Students' Perceptions of an Experiential Learning Company Marketing Project in a Business Education Course

Authors
Courtney Jansson, EdD, Assistant Professor of Marketing, Stonehill College
cspencer@stonehill.edu

Ryann N. Shelton, PhD, Lecturer, EdD in Learning and Organizational Change
Program, Baylor University
Ryann_Shelton@baylor.edu

Abstract

Didactic instructional strategies in undergraduate business programs fail to prepare students for the challenges of the global marketplace, as employers express concerns about the skills of U.S. business graduates. This single case study explored how students perceive experiential learning company projects in an undergraduate business education course and their impact on developing career-ready skills. Data from reflection journals, interviews, and classroom observations were analyzed using Kolb's (1984) experiential learning theory as the framework for the study. Findings revealed that students viewed experiential learning projects as contributory in enhancing their 21st-century career skills for entry into the workforce, with a preference for courses that integrate real-world company projects. This study offers undergraduate business educators and staff pertinent information regarding integrating experiential learning company projects into the classroom and their value in improving students' career readiness.

Keywords: experiential learning, business company projects, higher education, business education, career development

Over the past three decades, institutions of higher learning have revised instructional approaches to prepare students for a growing global workforce (Binkowitz et al., 2022; Perusso et al., 2021). Experiential learning has emerged as a key strategy in business education, addressing challenges such as technological advancements, artificial intelligence (Napier & Wada, 2024) and the COVID-19 pandemic, while equipping graduates with career-ready skills to enhance workforce productivity and innovation (Ferguson, 2020; Schaupp & Vitullo, 2019; Untaru & Han, 2021). Grounded in the theories of Dewey (1938) and Kolb (1984), experiential learning integrates practical engagement with real-world organizations, allowing students to apply knowledge, critically assess challenges, and develop essential career skills (Kolb, 1984; Sisselman-Borgia & Torino, 2017). Despite their recognized value, experiential company projects at the undergraduate level remain underutilized (Napier & Wada, 2024), disadvantaging students in meeting workforce demands as passive instructional methods fail to bridge the gap between academic knowledge and real-world skills, leading to employer dissatisfaction (Ritter et al., 2018; Schaupp & Vitullo, 2019). In August 2022, Wiley (2022) surveyed students and instructors in North America, finding that while 81% of students value experiential learning company projects, only 30% of institutions offer them.

The purpose of this single case study was to explore how students describe experiential learning company projects as an instructional strategy in an undergraduate business education course and their perceived impact on developing career-ready skill sets. Data collection through reflection journals, in-classroom observations, and semi-structured interviews revealed how participants who engaged in an experiential learning company project perceived their career development and readiness. Using Kolb's (1984) experiential learning theory as the framework for this study, I (lead author) answered the following research questions:

1. How do undergraduate business students describe the influence of real-world experiential learning company projects in enhancing career readiness?

2. How do undergraduate business students describe the differences between business courses with embedded experiential learning company projects and courses that do not include company projects to enhance professional career development?

Literature Review

Research identifies experiential learning as an essential instructional method across a wide range of higher education programs, rising in popularity over three decades (Phan, 2024). Experiential learning in higher education enhances knowledge transfer by emphasizing the practical application of theoretical concepts and offering opportunities for innovative delivery methods. The need to keep up with market demands and shifting preferences for learning modes supports experiential learning as a crucial component of higher education (Avolio et al., 2019).

Instructional Methods in Business Education

Traditionally, business schools use in-class lectures, discussions, case studies, and other didactic methods to deepen student understanding, enhance problem-solving skills, and increase engagement (Kosnik et al., 2013). While there are benefits to case teaching, including enhancing decision-making, problem-solving, and teamwork, the criticisms focus on the lack of timely and direct experience with a business (Farashahi & Tajeddin, 2018). For case teaching to be effective, educators should consider combining case studies with other didactic and experiential learning methods (McCarthy & McCarthy, 2006; Trejo-Pech & White, 2017).

While lectures, case teaching, and other didactic methods stem from academic philosophies (Radford et al., 2013), experiential learning methods stem from Dewey's (1938) experience philosophy and Kolb's (1984) experiential learning theory. By contrast, experiential education provides students with direct encounters with timely, real-world business problems and challenges (Kosnik et al., 2013). Although all learning approaches have a role in addressing the complexities of the 21st-century global marketplace, employers seek students who can "actually integrate and apply what they have learned in the real world" (Schwering, 2015, p. 90). According to McCarthy and McCarthy (2006), undergraduate business students often enter their senior year with no relevant career experience, even though business schools offer experiential methods such as internships, service-learning, and study abroad, which are typically not required for graduation.

In 2020, the Association to Advance Collegiate Schools of Business (AACSB) revised its accreditation standards to address the relevancy gap and the economic pressures on business schools (AACSB, 2022). The tremendous economic pressure felt by business institutions has only increased due to the globalization of the economy (Avolio et al., 2019) and the COVID-19 pandemic (Krishnamurthy, 2020). In response, AACSB (2022) revisions required schools to provide continuous improvement in innovation, societal impact, and engagement. The revisions demonstrate the need for business schools to address theory and societal needs through new and innovative instructional tools. Krishnamurthy (2020) noted that as "the business world changes, so should business schools" (p. 1), suggesting that innovation must continue to fuel business education.

Value of Experiential Learning in Business Education

Kolb's (1984) experiential learning framework, which combines theory and practical work experiences, is well-suited for business education, meeting employer demands for work-ready students (Johnson & Jordan, 2019) and addressing the underlying criticisms of business education (Avolio et al., 2019). However, experiential education is not always the norm in undergraduate business programs despite the documented competitive advantages for students and institutions (Kosnik et al., 2013). Coupled with faculty resistance to experiential

learning implementation, students often gain knowledge in business theory but lack real-world application (Wurdinger & Allison, 2017).

The literature has addressed the need and effectiveness of incorporating experiential learning into the undergraduate business curriculum to provide students with highly applicable and work-ready skill sets (Bedawy, 2017; Johnson & Jordan, 2019; Schwering; 2015). Kozloski and Mrad (2013) explained that student participation in experiential learning strengthens business acumen through direct encounters with business concepts and theories, allowing students to become more efficient decision-makers in postgraduate careers . Experiential learning research for undergraduate business programs demonstrates significant efficiencies in student learning, including improved problem-solving and interpersonal skills (Radford et al., 2015), increased self-efficacy (Fernández-Pérez et al., 2019) and responsibility, social and emotional learning skill sets (Baden & Parkes, 2013), and career development (Roberts, 2018).

Experiential Learning Company Projects for Business Education

The literature identifies multiple terms for describing experiential learning company projects. Kosnik et al. (2013) employed the term "experiential learning projects" (p. 617). Danford (2006) used the term "project-based learning" (p. 7). Schwering (2015) described these projects as "project-based capstone courses" (p. 90). Perusso et al. (2021) defined the approach of these projects as "action learning" (p. 127). Akpan (2016) used the term "consulting practicum" (p. 412) to illustrate one form of real-world experiential learning projects. In this article, experiential learning company projects are course assignments that involve students working with companies to address problems those companies are facing.

Integrating experiential learning through company projects offers students a transformative educational experience that surpasses traditional classroom learning by allowing them to apply concepts and soft skills to real-world business challenges, as evidenced by studies showing how students deemed a consulting assignment the most valuable part of a course (Ritter et al., 2018; Schwering, 2015). These projects, ranging from integrated tasks to fully client-driven experiences, provide learning opportunities under faculty and company supervision, easing students' transition to the workforce, accelerating role assimilation, and addressing global skills shortages with career-ready skills (Kosnik et al., 2013; Schwering, 2015; Johnson & Jordan, 2019; Society for Human Resource Management, 2019). Unlike simulations or internships, which are common in business programs but lack the same engagement (Baden & Parkes, 2013; Johnson, 2022), company projects demand teamwork, critical thinking, and reflection within real-world constraints, aligning with employer needs and accreditation standards, making them a vital pedagogical strategy—yet their full integration remains underutilized (AACSB, 2022; Akpan, 2016; Danford, 2006; Perusso et al., 2021).
Experiential learning through company projects equips students with career-ready skills essential for competing in a global business landscape. Conley (2013) highlighted that

experiential projects enhance cognitive skills and ease the transition from undergraduate to employee, while Hawkins and Weiss (2005) showed that consulting-based experiences expose students to real-time organizational challenges, fostering transferable skills such as problem-solving and self-directed learning. The literature highlights four key career-readiness categories, including cognitive strategies, content mastery, learning techniques, and transition skills, developed through immersive, content-specific activities that prepare students for postgraduate roles requiring relevant professional experience and technical abilities (Conley, 2013; Cook et al., 2012; Akpan, 2016). In a rapidly evolving business environment driven by technology, experiential learning aligns instructional strategies with industry demands, bridging the workforce skills gap and boosting students' marketability to employers (Ferguson, 2020; Johnson & Jordan, 2019; Lau & Wong, 2025).

Theoretical Framework

For this study, I used Kolb's (1984) experiential learning theory as the theoretical framework to craft the research questions, design the data collection protocols, and analyze the data. Kolb's (1984) educational philosophy identifies experiential learning's contribution to critical and reflective skill sets in academic environments. Influenced by Dewey's (1938) theory of experience, Kolb (1984) defined experiential learning as a transformative learning experience whereby the importance of experience is rooted in the construction, application, and reflection of new knowledge.

Kolb's (1984) experiential learning theory has four distinct phases: concrete experience, active experimentation, reflective observation, and abstract conceptualization. The experiential learning cycle involves learning from the experience, building on it, and transferring it critically to the real world (Johnson & Jordan, 2019; Kolb & Kolb, 2005). A transition to subsequent stages is initiated by developing, testing, and describing meaningful concepts and observations through concrete experience and abstract conceptualization (Kolb & Kolb, 2005). Reflective observation and active experimentation allow the learner to reflect, integrate, and apply key principles. The student learning process is the focal point of experiential learning and best suits learning environments where the opportunity to enter and complete the experiential learning cycle is provided (Kolb, 1984). The successful transfer of knowledge and real-world application depends on the learners' commitment to actively engage and reflect at all four stages of the experiential learning cycle (Kolb & Kolb, 2005). For this study, Kolb's (1984) experiential learning cycle guided the creation of the data protocols and the analysis, which included coding using a priori codes related to the four phases of the framework—reflection, thinking, acting, and experience.

Methodology

This single case study explored how undergraduate business students describe experiential learning company projects as an instructional strategy for enhancing career readiness. A qualitative approach was appropriate for capturing the depth and complexity of participants' unique experiences (Creswell & Poth, 2018), while a case study method allowed for detailed exploration within the bounded context of a business class and company project (Yin, 2018).

Site Selection and Participants

The site for this study was a small, private undergraduate liberal arts college in the northeastern United States, specifically within its business school, which emphasizes modern business tactics, ethics, and multidisciplinary, student-centered teaching. The study explored the use of an experiential learning company project in a business strategy and policy course. Three students in the course participated in the study. To identify potential participants, I identified the 25 students who met the study's criteria. I contacted these individuals through email to invite them to participate, and 10 expressed interest. To select the three participants, I used purposeful criterion-based sampling. The criteria for selecting participants included that they were enrolled in the course and assigned to the same company project, designated senior status, prior foundational business coursework, and reported that they had not previously participated in an experiential learning company project during their higher education experience. The criteria ensured that participants could contribute meaningful insights into how experiential learning enhances future employee skills. Table 1 includes participant information.

Table 1. Participant Information

Pseudonym	Major	Minor	Post-Graduation Plans
Cindy	Marketing	Biochemistry	Seeking full-time employment
Mark	Finance	None reported	Seeking financial affairs employment in mid-level specialty companies
Liam	Management	Criminology	Applying to law school

The Experiential Learning Company Project

Before the semester began, the instructor selected an experiential learning project from partnering companies, focusing on strategic product marketing challenges in same-day and next-day delivery models. The project required students to analyze internal company data, identify marketing gaps, and develop actionable recommendations, integrating marketing, strategy, and technology. The company provided sensitive internal data and proprietary materials to help students analyze, strategize, and deliver actionable recommendations. Students, organized into teams, signed confidentiality agreements and began work guided by a

detailed syllabus and ongoing instructor feedback. The project featured biweekly presentations, professional standards such as formal attire and polished communication, and opportunities for direct interaction with company employees. At the semester's end, student teams presented their strategic business plans to the company's management team, receiving professional feedback and insights, fostering real-world skills and constructive evaluation.

Data Collection

Data collection occurred over four months in a four-step process and included two reflection journals, two in-person classroom observations, and one semi-structured interview for each participant. Multiple data sources allowed for thick, rich description (Creswell & Creswell, 2018; Creswell & Poth, 2018; Merriam, 1998).

The first step of data collection was obtaining the necessary approvals. I submitted this research to the Baylor University Office of Research Compliance for review and received a non-human subjects research determination and subsequently, I secured Institutional Review Board approval from the site. Then, I contacted the business policy and strategy course instructor, who helped identify potential participants based on study criteria. I emailed the potential participants, and three undergraduate business students met the study criteria and signed the consent forms.

The second step involved collecting two reflection journal entries from each participant—once at the midpoint and again at the end of the semester. Participants recorded their overall thoughts, emotions, and the total number of hours dedicated to project discussion and planning, meeting time with the instructor and client, research, writing, editing, travel, and presentation. Students responded to the following reflective question prompts as adapted from Cook et al. (2012) standard student questionnaire for real-world projects:

- At the current time, how do you feel this experiential learning company project is applicable to your post-graduation career preparation?

- What do you feel is the most important skill set that you have improved upon through participation in this experiential learning opportunity?

- To date, do you believe prior and current academic coursework has contributed to success of this project?

The reflective journals provided a direct means of students' expressions and information about any significant changes that occurred during the learning process (Dunlap, 2006).

The third step was conducting classroom observations. I observed participants twice—once at the midpoint and again at the end of the semester. The observation focused on three areas of importance to the research questions and theoretical framework: communication (Akpan, 2016; Cook et al., 2012), application of career-readiness skills (Cook et al., 2012; Kolb, 1984), and confidence (Pollack & Lily, 2008). I entered the classroom, greeted participants, and recorded field notes during the 10-minute group presentation periods. These observations allowed me to compare participants' progress at two different points in the semester.

The fourth and final step involved semi-structured interviews. At the end of the semester, I conducted a one-hour Zoom interview with each participant. The interview included 12 questions to explore students' perceptions of the company project. Semi-structured interviews provided participants with opportunities to share views that could not be observed directly (Patton, 2002). Further, this method facilitated the discovery of unprompted narratives aligned with Kolb's (1984) experiential learning theory, allowing participants to reflect on their experiences.

Data Analysis

Data analysis is an iterative process that involves consolidating and interpreting information collected during research (Merriam, 1998). To analyze the data, I used Creswell and Poth's (2018) five-step data analysis spiral. I also used Kolb's (1984) experiential learning theory to determine the a priori codes of reflection, thinking, acting, and experience. The first step of the data analysis was managing and organizing the data, which included reflection journals, in-class observations, and semi-structured interviews. I entered all data into NVivo software to help streamline the process. The second step included exploring the data by reviewing it for emergent patterns and ideas, noting initial thoughts and memoing within NVivo (Creswell & Poth, 2018). I then coded the data using a priori codes based on Kolb's (1984) experiential learning theory, which included reflection, thinking, acting, and experience. The third step was analyzing the data by grouping it into themes aligned with the research questions. This process involved using pattern matching to align the data with the framework, followed by writing a within-case analysis to refine and interpret the findings. The fourth step was interpreting the data, assigning meaning to the findings, and drawing conclusions based on the theoretical framework and research questions (Yin, 2018). The fifth step was representing the data by creating detailed textual descriptions and visualizations, such as tables, to provide a deeper understanding of participants' experiences (Creswell & Creswell, 2018).

<div align="center">

Findings

</div>

This section includes the within-case analysis organized by the study's themes. Themes related to the research questions are presented first, followed by themes related to Kolb's (1984)

experiential learning theory. To protect participant confidentiality, each participant has a pseudonym (Cindy, Mark, and Liam).

Theme 1: Experience Parallel to On-the-Job Training

Two themes emerged related to the first research question, which focused on how undergraduate business students describe the influence of real-world experiential learning company projects in enhancing career readiness. The first theme was that participants perceived the experiential learning company project as contributing to their ability to gain experience parallel to on-the-job training. All participants highlighted the aspects of the company project they perceived as having a significant influence on their business acumen and gaining real-world job experience. In the interview, Cindy shared an example of a real-life business problem she faced during the course and how the experience enhanced her future career skill sets:

> We ran into a problem with the target market we were debating on and whether to focus on the Florida market or the Northeast. So we had to kind of decide on that, and then we met once, and we were just kind of breaking it down like, okay, it's just more beneficial, so we switched back and forth between the two. Within like the first three presentations and then by the last presentation, we finally decided, okay, let's go Florida, so yeah, we were definitely using critical thinking.

As Liam described in the interview, the project contributed to on-the-job experience and his ability to make critical decisions and solve problems required to complete the project:

> We wanted to market more so to the northeast or Florida. Yeah, originally, when we were talking with the professor, he was saying that maybe we should just stick to the northeast, and we went back and forth with him. A few times over the course of the semester, and you see, we seem to lighten up on the idea of marketing it around Florida, so I think just even in that sense that's where our problem-solving and critical thinking skills came into play, because we were really confident that the client team would like our ideas for Florida, as opposed to just sticking in the northeast where they already are doing extremely well. But we figured that if they are the most trusted name up here, maybe they can expand and be the most trusted name in the Florida region. I would say that is really where critical thinking came into play.

Mark explained in the interview that his experience paralleling on-the-job training gained through company project participation influences the speed of assimilation to full-time employment:

> I feel like whether we took a step in the right direction to presenting our results or whether we might have had some missteps, you really learn from those pieces, how you communicate, and how you approach a problem, and what a company or a corporate

organization is looking for in results and presenting findings. Just giving a very strong, you know, background and familiarity with what that just allows. I think for me, I feel like I can take a step into that for my full-time role, you know, much, much quicker.

Mark perceived an advantage of participating in the project, which included critical thinking and presentations, as integrating more rapidly into future full-time work roles post-graduation.

As described in his reflection journal, Liam shared a positive aspect of gaining experience paralleling on-the-job training through participating in the project. He stated, "I attended a client forum, and I thought that was really cool and helpful and felt as though we were really participating in a real experience." Mark noted in his reflection journal that the project was challenging and that the added stress reflected what is encountered in the workforce. Mark said, "our first presentation was tough, as we did not get good feedback. In fact, it was called terrible, and our presentation skills and knowledge of the client and products needed to improve." By participating in the project, participants perceived they gained an experience that paralleled their on-the-job experiences, both from a positive learning perspective and through challenges.

The project culminated with each participant answering various critical thinking questions from the client management team, simulating real-life work situations. I observed questions ranging from business concepts to timely challenges, such as the impact of COVID-19 pandemic on business strategy. In this presentation, all participants gained experience parallel to on-the-job training that required them to think through and respond to questions quickly and critically.

Theme 2: Improved Business Acumen

Also related to the first research question, the second theme was that participants reported that they believed that the experiential learning company project helped improve their business acumen. The participants described the project aspects contributing to improved business acumen, which they believe enhanced their career readiness. In the interview, Cindy described how she applied diverse business theories and concepts throughout the semester and how this improved her understanding of the business environment:
In a matter of a semester, I was able to learn a lot of strategies and real-life applications. With this project, I kind of learned the aspects of a business. This project, in particular, you were able to learn target markets, but we also needed to learn about the financial aspect and needed to learn about the management aspect, so it just tied in. It was not going to be just a finance project, marketing project or management project. It was going to be all three.

Cindy shared that she "struggles with reading from a textbook and needs kind of like a real-world application to it to grasp the concept fully." She added that she became "more familiar with the material" as the semester progressed. Participation in the project allowed Cindy to improve her grasp of business concepts through reflective real-world application. Likewise, Liam shared in the interview that business work in the real world "requires that you learn at least most of these different strategies and skills" and that the company project "really forces

you to learn the material and retain it for later on." Similarly, Mark indicated that retention of acquired skill sets "was more important than ever and actually doing strategic planning for the company helped develop his skills more than textbook learning." All participants described that the company project provided an opportunity to improve their business acumen by continually practicing and applying those concepts to real-life deliverables throughout the semester.

Cindy wrote in her reflective journal the evolution of practicing different components of business acumen by noting that the mid-point of the semester served as a shift in focus "from research to strategy formation." Further, the participants cited the added supplement of traditional coursework as contributing to their development of business acumen. The incorporation of supplemental traditional coursework as contributing to their business acumen development was further supported when Mark said in his reflection journal, "I really do think the strategy coursework has helped work my presentation skills and amplified my business acumen for the client." Liam shared Mark's view, stating during the interview that he learned terminology such as "Porter's 5 Forces" (Porter, 2008) and applied that to the company project.

As I observed participants' final presentation, I noticed that they were more effective at integrating business acumen into their presentation and answering client questions. In contrast to their first presentation at the beginning of the semester, their final presentation was more detailed and provided more constructive insight and information to the client. Each participant responded to client questions and communicated presentation content using business terminology, real-world marketplace forces, and critical connections to the client. It was evident from the reflection journal entries, observation field notes, and interview transcripts that the participants displayed improved business acumen.

Theme 3: Integrated Course Design in Enhancing Soft and Hard Skill Sets

The second research question focused on how undergraduate business students describe the differences between the business course incorporating experiential learning company projects into their teaching strategies and courses without experiential learning company projects to enhance career development. The theme that emerged related to this research question was that participants perceived value in the integrated course design for enhancing soft and hard skills. Those skills included the soft skills of confidence, motivation, professionalism, and communication and the hard skill of giving presentations.

All participants identified confidence as a soft skill that was enhanced through the integrated experiential learning format of the course. Mark shared that his "confidence level rose from the start to the end." Liam stated that he "could definitely feel getting more confident getting in front of people to present as the semester went on" because he "got more familiar with the material." The experiential learning format of the course allowed participants to build their confidence through continual repetition of company presentations, business concept practice, and real-world application of those concepts. Additionally, participants cited the influence of

increased confidence on career building. Mark explained that participation in the project was a confidence booster for post-graduate career networking and the ability to confidently discuss the authentic aspects of the "experience of doing a project with a company." All participants developed confidence in the project, which encouraged future career opportunities and connections.

Another soft skill valued by participants included becoming more self-motivated through the opportunity to create purpose-driven project deliverables. As Mark explained in the interview, the experiential learning aspects of the course offered greater motivation than traditional grade scales: "By the end, I was really achieving something, and it is not just driving towards a grade." The real-life goals and objectives of the project helped motivate participants to achieve positive course and project outcomes. Liam expressed his feelings about motivation in his reflection journal when he said, "while busy, the course kept my attention and motivation high because I knew I had to bring real ideas to a real client." The integrated format of the course included self-motivating elements that helped participants to enhance their social intelligence and drive for achievement.

The course enhanced the soft skill of professionalism among participants. Liam, whose future career goal was law school, commented that integrating the project into the course was "beneficial because it does help students become more professional and actually pushes them to go out and deal with a client, talk to them and get their opinions." Liam further stated in the interview that he improved his "professionalism and social skills," which will help him more effectively "deal with his full-time job after graduation." Integrating company projects into the course provided a valuable opportunity to enhance professional skills. Likewise, in her reflection journal, Cindy commented that the course provided her with more "guidelines on what is considered professional and necessary for the client" than her courses without company projects. Participants recognized the importance of applying and maintaining professionalism when interacting with the client management team, thus more adequately preparing them for entry into the real world.

The enhancement of communication as a soft skill was evident in the reflection journals, observations, and interviews. Participants discussed the constant communication regarding business content and solution planning between project team members and the client throughout the semester. For example, Liam stated in the interview that he had to continually "communicate with the client and give them ideas for the final presentation." Similarly, Cindy reflected in her reflection journal on the process of crafting and editing content to effectively communicate with the client. Liam wrote in his reflection journal that the "most important skill set he improved on in the course was conveying information consciously." Mark described the opportunity to practice communicating with the client management team and growing that skill set through communicating "in a way that he was able to get his point across as well in a different way." Observations provided evidence of enhanced communication skills between the

first and second presentations. All participants improved the delivery and clarity of business concepts during their final company presentation. Participants also discussed in the interviews the nature of communicating in team environments. Cindy shared that effective communication is essential when working in a team setting because without it, "you just get lost in translation so easily." Mark and Liam referenced "effective teamwork" when discussing the skill of communication and the "practice" of this skill set that the course format provided them.

Presentation skills, a subset of communication skills, were an enhanced hard skill for all participants in this study. All participants cited using presentation skills from performing slide data research, creating slides, and designing effective graphic content. In the interview response, Cindy discussed how she learned more about "slide etiquette" in the integrated format and through the frequency of company presentations compared to her other courses. In his reflection journal, Liam also stated the heightened focus on "effective presentation techniques" during the semester, which aided in his final presentation to the client management team. Liam further added that by the final presentation, he included "more pictures and a couple of charts to abide by the rule *show, don't tell*, which his professor advocates for." Mark reflected that the "presentation content and skills improved a lot" through participation in the project. Participants improved their presentation skills throughout the semester by repeatedly presenting and meeting about how to design effective slide content. Observations from the classroom presentations pointed to how the consistent crafting of presentation slides successfully helped participants improve the clarity and design of their content from the first presentation to the last presentation. For example, participants did not use visuals in the first observed presentation to communicate data and potential solutions. However, participant presentations included graphic visuals in the second observed presentation, effectively communicating data and recommendations to the client management team.

Theme 4: Past Internship Experiences

I also uncovered three themes related to Kolb's (1984) experiential learning theory. Of the four stages of Kolb's (1984) experiential learning theory, participants described their perspectives from past experiences tied to participation in internships. Experience, the first stage of Kolb's (1984) experiential learning theory, refers to learners' new encounters. Participants described their internship experiences in the past, which helped to provide insight into their perceptions of career readiness. For example, Cindy explained during the interview that she felt that the project provided a more formative experience in enhancing career readiness than her prior internship experiences:

> With the prior internships I was doing, they definitely were more busy work that the general employees of the division I was working with did not have time to do. So, for

example, I was doing competitive research. I was crafting a SharePoint site for them, and stuff that they wanted to do but didn't have the time to do necessarily. This is a lot different than a standard internship.

She explained that her internship experiences and their inability to allow her to develop led her to appreciate the autonomy and strategic nature provided by the project.

In the interview, Mark connected his previous internships to experiences of the project and described his perception of the critical differing factor between an internship and the company. He said that with "internships, sometimes you are set out with a task, but it might be just more task orientated and really going through the motions, whereas with the company project, this was, you know, more open-ended." Mark went on to say that his perception of the project was positively enhanced through the experiences in internships and overall, believed the project felt like a more "complete learning experience" over the more task-oriented structure of internships.

Liam explained in the interview that he missed internship opportunities because many organizations suspended internships over the two years of the COVID-19 pandemic. Liam's absence of internship opportunities influenced his opinion about the value of the project in the course. He stated, "students will either by choice, just by bad luck, or outside circumstances will not get an internship opportunity." Therefore, he viewed the project as highly beneficial due to the real-world components and overall experience similar to the perceptions of internships with management teams. Each participant shared their prior internship experience, whether fully participating or not being able to do so because of outside circumstances. They explained that the project and its accompanying components, including working with a client, leadership, and strategic autonomy, translated to their experience in the course and enhanced their perception of career readiness.

Theme 5: Reflective Development and Application of Workable Solutions

The fifth theme I uncovered was that participants described the practicality of the reflective development and application of workable solutions. When viewed in light of the four stages of Kolb's (1984) experiential learning theory, participants described the practicality of the reflective development and application of workable solutions. As part of the experiential learning theory cycle, the learner draws on past experiences and then uses reflective observation to enhance their understanding and knowledge of the subject matter. Upon completion of the reflective observation stage, learners will investigate concepts through thinking and apply their knowledge (Kolb & Kolb, 2017). All participants used reflective observation to synthesize the knowledge of their past experiences and critically think and apply knowledge from new experiences. For example, Liam consistently discussed his progress in the project in his reflection journal and the areas where he believed "improvement was necessary," including strategy positioning, writing, and presentation content:

> The first presentation went well. I think we could have prepared more for it so that members were not reading off the slides as much (myself included) as well as emphasizing that the client is a business-to-business company. That way, we would not have focused so much on potential individual/family deliveries. As we continue to work on the second presentation, I think we should be more focused on the material as well as aware of effective presentation techniques.

In his final journal entry, Liam revisited the areas he identified previously as needing improvement:

> We have edited the slides in our presentation so that there is only the necessary information that we need to communicate to the client members in attendance. I think the writing and editing process has been beneficial and it helped all of us become familiar with the information in each of our own sections. We need to do the work to truly understand. This really helped to prepare me and allow me to work on the skills that I felt were lacking for entry into the real world.

Through reflection, thinking, and application, Liam understood the critical skill sets he would require for his future career.

During the acting stage of the experiential learning theory, learners are tested on their knowledge of the content they learned (Kolb, 1984). A trend among participants regarding content application points to their tested knowledge during the final recommendations and solutions to the client. In his reflection journal, Mark discussed the application of workable solutions in the project. He stated that he "learned new business terminology and was able to apply that to final client recommendations." The stages of the project, which required students to actively engage in research, writing, editing, and strategic planning, allowed for learning and the application of workable client solutions to occur. In the interview, Liam cited that the progression of project deliverables forced him to take the course content "more seriously." All participants applied the material they learned throughout the semester in the final company presentation and believed the most beneficial aspect of their participation was their ability to apply that information again in real-world careers.

Theme 6: Role of the Course Instructor

The sixth theme that I uncovered was that participants described the role of the course instructor as an integral component of their company project experience. The benefit of experiential learning lies in the relationship between the teacher, the learner, and the subject matter under study. In this study, all participants transformed information through experience, reflection, and conceptualization. As Kolb and Kolb (2017) described, the role of the instructor is an equally important and inclusive role during the learning cycle as the learner. Thus, the instructor and students used the experiential learning approach to ensure the learning cycle was complete and effective. All participants cited the course instructor's role as an integral component of their project experience.

In the interview, Cindy explained the instructor's important role in comprehending the course content and application. She said, "the professor played a giant role, I mean, [the instructor] was a mentor to us throughout this, and [the instructor] was able to kind of instruct us on which path to take regarding the target market." The instructor took an active role in all project components, which, according to participants, allowed them to engage in a continual cycle of reflection and thinking, contributing to their increased confidence in content application.

Liam noted in his reflection journal that he believed it would have been impossible to complete a proper result for the client without the help and guidance of the course instructor. He stated, "I don't think it would be possible to understand and do this for a client without the help of the professor and additional course content." The two-way interaction with the instructor over the semester provided participants with a multi-dimensional learning experience that allowed them to test and apply concepts, learning from mistakes and applying improvements.

Participants also recognized the past business experience of the instructor and the benefits that real-world background brought to the course material. Mark discussed in his reflection journal that the instructor "was great in terms of providing context and background and being a sounding board with all the business experience as well." As an effective method for helping the participants navigate the project components, all participants cited the instructor's past business experiences, reflective mentorship, and support as highly effective. Participants were able to complete the experiential learning theory cycle (Kolb, 1984), allowing them to engage in a highly reflective, active, and comprehensive classroom learning experience.

Discussion

The first study theme was that participants perceived the experiential learning company project as contributory to their ability to gain valuable on-the-job experience. Undergraduate students can gain on-the-job experience through experiential learning company projects (Akpan, 2016; Johnson & Jordan, 2019). Student involvement in these projects promotes a high level of career preparation and increases their awareness of the current issues and problems businesses face (Akpan, 2016). For students to successfully transition from an undergraduate student to an employee requires pre-exposure to the professional world and immersion into real-world environments (Akpan, 2016; Kosnik et al., 2013). Participants in this study described the project as having a positive influence on their ability to gain valuable on-the-job experience. During the course, participants addressed real-world business issues, communicated with client management teams, and developed valuable transferrable skill sets that contributed to an immersive and highly practical learning experience.

The second study theme was that participants believed experiential learning company projects positively helped to improve their business acumen. By integrating the project into the business course, participants developed essential business acumen that would allow them to prepare effectively for post-graduate workforce. The newly acquired business acumen reflects sought-after 21st-century career-ready business concepts (Conley, 2013; Ferguson, 2020; Johnson &

Jordan, 2019). Company projects successfully expose students to real-world issues that challenge and enhance their business acumen (Hawkins & Weiss, 2005; Kosnik et al., 2013). Students focus on a real-world problem throughout the entirety of a semester, forcing direct encounters with business concepts and theories.

In this study, participants described how the company project provided an important opportunity to improve their business acumen through continual practice and application of business concepts and theories relating to a real-world business issue for the client. Student participation in company projects strengthens business acumen through direct encounters with concepts and theories relating to real problems (Danford, 2006; Kozloski & Mrad, 2013; Perusso et al., 2021). Participants in this study pointed to the integrated experiences with client management teams and their course content as highly efficient in building and improving upon their business acumen. For students to become more influential decision-makers in their future careers, they must practice and develop essential business acumen (Akpan, 2016; Kozloski & Mrad, 2013).

The third study theme was that participants valued the integrated course design in enhancing soft and hard skill sets. The collection and assessment of data affirm the literature supporting integrated course design as enhancing 21st-century soft and hard skills, including confidence (Binkowitz et al., 2022; Pollack & Lilly, 2008), motivation (Houde, 2006), communication (Johnson & Jordan, 2019), and presentation skills (Conley, 2013; Schaupp & Vitullo, 2019). Literature points to the value of integrating experiential learning company projects for enhancing soft and hard skills (Conley, 2013; Ritter et al., 2018). Participants in this study gained soft and hard skill sets through continual repetition of company presentations, thus improving their communication skills.

The project aided participants in improving their presentation skills by designing and editing recommendation content. Experiential learning formats allow students to apply learned classroom concepts and soft and hard skill sets in the classroom and when addressing real-world business issues (Binkowitz et al., 2022; Ritter et al., 2018; Schwering, 2015). Participants in this study noted that the experiential learning format of the course provided valuable learning and, therefore, was critical in their overall learning experience to develop their career readiness.

The literature identifies two qualities that are important for a successful transition from the classroom into the workforce: career-ready skill sets (Conley, 2013; Darling-Hammond et al., 2014; Ferguson, 2020) and self-motivated learning (Houde, 2006). Career-ready skill sets required for entry into the workplace are achieved through participation in integrated learning that focuses on real-world and real-time company projects (Conley, 2013; Darling-Hammond et al., 2014). The relevance of obtaining these skill sets is critical for success in the 21st-century competitive job environment (Ferguson, 2020). Participants shared in this study that their learning was for the sake of learning and not simply focused on achieving a course grade. The literature identified self-motivational aspects as important in achieving the desired educational outcome (Houde, 2006). The experiential, integrated format of the course in this study

contributes to a higher level of student motivation to learn, achieve, and succeed, in alignment with the literature (Cantor, 1995; Houde, 2006).

The fourth study theme was related to how participants described their perspectives from past experiences tied to participation in internships. The participants identified past internship experiences from the perspective of the experiential learning theory (Kolb, 1984). Kolb (1984) described experiential learning as "a particular form of learning from life experience, often with lecture and classroom learning" (p. 138). When analyzing the participant responses as they related to the experiential learning theory (Kolb, 1984), I determined that participants engaged in the reflection phase by connecting their recent experience in the project to their previous internship experiences.

The literature recognizes the advantages and disadvantages of internships as a form of experiential learning. Internships can help immerse learners into a real-world organization and contribute to developing professional skill sets, including teamwork, communication, and decision-making (Guardia et al., 2020). However, the limitations of internships include logistics, costs, quality of the experience and host, and incomplete learning cycles (Johnson, 2022; Kosnik et al., 2013). The COVID-19 pandemic and the immediate effects on internships sparked greater awareness of internships' vulnerability as the sole source of professional experience (Silva Nnamani et al., 2021). The participants in this study focused on the limitations of their previous internship experiences connected to career readiness. The limitations highlighted by participants align with the literature and include the task orientation of internships, lack of autonomy and problem-solving abilities, and absence of internship opportunities due to the COVID-19 pandemic. Participants compared their perception of projects to prior internship experiences, helping to shape their appreciation of the project's more complete learning experience, in-line with Kolb's (1984) experiential learning theory.

The fifth study theme was that participants valued the practicality of reflective development and application of workable solutions. The literature recognizes Kolb's (1984) characterization of experiential learning to integrate actual experiences with traditional foundational rigor and reflection to prepare students more thoroughly for entry into the workforce. Reflecting and acting were significant aspects of all participants' experiences in the integrated course format, aligning with Kolb's (1984) experiential learning theory. These projects provided meaningful opportunities for reflection and application, contributing to enhanced career readiness compared to other formats like simulations and internships, which often lack such opportunities (Ahn, 2008). Additionally, the acting stage of experiential learning, involving real-world application and workable solutions, was pivotal. Literature highlights the value of combining theory, experience, and reflection in company projects (Kosnik et al., 2013; McCarthy & McCarthy, 2006), and participants in this study found this integration transformative. By continuously applying course content and delivering final recommendations to client management teams, participants reported greater career preparation, reinforcing experiential learning as a critical approach to business education (Guardia et al., 2020; Perusso et al., 2021).

The sixth study theme related to how participants described the course instructor's role as an integral component of their experiential learning company project experience. The literature reveals the critical role of the instructor in the experiential learning approach to education (Kolb & Kolb, 2017). Engaging in the experiential learning theory (Kolb, 1984), the instructor should adapt to various educator roles aligned with the four stages of experiential learning. Educators must adjust their roles as facilitators, subject matter experts, evaluators, and coaches to support learners' progression through the learning cycle (Kolb & Kolb, 2017). The participants in the current research described the various facets of the instructor's role in the integrated format of the course and how the instructor became one of the most beneficial aspects of the course. Participants described the instructor's extensive business background and experiences as contributing to his expertise in the course material and project objectives. The instructor guided participants through challenging portions of the course and the project. In this study, participants also shared that the instructor was an active facilitator and, through frequent meetings and project consultations, allowed participants to reflect on their individual course experiences. Instructors help learners gain knowledge and skills to meet performance expectations (Kolb & Kolb, 2017). The participants in this study stated that the course instructor contributed to their mastery of content, business acumen, and skills to meet client management teams' expectations and the course itself.

Implications and Recommendations

This study has implications for business education faculty, business education students, and institutional leaders. Business education faculty should consider integrating experiential learning projects into business curricula and advocate for the reduction of institutional barriers to support the development of these courses. Business education students should actively participate in experiential learning opportunities to gain critical career-ready skills and build professional networks. Institutional leaders should incentivize faculty to create these courses by addressing structural challenges and providing resources for implementation. The case study highlights the importance of fostering additional research opportunities and expanding participant recruitment to enhance the understanding of experiential learning's impact. It is important to note that this study focused solely on an experiential learning company project at one small college located in the northeastern region of the United States with a focus on three senior undergraduate business majors across the spectrum of the business curriculum, including marketing, management, and finance. The findings of this study are not generalizable. As such, future research could expand on these findings and further explore the networking and partnership opportunities generated by these projects, focusing on insights from real-world organizations regarding the benefits and challenges of such integration.

Conclusion

Experiential learning company projects offer business educators a transformative solution to address the global skills gap by engaging students and teachers in real-world business experiences. The purpose of this single case study was to explore how students describe these projects as an instructional strategy in undergraduate business education and their perceived

impact on developing career-ready skill sets. Findings from this study, supported by existing research (Bedawy, 2017; Binkowitz et al., 2022; Johnson & Jordan, 2019; Napier & Wada, 2024; Reitz & Muir, 2017; Schaupp & Vitullo, 2019) and Kolb's (1984) experiential learning theory framework, emphasize the value of integrating company projects into the classroom. This approach helps students develop essential skills such as business acumen, confidence, professionalism, communication, and presentation skills to prepare students for the future workforce.

Acknowledgment

References

Ahn, J.-H. (2008). *Application of experiential learning cycle in learning with a business simulation game* [Doctoral dissertation, Columbia University]. ProQuest Dissertations Publishing.

Akpan, J. I. (2016). The efficacy of consulting practicum in enhancing students' readiness for professional career in management information systems: An empirical analysis. *Decision Sciences Journal of Innovative Education, 14*(4), 412–440. https://doi.org/10.1111/dsji.12109

Avolio, E. B., Benzaquen, B. J., & Pretell, C. (2019). Global challenges for business education and the new educational agenda: Graduate attributes and teaching methods. *e-Journal of Business Education and Scholarship of Teaching, 13*(2), 80–99.

Baden, D., & Parkes, C. (2013). Experiential learning: Inspiring the business leaders of tomorrow. *Journal of Management Development, 32*(3), 295–308. https://doi.org/10.1108/02621711311318283

Bedawy, E. R. (2017). Experiential learning for supporting learning effectiveness in business education: A case study from Egypt. *International Journal of Business Management, 12*(5), 159–76. https://doi.org/10.5539/ijbm.v12n5p159

Binkowitz, J., Prudence, L., Rodney, P., & Alexander, T. (2022). Communicating experiential learning to employers. *College and University, 97*(3), 20–21.

Cantor, A. J. (1995). *Experiential learning in higher education: Linking classroom and community*. ASHE-ERIC Higher Education Report No. 7. The George Washington University, Graduate School of Education and Human Development. https://files.eric.ed.gov/fulltext/ED404949.pdf

Conley, D. (2013). *Getting ready for college, careers, and the Common Core: What every educator needs to know*. Jossey-Bass.

Cook, R. G., Belliveau, P., & Campbel, K. C. (2012). *The experiential student team consulting process: A problem-based model for consulting and service learning* (4th ed.). Cengage Learning.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. (5th ed.). Sage.

Creswell, J.W., Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Sage.

Danford, G. L. (2006). Project-based learning and international business education. *Journal of Teaching in International Business, 18*(1), 7–25. https://doi.org/10.1300/J066v18n01_02

Darling-Hammond, L., Wilhoit, G., & Pittenger, L. (2014). Accountability for college and career readiness: Developing a new paradigm. *Education Policy Analysis Archives, 22*(86), 1–37. http://dx.doi.org/10.14507/epaa.v22n86.2014

Dewey, J. (1938). *Experience and education*. Simon and Schuster.

Dunlap, J. C. (2006). Using guided reflective journaling activities to capture students' changing perceptions. *TechTrends,50*, 20–26. https://doi.org/10.1007/s11528-006-7614-x

Farashahi, M., & Tajeddin, M. (2018). Effectiveness of teaching methods in business education: A comparison study on the learning outcomes of lectures, case studies and simulations. *The International Journal of Management Education*, 16, 131-142. https://doi.org/10.1016/j.ijme.2018.01.003

Ferguson, M. (2020). Preparing for the workplace of the future. *Phi Delta Kappan, 101*(7), 62–63. https://kappanonline.org/preparing-for-workplace-future-technology-ai-ferguson

Guardia, A., Liu, C.-Y. A., & Blanton, E. L. (2020). Inscape: A case study of experiential learning and community engagement. *Journal of Human Resources Education, 13*(2/3), 11–21.

Hawkins, D. E., & Weiss, B. L. (2005). Experiential education in graduate tourism studies: An international consulting practicum. *Journal of Teaching in Travel & Tourism, 4*(3), 1–29. https://doi.org/10.1300/J172v04n03_01

Houde, J. (2006, February 1). *Andragogy and motivation: An examination of the principles of andragogy through two motivation theories* [Paper Presentation]. Academy of Human Resource Development International Conference, Columbus, OH.

Johnson, J. E., & Jordan, M. L. (2019). The development of undergraduate international business practicums in small business schools: An experiential learning framework. *Journal of*

Teaching in International Business, 30(1), 6–32.
https://doi.org/10.1080/08975930.2019.1628686

Johnson, K. (2022). An exploration of employer participation in internships and other work-based learning experiences. *Journal of Career and Technical Education, 37*(1). https://doi.org/10.21061/jtce.v37i1.a1

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Prentice-Hall.

Kolb A.Y., & Kolb D. A. (2005). Learning styles and learning spaces: enhancing experiential learning in higher education. *Academy of Learning Management & Education, 4*(2), 193–212. http://dx.doi.org/10.5465/AMLE.2005.17268566

Kolb, A., & Kolb, D. (2017). Experiential learning theory as a guide for experiential educators in higher education. *THE: A Journal for Engaged Educators, 1*(1), 7–44.

Kosnik, R. D., Tingle, J. K., & Blanton, E. L., III. (2013). Transformational learning in business education: The pivotal role of experiential learning projects. *Journal of Business Education, 6*(6), 613–630. https://doi.org/10.19030/ajbe.v6i6.8166

Kozloski, L., & Mrad, S. B. (2013). Student-led consulting projects succeed as experiential learning tool for MBA marketing strategy. *Business Education Innovation Journal, 5*(2), 75–85.

Krishnamurthy, S. (2020). The future of business education: A commentary in the shadow of the COVID-19 pandemic. *Journal of Business Research, 117*, 1–5. https://doi.org/10.1016/j.jbusres.2020.05.034

Lau, C. L. L., & Wong, S. (2025). Impact and implementation of experiential learning: An industry-university partnership case study. *Journal of Applied Learning & Teaching, 8*(1). https://doi.org/10.37074/jalt.2025.8.1.5

McCarthy, P., & McCarthy, H. (2006). When case studies are not enough: Integrating experiential learning into business curricula. *The Journal of Education for Business*, *81*(4), 201–204. https://doi.org/10.3200/JOEB.81.4.201-204

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* Jossey-Bass Publishers.

Napier, P., & Wada, T. (2024). Bridging the skills gap: The design education landscape with AI and experiential learning. *Design Management Journal*, *19*(2), 19-30. https://doi.org/10.1111/dmj.12094

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage.

Perusso, A., van der Sijde, P., Leal, R., & Blankesteijn. (2021). The effectiveness and impact of action learning on business graduates' professional practice. *Journal of Management Education, 45*(2), 177–205. https://doi.org/10.1177/1052562920940374

Phan, N. (2024). Bridging the gap: A framework for experiential learning in higher education. *Business and Professional Communication Quarterly*. https://doi.org/10.1177/23294906241292009

Pollack, B. L., & Lilly, B. (2008). Gaining confidence and competence through experiential assignments: An exploration of student self-efficacy and spectrum of inquiry. *Marketing Education Review, 18*(2), 55–66. https://doi.org/10.1080/10528008.2008.11489039

Porter, M. E. (2008, January). The five competitive forces that shape strategy. *Harvard Business Review.* https://hbr.org/2008/01/the-five-competitive-forces-that-shape-strategy

Radford, K. S., Hunt, M. D., & Andrus, D. (2015). Experiential learning projects. A pedagogical path to micromarketing education. *Journal of Macromarketing, 35*(4), 466–472. http://dx.doi.org/10.1177/0276146715573834

Ritter, B. A., Small, E. E., Mortimer, J. W., & Doll, J. L. (2018). Designing management curriculum for workplace readiness: Developing students' soft skills. *Journal of Management Education, 42*(1), 80–103. https://doi.org/10.1177/1052562917703679

Roberts, J. (2018). From the editor: The possibilities and limitations of experiential learning research in higher education. *Journal of Experiential Education, 4*(1), 3–7. https://doi.org/10.1177/105382591775145

Schaupp, L. C., & Vitullo, E. A. (2019). Implementing experiential action learning in the MBA: Use of an international consulting experience. *International Journal of Educational Management, 34*(3), 505–517. http://dx.doi.org/10.1108/IJEM-04-2019-0154

Schwering, R. E. (2015). Optimizing learning in project-based capstone courses. *Academy of Educational Leadership Journal*, *19*(1), 90–104.

Silva Nnamani, O. N., Hernandez, S., Kim, E. H., Kim, A. S., Gosnell, J., Roman, S. A., & Lin, M. Y. C. (2021). Surgery clerkship curriculum changes at an academic institution during the COVID-19 pandemic. *Journal of Surgical Education, 78*(1), 327–331. https://doi.org/10.1016/j.jsurg.2020.07.009

Sisselman-Borgia, G. A., & Torino, C. G. (2017). Innovations in experiential learning for adult learners. *Journal of Applied Learning in Higher Education, 7*, 3–13.

Society for Human Resource Management. (2019). *The global skills shortage: Bridging the talent gap with education, training and sourcing*. https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/documents/shrm%20skills%20gap%202019.pdf

The Association to Advance Collegiate Schools of Business (2022, November 15). *Business accreditation*. https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsb-business-accreditation-standards

Trejo-Pech, C. J. O., & White, S. (2017). The use of case studies in undergraduate business administration. *Revista de administração de emprêsas*, *57*(4), 342–356. https://doi.org/10.1590/S0034-759020170405

Untaru, E.-N., & Han, H. (2021). Protective measures against COVID-19 and the business strategies of the retail enterprises: Differences in gender, age, education and income among shoppers. *Journal of Retailing and Consumer Services, 5*(60), 102446–102446. https://doi.org/10.1016/j.jretconser.2021.102446

Wiley. (2022). The state of the student 2022. Wiley Education Services. the-state-of-the-student-2022.pdf

Wurdinger, S., & Allison, P. (2017). Faculty perceptions and use of experiential learning in higher education. *Journal of e-Learning and Knowledge Society*, *13*(1), 28–37. https://doi.org/10.20368/1971-8829/150

Yin, R. K. (2018). *Case study research and applications: Design and met* (6th ed.). Sage.