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Integrating Generative Artificial Intelligence, Experiential Teaching, and Learning in Higher Learning: Performance Management Course

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Abstract

This study investigates how adopting Generative Artificial Intelligence (Gen AI) and experiential teaching, driven by industry participation, improved third-year undergraduate students' performance in the performance management course. It aims to integrate student participation through AI tools and industry involvement. As the industry rapidly demands multitasking graduates with creative thinking and strong ethical standards, educators must adapt their teaching methods accordingly. The approach is based on best practices in teaching and classroom assessment, helping to bridge the gap between the Performance Management syllabus, teaching strategies, and industry requirements. By integrating Klob's Experiential Learning Theory, practitioners' engagement, and Gen AI, this approach enhances real-time performance assessment, personalized learning, and feedback-based evaluation, creating a more flexible and responsive educational environment. A classroom action research approach was used to embed industry practices into assessments. Sixty-two (62) participants volunteered for the project. The study plays a crucial role in promoting collaboration between educators and industry, ensuring that curriculum content and skill development are constantly aligned with market needs. This partnership has improved academic performance and increased students' employability and preparedness for future challenges. The findings emphasize the value of an adaptive, innovative educational system that combines teaching approaches with effective performance management to foster organizational growth.

Keywords: experiential teaching and learning, generative AI, industry engagement, higher education, performance management, sustainable development education

1. Introduction

Harnessing the teaching and learning process through a combination of industry engagement and technology solutions aligns with the new OECD 2030 pathway, which emphasizes innovative features and experiential values, and with Sustainable Development Education (SDE) goals (OECD, 2025; OECD, 2020). Additionally, Generative Artificial Intelligence (Gen AI) is significantly transforming global Higher Education Institutions (HEIs) (Lo, 2023; Mai et al., 2024), while also encouraging a reflective, integrative, and holistic approach (Morris, 2020). It is an evolving global landscape that requires diverse approaches to Gen AI tools (Singh et al., 2025), which play a vital role in shaping student outcomes. Past research investigates experiential learning (Klob, 2014; Klob, 2020), project-based learning (Almula, 2020), community-based learning, problem-based learning (Odell & Pedersen, 2020), competency-based learning (Alreshidi et al., 2025), and the potential of Gen AI in education (Tan, Cheng & Ling, 2025). The demand to use Gen AI has become popular since the post-pandemic era, which has accelerated the Gen AI transformation in the global education landscape, which is increasingly embracing technology. It supports SDE by cultivating optimism, emotional engagement, and emerging future generations.

The Ministry of Higher Education (MOHE), through the Malaysian Education Blueprint (2015-2025), is working to create a comprehensive and flexible student experience designed to excel beyond academics and be ready for the future workforce. This initiative involves collaboration among over 20 public universities, 47 private universities, and more than 400 colleges and universities to cultivate a high-quality workforce. The blueprint is structured around 10 pillars, including i) holistic, entrepreneurial, and well-rounded graduates, ii) talent excellence, iii) fostering a nation of lifelong learners, iv) producing quality TVET graduates, v) ensuring financial sustainability, vi) developing an innovation ecosystem, vii) gaining global prominence, viii) empowered governance, ix) transforming higher education delivery, and x) promoting global online learning. Consequently, the current study aligns with the Malaysian Education Blueprint's pillars one, two, three, and nine, as it advances industry-driven, technology-enhanced learning environments.

Additionally, Pulley et al. (2024) showed that collaboration between industry and higher education institutions improves the practical value of experiential learning, especially for undergraduate students. This includes enhancing their practical skills, hands-on experience, and problem-solving abilities. Such collaboration helps learners transfer classroom knowledge to real-world contexts, boosting their critical and creative thinking. Experiential Learning Theory (ELT) (Klob, 1984; Klob et al., 2001; Klob, 2020) remains important for connecting academic understanding, cognitive thinking, and technology use. As AI advances, scholars, industry leaders, and policymakers are working together to develop frameworks that incorporate industry practices into educational environments. Meanwhile, Malaysian Prime Minister Dato' Seri Anwar Ibrahim announced a significant allocation of RM 14.3 billion in the fiscal budget, more than doubling the RM 6.5 billion allocated the previous year to education development. Recognizing the importance of SDG 4 (Quality Education), the government is committed to ensuring adequate funding to produce graduates with the skills to drive technological development. This emphasis on technological progress highlights the need to equip future generations with the skills required to succeed in a rapidly changing digital world. Furthermore, the five-year plan for 2025-2030 will focus on skills development to meet future workforce needs. These efforts are becoming more crucial as the digital economy grows rapidly, increasing competition across Asia-Pacific and beyond (Yoon, Park, & Kim, 2023).

Practitioners' involvement in classroom assessment develops positive growth mindsets and competent characteristics. Schwab and Malleret (2020) emphasized the importance of graduates possessing skills that transcend technical knowledge, enabling them to navigate the complexities of the future job market. Competency skills are one of the crucial skills that are needed by fresh graduates. At this critical juncture, HEIs are focusing on developing a workforce that not only possesses technical expertise but is also adaptable, a critical thinker, and an innovator in the face of rapid changes in the global market.

1.1 Research Gap

This study highlights several research gaps. AI interventions experienced a significant increase during the pandemic years (2020-2021) (Xu & Babaian, 2021) and continued to grow in the post-pandemic period (2022-2024) (Singh et al., 2025). The topic has been extensively discussed regarding AI awareness, its role in supporting online education (Xu & Babaian, 2021), as well as in exploring and developing AI tools (Siddiqui et al., 2025; Guan et al., 2020), instructor and learner modules (Gomathi et al., 2022), AI curriculum design in higher education institutions (Mai et al., 2024), application of AI tools (Salinas-Navarro et al., 2024) and systematic reviews of Generative AI in higher education institutions (Tan et al., 2025; Singh et al., 2025). Recent studies have proven the importance of Gen AI in the global education system. Figure 1 shows the usage of AI in the education sector (Tan et al., 2025). Language and social science have the highest percentages among other fields in the education sector. The findings align with previous Laughlin's (2018) on interactive online communication, language, and social sciences. Additionally, Salinas-Navarro et al. (2024) suggested expanding AI applications to more in the field of study to cultivate the AI culture in the Malaysian education system. Third, meaningful industry engagement and experience-sharing boost learners' participation in the Performance Management course, thereby strengthening their ability to interpret, apply, and evaluate theoretical knowledge. Performance Management is a mandatory subject in the Human Resource Development (HRD) program, with practical sessions.

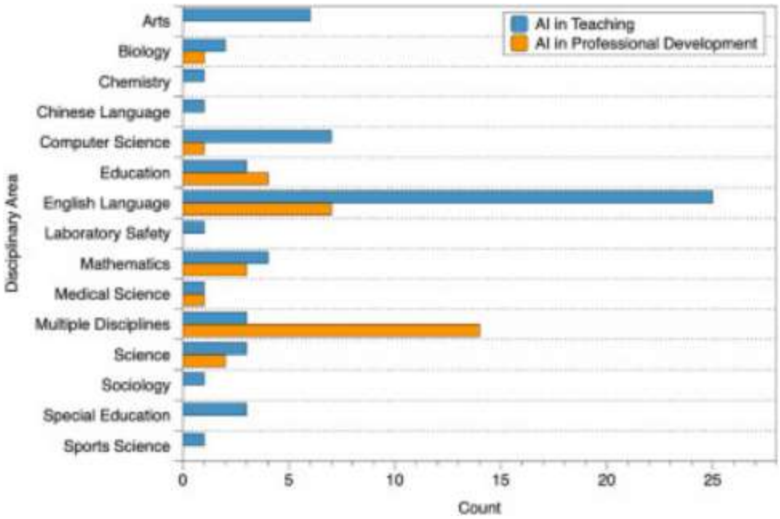

Figure 1. The Prospect of AI in the Education Sector

(source: Tan et al., 2025)

Furthermore, industry involvement has been recognised as a valuable mechanism for enhancing classroom involvement and reflective learning, limited empirical evidence exists on how industry participation can be meaningfully embedded alongside Gen AI tools within experiential learning frameworks. This gap is especially evident in studies that examine assessment-focused learning environments, where real-time feedback, applied problem-solving, and authentic evaluation are central to student development. Addressing these gaps, the present study examines how the integration of Gen AI tools, experiential teaching, and industry engagement implemented through classroom action research enhances learners' learning processes, assessment practices, and industry readiness in a Performance Management course.

Accordingly, this study is guided by the following research question;

(RQ1) What is the learning process when generative AI, experiential learning, and industry engagement are integrated?

Existing studies have extensively examined AI awareness, online learning support, and curriculum design in higher education. However, limited empirical research has explored the integration of Gen AI with experiential learning and direct industry engagement within discipline-specific like HRD course. This study addresses this gap by examining how Gen AI tools, when embedded within experiential teaching and classroom action research, enhance students' learning, assessment, and industry readiness.

2. Literature Review

2.1 Conceptualisation of Experiential Teaching and Learning Process

The term "experiential" describes a learning process that occurs through participating in activities or events, leading to improved cognitive skills. Originally rooted in behavioral learning theories, experiential learning has expanded to include perspectives like cognitivism, social constructionism, humanism, and ecological approaches. The core learning process starts with learners proactively engaging in their learning journey by doing, rather than just being taught (Beard & Wilson, 2018). Additionally, experiential learning should build on the flow of experience, keeping the learner engaged (Beard, in Belzer & Dashew, 2023). John Dewey is often considered the father of experiential learning, emphasizing the natural link between education and personal experience (Dernova, 2015). Other notable theorists include Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers, David Kolb, and, more recently, Colin Beard. Kolb and Kolb (2005) describe ELT as the process by which knowledge emerges from the transformation of experience.

Experiential learning is an ongoing process where learners bring their unique needs and experiences into their learning environments and communities (Kolb, 2015), embracing holistic learning. It involves gaining knowledge by capturing and transforming concrete experiences, leading to new abstractions and practical applications (Kolb, 1984; Kolb et al., 2001). This process causes changes at cognitive, behavioral, and attitudinal levels (Cayne, 2014; Illeris, 2007; Wright, 2000). Additionally, it provides opportunities to apply gained knowledge in real-world contexts, fostering the adoption of appropriate behaviors and procedures (Knobloch, 2003). Through this approach, students move beyond memorization to analyse and apply what they have learned, reflecting on when their knowledge transfer is most effective (Bransford et al., 2000; Zelechoski et al., 2017). Students actively participate in constructing knowledge through hands-on learning, transforming implicit understanding into explicit knowledge (Abdulwahed & Nagy, 2009).

2.2 Generative AI Intervention in Higher Education Institutions

The landscape of higher education is rapidly evolving in the AI era, driven by the demand for a digital workforce in the digital economy by 2030. AI integration in higher education involves various aspects such as personalized learning, intelligent tutoring systems, automated grading, and data-driven assessments throughout the learning process (Deri et al., 2024). In addition to these educational methods, AI significantly automates administrative tasks, including attendance tracking, course scheduling, content management, backup planning, and resource distribution (Kabudi et al., 2021). Furthermore, educators' initiatives will advance the use of AI to develop new learning and education centers, thereby supporting progress toward SDG 4 and SDG 8.

ChatGPT, for example, has attracted many users, including learners, educators, and practitioners, for various reasons related to efficiency, accessibility, and flexibility in learning and work processes. Initially, some users felt uncertain about adopting Gen AI tools, mainly due to concerns surrounding safety, ethics, and data protection. However, the growing need to utilise Gen AI has led to an exponential increase in its adoption, transforming traditional search engines into more advanced data-collection and content-generation platforms (Aristanto et al., 2023; Liu, 2022). Over time, educators and learners have increasingly used Gen AI to save time, streamline routine tasks, and support learning activities.

ChatGPT, or Gen AI more broadly, functions as an intelligent assistant by generating ideas, synthesis information, and offering technical or analytical support. As a result, it has emerged as a transformative tool in classroom settings, shaping educational experiences into more interactive and meaningful learning moments that enhance teaching and learning outcomes (Baidoo-Anu & Owusu Ansah, 2023). This growing interest, most existing research on Gen AI has predominantly focused on language-related studies, pedagogy, and general educational applications (Tan et al., 2025; Singh et al., 2025). In contrast, empirical studies examining the use of Gen AI within HRD subject particularly those involving applied, assessment-driven, and industry-oriented learning contexts remain relatively limited.

2.3 Experiential Teaching and Learning Process

Experiential learning was introduced by Prof. Klob in 1984, building on early learning theories from scholars like Piaget (1970), and emphasizes involving students actively in the learning process. Kolb asserted that “knowledge is created through the transformation of experience” (p.38). He identified four key abilities for learners: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE) (see Figure 2). His theory centers on learners' capacity to think, act, do, and reflect throughout learning. Constructivist theories highlight that active participation and personal engagement are crucial for progress in the digital age, rather than passive instruction (Shiverly, 2015). Facilitating students' expression and problem-solving skills related to industry challenges helps prepare a young workforce, following seven constructivist teaching methods. Learning outside the classroom is a constructive method in which concrete experiences are reflected upon, made meaningful through reflection, and transformed into action, resulting in richer, broader, and deeper experiences. This cyclical process enables the transfer and application of experiences to different contexts, supporting higher-level learning and transfer (Kol & Kolb, 2009).

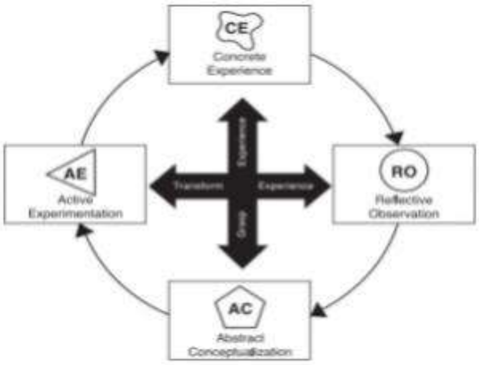

Figure 2. The Experiential Learning Curve, adopted from Klob *et al.* (2017)

Beard (2023) develops the Holistic Experiential Learning Model (HELM), building on Kolb’s cyclical and spiral framework to enhance how experiential learning is understood. He contends that Kolb’s focus on “knowledge” creation does not fully capture the entire learning process, especially considering where the mind and body originate and conclude. Consequently, Beard’s model extends Kolb’s approach into a more comprehensive one that includes learning through the Hands (Doing and Sensing), the Heart (Feelings), the Head (Thinking), the Home (social belonging), the Habitat (connection to the outer or more-than-human world), and the Human (self-awareness, identity, beliefs, and values). This perspective suggests that experiential learning should engage the whole person to embody true holistic wisdom.

In other words, experiential learning can be described as “learning from within, not from without,” based on the principle of "the learner's doing the learning.” The educator facilitates and empowers, but the learning belongs to learners as the owners of knowledge. Overall, the process is divided into three stages: beginning, middle, and end. It starts with the first process, i.e., i) the beginning session, which involves identifying the problem and symptoms; ii) the middle session, featuring activities that enable experiences for learning; and iii) the end session, where learning occurs through reflection, recalling, and recollection of the experiences (Beard, 2023). At the end of the session, learners debrief and review the session.

To enhance the learning process, this study integrates industry engagement with the course scope. Initially, learners explore and map relevant information as a foundation stage of inquiry, transforming this activity as reflective insights to experiential process. This information synthesised and presented using Gen AI tools (Lauren, 2025) (see Figures 3 and 4). As a result, experiential learning becomes a central component of the Performance Management course assessment and evaluation. This engagement offers a diversity outcomes. Across the fields of study, experiential learning from various aspects supports reflective and positive insights learners.

Figure 3. Reflection of Experiential Teaching and Learning on Innovation and Industry Collaboration

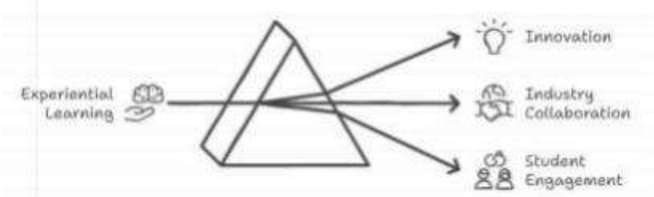

Figure 4. Reflection of Experiential Teaching and Learning on Innovation and Industry Collaboration

3. Methodology

3.1 Research Design and Procedures

The study used Classroom Action Research (CAR), a method for understanding, evaluating, and improving classroom teaching practices. CAR combines teachers' experiences, industry engagement through interview sessions, and learners' ability to learn from their surroundings (i.e. peers discussion) to achieve new results in classroom assessment. It promotes the development of positive self-awareness and encourages a sense of ownership over the learning process (Yansyah et al., 2020; Yanuarto, 2020). Its main goal is to assess and improve the quality of classroom teaching and learning, supporting ongoing professional growth. Besides classroom research, CAR also emphasizes action-oriented solutions that blend academic knowledge with industry-relevant skills. Purposive sampling techniques were selected to incorporate knowledge into the CAR process, which is divided into four stages: i) planning, ii) action, iii) observation, and iv) reflection. The sample of the study only focuses on the learners from the specific cohort and the duration of fourteenth weeks of the lecturing session. A total of 62 participants took part in this study.

3.2 Data Collection Procedures

Data collection procedures were carried out in two main phases: planning (the interview process). A team of learners will select and communicate with their respective human resource candidates on the purpose of understanding performance assessment and evaluation at the respective workplace. During this period, the learners will design a list of interview questions and establish a recording tool with concern notes. All the learners conducted the interview session after they received ethical declaration acknowledgement from their respective candidates. More specifically, the experiential activity is divided into five sub-stages over 14 weeks. The final presentations were delivered in a competitive format, guided by a rubric assessment.

In the early stages, CE and AC were combined to develop a conceptual framework that included understanding the study scope, objectives, reward systems, expectations, rubric-based assessment, and evaluation criteria. This phase aimed to foster cognitive thinking, problem-solving skills, moral values, and a sense of community responsibility. Phase 1 (information gathering) covered stages 1 and 2. It continues with Phase 2, which involves incorporating innovation and industry feedback to enhance the learning experience. This phase was divided into stages 3, 4, and 5.

Phase 1: Capture of Information

Stage 1: Search for Information

Learners were allowed to form discussion groups based on their interests and preferences, promoting a collaborative learning environment. Each group chose an organization to study, ensuring they could confidently source accurate information. In the initial phase, students identified suitable participants for their research. Data collection was carried out in two stages: i) primary data collection through initial interviews and observations to understand employees' perceptions of performance evaluation criteria and procedures; and ii) secondary data collection involving a literature review, analysis of annual reports, and gathering additional secondary data. This represents a crucial stage in which learners undertake multiple visits to complete their assigned tasks.

Stage 2: Identifying Issues or Problems in Performance Assessment

After gathering enough data, learners were tasked with analysing and identifying issues related to the employee's performance assessment criteria. Since employee evaluations are private and confidential, participants were permitted to express their disappointment. Learners reached out to the HR department to confirm the information. A series of interviews were conducted at this stage. This process gave learners a better understanding of the underlying causes and potential solution implications.

Phase 2: Integration between Innovation and Industry Engagement

Stage 3: Practical Solutions

Once the problems were identified, learners were asked to develop practical solutions to improve the employee performance assessment procedures. At this stage, learners used various Gen AI tools, including ChatGPT, DALL-E3, Copilot, and Gemini Pro, along with their respective dashboards, to interpret and analyse their findings. These proposed solutions aimed to enhance the organization's performance assessment process. Learners were encouraged to think creatively and consider the effects of their suggestions on both employee motivation and organizational productivity.

Stage 4: Presentation

The presentation session was designed to demonstrate learner critical thinking and innovative mindsets. It offered learners a platform to enhance their communication and presentation skills using Gen AI tools. The presentation structured a competition mode, with judging by the senior human resource manager from an automotive company and banking institutions. A rubric was developed as a guideline for both panelists and learners, covering performance issues, judging criteria, AI use, and future workforce assessment.

Stage 5: Feedback Review

A feedback review session was conducted by panelists and instructors. This feedback session provided valuable insights for undergraduate students, offering a glimpse of their future professional environment. The panelist covered topics such as common errors, integrity, human values, industry standards, and positive reinforcement. Learners were encouraged to clearly identify problems, justify their solutions, and explain how these improvements could strengthen the organization's overall performance management system. Peer and instructor feedback was incorporated to refine their proposals, equipping students for real-world application.

Figure 5. Action Research Work Process

Figure 5 shows the Action Research Work Process, which served as the guiding framework for the learners' experiential learning activities. This process involved four iterative stages:

i). Diagnose a process of identifying key issues within the performance management assessment.

ii). Planning action involves designing evidence-based strategies to address the identified issues.

iii). Taking action is a simulation application process of proposed strategies through role-play, presentations, or organizational case studies.

iv). Evaluating is a reflection on outcomes, integrating peer/instructor feedback, and revising solutions to enhance practicality.

By participating in this cycle, learners improved their understanding of performance management concepts but also built critical thinking, problem-solving, and decision-making skills. This method bridged the gap between theory concepts and real-world application, preparing them with the skills needed to design and execute effective performance management strategies in their future careers.

4. Findings and Discussion

4.1 Findings

A total of 62 participants participated in the study and it was organised into 10 groups. Each of the group interviewed their respective respondents from the industry. Further, it was presented to the industry judges to evaluate the final outcomes. Three research questions were arranged accordingly.

The first research question, *"What is the learning process when generative AI, experiential learning, and industry engagement are integrated?"*.

Table 1 shows an overview of learners' outcomes from ten (10) different industries, panel feedback and Gen AI approaches adopted by each project team. Learners were judged by well-known judges on their solution on performance evaluation. The evaluations focus on the coherence of issue discussed and relevant solutions that aligned with Gen AI in term to improve employee productivity and cost effective. Interestingly, learners adopted Gen AI tools in creative ways to solve performance assessment issues.

Table 1. Summary of Panel Feedback and the usage of Gen-AI

Team	**Industries**	**Panel feedbacks**	**Gen-AI Approach**
1	Retailing	*"Learners addressed the actual issues in employee assessment; however, it is not an easy process to convenient employees to work according management directions."*	Role Play, ChatGPT, Gemini, Otter.ai
2	Safety agency-Government Agency	*"Need to improve on critical solutions, understanding real issues. However, you team have presented your work effectively. Your solution through data visualisation is a good approach."*	Dashboard - PowerBI, Gemini, Copilot
3	Education-Government University	*"Good attempt at using storytelling. It is a good approach to connect with employees. The AI tools are attractive and interesting."*	Beautiful AI, Storytelling-Canva, Tome, otter.ai
4	Enforcement Agency	*"Good approach but insufficient in data collection and analysis. Keep learning in using AI tools"*	Storytelling, Grammarly, Canva.ai
5	Banking	*"Well plan, execute the solution on employee problem solving by using AI tools. Interactive role play presentation. It stimulate learning*	Role play, AdCreative, ChatGPT, Pictory.ai

		process."	
6	Education - Private College University	*"Good approach and able to integrate with AI tools"*	Grammarly, Picture.ai, Perplexity, DALL-E
7	Retailing	*"Learners presented your idea confidently and focus on problem solving."*	Vidoe, Runway.ai, ChatGPT
8	Private School	*"Your presentation is simple and straight forward. However, need to investigates deeper to understand employee behavior."*	Tableau, Copilot
9	Banking	*"suitable for support staffs. Storytelling and AI combination is a approach"*	Prezi, Storytelling-Tome
10	Entertainment	*"Initiative to prove the real situation for employee assessment"*	Canva, Tome, Role play

Based on Table 1 above, a thematic analysis was developed from the panel feedback and Gen-Al usage tools. There were four thematic index such as AI inebriation effectiveness, engagement through storytelling, adapt to changes (agility). The first thematic has a strong AI integration across all the teams. Most of the learners have effectively used AI tools for assessment purpose such as Chatgpt, dashboard and storytelling platform. It increasing learning skills in Gen-AI. The second thematic was engagement through storytelling. Storytelling become a chancel between narrative of industry sharing and technology approach. The last theme connects to adaptability or learners agility. The ability to adopt and apply various Gen-AI approaches have leverage teaching and learning process. This reflects the readiness of undergraduates in digital driven economic in Asia Pacific. It presented in Table 2. The column shows the strength of adapting level from low to high.

Table 2. Thematic Analysis

Thematic	**Coding**	**Strength Level**
AI Integration Effectiveness	Using Gen-Al tools AI literacy	High
Engagement through Storytelling	Strong interactive and communication	Medium
Adopt to Changes (agility)	Understand situation Strong observation skills	Medium

4.2 Discussion

Integrating innovative and industry engagement methods into teaching has created a positive, meaningful experience for learners. Many have gained unique insights through direct engagement with industry professionals during data collection and presentations. Experiential learning fosters a collaborative environment, giving students the opportunity to act as HR practitioners in real workplace settings. This approach emphasises the importance of mindset and psychological readiness, which are crucial as learners prepare for internships and enter the workforce. By tackling real employee issues and solving problems, students enhance their learning experience. Additionally, practical experiences reinforce course content and theories, moving away from traditional passive instruction to a more interactive, dynamic process. In Phase 1 (CE and RO), learners learned to organize interviews, record responses, and handle difficult questions, while also developing soft skills like managing curiosity and professionalism. This phase demonstrated the importance of communication and adaptability in real-world contexts.

In Phase 2 (AC and AE), the focus shifted to integrating innovative tools, such as Gen AI. Students used these technologies to analyse data and develop practical ideas and solutions for HR practitioners, especially in performance management. This phase encouraged critical thinking and creativity, as learners were tasked with designing forward-thinking strategies that could realistically be applied in real-world HR settings. Through this experience, they gained a better understanding of how innovation can boost workplace efficiency and improvement. It also helped connect theoretical knowledge with practical application, preparing students to address future organizational challenges effectively. Industry panels noted that collaboration between industry professionals and classroom activities was highly valuable. One panel member, a senior human resource manager from a banking institute, stated, "Direct communication with students will prepare them for the real working environment." This feedback reinforced the importance of combining academic learning with industry engagement (refer to Figure 5). The overall teaching and learning process will help students truly understand the concepts and knowledge in performance management.

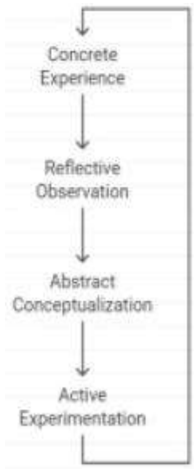

Figure 6. Integration of Experiential Teaching and Learning, AI Innovation, and Industry

Experiential teaching and learning foster a collaborative environment in which students simulate real human resource roles in the workplace. This method highlights the importance of mindset and psychological readiness, crucial for students during internships and their transition into junior roles. Engaging directly with employee issues enhances their experience. Additionally, this approach reinforces theoretical content through practical application, promoting learning through experience rather than traditional lecture methods.

Figure 6 illustrates the link between the four stages. This action research model aligns with Priest and Gass (2018) comparison of traditional learning, termed Information Assimilation (from structure to substance), and experiential learning, which proceeds from substance to structure. This represents the opposite of conventional understanding. In AI learning, hands-on experience boosts knowledge, echoing Confucius's words: *"I hear I forget, I see I remember, I do, I understand."*

4.3 Implications for Theory and Practice

From a theoretical perspective, this study reinforces the significance of Kolb's ELT by demonstrating how experiential knowledge can be systematically transformed into reflective understanding and action through the integration of generative AI. The four-stage learning cycle, concrete experience, reflective observation, abstract conceptualization, and active experimentation provides a coherent framework that effectively connects theory with practice. When applied within a Performance Management course, this pedagogical approach promotes deeper cognitive engagement, strengthens critical and reflective thinking, and enables students to apply theoretical concepts within authentic organizational contexts.

The integration of Gen AI into the ELT framework is particularly relevant in the context of rapid digital transformation in higher education. Generative AI functions as both a creative and cognitive partner across the experiential learning cycle. During the concrete experience stage, students engage with simulated organizational scenarios and virtual performance assessment tasks. In the reflective observation stage, AI-driven analytics support learners in evaluating their decision-making processes through personalised feedback and guided reflection. At the abstract conceptualization stage, generative AI assists students in developing alternative performance management strategies and assessment designs using predictive models and real-time data insights.

From a practical perspective, the integration of generative AI, industry participation, and hands-on learning offers experiential teaching approach that extends beyond traditional classroom boundaries. Industry partners play a critical role by contributing AI-driven case studies, providing access to real or simulated datasets, and engaging students in authentic performance management projects. Such collaboration enables students to design performance scorecards, evaluate employee outcomes, and model managerial decision-making processes using generative AI technologies. This integrated approach effectively bridges the gap between academic theory and industry practice, enhancing students' adaptability, technological competence, and readiness for professional practice.

5. Conclusion

In conclusion, integrating Gen AI with experiential (reflective) teaching and industry engagement adds value for both educators and students, particularly in enhancing learning relevance within performance management education. The strength of this integration is not only reflected in improved communication and critical thinking skills but also in enhanced problem-solving and adaptability in dynamic and technology-driven environments. Additionally, it bridges the gap between educators and practitioners by aligning classroom learning with real organizational practices, allowing students to gain practical experience, build professional networks, and accelerate their career readiness. This approach empowers students to take initiative, implement innovative and data-informed solutions, and contribute meaningfully to organizational performance and decision-making contexts. This method extends beyond cognitive understanding to include emotional, physical, and social elements of learning. For instance, combining sensory activities, role-playing, reflective practices, and real-world problem-solving helps learners connect theory with lived experience more deeply. It recognizes that authentic learning is not just an intellectual exercise; it is a process involving feelings, actions, and personal meaning. By engaging multiple intelligence such as linguistic, logical, interpersonal, interpersonal, and kinesthetic, this holistic model enables students to internalise knowledge more effectively and retain it over time. When learners actively participate with both their minds and bodies through experiential tasks and AI-supported exploration, they develop greater resilience, empathy, self-awareness, and professional confidence. Ultimately, blending experiential learning with generative AI and industry engagement equips graduates not only with disciplinary knowledge and technical skills but also with emotional intelligence, creativity, ethical awareness, and adaptability key qualities required to thrive in today's rapidly evolving and digitally mediated workforce.

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