**Instructions for JELB abstract formatting**

The JELB requires abstracts to conform to a structured format with the following headings: Background, Purpose, Methodology/Approach, Findings/Conclusions, and Implications. Abstracts must be 250 words or fewer and should refrain from using specialized terminology as much as possible.

**Heading definitions and suggested length of sections**

**Background.** Present the problem that motivated the research and briefly state the limitations to existing knowledge or ways of addressing the problem. Try to phrase this in a way that communicates the importance of the study. (2-3 sentences)

**Purpose.** Succinctly explain what was the goal of the research project or what is the primary aim of the article. (1 sentence)

**Approach/methodology.** Describe the sample population (if applicable), research design, conceptual framework, pedagogical, and/or assessment approach. For reasons of brevity and clarity, it is suggested that you avoid broad terms like quantitative, qualitative, or philosophical and instead refer directly to the specific method or approach. For example, retrospective pre- and post-test, one shot or comparative case study, experiential activity, simulation, assessment, etc. (2-3 sentences)

**Findings/conclusions.** Provide a high level overview of the most consequential findings (if reporting an empirical study) or conclusions (if advancing a conceptual argument or experiential activity). It is recommended that you share findings in plain terms rather than numeric form unless absolutely necessary (2-3 sentences)

**Implications**. Present 1-2 major takeaways that follow from your presentation. What is the main contribution you are making to knowledge, theory, research methodology, pedagogy, or practice in business education? What should/will change as a result of your work? Ensure that this section relates to the background and purpose stated earlier. (2-3 sentences)

**Example of a formatted abstract:**

**Structured Abstract**

*Background. Peer evaluations are integral to assessing individual contributions in team-based learning environments, yet they face significant implementation challenges such as the structure and use of collected data. Despite ongoing discussions, there has been limited focus on developing tools to facilitate peer evaluation data collection and feedback.*

*Purpose. This research aims to develop and evaluate an Excel-based peer evaluation tool for effective implementation in team-based learning environments.*

*Methodology/Approach. The study presents an Excel-based peer evaluation tool, designed based on best practices from business, engineering, and team management literature. The tool was beta tested with 70 undergraduate students in a business school, gathering both quantitative and qualitative data on student perceptions and feedback.*

*Findings/Conclusions. Preliminary data indicates that students found the tool user-friendly and effective in providing meaningful feedback. Although some instruments, such as forced and allocation ranking, were seen as less useful and more biased, overall feedback suggests the tool successfully captures peer evaluation data and provides constructive feedback.*

*Implications. The development of this tool contributes to improving peer evaluation processes in academic settings, supporting team-based pedagogy. It provides a foundation for further research on peer evaluation methodologies and enhances the ability of educators to implement effective team assessments. Future work will focus on refining the tool and developing processes to teach students how to give and receive feedback effectively.*