



EXPERIENTIAL LEARNING IN ENTREPRENEURIAL EDUCATION

Dr. Vishal P Vasa

Associate Professor, Harivandana College, Rajkot

Mobile No. 9033355789

Email Id: Vishal@Harivandana.In

Abstract: Simulation is a useful tool in management studies that can assist marketing students in understanding and putting key theories and concepts into practice. Students can investigate marketing trends, create product strategies, evaluate business performance, and make well-informed judgments based on actual facts by applying artificial intelligence in marketing simulation. The goal of the current study is to examine the advantages and effects of artificial intelligence-based marketing simulations on aspiring marketers.

Key words: Experiential learning, artificial intelligence, and simulation

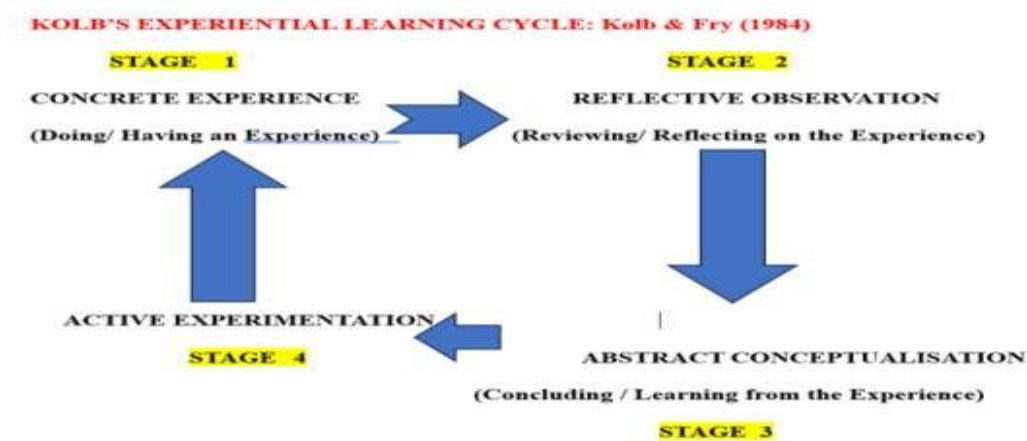
Introduction:

Simulation brings together resources and tools that allow for the creation of experiential activities, bridging theory with real-world application. It encourages academic growth, nurtures professional skills, and fosters essential workplace connections. Through simulation, students gain not only knowledge but also key values and skills applicable across various disciplines. Experiential simulation supports personal growth, teamwork, and creative problem-solving, helping learners choose and prepare for their career paths

Simulation-based learning offers significant advantages by allowing participants to actively build practical skills through immersive experiences. This approach gives learners the opportunity to engage directly with realistic scenarios, fostering problem-solving and hands-on knowledge. Collaboration is enhanced as students work together within these environments, developing communication and teamwork abilities. Additionally, learners are empowered to take ownership of content preparation, which boosts confidence and understanding. Simulation-based methods also support the growth of essential professional skills while making the educational process enjoyable and interactive.



KOLB'S EXPERIENTIAL LEARNING CYCLE: Kolb & Fry (1984)



Stage 1: Students participate in a simulation activity, engaging directly with realistic scenarios.

Stage 2: Learners are invited to present and share their experiences gained from the exercise.

Stage 3: Students analyze and integrate what they have learned through the simulation.

Stage 4: Participants explore how to apply relevant theories, models, or frameworks, considering ways these can be tested in practice.

Simulation-based education immerses students in experiential learning, giving them real-world opportunities to strengthen both their knowledge and abilities. This approach also helps students cultivate essential values and skills, guiding them as they consider future career paths.

Applications of Simulation-Based Learning

- Raising awareness of challenging or hidden real-world problems.
- Building and improving various skill sets through practical engagement.
- Examining differences among stakeholders to better understand multiple perspectives.
- Preparing for urgent or high-pressure situations by practicing responses.
- Supporting effective participation in decision-making scenarios.
- Enhancing abilities to negotiate and resolve disagreements.
- Facilitating conflict management and resolution skills.
- Providing practical training in technical fields with hands-on exposure.



Advantages of Simulation-Based Learning

- Enables learners to practice and strengthen practical abilities within authentic environments.
- Offers a safe environment to gain direct experience without real-world risks.
- Allows students to interact meaningfully with course materials, leading to deeper understanding.
- Boosts retention of information and long-term mastery.
- Promotes the development of soft skills, such as communication and problem-solving.
- Encourages teamwork and workplace cooperation.
- Helps participants explore a range of choices and consequences in decision-making.
- Makes learning enjoyable and engaging through interactive activities.

DEAL MODEL for Critical Reflection:

The DEAL Model, created by Dr. Sarah L. Ash and Dr. Patti H. Clayton, offers a clear framework for structured reflection, widely adopted in experiential learning environments across North America. This model unfolds in three stages: Describe, Examine, and Articulate Learning.

Description

The first step encourages learners to give a factual, unbiased account of their experience. Typical guiding questions include:

- What events occurred?
- Where and when did these events take place?
- Who was involved and who was absent?
- What actions were taken by you and others?
- What sensory details did you notice?

Examination

In the next phase, students reflect on the experience in relation to their learning goals or outcomes. Prompts may include:

- What obstacles or difficulties arose?
- What feelings did the experience evoke?
- In what ways did this situation shape your perspective or understanding?



Articulation of Learning

Finally, this stage focuses on identifying key learning points and planning future action. Typical questions are:

- What new knowledge or skills have you acquired?
- Through what processes or activities did you gain these insights?
- Why are these lessons significant?
- How might you use what you've learned going forward?

This stepwise process is designed to deepen reflective practice, link experiences to learning objectives, and foster continuous personal and academic growth.

Creating an Effective Simulation Scenario

When designing a simulation, consider the following steps:

- Clearly outline the context and main storyline for the activity.
- Highlight the crucial moments or turning points that drive the learning experience.
- Plan out which information the facilitator will share as the scenario unfolds.
- Ensure that both the critical events and the overall narrative are closely aligned with the course's goals and intended outcomes.
- Reflect on key considerations, such as:
 - Does the storyline progress logically from start to finish?
 - Is the simulation realistic and relevant for learners?
 - Will the activity offer genuine opportunities for engagement and participation?
 - Is the design inclusive, ensuring everyone is actively involved?

The DEAL Model: Summary

Developed by Dr. Sarah L. Ash and Dr. Patti H. Clayton, the DEAL Model supports structured, thoughtful reflection throughout experiential and applied learning contexts. By systematically working through the phases of Description, Examination, and Articulation of Learning, individuals can connect their experiences to larger learning objectives and foster ongoing personal development.



DEAL MODEL for critical reflection:

The DEAL Model for critical reflection outlines a structured process consisting of three stages: Description, Examination, and Articulation of Learning.

Description:

In this initial phase, learners provide a thorough and objective account of their experience, addressing questions such as:

- What happened?
- When and where did it occur?
- Who participated or was absent?
- What actions were taken or not taken by you and others?
- What sensory details were noticed (e.g., sights, sounds)?

Examination:

Next, learners analyze the experience against their learning goals or intended outcomes by reflecting on questions like:

- What areas demonstrated success?
- What challenges were encountered?
- How did the experience affect your feelings?
- How did the experience influence your perspectives and thinking?

Articulation Of Learning:

In the final stage, learners recognize key insights gained and set goals for future application, guided by prompts such as:

- What have you learned?
- How was this learning achieved?
- Why is this understanding important?
- What actions will you take as a result?

This framework is frequently used to deepen reflective practice, allowing learners to connect experiences to personal growth and academic objectives. It helps structure reflection to enhance ongoing learning and development.



Additionally, effective simulation design should include describing the scenario, pinpointing critical events, and planning facilitator input at various stages. The scenario should flow logically, realistically mirror real-world situations, ensure meaningful participation, and align with the training objectives to maximize learning outcomes.

CONCLUSION

Theories of learning have not evolved as quickly as technological advancements, making it essential to integrate artificial intelligence (AI) into educational frameworks. To keep pace with these changes, management curricula must incorporate AI-centered content. Emphasizing continuous improvement within AI-enabled learning environments is critical to ensuring educational programs remain effective, adaptive, and relevant in an increasingly digital world.

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A handwritten signature in blue ink, appearing to read 'Dr. Vishal P Vasa', is written over a horizontal line.

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