EXPERIENTIAL LEARNING PROJECT
DEEP DIVE

The Global Business School Network Presents

Learning by Doing
The Power of Experiential Learning in Management Education

An international summit for faculty and program managers

Lima, Peru | March 15-16, 2018

March 15, 2018  1:30-2:30pm
In this session we take a closer look at an actual client-based experiential learning project conducted by the Tuck School of Business at Dartmouth in partnership with Peru’s Ministry of Education in August of 2017.

The project took place against backdrop of a national teachers’ strike in Peru and project offers a unique and authentic example through which to understand some of the challenges and rewards of engaging in experiential learning projects.

Panelists representing the multiple stakeholders groups involved in the project (client, student, and business school) will share insights, lessons learned, and recommendations for improvement.

Panelists

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ONSITE GLOBAL CONSULTING LETS STUDENTS LEAD, PLAN AND EXECUTE AN AUTHENTIC CONSULTING ENGAGEMENT FOR COURSE CREDIT

COURSE OVERVIEW

- Consulting for external clients
- Second-year elective
- 10 weeks, with 3 weeks full time immersion outside the US
- Highly selective
- Guided by a faculty advisor

2017-2018 STATISTICS

- 12 clients
- 63 students
- 11 countries
- 5 continents

COUNTRIES THIS YEAR

AUSTRALIA • AUSTRIA • ECUADOR • GERMANY • HAITI • JAPAN • PERU • SPAIN • SWITZERLAND • UK • URUGUAY
A FOCUS ON PROCESS SETS STUDENTS AND PARTNERS UP FOR SUCCESS

Plan

Pre-travel (4-6 weeks, part time)
- Set stakeholder expectations
- Define scope of work
- Sign proposal
- Staff team
- Project-hand-off
- Cultural awareness programming
- Secondary research and analysis
- Pre-travel client deliverable

On-site immersion (3 weeks, full time)
- Extensive interviews, survey research, and analysis
- Interim client deliverable
- Peer/self-assessment

Post-travel (4 weeks, part time)
- Final client deliverable
- Facilitated team debrief
- Final reflection paper

(Continuous Feedback From Faculty Advisor)
MANAGING CHANGE: STRATEGIES FOR IMPROVING THE QUALITY OF EARLY CHILDHOOD EDUCATION IN PERU

Two types of early childhood education services currently exist in Peru's public education system: formal (escolarizada) and non-formal (no escolarizada - referred to as PRONOEI).

Impact evaluation studies reveal that PRONOEI do not produce academic results on par with those in formal school programs. Therefore, MINEDU plans to phase out PRONOEI and move students to more formal educational settings to improve outcomes.

How can MINEDU best accomplish the planned conversion of PRONOEI? What are the gaps in the existing conversion plan, and how should MINEDU proceed moving forward?

Education, public policy, management consulting, strategy, change management, Spanish language, Peruvian culture