


Chapter 3

Fostering Entrepreneurship Education by Improving Assessment Rubrics for Entrepreneurship Competence

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ABSTRACT

This chapter describes a tool for assessing the development of learners' entrepreneurship competence and its construction process. Competence in entrepreneurship is promoted at all school levels, but there are very few tools for teachers to assess the level or development of students' entrepreneurship competence. It can also be very unclear to teachers what should be assessed and when to assess a student's entrepreneurship competence. The rubric-based tool allows teachers to assess the development of a learner's entrepreneurship competence in an easy and simple way. The rubric also makes it possible to develop a teacher's own skills, as it gives an idea of what is being assessed when it comes to entrepreneurship competence. The tool was developed in a participatory process with teachers, students, and researchers. Another special feature of the presented tool is its internationality and the common contribution of different cultures to the development of the assessment tool.

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INTRODUCTION

Entrepreneurship skills and knowledge are seen as a transversal competence needed in working life and teachers should promote the development of entrepreneurship related skills at all school levels (Bacigalupo et al., 2016; European Commission, 2012; Bourgeois et al., 2016; Cotoi et al., 2011). The overall aim is to develop the ability of students to act responsibly, to be active and creative, and to be able to seize opportunities, take controlled risks, and plan and manage projects of suitable sizes (Bacigalupo et al., 2016; Henry et al. 2005; Henry and Lewis, 2018; Fiet, 2001; Komarkova et al. 2015). However, there are a lack of guidelines regarding how to evaluate the state and development of entrepreneurship competence amongst the students (e.g., Schelfhout et al. 2016).

The purpose of this chapter is to describe and analyze the assessment rubric related to the evaluation of entrepreneurship competence of students. The rubric is a part of a larger assessment project, which consists of building general assessment rubrics for selected competence and building a self- assessment tool for students about entrepreneurship competence. Practical entrepreneurial activities including assessment rubrics were also provided for teachers (Table 1). The actual assessment tool is an online tool. It does not use a central database, so therefore all the data is stored on the users' browser. However, the users can share their data between their devices by exporting and importing. The results are calculated automatically and can be downloaded by each student.

Table 1. Description of the assessment tool

ASSESSMENT TOOL	
General assessment rubrics for entrepreneurship competence.	Self- assessment tool for students about entrepreneurship competence.
Guided practical entrepreneurial activities for teachers. Assessment rubrics for entrepreneurial activities.	

The assessment rubric presented in this chapter is intended for primary and secondary school teachers. However, the same challenge in assessing the development of entrepreneurship competencies occurs at all levels of education, from early childhood education to higher education (e.g., Almeida and Buzady, 2019; Kyndt and Baert, 2015; Lans and Gulikers, 2010; Mitchelmore and Rowley, 2010). Hence, this chapter informs the debate on entrepreneurship competencies in general.

The objective of this chapter is to describe the background and theoretical framework of the assessment tool and rubric mentioned above. In addition, the participatory process of developing the rubric is described in detail. The Entrepreneurship Competence Framework (Bacigalupo et al., 2016) was used as a guideline in developing the content of the tool but the rubric was built together with the teachers and thus is based on their needs.

The actual tool is multilevel and wide-ranging and covers both the teacher and student perspective on assessing the development of entrepreneurship competence. In this chapter, we mainly concentrate analyzing the rubric from the teacher's point of view. However, the student self-assessment tool is also shortly described because it is tightly connected to the use of the rubrics. This chapter first describes the theoretical background of the tool and after that presents the tool and rubric development process. A discussion of the tool, the rubric and their usefulness conclude this chapter.

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