

Redesigning the Case Study Method: From Passive Reading to **Active Stakeholder Inquiry** through an AI C-Suite Simulation

We transform a static financial case study into a dynamic learning experience: MBA students interview three AI-simulated executives, adjust their approach with formative feedback between interviews, and synthesise perspectives into a pitch deck.

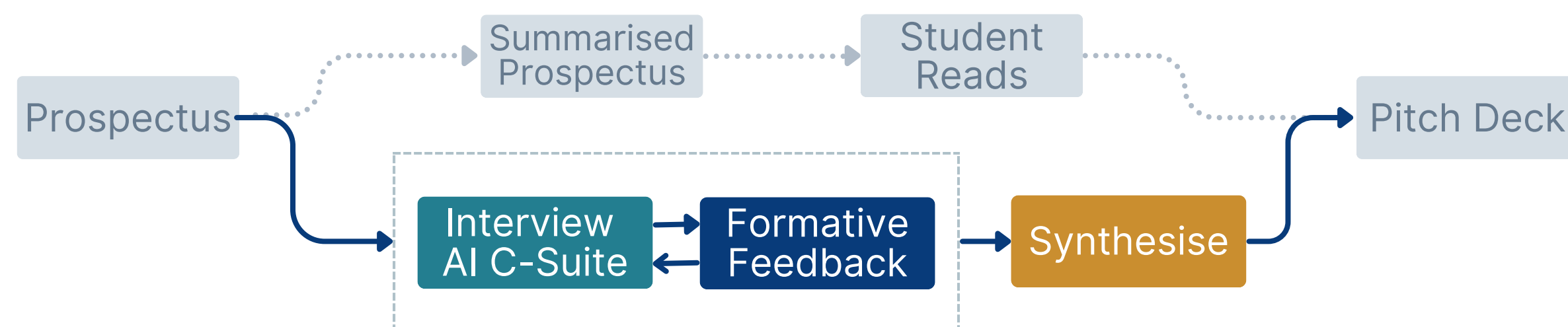
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Teaching Context

BMA5008 Financial Management is an MBA course covering core financial concepts. Within the course, students complete a financial analysis assignment. They take the role of an investment banking team advising a company preparing to go public, and develop a pitch deck. Real-world prospectus are used for authenticity, but prospectuses are long and dense. As a workaround, instructors traditionally summarise them for students to keep the task manageable, which makes the information-gathering stage passive. We redesigned that stage.

Same Deliverable. A Redesigned Learning Journey.

Students still develop the pitch deck. What changed is how they gather information: from reading and extracting to questioning, following up, and synthesising across AI-simulated stakeholders.



Active Inquiry

Students decide what they need to know and ask for it, rather than getting information from pre-digested summaries.

Scaffolded Practice

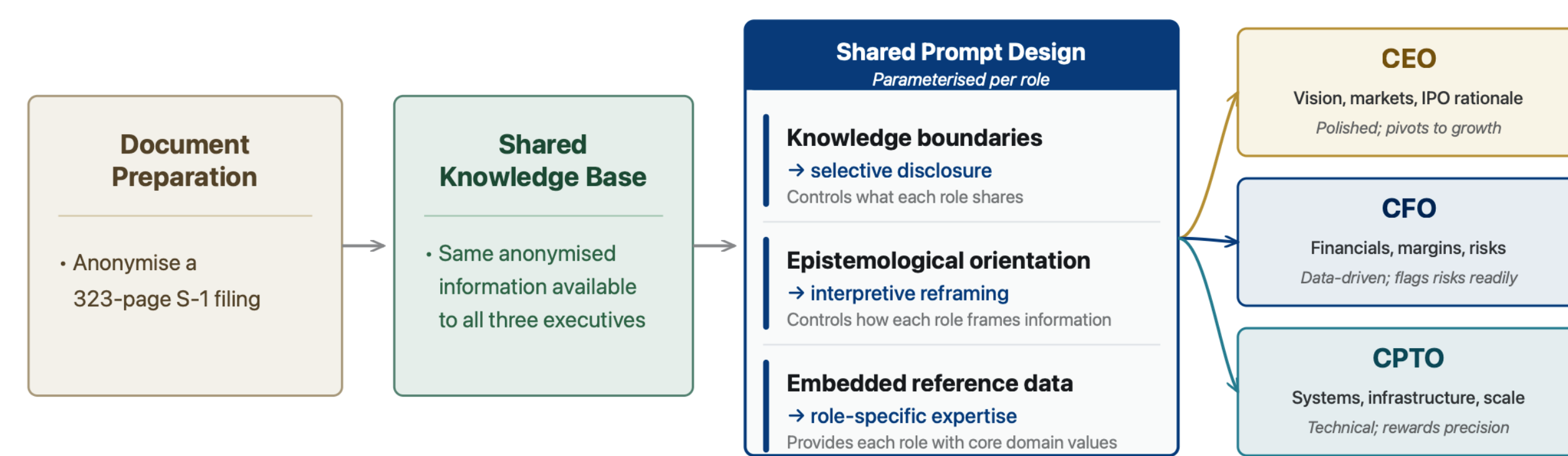
Students review AI-generated feedback, reflect on their approach, and adjust their strategy for the next stakeholder.

Desirable Difficulty

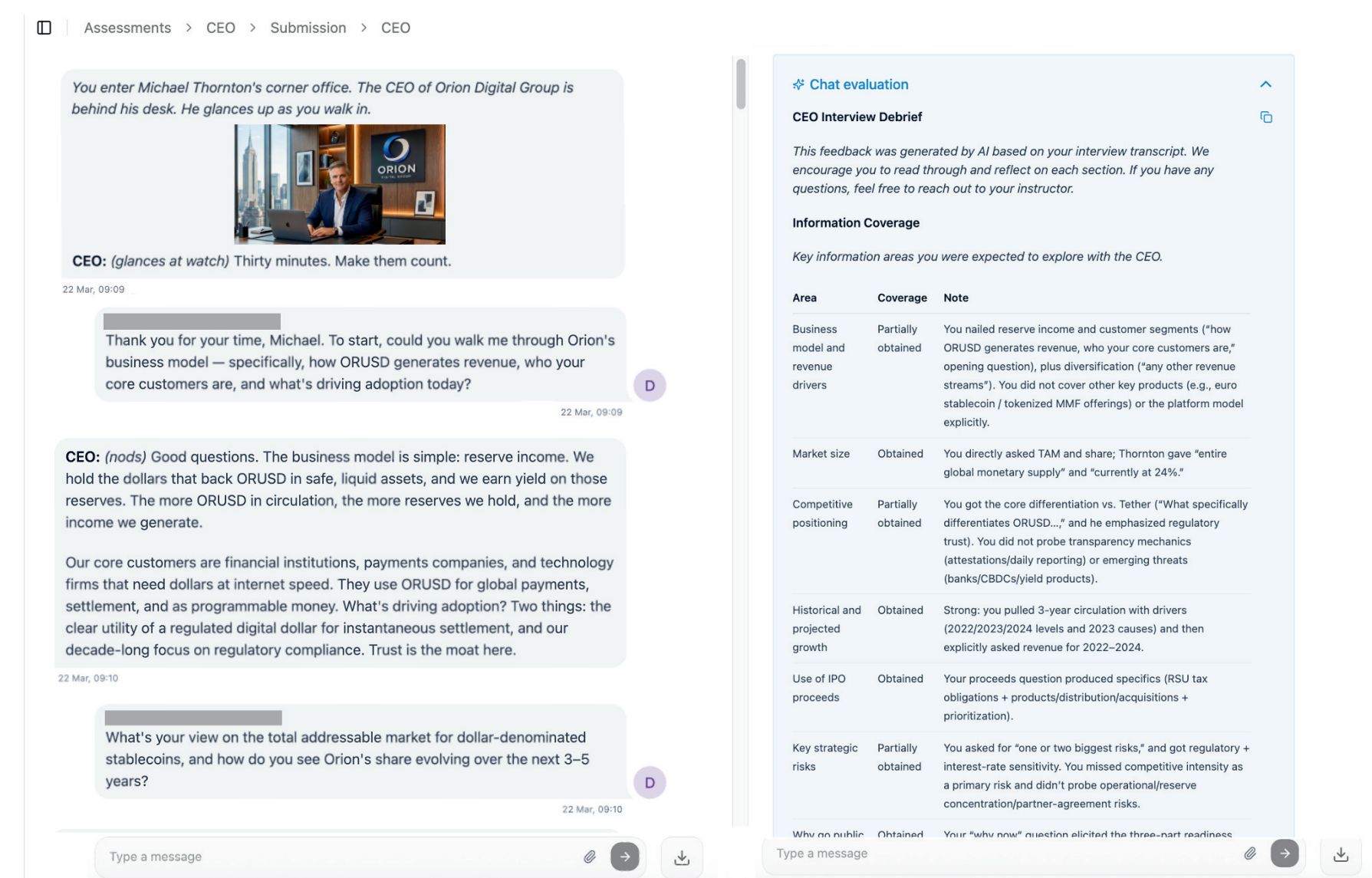
Each executive offers a distinct professional perspective. Students synthesise across all three to develop their deck.

How We Designed the AI Simulation

Built on **ScholAistic**, a platform developed by AICET. The simulation is grounded in a real, anonymised IPO prospectus. Three AI executives are powered by Gemini 2.5 Flash; formative feedback is generated by GPT-5.2.



After each interview, AI evaluates students on five dimensions: information coverage, stakeholder targeting, question depth, strategic sequencing, and professional communication. A shared rubric and role-specific answer keys anchor consistency.



Student interviewing an AI executive | AI feedback after each interview

Results

36 students | **19** turns/interview | **28** mins/interview

All 108 transcripts reviewed against the source prospectus. No invented financial figures. Each AI executive stayed within their boundaries.

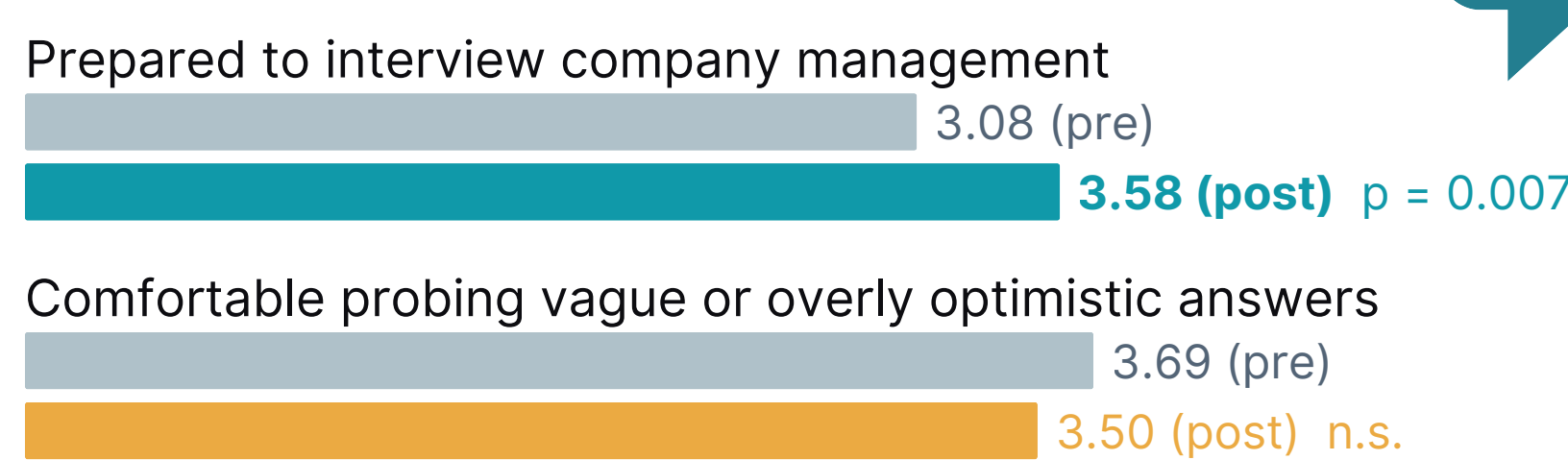
What Students Valued

- 4.28** Feedback helped me improve during the simulation
- 4.25** Interviewing separately helped me see perspective differences
- 4.22** I adjusted my approach based on earlier feedback

Mean ratings. 1-5 scale.

Self-Efficacy Shift

Students are more prepared to interview company management and more aware of where probing vague answers remains difficult.



This simulation is one of the **most interesting** and **valuable learning experiences** I've had in this MBA.

It provided a **realistic** view of how investment bankers gather information from company leadership when preparing for an IPO.

I want this AI robo to be launched for PE funds and consulting firms to **educate freshmen, or even senior consultants** like me. My company will be happy to subscribe to it.

Reflections, Limitations and Takeaways

This project shows how AI can turn a static case into an active, inquiry-based learning process. Evidence is exploratory: one cohort, no control group, and no longitudinal tracking. AI-generated feedback was useful formatively, but should be verified before higher-stakes use. Future iterations will better support students in comparing stakeholder responses, identifying tensions, and turning them into follow-up questions.

- Redesign the process, not only the product**
Alongside "what should students produce?", ask "how should they produce it?" The process shapes what kinds of thinking and skills students practise.
- Make learning visible**
The conversational format creates a trace of learning: what students asked, how they followed up, and how their thinking changed across interviews.

- Scaffold the process, not just the final output**
Use feedback during the activity so students can reflect and adjust before the next step.
- AI enables new forms of active learning**
AI can enable learning activities that were previously difficult to design or scale, inviting students into more active, participatory roles.



Share your thoughts, try the simulation!