AI IN BUSINESS MANAGEMENT HACKATHON METHODOLOGY AND GUIDE

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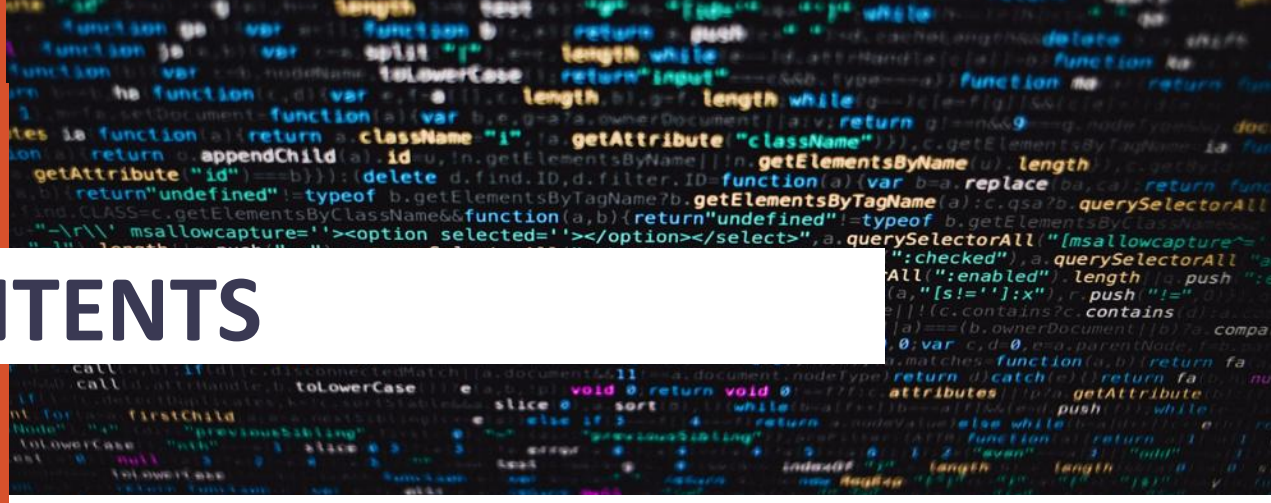

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Part 1

Introduction to the Hackathon

Part 1 | Introduction to the Hackathon

01| What is a Hackathon

A hackathon is a structured, time-limited event where individuals from diverse backgrounds work collaboratively to solve real-world problems. Originally tied to coding, the format has evolved into interdisciplinary learning experiences widely adopted in higher education.

Hackathons typically include stages such as problem framing, team formation, ideation, mentorship, and final presentations. While some involve coding and prototyping, others — called *Ideathons* — focus on conceptual problem-solving, strategy design, and ethical reflection without requiring technical implementation.

In business education, hackathons provide a dynamic environment for students to tackle realistic organisational challenges. They foster critical thinking, collaboration, and ethical reasoning, simulating professional conditions and enhancing employability.

Particularly in Artificial Intelligence (AI) and business management, hackathons offer a space to explore not only what AI can do, but also what it should do — highlighting the social and ethical dimensions of emerging technologies.

02| Objectives of the Guide

This hackathon methodology and guide, developed within the AI Leaders project (https://aileaders-project.eu), supports Higher Education Institutions (HEIs), educators, and industry partners in delivering impactful hackathons focused on AI and ethics in business management.

***Main goals**:*

- Provide comprehensive guidance for planning educational hackathons in AI and business.
- Offer a step-by-step implementation manual.

The Methodological Guidelines (Part 2) and the Step-by-Step Implementation Manual (Part 3) aim to support the following ***Specific Objectives**:*

- Promote ethical awareness in AI applications for business.
- Support the development of soft and technical skills including collaboration, creativity, and responsible innovation.
- Foster collaboration between academia and industry.
- Ensure hackathons are educationally impactful and feasible.
- Encourage active learning and ethical technology integration in business curricula.

This guide aims to help organisers deliver inclusive, relevant, and pedagogically grounded hackathons that prepare students for ethical AI use in professional contexts.

03| Pedagogical Rationale: Hackathons as Intensive Learning Experiences

The pedagogical approach of this guide is grounded in experiential learning, where students learn through active engagement with real-world problems. Hackathons provide an ideal framework for this: they place learners in high-intensity, team-based environments that mirror the ambiguity, time pressure, and complexity of professional life.

Unlike traditional classroom settings, hackathons compel students to make decisions quickly, negotiate diverse viewpoints, and produce tangible outcomes within a fixed timeframe. These conditions support deep learning, as students apply theory in context and draw on a broad range of skills — analytical, interpersonal, and creative.

From a teaching and learning perspective, hackathons achieve outcomes that are difficult to replicate through lectures or exams. These include:

- Interdisciplinary collaboration: Students with diverse backgrounds work together, learning to approach problems from multiple angles and to integrate technical, business, and ethical reasoning.
- Rapid iteration and reflective practice: The time-constrained format pushes students to test ideas quickly, revise assumptions, and learn from failure in real time.
- Peer learning and social construction of knowledge: Close collaboration promotes the sharing of perspectives and informal mentoring within teams.
- Authentic engagement and motivation: Because challenges are based on real issues provided by companies or organisations, students feel a stronger sense of relevance and ownership in their learning.

The compressed time frame of hackathons contributes to learning intensity. Short, immersive events encourage focus and flow, heightening engagement and retention. Students emerge not only with solutions, but with new ways of thinking and collaborating skills that extend far beyond the hackathon itself.

04| Benefits of a Hackathon in AI in Business Management

AI is transforming business operations across domains — from customer service and product development to HR and logistics. However, this transformation brings complex ethical concerns, such as bias, transparency, privacy, and accountability. Future professionals must be equipped with both **technical fluency** and **ethical literacy** to navigate these challenges responsibly.

Hackathons offer an ideal platform to explore this intersection between AI, ethics, and business. Their benefits include:

- Real-world application: Students work on practical, organisation-sourced problems, applying classroom knowledge in realistic settings.
- Skills development: Participants strengthen critical thinking, communication, leadership, and analytical skills under time pressure.
- Ethical awareness: Challenges are framed to confront ethical issues, such as fairness and inclusivity, prompting students to assess not just what is possible, but what is responsible.
- Industry collaboration: Direct interaction with corporate partners gives students insight into real expectations and practices; companies benefit from fresh, ethically informed ideas.
- Career readiness: Hackathons replicate key aspects of modern work environments — teamwork, deadlines, and public pitching — preparing students for professional roles.

The format provides a hands-on understanding of how AI is applied across business functions (e.g., marketing, finance, HR), while spotlighting its ethical dimensions. **Students** are challenged to reflect not only on what AI can do, but what it should do. This fosters:

- Transversal competencies like strategic thinking, responsible innovation, and collaboration.
- Increased employability, through experiential, values-based learning.
- Ethical leadership readiness, aligned with the growing focus on digital responsibility in the job market.

For educators, hackathons offer valuable insights into how students grapple with ethical dilemmas in AI. This exposure:

- Demystifies AI for non-technical lecturers.
- Encourages inclusion of real-world AI case studies and ethical debates in teaching.
- Supports pedagogical innovation through experiential, student-centred approaches.

By observing student engagement with ethical and strategic aspects of AI, lecturers gain confidence and inspiration to bring emerging technologies into their teaching in accessible, meaningful ways.

For **Higher Education Institutions (HEIs)**, hackathons advance several strategic aims:

- Stronger student engagement via active, purpose-driven learning.
- Improved graduate outcomes, balancing digital fluency with ethical awareness.
- Deeper industry ties, grounded in shared values of innovation and responsibility.

These contributions support curriculum modernisation, teaching excellence goals, and the increasing institutional emphasis on societal impact. They also position the HEI as a leader in responsible AI education.

For **companies,** participation means early access to talent with ethical awareness and fresh thinking. Beyond recruitment, they:

- Reinforce their image as responsible innovators.
- Co-develop responsible AI practices.
- Contribute to shaping professionals who balance innovation with accountability.

Whether through mentoring, challenge design, or evaluation, industry actors help ensure that emerging AI solutions are not only innovative, but also ethical and applicable in real organisational settings.

Ultimately, the AI in Business Hackathon serves as both a pedagogical catalyst and a strategic connector — bringing together students, educators, institutions, and companies in a shared effort to shape an AI-enabled business world that is not only smarter, but more ethical, inclusive, and sustainable.

05| Alignment with Ethical AI in Education

A core aim of this guide is to embed ethical reasoning into AI education for business students. As AI increasingly informs decisions in areas like finance, hiring, and healthcare, ethics is no longer optional: it is a fundamental skillset for professionals working with data-driven technologies.

Hackathons provide a powerful setting to bring ethics to the forefront of AI learning. By tackling challenges that combine technical and strategic elements with ethical dilemmas, students learn to identify, analyse, and respond to moral questions in real business contexts. This dual focus reflects best practice in ethical AI education, which prioritises integration and application over abstract theory.

The design of these hackathons supports the development of practical ethical competencies, particularly through:

- Scenario-Based Learning: Students address realistic, complex case studies involving competing values and uncertain outcomes.
- Collaborative Problem-Solving: Interdisciplinary teams debate how AI can serve social and organisational goals, confronting trade-offs in real time.
- Feedback and Reflection: Educators and mentors challenge students to consider the wider consequences of their proposed solutions and the ethical dimensions of technological decision-making.

By embedding ethics into the hackathon process, HEIs help cultivate graduates who are both technically competent and ethically grounded — equipped to lead responsibly in AI-driven environments. This is essential for building public trust in technology, safeguarding democratic values, and ensuring that innovation delivers broad societal benefits.

Part 2

Methodological Guidelines

Part 2 | Methodological Guidelines

06| Planning and Designing the Hackathon

Organising an effective hackathon begins with a thoughtful planning process that aligns learning objectives, logistical conditions and stakeholder engagement. The planning stage is critical to ensure that the hackathon is not only operationally smooth but also pedagogically meaningful and inclusive.

| Defining Objectives and Themes

📌Organisers are encouraged to ensure that challenges are grounded in a clearly identifiable AI-related business setting and explicitly articulate the ethical dilemmas, risks, or trade-offs involved. Challenges may be based on real or fictional scenarios, provided they require participants to engage in AI-informed reasoning, justify responsible decision-making, and explore solution pathways that integrate business value creation with ethical awareness. The responses to the challenge may involve data-driven approaches or, alternatively, take the form of *Ideathons*, where the focus is on concept development and critical reflection rather than prototyping and technical implementation.

The key is that the proposed solutions are grounded in AI-based thinking and demonstrate ethical awareness. Suggested themes include AI applied to:

- Customer experience
- Ethical HR recruitment
- Financial fairness
- Responsible marketing
- Ethical leadership
- Other relevant domains in economics, management, business and related areas.

The chosen theme must strike a balance between relevance, feasibility and innovation, while remaining realistic. It should be meaningful enough to engage students, yet open enough to accommodate diverse perspectives and levels of expertise.

Most importantly, each theme should encourage students to critically assess the value, limitations, and ethical implications of AI-based solutions in contemporary business contexts.

📌 For additional context and inspiration, organisers and participants may consult the Open Educational Resources (OERs) and Case Studies developed within the AI Leaders project (*https://aileaders-project.eu/resources/*). These materials provide illustrative examples of AI-related business challenges and ethical dilemmas and are intended as non-prescriptive references.

The hackathon's learning objectives should align with three overarching educational goals:

- Fostering transversal skills such as collaboration, creativity, critical thinking and problem-solving.
- Promoting applied understanding of AI's role in business, including its ethical, social and organisational dimensions.

- Enhancing student employability by simulating real-world work environments that emphasise teamwork, innovation and ethical responsibility.

📌It should be explicitly communicated to participants that, while the challenge is clearly framed in terms of context, constraints, and objectives, there is no single expected solution. Instead, student teams are encouraged to explore multiple perspectives and propose diverse solution pathways. Evaluation focuses on the quality, coherence, feasibility, and ethical grounding of the proposed solution, rather than alignment with a predefined or "correct" outcome.

| Target Audience and Stakeholder Involvement

The primary audience for the hackathon consists of **students** enrolled in business-related disciplines, **including but not limited to**:

- Management
- Economics
- Marketing
- Finance
- Human Resources
- Data Science
- Information Systems

To ensure the depth and relevance of discussions, **participants should ideally b**e:

- Senior undergraduate students (final-year Bachelor's)
- Postgraduate students (master's or PhD level)

Each edition of the hackathon should aim for a degree of **academic-level homogeneity**, ensuring that participants share a similar stage in their educational journey, which enhances the quality of engagement and challenge alignment.

Participant Profile – Selection Criteria

A predefined competency framework should guide the selection process. Participants are expected to demonstrate:

- Basic digital literacy, including proficiency in Excel or similar spreadsheet tools
- 📌A minimum level of AI literacy, including basic understanding of AI concepts, and awareness of ethical implications.
- Optional familiarity with tools such as Power BI, Python, or Generative AI applications (advantageous but not required) are advised to be declared on the application form
- English language proficiency at B1 level (according to the CEFR scale)
- Access to a personal laptop or digital device if needed (in case institutional support does not ensure full coverage of technical needs)
- Strong motivation and willingness to collaborate in diverse teams.

A standardised application form should be used to gather information on:

- Academic background
- Technical and transversal (soft) skills
- Motivation to participate
- Availability of necessary digital resources

This information will support the formation of heterogeneous **teams of 3 to 5 members (maximum 8 teams)**, ensuring diversity and complementarity in:

- Core academic fields of knowledge
- Technical and analytical skills
- Strategic and business reasoning
- Creative thinking and innovation capacity
- Gender, discipline and prior experience

Diversity should be actively promoted in team composition, fostering inclusive collaboration and real-world simulation of interdisciplinary problem-solving.

📌The criteria and rationale for team formation should be communicated transparently to participants in advance. Teams are intentionally designed to be heterogeneous in terms of academic background, skills, and experience, reflecting real-world interdisciplinary work environments.

| Logistical Considerations

Effective implementation requires careful attention to logistical arrangements, including:

- A spacious and accessible venue with breakout areas for team collaboration.
- Stable internet connectivity and a reliable power supply.
- Adequate provision of computers and peripherals.
- Creative materials such as whiteboards, flipcharts, sticky notes and markers.
- Refreshments to sustain energy levels and engagement throughout the event.

📌Whenever possible, teams should be allocated to dedicated rooms reserved exclusively for hackathon work. Shared study or open working spaces with non-participants should be avoided to minimise disruption and support focused discussion. To preserve interaction quality, it is recommended that no more than three teams are assigned to the same room.

Accessibility should be a core consideration from the outset. Provisions must be made to ensure full participation of students with disabilities, in line with inclusive education practices.

| Communication, Outreach and Promotion Strategy

A strong communication strategy is vital for successful participant recruitment and stakeholder engagement. Promotional efforts should make full use of institutional communication channels, social media platforms and partnerships with academic departments and student associations.

All communication should clearly convey the objectives of the hackathon, the benefits of participation and

key logistical information. Tailored messaging should be developed for different stakeholder groups, including students, educators and industry partners.

Personal outreach plays an important role, particularly when recruiting mentors, judges and challenge providers. Promotional materials should incorporate testimonials, highlights from previous editions and engaging calls to action to inspire involvement and commitment.

| Time Allocation and Alternative Hackathon Formats

As a reference model, the AI in Business Management Hackathon is designed as an intensive learning experience with an overall duration of approximately six hours, typically implemented within a single day. This format ensures high engagement, focus, and feasibility within standard academic schedules.

📌However, depending on the complexity of the challenge, the learning objectives, and the profile of participants, organisers are encouraged to adapt time allocation to better support deep problem exploration, ethical reflection, and solution development. This may include extending the time dedicated to problem-solving activities and/or increasing the duration of final presentations and discussion.

When logistically and pedagogically feasible, the hackathon can be structured over two consecutive days, with:

- ***Day 1*** dedicated to challenge exploration, ideation, and solution development; and
- ***Day 2*** focused on consolidation, final presentations, evaluation, and feedback.

Extended or multi-day formats might allow for deeper reflection, more structured team collaboration, and higher-quality outputs, while remaining fully aligned with the pedagogical principles and learning outcomes defined in this Guide

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07| Promotors: Profiles and Expected Roles

A successful hackathon requires coordinated effort from a diverse group of promotors. Each actor plays a unique role in shaping the event and ensuring its quality and impact.

| Higher Education Institution (HEI) Leaders

HEI leaders are responsible for enabling the conditions under which the hackathon can take place. Their roles include:

- Endorsing the initiative at the institutional level.
- Allocating resources such as venues, equipment and staff.
- Ensuring alignment with academic strategy and curricula.
- (Co)signing certificates and supporting recognition mechanisms.

HEI leadership support is especially important for integrating hackathons into academic programming and ensuring long-term sustainability.

In addition to senior leadership and academic staff, institutional helpers (which might include HEI' students not enrolled in the Hackathon) play an essential role in ensuring the practical functioning of the hackathon. These support roles include:

- Managing registration desks and welcoming participants upon arrival.
- Assisting with logistics, including room setup, coordination of materials, signage and access to digital infrastructure.
- Handling photography and social media updates during the event to ensure appropriate visibility and institutional communication.

Providing on-site assistance to participants, including help with equipment or last-minute logistical issues.

| Educators and Lecturers

Educators and Lecturers, as academic coordinators of the Hackathon, play dual roles as facilitators and evaluators. Their responsibilities include:

- Participating in preparatory briefings and coordination meetings.
- Encouraging student participation and guiding group dynamics.
- Acting as advisors during the event, offering formative feedback.
- Serving on evaluation panels.

📌 In **their mentoring role**, educators and lecturers are expected to engage proactively with student teams throughout the hackathon. Mentorship should include structured check-ins, facilitation of reflection, and non-directive feedback. Mentors should support teams by asking guiding questions, helping clarify assumptions, and encouraging ethical and strategic reasoning, without steering teams toward predefined solutions.

| Industry Representatives

Industry representatives are essential to ensuring the authenticity, practical relevance, and real-world orientation of the hackathon. Their contributions typically include:

- Proposing a real-world, AI-related business challenge, ideally grounded in current organisational needs or strategic questions.
- Delivering context briefings or short workshops, providing participants with a clear understanding of the challenge scope, expected outputs, relevant constraints, and success criteria.

📌 In addition to these core responsibilities, industry representatives are expected to play an active mentoring role throughout the hackathon. This includes maintaining availability during the problem exploration and solution development phases, responding to student questions, clarifying assumptions related to organisational context, and offering constructive, non-directive feedback. This continuous engagement strengthens learning, enhances the realism of the challenge, and supports the development of solutions that are both ethically grounded and applicable to real business settings.

Whenever feasible, industry partners are also encouraged to take part in the final evaluation panel.

Where relevant and appropriate, companies may also choose to sponsor additional incentives, such as internships, mentoring opportunities, or symbolic prizes for the winning teams.

Importantly, the challenges proposed by companies should either:

- Incorporate an explicit ethical dimension of AI use, or
- Be solvable through AI-driven approaches that raise or require consideration of ethical concerns.

Even if a company is not yet using AI in its operations, it may propose a challenge focused on strategic planning for ethical AI adoption, such as designing an AI roadmap or identifying areas of opportunity and associated risks.

Finally, companies are encouraged — where possible and appropriate — to submit challenges that can lead to solution prototypes, case studies, or ideas which may be shared openly with the wider educational community. While public dissemination of outputs is not mandatory, it is highly desirable, as it contributes to broader learning, transparency, and cross-institutional collaboration among students, educators, and practitioners.

📌 *To ensure effective coordination and engagement, the roles of **students, mentors**, **educators**, and **industry representatives** should be clearly distinguished. Students are responsible for solution development and presentation; mentors provide guidance and formative feedback; educators ensure pedagogical coherence and evaluation integrity; and industry representatives contribute contextual realism, mentorship, and assessment. Clear role differentiation supports accountability and enhances the overall learning experience.*

08| Learning Outcomes

The AI in Business Management Hackathon is designed to produce learning outcomes that align with core graduate competencies and the specific demands of AI-enhanced business practice. Outcomes should be measurable and framed in terms of what students will be able to do, demonstrate, and articulate upon completion of the event.

By the end of the hackathon, students should be able to:

- Analyse a real-world business problem involving AI, demonstrating awareness of both technical potential and ethical constraints.
- Design a solution that integrates AI tools or frameworks with a clear business use case, considering feasibility and value creation.
- Evaluate the ethical implications of AI applications, referencing key principles such as transparency, fairness, and non-discrimination.
- Collaborate effectively within a diverse team, demonstrating leadership, communication, and adaptability.
- Pitch their solution through a structured oral presentation, articulating rationale, expected impact, and alignment with ethical business standards.

Each of these outcomes contributes to students' preparedness for careers in data-informed, ethically conscious business environments. The event reinforces interdisciplinary thinking and the ability to act ethically in uncertain, fast-moving contexts.

Competency Areas Developed:

- Problem framing
- Business judgment and strategic thinking
- Digital and AI literacy
- Ethical reasoning in AI-driven contexts
- Project collaboration and team dynamics
- Communication and presentation skills

09| Assessment of Hackathon Outputs

| Hackathon Output

Outputs are assessed through a structured **pitch presentation** (mandatory). Teams may also submit a supplementary written report, a case study, a prototype description, or a slide deck, among other. Judging focuses on the quality and depth of the output, not the technical sophistication alone.

| Evaluation Criteria

Each team's final output will be assessed by a **jury composed of lecturers** (mandatory) and industry representatives (preferred but not mandatory) — it is recommended to have three to five jurors in total.

📌 Evaluation should prioritise analytical clarity, ethical reasoning, and coherence of the proposed solution

over technical sophistication. Jurors are encouraged to consider how effectively teams justify their choices and reflect on ethical trade-offs.

The assessment is recommended to be conducted using a unified rubric grounded in the following five criteria (C1–C5). Each criterion is assigned a certain number of maximum points (C1–C5), with the total summing to 100. Suggested default grades are included bellow but can be adjusted to reflect local priorities or challenge specifics. Part 4 provides a corresponding output evaluation template.

C1. Problem Comprehension and Analytical Framing (e.g., C1 = 20 points)

- Clear articulation of the business problem, including context, constraints, and intended impact.
- Depth of research and critical understanding of the problem's dimensions.
- Relevance to the real-world AI business scenario proposed.

C2. Solution Relevance and Ethical Integration (e.g., C2 = 25 points)

- Feasibility of the proposed solution within the defined timeframe (4–6 hours).
- Ethical depth: consideration of key ethical AI dimensions (e.g., fairness, transparency, data privacy, non-discrimination).
- Alignment with the values promoted by the hackathon and challenge guidelines.

C3. Innovation and Added Value (e.g., C3 = 15 points)

- Originality in approach, design, or strategy proposed.
- Use of AI-related methods or tools, adapted to the level of student background (Python, GenAI, BI platforms, etc.).
- Creative adaptation to business constraints or ethical challenges.

C4. Presentation and Communication (e.g., C4 = 20 points)

- Clarity and structure of the oral pitch, with defined roles and contributions.
- Persuasiveness of the business case or solution logic.
- Ability to respond to jury questions, justify choices, and demonstrate reflective thinking.

C5. Collaboration and Process (e.g., C5 = 20 points)

- Evidence of teamwork and equitable contribution within the group.
- Application of interdisciplinary and diverse skills.
- Responsiveness to mentorship and openness to feedback.

These criteria collectively ensure that students are evaluated not only on what they produced, but how they approached the task — consistent with the event's learning-centred nature.

| Scoring and Ranking Method

Each member of the jury panel completes an evaluation form using a template that assigns a score for each criterion.

The final classification is determined via an ordered voting system, ensuring fairness and consistency as follows:

1. Individual Assessment

- Each jury member submits their ranked list based on the evaluation form.

2. Voting for 1st Place

- Each juror casts 1 vote for their top-ranked team.
- If a team receives an absolute majority (e.g. 2 out of 3 votes), it is declared Winner (1st Place).
- In case of a tie:
  - Each team's relative position across all jurors' rankings is considered (i.e. how many times it was ranked higher than the others).
  - If the tie remains unresolved, the jury chair casts the decisive vote.

3. Voting for 2nd and 3rd Place

- The process is repeated after removing the previously selected team(s).
- Rankings continue until all placements are filled (typically up to 3rd place).

4. Transparency and Communication

- The final ranked list is published or announced to participants.
- Each team may access a summary of jury feedback and score range to understand their placement (optional).

***Peer Evaluation (Recommended)*:**

Although optional, it is strongly recommended that students in the Hackathon also participate in a peer evaluation exercise.

Peer evaluation is a pedagogical tool that enhances students' engagement and critical thinking. It promotes attentiveness during the presentation phase and creates a culture of shared learning and constructive feedback.

Peer evaluation should **focus specifically on two elements**:

- Presentation Delivery – the clarity, structure, and persuasiveness of the pitch.
- Quality of the proposed solution prototype, case study or idea – the perceived relevance and value of the solution, as understood by fellow students.

To keep the process accessible and efficient, a single-question or simplified peer evaluation form can be used (e.g., one overall score on a scale from 1 to 5). Ideally, this would be administered digitally or through paper forms distributed immediately after each presentation.

The results of this peer-based assessment can feed into a special recognition category, such as a **"Students' Choice Award**", which is separate from the official jury ranking. This award does not influence the formal results from the jurors but offers an opportunity for peer recognition and highlights teams that resonated most with their fellow participants.

Including this mechanism reinforces the value of student voice, encourages mutual respect, and promotes deeper reflection on what makes a presentation impactful and a solution convincing.

| Awards and Recognition

Recognising student and team achievements is an essential component of the hackathon's pedagogical design. Beyond celebrating performance, certificates function as formal validation of participation and evidence of skill development, reinforcing motivation and enhancing the visibility of learning outcomes. These recognitions serve both academic and professional purposes, making them valuable assets for students' CVs and digital portfolios.

The following ***Awards and Certificates are recommended:***

- **Participation Certificate** (*mandatory*): Issued by the hosting HEI, this certificate must be provided to all students who attend and actively participate in the hackathon. It formally acknowledges their engagement and effort.
- **Winner Certificate** (Jury Award — *mandatory*): Also issued by the HEI, this certificate is mandatory for the 1st place team as determined by the formal jury evaluation. Certificates for the 2nd and 3rd place teams are strongly recommended. These certificates represent the main academic recognition of excellence in the hackathon, based on the weighted evaluation criteria.
- **Joint Academic + Company Certificate**: Where collaboration with companies includes active participation in mentoring, challenge definition, or evaluation, a co-signed certificate can be issued. This reinforces the relevance of the award by signalling industry endorsement and strengthens links between students, academia, and the labour market.
- **"Students' Choice Award"** (Peer Recognition): It is highly encouraged that a special certificate be awarded to the team voted by fellow students as having delivered the most compelling presentation or idea. This should be clearly marked as a "Students' Choice Award" and issued by the HEI. This award serves to validate the legitimacy of peer assessment and foster a culture of mutual recognition among students.

Additional Recognition (*Optional*): HEIs or partner companies may choose to support other forms of reward such as internships, mentorship placements, innovation fair participation, or symbolic non-monetary prizes (e.g., books, licences, or software tools). These should be positioned as incentives rather than core components, allowing flexibility across different institutional contexts.

Templates for each certificate type — including editable fields — are available in the Resources & Templates section of Part 4.

By establishing clear, meaningful recognition mechanisms, the hackathon enhances transparency, legitimacy, and impact. These recognitions offer students tangible proof of learning and collaboration, contributing directly to the hackathon's overarching goal of supporting ethical, AI-aware, and employment-ready graduates

10| Impact, Lessons Learned, Sustainability, and Scalability

A robust and systematic approach to impact assessment is essential to ensure the long-term value and relevance of the AI in Business Management Hackathon. Measuring outcomes, collecting feedback, and promoting continuous improvement not only strengthen each individual event but also contribute to the broader goal of embedding ethical, practice-oriented AI education within Higher Education Institutions (HEIs).

| Evaluating Success and Monitoring Impact

To determine whether the hackathon meets its intended outcomes, post-event evaluation mechanisms must be implemented across all stakeholder groups — students, educators, and industry partners. These evaluations should include both quantitative and qualitative dimensions, combining structured data collection with reflective analysis.

Student Impact Metrics:

- Self-reported learning gains in AI applications and ethical reasoning.
- Development of key transversal skills: collaboration, problem-solving, critical thinking, and communication.
- Overall satisfaction with the event's structure, content, and organisation.
- Suggestions for improving logistics, challenge design, and facilitation.

Educator Feedback:

- Increased confidence in teaching ethical AI following the event.
- Perceptions of the hackathon as a pedagogical innovation.
- Insights into how the hackathon model could be integrated into formal curricula.

Industry Engagement Outcomes:

- Perceived relevance and feasibility of the proposed student solutions.
- Value of engagement in terms of talent identification, brand visibility, and knowledge transfer.
- Willingness to participate in future hackathons or disseminate outcomes within their organisations.

Key Performance Indicators (KPIs):

- 90–95% of students report gaining new knowledge in AI and ethics.
- 90–95% of students report improvements in critical thinking and teamwork.
- 90–95% of educators report enhanced confidence and capacity to teach ethical AI.
- At least 75% of participating companies provide positive qualitative feedback.

Optional KPIs:

- Student recruitment for internships or entry-level roles.
- Integration of student proposals into real-world business practices or academic teaching resources.
- Ongoing collaborations and renewed commitments from industry partners or HEIs.

Data Collection Instruments:

- Mandatory: **Online surveys** administered immediately after the event.

- Optional: Focus groups or short interviews with selected participants and stakeholders.
- Optional: Internal debrief sessions with the organising team to evaluate operations and outcomes.

| Lessons Learned

Each edition of the hackathon should be systematically documented and analysed to extract key lessons and develop a set of best practices. Areas for reflection may include:

- The clarity and relevance of the challenge definitions.
- The effectiveness and diversity of student teams.
- The role and impact of mentorship and jury composition.
- Organisational and logistical strengths and weaknesses.

This knowledge should be retained as part of the institutional learning process and used to inform the design of future editions.

| Sustainability and Institutional Embedding

Ensuring the sustainability of hackathon practices requires long-term commitment and strategic embedding within HEI structures. Recommended approaches include:

- Curricular Integration: Incorporate hackathons into regular course modules or offer them as credit-bearing electives.
- Extracurricular Anchoring: Position hackathons within broader innovation and entrepreneurship programmes.
- Train-the-Trainer Model: Build institutional capacity by equipping more educators with the skills to design, deliver, and assess hackathons.
- Internal Resource Repository: Create and maintain a structured archive of case studies, challenge templates, toolkits, and evaluation frameworks to support replication and iteration.

| Scalability and Cross-Institutional Collaboration

To extend the initiative's reach and impact beyond a single institution:

- Build Institutional Networks: Encourage collaboration among HEIs through co-hosted hackathons, shared resources, and inter-university student teams.
- Foster Industry Partnerships: Establish ongoing relationships with companies that can regularly contribute challenges, mentor students, and support visibility.
- Promote Public Dissemination: Actively share outcomes, success stories, and learning materials via open-access repositories, academic journals, or educational networks.

Ultimately, hackathons should not remain isolated or experimental activities. They should evolve into recurring, scalable, and institutionally embedded educational practices that meaningfully advance the ethical and applied AI agenda in business education.

Part 3

Implementation Step-by-Step Guide

Part 3 | Implementation Step-by-Step Guide

This section provides a practical, **step-by-step guide** for implementing the AI in Business Management Hackathon. It builds on the pedagogical rationale and methodological guidance set out in Parts 1 and 2 and is intended to help Higher Education Institutions (HEIs), educators, and industry partners deliver high-quality, impactful events.

This guide is structured into **eight implementation steps**:

- One Pre-Hackathon Step
- Five Steps on the Day of the Event
- Two Post-Hackathon Steps

This structured implementation roadmap ensures that each edition of the AI in Business Management Hackathon is executed with consistency, educational quality, and replicable impact. Detailed editable Templates can be found in Part 4.

11| Step One —Pre-hackathon Planning and Preparation

Before the event day, organisers must ensure the hackathon is purposefully designed, logistically sound, and pedagogically aligned. This stage lays the groundwork for smooth implementation, effective stakeholder engagement, and rich learning experiences.

Guidelines: Read Part 2, Section 06 and Section 07.

Core Actions:

- Define Hackathon Theme and Challenge Provider: Secure an industry partner and define a theme linked to AI in business with ethical dimensions. Ensure it is open-ended but feasible within the time frame.
- Align Objectives and Format: Confirm educational objectives and tailor the event structure accordingly.
- Venue and Technical Setup: Secure a location with breakout spaces, internet, and logistical support. Prepare whiteboards, markers, name tags, refreshments, etc.
- Select Participant Profile: Define eligibility and aim for interdisciplinary, diverse, and balanced teams.
- Promotion and Recruitment: Use institutional channels to communicate the opportunity.
- Open Application Process: Use a standardised application form (Template 1., Section 19) to gather information on selection criteria.
- Team Formation: Create student teams with complementary strengths.
- Assign Roles: Define responsibilities of mentors, jury members, and support staff.
- Share Preparation Materials: 📌 Provide participants with the challenge brief, contextual information about the company and sector, rules, judging criteria, and agenda sufficiently in advance of the event (recommended: several days prior), enabling informed preparation without constraining creative exploration.

Responsible Actors, Tasks, and Outputs:

- *Academic lead*: Final theme and challenge brief, confirmed participant list, teams structure, mentor and jury list, Hackathon Day Agenda.
- *HEI support staff*: pre-event materials package (if needed).

Relevant Templates: Template 1. – Student Application Form (see Section 19)

12| Step Two —Opening Session

The opening session sets the tone for the day, introduces the challenge, and ensures clarity on objectives, process, and expectations. It establishes the pedagogical and ethical framing of the event.

Guidelines: Read Part 2, Section 06 (Topic: "Format and Event Structure")

Core Actions:

- Formal Welcome: Delivered by the academic lead or institutional representative.
- Explain Rules and Structure: Clarify the agenda, time management, roles, deliverables, mentoring, and judging criteria.
- Code of Conduct: Emphasise inclusion, collaboration, and respectful communication.
- Challenge Briefing: The industry partner presents the business context, problem scope, ethical stakes, success indicators, and expected outputs. Comply with Template 2 (see Section 20).

  📌 *Pedagogical framing of team composition*: Explicitly explain to participants the value of heterogeneous teams for learning, innovation, and ethical reasoning, highlighting how diversity of academic backgrounds, skills, and perspectives strengthens both the collaborative process and the quality of proposed solutions.

  📌 *Clarification of solution openness*: Clearly communicate that the challenge is intentionally designed to allow for multiple valid interpretations and solution pathways. Emphasise that there is no single "correct" or predefined solution; instead, teams are encouraged to explore diverse approaches and justify their choices based on coherence, feasibility, ethical reasoning, and alignment with the challenge objectives.

Responsible Actors, Tasks and Outputs:

- *Industry challenge provider*: Challenge briefing presented.
- *Academic lead*: Rules and Agenda communicated, Code of Conduct reinforced.

Relevant Templates: Template 2: "Challenge Structure" (Section 20).

13| Step Three —Problem Exploration and Ideation

This step marks the beginning of the collaborative work phase. After the opening session, teams transition into their designated working spaces, guided by the support staff to ensure a smooth setup. The focus is to deeply explore the challenge, understand its ethical and business dimensions, and prepare the ground for solution development. This step is inspired by Design Thinking and centres on contextual understanding, critical problem framing, and creative ideation. Teams must balance feasibility with innovation, while foregrounding ethical awareness in the use of AI. The outputs from this stage lay the foundation for the structured development work that follows.

Guidelines: Read Part 2, Section 06 (Topic: "Format and Event Structure")

Core Process (Design Thinking-Inspired):

- Understand the Context:
    - Map stakeholders (e.g. customers, employees, society).
    - Identify risks or consequences of AI misuse.
    - Reflect on needs, biases, vulnerabilities.
    - *Focus Question*: Who experiences the problem, and how might AI create value or harm?
- Define the Core Problem:
    - Interpret the challenge in their own words.
    - Identify urgency and ethical sensitivity.
    - Set boundaries (what is and isn't in scope).
    - Focus Question: What specific issue are we solving, and why does it matter?
- Ideate Possible Pathways:
    - Use divergent thinking.
    - Encourage bold, ethically informed ideas.
    - Cluster and select 1–2 ideas for development.
- 📌 Mentor engagement structure: Mentors should be assigned either to specific teams or to specific phases of the hackathon. A brief mentor introduction moment (name, background, and area of expertise) should take place at the beginning of the collaborative work phase to ensure immediate and effective engagement.

Responsible Actors, Tasks, and Outputs:

- *HEI Support staff*: Ensure a smooth setup.
- *Mentors*: Share some guidance, namely on the core design thinking-inspired process; Facilitate reflection using the focus questions (do not steer solutions).
- *Students*: Initial solution pathways.

Relevant Templates: N/A

14| Step Four —Solution Development

This step transitions teams from broad ideation to a more structured development of their chosen solution. The goal is to consolidate the most promising ideas into a clear, feasible, and ethically aligned solution proposal. The focus is not on technical execution but on the logic, user value, and responsible AI framing of the proposal. Teams are expected to articulate what their solution is, how it works, who it benefits, and how it mitigates ethical risks. They should also prepare a concise and compelling pitch for the jury. HEI staff provides support and ensures a smooth process.

Guidelines: Read Part 2, Section 06 (Topic: "Format and Event Structure") and Section 09 (Topic: "Hackathon output").

Core Actions:

- Formalise the Solution Concept: Teams now distil the selected idea(s) into a structured solution proposal. This involves answering key design and impact questions:
    - ***What exactly is the solution*?** Define the service, product, policy, or strategy.
    - ***How does it work*?** Identify key steps, actors, technologies, and processes.

- ***Who benefits and how*?** Define the user, customer, or stakeholder impact.
- ***What makes it responsible AI*?** Explicitly state how fairness, transparency, privacy, etc. are ensured.

- Develop Supporting Elements: Teams create **lightweight artefacts** that help explain and validate their solution. These may include:
  - A simple visual aid: e.g. process diagram, dashboard mock-up, storyboard, or concept map.
  - A feasibility note: outlining how the solution could be implemented, what data/tools are required, and risks involved.
  - An ethical alignment statement: a short section showing how the solution respects responsible AI principles.

  These elements are not assessed on design sophistication but on clarity, structure, and relevance.

- Rehearse and Structure the Pitch: Students prepare a structured oral pitch (3 minutes) with optional slides. The recommended pitch format includes:
  - The Problem – brief recap of how the issue was framed.
  - The Solution – core concept and how it addresses the challenge.
  - Business Logic – value created, feasibility, differentiation.
  - Ethical Reasoning – how AI is used responsibly.
  - Expected Impact – benefits to users, organisation, and society.

- **Optional**: Add a simple call to action (e.g., what would be the next step if the "project" continued?).

Responsible Actors, Tasks, and Outputs:

- *Student Teams*: Formalise a solution, create visuals, and prepare a structured pitch.
- *Mentors*: Mentors intervene at one or two scheduled points to help teams by sharing guidance, namely based on the core process defined above; and to give some feedback on coherence, ethical clarity, and solution effectiveness.
- *Support Staff:* Timekeeping and facilitation.

Relevant Templates: N/A

15| Step Five —Final Presentations and Evaluation

Each team delivers a concise, structured pitch of their solution to a panel of jurors and other competitors which will evaluation the pitch and the solution.

Guidelines: Read Part 2, Section 06 (Topic: "Format and Event Structure"), Section 09 (Topics: "Evaluation Criteria" and "Scoring and Ranking").

Core Actions:

- Set-Up and Technical Check: Organisers ensure:
  - Presentation space is ready (projector, microphones, timers).

- Slide decks (if used) are pre-loaded or teams know how to share them.
- Jury members have access to the scoring template.
- Peer evaluation (optional) forms are printed or digitally prepared for students.
- Teams are informed of the **order of presentation**, which may be randomised or pre-assigned.

- Team Presentations and Q&A: Each team presents according to a **time-limited format**. During the Q&A, the jury may probe:
  - Feasibility, logic, or realism of the solution.
  - Ethical trade-offs or blind spots.
  - Contribution of different team members.
  - Potential next steps or scalability.

Timekeeping must be strict but respectful. Assign a visible clock or timer to help teams manage their delivery.

- Jury Scoring and Feedback: Jury members independently complete the evaluation form (Template 3. —See Section 21). Each juror ranks their top three teams based on total scores. The jury then deliberates aligned with scoring and ranking guidelines and confirms the winning teams. If they have time, the jury may also prepare brief **qualitative general feedback** for all groups.

- Peer Voting (Optional but recommended): Students are invited to cast a single vote for the team they believe delivered the most convincing solution and pitch. This is done immediately after all presentations, using a simplified form (Template 4.—See Section 22). The team receiving the most votes receive the **Students' Choice Award**.

Responsible Actors, Tasks, and Outputs:

- *Academic leader:* Manage timing, and form collection.
- *HEI Support Staff:* Tech setup and technical assistance.
- *Student Teams*: Deliver structured pitch and respond to jury; answer peer voting form (if applied).
- *Jury Members*: Evaluate /Rank and give feedback.

Relevant Templates

- Template 3.– **"**Jury Evaluation Form" (Section 21)
- Template 4.– "Peer Voting Form" (Section 22)

16| Step Six —Awards and Closing Ceremony

The closing session brings the event to an official conclusion. It celebrates student contributions, promotes ethical awareness, and reinforces the educational goals of the hackathon. Awards are distributed, feedback is shared, and participants are encouraged to reflect and connect informally. The tone is both celebratory and pedagogical

Guidelines: Read Part 2, Section 06 (Topic: "Format and Event Structure"), Section 09 (Topic: "Awards and Recognition").

Core Actions:

- Distribute Participation Certificates: All participating students should receive a Certificate of Participation (Template 5.— See section 23), either printed and handed out during the event, or emailed afterwards as a digital PDF.
- Announce Jury Award Winners: Based on the final jury deliberation:
  - Announce the **winners.**
  - Highlight, in brief terms, what made each team stand out (e.g., ethical insight, creativity, clarity).
  - Present winners' certificates (Template 6.— See section 24) and symbolic prizes (if applicable).
- Announce Students' Choice Award (Optional): If peer voting was conducted:
  - Emphasise the importance of peer recognition and student voice.
  - Announce the winner of the **Students' Choice Award**.
  - Present Students' choice winners' certificates (Template 7.— See section 25)
- Share Feedback with Teams: The jury (or a designated spokesperson) provides:
  - **Brief general verbal feedback** to all participants. Feedback should be formative, inclusive, and encouraging — especially for teams that did not receive formal awards.
  - Focus on what was done well and one suggestion for future improvement.
- Closing Remarks and Thank Yous: Delivered by the HEI coordinator or academic lead:
  - Reflect on the **educational goals and outcomes** of the Hackathon.
  - Thank all participants, partners, mentors, and organisers.
  - Reaffirm the value of ethical AI in business education.
  - Invite feedback and suggestions for future editions.
- Photo and Networking Moment: Capturing this moment helps in future promotion and institutional reporting. If time and space allow:
  - Organise a group photo of all participants and winners.
  - Facilitate **informal networking** between students, educators, and company representatives.
  - Light refreshments or a casual closing drink/snack can support this final engagement.

Responsible Actors, Tasks, and Outputs:

- *HEI Lead / Academic Staff*: Deliver closing words and coordinate ceremony.
- *Jury Chair*: Feedback.
- *HEI Academic Staff (and Industry Partners if applied):* Certificates (participations and winners) signed and filled.
- *All*: Certificates distribution.
- *HEI Support Staff*: Manage logistics, photos.

Relevant Templates:

- Template 5. – Certificate of Participation (Section 23)
- Template 6. – Certificate of Achievement (Section 24)
- Template 7. – Students' Choice Award certificate (Section 24)

17| Step Seven —Post-Event Evaluation and Impact Measurement

A strong post-event evaluation process (within 1-5 days after event) ensures that the educational, ethical, and collaborative objectives of the Hackathon are achieved. It also enables organizers to systematically monitor results, measure participant satisfaction, and document impact for institutional reporting and dissemination

Guidelines: Read Part 2, Section 10 (Topics: "Evaluation Success" and "Lessons Learned").

Core Actions:

- Distribute Structured Post-Event Surveys (Mandatory):
  - Create tailored surveys for each key group: Students (Template 8.—See Section 26), Educators / Lecturers (Template 9.— See Section 27), Industry Partners (Template 10.— See Section 28)
  - Each survey should combine quantitative metrics and qualitative feedback (e.g., open-ended questions for suggestions and reflections).
- Conduct Internal Debrief with Organising Team: Schedule a session with HEI organisers — academic leader, lecturers/educators enrolled to mentorship and jury panel activities, and support staff — to:
  - Review what worked well and what didn't.
  - Analyse logistical aspects (timing, venue, tech).
  - Identify communication gaps or coordination issues.
  - Evaluate stakeholder engagement and commitment.
- Aggregate and Analyse Feedback: Use a centralised file or dashboard to:
  - Collate all survey data.
  - Extract success indicators (KPIs).
  - Identify common themes across open-ended responses.

- Summarise Findings in an Internal Report: The final step is to document all results and insights in a short, structured **internal evaluation report** (Template 11.— See Section 29), which includes: Event overview, Participation data, Survey analytics, Qualitative highlights (quotes, testimonials), Lessons learned, and Recommendations.

Responsible Actors & Outputs to Be Completed:

- **Academic Leader - Evaluation Coordinator:** Distribute survey forms, Lead post-event analysis, Fill in the Internal evaluation report (Lessons Learned Matrix).
- **Students, Educators/Lecturers and Industry Partners:** Answer surveys and share insights.
- **Industry partners:** share insights.

Relevant Templates:

- Template 8 – Student Survey (See Section 26)
- Template 9 – Educators / Lecturers Survey (See Section 27)
- Template 10 – Industry Partners Survey (See Section 28)
- Template 11 – Internal evaluation report (See Section 29)

18| Step Eight —Post-Event Dissemination

The final step aims to extend the value and impact of the hackathon beyond the event itself. Dissemination of outcomes, materials and success metrics is essential to ensure visibility, foster cross-institutional collaboration, and promote the sustainability of the practice. The goal is to embed the hackathon format within HEI structures — both curricular and extracurricular — and to create long-term partnerships with industry and educational networks. This stage also supports accountability, institutional learning, and the promotion of ethical AI practices through open, replicable models.

Guidelines: Read Part 2, Section 10 (Topics: "Sustainability and Institutional Embedding" and "Scalability and Cross-Institutional Collaboration").

Core Actions:

- Public Dissemination of Results: After checking whether industry partners allow sharing information on challenges (and to what extent):
  - Share hackathon highlights, winning ideas, and educational insights through institutional websites, newsletters, or social media.
  - Consider submitting outcomes to academic or educational platforms (e.g., open-access journals, repositories).
- Create an Internal Resource Digital Repository:
  - Organise and store templates, challenge briefs, evaluation forms, team outputs, and photo documentation in a shared institutional folder.
  - Make resources accessible to future organisers or faculty for replication and adaptation.
- Stakeholder Reporting and Visibility:
  - Send short summary reports to participating partners (industry, educators, faculty heads).
  - Highlight participation numbers, jury insights, student feedback, and award results.
- Embed the Practice Institutionally: When possible, integrate hackathons into courses (e.g., electives, assessment components) or innovation/entrepreneurship programmes.
- Promote Collaboration and Scaling:
  - Establish cross-HEI alliances to co-organise future hackathons.
  - Foster continuous engagement with industry partners for future challenge definition, mentoring, and sponsorship.

Responsible Actors, Tasks, and Outputs:

- HEI Leader / Academic Staff: Write and disseminate post-event summary and results; Create open-access documentation
- Institutional Comms / PR Team: Share stories, press release, on internal and external platforms
- Faculty / Programme Leads: Identify curricular integration opportunities

Relevant Templates: N/A

Part 4
Resources and Templates

Part 4 | Resources and Templates

19| Template 1 —*Student Application Form*

[Challenge Brief Submission Form – for Industry Partners / External Contributors]

1. PERSONAL INFORMATION

- Full Name: _____
- Gender: □ Male □ Female □ Other
- Institutional Email: _____
- Degree Programme: _____ (e.g., *Management/Economics/...)*
- Year of Study: □ Final-Year Bachelor's □ Master's □ PhD

2. TECHNICAL AND TRANSVERSAL COMPETENCIES

(*Please indicate your self-assessed proficiency level*)

Competency	None	Basic	Intermediate	Advanced
Excel / Spreadsheet Tools	☐	☐	☐	☐
Power BI or Tableau	☐	☐	☐	☐
Python	☐	☐	☐	☐
Generative AI Tools (e.g. ChatGPT, Copilot)	☐	☐	☐	☐
Oral Communication & Presenting	☐	☐	☐	☐
Teamwork	☐	☐	☐	☐
Critical Thinking	☐	☐	☐	☐
Other:_____	☐	☐	☐	☐

3. LANGUAGE PROFICIENCY

English level (CEFR): □ A2 □ B1 □ B2 □ C1 or above

4. RELEVANT EXPERIENCE *(Optional – Max. 3-5 lines)* Have you participated in a Hackathon or interdisciplinary project before?

5. MOTIVATION STATEMENT *(Why do you wish to participate? What do you hope to learn? Max. 100 words)*

6. TECHNICAL SETUP

- Do you have your own laptop/device to bring? □ Yes □ No
- Do you require any accessibility, technical or logistic assistance? □ Yes □ No; If yes, please specify: _____

7. DECLARATION

☐ I confirm that I have read and understood the objectives of the Hackathon and commit to participating fully in the event, collaborating ethically and respectfully within my assigned team.

Signature (digital or physical): _____ Date: ___ / ___ / _____

20| Template 2 — *Challenge Structure*

[Briefing Guide for Industry Partners – How to Present Your Challenge]

1. CHALLENGE TITLE

(A clear and concise title that reflects the core topic or business issue.)
Example: *"Using AI to Ensure Fairness in Recruitment Algorithms"*

2. BUSINESS CONTEXT

Describe the broader organisational background in which the challenge is situated.

- What does your organisation do?
- What market, sector, or social context is relevant?
- Why is this challenge timely or strategically important for you?

3. PROBLEM SCOPE AND FOCUS

Clearly define the core problem or strategic question you are asking students to address.

- What is the real business problem?
- What are the constraints, unknowns, or risks involved?
- What would a "good direction" or approach look like?

4. EXPECTED OUTPUT

Explain what kind of response or solution format you expect.

- Concept? Roadmap? Ethical impact proposal? Data strategy?
- No coding is expected – conceptual and strategic clarity is key.
- Should students consider implementation? Feasibility?

5. ETHICAL STAKES AND CONSIDERATIONS

Identify the ethical implications students should consider when addressing the challenge.

- What are the risks related to fairness, transparency, privacy, etc.?
- What social or organisational impact should they keep in mind?
- How does responsible AI play a role?

6. SUCCESS INDICATORS

Describe what a strong student solution should demonstrate.

7. OPTIONAL: SUGGESTED RESOURCES (IF ANY) *If you want to offer any optional materials to help teams, mention them briefly*.

- Website, public data sets, relevant articles
- No proprietary or confidential content
- ....

8. PARTICIPATION ON THE DAY

Mention whether a representative from your organisation will be available to:

- Respond to questions during the ideation phase
- Offer feedback to teams
- Join the final jury (if applicable)

21| Template 3 — *Jury Evaluation Form*

[Team Evaluation Sheet – To be completed by each Jury Member]

Team Name or Number: _____
Evaluator Name: _____

Please assess each team against the five criteria below. Each criterion is scored on a 0–X point scale, with maximum points defined by the organising institution based on the Challenge Structure and Hackathon Goals. (Suggested default weightings are provided bellow (total = 100), but organisers may adjust these values to reflect local priorities or challenge focus).

Evaluation Criteria	Max Points	Score Given	Observations (Optional)
Problem Comprehension & Analytical Framing Clarity in defining the business problem; contextual understanding; relevance to real-world AI scenarios.	20 pts		
Solution Relevance & Ethical Integration *Feasibility; alignment with responsible AI principles (e.g. fairness, transparency, privacy); ethical depth and reflection.*	25 pts		
Innovation & Added Value *Creativity, originality, and novelty in the proposed solution; effective use of AI-related methods (adapted to student level).*	15 pts		
Presentation & Communication *Structure, clarity, persuasiveness of pitch; ability to explain and defend the solution during Q&A.*	20 pts		
Collaboration & Process *Teamwork quality, interdisciplinary integration, openness to feedback, and demonstrated learning process.*	20 pts		

TOTAL SCORE (out of 100): _____ / 100

Additional Notes or Feedback for the Team (Optional):

Reminder – Jury Ranking:_____
Once all teams have been evaluated, each jury member should rank their **Top 3 teams** based on total score and qualitative judgement, and submit their personal ranking for final aggregation.

22| Template 4 — *Peer Voting Form*

[Student's Choice Voting Form – Simplified Format]

Peer Voting Question: *Based on all team presentations, which team delivered the most convincing solution and pitch overall?*
(Consider both clarity of delivery and quality of the proposed idea)

Select ONE team only:

□ Team 1 – [Team name or topic]
□ Team 2 – [Team name or topic]
□ Team 3 – [Team name or topic]
… (continue as needed)

Notes for Implementation:

- Suggested tools: Google Forms, Socrative, Slido, Mentimeter
- Timing: Launch immediately after final presentations
- Anonymity: Recommended
- Result use: Only the team with the most votes receive the **Students' Choice Award** (Template 7). This has no impact on official jury rankings.

23| Template 5 — *Certificate of Participation*

[Official Certificate - Participation]

[Institution Name / Logo]

"*In compliance with the AI In Business Management Hackathon Methodology and Guide of the AI Leaders Project* (*https://aileaders-project.eu/*)"

This is to certify that [*FULL NAME OF THE STUDENT*] has actively participated in the AI in Business Management Hackathon held on [*DATE*] at [*INSTITUTION/CAMPUS NAME*].

As part of the event, the student contributed to addressing the challenge: "[*CHALLENGE TITLE*]", presented by [*COMPANY/ORGANISATION NAME*].

Throughout the Hackathon, participants engaged in an immersive, time-bound learning experience focused on real-world business problems involving Artificial Intelligence and ethical decision-making. Students worked in interdisciplinary teams to explore solutions, develop ideas, and present their proposals to a panel of academic and industry experts.

Academic Lead / Hackathon Coordinator
(Signature) _____
Name: _____

Institutional Representative
(Signature) _____
Name: _____

Industry Representative (optional)
(Signature) _____
Name: _____

Date of issue: ___ / ___ / _____

Notes for Implementation:

- Issue automatically to all verified participants.
- Format: A4 landscape or portrait, printable and PDF-ready.
- Include logos of all relevant partners.
- Optional: Include digital signature field if issued electronically.

24| Template 6 — *Certificate of Achievement*

[Official Certificate – Jury Award]

[Institution Name / Logo]

"In compliance with the AI In Business Management Hackathon Methodology and Guide of the AI Leaders Project (https://aileaders-project.eu/)"

This is to certify that [*FULL NAME OF THE STUDENT*] has been awarded [1st/2nd/3rd Place] in the AI in Business Management Hackathon held on [*DATE*] at [*INSTITUTION/CAMPUS NAME*].

As part of the event, the student contributed to addressing the challenge: "[*CHALLENGE TITLE*]", presented by [*COMPANY/ORGANISATION NAME*].

This distinction recognises the student's exceptional contribution to the development of an innovative, ethically grounded, and business-relevant solution. The award reflects outstanding performance in:

- Analytical and strategic thinking
- Responsible use of Artificial Intelligence
- Interdisciplinary collaboration and teamwork
- Clarity and impact in professional communication

Academic Lead / Hackathon Coordinator
(Signature) _____
Name: _____

Institutional Representative
(Signature) _____
Name: _____

Industry Representative (optional)
(Signature) _____
Name: _____

Date of issue: ___ / ___ / _____

Notes for Implementation:

- Format: A4 landscape or portrait, printable and PDF-ready.
- Include logos of all relevant partners.
- Optional: Include digital signature field if issued electronically.

25| Template 7 — *Student's Choice Award Certificate*

[Official Certificate – Peer Recognition Award]

[Institution Name / Logo]
"In compliance with the AI In Business Management Hackathon Methodology and Guide of the AI Leaders Project (https://aileaders-project.eu/)"

This is to certify that [*FULL NAME OF THE STUDENT*] has been selected by fellow participants to receive the **Student's Choice Award** in the AI in Business Management Hackathon held on [*DATE*] at [*INSTITUTION/CAMPUS NAME*].

The team contributed to the challenge: [*CHALLENGE TITLE*], presented by [*COMPANY/ORGANISATION NAME*].

This award recognises the team's ability to deliver a solution and presentation that strongly resonated with peers in terms of clarity, creativity, relevance, and ethical awareness. It reflects a high level of engagement, teamwork, and impact as perceived by fellow students.

Academic Lead / Hackathon Coordinator
(Signature) _____
Name: _____

Institutional Representative
(Signature) _____
Name: _____

Industry Representative (optional)
(Signature) _____
Name: _____

Date of issue: ___ / ___ / _____

Notes for Implementation:

- Format: A4 landscape or portrait, printable and PDF-ready.
- Include logos of all relevant partners.
- Optional: Include digital signature field if issued electronically.

26| Template 8 — *Student Survey*

[Post-Event Participation Feedback Form – Students]

1. GENERAL INFORMATION

Gender: □ Male □ Female □ Other
Degree Programme: _____ (e.g., *Management/Economics/...)*
Year of Study: □ Final-Year Bachelor's □ Master's □ PhD

2. LEARNING AND COMPETENCY DEVELOPMENT

(Please indicate your level of agreement with the following statements.)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I gained new knowledge about AI applications in business.	☐	☐	☐	☐	☐
I developed a better understanding of ethical issues in AI.	☐	☐	☐	☐	☐
I improved my teamwork and collaboration skills.	☐	☐	☐	☐	☐
I improved my critical thinking and problem-solving abilities.	☐	☐	☐	☐	☐
I enhanced my communication and presentation skills.	☐	☐	☐	☐	☐
I felt challenged and engaged throughout the event.	☐	☐	☐	☐	☐

3. EVENT ORGANISATION & EXPERIENCE

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The challenge was relevant and engaging.	☐	☐	☐	☐	☐
The event was well-organised and clearly communicated.	☐	☐	☐	☐	☐
The time management and agenda were appropriate.	☐	☐	☐	☐	☐
Mentors and staff were helpful and available.	☐	☐	☐	☐	☐
I would recommend this experience to other students.	☐	☐	☐	☐	☐

4. REFLECTIVE FEEDBACK:

(Open-text questions – optional but encouraged)

- What did you enjoy most about the Hackathon?
- What could be improved in future editions (logistics, challenge, support, etc.)?
- Do you feel more prepared to apply ethical reasoning in your future career? Why or why not?
- Would you consider participating in a future Hackathon or similar event?
  □ Yes □ No □ Maybe

27| Template 9 — *Educators/ Lecturers Survey*

[Post-Event Feedback – Academic Staff & Mentors]

1. **GENERAL INFORMATION**:
   Gender: □ Male □ Female □ Other
   Role during the Hackathon: □ Mentor □ Jury Member □ Academic Coordinator □ Other: _____

2. **EDUCATIONAL IMPACT AND PEDAGOGICAL VALUE**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Hackathon fostered meaningful interdisciplinary learning.	☐	☐	☐	☐	☐
Students demonstrated increased awareness of ethical issues in AI.	☐	☐	☐	☐	☐
The experience promoted key transversal skills (e.g. collaboration, problem-solving).	☐	☐	☐	☐	☐
The format enabled active and student-centred learning.	☐	☐	☐	☐	☐
The challenge was suitable for the academic level of the participants.	☐	☐	☐	☐	☐
I would recommend integrating similar formats in business curricula.	☐	☐	☐	☐	☐

3. **CONFIDENCE & CURRICULAR RELEVANCE**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more confident about introducing AI-related content into my teaching.	☐	☐	☐	☐	☐
I gained new ideas on how to address ethics in AI through teaching.	☐	☐	☐	☐	☐
The event provided insight into students' thinking on AI and ethics.	☐	☐	☐	☐	☐

4. **OPEN FEEDBACK (Optional)**
   - What worked particularly well in this edition?
   - What could be improved in future editions?
   - Would you consider mentoring/evaluating/coordinating again in a future Hackathon?
     □ Yes □ No □ Maybe – under certain conditions
   - Do you see potential for curricular integration (e.g. elective modules, assessment activities)?

28| Template 10 — *Industry Partners Survey*

[Post-Event Feedback – Industry Representative]

1. ORGANISATIONAL INFORMATION

Organisation Name: _____

Sector / Activity Area: _____

Role in the Hackathon: □ Challenge Provider □ Jury Member □ Mentor □ Guest Observer

Contact Person (optional): _____

2. PERCEPTIONS OF STUDENT PERFORMANCE

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The students demonstrated promising business and innovation potential.	☐	☐	☐	☐	☐
The proposed solutions were relevant to real organisational needs.	☐	☐	☐	☐	☐
Ethical considerations were appropriately addressed by the teams.	☐	☐	☐	☐	☐
The event allowed meaningful dialogue between students and industry.	☐	☐	☐	☐	☐
I would consider engaging with these students in the future (e.g. internships, mentoring).	☐	☐	☐	☐	☐

2. VALUE OF THE HACKATHON EXPERIENCE

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Hackathon created visibility for our organisation.	☐	☐	☐	☐	☐
The collaboration with the HEI was productive and well-coordinated.	☐	☐	☐	☐	☐
I would consider participating again in future Hackathons.	☐	☐	☐	☐	☐
I would recommend this format to other companies or partners.	☐	☐	☐	☐	☐

3. OPEN FEEDBACK

- What was most valuable about your participation in this event?
- What could be improved in future editions (collaboration, communication, format)?
- Would you consider co-developing a future challenge or mentoring role?
  □ Yes □ No □ Maybe – under specific conditions
- Are there any ideas or student proposals you would consider exploring further within your organisation?
  □ Yes □ No □ Maybe

29| Template 11 — *Internal Evaluation Report*

[Internal Impact and Evaluation Summary – For Institutional Use Only]

1. EVENT OVERVIEW

Event Title: _____
Date and Location: _____
Edition Number:_____
Institution / Faculty: _____
Academic Coordinator(s): _____
Number of Participants:

- Students: _____
- Educators / Mentors: _____
- Industry Partners: _____
- Jury Members: _____

Number of Challenges Presented: _____
Challenge Theme: _____

2. PARTICIPATION & ENGAGEMENT METRICS

2.1. Student Engagement & Learning Outcomes

Impact Area	Indicator	% Achieved
Knowledge in AI and ethics	% reporting positive learning gain	____%
Critical thinking & teamwork	% reporting skills development	____%
Communication & presentation	% reporting improvement	____%
Event satisfaction	Overall satisfaction (avg. score or % agreement)	____%

2.2. Educator Feedback

Impact Area	Indicator	% Achieved
Confidence in teaching ethical AI	% reporting improvement	____%
Perception of pedagogical value	% rating format as innovative	____%
Integration potential	% open to curricular use	____%

2.3. Industry Feedback

Impact Area	Indicator	% Achieved
Solution relevance	% finding student proposals applicable	____%
Value of engagement	% expressing satisfaction	____%
Future participation willingness	% open to future involvement	____%

Target KPIs (suggested):

- 90–95% of students report new knowledge in AI/ethics
- 90–95% report improved teamwork/critical thinking
- 90–95% of educators report increased teaching confidence
- 75% of companies give positive qualitative feedback

3. QUALITATIVE HIGHLIGHTS

Student Testimonials: "__" ; "__"
Educator Reflections: "__" ; "__"
Industry Insights: "__" ; "__"

4. LESSONS LEARNED

Please summarise key operational and pedagogical insights from this edition:

- Challenge Quality & Relevance: _____
- Team Diversity & Dynamics:_____
- Mentoring & Jury Contributions: _____
- Organisational Strengths & Weaknesses: _____
- Unexpected Issues or Opportunities: _____

5. SUSTAINABILITY & INSTITUTIONAL EMBEDDING

Is there potential for curricular integration? □ Yes □ No □ To be explored
If yes, in which programme/module? _____

Is there institutional support for future editions?
□ Confirmed □ In planning □ Unclear

6. SCALABILITY & COLLABORATION POTENTIAL

Industry partnerships to be continued or expanded? □ Yes □ No
If yes, list the contexts:_____

Dissemination Plans:
□ Summary to be shared internally
□ Post-event publication or blog planned
□ Materials to be deposited in open repository
□ Other: _____

7. OTHER COMMENTS & RECOMMENDATIONS FOR FUTURE EDITIONS

_____

_____

_____

_____

Report completed by:
Name: _____
Role: _____
Date: ___ / ___ / _____

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