

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

Hosted by:



March 15, 2018

1:30-2:30pm

SESSION DESCRIPTION & PANELISTS

Description

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

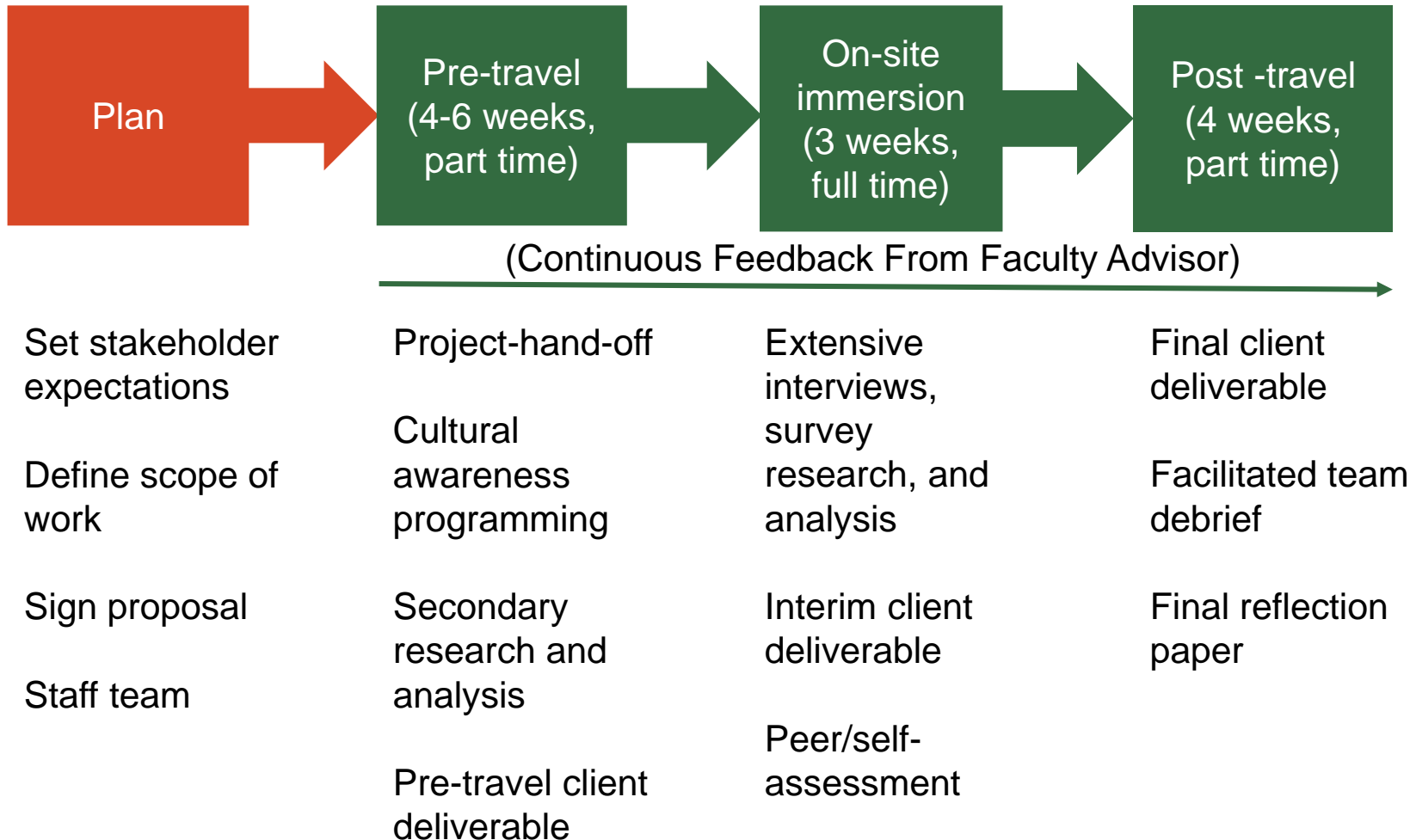


COUNTRIES THIS YEAR

AUSTRALIA • AUSTRIA • ECUADOR • GERMANY • HAITI •
JAPAN • PERU • SPAIN • SWITZERLAND • UK •
URUGUAY



A FOCUS ON PROCESS SETS STUDENTS AND PARTNERS UP FOR SUCCESS





PERÚ

Ministerio
de Educación



Tuck School of Business
at Dartmouth

MANAGING CHANGE: STRATEGIES FOR IMPROVING THE QUALITY OF EARLY CHILDHOOD EDUCATION IN PERU

Situation

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).

Complication

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.

Key Question

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?

Student Skills and Experience Leveraged

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