

## **InGenious – Value-Creating Innovation – Interdisciplinary Development Project**

InGenious - Värdeskapande Innovation - tvärdisciplinärt  
utvecklingsprojekt  
8 credits

Single subject course

799G62

Valid from: 2026 Autumn semester

<b>Determined by</b> Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	<b>Main field of study</b> No main field of study	
<b>Date determined</b> 2026-03-26	<b>Course level</b> First cycle	<b>Progressive specialisation</b> G2F
<b>Revised by</b>	<b>Disciplinary domain</b> Social sciences	
<b>Revision date</b>	<b>Subject group</b> Other Interdisciplinary Studies	
<b>Offered first time</b> Autumn semester 2026	<b>Offered for the last time</b>	
<b>Department</b> Institutionen för ekonomisk och industriell utveckling	<b>Replaced by</b>	

## Entry requirements

- 90 ECTS credits passed from undergraduate studies, or equivalent.
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6 or Engelska nivå 2).  
Exemption from Swedish

## Intended learning outcomes

The course focuses on enhancing students' ability to create value through socially impactful idea development. It is based on challenge-based learning pedagogies, where students work cross-disciplinarily on real-life challenges from industry, civil society, and the public sector. Upon completion of the course, students shall be able to:

- work in teams in a challenge-driven manner by identifying relevant challenges from a broader abstract problem area, exploring opportunities through guiding questions, and subsequently developing and communicating a value-creating solution;
- understand and apply innovation processes – from challenge to solution – and demonstrate insight into how value and impact are created from business, sustainability, and ethical perspectives;
- possess fundamental knowledge and skills in communication and be able to design and deliver a professional oral pitch as well as a written report that presents a clear solution to the development project;
- discuss and reflect, individually and in group, on group processes and group dynamics in value-creating innovation processes, where individuals from different professional backgrounds collaborate across disciplines.

## Course content

The course involves an interdisciplinary development project conducted in groups of 4–6 students. The project is based on a real-life challenge provided by an external project partner from industry, civil society, or the public sector. The project is linked to the UN Sustainable Development Goals and aims to promote responsible development. Ethical aspects of the innovation process are therefore also discussed.

The nature of the project challenge allows considerable freedom for the group while also demanding responsiveness and initiative. The course components are designed to guide the group through the innovation process. Challenge-Based Learning is applied, following the three-phase process (engage, investigate, act) used within the ECIU framework.

Students work closely with external partners and have the opportunity to test their academic, subject-specific knowledge in an authentic, practical context. Throughout the course, students receive coaching and develop their abilities as outlined above – particularly in communication, where pitching serves as a key learning tool. The pitching process follows a progressive development trajectory, allowing participants to gradually and confidently develop their skills in a supportive environment, culminating in a final pitch presented before a large audience. Reflection – both individual and group-based – constitutes an essential component of the course pedagogy and learning process.

## Teaching and working methods

Teaching is conducted through lectures, films, workshops, group work, and individual reflection. Challenge-Based Learning (CBL) serves as the primary pedagogical approach.

In addition, students are expected to engage in self-directed study, both individually and in groups.

Language of instruction and examination: English.

## Examination

The course is examined through hand-in group assignments, i.e. a project plan and a final individual report, active participation in seminars and pitches, as well as an individual reflection. Detailed information can be found in the course PM at Lisam.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

The course is run in collaboration with Almi East Sweden AB, whose role is to recruit companies and organizations that provide the challenges the students will take on. To regulate issues regarding rights to the results related to the students' work, both the companies/organizations and the students must sign agreements with Almi East Sweden AB. The agreements also serve as a basis for any potential negotiations regarding the purchase of the results developed by the students during the course.

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.