

# **The Subject Of Entrepreneurship In The Curriculum Of Master's And Doctoral Courses In Brazil.**

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## **Abstract**

*The aim of this article is to identify the inclusion of the theme of entrepreneurship in stricto sensu courses in Brazil. This research was justified by the need to present a link between research and entrepreneurship in the National Higher Education Plan and in the CNE/CES 254/2012 opinion, which establishes that stricto sensu courses have the character of training teachers with advanced and innovative practices aimed at meeting the social, economic and organizational demands of the various sectors of the economy. In order to achieve the objectives of this article, an exploratory qualitative study was carried out. The results showed that this subject is offered very little in stricto sensu programs, compared to all the existing courses in the country. In conclusion, this research shows that stricto sensu postgraduate programs need to review the principles of offering the subject of entrepreneurship, since we have a very small percentage of courses that offer the subject, given the current volume of courses, in order to train and qualify teachers who can meet the demands of future generations who will soon enter higher education.*

**Keywords:** *Education; Stricto Sensu; Subject; Entrepreneurship; CV.*

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## **I. INTRODUCTION**

OThe 20th century was a milestone for economic, innovative and entrepreneurial growth, as this century was permeated by significant discoveries such as: the computer, the airplane, television, the theory of relativity, fiber optics, the internet, etc. The 21st century has been permeated by the technological revolution, forcing companies to re-examine the way they do and nurture business. Thus, according to Baggio and Baggio (2014):

Economists realize that the entrepreneur is essential to the process of economic development, and in their models they are taking into account society's value systems, in which the individual behaviors of its members are fundamental. In other words, there will be no economic development without entrepreneurial leaders at its base. (p. 25).

Joseph Schumpeter was one of the pioneers in the 1930s in pointing out the relationship between entrepreneurship and the economy, predicting that only entrepreneurship would be responsible for driving economic development, calling it a "process of creative destruction", as "the capitalist process not only destroys its own institutional framework, but also creates the conditions for another. Destruction, after all, may not be the best word. Perhaps it would be better to replace it with transformation" (SCHUMPETER, 1961, p. 201).

The same author also states that it will only be entrepreneurs who have the capacity to innovate, as it is only through entrepreneurship that new products, services, production methods and new markets are generated, as it is a process that destroys and transforms products and services already in place. established in traditional markets replacing them with new, more efficient and cheaper ones (SCHUMPETER, 1997).

However, entrepreneurship goes far beyond the vision solely of productivity for the market, because as Dees (2001) points out, entrepreneurship must be aimed at promoting solutions to social problems:

Entrepreneurs [ . . . ] make fundamental changes to the way things are thought of in the social sector. Their vision is bolder, they attack the root causes of problems rather than simply treating the symptoms. They often reduce needs rather than just meeting them. They seek to create sustainable change and improvements. Although they act locally, their actions have the potential to stimulate global improvements in their chosen areas, be it education, health, economic development, the environment, arts or any other social field. (p. 4).

Therefore, we understand that Higher Education Institutions (HEIs) are a source of generating skills and knowledge that drive the growth of the job market, innovation and the maintenance of society, in addition to moving the economy, as they are influencers and trainers of future entrepreneurs, as it is precisely in the

academic environment that students outline their careers and enter the job market based on the internships offered and the relationships experienced in the social context.

Because of this, we understand that the teacher's role should be to encourage students' progress in order to internally develop, in each individual, their efficient way of acting. The teacher's role occurs through *stricto sensu* training. Along this path, we see that the *stricto sensu* provides differentiated expertise and knowledge, and the globalized world market favors the "insertion of scientists and engineers with high qualifications into the industrial workforce", prioritizing the allocation in "business leadership positions, linked to research and development projects for new technologies and products" (PNPG, 2010, p. 182).

In this scenario, *stricto sensu* also contributes to economic development and in 2017, we had resolution no. 7, which establishes standards for the operation of *stricto sensu* postgraduate courses, so that in chapter I – of the general provisions, in article 1, paragraph 1, we will have that: "Master's and doctorate courses are oriented towards the development of intellectual production committed to the advancement of knowledge and its interfaces with economic good, culture, social inclusion and the well-being of society (p. 1)". Furthermore, in article 2, paragraph 1, "the evaluation and recognition of the courses provided for in the caput must take into account the following requirements":

I – qualified professional training for advanced, innovative and transformative practices in work processes, aiming to meet the social, economic and organizational demands of the different sectors of the economy; II – the transfer of knowledge to society in order to meet social and economic demands, with a view to national, regional and local development; III – the contribution to the aggregation of knowledge in order to boost productivity in companies, public and private organizations; IV – attention to innovation processes and procedures, whether in industrial activities generating products or in the organization of public or private services (BRASIL, 2017, p. 1-2).

In view of the above, this article aims to identify the panorama of the insertion of the Entrepreneurship discipline in undergraduate courses *stricto sensu* in Brazil. For To achieve the objectives of this article, we chose to carry out qualitative research of an exploratory nature, with random selection and a Google search. The choice of this type of method is guided by the considerations of Gil (2002), who states that exploratory research provides the researcher with a closer approach to the problem, in order to make it explicit, enabling variants of the aspects and phenomena studied. It also allows flexibility in the involvement of techniques and practices that aim to understand the phenomenon of the object of study, which can be: survey of existing bibliography, interviews with people and analysis and case studies.

## **II. STRUCTURING OF STRICT SENSU COURSES**

Unlike the graduation process, *stricto sensu* courses have specific legislation and evaluation criteria certified by CAPES, which has been using its powers for this analysis since the 1950s; and all constant changes from that period to the present day are related to an evolutionary cycle.

In 1965, with the Sucupira Opinion (CFE Opinion no. 977/65), began to distinguish between *lato sensu* and *stricto sensu* postgraduate courses. For the *lato sensu*, it was established that they are specifically "specialization and improvement courses with a specific professional technical objective without covering the total field of knowledge in which the specialty falls. These are courses intended for training in the parts of which a professional or scientific branch is made up"; As for *stricto sensu* courses, it was established that they are "of an academic and research nature and even when working in professional sectors they have an essentially scientific objective" (CESu, 1965, p. 4).

In 1975, the Ministry of Education, together with the National Postgraduate Council, prepared the National Postgraduate Plan (PNPG); Since the first editions we have determined for each cycle: I: 1975-1979, that the programs would occur spontaneously, but without regional disparities; II: 1982-1985, harmonize the formation of the quality of teaching, research and technical activities aimed at the public and private sectors; III: 1986-1989, period of the New Republic, expresses a tendency towards achieving national autonomy, requiring the training of more teachers to monitor this growth; IV: 1990-2002, greater concern with the Integration between postgraduate and undergraduate courses and with the academic career and qualification of teaching staff in the higher education system; V: 2005-2010,

Currently, it has its sixth issue published, in two volumes, which presents recommendations and challenges for the period from 2011 to 2020, and we are moving towards the VII, in the drafting phase, the 2021-2030 plan.

In VI: 2011-2020 we have defined that the evaluation of postgraduate studies must be composed of the following criteria: number of graduates and theses, quality of the teaching staff which must be measured by scientific production; internationalization (foreign researchers and students who are part of the program); curricular structures and areas of concentration, lines of research and dedication of teachers (PNPG, 2010).

The PNPG (2004) already highlighted that the training of teachers at Brazilian institutions should be programmed based on the service capabilities of courses located in the country and, in specific cases where it is

impossible to provide services at a national level, agreements and exchanges with institutions should be programmed. foreigners.

In 2017, with Ordinance No. 131/2017, they created professional master's and doctorate courses, being revoked by the ordinance No. 60/2019, which provides for professional master's and doctorate degrees, within the scope of the coordination of improvement of Higher Education personnel – CAPES, whose main objective is described in Article 2 and its sections, detailed below:

I – train qualified professionals for advanced, innovative and transformative practices in work processes, aiming to meet the social, economic and organizational demands of different sectors of the economy; II – transfer knowledge to society in order to meet social and economic demands, with a view to national, regional and local development; III – contribute to the aggregation of knowledge in order to boost productivity in companies, public and private organizations; IV – pay attention to innovation processes and procedures, whether in industrial activities generating products or in the organization of public or private services; V – train a doctor with a profile characterized by autonomy,

In 2018, with ordinance no. 275, *stricto sensu* postgraduate courses were included in the distance modality. This ordinance was revoked by ordinance no. 90, of April 24, 2019, which stated through Art. 3 that *stricto sensu* distance postgraduate programs will follow the current standards applicable to all postgraduate programs. *stricto sensu* graduation, also taking into account the specificities of this ordinance and other specific regulations (CAPES, 2019b), because effectively “postgraduate training cannot move away from either graduation or the demands of society”, it needs to be in constant evolution in a disruptive world with virtual interactions and a hybrid model (CAPES, 2021, p. 42).

It is possible to state that the construction of shared pedagogical knowledge presupposes the constitution of a network of interactions and mediations capable of enhancing the process of learning to be a teacher. In this way, the quality indicators of higher education are managed by several instruments that are important for measurement and that demonstrate the ability of HEIs to maintain the essential standard for student training.

Teaching requires the teacher to be technically prepared with specific training for their area of expertise, however, the teacher is often not able to face the challenges that the activity poses with the large and heterogeneous classes and the demands of interlocution of knowledge with today and with the new generations that are arriving at universities.

Bireaud (1995, p. 177) emphasizes that in education we have the principle of isomorphism, “according to which the student, once a teacher, will reproduce the pedagogical practices he learned at the University from his trainers”, constituting a vicious circle, due to the fact that there are no public and educational policies that address the issue of the pedagogical training of university professors, where the student-teacher will learn to be one, in large part, through the models that formed him, since “as a victim of instructionalism, the merely instructed teacher continues only to instruct” (DEMO, 2004, p. 82).

Boudersa (2016, p. 2) states that “today, there is a need to shift from traditional teaching, which is largely based on theoretical educational processes, to teaching based on research theory that informs and inspires teaching practices”, and Still commenting on this issue, Demo (2004) further corroborates that “for the student to learn how to research, it implies that they have a teacher in front of them who knows how to research” (p. 79).

It has been verified that postgraduate programs are primarily aimed at training researchers in their respective areas of work and not at training and training teachers, with the need for a teaching practice for teaching based on learning, in which teachers must have different skills: “scientific competence, as reliable experts in the scientific field taught, and pedagogical competence, as people committed to the training and learning of students” (ZABALZA, 2004, p. 169).

Furthermore, the same author adds that, often from a pedagogical point of view, the idea of teacher training is wrong, as for many, training a teacher is the same as modeling and conforming, given that training seeks to shape individuals, and they conform to this imposed situation, while the professional profile should be linked to new possibilities for personal development, new knowledge, new skills, attitudes and values and enrichment of experiences, so that these processes can be transformed into the quality of teacher training.

Isaia and Bonzan (2010) argue that teachers who decide to pursue an academic life will have requirements that are intrinsic to this process, such as: a stance towards innovation, research, permanent updating and training dilemmas:

[...] in the training of trainers it is essential to consider the process of building specific relationships in the fields of knowledge for which teachers must train, as well as enabling the construction of pedagogical knowledge to be appropriated in this training process that could be developed during training (p. 4) [emphasis added].

In view of this scenario, it is noted that there is an emerging need to discuss and apply these entrepreneurial skills. Therefore, the offer of subjects that address the theme and actions of entrepreneurship for

training and teacher training is essential within the postgraduate environment, it is a contemporary and emerging need.

Therefore, “the topic of entrepreneurship has been gaining ground at the level of stricto sensu postgraduate studies, over time, in Brazil”, and HEIs play a significant role in this context, postgraduate programs are training masters and doctors, and responsible for disseminating knowledge in order to favor the development of society (FLORES; HOELTGEBAUM; SILVEIRA, 2008, p. 102).

Canziani and Welsh (2021) mention that the Entrepreneurship has dominated higher education curricula around the world, requiring greater preparation and pedagogical understanding of teachers, both from a theoretical and practical point of view, as a result of this change.

The PNPG (2010), through the postgraduate objectives report for the years 2005 to 2010, determines the strengthening of the scientific, technological and innovation bases in the training of courses, arguing that “innovation deals with problems that usually require complementary skills”, and, therefore, the promotion and encouragement of intellectual training, innovation, technology and entrepreneurship, open new perspectives for the country, and in this perspective there is the incentive for “co-participation of companies in lines of scientific and technological and consequently with the stimulation of research activity in companies, encouraging and/or inducing the creation of PG courses and favoring greater absorption of masters and doctors by companies” (p. 299).

In this sense, there has been a significant involvement of regulatory bodies to create interdisciplinary programs with a focus on entrepreneurship and experimental learning, aiming to train teachers to acquire this set of skills that cover the achievement of this need.

In 2017, CAPES, in partnership with CNPQ, IEL and Embrapii, created the “Talents for Innovation” Program, whose main focus and objective is to provide graduate researchers with:

[...] the opportunity to work on RD&I projects under development at Embrapii Units. The creation of this program aimed to contribute to the insertion of prepared people into the job market, providing professionals and researchers trained in the country and abroad the opportunity to participate in applied and innovative research projects at the Embrapii Units and Hubs (CAPES, 2021, p. 117).

Intellectual and financial development is one of the important stimuli and strategies used by stricto sensu postgraduate programs in the country, therefore investing in innovation and entrepreneurship practices generates incentives for student researchers, the creation of new products in order to contribute to society, therefore:

[...] innovation and entrepreneurship have a close relationship, which can be stimulated through specific programs, applicable both to postgraduate studies and to other educational levels and stages, with the necessary adjustments, with emphasis on active methodologies of learning, which involves projects developed by students and other experiences related to real cases, rather than the formal introduction of additional subjects, taught in conventional ways (CAPES, 2021, p. 147).

### III. RESULTS AND DISCUSSION

Currently, we have 4625 stricto sensu postgraduate programs in Brazil for 7172 stricto sensu postgraduate courses, without a quantitative description of the universities (CAPES, 2023).

The research was carried out using the Google search engine listed – entrepreneurship discipline in stricto sensu courses. Below we list only the universities whose discipline was found by this search.

**Table 1- entrepreneurship discipline in stricto sensu postgraduate courses**

Name of the discipline	University	Stricto Courses	Menu
Entrepreneurship and Innovation	Albert Einstein Israeli Faculty of Health Sciences	Master's and Doctorate in Health	This course aims to promote basic concepts about the National Innovation System, discussion of concepts, practices and cases about creativity, innovation and entrepreneurship. At the end of the course, it is expected that students will have a better theoretical and practical understanding of topics in the context of the health sector and will have developed some skills so that they can develop intrapreneurial or entrepreneurial activities.
Corporate Practices and Entrepreneurship	Teresa D'ávila University Center	Professional Master's Degree in Design, Technology and Innovation	Corporate objectives and processes for new businesses; Organization and culture of corporate and intrapreneurial innovations. Role of leadership, investment portfolio, technology influence, strategic alignment, political influences and organizational complexity as a corporate practice; The promotion of entrepreneurial culture and the proposition of a new business; Entrepreneurship in the Design environment and its specificities; The proposition of new business, innovation for Design; Startups.

Innovative Entrepreneurship	Faculty of Economics, Administration, Accounting and Actuarial Science (FEA-USP)	Master's Degree in Administration	Provide students with the opportunity to learn about the role of internal entrepreneurs in companies, whether acting as innovation entrepreneurs or searching for and creating new corporate businesses. Present and discuss a set of concepts, instruments and tools used by entrepreneurs who created internal innovations and innovative corporate businesses and/or new and independent businesses. Identify and discuss the support and stimulus mechanisms that induce the manifestation of initiatives by professional entrepreneurs for innovation and the creation of new corporate or independent businesses (creation of new independent companies) from the employment relationship.
Entrepreneurship	University of Blumenau	Master's Degree in Administration	Typology, foundations, history and definitions. Critical reflection on the main schools of Entrepreneurship: bases, support, theoretical constructions, interface and fields of practical application. Teaching Entrepreneurship. The Entrepreneur. Small business management. Family businesses. Minority issues in small business and entrepreneurship. Creation of new companies. Research methods. Venture financing. Corporate, collective, institutional and non-profit entrepreneurship. International Entrepreneurship.
Innovation and Entrepreneurship	University of Caxias do Sul	Master's Degree in Administration	Introduction to entrepreneurship and innovation. Entrepreneurial profile. Entrepreneurial process. 08 Entrepreneurial ecosystem. Innovative profile. Innovative process and innovative ecosystem Conceptual approach to the technological innovation process. The invention-innovation-diffusion sequence. Causes of innovation and types of innovations. Stages and activities of the innovation process. S+T and R+D innovation indicators. Innovation process models and innovation systems.
Innovation and Entrepreneurship	University of Paraná	Master's and Doctorate	Fundamentals of economics and innovation management. Fundamentals of entrepreneurial activity. Dynamics of generation and diffusion of technology. Complementary asset management. Systemic approach to innovation. Intellectual property instruments. Fundamentals of technological prospecting. Technology transfer mechanisms. Innovation and sustainability. Instruments to encourage innovation. Legal aspects of startups. Business plan and model.
Innovation and Entrepreneurship	State University of Maringá	Master's and Doctorate	Fundamentals of economics and innovation management; Fundamentals of entrepreneurial activity; dynamics of generation and diffusion of technology; Systemic approach to innovation; Industrial property instruments; Innovation and sustainability; Technology transfer mechanisms; Instruments to encourage innovation; Legal aspects of innovative ventures.
Innovation and Academic Entrepreneurship	Ceara state University	Master's and Doctorate	It will address issues related to different types of innovation, from incremental innovation, through business model and radical innovations to social innovations across the entire spectrum of knowledge that the University can contribute to with the responsible and systematic transfer of technology to society in all its sectors. . It will present and discuss paths, approaches, methodologies and practices so that this impact of knowledge and technology transfer is effective, stimulating the entrepreneurial and innovative spirit among future researchers, bringing scientific and technological training and creation in Universities even closer to the demands and opportunities in society as a whole.

Entrepreneurship and Innovation	Federal University of Rio Grande do Sul	Master's and Doctorate	Entrepreneurship Concepts; Self knowledge; Entrepreneurship Paradigm; Entrepreneurial behavior; Creative process; Innovation Process (university – society); Protection of intellectual property; Knowledge transfer; Innovation management; Business model; Strategic planning; Market analysis; Marketing plan; Business plan; Financial planning.
Innovation and Entrepreneurship	Federal Fluminense University	Master's and Doctorate	Guide and identify global trends and their influence on behavioral changes in society and the current needs of science; equip students with attitudes, behaviors and techniques to promote the practice of innovation and develop an application project that aims to promote the practice of innovation and entrepreneurship. At the end of the course, the student will carry out theoretical-practical work proposing an innovation, filing a patent or creating an innovative company under the guidance of the course's teachers.

Source: Prepared by the author (2023).

Firstly, we want to point out that in all universities this subject is elective, and does not enter the effective schedule for obtaining mandatory credits, leaving it at the mercy of the student's free choice to take it within stricto sensu training. Afterwards, we were unable to survey the total number of courses at each university, as the subject is not offered for all areas, so in our table we identify the courses whose subject is listed or just the area.

It is clear that “the arrival of new approaches is still being digested by researchers in the area and mainly by students and teachers of training courses” (LUDKE, 2001, p. 26).

From the analysis of the subject syllabi, we can identify that the majority of universities added innovation and entrepreneurship, corroborating the determinations of PNPG (2010), and showing that their development has been in creativity; innovation; entrepreneurship; intrapreneurial or entrepreneurial activities; protection of intellectual property; knowledge transfer; innovation management; business model and plan.

We understand that the greater the involvement with the topic of entrepreneurial education, the greater the possibility of application; For students to be protagonists, teachers need to understand the process and allow learning to happen. The use of entrepreneurial education will only be possible in the teacher's practice, based on knowledge and usability in their daily lives, as “using a new technology does not guarantee innovation, innovation lies in the creative way of using it, in the way in which we take advantage of all the potential for teaching and learning processes, otherwise, we may simply be talking about something new and not an innovation” (SCHLEMMER and BACKES, 2008, p. 530).

#### IV. CONCLUSION

The conclusion of this study highlights the relevance of entrepreneurship in the educational context and socioeconomic panorama of Brazil. In this sense, it is noteworthy that the introduction of entrepreneurial training from the initial stages of education assumes a preponderant role in promoting creativity, innovation and cooperation, as well as in preparing future professionals for the imminent challenges of the job market. Furthermore, the inclusion of disciplines related to entrepreneurship in stricto sensu postgraduate programs denotes an unequivocal recognition of the importance of this competence for society in general.

It is imperative to understand that the ability to undertake not only provides economic opportunities, but also serves as a way to propose solutions to social problems, thus boosting collective advancement. This skill presents itself as an effective instrument for converting abstract conceptions into concrete initiatives, with a beneficial and tangible impact on people's lives. Therefore, investment in entrepreneurial training is an investment in the country's future, with implications for job creation, stimulating innovation and promoting competitiveness.

In this context, higher education institutions play a prominent role in preparing entrepreneurial and innovative professionals, capable of facing contemporary challenges. The inclusion of entrepreneurship in academic curricula and the creation of an environment conducive to the development of these skills are crucial steps in the search for a more dynamic, creative and prosperous Brazilian nation. In short, entrepreneurship transcends the sphere of mere concept, effectively configuring itself as a tool of notable magnitude for building an auspicious future.

Furthermore, this research highlights the pressing need to reevaluate training principles within the scope of stricto sensu postgraduate programs. This review takes on particular urgency when considering the current disparity between the reduced number of courses that incorporate the discipline of entrepreneurship and the growing offer of postgraduate courses. This discrepancy highlights the importance of adapting postgraduate programs to the demands of the next generations, who will soon enter higher education, thus ensuring that they

are adequately prepared to face the challenges of entrepreneurship and innovation. Entrepreneurship, as evidenced, is not just a concept, but a powerful force shaping a promising horizon.

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