



Aston University

BIRMINGHAM UK

Evaluating Strategies to Increase Students' Accountability in Entrepreneurship Education

With practical examples from the Team Academy model

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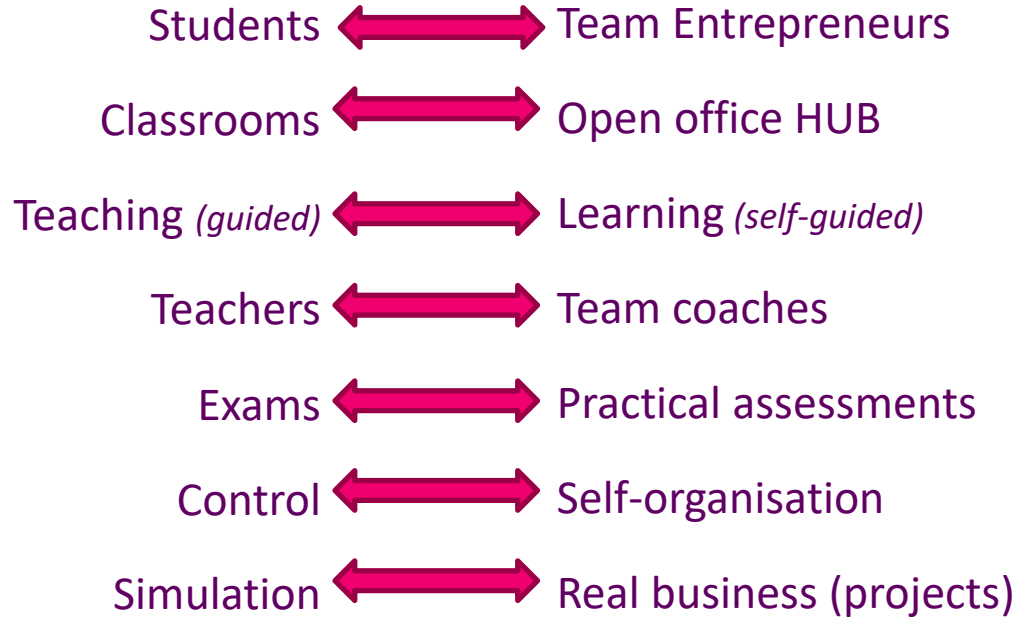
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Team Academy in nutshell

Differences between traditional HE and TA based programs

Traditional education



Team Academy

Conditions to increase accountability

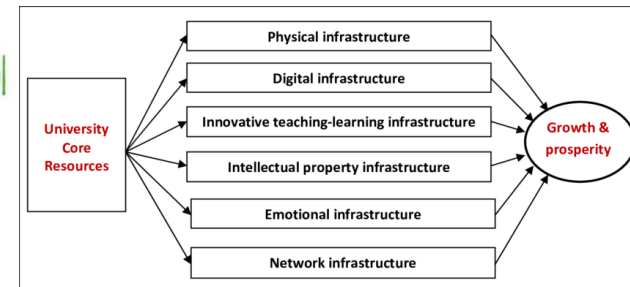
Open and honest communication



Supportive and inclusive learning environment



Appropriate infrastructure



Strategies to increase accountability



Group projects



Group Projects

- What does that mean?

Encourages students to work together and hold each other accountable for their contributions. Well-structured group work increases motivation and encourages peer learning.

- Benefits

- Strengthens collective responsibility.
- Helps develop essential skills such as communication, teamwork, and problem-solving.

- Challenges and Solutions

- C: unequal participation and free-riding behaviours
- S: clear role distribution; digital collaboration tools

- And in practice...

Peer Review



Peer Review

- What does that mean?

*Enables students to critically evaluate their peers' work and provide constructive feedback.
Anonymous vs. open.*

- Benefits

- encourages critical thinking and engagement
- promotes a deeper understanding of the course material

- Challenges and Solutions

- ? potential for bias and unfair evaluations
- implementation of anonymous peer reviews and using rubric-based assessment criteria

- And in practice...

Team-Based Assessments and/or Class-wide Grade Distribution



Team-Based Assessments and/or Class-wide Grade Distribution

- What does that mean?

The group's performance will directly impact everyone's grades.

- Benefits

- links personal contributions to group outcomes
- Digital tools can help track individual contributions and provide real-time feedback

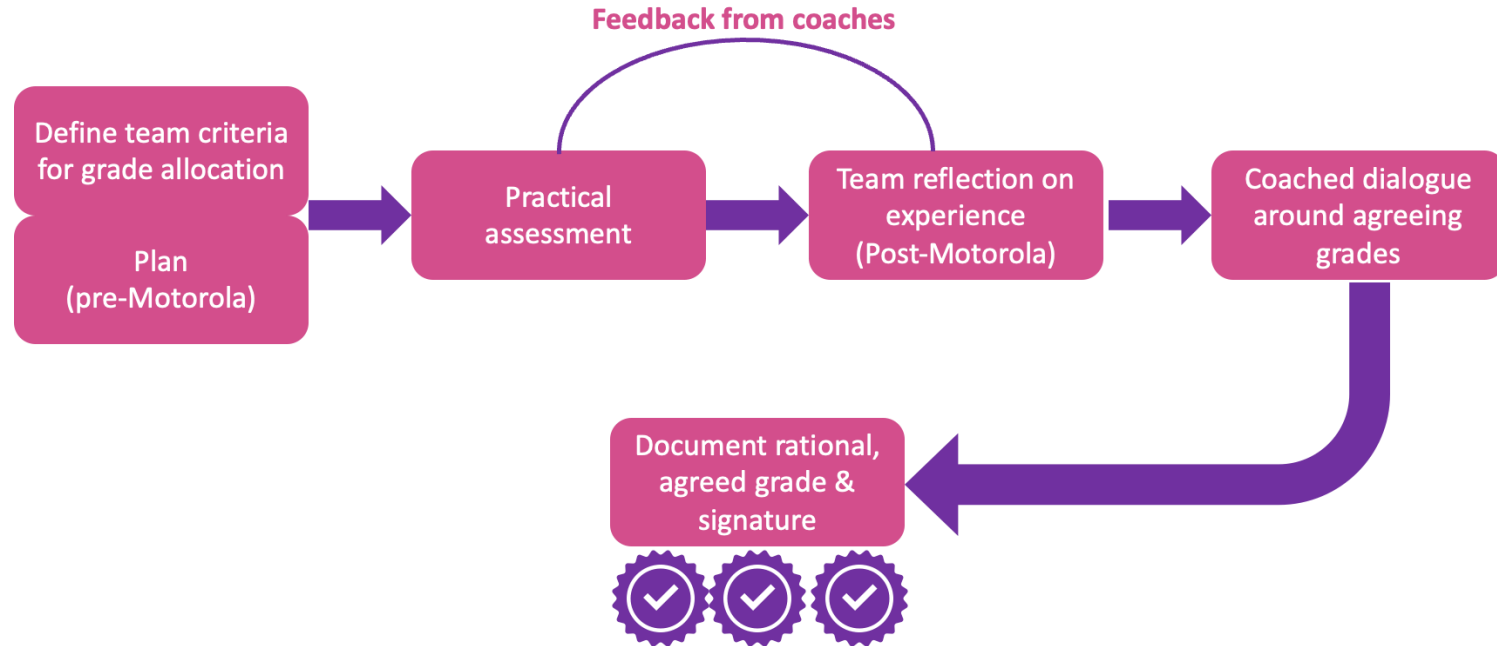
- Challenges and Solutions

- ? unequal participation and tension in team
- peer-assessment

- And in practice...

Grade allocation

- What does this look like in assessments?



Outcome and results

Awarding your grade:

Your project team will be awarded an average grade for both parts. You will get informal feedback and your average grade for Part A within 5 working days of your pitch occurring. You can then use this information to support the changes you want to make for Part B. Within 5 working days of your Part B pitch, you will be given informal feedback and your average grade for this part and then for both Parts A and B together. As a team you will then have 5 working days to decide how to apportion the combined average grade fairly between you based on the criteria that you agreed before the challenge commenced. As a team, you will present back a rationale for the grade each person has agreed to, along with a signed agreement from each team member. If it is likely that a failed grade will be awarded to any team member, your assessing team coach(s) will make the final decision based on evidence presented. Your assessing team coach(s) will adjudicate the process to ensure that it has been fair and if there are no issues, the grades for each individual decided upon by the team will then be the grade awarded.



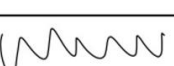


If you fail to report back a grade allocation within the 5 working days given, the assessing team coach(s) will allocate the project team average grade to all.

Grade split for practical tasks

Assessment: BD008 Client challenge

Team: Second year

Average grade received: 67%

Grade agreed	+/- %	Rationale	Name & Signature
62%	-5%	I agree the grade of 62% as I didn't put in the extra effort to deserve 70%	
63%	-4%	I made the Kahoot that covered the entertaining aspect. I also created the forms for students and businesses	
70%	+3%	I helped with finance such as financial forecast. I overlooked and offered feedback on everyone else's input	
70%	+3%	I was given a task that I completed successfully, this being the video creation and PowerPoint. I encouraged the team throughout and after the pitch	
70%	+3%	I helped design a lot of the elements and responsible for ideation of solutions. I supported my team in achieving their tasks and staying on track and focused	

Feedback

- Engage with assessment as a sub-team

"I think the shared grade process is a great way to simulate what kind of dynamics a team goes through in real-life scenarios where the team is directly impacted by their performance"



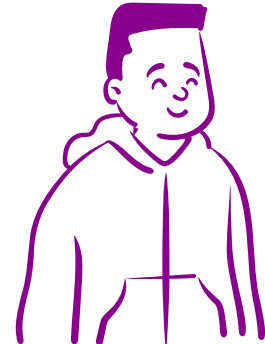
Year 2 student

"I think the shared grades process is great as it allows each person on the team to take responsibility for their own actions, whether they put more work in or less"



Year 1 student

"The shared grade process can be an external motivation for everyone to pull their weight. It allows for a reason to have uncomfortable conversations amongst team members that are often ignored"



Year 2 student

Public Presentations and/or Exhibitions



Public Presentations and/or Exhibitions

- What does that mean?

By organising public presentations or exhibitions where students showcase their work to a broader audience, such as faculty members, professionals, or the community, we can create a sense of external accountability, as students feel responsible for presenting their best work in a public setting.

- Benefits

- fosters professionalism and preparedness, as students are required to communicate their work clearly and confidently

- Challenges and Solutions

- ? potential for anxiety and stress
- ☑ providing adequate support and preparation

- And in practice...

Poster Exhibition and Fair



Self-Regulated Learning



Self-Regulated Learning

- What does that mean?

Strategies, such as goal setting, progress tracking, and reflection, can foster internal accountability.

- Benefits

- students taking control of their own learning processes
- goal setting, self-monitoring, and reflective practices

- Challenges and Solutions

- ? students may struggle with self-regulation due to a lack of experience or motivation
- ✓ educators can provide structured guidance and support

- And in practice...

Transparent Evaluation Criteria



Transparent Evaluation Criteria

- What does that mean?

Clearly defined rubrics mitigate bias and set clear expectations

- Benefits

- provides students with a clear understanding of what is expected of them
- reduces ambiguity and potential bias

- Challenges and Solutions

- ? ensuring that these are consistently applied across different courses and instructors
- ✓ development of standardised rubrics and assessment guidelines

- And in practice...

Closing

- Summary of Findings
- Implication for Practice
- Future Research Directions



Thank you for your attention!



Main Sources

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