

EXPERIENTIAL LEARNING AS A METHODOLOGY TO ENGAGE EDUCATIONAL INITIATIVES TO OPERATIONAL PROBLEMATICS IN MICRO COMPANIES

Patricia Huanca Cortez, Agatha Clarice da Silva-Ovando

ABSTRACT

One of the largest gaps about the superior educational system in Bolivia has been that undergraduate students enter the job market unready to face the complex reality and dynamic environment that companies have. Traditional methodologies in classroom establishes roles where the professor gives the student specific content to be learnt in the class and later applied in a fictional scenario. However, students may not see clearly how to take the content from lectures to a real context. Therefore, it is important to implement methodologies that bring students and teachers out of their comfort zone and allow them to analyse real companies' problems, proposing solutions and developing competences that are relevant to reality. On the other hand, from big to small companies, face different concerns daily: Efficiency, productivity, customer service, among others. Many of those issues may be trivial, however, routine usually blind the decision-maker to identify and seek for solutions. With the help of a fresh perspective provided by higher education students, companies would be able to identify, display resources and attention to small routinary problems. The implementation of experiential learning methods, such as Challenge-based learning, is an important alternative for both universities and companies due it offers a win-win relationship between them with direct and clear benefits and advantages. This paper gives special attention to micro companies, which are often beyond the scope of industrial and educational innovation activities, due to lack of interest, knowledge, or the preconception that because of having simpler processes, these businesses should not be given attention to.

Keywords: Experience-Based Learning, Challenge-Based Learning, Micro Companies.

DOI: 10.23881/idupbo.022.1-10i