



Syllabus Template

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Template for a TECH2X-Aligned Syllabus

To create a syllabus according to the TECH2X project based on the results of Phase 1 (WP2), we provide a structure/skeleton given in this document. It allows educators to create a new TECH2X syllabus while referring/using the design principles and therefore guides the design process of the courses. The respective design principles are annotated in yellow. It is recommended to have document **WP2- EDR Phase I** at hand and complete the respective sections while transferring the content of the design principles (listed in **section 3.2** of the document) to the context of the own university. Text marked in *grey and cursive* gives give further hints and should be removed/replaced together with the text sections in yellow before releasing the syllabus.

[Course Code] - [Course Title]

Semester: [e.g., Spring 2026] | **Credit Hours:** [e.g., 3] | **Prerequisites:** [e.g., ENG 101 or equivalent]

(Credit Hours: See ->Ti1: Effort/timespan; Prerequisites -> See: GR2: Eligible student, GR3: Prerequisite)

1. Administrative Information

Element	Detail
Instructor(s):	
Email:	
Class Time:	
Location	

2. Course Rationale

Rationale: A brief but clear statement of the **basic philosophy** and justification for the course. Why is this course important for the student's development? **Tech2X Rational: Increase the student's science-based innovation and entrepreneurial capacity while fostering a collaborative mindset and systems-thinking within the HEIs transition to the 4th generation university model.**

Proposed Text according to TECH2X:

The course builds on the universities role to take a more responsible role in the local economy, focusing on co-creation, sustainable development, and solving real-world challenges in partnership with stakeholders. It increases the student's science-based innovation and entrepreneurial capacity while fostering a collaborative mindset and systems-thinking

3. Aims and Objectives

- **Course Goals/Aims:** *Broad statements of what the course intends to achieve.*

Proposed Tech2X Statement (see Rational in the report):

The course intends to foster students entrepreneurial and technological skills, as well as providing them the ability to master a tech-driven innovation process while balancing technological capabilities, with societal needs and market potential.

- **Learning Outcomes/Objectives:** *Specific, measurable statements of what students will be able to do, know, or value by the end of the course.* (See Design Principle AO1: Course objectives/learning goals)

4. Content and Schedule

This section provides the course schedule and timeline (A week-by-week or unit-by-unit breakdown) as well as a list of topics/content provided each week (detailed outline of the subject matter covered in each section) provided in a table as shown below.

(See Design Principles: CO1: Amount of theory input ; CO2: Integration of societal impact learning ; CO3: Integration of technology understanding; CO4: innovation process; Ti1: Effort/timespan; Ti2: Contact hours; Ti3: Timeline)

Weekly Schedule and Topics

Week	Date	Topics Covered	Assignment Dues

5. Instructional Design

5.1 Learning Activities/Methods

Description of the teaching methods used (e.g., lectures, discussions, case studies, hands-on projects, simulations).

(See LA1: Pedagogy methods, LA2: i2Planet , LA3: innovation process activities)

The learning in this course will be achieved through a variety of methods:

- Lectures: ...
- Group work:
- Coaching sessions: ...

- Deep dives: ...
- I2Planet week:

5.2 Educators Role

A statement on the expected function of the educators (e.g., guide, expert, coach).

(See T1: Teachers' role)

Withing the course various educators are involved with various roles:

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5.3 Grouping Strategies

Explanation of how students will work and how grouping is done (e.g., fixed groups)

(See: GR1: Group forming)

Students will work in the teams of their final project

Groups are formed as follows

5.4 Location/Environment

Information on where learning will take place (e.g., physical classroom, online platform, required external visits, i2planet).

(See LO1: Location)

5.5 Materials and Resources

Required and recommended texts, technology, software, and other learning aids.

(See MR1: Learning resources & materials)

6. Assessment

A description of the

- **Assessment Methods:** Description of all assignments, exams, and projects, including weightings.
- **Assessment Criteria:** Clear guidelines or rubrics for how learning will be measured and graded.

(see AS1: Expected project outcome; AS2: Student assessment method)

Grading Breakdown

Assessment Component	CLO Adressed	Percentage of Final Grade

Description of Assessments *(given as example)*

- **Learning Journey (X %):**
- **Project Outcome (X %):** A X-page project report or equivalent project proposal demonstrating mastery of CLOs Z and Y. A detailed rubric will be provided separately.
- **Participation (X %):** Active and constructive contribution to class discussions. This is not simply attending (attendance is mandatory) but engaging with the material.

7. Policies and Expectations

(Depends on the context of the university. Some examples are listed below)

Attendance and Punctuality

- *Attendance is mandatory. More than three unexcused absences will result in a drop in your final grade.*

Academic Honesty

- *All work submitted must be your own original work. Any instance of plagiarism or academic dishonesty will result in a failing grade for*



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