

Artificial Intelligence in Experiential Learning for Business Education: A Systematic Literature Review

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ABSTRACT

While experiential learning in business education increasingly integrates artificial intelligence, the current body of evidence remains fragmented across diverse pedagogical approaches and research designs. To synthesize these insights, this study presents a systematic literature review conducted in accordance with the PRISMA 2020 statement guidelines. The analysis examines 29 peer-reviewed publications, highlighting a marked escalation in research activity published between 2020 and 2026. By employing Kolb's experiential learning cycle as a theoretical lens, the study identifies how AI facilitates knowledge acquisition, critical reflection, and practical application. The findings reveal that AI integration most frequently occurs within project-based, case-based, scenario-driven, and design-thinking frameworks. In these instructional settings, AI acts as a primary catalyst for real-time feedback, introspection, and iterative experimentation. These applications are positively associated with enhanced student engagement, critical thinking, creativity, and professional readiness. However, the literature also identifies critical challenges, specifically regarding assessment validity, the risk of shallow learning, and cognitive overreliance on automated tools. Consequently, this study outlines future research trajectories, advocating for more robust empirical designs, innovative assessment methodologies, and the development of sophisticated AI-enhanced learning ecosystems. This review provides a comprehensive foundation for educators and researchers aiming to navigate the rapidly evolving technological landscape of modern management education.

Keywords: Artificial intelligence; experiential learning; business education; PRISMA; systematic literature review

INTRODUCTION

Artificial intelligence (AI) has quickly moved from being a specialized technological innovation to becoming a visible part of everyday teaching and learning in higher education. Its use now extends across adaptive learning, intelligent assessment, learner support, predictive analytics, and generative applications. This shows that AI is no longer viewed simply as a technical add-on but is increasingly becoming part of how teaching and learning are designed and experienced (Wang et al., 2024).

This shift is especially important for business education. Business schools are not only expected to deliver theoretical knowledge; they also need to prepare students to solve problems, make decisions, communicate

effectively, think creatively, exercise judgment, and respond to workplace challenges. Recent studies suggest that AI can support these goals by strengthening experiential learning. For example, AI can provide timely feedback, personalized coaching, support for idea development, opportunities for scenario exploration, and space for repeated experimentation within practice-based learning activities (de Souza Lessa et al., 2026; Portuguez-Castro & Castillo-Martínez, 2026; Du & Qiao, 2026; Hasan, 2026).

Although interest in AI and education is growing, the literature remains scattered. Studies using UTAUT-type models, for example, have examined the factors that influence students' willingness to use AI tools, while broader reviews have summarized the benefits and challenges of AI in higher education more generally (Strzelecki, 2023; Wang et al., 2024). However, less attention has been given to how AI is specifically embedded in experiential learning designs within business education. As a result, there is still limited understanding of how AI affects the learning processes and outcomes that matter most to business schools.

In response to this gap, this study conducts a systematic literature review of AI in experiential learning for business education. The review aims to map the current state of the field, identify key theoretical and pedagogical patterns, and clarify both the learning opportunities and risks associated with AI-supported experiential learning. The study is guided by the following research questions:

RQ1. How has research on AI in experiential learning for business education developed over time?

RQ2. What are the dominant experiential learning formats through which AI is integrated into business education?

RQ3. What research methods have been adopted in studies on AI-enabled experiential learning in business education?

RQ4. What learning processes and outcomes are associated with AI-supported experiential learning in business education?

LITERATURE REVIEW

Experiential learning in business education

Since business problems are rarely handled by memorization alone, experiential learning plays a crucial role in business education. In this regard, one of the best perspectives for analyzing the educational function of AI in business schools remains experiential learning. Kolb's Experiential Learning Theory, which views learning as a cyclical process that includes concrete experience, reflective observation, abstract conceptualization, and active experimentation, serves as a helpful theoretical foundation for this approach (Kolb, 1984). Kolb's cycle is used to frame how AI might support knowledge acquisition, reflection, and application in management education in recent work on GenAI-assisted management learning (Lee, 2025). AI-related learning experiences may also have an impact on experiential learning, soft skills, and career readiness outcomes, according to recent research in business and accounting education, especially for Generation Z students preparing for digitally transformed workplaces (Imjai et al., 2025; Maulana et al., 2025). Business graduates are expected to encounter AI-rich workplaces. Therefore, the educational question extends beyond academic success to incorporate AI knowledge, responsible use, and practical preparation. Recent research already demonstrates this in accounting education, entrepreneurship, and management (Imjai et al., 2025; Johnson et al., 2025; Yu et al., 2025).

Linking AI and experiential learning

The cross-fertilization of artificial intelligence (AI) and experiential learning is gaining increasing attention, but

its conceptual development remains nascent (Johnson et al., 2025; Wang et al., 2024). Existing research indicates that AI can support experiential learning by providing functions such as rapid feedback, personalized scaffolding, creative generation, scenario construction, and reflection, thereby enriching applied learning beyond simply automating information retrieval.

For example, in the field of entrepreneurship education, generative AI has been applied to personalized learning, design thinking, business model simulation, decision-making, experimentation, and opportunity exploration, although the relevant evidence is still relatively scattered and in its early stages (Du & Qiao, 2026; Ripolles & Blesa, 2026).

METHODOLOGY

Review design

This study employs a systematic literature review (SLR) design to synthesize existing research on artificial intelligence in experiential learning for business education. The review follows the PRISMA 2020 statement, which provides updated guidance for the transparent identification, screening, eligibility assessment, and reporting of systematic reviews (Haddaway et al., 2022).

Database selection and Search strategy

The literature search was conducted in Scopus to guarantee coverage of high-quality peer-reviewed papers. Scopus is known for indexing prestigious journals in the fields of business, education, management, and multidisciplinary social sciences. Boolean operators were used to combine the search terms into a master search string, which was then entered into the title, abstract, and keyword fields. To capture both modern generative AI language and broad AI terms, a master search string was developed. Additionally, the scope was expanded to include the definition of "experiential learning" to encompass related pedagogical approaches frequently employed in business education, such as project-based learning, problem-based learning, case-based learning, simulation-based learning, authentic learning, and reflective practice.

In order to systematically search for literature related to the application of artificial intelligence in business education, this study conducted a literature search in the Scopus database (Rosário, 2025). The search strategy aims to capture research related to artificial intelligence (AI), experiential learning, and business education. The specific search string is shown in Table 1. By using the search string shown in Table 1 in the Scopus database, this study aims to comprehensively identify and collect relevant literature to ensure the comprehensiveness and systematicity of the literature review. The search scope is limited to the title, abstract, and keywords (TITLE-ABS-KEY) to enhance the relevance of the search results.

Table 1: The Search String

Database	Keywords used
Scopus	TITLE-ABS-KEY{("artificial intelligence" OR "AI" OR "generative AI" OR "GenAI" OR "ChatGPT" OR "large language model" OR "LLM" OR "AI chatbot" OR "intelligent tutor") AND ("experiential learning" OR "simulation-based learning" OR "scenario-based learning" OR "project-based learning" OR "problem-based learning" OR "case-based learning" OR "authentic learning" OR "reflective learning" OR "active learning") AND ("business education" OR "management education" OR "entrepreneurship education" OR "accounting education" OR "marketing education" OR "finance education" OR "business school" OR "business student" OR "management student") }

The time frame was restricted to the current era when AI, particularly generative AI, became more prevalent in studies on higher education. The period of 2020–2026 was chosen because it clearly focuses on recent pedagogical improvements while capturing the explosive rise of AI in education scholarship beyond 2020. The post-2020 period, when educational institutions accelerated their adoption of emerging technologies and started re-evaluating teaching and assessment practices more methodically, makes this timeframe particularly pertinent due to the sharp increase in research on artificial intelligence, digital learning, simulation, and related instructional innovations (Simoni et al., 2025; Varma et al., 2023).

Inclusion and exclusion criteria

To maintain conceptual relevance and review quality, explicit inclusion and exclusion criteria were established before screening. As shown in Table 2.

Table 2. Inclusion and Exclusion Criteria

Category	Inclusion Criteria
Publication Type	This study includes peer-reviewed journal articles published in English from 2020 to 2026, reflecting the contemporary surge in Generative AI research.
Disciplinary Scope	Studies were required to be situated within business-related disciplines, specifically focusing on core business-school subjects such as international business, general management, and human resource management.
Learning Context	Studies must contain an experiential learning component, such as applied, simulation-based, project-based, case-based, problem-based, authentic, or reflective learning.
Pedagogical Relevance	Studies must examine AI in relation to student learning, teaching design, experiential learning, or learning outcomes.
Category	Exclusion Criteria
Publication Type	Conference papers, editorials, book reviews, and notes;
Pedagogical Relevance	Non-higher-education contexts; purely technical AI-model papers with no pedagogical relevance;
Disciplinary Scope	Studies on administrative or operational AI uses unrelated to teaching and learning, and articles outside business or management education.

Screening and study selection

The study selection process will be reported through a PRISMA flow diagram showing the number of records identified, screened, excluded, and finally included in the review. As shown in Figure 1.

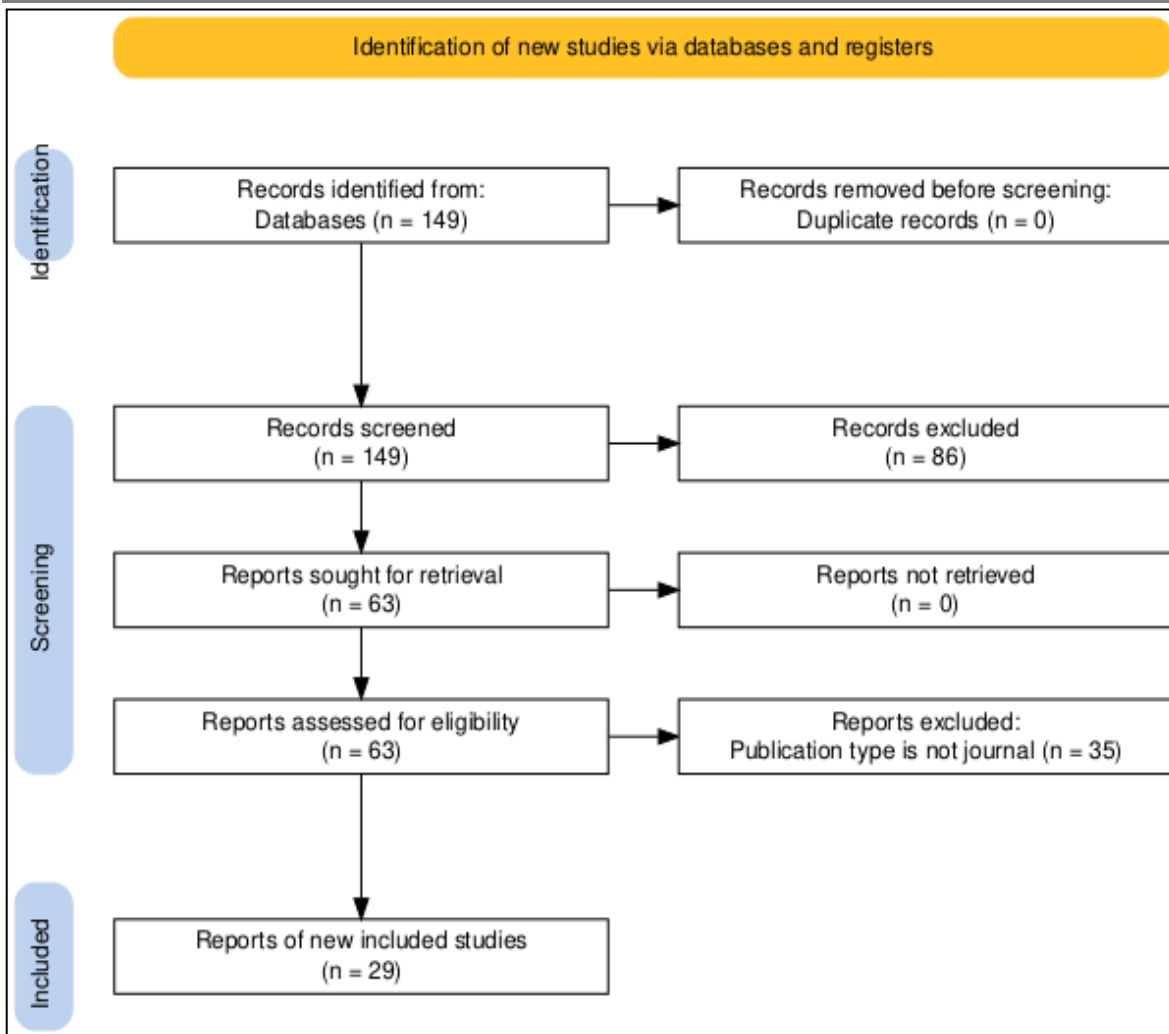


Figure 1. Flow diagram of the literature search and selection process (adapted from Page et al., 2021)

For the final analysis to include, papers had to fulfil certain requirements on publication type, disciplinary scope, learning context, and pedagogical aspects as listed in Table 3. Eventually, 29 papers were chosen for inclusion out of 149 that were screened.

Reflexivity and positionality statements

The researchers recognize that their professional involvement in higher education and teaching practice may shape the interpretation of pedagogical frameworks and thematic categories within the review. As the synthesis process required interpretive judgment, reflexive awareness was maintained throughout theme construction. To improve methodological rigor, the study employed PRISMA 2020 procedures and collaborative discussions among the authors to ensure consistency and transparency.

RESULTS AND DISCUSSION

RQ1. How has research on AI in experiential learning for business education developed over time?

The review of the 29 selected studies indicates that research on AI in experiential learning for business education is a new but rapidly expanding field. Although one earlier study in the sample predates the current generative AI wave and focuses on computational intelligence in business games, the overwhelming majority of publications were concentrated in the period 2024–2026 (de Araújo et al., 2019; Du & Qiao, 2026; Hasan, 2026; Salinas-Navarro et al., 2025). This publication pattern suggests that the field has accelerated sharply following the

mainstream diffusion of ChatGPT and related generative AI tools in higher education and is still in an emergent rather than mature phase. As shown in Figure 2.

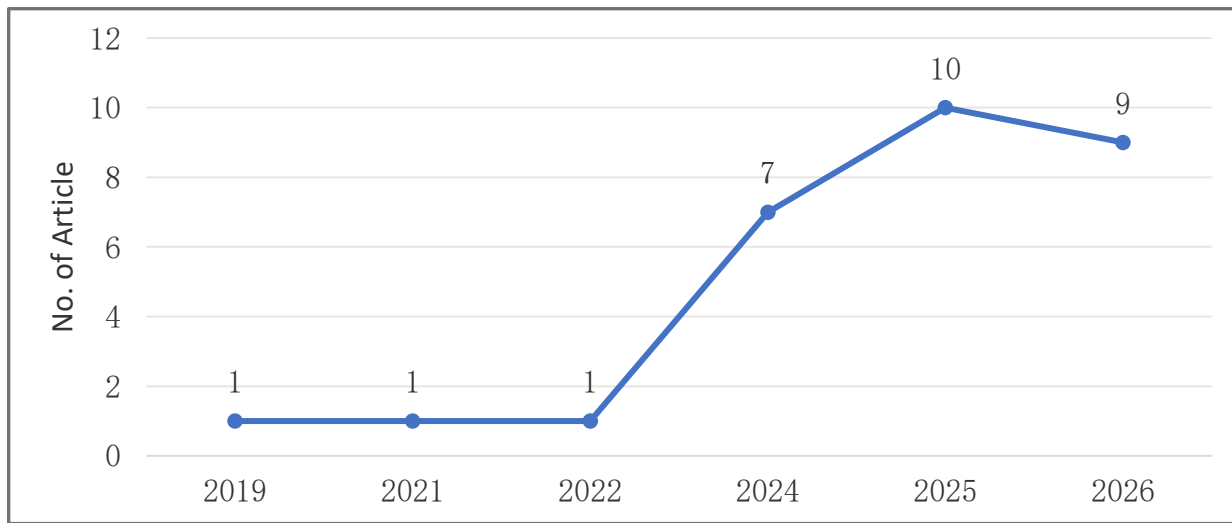


Figure 2. Annual Publication Trend

RQ2. What are the dominant experiential learning formats through which AI is integrated into business education?

Emerging research on the integration of artificial intelligence (AI) into business and entrepreneurship education highlights the growing use of experiential and learner-centered pedagogical approaches. These approaches include project-based learning, reflective comparison-based learning, scenario-driven activities, and design-oriented or problem-solving learning experiences (Al-Fattal, 2025; Aripin et al., 2026; Yu et al., 2025). These approaches are also conceptually grounded in Kolb’s experiential learning theory, which emphasizes learning through concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2015).

For example, Al-Fattal (2025) demonstrates how reflective comparison activities between student-generated work and generative AI outputs can support critical reflection and metacognitive engagement in marketing education. (Aripin et al., 2026) examine AI integration in entrepreneurship education through the role of self-efficacy. Yu et al. (2025) further show that generative AI is becoming an important topic in entrepreneurship education, particularly in relation to innovation-oriented and adaptive learning practices. Together, these studies suggest that experiential learning remains a useful framework for understanding how AI can be integrated into contemporary business education (Al-Fattal, 2025; Aripin et al., 2026; Kolb, 2015; Yu et al., 2025).

Artificial intelligence (AI) is becoming a useful support tool in project-based business education, particularly in activities that require students to plan, research, draft, revise, and collaborate. In consultancy-style projects, service learning, market analysis, and team-based assignments, AI can help students organize ideas, explore data, and improve the quality of their work through iterative feedback (Allil, 2024; Dubay & Richards, 2024; Johnson et al., 2025). This is especially relevant in experiential learning contexts, where students learn by applying concepts to practical tasks. For example, Kim (2025) shows how students can use AI-guided feedback and investment simulation mechanisms to develop and refine business plans.

Beyond project-based learning, AI is also reshaping case-based learning. Instead of treating business cases as fixed materials, educators can use AI to generate alternative perspectives, expand case details, and guide more structured classroom discussion (de Souza Lessa et al., 2026; Salinas-Navarro et al., 2025). This makes case

learning more interactive and flexible. For instance, Leftheriotis & Triantafyllidis (2026) show how AI can transform static case materials into dynamic learning experiences through process visualizations and role-differentiated analytics, helping students better understand organizational relationships while reducing cognitive burden.

A related approach is reflective, comparison-based learning, in which AI is not treated simply as a tool for producing ready-made answers. Instead, it becomes something students can question, compare, and critique. Students are asked to place their own work alongside AI-generated outputs and then examine differences in reasoning, creativity, judgment, and accuracy (Al-Fattal, 2025). This reflective process can help students become more aware of both their own thinking and the limitations of AI. Similarly, adaptive comparative judgment and explainable AI systems create more dialogue-driven feedback, encouraging students to develop stronger evaluative and reflective judgment skills (Johnson et al., 2025).

AI is also gaining attention in entrepreneurship and innovation education, especially in scenario-based and design-thinking activities. These learning formats are useful because entrepreneurship often involves uncertainty, experimentation, and decision-making with incomplete information. In this context, AI can support ideation, venture design, testing, and refinement (Du & Qiao, 2026; Dubey et al., 2026; Yu et al., 2025). For example, Du and Qiao (2026) found that an AI-powered scenario-based design-thinking approach enhanced university students' creativity and entrepreneurial capabilities. Similarly, Dubey et al. (2026) proposed the AI-Augmented Venture Ideation (AAVI) model, which integrates AI tools across the venture creation process and positions AI as an active pedagogical partner rather than a passive support tool.

Taken together, these studies suggest that AI is most valuable in business education when it is embedded in experiential learning activities rather than used only for information retrieval or content generation. Across project-based, case-based, reflective, and design-thinking approaches, AI supports application, reflection, iteration, experimentation, and judgment. At the same time, systematic reviews in entrepreneurship education caution that effective AI integration requires ethical guidance, careful instructional design, and attention to the risks of overreliance or learner deskilling (Aripin et al., 2026; Yu et al., 2025).

RQ3. What research methods have been adopted in studies on AI-enabled experiential learning in business education?

The field is still mostly exploratory and design-oriented, as Table 3 demonstrates. While empirical research mostly relies on case studies, reflective comparisons, classroom interventions, and mixed-method assessments, a large portion of the literature is composed of conceptual work, educational reflections, and framework-building studies. Stronger comparative or quasi-experimental designs are used in only a few studies. In general, the discipline is successful in producing innovative pedagogy, but it is still unable to produce solid causal data on long-term learning effects.

Table 3. Summary of Methodologies for Research on AI-Enabled Experiential Learning in Business Education

Category of Research Methodology	Methodology	Representative Studies
Conceptual / theoretical research	Conceptual papers, viewpoint articles, pedagogical frameworks, design-oriented discussions, theory-building studies	Anderson et al. (2025); Batat (2024); Espino et al. (2026); Gong et al. (2026); Hyde et al. (2024); Kremantzis (2025)

Qualitative research	Case studies, reflective analysis, classroom implementation reports, teaching notes, authentic assessment analysis, portfolio-based evaluation	Al-Fattal (2025); de Souza Lessa et al. (2026); Portuguez-Castro and Castillo-Martínez (2026)
Mixed-methods research	Mixed-method classroom studies, intervention-based evaluation combining qualitative and quantitative evidence, design-and-implementation studies	Dubay and Richards (2024), Fang and Zhou (2025), Fadli et al. (2025); Gupta et al. (2024)

Category of Research Methodology	Methodology	Representative Studies
Quantitative / empirical research	Survey-based studies, descriptive empirical studies, student perception studies, active learning measurement, structured classroom outcome analysis	Delina (2026); Madegowda (2025); Hughes (2025); Wang and Sun (2024)
Comparative/ quasi-experimental research	Human–AI comparison tasks, reflective comparison designs, intervention comparison, practice-based evaluative designs	Al-Fattal (2025); Fang and Zhou (2025); Fulk et al. (2022)
Technical or application-oriented empirical studies	Applied AI in business games, computational intelligence applications, AI-supported design-thinking or entrepreneurship learning systems	de Araújo et al. (2018); Du and Qiao (2026); Hasan (2026)

RQ4. What learning processes and outcomes are associated with AI-supported experiential learning in business education?

The results show that several recurrent learning processes are linked to AI-supported experiential learning, and these processes are linked to several significant educational outcomes. First, AI shortens the feedback cycle and increases the continuity of revision by providing students with instantaneous responses, alternative recommendations, and iterative support (Portuguez-Castro-Martínez, 2026; de Souza Lessa et al., 2026). Second, AI is useful because it gives students the chance to compare, evaluate, and reconsider their own work rather than because it offers the "correct" solution (Al-Fattal, 2025; Fang & Zhou, 2025). Thirdly, the logic of experiential learning is strongly aligned with AI's ability to facilitate learners through repeated cycles of attempting, comparing, revising, and improving (Hasan, 2026; Madegowda, 2025).

Students' active participation and engagement in the learning outcomes, particularly in AI-supported project work, analytics assignments, and interactive business learning environments (Dubay & Richards, 2024; Wang & Sun, 2024). Simultaneously, creativity and entrepreneurial aptitude are linked to AI-supported experiential learning, especially in early-stage exploration, concept generation, and innovation-oriented tasks (Anderson et al., 2025; Du & Qiao, 2026; Gong et al., 2026; Hasan, 2026). Finally, a smaller but significant set of research (Fadli, 2025; Fulk et al., 2022; Hughes, 2025) ties AI-supported learning to career and workplace readiness,

including interview preparation, professional digital capacity, and employability-related readiness. However, the findings also show that these outcomes are conditional rather than automatic. Several studies warn that poorly designed AI use may lead to overreliance, shallow engagement, and limited critical scrutiny of AI-generated content (Al-Fattal, 2025; Fang & Zhou, 2025; Hyde et al., 2024).

A detailed summary of the 29 included studies, including bibliographic information, methodological classification, and reasons for inclusion, is provided in Supplementary Table 4.

DISCUSSION

According to the analysis, AI is starting to play a significant role in business education, but its instructional usefulness is obviously pedagogically conditional. The best research does not view AI as intrinsically advantageous across the entire sample. Rather than merely accepting results, they demonstrate how AI becomes meaningful when it is integrated into real-world, reflective, and judgment-centered tasks that call for students to compare, edit, justify, and interpret (Al-Fattal, 2025; Portuguese-Castro & Castillo-Martínez, 2026; Fang & Zhou, 2025; Gupta et al., 2024; Hasan, 2026).

Another important finding is that business education represents a distinct context within the broader discussion of AI in higher education. Existing studies focus not only on performance and technology adoption, but also on judgment, reflection, critical thinking, creativity, and professional skills. These aspects are especially important because business students are prepared for real-world environments that involve uncertainty, decision-making pressure, and practical application. As a result, conventional technology acceptance models are insufficient for fully explaining AI use in business education. Instead, the role of AI should be viewed in terms of pedagogical design, reflective usage, and alignment with assessment practices rather than simply access to technological tools.

This review has significant implications for theory, practice, and institutions. Theoretically, it demonstrates that experiential and reflective learning perspectives better explain the educational value of AI in business education than simple technology adoption models. Practically, educators should integrate AI into structured experiential designs, such as project-based learning, reflective comparative tasks, integrated case studies, scenario building, and authentic assessments. Institutionally, responsible integration of AI is not just a matter of allowing or prohibiting tools, but a rethinking of how learning is organized, how competence is demonstrated, and how students use AI critically and ethically.

However, several limitations should be considered when interpreting the results of this systematic review. Primarily, the inclusion criteria were restricted to peer-reviewed journal articles published in English between 2020 and 2026, which may have excluded relevant insights from grey literature, books, or research published in other languages. Additionally, the disciplinary scope focused broadly on business-school settings, resulting in a sample of 29 publications that underrepresent specialized sub-fields like Human Resource Management; despite HRM being a leader in AI-driven experiential simulations, it was not the primary focus of the selected studies. Furthermore, although this review followed the PRISMA 2020 statement to ensure a transparent and structured reporting process, the qualitative synthesis of diverse pedagogical frameworks involves a degree of researcher interpretation during the thematic analysis phase (Page et al., 2021). Finally, given the rapid evolution of artificial intelligence, even the most contemporary research incorporated in this study, including frameworks published as recently as 2025, represents a specific snapshot of a technological landscape that is subject to continuous and swift transformation (Lee, 2025).

It is worth noting that the field continues to rely heavily on conceptual, exploratory, and small-scale classroom

studies. This highlights the need for stronger empirical designs, including longitudinal research, multi-course comparisons, and more systematic evaluations of learning effects. Since ethical reasoning, reflection, judgment, and critique quality are frequently mentioned but not thoroughly evaluated, future research should also test learning processes more explicitly. Additionally, since AI may be applied differently in management, marketing, entrepreneurship, analytics, and accounting, additional comparative research across business sub-disciplines is required. Another major issue is assessment, which is widely acknowledged to be difficult in classrooms with a lot of AI, but there are still few strong alternatives. Lastly, since advanced, scenario-based, and more interactive AI-supported learning environments may become more significant in business education, future research should go beyond simple Generative AI prompting (Espino et al., 2026; Hasan, 2026; Kremantzis, 2025).

Ethics Statement

This study did not involve human participants, animal experimentation, or the use of personal data. As such, ethical approval was not required for this research.

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Supplementary Table 4

No.	Title	Methodological Classification	Thematic Category
1.	Cultivating university students' creativity and entrepreneurship: An AI-powered scenario-based design thinking approach	Qualitative / Case study	AI-enhanced pedagogy
2.	SPARRING: A deliberate practice pedagogy for business education	Conceptual Framework analysis	Experiential learning
3.	Uncovering the Generative AI (GenAI) to Agentic AI (AgAI) Shift for Business School Education	Conceptual Framework analysis	Generative AI in business education
4.	Designing experiential learning activities with generative artificial intelligence tools for authentic assessment	Conceptual Framework analysis	Generative AI in business education
5.	Generative AI and the future of connectivist learning in higher education	Qualitative Case study	Generative AI in business education
6.	Current Trends in Business and Management Education: Innovations, Challenges, and Future Directions	Qualitative Case study	Experiential learning
7.	GenAI-supported portfolio assessment for complex thinking: a GPT-based innovation in business education	Qualitative Case study	Generative AI in business education
8.	Enhancing Social Marketing Education Through Experiential Learning: A Case Study of a Student Project for the Visually Impaired	Qualitative Case study	Experiential learning
9.	Tools or Fools: Are We Educating Managers or Creating Tool-Dependent Robots?	Quantitative empirical study	AI-enhanced pedagogy
10.	Towards an AI-Augmented Graduate Model for Entrepreneurship Education: Connecting Knowledge, Innovation, and Venture Ecosystems	Conceptual Framework analysis	AI-enhanced pedagogy
No.	Title	Methodological	Thematic Category

		Classification	
11.	Synthetic case studies in management education: The support of Generative AI	Experiential or pedagogical study	Generative AI in business education
12.	From Tool to Co-Learner: Exploring Student Engagement with GenAI Through the Lens of Social Constructivism	Qualitative / Case study	Generative AI in business education
13.	You Do It, AI Does It, You Compare and Reflect: Exploring Reflective Learning with Generative AI in Principles of Marketing	Systematic literature review	Generative AI in business education
14.	From Collaboration to Critique: Engaging with GenAI to Foster Critical Thinking in Business Analytics	Qualitative / Case study	Generative AI in business education
15.	The power of entrepreneurial innovation capital in higher education: A diffusion of innovation approach to Generation Z entrepreneurship education	Quantitative empirical study	AI-enhanced pedagogy
16.	AI-Enabled Microlearning and Case Study Atomisation: ICT Pathways for Inclusive and Sustainable Higher Education	Qualitative / Case study	Experiential learning
17.	Roles of artificial intelligence experience, information redundancy, and familiarity in shaping active learning: Insights from intelligent personal assistants	Quantitative empirical study	AI-enhanced pedagogy
18.	Holixec Education: Experiential and Personalized Learning Implemented with Mindfulness	Experiential or pedagogical study	Generative AI in business education
19.	ChatGPT in the classroom: navigating the generative AI wave in management education	Conceptual / Framework analysis	Generative AI in business education
20.	Mapping theory to practice: AI-enhanced teaching theories for fostering diverse perspectives in business education	Quantitative empirical study	Generative AI in business education

No.	Title	Methodological Classification	Thematic Category
21.	Convergence of entrepreneurship and STEM Education: Trends and perspectives	Systematic literature review	Experiential learning
22.	Students' Perceptions on the Generative AI Tool ChatGPT: Examining the Interrelationships Between Knowledge, Willingness and Challenges	Quantitative empirical study	Generative AI in business education
23.	Integrating generative AI in management education: A mixed-methods study using social construction of technology theory	Qualitative / Case study	Generative AI in business education

24.	gamified digital storytelling in marketing education: evidence from Vietnam on engagement and skill development	Qualitative / Case study	AI-enhanced pedagogy
25.	Integrating AI-driven marketing analytics techniques into the classroom: pedagogical strategies for enhancing student engagement and future business success	Conceptual Framework analysis	AI-enhanced pedagogy
26.	Applying computational intelligence techniques to improve the decision-making of business game players	Experiential or pedagogical study	AI-enhanced pedagogy
27.	Doing more with less: Using AI-based Big Interview to combine exam preparation and interview practice	Experiential or pedagogical study	AI-enhanced pedagogy
28.	Revolutionizing Business and Marketing Education: The MECCDAL Model and a Case Study from the American Institute of Business Experience Design	Qualitative / Case study	AI-enhanced pedagogy
29.	Leveraging Artificial Intelligence in Project-Based Service Learning to Advance Sustainable Development: A Pedagogical Approach for Marketing Education	Systematic literature review	AI-enhanced pedagogy