Alsop, R., Bertelsen, M.F., & Holland, J. (2006). Empowerment in Practice – from analysis to implementation. Washington: The International Bank for Reconstruction and Development/The World Bank..

Amaro, J. (2007). Sentimento Psicológico de Comunidade: Uma revisão. *Análise Psicológica*, 1, (XXV): 25-33

Dalton, J., Elias, M., & Wandersaman, A. (2007). Community psychology: Linking individuals and communities (2nd ed.). Belmont: Thomson .

Jonathan, E.G; Silva, T.M. R. (2007). Empreendedorismo Feminino: Tecendo a Trama de Demandas Conflitantes. *Psicologia e Sociedade*. V.19 (1). P. 77-84.

Leiria, A., Palma, C. & Cunha, M. (2006). O contrato psicológico em organizações empreendedoras: Perspectivas do empreendedor e da equipa. *Comportamento Organizacional e Gestão*, Vol. 12, Nº 1, 67-94. .

Ornelas, J. & Moniz, M. (2007). Parcerias comunitárias e intervenção preventiva. *Análise Psicológica*, 1 (XXV): 153-158.

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