Study Guide Autumn 2026
Social Entrepreneurship

Introduction

Welcome to the SSES course on Social Entrepreneurship!

The aim of the course is to introduce you to Social Entrepreneurship (SE) and innovation, with a focus on how social entrepreneurs navigate contexts in order to create social value for the benefit of others and society. The course investigates both positive and negative aspects of SE and takes a reflective approach, examining challenges, potential drawbacks and emerging opportunities. To enable an affirmative, yet critical approach to SE, students engage in a group project in which your task is to design and make feasible improvements to an own initiative of SE.

The course consists of three themes – perspectives of SE, social entrepreneuring ('doing' SE), and the impact of SE – and includes a combination of scientific readings, discussions, written academic assignments and action-oriented tasks. The first theme aims to familiarize you with various interpretations of SE, how SE differs – or not - from 'business' entrepreneurship, and what role it plays in contemporary society.

The second theme explores the everyday work of social entrepreneurship, including how people mobilise resources, build relationships and respond to dilemmas and changing needs. It also examines storytelling as part of this work: how stories help initiatives gain support and shape expectations of entrepreneurs and social change. Reading and discussing a social entrepreneur's biography provides an opportunity to explore these questions and reflect on your own group project.

The third theme examines the consequences of social entrepreneurship, asking what counts as social value, for whom, and how it can be assessed. We discuss how impact measurement can support learning but also reshape organisational priorities, and explore questions of representation, responsibility and accountability. Building on the previous themes, we consider how critique can inform more reflective approaches to social entrepreneurship.

The literature for the course consists of one biography by a social entrepreneur (to be selected at the beginning of the course) and a number of scientific articles, as specified below. All scientific articles are made available on Canvas. The literature is divided into 'readings' that you are expected to be familiar with and able to apply in assignments and 'supplementary readings', or reference literature, that are considered optional but that may deepen and broaden your understanding.

Learning outcomes
After having followed the course, students should be able to:

- Explain and discuss the concepts of social entrepreneurship and problematize the social impact of entrepreneurial activity
- Evaluate the contextual and contingent effects on society by business
- Evaluate the contextual and contingent effects on business by society
- Develop improvements and generate practical/feasible ideas for social entrepreneurship (innovations, organizations or projects), based on case investigations

Course requirements and presence

As the course centers on active student learning, participation in all meetings is highly recommended. Participation in the **first three lectures and all seminars is mandatory**. Students who are absent during these occasions need to do extra assignments. To achieve the learning objectives of the course it is important that you come fully prepared to each session. To pass the course, students must receive a pass grade or higher on all assignments.

Teaching and learning activities (TLAs)

Teaching and learning combine lectures and guest lectures, readings, seminars and group project work. The course culminates in a group project film and an individual reflective essay.

The course runs according to a fixed schedule with meetings on Tuesdays and Thursdays, from 17:15 – 20:00. Time is regularly allocated for you to work on group projects during meetings, though projects usually require more time than offered during course sessions. The course is given on campus Albano at Stockholm University and builds on students' active participation in discussions and group activities.

Students are expected to attend lectures and seminars, to interact with teachers and peers, and to engage collaboratively in the group project work. The project work involves the design and analysis of an initiative of social entrepreneurship and forms the basis for implementing students' understandings of SE. The course starts at a high pace, with theoretical conceptualizations of SE, group formations and exercises concerning the group project. Participation is mandatory for the first three lectures and for all three seminars. The course format, in which theoretical aspects are intertwined with practical group work, requires that students are present during course sessions – if not, it will be difficult to develop the group project.

Theme 1: Perspectives on social entrepreneurship

Assumptions underlying the concept of entrepreneurship contribute to the idea that entrepreneurs create growth, increase productivity and pave the way for the future by creating and exploiting new opportunities. The discourse of entrepreneurship has recently broadened

and no longer portrays entrepreneurship as a merely economic phenomenon that satisfy demands in various markets. On the contrary, entrepreneurship is understood as a societal phenomenon and considered a provider of solutions to social or environmental challenges. During this theme, we discuss different perspectives of SE and the role of entrepreneurship in society. SE can be seen as a new form of entrepreneurship, but is far from coherent or unified with a clear definition. Rather, SE is heterogeneous, taking on different legal forms and shapes, such as non-profit organizations, for-profit organizations, social movements and hybrid organizations involving different logics, combining business and voluntary principles. SE also relates to CSR, the marketization of responsibility and the emergence of a neoliberal society in which individuals are expected to assume greater responsibility. During this first theme, we introduce key concepts and perspectives to facilitate your understanding of the economic-sociological context of entrepreneurship.

Theme 1: Readings

Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice, 30*(1), 1–22.

Choi, N., & Majumdar, S. (2014). Social entrepreneurship as an essentially contested concept: Opening a new avenue for systematic future research. *Journal of Business Venturing, 29*(3), 363–376.

Eikenberry, A. M., & Kluver, J. D. (2004). The marketization of the nonprofit sector: Civil society at risk? *Public Administration Review, 64*(2), 132–140.

Ko, W. W., & Liu, G. (2021). The transformation from traditional nonprofit organizations to social enterprises: An institutional entrepreneurship perspective. *Journal of Business Ethics, 171*(1), 15–32.

Mitzinneck, B. C., & Besharov, M. L. (2019). Managing value tensions in collective social entrepreneurship: The role of temporal, structural, and collaborative compromise. *Journal of Business Ethics, 159*(2), 381–400.

Supplementary readings/reference literature:

These readings offer additional introductions and complementary perspectives on the themes addressed in the core literature. Select readings according to your interests and the questions you wish to explore further.

Berglund, K., & Johannisson, B. (2012). Introduction: In the beginning was societal entrepreneurship. In K. Berglund, B. Johannisson, & B. Schwartz (Eds.), *Societal entrepreneurship: Positioning, penetrating, promoting* (pp. 1–30). Edward Elgar Publishing.

Dacin, P. A., Dacin, M. T., & Matear, M. (2010). Social entrepreneurship: Why we don't need a new theory and how we move forward from here. *Academy of Management Perspectives, 24*(3), 37–57.

Huybrechts, B., & Nicholls, A. (2012). Social entrepreneurship: Definitions, drivers and challenges. In C. Volkmann, K. Tokarski, & K. Ernst (Eds.), *Social entrepreneurship and social business* (pp. 31–48). Gabler Verlag.

Friedman, M. (1970) The Social Responsibility of Business is to Increase its Profits, *The New York Times Magazine*, September 13, 1970.

Mongelli, L., Rullani, F., Ramus, T., & Rimac, T. (2019). The bright side of hybridity: Exploring how social enterprises manage and leverage their hybrid nature. *Journal of Business Ethics, 159*(2), 301–305.

3/11 Lecture 1. Introduction to the course and Social Entrepreneurship and its role in society.

In this lecture, we start by presenting the course, its learning objectives and practical tasks. The lecture will continue with a discussion on what social entrepreneurship may mean to you and how you relate to the topic. The lecture also introduces SE as a societal phenomenon that has gained increasing interest in recent years. During the lecture, we discuss central concepts of entrepreneurship, similarities and differences between social and 'business' entrepreneurship

Readings: Austin, J., Stevenson, H., & Wei-Skillern, J. (2006) and Choi, N., & Majumdar, S. (2014)

5/11 Lecture 2. Guest lecture Zozo Hassan, serial entrepreneur and CEO and co-founder of Vertury

Zozo Hassan is an engineer and entrepreneur whose work focuses on inclusion and creating opportunities within the technology sector. She is the founder of Vertury, a platform designed to connect engineers and STEM professionals with potential co-founders, mentors and investors. In this guest lecture, she will share her entrepreneurial journey and experiences of developing ventures with a social purpose.

She will also introduce Vertury and invite you to explore how the platform can support the development of your own social entrepreneurial ideas. Use of the Vertury platform is optional throughout the course.

Readings: Ko, W. W., & Liu, G. (2021) and Mitzinneck, B. C., & Besharov, M. L. (2019).

10/11 Lecture 3. Guest lecture Jan Abrahamsson SE-Forum and SoPact

Jan Abrahamsson is Executive Director of SE Forum and has extensive experience in social innovation, supporting entrepreneurs and collaboration across sectors, including through his work with SoPact. With a background in design and communication, he works to strengthen the conditions for social entrepreneurship in Sweden. In this guest lecture, he will share his journey into the field and reflect on the opportunities and challenges of working towards societal change.

Readings: Eikenberry, A. M., & Kluver, J. D. (2004)

12/11 Seminar 1. Exploring and presenting your entrepreneurial initiative.

In this seminar, your project group will present an initial idea for a social entrepreneurial initiative, outlining the societal issue you wish to address, who it concerns, and your proposed approach. There will also be time to exchange feedback with other groups and further develop your idea with support from peers and the teacher.

Detailed instructions, including preparation and presentation requirements, are published in a separate seminar document in Module/Seminars.

Theme 2: Social entrepreneuring

During this theme, we explore how social entrepreneurship takes shape through everyday actions, relationships and negotiations. We examine how people mobilise resources, work with uncertainty and navigate dilemmas as they develop initiatives with social purposes.

Particular attention is paid to the complexity of working with people whose needs and circumstances may not fit a predefined solution. We consider how responsiveness, flexibility and care shape everyday organising, and why an initiative that appears straightforward on paper may require continual adjustment in practice.

Storytelling is part of this work. Stories can make an initiative understandable, establish its legitimacy and encourage others to contribute. They also shape expectations of who social entrepreneurs are, how change happens and what commitment to a social purpose requires. We therefore examine both how stories are used in developing initiatives and how biographies portray entrepreneurial work, including whose contributions and experiences remain in the background.

Through the readings, biography discussions and your own project work, you will explore the relationships between what people do, how they describe it and the conditions that enable or constrain their actions. You will also consider how to communicate an initiative's purpose and possibilities while acknowledging the complexity of putting it into practice.

Theme 2: Readings

Berglund, K., & Schwartz, B. (2013). Holding on to the anomaly of social entrepreneurship: Dilemmas in starting up and running a fair-trade enterprise. *Journal of Social Entrepreneurship, 4*(3), 237–255.

Dempsey, S. E., & Sanders, M. L. (2010). Meaningful work? Nonprofit marketization and work/life imbalance in popular autobiographies of social entrepreneurship. *Organization, 17*(4), 437–459.

Dey, P., & Teasdale, S. (2016). The tactical mimicry of social enterprise strategies: Acting 'as if' in the everyday life of third sector organizations. *Organization, 23*(4), 485–504.

Di Domenico, M., Haugh, H., & Tracey, P. (2010). Social bricolage: Theorizing social value creation in social enterprises. *Entrepreneurship Theory and Practice, 34*(4), 681–703.

Lounsbury, M., & Glynn, M. A. (2001). Cultural entrepreneurship: Stories, legitimacy, and the acquisition of resources. *Strategic Management Journal, 22*(6–7), 545–564.

Sievers, S. M. M. (2016). Fragile heterotopias – a case study of a Danish social enterprise. *Community Development Journal, 51*(1), 77–94.

Supplementary readings:

Hu, X., Marlow, S., Zimmermann, A., Martin, L., & Frank, R. (2020). Understanding opportunities in social entrepreneurship: A critical realist abstraction. *Entrepreneurship Theory and Practice, 44*(5), 1032–1056.

Joyce, A., & Paquin, R. L. (2016). The triple layered business model canvas: A tool to design more sustainable business models. *Journal of Cleaner Production, 135*, 1474–1486.

Sarasvathy, S. D. (2001). *What makes entrepreneurs entrepreneurial?* University of Virginia, Darden School of Business.

Sparviero, S. (2019). The case for a socially oriented business model canvas: The social enterprise model canvas. *Journal of Social Entrepreneurship, 10*(2), 232–251.

Biography of your choice

Each student is to select one biography by a social entrepreneur from the list below. If you wish to read and present another biography, please contact the course assistant to make sure that there is no overlap. Each student within a project group must choose a different biography..

- Damber, Sara, 2021, *En handelsresande i godhet : min rapport från folkrörelsen som blev en industri*, Ordfront Förlag
- Kopp, Wendy, 2003, *One day, all children*, New York: Public Affairs.
- Koss, Ron & Koss, Arnie (2010). *The Earth's Best Story: A Bittersweet Tale of Twin Brothers Who Sparked an Organic Revolution*, Vermont: Chelsea Green Publishing.
- Mawson, Andrew. (2008). *The social entrepreneur: making communities work. London: Atlantic*
- Mortenson, Greg & Relin, David Oliver, 2009, *Three cups of tea*, Penguin Group.
- Mycoskie, Blake, 2012. *Start Something That Matters.* Spiegel Grau
- Söderberg, B., Flising, L-L. Flising, M. (2012), *Det enda som räknas: socialt entreprenörskap på riktigt*, Book House Editions.
- Wood, John (2006), *Leaving Microsoft to change the world*, New York: Harper Collins Publishers.
- Wendt, J. (2013) *Den dummaste jävla idé jag någonsin hört: Om Mattecentrum – En guide till socialt entreprenörskap*, Bokförlaget Langenskiöld.
- Yunus Muhammad and Jolis Alan (2003) *Banker to the Poor*. Aurum Press Ltd.

17/11 Lecture 4. Developing and organising social entrepreneurial initiatives

In this lecture, we discuss how social entrepreneurial initiatives develop through available resources and relationships, and how everyday dilemmas and participants' needs shape this process. We explore why flexibility, care and continual adjustment are important in putting ideas into practice.

Readings: Di Domenico, Haugh and Tracey (2010), Berglund and Schwartz (2013), and Sievers (2016).

19/11 Lecture 5. Guest lecture Alexandra Örnberg Schenck zu Schweinsberg

Alexandra Örnberg Schenck zu Schweinsberg will share her experiences of working with a school project in Liberia. Her guest lecture offers a practical perspective on developing an initiative with a social purpose and moving from ideas to action.

24/11 Lecture 6. Stories, legitimacy and entrepreneurial practice

In this lecture, we explore storytelling as part of developing social entrepreneurial initiatives. We discuss how stories and ways of presenting an initiative influence its legitimacy, access to resources and relationships with others. We also examine how entrepreneurial stories shape expectations of work and commitment, and whose contributions and experiences they make visible or leave in the background.

Readings: Lounsbury and Glynn (2001); Dey and Teasdale (2016); Dempsey and Sanders (2010).

26/11 Seminar 2. Exploring biographies of social entrepreneurship

In this seminar, you will present and discuss your reading of a social entrepreneur's biography with other students. Together, we will explore how these stories portray entrepreneurial work, whose contributions they highlight or leave in the background, and how they shape our understanding of social change. The seminar combines exchanges between project groups with a whole-class discussion connecting the biographies to the course literature.

Detailed instructions, including preparation and presentation requirements, are published in a separate seminar document in Module/Seminars.

The seminar also provides the basis for the individual reflection due on **30 November** (see Assessment and submission).

Theme 3: The impact of social entrepreneurship

During this theme, we examine what social entrepreneurship changes, for whom, and how such changes can be understood and assessed. We discuss what counts as social value, whose perspectives inform these judgements, and the intended and unintended consequences of initiatives with social purposes.

Particular attention is paid to social impact measurement and accountability. We explore how measurement can support learning and improvement, but also how indicators, reporting requirements and funding arrangements may redirect attention and reshape organisational priorities. This includes considering what becomes visible through measurement and what may remain overlooked.

Building on the previous themes, we examine the ethical and political implications of addressing societal challenges through entrepreneurship. Critique is approached as a way to question assumptions, recognise limitations and develop more reflective and accountable practices.

Theme 3: Readings

Adams, S., Hall, M., & Xiao, X. (2024). Styles of verification and the pursuit of organisational repair: The case of social impact. *Accounting, Organizations and Society, 113*, 101478.

Chalmers, D. (2021). Social entrepreneurship's solutionism problem. *Journal of Management Studies, 58*(5), 1363–1370.

Cho, A. H. (2006). Politics, values and social entrepreneurship: A critical appraisal. In J. Mair, J. Robinson, & K. Hockerts (Eds.), *Social entrepreneurship* (pp. 34–56). Palgrave Macmillan.

Cooper, C., Graham, C., & Himick, D. (2016). Social impact bonds: The securitization of the homeless. *Accounting, Organizations and Society, 55*, 63–82.

Dey, P., & Steyaert, C. (2012). Social entrepreneurship: Critique and the radical enactment of the social. *Social Enterprise Journal, 8*(2), 90–107.

Kleinhans, R., Bailey, N., & Lindbergh, J. (2020). How community-based social enterprises struggle with representation and accountability. *Social Enterprise Journal, 16*(1), 60–81.

Ormiston, J., & Seymour, R. (2011). Understanding value creation in social entrepreneurship: The importance of aligning mission, strategy and impact measurement. *Journal of Social Entrepreneurship, 2*(2), 125–150.

Supplementary readings:

André, K., & Pache, A.-C. (2016). From caring entrepreneur to caring enterprise: Addressing the ethical challenges of scaling up social enterprises. *Journal of Business Ethics, 133*(4), 659–675.

Bacq, S., Janssen, F., Sabbatucci, A.-S., & Wuillaume, A. (2026). The dark side of doing good: A guiding framework for advancing research on the negative outcomes of social entrepreneurship. *Small Business Economics, 66*(2), 647–674.

Gabriel, I. (2017). Effective altruism and its critics. *Journal of Applied Philosophy, 34*(4), 457–473.

Muftugil-Yalcin, S., & Klas, A. (2025). On social impact measurement and social entrepreneurs combatting food waste in the Netherlands. *Social Enterprise Journal*. Advance online publication. https://doi.org/10.1108/SEJ-03-2024-0033

le, A., & Barros, M. (2022). Towards normative theories of social entrepreneurship. A review of the top publications of the field. *Journal of Business Ethics, 180*(2), 407–438.**1/12**

1/12 Lecture 7. Guest lecture by Cristian Lagström SU: The vices and virtues of measuring impact – how do we know if we are any good?

This guest lecture introduces key concepts involved in rendering an organization accountable and measurable internally and externally. The lecture addresses techniques for measuring social impact but also questions whether numbers are always preferable to other means of evaluation. Furthermore, it highlights potential pitfalls and unintended consequences of

measurement practices, drawing from both mainstream management research as well as critical perspectives.

Readings: Adams, S., Hall, M., & Xiao, X. (2024) and Cooper, C., Graham, C., & Himick, D. (2016).

3/12 Lecture 8. Social value, societal change and the limits of entrepreneurship

In this lecture, we examine what counts as social value and whose perspectives shape understandings of societal problems and desirable change. We discuss the values and political assumptions underlying social entrepreneurial initiatives, and consider the possibilities and limitations of addressing societal challenges through entrepreneurship.

Readings: Chalmers (2021) and Cho (2006).

8/12 Lecture 9. Mission, accountability and reflective practice

In this lecture, we explore the relationships between an initiative's mission, its activities and the ways its impact is assessed. We discuss whom social entrepreneurial organisations represent and to whom they are accountable. Bringing together perspectives from across the course, we consider how critique and reflection can support learning, challenge established priorities and inform more accountable practices.

Readings: Ormiston and Seymour (2011), Kleinhans, Bailey and Lindbergh (2020) and Dey and Steyaert (2012).

10/12 No lecture

15/12 Seminar 3. Presenting projects and reflecting on the process

In this seminar, we will watch each group's project film (maximum six minutes), presenting the initiative as if addressing a potential partner, funder or other relevant audience. This is followed by a whole-class dialogue about the project development process, connecting experiences, choices and challenges to the course literature and preparing you for the individual reflective essay. A separate, non-assessed student vote will also take place.

Detailed instructions, including film submission and preparation requirements, are published in a separate seminar document in Module/Seminars.

Seminar 3 is followed by an end-of-course mingle with refreshments.

Assessment and submission

The assessed assignments in this course are two individual reflective assignments and a group project presented through a recorded film. In addition, attendance and active participation in all three seminars are compulsory.

Individual reflection following Seminar 2 (10%)

In this individual reflection, you will explore one of the seminar's guiding questions using examples from your chosen biography and relevant course literature. You will discuss how the seminar dialogue has deepened, challenged or confirmed your interpretation and formulate a question for further exploration. Writing in the first person is encouraged, with your own reasoning made clear throughout.

The expected length is 400–500 words. Detailed instructions, assessment criteria and rules concerning the use of AI are provided in a separate assignment document.

Individual reflective essay (50%)

In the individual essay, you will critically reflect on the development of your group's project and analyse selected experiences, decisions and challenges using relevant course literature. The essay should develop a focused argument that demonstrates your understanding of theoretical perspectives and your ability to use them analytically. Writing in the first person is encouraged, with your own reasoning and position made clear throughout.

The expected length is approximately 2,500 words. Detailed instructions, assessment criteria and rules concerning the use of AI are provided in a separate assignment document.

Group project and film (40%)

Working in a project group, you will develop a proposal for a social entrepreneurial initiative. The project is presented in a recorded film of no more than six minutes, addressing a chosen audience such as a potential partner, funder, municipality or user group. The film should communicate the initiative's purpose, proposed approach and relevance to that audience.

The film is assessed as a group submission. It will be shown during Seminar 3, which also includes a discussion of the project development process. Detailed instructions and assessment criteria are provided in a separate assignment document.

Compulsory seminars

The seminars provide opportunities to present work, discuss the literature and engage with other students' ideas. You are expected to prepare for each seminar and contribute actively to the presentations and discussions.

Detailed preparation and participation requirements are provided in the separate seminar documents. If you miss a compulsory session, you must complete the designated supplementary assignment. Please contact the course assistant for instructions.

In addition, the first three lectures are mandatory.

Submission deadlines

Assignment	Deadline	Submission
Individual reflection following Seminar 2	November 30, no later than 18.00	Canvas/Modules/ Examination
Group project film	December 14, no later than 13.00	Canvas/Modules/ Examination
Individual reflective essay	December 31, no later than 18.00	Canvas/Modules/ Examination

Any additional submissions associated with the seminars will be listed in the seminar instructions and course schedule.

Total grade for the course:

Your learning and performance are assessed according to the criterion-referenced ECTS grading scale (A-F). A, B, C, D, and E are Pass grades. Fx and F are Fail grades.

Grading and active participation

To pass the course, students must pass all three assessed assignments and fulfil the compulsory participation requirements, including any required supplementary assignments. The final course grade is calculated from the individual reflection following Seminar 2 (10%), the individual reflective essay (50%) and the group project film (40%).

Active participation involves preparing for seminars and other compulsory sessions, contributing to collaborative work, engaging thoughtfully with others' ideas, and offering constructive questions and feedback. Contributions may take different forms, including presentations, small-group discussions and peer feedback. Participation is understood in terms of engagement and contribution to learning, rather than frequency of speaking in class.

Absence from compulsory sessions requires completion of the designated supplementary assignment. If you miss a session involving group project work, you must also contact your project group to catch up on the work and agree on how you will contribute to the group's continued progress. Completing a supplementary assignment does not replace your responsibility to contribute to the group project.

The grading criteria below concern the understanding and analytical judgement demonstrated in the assessed work. Where relevant, this includes how students examine and develop their thinking through engagement with course discussions, feedback and project experiences.

These general descriptors are applied in relation to the purpose and assessment criteria of each assignment. In the project film, understanding is demonstrated through the initiative's design and communication to the chosen audience; an explicit academic discussion of the literature is not required.

A: Excellent — 90–100 points

Your work demonstrates an excellent understanding of the course literature and a sustained ability to critically analyse concepts, experiences and problems. You evaluate different perspectives, question assumptions and develop well-supported, independent conclusions. You show how engagement with theory and relevant experiences or feedback has informed, challenged or refined your understanding. Ideas are expressed clearly, coherently and with analytical precision.

B: Very good — 80–89 points

Your work demonstrates a very good understanding of the course literature and a well-developed ability to critically analyse concepts, experiences and problems. You consider different perspectives and develop well-supported conclusions with clear evidence of independent judgement. You thoughtfully examine relevant experiences or feedback and their implications for your understanding, although the depth and consistency required for an A are not fully achieved.

C: Good — 70–79 points

Your work demonstrates a good understanding of the course literature and an ability to use relevant concepts analytically. You connect theoretical perspectives with experiences and problems, consider alternative interpretations and justify your conclusions. You show how relevant discussions, feedback or project experiences contribute to your reasoning, although some implications or assumptions remain insufficiently explored.

D: Satisfactory — 60–69 points

Your work demonstrates a satisfactory understanding of the course literature and some ability to apply concepts analytically. You make relevant connections between theory and experience, but the analysis is uneven or partly descriptive. You acknowledge other perspectives or feedback, although their implications for your reasoning are only partly developed. Conclusions are relevant but require stronger justification.

E: Sufficient — 50–59 points

Your work demonstrates a basic understanding of relevant course concepts and a sufficient ability to relate them to experiences and problems. There is some analytical reasoning, although description predominates and connections between ideas are limited. You demonstrate basic engagement with perspectives beyond your own initial assumptions, but their implications are explored only briefly. The work meets the minimum requirements of the assignment.

Fx: Fail — possible revision and resubmission

Your work demonstrates some relevant understanding but does not yet meet the minimum requirements. Important connections between theory, experience and conclusions are insufficiently developed, or essential aspects of the assignment are missing. Revision is needed to demonstrate the required understanding and analytical reasoning.

F: Fail

Your work does not demonstrate sufficient understanding of relevant course concepts or the ability to use them to examine experiences and problems. Substantial misunderstandings, omissions or unsupported claims prevent the work from meeting the minimum requirements. Extensive further work is required.

If you are a student from KI, Konstfack or Handelshögskolan you are listed to another scale of grading. Your grades will be transferred accordingly in line with regulations at your home university.

Plagiarism

Successful completion of your course assignments presumes that each individual student makes an independent contribution throughout the course. All submitted work must reflect your own understanding and intellectual contribution. Sources must be acknowledged, and the work of others must not be presented as your own.

The use of AI tools is governed by the instructions for each assignment. You must follow these instructions and disclose any AI use as required. Acknowledging AI use does not make otherwise prohibited use acceptable.

Suspicions of plagiarism will be reported to each schools' Disciplinary Committee.

Student feedback

The School takes student feedback seriously. Student feedback is important for our ability to provide high quality education. You will therefore get the opportunity to provide feedback

about the course throughout its duration and you will complete a student feedback form at the end of the course.

Course management
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