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ME2625 Challenge-driven Technology-based Entrepreneurship

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KTH Royal Institute of Technology
School of Industrial Engineering and Management
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Course coordination and teaching team

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1. Introduction

The course introduces students to challenge-driven and technology-based entrepreneurship by combining innovation, sustainability, commercialization, design thinking, and iterative experimentation in a hands-on and project-based learning environment. Students explore how societal and sustainability challenges can be transformed into entrepreneurial opportunities and technology-based solutions through creativity, user-centred development, stakeholder engagement, prototyping, and reflective learning.

Particular emphasis is placed on the development, testing, and refinement of innovative ideas, business models, and prototypes within technology-intensive and sustainability-oriented contexts. Students work in interdisciplinary teams on real-world challenges and apply theories

and methods from entrepreneurship, innovation management, sustainability, design thinking, and commercialization processes.

The course is structured as a challenge-driven entrepreneurial studio course. This means that lectures, workshops, coaching sessions, literature seminars, peer feedback, milestone seminars, and portfolio work are integrated into one continuous learning process. Students are expected to work iteratively, critically evaluate assumptions, learn from uncertainty and failure, and progressively develop both their entrepreneurial projects and their own professional capabilities.

Through continuous feedback, reflection, collaboration, and experimentation, students develop entrepreneurial competencies and transferable skills related to problem-solving, stakeholder engagement, communication, critical thinking, teamwork, responsible innovation, and technology-based value creation.

Students are expected to participate in all sessions of the course. There are no voluntarily sessions and missing sessions will have to be compensated.

2. Intended learning outcomes

After passing the course, the student should be able to:

1. Critically identify, analyse, and evaluate complex sustainability-related and societal challenges in relation to technology, entrepreneurship, and societal transformation.
2. Evaluate and compare different approaches to the management, planning, organisation, and implementation of innovative technology-based entrepreneurial projects.
3. Apply theories and methods from entrepreneurship, innovation management, commercialization, design thinking, and sustainability in order to develop solutions to real-world societal challenges.
4. Integrate technical expertise, stakeholder perspectives, user-centred approaches, and sustainability considerations in the development of sustainable and socially responsible innovations.
5. Develop, test, and iteratively refine technology-based solutions through challenge-driven and collaborative project work.
6. Critically reflect upon the societal, ethical, entrepreneurial, and sustainability implications of innovative technology-based ideas and commercialization processes.

3. Course design and main course content

The course content is structured around the development and implementation of a challenge-driven entrepreneurship project. In parallel and integrated with the students' own work with the projects are lectures, seminars, workshops, coaching sessions, and peer-feedback activities where theory, methods, and practical tools are presented, discussed, applied, and critically reflected upon.

The course is organised around four progressive entrepreneurial phases. Each phase combines lectures, workshops, literature and videos, coaching, reflective exercises, project work, and peer review. Each phase culminates in a milestone seminar where students present the current version of their project and receive feedback from teachers, coaches, peers, and, where relevant, external stakeholders or mentors.

In short, the course includes:

- A challenge-driven entrepreneurship project focused on developing innovative technology-based solutions to societal and sustainability-related challenges.
- Lectures, workshops, and seminars aimed at deepening knowledge of entrepreneurship, innovation management, commercialization, design thinking, sustainability, and responsible innovation.
- Development and testing of prototypes, business models, and entrepreneurial concepts in interdisciplinary teams.
- Four milestone seminars structured around progressive project development and peer review.
- Coaching sessions and continuous feedback intended to support iterative project development and reflective learning.
- Peer discussions and seminars aimed at evaluating and improving other students' project ideas, prototypes, and solution concepts.
- Continuous interaction with external stakeholders, users, mentors, and innovation-support actors through workshops, coaching activities, and project collaboration.
- An individual Entrepreneurial Learning Portfolio in which students document and critically reflect upon their own learning, contribution, theoretical integration, and entrepreneurial development.

The course is based on a prototype and iteration logic where students continuously develop and refine their projects through successive versions of the problem formulation, user insights, stakeholder understanding, solution concepts, business models, prototypes, and final reflections. The milestone seminars therefore function as progressive prototype seminars intended to support experimentation, feedback, critical reflection, and iterative development throughout the course.

The course places particular emphasis on creativity, entrepreneurial problem-solving, communication skills, teamwork, and the ability to integrate sustainability perspectives into innovation and commercialization processes. Since the course represents an integrated and practice-oriented course within the Industrial Management and Entrepreneurship curriculum, substantial emphasis is also placed on oral presentations, collaborative project work, reflective learning, and the application of theory and methods to real-world challenges.

4. Four course phases and milestone seminars

Phase 1: Understanding the challenge

Related milestone: Milestone 1 – The Problem

The first phase focuses on identifying, understanding, and framing a societal, sustainability-related, or organizational challenge. Students work with wicked problems, systems thinking, sustainability perspectives, stakeholder mapping, and opportunity recognition. The purpose is to move from a broad societal concern to a more precise and analytically grounded problem formulation that can guide further entrepreneurial exploration.

The milestone seminar focuses on the quality of the problem framing, the relevance of the challenge, the use of systems and sustainability perspectives, and the initial identification of stakeholders and possible opportunity spaces.

Phase 2: Understanding users and stakeholders

Related milestone: Milestone 2 – Empathize

The second phase focuses on user-centred innovation and stakeholder understanding. Students work with design thinking, user research, interviews, observations, empathy mapping, ecosystem and stakeholder analysis, and validation of assumptions. The purpose is to understand for whom the problem matters, how different stakeholders experience the challenge, and how user and stakeholder insights can reshape the initial problem formulation.

The milestone seminar focuses on the quality of stakeholder and user understanding, the use of design thinking methods, the quality of validation work, and how empirical insights have informed the development of the project.

Phase 3: Experimentation, business models, and prototyping

Related milestone: Milestone 3 – The Prototype

The third phase focuses on developing and testing entrepreneurial solution concepts. Students work with creativity methods, business model development, Lean Startup-inspired experimentation, prototyping, MVP thinking, commercialization processes, and technology-based value creation. The purpose is to develop a plausible and testable solution concept and to begin evaluating its technical, social, commercial, and sustainability-related potential.

The milestone seminar focuses on the prototype logic, business model assumptions, experimentation strategy, stakeholder feedback, and the coherence between problem, user insight, proposed solution, and value proposition.

Phase 4: Testing, impact, and responsible innovation

Related milestone: Milestone 4 – Prototype Testing and Final Reflection

The fourth phase focuses on prototype testing, impact analysis, responsible innovation, ethical reflection, implementation potential, and entrepreneurial learning. Students critically evaluate their solution, reflect upon sustainability implications, discuss limitations and uncertainties, and consider how the project could be further developed beyond the course. Furthermore, an investor pitch is developed focusing on describing the problem, the solution, as well as the next steps.

The milestone seminar focuses on the final prototype or solution concept, evidence of testing and iteration, sustainability and impact reasoning, responsible innovation, communication of results, and reflective understanding of the entrepreneurial process.

The milestone seminar focuses on the final prototype or solution concept, evidence of testing and iteration, sustainability and impact reasoning, responsible innovation, communication of results, and reflective understanding of the entrepreneurial process. The results are presented in form of an investor pitch to relevant stakeholders. For this, we will have a joint pitch session with students from our partner universities Aalto, Brunel, EDHEC and LAB.

5. Examination and grading

The examination of the course consists of the following components:

Examination component	Grading scale
INL1 – Entrepreneurial Learning Portfolio / 8 HP	A, B, C, D, E, FX, F
PRO1 – Challenge-driven Entrepreneurship Project 7 HP	A, B, C, D, E, FX, F

In order to pass the course, students must pass all examination components.

Attendance and active participation in milestone seminars, coaching sessions, workshops, peer-feedback activities, and project presentations are mandatory parts of the course. Assignments submitted after the deadline may not receive grades higher than C unless otherwise specified by the examiner.

6. Assessment philosophy

Final grading in this course is based on a combination of the students' individual Entrepreneurial Learning Portfolio and the Challenge-driven Entrepreneurship Project. The examination structure is designed to support reflective, iterative, and challenge-driven entrepreneurial learning throughout the course process rather than merely assess final project outcomes.

An important principle of the course is that entrepreneurship, innovation, and sustainability-oriented project work are inherently exploratory, iterative, and uncertain processes. Students are therefore encouraged to experiment with ideas and methods, critically evaluate assumptions, iteratively refine prototypes and business models, and reflect upon both successes and failures throughout the course. Pivots, revised assumptions, and unsuccessful experiments are regarded as natural and valuable parts of the entrepreneurial learning process.

The examination process combines reflective and portfolio-based learning, milestone seminars, entrepreneurial experimentation and prototyping, stakeholder and user interaction, teamwork and interdisciplinary collaboration, peer feedback and coaching, and final project delivery.

Students are expected to continuously revisit the intended learning outcomes throughout the course and critically reflect upon how their project work, experimentation, stakeholder interaction, teamwork, and entrepreneurial development contribute to the fulfilment of these objectives. The Entrepreneurial Learning Portfolio should therefore provide clear examples and reflective discussions connected to the intended learning outcomes of the course.

The examination also places strong emphasis on evidence-based and reflective innovation work. Students are expected to critically evaluate assumptions, stakeholder needs, sustainability implications, and entrepreneurial decisions through analytical and theory-informed reflection. Particular emphasis is placed on the students' ability to connect theory and practice through user studies, interviews, observations, experimentation, testing, stakeholder dialogue, and iterative project development.

Ethical and responsible innovation considerations are integrated throughout the course. Students are expected to critically reflect upon ethical issues connected to stakeholder interactions, AI use, sustainability implications, inclusion, technology development, and entrepreneurial decision-making throughout the project process.

Higher grades are awarded to students who demonstrate strong analytical and reflective abilities, creativity and originality, advanced stakeholder and systems understanding, iterative refinement based on feedback and experimentation, integration of theory and practice, sophisticated reflections on sustainability and responsible innovation, and well-developed entrepreneurial reasoning and communication skills.

The assessment is qualitative and developmental in nature. This means that students are assessed not only on final outcomes, but also on their progression, learning process, reflective capacity, experimentation, collaboration, and ability to critically evaluate and iteratively improve their entrepreneurial solutions throughout the course.

7. INL1 – Entrepreneurial Learning Portfolio

The Entrepreneurial Learning Portfolio constitutes the central individual examination component of the course. It is developed progressively throughout the course process and submitted at the end of the course as an individual academic reflective portfolio.

The portfolio should be understood as an academic "scrapbook" of the student's entrepreneurial learning journey. However, the main body of the portfolio should take the form of a structured reflective and analytical essay, while the supporting "scraps" — such as sketches, workshop outputs, stakeholder notes, prototype iterations, feedback summaries, business model canvases, systems maps, and other process material — should be placed in appendices.

The appendices are not assessed as standalone material. Instead, they serve as evidence for the student's reflections and analysis in the main text. Students should therefore refer explicitly to relevant appendix material when discussing key moments, decisions, assumptions, experiments, pivots, stakeholder interactions, or learning outcomes. The assessment will focus on how well students use this material to support critical reflection, theory-practice connections, and analytical discussion.

The portfolio is individual but developed in close relation to the group-based entrepreneurship project. Students are expected to analyse their own learning, contributions, decisions, assumptions, experimentation, and reflections in relation to the ongoing development of the project and the milestone seminars.

The main text should critically reflect on the different phases of the entrepreneurial and innovation process, including problem formulation and opportunity recognition, stakeholder and user understanding, sustainability challenges, ideation, experimentation and prototyping, business model development, commercialization considerations, and iterative entrepreneurial learning.

Particular emphasis is placed on the student's ability to use academic literature to analyse and reflect upon the project process. This may include literature on challenge-driven innovation, design thinking, entrepreneurship theory, sustainability transitions, commercialization processes, business model development, responsible innovation, uncertainty, teamwork, interdisciplinary collaboration, leadership, ethical considerations, and iterative experimentation.

The portfolio should not merely describe what happened in the project. Instead, it should critically discuss how theories, concepts, methods, and perspectives from the course literature informed project decisions, stakeholder interactions, experimentation, prototype development, pivots, and reflections on possible entrepreneurial solutions. Students should also reflect on tensions, uncertainties, trade-offs, limitations, and learning moments that emerged during the project.

The maximum length of the main text is 4,500 words, excluding the reference list and appendices. The portfolio should include clear references to academic literature and follow a recognised academic referencing style. Appendices may be used to document relevant process material, but they should support the analytical argument in the main text rather than replace it.

The Entrepreneurial Learning Portfolio is structured around the four milestone seminars and should demonstrate the student's progression, iterative learning process, theoretical integration, and reflective entrepreneurial development throughout the course.

Portfolio section	Related milestone
1. The Challenge	Milestone 1 – The Problem
2. Users and Stakeholders	Milestone 2 – Empathize
3. Prototyping and Experimentation	Milestone 3 – The Prototype
4. Reflection, Impact and Responsible Innovation	Milestone 4 – Prototype Testing and Final Reflection

The portfolio is submitted as a final integrated document at the end of the course but is expected to be continuously developed throughout the course process. **There will be a final peer review session of the portfolio towards the end of the course – two weeks before final submission.**

8. PRO1 – Challenge-driven Entrepreneurship Project

The core activity of the course is a challenge-driven entrepreneurship project conducted in teams of 4–5 students. The projects should address a real-world sustainability or societal challenge and involve the development, testing, and critical evaluation of innovative technology-based solutions.

Possible project formats include working on an existing challenge, developing a new entrepreneurial idea, collaborating with external stakeholders, or working through interdisciplinary collaboration with students from other programmes. Students are expected to work iteratively throughout the course and continuously develop their projects through feedback from teachers, coaches, peers, external mentors, stakeholders, and milestone seminars.

The project component is assessed through milestone seminar progression, prototype and solution development, project quality and coherence, experimentation and iteration, stakeholder and user integration, sustainability integration, teamwork and collaboration, communication and presentations, and final project delivery.

The milestone seminars constitute the central learning and feedback activities of the course and are based on a prototype logic. This means that students continuously develop and refine their

projects through successive versions of the problem formulation, stakeholder understanding, business models, prototypes, testing activities, and final reflections.

Final Project Report

In addition to the milestone seminars and project presentations, each team submits a final project report. The report should be maximum 4,500 words, excluding references and appendices.

The final project report should present and critically analyse the development of the team's challenge-driven entrepreneurship project. It should not only describe the project outcome, but also explain and justify the choices made throughout the project process with support from relevant academic literature.

The report should demonstrate how the team has worked with problem formulation, opportunity recognition, stakeholder and user understanding, sustainability analysis, technology-based solution development, experimentation, prototyping, testing, business model development, commercialization considerations, and responsible innovation. It should show how the project has developed iteratively through feedback, uncertainty, assumptions, testing, and learning.

A central requirement is that the report connects the project to academic literature. Students are expected to use relevant theories, concepts, and frameworks from the course literature to analyse and justify their project decisions. This may include literature on entrepreneurship, challenge-driven innovation, design thinking, business models, technology commercialization, sustainability transitions, responsible innovation, stakeholder engagement, prototyping, experimentation, and interdisciplinary teamwork.

The report should include a clear account of the challenge addressed, the proposed solution, the target users or stakeholders, the value proposition, the sustainability relevance, the business or implementation model, and the evidence generated through testing or stakeholder interaction. Students should also discuss limitations, unresolved assumptions, ethical considerations, risks, and possible next steps for the project.

The final project report should be written as an academic project report rather than as a business pitch or descriptive process diary. Visual material such as prototypes, business model canvases, stakeholder maps, systems diagrams, interview summaries, testing results, or workshop outputs may be included where relevant, but these should support the analysis in the main text. Longer supporting material should be placed in appendices.

The report should include clear references to academic literature and follow a recognised academic referencing style. Appendices may be used to document relevant project material, but they will not compensate for weak analysis, limited use of literature, or an unclear argument in the main report.

9. Examination process and deliverables

At the start of the course

Students are expected to inspect the intended learning outcomes and understand how these relate to the project work, portfolio, milestone seminars, and examination. Students should

begin documenting and reflecting upon their own learning process, contribution, experimentation, and entrepreneurial development from the beginning of the course. They should also identify personal learning goals and areas of development connected to entrepreneurship, innovation, teamwork, sustainability, and leadership.

Students are also expected to understand the structure and progression of the entrepreneurship project in relation to the four phases, milestone seminars, coaching sessions, and module-based activities. The milestone seminars are based on a prototype logic where ideas, concepts, business models, and solutions are expected to evolve iteratively throughout the course rather than being fully developed from the beginning.

Mid-course activities and feedback

During the course, students are expected to develop preliminary portfolio sections connected to the first milestone phases. These should include reflections on learning curve, entrepreneurial learning and project development, stakeholder and user understanding, experimentation and prototyping, teamwork and collaboration, sustainability, impact of using maker space and responsible innovation, and challenges encountered throughout the process.

Students are also expected to participate in structured peer-review activities where they provide constructive feedback on other students' portfolio work and project development. Feedback should focus on the learning process, theoretical integration, entrepreneurial development, stakeholder understanding, experimentation, sustainability integration, and project progression rather than only on the written text itself.

After receiving feedback, students are expected to critically reflect upon their own progress toward the intended learning outcomes and revise their goals and development priorities for the remainder of the course.

Final examination activities

The final examination comprises both the completed Entrepreneurial Learning Portfolio and the final Challenge-driven Entrepreneurship Project.

The final portfolio should demonstrate the student's entrepreneurial progression throughout the course and critically reflect upon problem framing and opportunity recognition, stakeholder and user understanding, experimentation and prototyping, sustainability and responsible innovation, entrepreneurial uncertainty and iterative learning, teamwork and collaboration, and the integration of theories and methods from the course literature.

The final group project submission should include prototype demonstrations, business model presentations, sustainability and impact analyses, project documentation, and final project presentations in the form of an investor pitch.

10. Grading criteria

INL1 – Entrepreneurial Learning Portfolio

Grade FX
Minimal work is required before credit can be awarded. The portfolio is incomplete or lacks

sufficient reflection, theoretical integration, or evidence of individual engagement with the course process.

Grade E
The portfolio documents the student's participation in the challenge-driven entrepreneurship project and provides basic reflections on the four milestone phases. It identifies relevant problems, stakeholder perspectives, sustainability challenges, prototype development, teamwork, and learning experiences. The portfolio uses some concepts and literature from the course, but the analysis is partial, descriptive, or uneven. Reflections on feedback, iteration, ethics, and responsible innovation are present but not fully developed.

Grade C
All requirements for Grade E are met. The portfolio demonstrates a coherent and reflective account of the student's entrepreneurial learning process. Concepts, frameworks, and literature from the course are applied to analyse problem framing, user and stakeholder understanding, experimentation, prototyping, business model development, and sustainability implications. The portfolio shows clear progression across the four milestone phases and uses feedback, evidence, and examples to support reflection and learning.

Grade A
All requirements for Grade C are met. The portfolio demonstrates a sophisticated, autonomous, and theory-informed reflection on the student's entrepreneurial development. The student integrates insights from different parts of the course literature in a systematic and critical way, connects theory and practice convincingly, and reflects deeply on uncertainty, failure, pivots, stakeholder complexity, sustainability, ethics, and responsible innovation. The portfolio provides original insights into the entrepreneurial process and is well structured, analytically strong, and professionally presented.

Grades D and B
Grade D is awarded when the student meets the criteria for Grade E and partially meets the criteria for Grade C. Grade B is awarded when the student meets the criteria for Grade C and partially meets the criteria for Grade A.

PRO1 – Challenge-driven Entrepreneurship Project

Grade FX
Minimal work is required before credit can be awarded. The project is incomplete or lacks sufficient understanding and application of course concepts.

Grade E
The group identifies and describes a relevant sustainability-related or societal challenge and develops a basic technology-based entrepreneurial solution. The project includes problem framing, stakeholder or user understanding, prototype development, and some reflection on sustainability and implementation. Course concepts are used, but the analysis, experimentation, business model reasoning, and final solution remain partial or uneven.

Grade C
All requirements for Grade E are met. The project demonstrates a coherent and well-developed entrepreneurial process across the four milestone phases. The group applies relevant concepts, frameworks, and methods from the course to analyse the challenge, understand stakeholders and users, develop and test prototypes, and formulate a plausible business model or

implementation logic. The project shows clear use of feedback, iteration, and sustainability reasoning.

Grade A
All requirements for Grade C are met. The project demonstrates an advanced, creative, and analytically grounded entrepreneurial process. The group integrates insights from entrepreneurship, innovation management, design thinking, sustainability, and commercialization literature in a convincing way. The prototype, business model, stakeholder analysis, and sustainability reflection are coherent, original, and critically evaluated. The project creates new relevant insights or solution directions and is communicated professionally to both academic and external audiences.

Grades D and B
Grade D is awarded when the project meets the criteria for Grade E and partially meets the criteria for Grade C. Grade B is awarded when the project meets the criteria for Grade C and partially meets the criteria for Grade A.

11. Literature by course phase

The course literature consists of core literature, phase-specific literature, academic articles, cases, and additional resources available through Canvas. Students are expected to use course literature actively in both the Entrepreneurial Learning Portfolio and the Challenge-driven Entrepreneurship Project.

Core literature

Byers, T. H., Dorf, R. C., & Nelson, A. J. (2019). *Technology ventures: From idea to enterprise* (5th ed.). McGraw-Hill Education.

Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.

Phase 1: Wicked problems, sustainability challenges, and systems thinking

Alford, J., & Head, B. W. (2017). Wicked and less wicked problems: A typology and a contingency framework. *Policy and Society, 36*(3), 397–413.

Fuso Nerini, F., Sovacool, B. K., Hughes, N., Cozzi, L., Cosgrave, E., Howells, M., Tavoni, M., Tomei, J., Zerriffi, H., & Milligan, B. (2019). Connecting climate action with other Sustainable Development Goals. *Nature Sustainability, 2*(8), 674–680.

Mazzucato, M. (2018). *The entrepreneurial state: Debunking public vs. private sector myths* (2nd ed.). Penguin Books.

Meadows, D. H. (2008). *Thinking in systems: A primer*. Chelsea Green Publishing.

Murphy, R. (2012). Sustainability: A wicked problem. *Sociologica*, *6*(2), 1–23.

Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences, 4*(2), 155–169.

Phase 2: Design thinking, users, and stakeholder understanding

Adner, R. (2017). Ecosystem as Structure: An Actionable Construct for Strategy. *Journal of Management*, 43(1), 39-58.

Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. HarperBusiness.

IDEO.org. (n.d.). *Design Kit: The human-centered design toolkit*. https://www.designkit.org/methods

Prud'homme van Reine, P. (2017). The culture of design thinking for innovation. *Journal of Innovation Management, 5*(2), 56–80.

Talmar, M., Walrave, B., Podoynitsyna, K.S., Holmström, J., Romme, A.G.L. (2020). Mapping, analyzing and designing innovation ecosystems: The Ecosystem Pie Model *Long Range Planning*, 53(4).

Phase 3: Entrepreneurship, business models, innovation, and prototyping

Aulet, B. (2013). *Disciplined entrepreneurship: 24 steps to a successful startup*. John Wiley & Sons.

Byers, T. H., Dorf, R. C., & Nelson, A. J. (2019). *Technology ventures: From idea to enterprise* (5th ed.). McGraw-Hill Education.

Christensen, C. M., & Raynor, M. E. (2003). *The innovator's solution: Creating and sustaining successful growth*. Harvard Business School Press.

Martin, R. L. (2011). The innovation catalysts. *Harvard Business Review, 89*(6), 82–87.

Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.

Schaltegger, S., Hansen, E. G., & Lüdeke-Freund, F. (2016). Business models for sustainability: Origins, present research, and future avenues. *Organization & Environment, 29*(1), 3–10.

Phase 4: Reflection, impact, AI, and responsible innovation

Haefner, N., Wincent, J., Parida, V., & Gassmann, O. (2021). Artificial intelligence and innovation management: A review, framework, and research agenda. *Technological Forecasting and Social Change, 162,* Article 120392.

Reichheld, F. F. (2003). The one number you need to grow. *Harvard Business Review, 81*(12), 46–55.

Schaltegger, S., Hansen, E. G., & Lüdeke-Freund, F. (2016). Business models for sustainability: Origins, present research, and future avenues. *Organization & Environment, 29*(1), 3–10.

Turner, N., Swart, J., & Maylor, H. (2013). Mechanisms for managing ambidexterity: A review and research agenda. *International Journal of Management Reviews, 15*(3), 317–332.

Additional literature and teaching material may be provided on Canvas for each module and milestone seminar.

12. Use of AI

AI tools may be used to support brainstorming, idea generation, language improvement, exploratory innovation work, and entry into a topic. However, AI tools may not replace students' own analytical, reflective, or creative work in examination-related activities.

Students remain fully responsible for the arguments, analysis, references, conclusions, reflections, and project decisions presented in the course deliverables. Any use of AI tools must be transparently documented in the Entrepreneurial Learning Portfolio, project documentation, and other relevant submissions.

Students are expected to check, rewrite, critically evaluate, and take responsibility for any information obtained via AI tools. Submitted work must clearly demonstrate the students' own understanding, analysis, reflection, and project development.

13. Academic integrity and plagiarism

The course builds on individual and collaborative project work, seminars, assignments, and reflective learning activities. Plagiarism and unethical use of sources are not allowed and will be handled according to KTH regulations and guidelines.

Students are expected to use references correctly, clearly distinguish their own work from external sources, and contribute actively and ethically to the collaborative project process. Automatic plagiarism control may be conducted on both individual and group assignments.

14. Compensatory support

For students with functional variations who have a statement from KTH's Funka unit on recommended support measures in the examination, the following applies:

Support measures under code R, concerning adjustments related to space, time, and physical circumstances, are granted by the examiner.

Support measures under code P, concerning pedagogical adaptation, are granted or rejected by the examiner after contact has been made by the student in accordance with KTH rules. Normally, support measures under code P will also be granted.