


Simulations as Stealth Learning Aids

AMA Doctoral Consortium

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Overview

- Simulations as Learning Aids
- Using Simulations Successfully
- Pitfalls to Avoid with Simulations
- A Dean's Perspective on Teaching

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Why a Marketing Simulation?

- “I hear and I forget...
- I see and I remember...
- I do and I understand”

Simulations as Learning Aids

- Simulations can work in almost any course
- Best used as a supplement
- “Mega-sized” sections can be difficult
- Only work if the professor shares the excitement
- Bring Lectures and Cases to Life
- Concepts → Strategies → Actions → Results

Using Simulations Successfully

- Know the Software Before You Use It
- Involve Your Technology Support Staff
- Form the Teams Yourself
 - Get Student info re: Quant, Finance, Marketing, Technology Interests/Aptitudes
 - Create Multidisciplinary Teams (4-6 people)
- Dedicate One Full Class to the Introduction

Using Simulations Successfully

- Post the Results at the End of Class Each Week
- Require a Paper and a Presentation (10-15 min)
- Give Adequate Weight (25% of course grade)
- Use Balanced Measures (Paper 60%, Presentation 25%, Profits 10%)
- Collect Peer Evaluations

Pitfalls to Avoid

- Don't Expect Them to Understand it or Like it Right Away
- Don't Overemphasize the Bottom Line
- Don't Let the Weaker Teams Disengage
- Don't Rely on "Autopilot"
- Don't Run it "Too" Long

Resources

- LINKS Simulations
 - www.links-simulations.com
 - Randy Chapman
- Interpretive Software
 - www.interpretive.com
 - Stu James

A Dean's Perspective on Teaching

- Teacher as Learning coach
- "Master" Teaching is a Skill
 - Practice
 - Experience
- Competence is Key
- Understand Your School's Parameters
- Identify Mentors
 - Research
 - Teaching
- Empathy Opens Doors (and Minds)

