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Enhancing the student experience _ the use of simulation-based learning in the MBA classroom .pdf

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Enhancing the student experience: the use of simulation-based learning in the MBA classroom

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UNIVERSITY

Agenda

- What is it?

Agenda

- What is it?
- What do studies tell us about this learning tool?

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- St. Catherine's experience in the MBA classroom

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- What is it?
- What do studies tell us about this learning tool?
- St. Catherine's experience in the MBA classroom
- Best practices



“An exercise that possesses both the essential characteristics of games (competition and rules) and simulations (ongoing representation of real life).”

57% used simulations





Short form, single sitting
Topic specific
Singular learning objectives



Short form, single sitting
Topic specific
Singular learning objectives



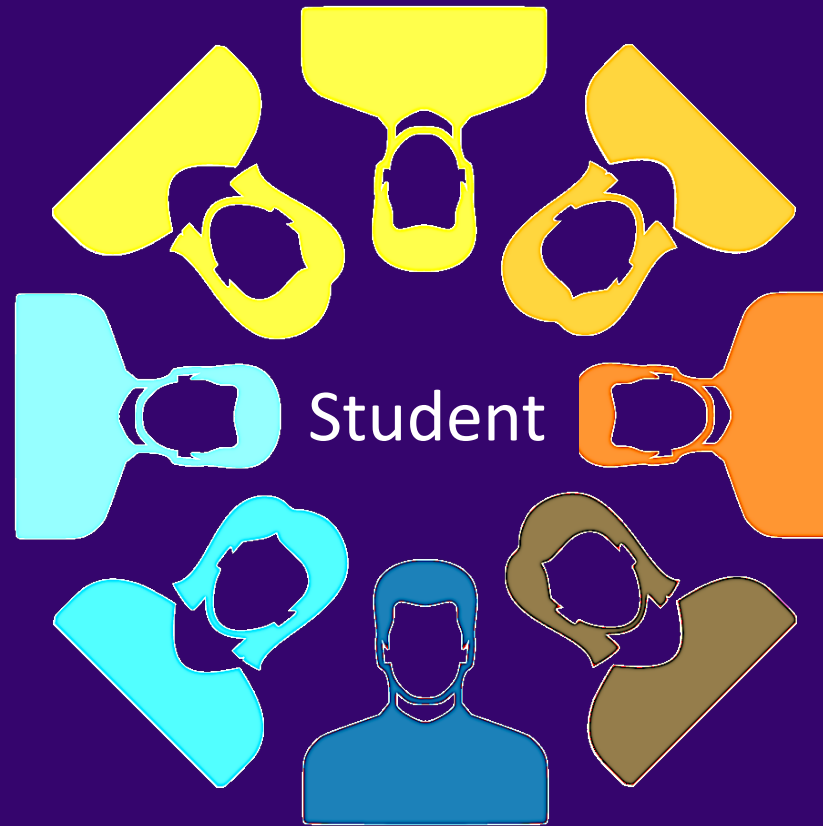
Long form, multi-round
Integrate knowledge
(Strategy, Capstone)

Benefits



Feedback on decisions in real time

Benefits



Student centered, professor in the background

Benefits



Student engagement, hands-on learning

What Do Studies Tell Us?

What Do Studies Tell Us?



Attitudes

What Do Studies Tell Us?



Attitudes



Skills

What Do Studies Tell Us?



Attitudes



Skills



Learning

- Review of 12 studies (2000 – 2016)



Attitudes



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- Students believe simulations are **superior to other forms of learning** (case studies and lectures)



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- Students believe simulations are superior to other forms of learning (case studies and lectures)
- Simulations perceived as effective learning tool, **claim to learn more/better**



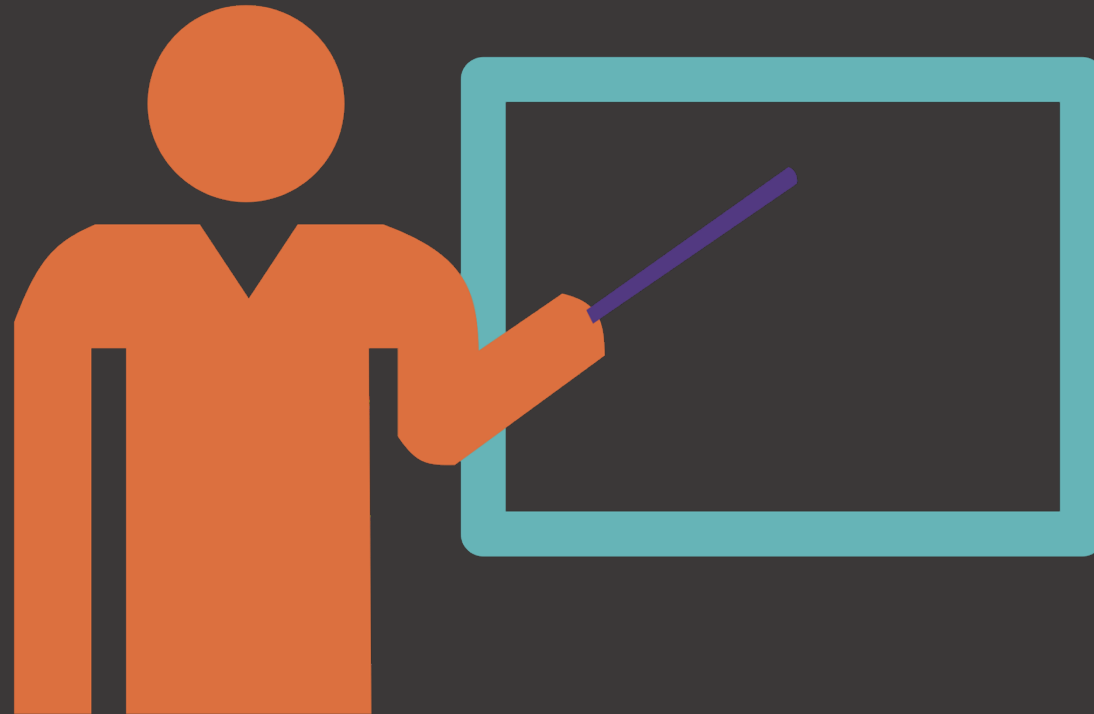
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- Positively impact self-esteem and confidence



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- Students believe simulations are superior to other forms of learning (case studies and lectures)
- Simulations perceived as effective learning tool, claim to learn more/better
- Positively impact self-esteem and confidence
- Increase in **enjoyment**, more **engaged** and **motivated**



Students rate simulation **instructors** more highly



Students rate simulation **courses** more highly

- Review of 9 studies (2002 – 2017)



Skills



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- Increases in ability to form and implement strategy decisions (especially under pressure)



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Skills

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- Increases in ability to form and implement strategy decisions (especially under pressure)
- Enhances critical thinking
- Improves negotiating skills
- Understanding of interdependencies between functional areas of business
- Global perspective

- Review of 4 studies (2004 – 2009)



Learning



Learning

- Review of 4 studies (2004 – 2009)
- Measure of **marketing** and **brand** knowledge showed **significant increases** pre vs post simulation



Learning

- Review of 4 studies (2004 – 2009)
- Measure of marketing and brand knowledge showed significant increases pre vs post simulation
- Student improvement in **exam scores** (pre/post)



Learning

- Review of 4 studies (2004 – 2009)
- Measure of marketing and brand knowledge showed significant increases pre vs post simulation
- Student improvement in exam scores (pre/post)
- Increase in new product development knowledge (pre/post)



Learning

- Review of 4 studies (2004 – 2009)
- Measure of marketing and brand knowledge showed significant increases pre vs post simulation
- Student improvement in exam scores (pre/post)
- Increase in new product development knowledge (pre/post)
- **No difference** in learning via simulation when compared to case study method (pre/post)

St Catherine University Experience



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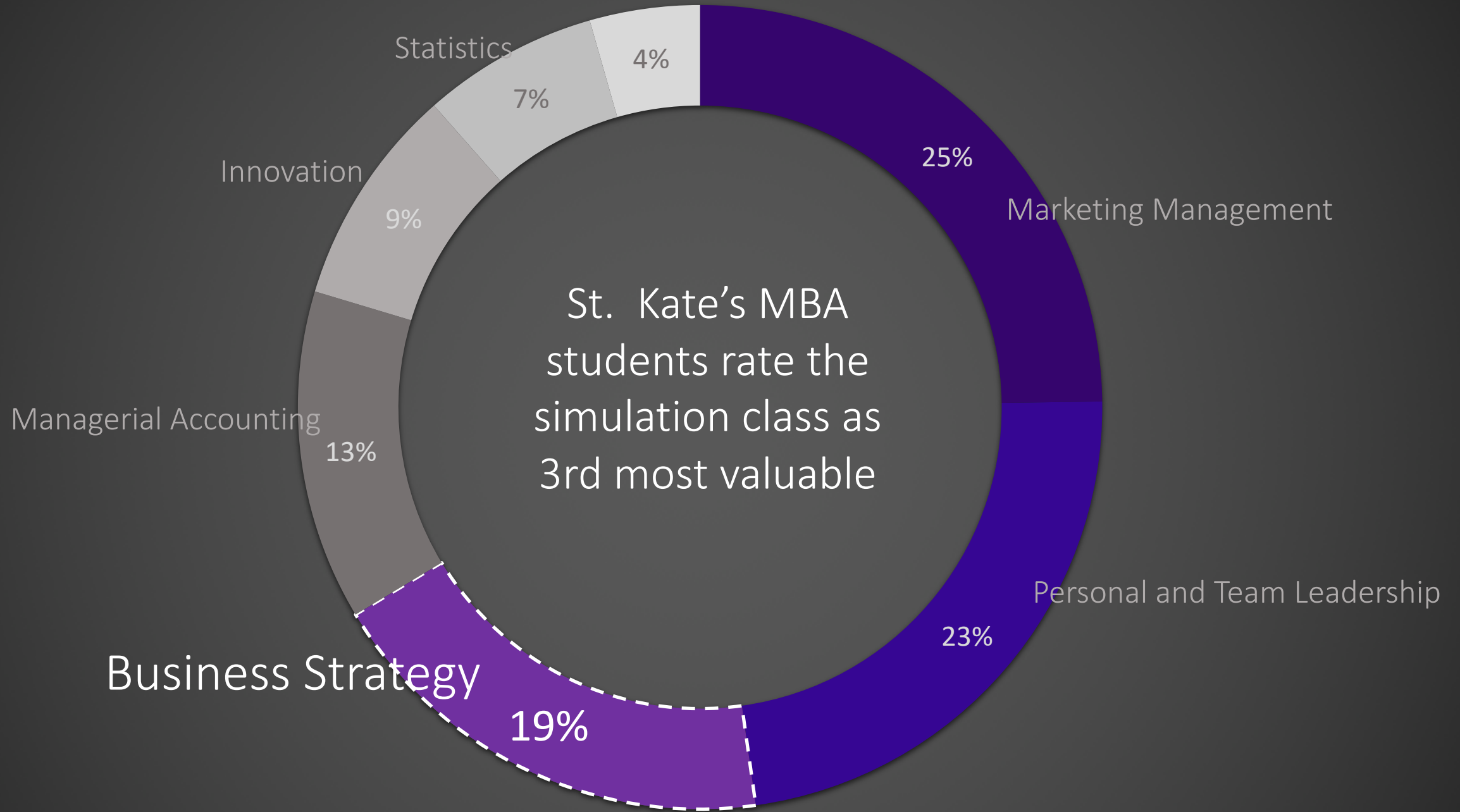
MBA 8100: Business Strategy

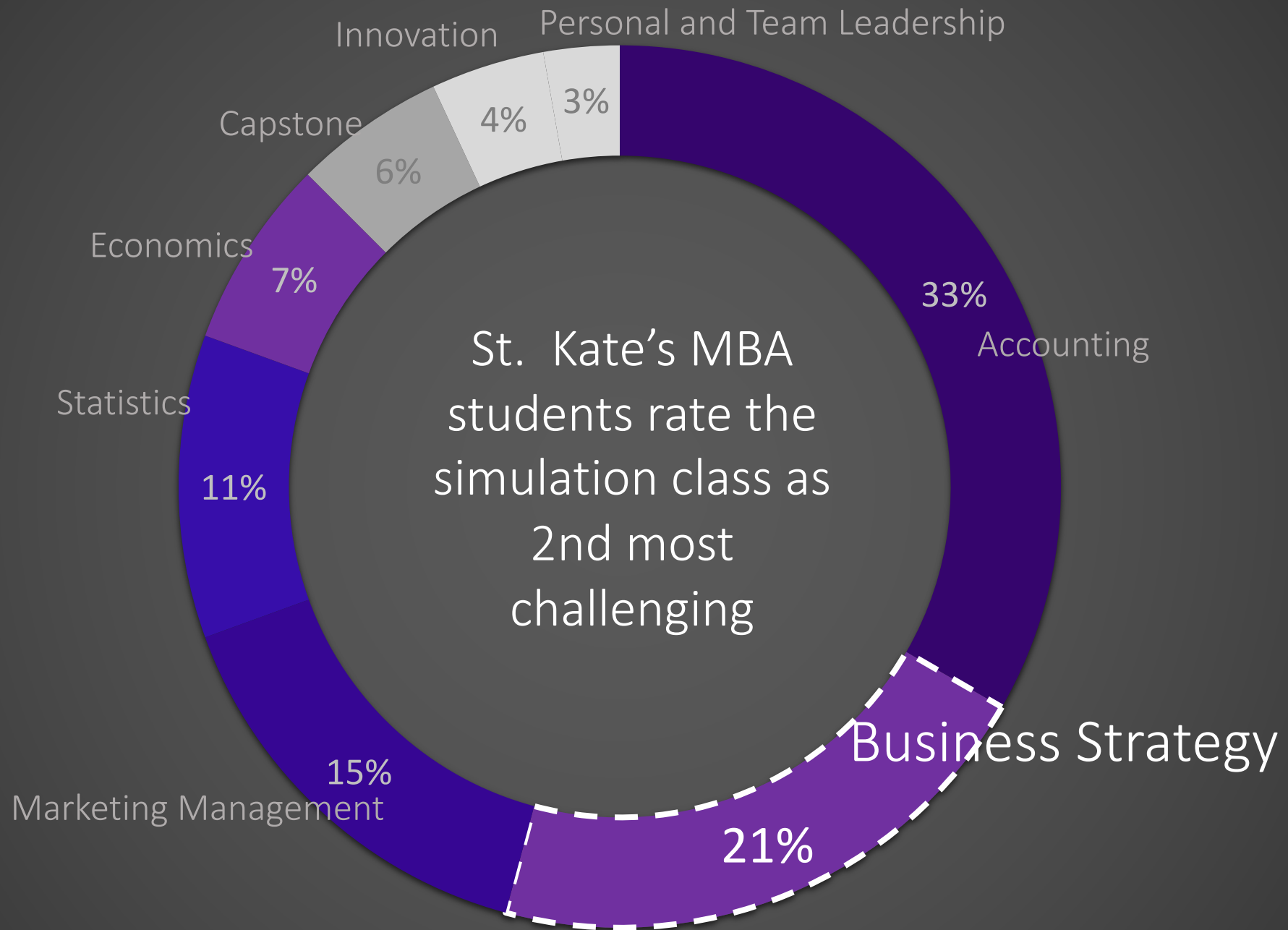
3 credits, meets 1/week (3 hours), online between sessions

Simulation included in all class sessions

Course also includes reflection papers, case study analysis

St. Kate's MBA
students rate the
simulation class as
3rd most valuable





	Mon	Tue	Wed	Thur.	Fri	Sat	Sun
Week 1	Syllabus Released 1 Week In Advance. Students Complete Two Rehearsal Rounds Individually Prior to Class						
Week 2							
Week 3	Debrief, Lecture, Group Time	Teams Complete Round 1			Teams Meet, Analyze and Complete Round 2		
Week 4							
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Week 6							
Week 7	Analysis Paper Due, Panel Discussion						

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Overwhelmed

Fear

Anxiety

Gallows Humor



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Overwhelmed
 Fear
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 Gallows Humor

Confidence
 Engagement
 Sincere Humor



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“... the course expected the most out of me and stretched me to take on greater responsibility for my own learning.”

“This class exceeded my expectations regarding learnings--loved the simulation exercise--I really did learn about how to manage a business and develop a strategy.”

“This class exceeded my expectations regarding learnings--loved the simulation exercise--I really did learn about how to manage a business and develop a strategy.”

“The simulation and the associated analysis paper was a great use of group work, which in other courses is over-emphasized but in this course felt like it was a strength of the class rather than a weakness.”

Best Practices

When To Use Simulations



- Studies show strategic management is best taught with experiential techniques*
- Use when the course has analytical aspect to the student learning outcomes**

*Poisson-de Haro, S. & Turgut, G. (2012). Expanded strategy simulations: developing better managers. *Journal of Management*. 31(3) 209-220

**Rogmans, T. (n.d.). When and when not to choose a business simulation for your course. Harvard Business Publishing

Implementation Best Practices



- Students need to read all prep materials. Studies show this leads to significant gains in learning*
- Instructor needs intimate knowledge of the simulation and how it works, must practice it on her own**

*Mawdesley, M. Long, G., & Al-jibouri, S. Scott, D. (2011). The enhancement of simulation based learning exercises through formalized reflection, focus groups and group presentation. *Computers and Education* 56) 44-52

**Rogmans, T. (n.d.). Brief, play, debrief: an action plan for using business simulations in your classroom. Harvard Business Publishing

Implementation Best Practices



- Make it clear how students will be assessed*
- Include a student survey, pre/post, to measure attitudes, perceptions**
- Adding a group presentation requires reflection and increases engagement**

Implementation Best Practices



- Debrief with students after the first several runs*
- At the end, conduct an open discussion or structured debrief session. Allow students to discuss the experience and what they learned**

* Ajayi-Ore, L. (n.d.) When students make tough decisions: how one instructor fosters personal learning and engagement with business simulations. Harvard Business Publishing

Rogmans, T. (n.d.). Brief, play, debrief: an action plan for using business simulations in your classroom. Harvard Business Publishing

Final Thoughts

Barriers to Use

- **TIME:** Is there enough time in class?
- **MONEY:** Student fees are high as it is
- **EXPERTISE:** Can I (the instructor) learn It?
Explain it to the students?
- **HASSLE:** Isn't it a burden to IT set up?

Questions
