CASE-BASED EXPERIENTIAL/IMMERSIVE LEARNING FOR BUSINESS PROBLEM-SOLVING: A PLAN IN PROGRESS

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ABSTRACT

Aim/Purpose
Business schools need to design, develop and deliver courses that are relevant to business problem-solving. Current pedagogies do not often provide the insight – or experience – necessary to close the gap between theory and practice.

Background
The paper describes an initiative to design, develop and deliver courses in business-technology problem-solving that thoroughly immerses students in the actual world of business.

Methodology
The methodology included case-based analysis where actual cases were selected to model problem-solving scenarios.

Contribution
Several courses are developed that immerse students into actual problem-solving experiences.

Findings
The courses will be delivered to business students to assess the impact of immersive/experiential learning.

Recommendations for Practitioners
Additional courses should be informed by actual cases; the commitment to relevance should be expanded.

Recommendations for Researchers
Ongoing research to measure the impact of immersive/experiential learning is recommended.

Impact on Society
Business schools should rethink the content of their courses and the pedagogies that have dominated business schools for many decades.

Future Research
Additional research will include more courses and additional immersive/experiential pedagogies.

Keywords
experiential learning, immersive learning, cases, relevance, business

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