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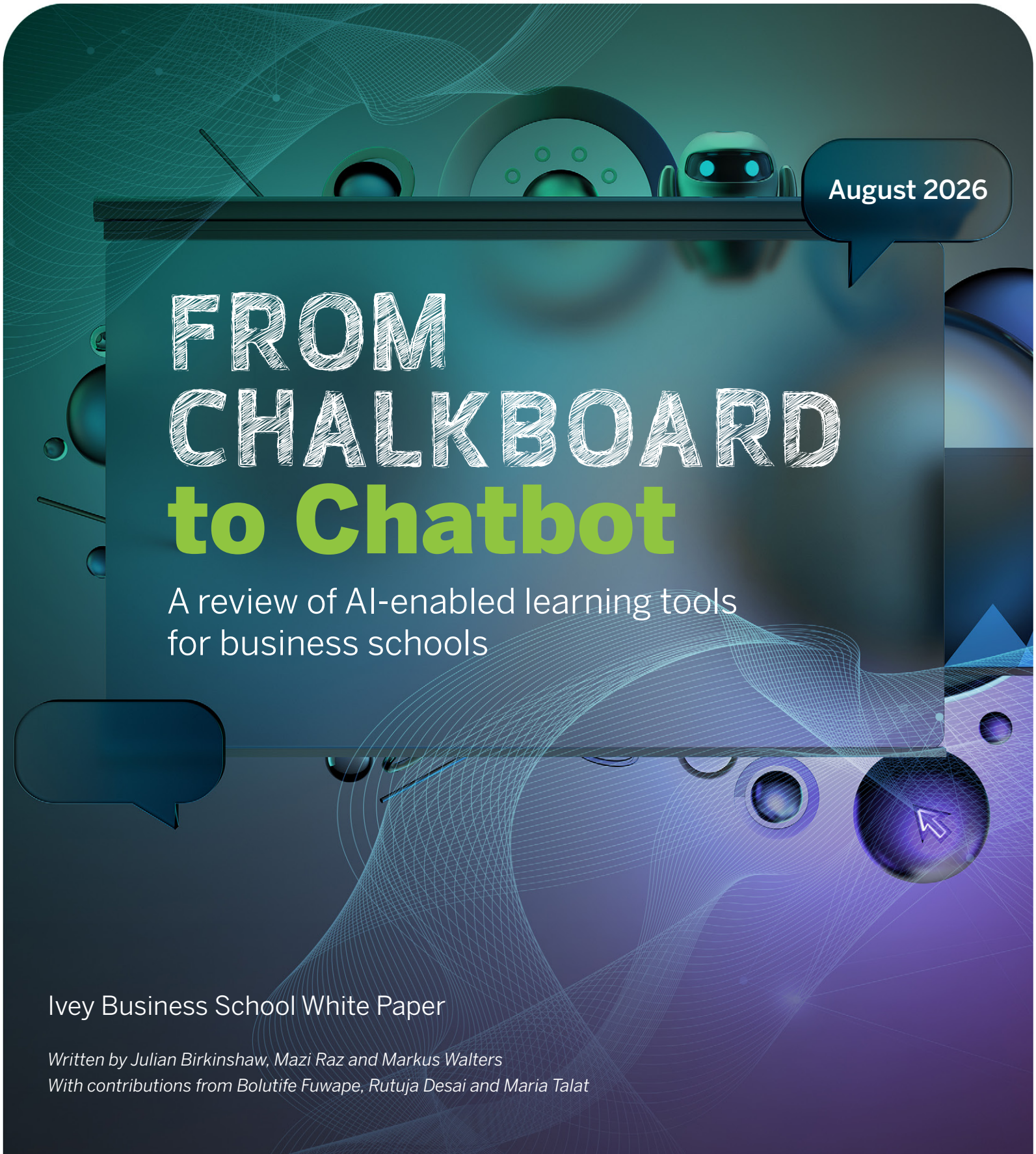

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# FROM CHALKBOARD to Chatbot

## A review of AI-enabled learning tools for business schools

Ivey Business School White Paper

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# Executive Summary

While the effects of Generative Artificial Intelligence (Gen AI) on jobs, workplace productivity and economic growth are still unclear, there is one domain where its impact is already – definitively – being felt, and that is in the world of teaching and learning. **There is already tangible evidence that student learning is being undermined by the indiscriminate use of Gen AI**, and we know from our own experience that aspects of the learning experience at business schools, such as classroom prep and assessment, have worsened since ChatGPT's launch in 2022.

Like many of our competitors, Ivey Business School has been quick to address the emerging threat – and opportunity – that Generative AI poses to teaching and learning. We have encouraged Ivey faculty to experiment with creative applications of Gen AI in their teaching, and we have engaged with innovative faculty in other schools. We have also partnered with edtech start-ups in this space.

This report summarizes the "state of the art" in summer 2026 for AI-enabled learning tools developed specifically for business schools. While not comprehensive, the fourteen AI tools we report on here (some internal to Ivey, others available on the market) show the breadth of what's possible with Gen AI today. They also provide some useful hints at what is coming next – because we can be sure there will be more innovation.

**Here is a summary of our key insights and provocations:**

1. Students learn most effectively when they go through some sort of struggle to get to grips with a difficult concept, or when they have to practice and learn from their mistakes. Unfortunately, Gen AI is very good at reducing this often-desirable form of friction – students can use the technology to shortcut their learning, and to outsource skills they formerly had to work at.
2. The AI tools we survey in this report all seek, in their own way, to use Gen AI in a positive way – to get students to engage in it as a way that enriches their learning, rather than as a way of short-cutting learning. Some are AI chatbots that push students to think for themselves; others use AI to create simulations, interactive cases and learning programs that guide the learning journey.
3. Looking across all these AI tools, they are exciting and valuable, but we don't believe they are fundamentally disruptive to business school learning. There is still enormous value in the 'social learning' that happens in a live classroom or study group, so our expectation is that the most effective AI learning tools will be complements not substitutes for in-class learning. Furthermore, we doubt whether there will be any 'killer app' AI tool, because the barriers to creating tools are low, and much of the value lies in how the tools are tailored to each individual faculty member's teaching objectives.
4. For business schools, we recommend developing a clear point of view on where AI-enabled learning is to be encouraged, and where it should be subordinated to in-person social learning. Focused attention needs to be paid in particular to motivating students to use AI in the positive way that these AI tools intend, and not to fall prey to the metacognitive laziness that has been reported on. Schools also have a role in ensuring that faculty experimentation is cumulative – agreeing on a small set of common measures, keeping a record of what has been tried, and encouraging trials that span conceptual knowledge, skills, and judgment.
5. For individual faculty, we recommend that they actively experiment with tools such as those surveyed in this report, and indeed to develop their own – as it is remarkably easy to create AI agents these days. An important part of this work is to test the actual benefits of these tools to the students, ideally through proper experimental methods. A well-structured experiment is clear about which part of the learning process is at risk of being shortcut, whether the tool restores friction that Gen AI has removed or introduces friction of a new kind, and what evidence – beyond student satisfaction – would show that it is working.
6. For students, it goes without saying that they are using Gen AI in their learning already and will continue to do so in the future. But it's important for them to take responsibility for their overall learning, to make sure they don't unintentionally undermine it through lazy use of AI. There is an opportunity for business schools to build metacognition teaching into their curricula to help students take on this important responsibility, and to help them build the managerial judgment to decide which tools to use when.

In conclusion, these are exciting but challenging times for business schools as they grapple with this fast-evolving new technology. We hope this survey of the state-of-the-art AI tools helps faculty and administrators to make better sense of what's possible and to chart their own innovative paths forward.

## Gen AI is Sparking Innovation in Teaching and Learning

The launch of ChatGPT in November 2022 sparked a revolution in the teaching and learning activities of business schools. While there have been many technological advances over the years affecting business school learning (e.g. laptops in the classroom, online learning, mobile devices), none of them fundamentally challenged how business school teaching was done. However, there is increasing evidence that Gen AI is different from these earlier digital innovations: it affects all the forms of learning important to business school learners rather than just a subset; it provides knowledge outputs rather than just inputs; and it provides almost-instantaneous responses[1].

Students have been very quick to use Generative AI tools such as ChatGPT and Claude. A 2026 study in the UK indicated its "near universal" use[2] with 95% of students using Gen AI in at least one way. A study by Anthropic showed business students using Gen AI disproportionately for creating outputs such as reports and presentations[3]. Worryingly, there is also evidence that students are using Gen AI to shortcut their learning, for example using it to summarize case studies before class and to write graded assessment papers[4].

Faculty have also been quick to incorporate Gen AI into their teaching. Some are teaching *about* Gen AI, for example to help students understand how large language models work. Others – the focus of this report – are teaching *with* Gen AI, for example building chatbots and simulations using these new tools.

Alongside faculty-led innovations in pedagogy, there are many independent learning companies and edtech entrepreneurs developing new tools, and these are being adopted to varying degrees in business schools.

There is, in other words, a lot of innovation underway in the use of Gen AI in business school learning, and the purpose of this report is to review what appears to be the state of the art in 2026. We are conscious that we are still in the early stages of this revolution, and that large language models will only become more powerful. And yet it is important to assess what is happening now, because these early innovations set the path for what might come next.

## Gen AI is both a Threat and an Opportunity

It is difficult to assess at this early stage what the overall impact of Gen AI on student learning might be. Like other observers, we see both sides of the equation – Gen AI is both a threat and an opportunity.

**A 2026 study in the UK indicated its "near universal" use with 95% of students using Gen AI in at least one way.**

On the positive side, there is already good evidence that Gen AI can help individuals become more productive when it is used to complement personal brainpower, and that it can support learning when people use it to explain rather than solve[5]. There is a lot of well-intentioned advice available for how to use Gen AI in a coaching or tutoring capacity[6].

But there is also mounting evidence for how Gen AI is hindering learning and development. For example, those using Gen AI are less willing to struggle through difficult problems independently, their analytical processes are being disrupted, and they exhibit lower levels of neural connectivity[7].

Given the ubiquity and user-friendly nature of Gen AI, many students are thus falling into the trap of *metacognitive laziness* – they are using the available tools to help them become more efficient in the short-term, even though they might be undermining some of their longer-term learning objectives[8].

The heart of the challenge – which we discuss in more detail later – is that high-quality learning, considered as learning that endures and transfers across multiple contexts, is not frictionless. Getting to grips with new concepts is often a struggle; building new skills often takes repetition and correction; developing judgment means deciding under ambiguity and living with the consequences. Productive friction is the encounter between the resistance a learning activity presents and the engagement a student brings to it – that encounter is what produces durable learning[9]. Some resistance is built into the learning material (like a case study), some is designed in by an instructor, and some is emergent, like the friction of different perspectives in a classroom.

**Gen AI has changed the availability of the friction that used to be the default condition of learning – it has now become opt-in.**

However, Gen AI has changed the availability of the friction that used to be the default condition of learning – it has now become opt-in. Our job, as educators, is therefore threefold. First, to remedy this threat by building in productive friction, so that high-quality learning is maintained. Second, to enhance learning by making available forms of practice that business schools could not previously afford (for example, a student used to get a single role-play attempt at a difficult conversation, whereas they can now rehearse it many times against varied counterparts). Third, to examine the process of student learning and not only its product, something that some Gen AI tools now make possible.

## Documenting the Current State of the Art

Ivey Business School has a long tradition of excellence in teaching and learning. It is one of a few top schools that orients its pedagogy around the case method, even though this approach typically requires faculty to invest more time in their teaching than using other approaches. Ivey Publishing is one of the largest distributors of teaching materials in the world, alongside Harvard Business Impact and the Case Centre. Our vision statement is "to reimagine experiential business learning for the world."

Like most other business schools, we recognized quickly that Gen AI was a potentially disruptive threat to our established pedagogical approach. Rather than develop a top-down mandate for how to embed AI in our teaching, we encouraged individual faculty to experiment in their own courses, and this "let a thousand flowers bloom" approach resulted in the development of a number of AI tools in pilot mode. We also built relationships with like-minded faculty at other business schools, and we worked with edtech providers, in some cases as customers, in other cases as development partners (for example, in developing interactive case studies).

With all this innovation underway, we decided, in summer 2026, that the time was right to review all the AI tools we were aware of, some internal to Ivey, others available on the external market. We reviewed fourteen tools in total. We realize there are many similar tools out there that we did not review, but fourteen was sufficient to


give us a sense of emerging practices and where the biggest opportunities might arise. It also allowed us to develop a point of view on what business learning might look like in the future.

In the following section, we discuss the specific AI tools in our survey, looking in particular at where they fit within the typical pedagogy of business schools and the types of knowledge and skills they focus on[10]. Details of each AI tool are provided in the Appendix. In the final section of the report, we look forward to consider how these and other such tools might shape business school learning in the future.

## Review of AI Tools

The fourteen AI tools are listed in Table 1, with a brief summary of what each one does and where it came from. There are short descriptions of each tool in the Appendix based on how we experienced them. Note that we chose not to rank the tools by overall quality, which would be inappropriate given that they are at different stages of development, and the number of students using them varies enormously. Rather, our focus is on the tools' pedagogical intent – what are they seeking to achieve for learners.

Table 1: Overview of AI Tools Surveyed

| AI Tools on the market | Brief description |
|---|---|
| **All Day TA** | EdTech company that builds customized AI teaching assistants for their courses, to help with learning and assessment. ↗ alldayta.com |
| **Avris AI** | An AI conversational platform where students question a case stakeholder persona for an immersive learning experience. ↗ avris.ai |
| **Breakout Learning** | Edtech company that uses AI to track and assess students' oral contributions to group discussions. ↗ Breakoutlearning.com |
| **CAiSEY** | Voice-first AI conversation partner that prepares students through 1:1 socratic discussion. ↗ caisey.me |
| **Lexarius** | Edtech company that delivers AI-enabled role-play conversations to help students build skills. ↗ lexarius.com |
| **NoYes AI** | Interactive case scenarios where a company's characters are role-played by AI, as an alternative to the traditional PDF format. ↗ noyesai.com |
| **Soapbox** | Edtech company, for scaling live virtual peer-to-peer discussions with AI feedback, grading, and class insights. ↗ soapboxdebate.com |
| **AI Tools at pilot stage** | |
| **AIBEL** | AI tutor (voice and text) developed by Ivey. Simulates a case study discussion, designed to help students prepare for class. |
| **Hopeworks** | Interactive AI case study developed by Kyle Maclean and Tiffany Bayley (Ivey). Students interact with AI to gather info to help them make decisions. |
| **Kai** | AI teaching assistant developed by Sebastien Martin (Kellogg). Provides prompts and feedback to students to structure their learning. |
| **plAIbook** | AI-based marketing simulation developed by Guneet Kaur Nagpal (Ivey). AI guides students, asking them to do analysis and make decisions. |
| **New Venture Development** | AI-based coaching tool developed by James Kruck and Eric Janssen (Ivey). Students are prompted to address all stages in developing a new venture. |
| **Sidekick** | AI study assistant developed by Joshua Foster (Ivey). It guides students through Socratic tutoring to help develop conceptual knowledge. |
| **Voice AI** | Voice-based AI tool developed by Rob Hunter (Ivey). It simulates a case discussion and conducts a sales role-playing exercise. |

Some of these AI tools have very specific functionality, whereas others are broad-based in their intent. So, to understand how these tools compare to each other, we mapped them against two learning frameworks. The first is an analysis of where they sit in a typical student learning journey, using four categories as below (Table 2). While most tools could be configured or prompted to perform across multiple categories, the assessment focuses on their core pedagogical design rather than their outer limits of use. The extent to which each tool is designed for each activity is rated subjectively on a 5-dot scale.

**Table 2: Design Focus of AI Tools Across Stages of Learning**

| | Preparation for a specific class or assignment | Usable during class or as a substitute for in -class teaching | General reinforcement and reflection of learning | Assessment of learning (homework and/or exams)[11] |
|---|---|---|---|---|
| AIBEL | ❍❍❍❍❍ | | ❍❍ | ❍❍ |
| All Day TA | ❍❍❍❍ | | ❍❍❍❍ | ❍❍ |
| Avris AI | ❍❍❍❍ | ❍❍❍❍ | ❍❍ | ❍❍ |
| Breakout Learning | ❍❍❍❍ | ❍❍ | ❍❍ | ❍❍❍❍❍ |
| CAiSEY | ❍❍❍❍ | ❍❍ | ❍❍❍❍ | ❍❍ |
| Hopeworks | ❍❍ | ❍❍❍❍❍ | ❍ | ❍❍❍❍ |
| Kai | ❍❍❍❍❍ | | ❍❍❍❍ | ❍❍❍❍ |
| Lexarius | ❍❍❍ | ❍❍❍❍ | ❍ | ❍❍❍ |
| New Venture Development | ❍❍❍❍ | ❍❍ | ❍❍ | ❍❍ |
| NoYes AI | ❍❍❍❍ | ❍❍❍ | ❍ | ❍ |
| plAIbook | ❍❍ | ❍❍❍ | ❍❍ | ❍❍ |
| Sidekick | ❍❍❍❍ | | ❍❍❍❍ | ❍❍ |
| Soapbox | ❍❍❍ | ❍❍❍❍ | ❍❍ | ❍❍❍❍ |
| Voice AI | ❍❍❍❍ | ❍❍❍ | | ❍❍❍ |

We also evaluated the tools in terms of *what* is being learned by the students. Based on a typology originally developed by Aristotle[12], we distinguished between three areas of knowledge development: (a) conceptual knowledge, e.g., macroeconomic theory or statistics, (b) skills such as building an Excel spreadsheet or public speaking, and (c) managerial judgment and decision-making under uncertainty. As Table 3 shows, most of the AI tools prioritize one area of knowledge development, but they also spill over into the other two areas, as the boundaries between the three categories are not clear-cut.

**Table 3: Design Focus of AI Tools Across Different Types of Knowledge Development**

| | Focus on building conceptual knowledge | Focus on improving specific business skills | Focus on decision-making and judgment |
|---|---|---|---|
| AIBEL | ❍ | ❍❍❍ | ❍❍❍❍ |
| All Day TA | ❍❍❍❍❍ | ❍ | ❍ |
| Avris AI | ❍❍❍ | ❍❍❍❍❍ | ❍❍❍❍ |
| Breakout Learning | ❍ | ❍❍❍❍❍ | ❍❍❍ |
| CAiSEY | ❍❍❍ | ❍❍❍❍ | ❍❍❍ |
| Hopeworks | ❍ | ❍❍❍ | ❍❍❍❍❍ |
| Kai | ❍❍❍❍ | ❍❍ | ❍❍❍ |
| Lexarius | ❍❍ | ❍❍❍❍❍ | ❍❍ |
| New Venture Development | ❍❍❍❍ | ❍❍❍ | ❍ |
| NoYes AI | ❍ | ❍❍❍❍ | ❍❍❍❍ |
| plAIbook | ❍❍❍❍❍ | ❍❍ | ❍❍ |
| Sidekick | ❍❍❍❍❍ | ❍ | ❍ |
| Soapbox | ❍❍❍ | ❍❍❍❍ | ❍❍❍ |
| Voice AI | ❍❍ | ❍❍❍❍❍ | ❍❍ |

What insights can we draw from this analysis? First, we see a real advantage in focus. An AI Tool that covers all the stages of a learning journey and all three types of knowledge is unlikely to excel at any one of them. The most useful AI tools – in terms of widespread adoption – are therefore likely to be the ones aimed at a clear learning objective.

Second, looking across these tools, there were several important points of differentiation that don't automatically flow from the categorization done here. In particular:

- Degree of cognitive challenge. Some tools, for example Hopeworks and Voice AI, are very demanding in that they hold back answers and force students to reason for themselves. Others, such as All Day TA apply challenge selectively, staying firm during homework windows and offering Socratic prompts when a student opts in.
- Depth of faculty oversight. The tools vary in how much they let the instructor see. For example, plAIbook and Breakout Learning surface each student's full reasoning; All Day TA's oversight dashboard shows anonymized class-level patterns, while AIBEL and Sidekick offer limited visibility. This potentially links to grading, with the tools that make student reasoning visible being best placed to support assessment.
- Resilience against generic AI use. Given that most students have good access to ChatGPT or equivalent, it is important to consider how much more useful these tools are than what is freely available. For example, AIBEL does not perform much better than a student simply asking ChatGPT about the case study, whereas Lexarius provides a unique, albeit narrow, learning simulation. Interactive case studies where there is no static document that can be pasted into ChatGPT (e.g., NoYes AI and Hopeworks) offer a useful way forward.
- Volume and variability of practice. Some tools make forms of rehearsal available that a conventional class schedule could not reliably accommodate. Lexarius

lets a student retry the same difficult conversation with a different approach, Voice AI supports repeated practice at defending a position under direct questioning, and AIBEL is explicitly aimed at students who participate less frequently in class discussion.

Third, from reviewing these tools in detail, there are big questions about how to ensure students use them in the right way. For example, AIBEL, Kai, CAiSEY, New Venture Development and plAIbook have all been used in a 'mandatory' way by the faculty who created them, with a (typically small) grade attached to their use. This seems to work okay while students enjoy trying something new, but once the novelty has worn off there is a risk that they will employ their own AI tool to interact with the faculty's AI tool. The challenge of maintaining engagement in these tools is discussed in the final section of the report.

## Where are we going next with AI-Enabled Learning?

Our analysis of these fourteen AI tools provides some important insights into what's possible in the field of Gen AI-enabled learning today, and where the field might be heading over the next few years. These insights are structured into four different levels of analysis – industry, school, faculty and student.

### Industry level dynamics

There has clearly been a huge amount of innovation using Gen AI tools over the last few years, and there will continue to be for years to come – we are in the "foothills" of a long journey. As this report shows, the innovations come from both incumbents (i.e. faculty at existing business schools) and insurgents (i.e. edtech companies selling their products to existing business schools).

However, there are also strong inertial forces at work in the world of business education. One thing that became clear in evaluating all these AI tools is that none of them are a good substitute for a high-quality in-person class where students are fully engaged in the assignment at hand. Just as we saw with earlier rounds of digital innovation, such as online learning and Zoom classes during COVID, AI-enabled learning is likely to end up as a *complement, not an alternative*, to in-person learning.

To say it slightly differently: the Socratic method was invented more than 2000 years ago, and it has endured; and we would argue this is because the social aspects of learning (where students engage with each other and their instructor in person) are integral to personal and professional development. It seems highly unlikely to us that Gen AI might invalidate this persistent truth.

A second important observation at the industry level is that there is no "killer app" for Gen AI-enabled learning at this stage, and we don't expect there to be one. This is partly because the barriers to entry are low – many of the tools we reviewed were put together by individuals with only a few months' work. There are also limited 'network effects' or economies of scale in these products, as their value-added lies principally in how they complement in-person learning rather than substituting for it.

Rather than one "killer app", we expect a continued proliferation of AI tools similar to those reviewed here, some of which will be successful but not hugely profitable. We also expect some of this AI functionality to be built into existing platforms, for example learning management systems like Canvas and Moodle, in the same way that Microsoft has integrated all sorts of specific software products into its Windows suite.

## Business school policies and practices

While encouraging faculty to experiment with Gen AI tools is important, the biggest challenge for business schools is to decide how and when to integrate AI-enabled learning into their pedagogical architecture. We offer four specific points to help frame this debate.

First, it is important to distinguish between top-down use of AI in designing the learning experience, and bottom-up use of AI within a given learning experience. Looking at the AI tools we surveyed, New Venture Development and plAIbook are examples where AI is used like a traffic cop, steering the students through a learning journey with gates along the way to ensure they don't shortcut the process. In contrast, Sidekick, CAiSEY and All Day TA are examples where AI is more of a sparring partner that students (hopefully) engage with to improve understanding at their own pace.

Second, we believe strongly there are times when AI should be explicitly banned. Obviously, assessment is one such area, though it is not our primary focus in this report. But we also see value in making some classroom and/or small group discussions device-free zones, especially when the objective is to build students' social and interactive skills. While individual faculty are always responsible for what happens in their own classes, we believe it's important for business schools to set the high-level parameters around how much learning should be AI-free.

Third, an enduring challenge is how to deploy these AI tools so that students willingly use them in their intended ways. As mentioned earlier, high-quality learning involves some sort of productive struggle, whereby the student's progress is intentionally slowed down to make sure the learning really sinks in. All the AI tools in our survey, in various ways, are designed to maintain this productive struggle. However, they are also prone to students shortcutting their use, for example when they are short of time.

Fourth, the faculty experimentation we describe in the next section will only pay off if the institution learns from it collectively. It helps enormously if trials share a small set of common measures agreed in advance, so that Sidekick in one course and CAiSEY in another can be compared substantially rather than by student enthusiasm. It helps, too, if the school records what was tried, with which students, and what happened (including the disappointments, which are often the most instructive). Finally, it would be wise to deliberately encourage experiments that span the different types of knowledge identified earlier – conceptual knowledge, skills, and judgment. The tools in our survey cover all three, but there is no guarantee that a school's experiments will do the same.

**Business schools therefore need to figure out how to get the best out of these AI tools as they become widely adopted.**

Business schools therefore need to figure out how to get the best out of these AI tools as they become widely adopted. There appear to be two options. One is to *enforce* use, for example by assigning part of a grade to how the student uses the tool. The other is to *encourage* use by helping the student to see its benefits, for example by gamifying the interface or by providing feedback to show how much progress is being made.

## Faculty adoption and experimentation

In putting this report together, we were excited by how many faculty-led innovations we were able to identify. In some ways it is to be expected that faculty are making use of the latest technologies to teach their students better, but the speed and diversity of innovations still caught us by surprise. We have four pieces of advice to faculty.

First, *make sure you are clear what your learning objectives are in advance*. That will help you choose the right AI Tool for the job in hand, whether it's one of the tools surveyed here or your own proprietary tool.

Second, *adopt an experimental mindset when deploying AI tools* for the first time—but be clear about what an experiment actually involves. It is critical to structure the trial so that you learn something useful whatever the outcome. Looking across the fourteen tools in our survey, we would argue that any classroom experiment with AI-enabled learning needs to answer three questions: which aspect of the learning process is at risk of being shortcut, what kind of repair or intervention the tool represents, and what evidence would tell you whether it is working. See the box for a more detailed discussion of these points.

### Key questions to address when experimenting with AI tools

Three questions are important when conducting an AI experiment. The first is where the risk to learning sits in your particular course. Gen AI does not undermine learning in some general way; it absorbs specific learning activities that students would otherwise do for themselves – articulating and defending a position aloud, deciding what information they need before analyzing a problem, explaining a concept in their own words, or practicing a difficult conversation before having a real one. Each of these is a form of the productive struggle we described earlier, and so the starting point for any experiment is to identify which of these activities your learning objectives depend on most, and which of them your students are already handing over to Gen AI. Looked at this way, the tools in our survey are each protecting something specific: CAiSEY and Voice AI protect verbal argumentation, Hopeworks protects the job of deciding what information is needed, Sidekick protects the work of explaining a concept rather than receiving it, and Lexarius protects the rehearsal of hard conversations.

The second question is what kind of intervention you are making. Broadly, there are two options. One is to restore friction that Gen AI has removed, returning students to the effort the learning activity originally demanded: making a discussion device-free, moving an assignment back to closed-book, or having the tool itself decline to help – as All Day TA does when it withholds full answers while a homework window is live. The other is to introduce new, yet productive, friction: Hopeworks returns data but refuses to interpret it, CAiSEY introduces counterarguments rather than agreeing, and the New Venture Project coach keeps handing judgment calls back to the student. (Within this second option sits the choice we described earlier, between AI as traffic cop and AI as sparring partner.) The two options are not competing philosophies. Many instructors may end up using both. But an experiment should be clear about which one it is probing, because they succeed in different ways: restoring friction depends on enforcement, whereas adding friction depends on students willingly engaging with the tool rather than working around it.

The third question is what you would accept as evidence that the tool is working. The temptation is to measure what is easiest to see, whether students used the tool and whether they liked it. But adoption and satisfaction often tell you very little on their own; a tool about which the students are enthusiastic may simply be one that has contributed to metacognitive laziness. The more telling evidence is whether students are engaging with the friction or finding ways around it. This is where the faculty oversight we identified earlier becomes vital. Most of the tools in our survey leave a trail. For instance, Hopeworks shows which information students requested and in what order, CAiSEY and the Voice AI tool produce transcripts of how an argument developed under pressure, and All Day TA's analytics reveal which concepts students are wrestling with. These traces effectively show the process of learning rather than just its outcomes. An instructor can arguably distinguish between engagement and evasion in the process. A student who revises their questions as the data comes back is effortfully engaged, whereas a student who asks once and moves on has found a way to abandon it.

Third, *think very carefully about how to use AI tools for assessed work*. Several of these tools, for example CAiSEY and Kai, are used for homework assignments, which works okay as long as they are engaging for students and the weighting (for the final grade) is low. But when the stakes are high, some students will find ways to shortcut their learning. For example, we have spoken to students who have tried creating their own AI Bot to interact with the AI tool faculty are asking them to use.

**Good quality learning involves a productive struggle, and that often means it takes longer than you would like it to.**

Finally, *make sure to use the data generated from students interacting with AI Tools*. For example, if the students used an AI tool to complete a homework assignment, one can see immediately (using AI) how well they understood the topic, and which areas might need additional explanation. Some of the tools in our survey do this explicitly, for example Breakout Learning, All Day TA, Soapbox and Kai.

## Student adoption and ownership

Finally, what advice might we offer to students based on all the above?

First, you should also *develop an experimental mindset*. Use whatever AI tools your instructors give you. And look for creative ways to use ChatGPT or its equivalent to help your learning. It is very easy to build AI Agents these days, and the returns on investing in these state-of-the-art techniques are likely to be substantial.

Second and more importantly, *take responsibility for your own learning*. As mentioned above, good quality learning involves a productive struggle, and that often means it takes longer than you would like it to. For example, it is tempting when interacting with an AI bot to find ways to shortcut the discussion, but that is a false economy; learning works best when the AI asks the questions and you give the answers, not vice versa.

Taking responsibility also means thinking about metacognition, in other words learning about learning. For example, are there certain styles of learning that you are particularly good at, and others where you struggle? Are there some AI tools that you enjoy using and others that are cumbersome? There are no right answers here, but to the extent that you understand your own personal learning style, you can adjust and adapt accordingly. The successful business leaders of the future will be the ones who use AI tools in a judicious way to complement their own skillsets.

Third, *make sure some of your learning is AI-free*. As discussed earlier, some of the skills that a business school student needs are social and interactive in nature, and it goes without saying that these are developed best in an in-person environment, not by talking to a chatbot. In practice, this simply means showing up to classes and tutorials as assigned; it also means meeting up with your colleagues in person when doing group projects, taking part in student clubs, and attending seminars and guest-speaker lectures. This is all obvious stuff, but it bears repeating in an era when learning can increasingly be done virtually.

# Conclusion

The field of business education is in a state of flux right now, with Gen AI acting as a potentially destabilizing force. In some areas, for example assessment, business schools have had to adjust very quickly. In other areas, for example case study teaching, the need for adjustment is less clear-cut. But the imperative across all areas is for business schools to understand what Gen AI makes possible, and to build the capabilities and experiments that enable adaptation.

These are exciting but challenging times for business schools as they grapple with this fast-evolving new technology. We hope this survey of the state-of-the-art AI tools helps faculty and administrators to make better sense of what's possible and to chart their own innovative paths forward.

## Methodology

For our purposes, an AI learning tool is a software application built on artificial intelligence (usually a large language model) that is used deliberately to support, augment, or transform the processes of learning, teaching, assessment, or curriculum design in business education.

Our process for selecting AI learning tools to include in the survey had the following steps: (a) we contacted all faculty at Ivey to find out what tools they were using or developing themselves, (b) we reached out to faculty at other business schools through our own networks to see what AI tools they were using, (c) we searched the media that cover business schools, such as the Financial Times and Poets & Quants, to see what AI tools they were talking about, (d) we looked online to see what AI tools were commercially available. Note that we did not include general purpose AI learning tools – we only looked at those with an explicit business school focus.

We recognize that our report covers only a small subset of the AI learning tools being used today. The intent in surveying these 14 tools is to illustrate the range of use-cases, not to provide a comprehensive overview of what is out there. Given the enormous amount of innovation underway in this area, we encourage AI tool developers to share what they are doing for a future report.

For each of the AI learning tools, a team of three MBA graduates reviewed them from the user perspective and assessed where they fit within the learning frameworks in the report. Tables 2 and 3 are the summary scores from the three raters. These are subjective judgments and may not reflect the views of the faculty and/or businesses that developed the tools. We are open to their feedback if they feel we have assessed them incorrectly.

# Notes and References

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8 Fan, Y., Tang, L., Le, H., Shen, K., Tan, S., et al. 2025. Beware of metacognitive laziness: Effects of generative artificial intelligence on learning motivation, processes, and performance. *British Journal of Educational Technology*, 56(2): 489–530.

9 The resistance and the engagement both matter; resistance without engagement is just difficulty and engagement without resistance is busywork.

10 One caveat – we focused most of our attention on teaching and learning and not assessment. Business schools face huge challenges in rethinking how to assess and grade students, with many moving back to closed-book and Viva Voce (oral) exams. While we note the potential ways the AI tools might be used for assessment, it is not our primary focus.

11 A small technical point on assessment is that some jurisdictions, such as the EU, have stringent rules on data privacy that make it difficult for faculty to access individual-level data from these AI tools. As noted elsewhere, assessment is an important issue in its own right but beyond the scope of this report.

12 Aristotle's terms were episteme (conceptual knowledge), techne (skills) and phronesis (practical wisdom or judgment).

# Appendix - Descriptions of AI learning tools

In this appendix we provide brief descriptions of the fourteen learning tools surveyed for the report. Note that these are our interpretations of the tools in question, not the official information provided by the companies or individuals involved. In some cases we had limited access, and this is mentioned in the appropriate places. Note also that we are not indicating "how good" each tool is, as that would be highly subjective and also inappropriate given that the tools are at very different stages of development.

The tools are described in alphabetical order as below:

1. AIBEL
2. All Day TA
3. Avris
4. Breakout Learning
5. CAiSEY
6. Hopeworks
7. Kai
8. Lexarius
9. New Venture Development
10. NoYes AI
11. plAIbook
12. Sidekick
13. Soapbox
14. Voice AI

aibel

*A voice-first learning simulation, to help students prepare for a case-method class.*

## Overview

AIBEL is an AI tutoring prototype developed by graduate computer science students at Western University in collaboration with faculty at Ivey Business School. Students in case-method business programs use it to rehearse discussing a business case aloud before class. Case-method preparation typically involves reading and written analysis; AIBEL adds a verbal step, giving students a chance to practice articulating their reasoning before a live classroom discussion.

### Educational Purpose

AIBEL's primary learning objective is discussion and participation rehearsal, and it also helps students develop their managerial judgment. Rather than teaching new concepts or producing written analysis, the tool is built around spoken dialogue. Students use it to organize their reasoning, state a recommendation, and respond to follow-up questions before doing so in a live classroom setting. Verbal articulation is a core skill in case-method business education, where students are expected to defend positions and respond to questioning in real time during class discussion.

### How the Tool Works

1. Student selects a case-based discussion experience. In the reviewed version, this was built around a single case, the Linamar case.
2. Session begins as a voice conversation. The AI opens by asking a question related to the case.
3. Student responds aloud, offering initial reasoning or a recommendation.
4. AI asks follow-up questions and requests clarification, prompting further explanation.
5. Exchange continues as a dialogue, with each AI response shaped by the student's most recent answer.
6. Session concludes. A transcript of the conversation is retained within the platform.

### Faculty Experience

- Conversation transcripts, retained for each session and available for faculty review.
- The platform architecture appears designed to support instructor-uploaded cases and customization, although these capabilities were not enabled in the reviewed version.

### Key Features

- Voice-based conversational interface, rather than a text-based chat window.
- Built on Google's Gemini language model.
- Discussion simulations built around a specific business case.
- Follow-up questioning shaped by the student's spoken responses.
- Prompts for explanation and justification of a recommendation.
- Retained transcript log of each conversation.
- In the version reviewed, AIBEL was configured around a single case (Linamar Corporation). Other case studies are also available on AIBEL, and it is straightforward for faculty to develop additional ones as required.
- Designed for one-on-one use rather than live, in-class facilitation.

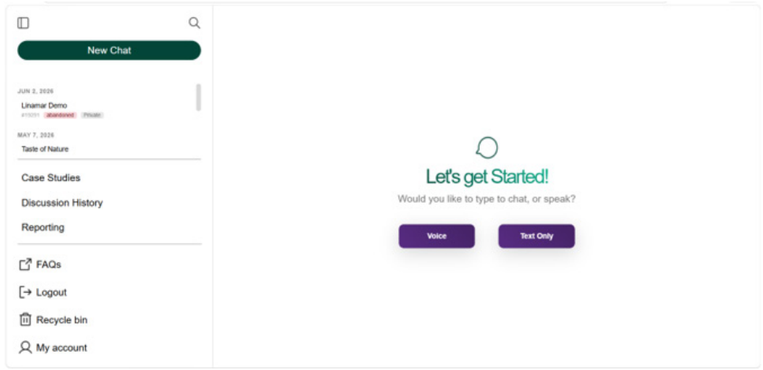
### Educational Applications

- Pre-class preparation for HBA and MBA case discussions.
- Verbal rehearsal of a recommendation before presenting it in class.
- Practice for students who participate less frequently in classroom discussion, including second-language speakers.
- Individual practice in articulating and defending case recommendations before classroom discussion.

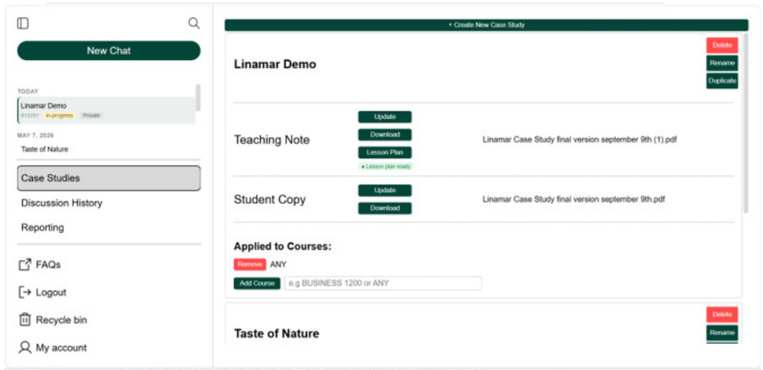
### Adoption

AIBEL was developed by graduate computer science students at Western University in collaboration with faculty at Ivey Business School. It is used internally at Ivey at a prototype stage. No public pricing, formal institutional deployment, or published privacy documentation was available at the time of review.

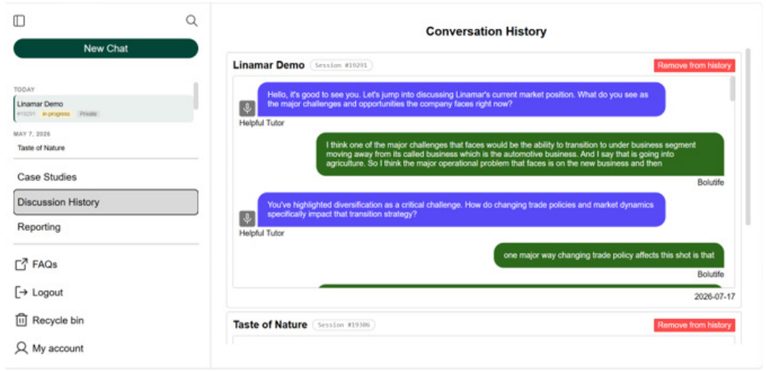
## Supporting Screenshots



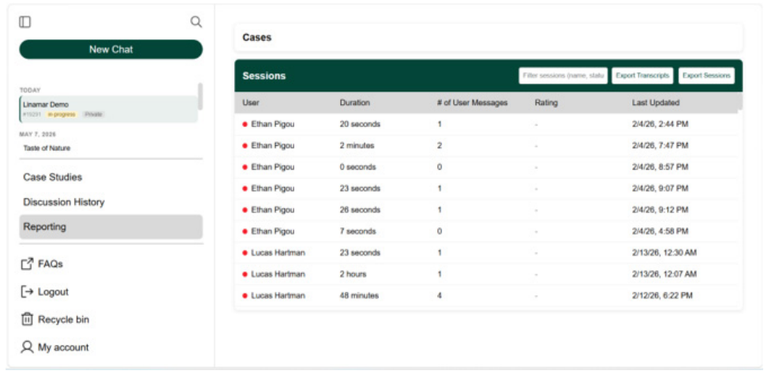

**Dual-mode entry:** students choose between voice and text at the start of a session, alongside persistent navigation to Case Studies, Discussion History, and Reporting.




The Case Studies dashboard enables instructors to manage the complete lifecycle of teaching cases from a centralized interface. Users can upload and update teaching notes and student versions, generate lesson plans, assign cases to courses, and manage case versions, streamlining case administration while supporting consistent instructional delivery.




The Conversation History dashboard provides learners with a searchable archive of previous AI tutoring sessions, preserving the full dialogue between the learner and the AI tutor. By allowing users to revisit past discussions, review feedback, and track their reasoning over time, the platform supports reflective learning, reinforces key concepts, and promotes continuous improvement.




The Reporting dashboard provides instructors and administrators with a centralized view of learner activity across case simulations. Session-level analytics, including participation duration, number of learner messages, ratings, and last activity, can be monitored and exported, enabling instructors to evaluate engagement, identify participation trends, and support data-informed instructional decisions.

# All Day TA

*A 24/7 AI teaching assistant grounded in professor-approved course materials, with cited answers for students and a question dashboard for faculty.*

## Overview

All Day TA is a 24/7 AI teaching assistant built by Rotman School of Management professors Kevin Bryan and Joshua Gans. It answers student questions using only professor-approved course materials that an instructor uploads, citing the specific source file behind each answer, and gives faculty a dashboard showing the questions students are actually asking.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, All Day TA is designed primarily to support Conceptual Knowledge, through grounded, cited answers to course-material questions and Bloom-aligned practice quizzes covering identifying, distinguishing, analyzing, evaluating, and applying a concept. The tool is not designed to place a student in a decision-maker role or build managerial judgment directly; its founders position it as freeing faculty and teaching assistants to spend their own time on judgment-oriented teaching, rather than as a tool that builds that judgment itself.

### How the Tool Works

1. Instructor uploads course materials, such as readings, slides, or lecture notes, that the tool uses to ground its answers.
2. Instructor configures homework-aware dates, during which the tool declines to answer questions tied to an active assignment.
3. Student reaches the tool through a shared URL, without a separate account, tutorial, or profile setup.
4. Student asks a question in chat form; the tool answers using the uploaded materials and cites the specific source file behind its response.
5. During an active homework window, the tool declines to give a full answer to questions covered by that assignment and instead offers a prompt shaped by the instructor's selected answer style (More direct, Balanced, or More instructive); once the window expires, it gives full answers.
6. Student can use Intelligent Quiz, which generates multiple-choice questions at three difficulty tiers for a given learning goal, with an explanation attached to every answer option, including incorrect ones.
7. Instructor can review a dashboard, Weekly Summaries, that logs every student question with tags such as Preview, Follow-up, or Flagged by Student, and can export this log or manually review flagged questions.

### Faculty Experience

- Instructor uploads and manages the course materials that the AI's answers are grounded in, and can invite co-instructors or teaching assistants to the same course.
- Instructor sets homework-aware dates, during which the tool restricts full answers on related material.
- Instructor can choose among three answer styles, More direct, Balanced, or More instructive, to set how much the tool scaffolds a conceptual answer.
- Weekly Summaries dashboard logs every student question, with tagging, sorting, CSV export, and manual override of flagged questions.
- Intelligent Quiz lets an instructor generate Bloom-aligned practice questions tied to specific learning goals.
- Deployment involves uploading files, configuring homework dates, and sharing a URL or sign-in code with students; the platform advertises integrations with learning management systems, including Canvas, D2L, and Google.

### Key Features

- Answers grounded in professor-uploaded course materials, with citations to the specific source file.
- Homework-aware refusal logic tied to instructor-set dates.
- Three selectable answer styles, ranging from direct answers to Socratic prompting.
- Intelligent Quiz, generating Bloom-aligned multiple-choice questions at three difficulty tiers with explanations on every option.
- Weekly Summaries dashboard logging and tagging every student question, with CSV export.
- Multilingual response capability.
- Integrations advertised with learning management systems, including Canvas, D2L, and Google.
- Public access on a free tier, or a sign-in code on paid plans.

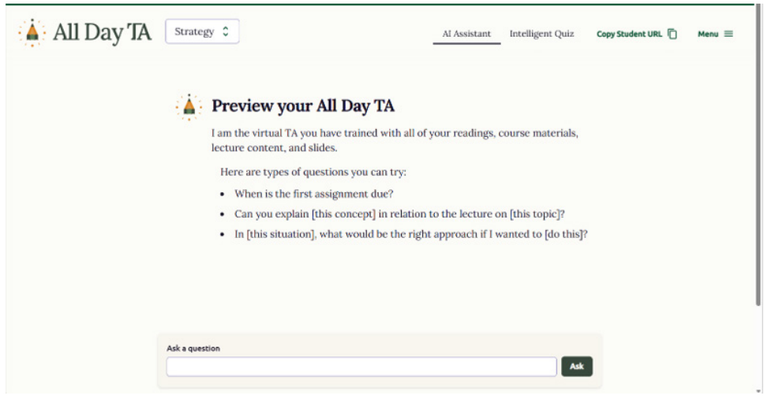
### Educational Applications

- Pre-class conceptual grounding in large-enrollment foundational courses, such as accounting, finance, statistics, economics, or business analytics.
- Exam preparation and self-testing through Intelligent Quiz.
- Answering routine conceptual questions that would otherwise reach faculty or teaching assistants by email.
- Giving faculty visibility into common areas of student confusion through the Weekly Summaries dashboard.

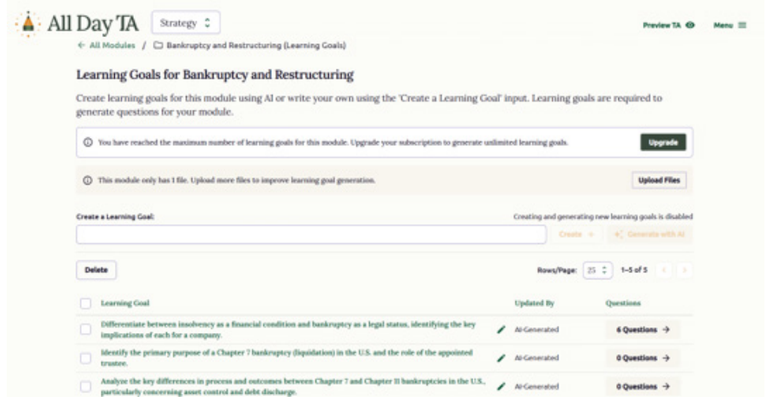
### Adoption

All Day TA was built by Rotman School of Management professors Kevin Bryan and Joshua Gans. Reported pilot data describes approximately five thousand students using the platform in Fall 2024 across institutions including Princeton, UCLA, Berkeley, MIT, the University of Toronto, the University of New South Wales, Melbourne, and Monash, averaging about fifty questions per student per course. The platform is reported to be deployed at more than two hundred fifty universities. Individual plans are documented at up to two hundred students per course, with institutional plans available above that. The published privacy position states that uploaded documents are not stored and that content is not used to train AI models outside a course; the free tier does not include per-student authentication, which is available on paid plans.

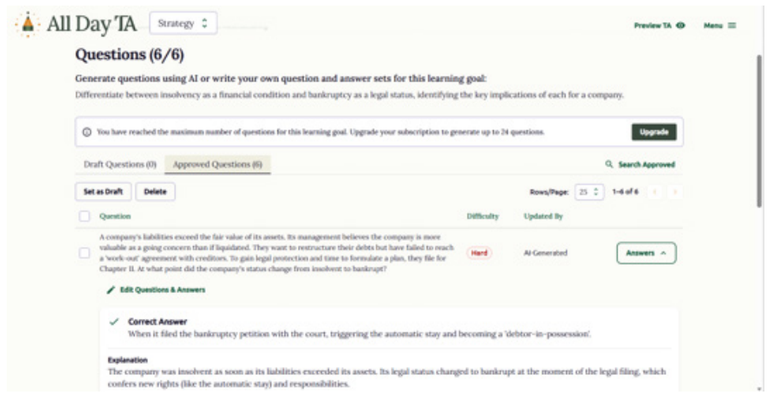
## Supporting Screenshots




The AI Assistant interface introduces learners to a course-specific virtual teaching assistant trained on instructor-provided readings, lecture materials, slides, and other course resources. Students can ask natural language questions about course content, deadlines, concepts, and application scenarios, enabling personalized, on-demand academic support throughout the course.




The Learning Goals interface enables instructors to create, generate, and manage module-specific learning objectives using AI. The platform organizes learning goals alongside associated assessment questions, allowing instructors to review, edit, and align learning outcomes with course content to support structured instructional design.




The Questions interface enables instructors to review, edit, and approve AI-generated assessment questions aligned with specific learning objectives. Each question includes a model answer, explanatory rationale, and difficulty rating, allowing instructors to validate content quality while efficiently developing formative or summative assessments.

*An AI conversational platform where students question a case stakeholder persona instead of only reading about them.*

## Overview

Avris is an AI-enabled case-learning platform hat combines conversational AI, AI-generated personas, and interaction analytics to support case preparation and stakeholder analysis. Rather than only reading about a case stakeholder's perspective, students engage directly with an AI-played persona through voice or text, exploring the case through dialogue. Structurally, this places the AI inside the core learning activity itself, the case discussion, rather than layered on top of an existing exercise such as a written assignment or a study guide.

In the reviewed demonstration, students interacted with an auditor persona tied to a public-company case, the Fyre Fraud case, asking questions and exploring the stakeholder's perspective on issues presented in the case. Testing was limited to this single demonstration, so this profile describes one persona and one case rather than the platform's behavior across a broader range of cases.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, Avris is designed primarily to support Skill Development, specifically inquiry-based questioning and stakeholder analysis. Rather than being handed a written summary of a stakeholder's view, students must formulate their own questions, probe assumptions, and investigate issues through conversation. This also touches on Managerial Judgment indirectly, since exploring a case through stakeholder interaction is a step toward the kind of information-gathering a manager or consultant would do, though the platform's primary role is extending case preparation rather than directly assessing decision-making.

### How the Tool Works

1. The student is connected with an AI-played persona tied to a specific business case; in the reviewed demonstration, an auditor persona linked to a public-company case.
2. Student asks the persona questions by voice or text, exploring the persona's perspective on the case.
3. Persona responds using case-specific information, remaining grounded in the case context rather than drawing on the open internet.
4. Conversation continues as a back-and-forth exchange, with the student able to probe assumptions and investigate issues further.
5. Conversations can be conducted in multiple languages, including French.
6. The instructor can review analytics after the session, showing the frequency and nature of student interactions with the case.

### Faculty Experience

- Instructor-facing analytics provide insight into how students engage with a case, including the frequency and nature of their interactions.
- Broader reporting, assessment, and course-management features were not explored in the material reviewed.
- Transforming an existing published case for the platform was reported to take about four to six weeks; developing a new case was reported to take about eight to ten weeks.

### Key Features

- Conversational AI personas that respond to voice or text questions.
- Responses grounded in case-specific information rather than the open internet.
- Multilingual conversation support, including French.
- Instructor-facing analytics on student interaction frequency and nature.
- Extends an existing case or supports development of a new one, with an estimated build timeline.

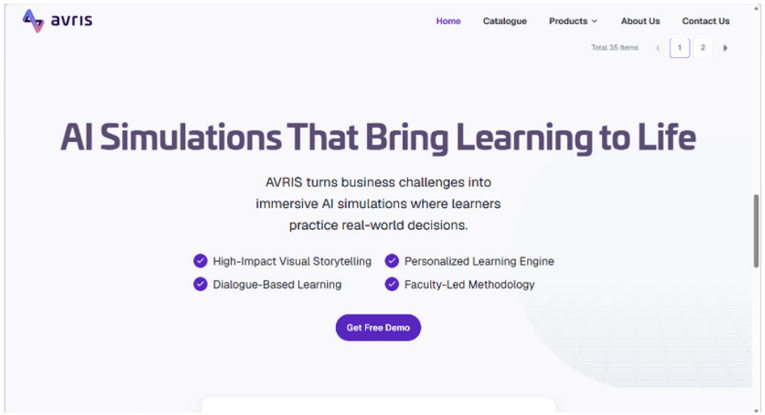
### Educational Applications

- Case preparation through direct questioning of an AI-played stakeholder.
- Exploring a case stakeholder's perspective in more depth than a written case allows.
- Practice formulating questions and probing assumptions in an investigative, case-based context.
- Supporting pre-class exploration of complex cases through guided stakeholder conversations.

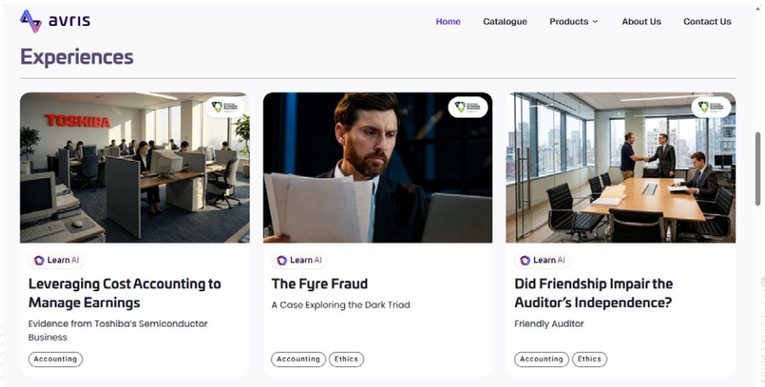
### Adoption

Avris has developed materials through partnerships with a number of schools including INSEAD. No public information on institutional pricing, implementation requirements, or scalability was available in the material reviewed.

## Supporting screenshots




AVRIS LearnAI homepage highlighting its AI-powered simulation approach, dialogue-based learning, personalized learning engine, and faculty-led instructional design.




AVRIS LearnAI experience catalogue illustrating AI-enabled business cases available across accounting, ethics, and other management topics.

BREAKOUT LEARNING

*A commercial platform that hosts a live, video-based small-group discussion, guided by pre-work and structured prompts, then assesses participation and generates individualized feedback.*

## Overview

Breakout Learning is an AI-supported discussion platform that hosts a live, video-based breakout room session and then evaluates student participation, generating individualized feedback. A session is structured as a sequence of slides, beginning with assigned pre-work, moving through a scenario delivered by video, and ending in a discussion guided by structured prompts. Sessions can run with a live group of student peers, or individually, with an AI conversational partner standing in for peers in a solo version of the same session flow. The platform analyzes the discussion and generates assessments across a set of defined dimensions, including Critical Thinking, Peer Engagement, Reasoned Position, Evidence, Situation Diagnosis, and Managerial Response.

In the reviewed material, the platform's outputs were examined for a discussion in which a participant evaluated workplace flexibility policies, generating both numerical and written assessments. A separate demonstration, labelled as a solo management scenario, showed the live session flow using a scenario involving a manager's response to a change in a team member's behavior.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, Breakout Learning is designed primarily to support assessment of Managerial Judgment, since its evaluation dimensions, including Situation Diagnosis, Evidence, and Managerial Response, map onto how a student identifies a problem, weighs evidence, and proposes a course of action during a live case discussion. The platform also structures the discussion itself around a named coaching or decision framework, such as GROW, that students are directed to apply, which also supports Skill Development, since students receive specific, individualized feedback on how their contributions could improve.

### How the Tool Works

1. Before the session, students complete assigned pre-work, which can be a PDF case study, textbook chapter, article, podcast, or video; in the reviewed demonstration, this was a short video setting up a managerial scenario.
2. Student joins a Breakout Room through a video call interface, with tabs for Peers, Chat, Exhibits, and Agenda, and standard call controls for microphone, camera, and screen share. This can be a live session with a group of student peers, or a solo session in which an AI conversational partner takes the place of peers within the same interface.
3. Session proceeds through a sequence of slides, beginning with a Welcome slide and a Pre-Work slide restating the assignment.
4. A Watch and Listen slide presents the scenario as a video with playback controls, including play, a scrubber with a timestamp, closed captions, and a Pause for All control that pauses the video for every participant at once.
5. A Discuss slide presents structured prompts tied to the scenario, directs students to reference a named framework, in the reviewed demonstration the GROW framework, to structure their thinking, and instructs students to respond to each other's positions and ask each other questions.
6. Platform analyzes the discussion that follows and generates a Session Results screen for each participant, including metrics such as talk time and the percentage of the session spent with camera on, alongside a numerical and written assessment across defined dimensions.
7. Session Results screen includes a built-in disclaimer stating that the report is AI-generated, is not itself a grade, may misidentify details such as gender, and that the instructor determines final grades and may adjust or combine this data with other coursework.
8. Written feedback identifies specific strengths, omissions, and opportunities for improvement in the participant's reasoning, tied to what was actually said rather than a generic summary.
9. Platform also produces discussion-level analytics, including a conversation map, participation metrics, and group balance indicators; the conversation map notes explicitly if a group's discussion was captured but did not relate to the assessed rubric criteria.
10. Student and instructor can review both the individual Session Results and the discussion-level analytics after the session.

### Faculty Experience

- Instructors can assign pre-work in multiple formats, including a textbook chapter, article, podcast, or video, ahead of a session.
- A presenter or facilitator can pause the scenario video for every participant at once using a Pause for All control during a live session.
- Instructors can review discussion analytics, including a conversation map, participation metrics, and group balance indicators, alongside each student's individual written assessment.
- Assessment categories are pre-defined by the platform, covering Critical Thinking, Peer Engagement, Reasoned Position, Evidence, Situation Diagnosis, and Managerial Response.
- The weighting and calibration behind the platform's numerical scores were not stated in the material reviewed.

### Key Features

- Live, video-based breakout room that hosts the discussion itself, with peer video tiles, chat, exhibits, and agenda tabs.
- Solo session mode, using the same slide flow and interface, with an AI conversational partner standing in for peers.
- Assigned pre-work before a session, in formats including a textbook chapter, article, podcast, or video.
- Video-based scenario delivery with playback controls, including a Pause for All function.
- Structured, slide-based session flow moving from pre-work recap to scenario to discussion prompts.
- Discussion prompts that reference a named framework, such as GROW, to structure student thinking.
- Automated assessment of the discussion after it takes place.
- Session Results screen showing talk-time and camera-on metrics for each participant.
- Built-in disclaimer noting the report is AI-generated, is not itself a grade, and may misidentify details such as gender.
- Individualized written feedback tied to a student's specific contributions.
- Evaluation dimensions covering critical thinking, peer engagement, reasoned position, evidence, situation diagnosis, and managerial response
- Discussion-level analytics, including a conversation map, participation metrics, and group balance indicators.

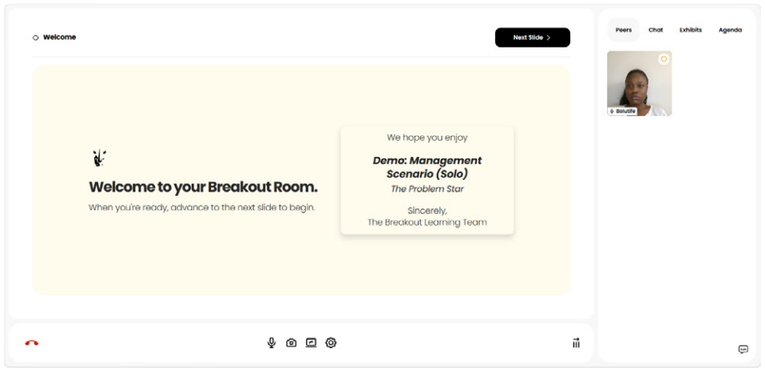
### Educational Applications

- Live, structured small-group discussion of a video-delivered management scenario, guided by a coaching or decision framework such as GROW.
- Individual practice of the same scenario and framework, using the solo mode with an AI conversational partner in place of peers.
- Assessment of student participation and reasoning quality in a case or scenario discussion.
- Individualized feedback on a student's diagnosis, use of evidence, and proposed managerial actions.
- Visibility into discussion dynamics, such as participation balance across a group.

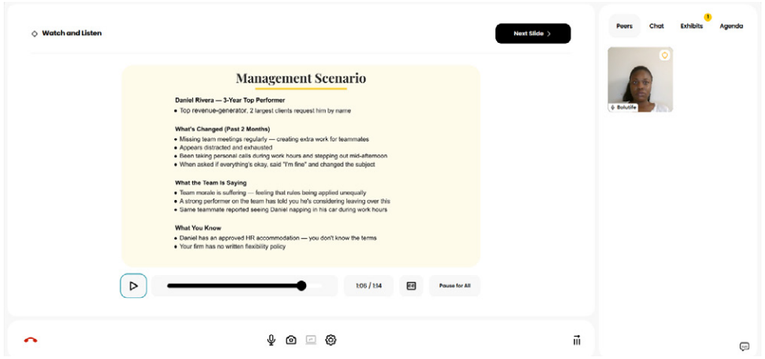
### Adoption

No information on the developer, institutional pricing, or deployment model was available in the material reviewed. The website (**breakoutlearning.com**) provides additional information on which business schools the company is working with.

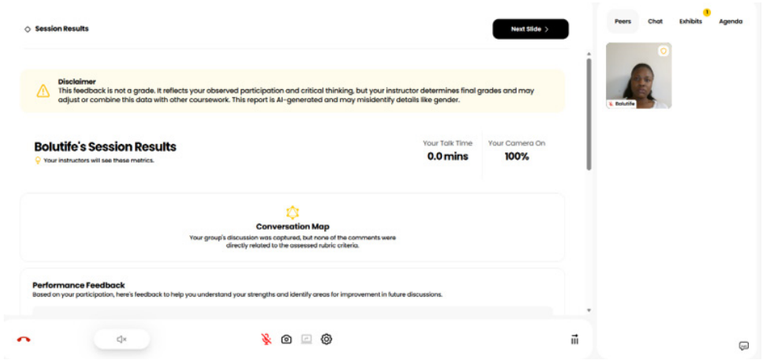
## Supporting Screenshots




The welcome interface introduces learners to the management simulation and serves as the entry point to the interactive learning experience. The platform provides navigation controls, participant visibility, and collaboration tools, including chat, exhibits, and an agenda, to prepare learners for a structured, scenario-based exercise before progressing through the simulation.




The scenario briefing prepares learners for the simulation by presenting realistic workplace information through multimedia content and structured case summaries. This approach promotes critical analysis, contextual understanding, and evidence-based decision-making before learners engage in management conversation.




The Session Results dashboard provides learners with AI-generated feedback following the simulation, summarizing participation metrics such as speaking time, camera engagement, and discussion analysis. The platform also generates formative performance feedback to support reflection, helping learners identify strengths and opportunities for improvement while giving instructors visibility into learner engagement.

# CAiSEY

*A voice-first AI discussion partner for pre-class debate and argumentation practice.*

## Overview

CAiSEY is a voice-first AI discussion platform developed by Dan Wang, Lambert Family Professor of Social Enterprise at Columbia Business School. It grew out of a prototype Wang built for his Technology Strategy MBA class in Fall 2023 and has since developed into a platform used across multiple business schools. Instructors assign students a discussion question tied to course material, and students complete the assignment by speaking through their reasoning with CAiSEY before class.

CAiSEY is positioned as a response to a specific problem: as students face forces that divert their attention and focus. CAiSEY helps them prepare more effectively for class by engaging their critical thinking in ad personalized dialogue that simulates the experience of a real-world discussion.

**Educational Purpose**

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, CAiSEY is designed to support skill development and judgment, specifically argumentation and verbal reasoning under real-time challenge. Students are assigned a discussion question tied to course material and must defend a position, come up with new ideas, or apply class concepts in different domains. This exercise also reinforces conceptual knowledge, since defending a position requires engaging directly with the underlying course material.

**How the Tool Works**

1. CAiSEY team works with instructor to create a course page, which contains the assignments — discussion questions — that students can access and instructors can manage. The instructor works with CAiSEY team to shape the exact assignments for students.
2. Student opens the assignment and is presented with the discussion question. In a structured debate, the student argues one position while CAiSEY argues the other; in an open-ended exploration, there is no predefined position and CAiSEY guides the student deeper into the question.
3. Student speaks (or types) an argument. CAiSEY responds to the specific reasoning given, challenging weak points and asking follow-up questions.
4. Exchange continues as a multi-turn conversation, with CAiSEY introducing new counterarguments to keep pushing the discussion forward.
5. On request, CAiSEY can recap the conversation so far, including what the student has argued and how CAiSEY has responded.
6. On request, CAiSEY can also lay out the arguments on both sides of the question, including the position it has been arguing.
7. At the end of the conversation, CAiSEY delivers a structured evaluation: an overall score, specific strengths, and targeted areas to improve.
8. CAiSEY can also reference earlier sessions, noting specific ways a student's argumentation has changed over time.

**Faculty Experience**

- Instructors build an assignment by writing the exact discussion question and, for a structured debate, listing the positions students can argue for.
- Instructors can add extra instructions to shape CAiSEY's behavior within a given assignment.
- Instructors can preview and test an assignment themselves, in voice or text, before assigning it to students, editing and re-testing as needed.
- Instructors can upload reading material directly into an assignment. They can also use CAiSEY's self-service assignment builder feature to obtain a set of discussion questions.

**Key Features**

- Voice-first conversational interface, with a text-based option also available.
- Three discussion formats: Structured Debate, Open-Ended Exploration and Role Play.
- Assignments built around an instructor-defined question and, where applicable, defined positions.
- Real-time responses that challenge specific weak points in a student's argument.
- On-request conversation recap and two-sided argument breakdown.
- Structured post-conversation evaluation, including an overall score and specific coaching points.
- Session-over-session comparison of a student's argumentation over time.
- Instructor preview and testing mode before an assignment is assigned to students.

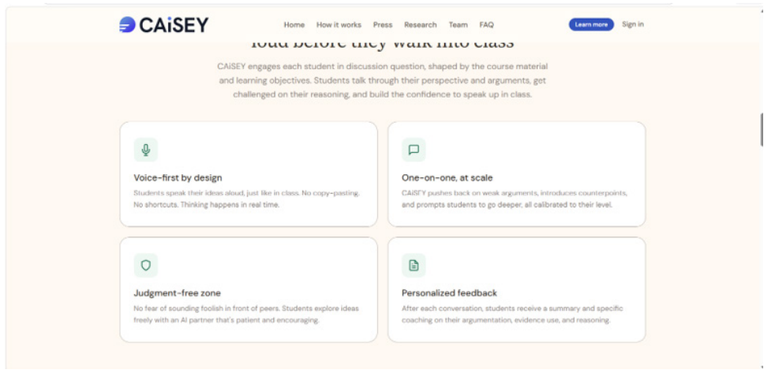
**Educational Applications**

- Pre-class discussion practice tied to a specific case or discussion question.
- Structured debate practice, defending an assigned position against an AI counterpart.
- Open-ended exploration of a question without a predefined position.
- Practice building confidence to speak up in class discussion.
- Post-class application of class concepts.
- Concept checks and real-time discussion in asynchronous courses.

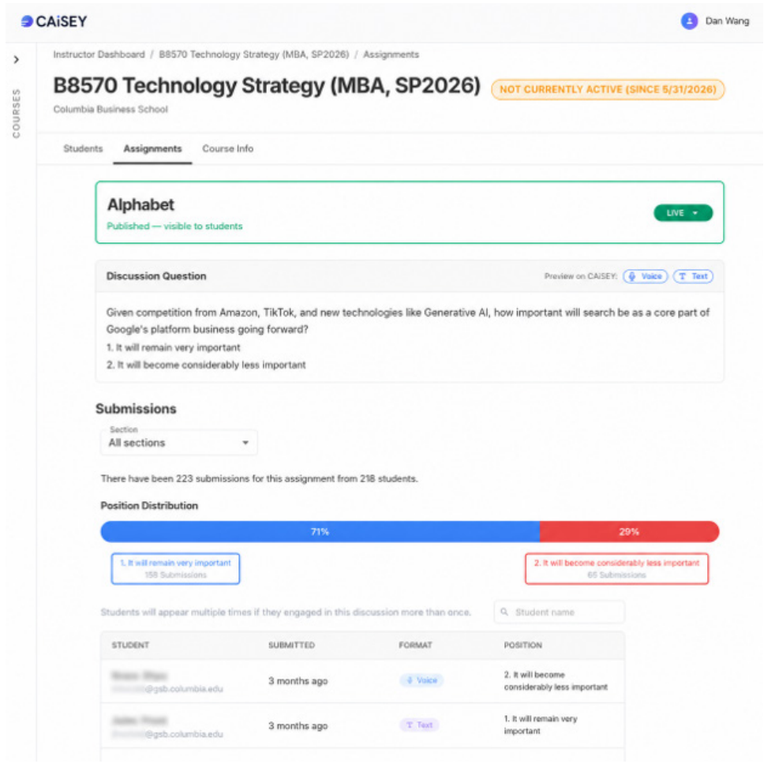
**Adoption**

CAiSEY was developed by Dan Wang, Lambert Family Professor of Social Enterprise at Columbia Business School, growing out of a prototype first used in his Technology Strategy MBA class in Fall 2023. The platform is listed as in use across more than 25 institutions, including Columbia Business School, Wharton, London Business School, HEC Paris, and Haas School of Business, among others, with more than fourteen thousand recorded conversations following roughly three years of research and development. A free pilot and a self-serve assignment builder are available through the platform's website. No public pricing was stated in the material reviewed.

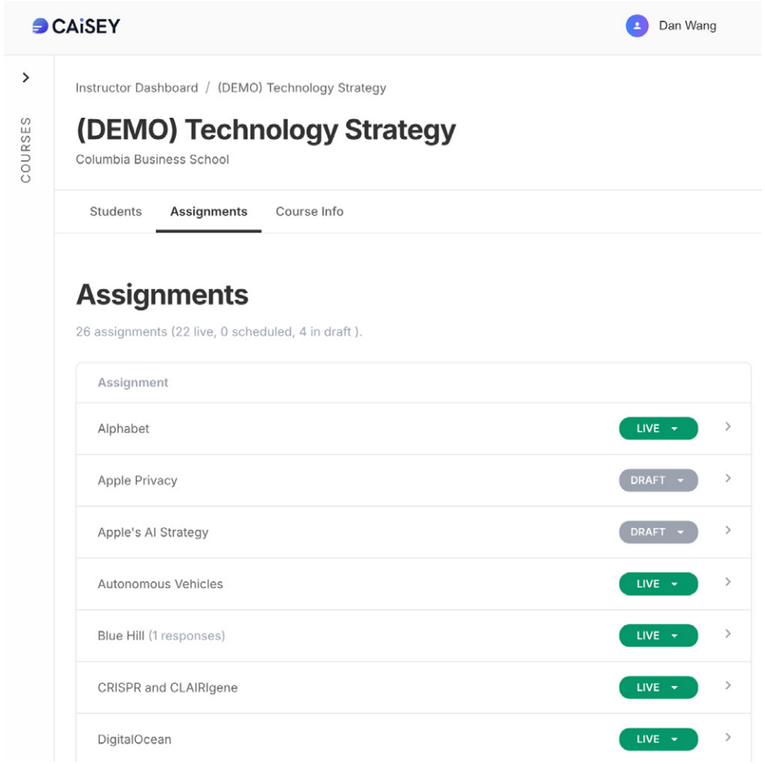
## Supporting Screenshots




CAiSEY overview highlighting key aspects of the student experience, including voice-first interaction, one-on-one discussions, personalized feedback, and a supportive environment for practicing verbal reasoning.




The instructor dashboard provides a comprehensive overview of discussion activity by displaying assignment details, student submissions, response distributions, and participation metrics in a single interface. Instructors can monitor engagement, compare student positions, and review individual voice or text submissions to assess participation and understanding.




The Assignments dashboard provides instructors with a centralized workspace for managing discussion activities across a course. Instructors can view all assignments, distinguish between live, draft, and scheduled activities, and efficiently organize, update, or publish discussions from a single interface.

*An experiential platform where students diagnose a business problem from incomplete information and defend a recommendation.*

## Overview

Hopeworks was developed by two faculty at Ivey Business School, Kyle Maclean and Tiffany Bayley. It is an AI-supported experiential learning platform in which students take on the role of a consultant diagnosing an organizational problem from incomplete and evolving information. Rather than explaining concepts directly, the platform presents a business challenge and requires the student to determine what information is needed, request relevant data, analyze what comes back, and develop a recommendation. In the reviewed session, the scenario involved a nonprofit facing declining donation revenue.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, Hopeworks is designed primarily to support Managerial Judgment. The platform is built around ambiguity and incomplete information, and it consistently redirects a student's attempt to get a direct answer back toward independent analysis. This also supports Skill Development, since students must organize a hypothesis, request the right information, and interpret evidence themselves, applying structured analytical approaches such as root-cause analysis and the "5 Whys" framework along the way.

### How the Tool Works

1. Student is presented with a business problem framed at a relatively high level, with incomplete information about the underlying cause.
2. Student forms a hypothesis about what might be driving the problem and requests specific information or datasets to test it.
3. Platform returns the requested data without interpreting it, leaving the student responsible for analysis.
4. Student can apply structured analytical approaches, such as regression or correlation analysis, root-cause analysis, or the "5 Whys" framework, to work through the data.
5. If the student asks the platform to supply a conclusion or recommendation directly, it redirects the request back to the student rather than answering on their behalf.
6. Student continues requesting information and refining analysis until they can state and defend a recommendation grounded in what they have found.

### Faculty Experience

- Because the platform records what information a student requested and in what order, instructors can review the reasoning process behind a recommendation, not just the final conclusion.
- Instructor-side tools for authoring new scenarios, configuring grading, or managing a class at scale were not fully visible in the material reviewed.

### Key Features

- Scenario built around an incomplete business problem rather than a fully specified case.
- Student-directed information requests, with the platform returning data rather than interpreting it.
- Refusal to supply a direct recommendation or conclusion on the student's behalf.
- Support for structured analytical approaches, including root-cause analysis and the "5 Whys" framework.
- Visibility into which variables and information sources a student consulted during analysis.

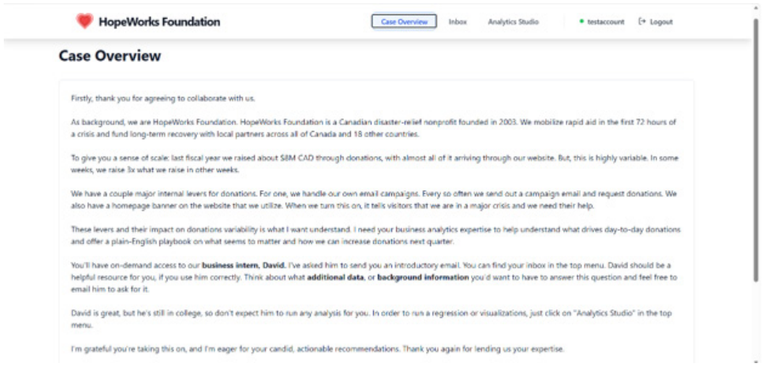
### Educational Applications

- Consulting-style diagnostic exercises where students must define the problem before solving it.
- Practice requesting and interpreting evidence under uncertainty, rather than working from a fully specified brief.
- Assessment of a student's reasoning process, not only their final recommendation.

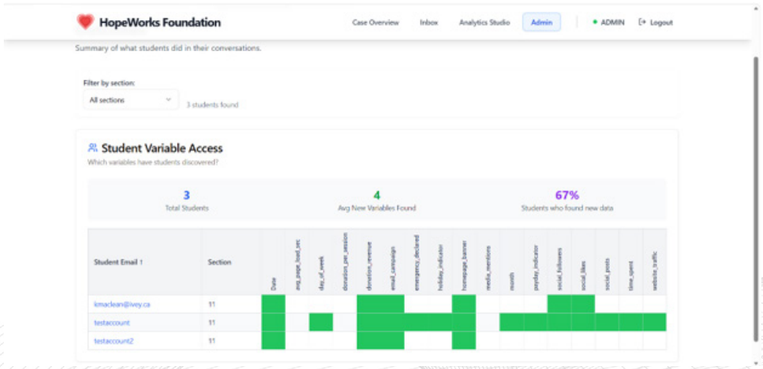
### Adoption

Hopeworks is used internally at Ivey. No public pricing, external institutional deployment, or published technical documentation was described in the material reviewed.

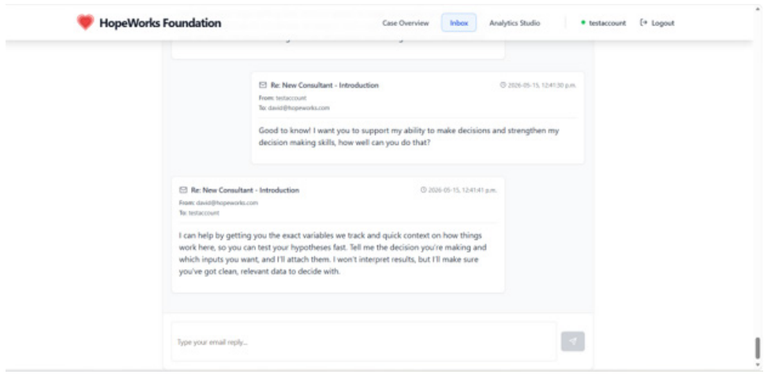
## Supporting Screenshots




**Incomplete-information framing:** students begin with a business problem stated at a high level and must independently determine what information is needed to investigate it.




**Process-level visibility:** faculty can see which variables and data sources each student consulted, not only their final recommendation.




**Student-directed data requests:** rather than supplying conclusions, the platform returns datasets that the student must analyze and interpret independently.

*An AI teaching assistant supporting weekly homework in an AI Foundations for Managers course.*

## Overview

Kai is an AI teaching assistant developed by Sébastien Martin, Associate Professor of Operations at the Kellogg School of Management, Northwestern University, for use in his course AI Foundations for Managers (AIML 901). Students in the course use Kai to complete structured weekly homework sessions that reinforce material from class and build progressively toward a course project.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, Kai is designed to support multiple pillars across a single homework session rather than one alone. Each weekly session reinforces a concept from class, develops applied articulation skills through explanation, and, in later parts of the course, guides students through scoping an original project idea. The project-scoping portion asks students to make and defend a series of decisions, such as identifying a bottleneck, choosing a success metric, and selecting a feasible starting scope, under real ambiguity, before Kai offers a structured response.

### How the Tool Works

1. Student opens Kai for the current week's homework. Kai introduces itself and confirms which week's session is starting.
2. Kai outlines the parts of that week's session and an estimated time for each.
3. In the reviewed session (Week 2), the first part is a roleplay: Kai adopts a peer persona and asks the student to explain a course concept in plain language.
4. Kai asks follow-up questions throughout the roleplay, then offers brief feedback on the explanation once that part concludes.
5. In a later part, the student reviews external course materials, such as examples of past student projects, and reports back on specific examples and their reasoning.
6. In a project-scoping part, Kai asks a structured sequence of questions that narrow a general domain down to a specific, scoped project idea.
7. At the end of the session, Kai asks the student to rate the experience and offer optional feedback.
8. Kai then provides instructions for exporting the conversation and submitting it through the course's learning management system.

### Faculty Experience

- Kai's underlying context is updated by the instructor on a weekly basis to reflect material covered in class up to that point.
- Kai does not draw live from the course's learning management system or a student's account; for grading-sensitive information such as deadlines, Kai directs students to the course website as the source of truth.
- Completed sessions are submitted by students as exported text transcripts through the course's learning management system for instructor review.

### Key Features

- Text-based conversational interface.
- Weekly homework structured into multiple parts within a single session.
- Roleplay exercise in which the AI adopts a peer persona to be taught a concept by the student.
- Underlying context that updates week to week to reflect course material covered to date.
- Structured, multi-turn coaching dialogue for scoping a course project.

- End-of-session rating and feedback prompt.
- Session export and submission through the course's learning management system.
- Built on a general-purpose language model using a course-specific prompt.

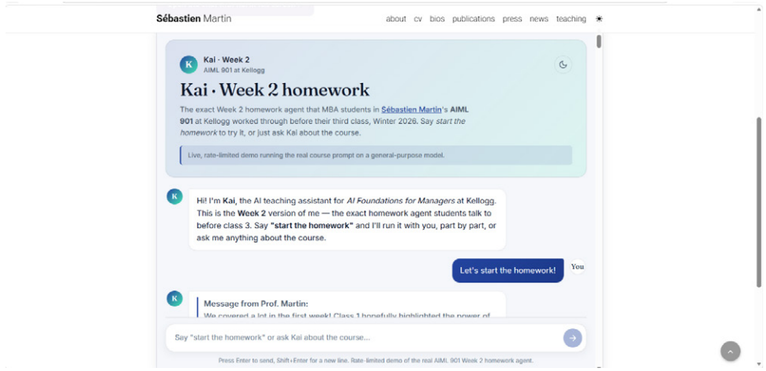
**Educational Applications**

- Weekly homework in an applied AI course for MBA students.
- Concept reinforcement through peer-style roleplay teaching.
- Structured brainstorming and scoping support for a course project.
- Review of past student project examples to inform new project ideas.

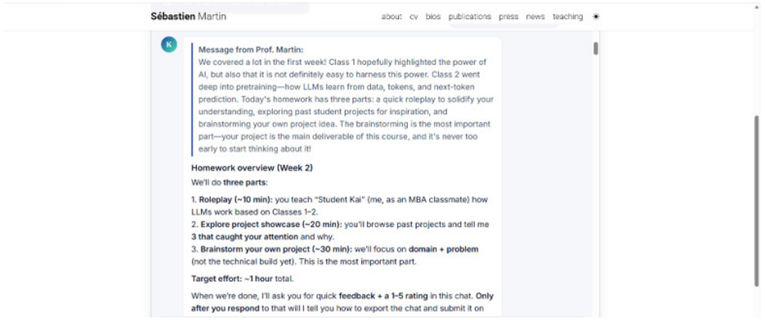
**Adoption**

Kai was developed by Sébastien Martin, Associate Professor of Operations at the Kellogg School of Management, Northwestern University. It is used within AIML 901, AI Foundations for Managers, a course Martin created, across multiple sections of the program. A rate-limited public demonstration of the Week 2 homework session is available on the developer's faculty website. No public pricing was available at the time of this profile.

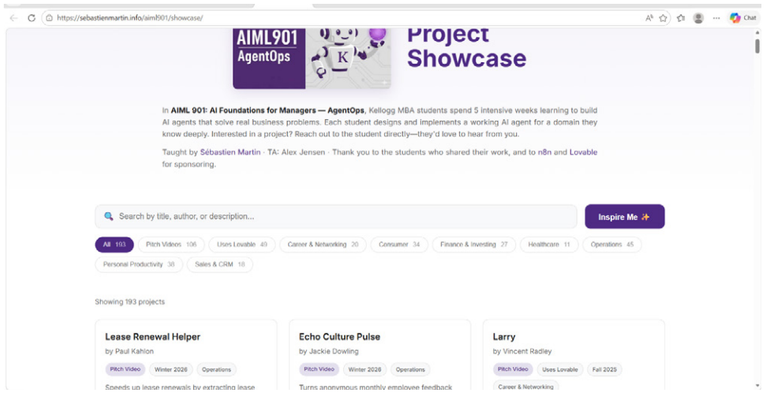
## Supporting Screenshots




The AI homework agent provides students with an interactive, conversational guide for completing weekly coursework. Trained on the course structure and instructional prompts, the agent walks learners through assignments step-by-step, answers course-related questions, and delivers personalized support that reinforces classroom instruction and promotes self-directed learning.




The conversational learning interface presents weekly course updates, assignment instructions, and guided learning activities directly within an AI-powered chat environment. Students receive contextual guidance on role-play exercises, project exploration, and brainstorming tasks, enabling them to progress through course activities in a structured and interactive manner.




The Project Showcase serves as a searchable repository of student-developed AI agent projects, allowing learners to explore previous work by domain, industry, and application area. By providing access to project descriptions, pitch videos, and search filters, the platform inspires idea generation, showcases best practices, and supports experiential learning through peer examples.

# lexarius

*A spoken AI roleplay platform for rehearsing high-stakes workplace conversations with a persona, followed by a transcript and skills feedback.*

## Overview

Lexarius is a spoken AI roleplay platform, in which students practise high-stakes workplace conversations with a lifelike voice and video persona, then receive a transcript and skills feedback. It was built in connection with INSEAD; reported corporate ownership includes INSEAD and Standard Chartered's SC Ventures as corporate parents, and its CEO, Peter Zemsky, is INSEAD's former deputy dean and innovation lead. The platform's content is designed with academics and is supported by named faculty testimonials describing its use as pre-class rehearsal and post-class reflection.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, Lexarius is designed primarily to support Skill Development, specifically live rehearsal of a difficult workplace conversation, such as delivering critical feedback, making a case to a sceptical counterpart, or handling objections. The platform is built around repeated, spoken practice with a responsive persona rather than reading or conceptual instruction, and a retry option lets a student attempt a different approach to the same scenario. It also touches Managerial Judgment, since scenarios such as framing business value to a sceptical manager require weighing how to approach a genuine trade-off under mild pressure.

### How the Tool Works

1. Student selects a scenario from a curated library, spanning topics such as leadership, sales, communication, and coaching, and chooses from four available personas with different backgrounds.
2. Each scenario opens with a written briefing that names the situation and the specific skills it targets, alongside a Read Aloud option and a language selector.
3. Student starts the conversation with a single Play button, or types instead of speaking using a text-input alternative.
4. Persona responds in real time by voice and video, adapting to what the student actually says rather than following a fixed script.
5. Student can end the session and retry the same scenario to attempt a different approach.
6. Platform saves a transcript of the conversation, which the student can revisit afterward.
7. Student can use a Share Feedback feature to send a session to a supervisor, instructor, or coach.

### Faculty Experience

- A supervisor, instructor, or coach can receive a shared session through the platform's Share Feedback feature, with a Shared History log showing who shared what.
- Aggregated skill scores are visible at the supervisor or organization account level; this scoring is not shown at the individual learner access level.
- Deployment is managed through a partnerships process rather than self-serve signup, with partner materials directing institutions toward learning management system and training-provider integrations.
- No public pricing was stated in the material reviewed.

### Key Features

- Real-time voice and video AI persona.
- Curated scenario library spanning leadership, sales, communication, and coaching.
- Choice of four personas with different backgrounds.
- Multilingual support, including Arabic, Hindi, French, Portuguese, Russian, Italian, Turkish, and Chinese.
- Saved conversation transcript with a retry option for the same scenario.
- Share Feedback function to send a session to a supervisor, instructor, or coach.
- Aggregated skill scoring visible at the supervisor or organization account level.
- Account-based access restricted to users eighteen and over.

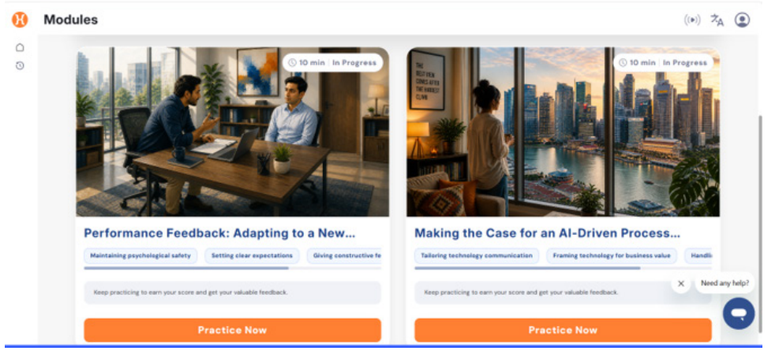
### Educational Applications

- Pre-class rehearsal of a specific workplace conversation before a related class or coaching session.
- Practice giving difficult feedback, making a case to a sceptical counterpart, or handling objections.
- Post-class reflection through a saved transcript and the option to retry a scenario.
- Executive or degree program coaching where a supervisor or instructor reviews a shared session.

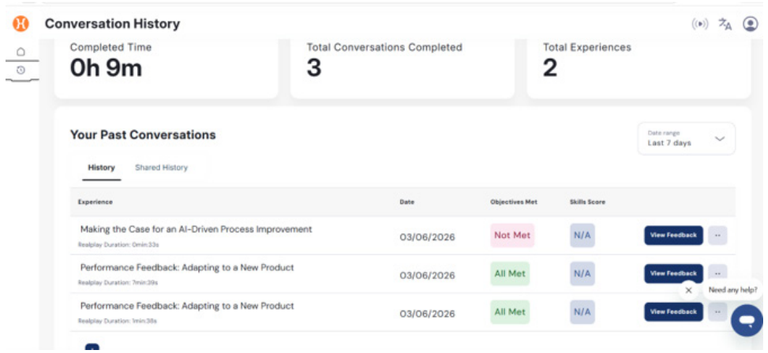
### Adoption

Lexarius was built in connection with INSEAD, with reported corporate ownership including INSEAD and Standard Chartered's SC Ventures. Several named INSEAD faculty are described as using it within executive and degree programs. The platform runs as a cloud service, with data hosted outside Canada, including in the United Kingdom, the European Union, the United States, the United Arab Emirates, and Singapore. Access is provisioned through an institution rather than individual self-serve signup, and no public pricing was stated in the material reviewed.

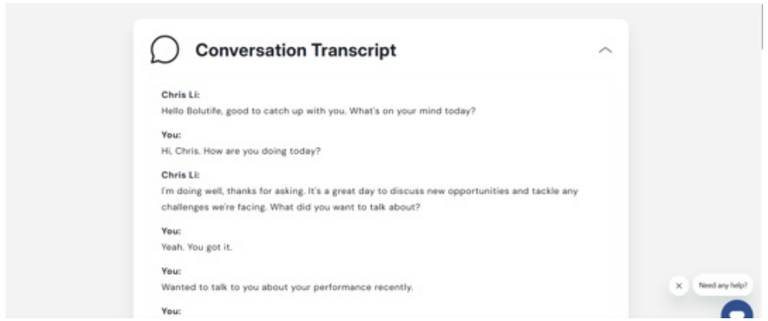
## Supporting Screenshots




The Lexarius module library, showing scenario-based learning paths organized by managerial and communication competency.




Lexarius learner analytics, showing conversation history, objective tracking, and simulation records.




A saved transcript of a Lexarius roleplay session, showing the recorded conversation between the learner and the AI persona.

## New Venture Development (NVD)

*An entrepreneurial coaching platform that guides students through problem discovery and validation without writing the problem statement for them.*

### Overview

The NVD Project tool is an AI-supported entrepreneurial coaching platform built by Ivey Business School's edtech team, to support entrepreneurship teaching. Eric Janssen and James Kruck are the key architects. Rather than generating completed assignment outputs, the platform asks probing questions and guides students through identifying, refining, and validating a business problem before solution development begins. The coaching workflow moves from personal reflection on the student's own experience through problem framing, stakeholder analysis, and validation planning.

#### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, NVD is designed primarily to support Conceptual Development. It also supports Skill Development in the form of assumption testing, stakeholder analysis, and evidence gathering, since the coaching structure pushes students to justify each step of their reasoning rather than accept a first idea.

#### How the Tool Works

1. Coach begins by asking about the student's own prior experience, encouraging reflection on personal strengths and motivations before any problem is proposed.
2. Coach asks the student to describe a problem they have personally observed, distinguishing a specific, evidenced observation from a general business idea.
3. If a student's observation is too broad or unverified, the coach probes further, asking for concrete evidence and requiring the student to ground the opportunity in direct experience.
4. Coach analyzes the observation, surfaces operational and stakeholder considerations the student may not have raised, and redirects key judgment decisions back to the student rather than resolving them.
5. Student progresses through the coaching sequence toward a validated problem statement, with the coach continuing to ask questions rather than supply conclusions at each stage.

#### Faculty Experience

- The coaching sequence follows a structured, multi-stage process tied directly to the New Venture Project curriculum.
- Because the platform follows a predefined coaching process, deployment does not appear to require extensive faculty-side setup.
- Detailed instructor analytics or longitudinal student-tracking dashboards were not fully visible in the material reviewed.

#### Key Features

- Structured, multi-stage coaching sequence tied to the New Venture Project methodology.
- Reflection-first design, beginning with the student's own experience rather than a prompted business idea.
- Requires evidence and direct observation before accepting a stated problem.
- Surfaces stakeholder and operational considerations the student may not have raised independently.
- Withholds direct answers, redirecting judgment decisions back to the student at each stage.

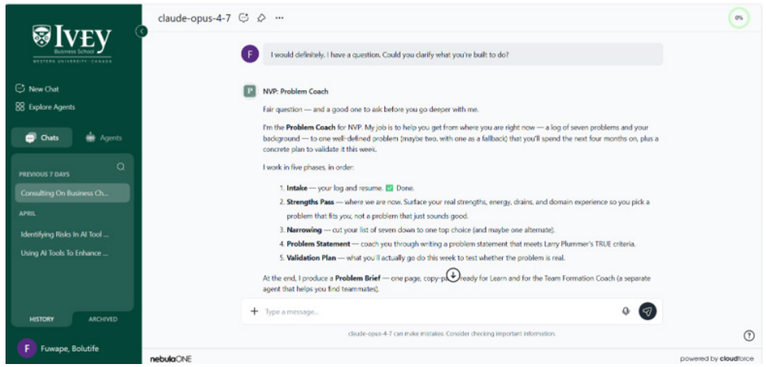
### Educational Applications

- Early-stage entrepreneurial coaching for problem discovery and validation.
- Structured reflection exercises connecting a student's personal experience to a business opportunity.
- Practice defending an entrepreneurial direction under structured, evidence-based questioning.

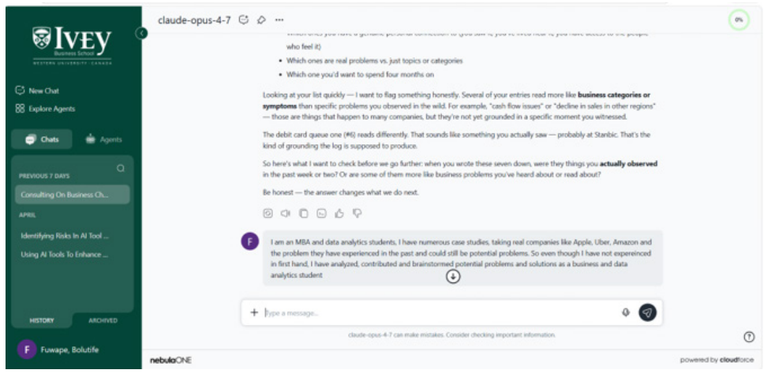
### Adoption

The NVP Project tool is used internally at Ivey within the New Venture Project curriculum. No public pricing or external institutional deployment was described in the material reviewed.

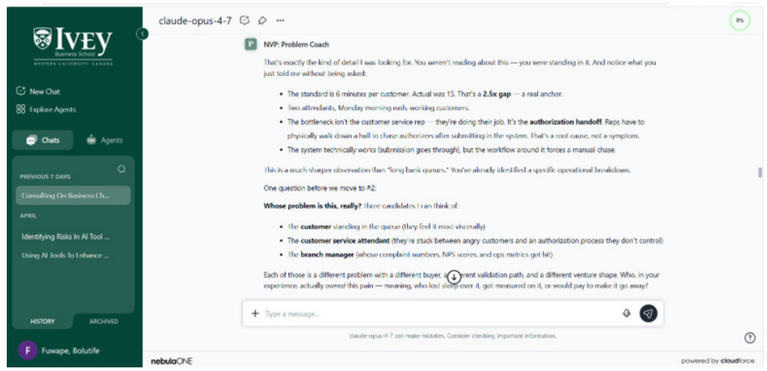
## Supporting Screenshots



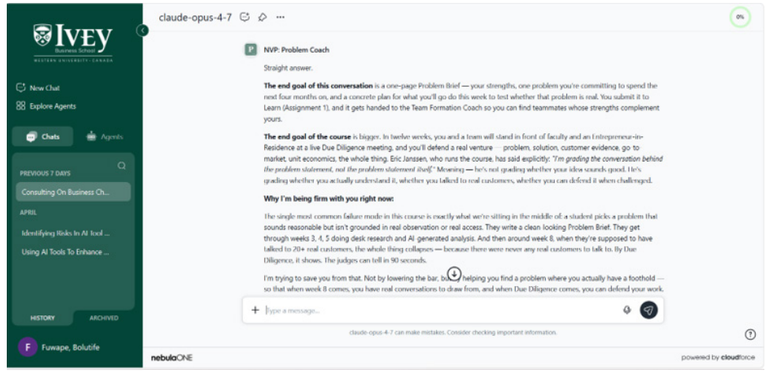

**Five-stage coaching structure:** the platform outlines a defined progression from opportunity identification through problem validation before any solution work begins.




**Evidence-based problem framing:** the coach distinguishes a directly observed problem from a generalized business idea, requiring the student to ground the opportunity in personal evidence.




**Judgment retained by the student:** the coach surfaces stakeholder and operational considerations but redirects the key decision back to the student rather than resolving it.




The Problem Coach provides direct, context-specific coaching by evaluating the user's venture idea and offering constructive feedback grounded in course expectations. In this example, the tool challenges the user to focus on validating a real customer problem, explains common pitfalls in entrepreneurial projects, and provides actionable guidance for strengthening the problem brief before progressing to the next stage.

NoYes

*An interactive case platform where students interview AI-played stakeholder characters instead of reading a static case.*

## Overview

NoYes AI is an interactive case platform co-founded by Sébastien Martin, Associate Professor of Operations at the Kellogg School of Management, Northwestern University. Rather than assigning students a traditional written case to read, instructors build cases as a set of AI-played characters, each with a distinct role, perspective, and body of fictional information, that students interview directly to gather the facts they need.

The platform is used at Kellogg across more than twenty cases built by multiple professors and was profiled by the Wall Street Journal in November 2025 as part of its coverage of AI in business education. The reviewed example, built by Martin and Professor Daniela Hurtado Lange, places the student as an outside advisor helping a fictional school district resolve a fifty million dollar deficit tied to transportation costs.

**Educational Purpose**

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, NoYes AI is designed primarily to support Managerial Judgment. Rather than supplying case facts up front, the platform requires the student to determine what information they need, decide who to ask, and extract it through open-ended conversation, closely mirroring how a consultant or business leader gathers information in practice. This also builds Skill Development in the form of stakeholder interviewing and questioning technique, since each character responds only within their own role and knowledge and will redirect rather than answer on behalf of another character.

Conceptual Knowledge is reinforced indirectly, since the underlying business problem still requires the student to apply relevant frameworks once the facts have been gathered.

**How the Tool Works**

1. Student opens a case and is presented with their role, for example an outside advisor brought in to help resolve a crisis, along with a short brief describing the situation and objective.
2. A sidebar lists the case's characters, each with a name, role, and photo. In the reviewed case this included a superintendent, a school principal, a bus driver and union representative, a chief financial officer, and others.
3. Student selects a character from the sidebar and chats with them in the center pane, in the same format as a standard AI chat conversation.
4. Each character responds only from their own role and knowledge. If asked about another character's views, they decline to answer on that character's behalf and redirect the student to ask that person directly.
5. Characters can push back on the student's framing, ask clarifying questions about the student's own assumptions and objectives, and, if asked directly, offer detailed recommendations grounded in their own perspective.
6. Student can switch between characters at any point by clicking a different name in the sidebar, building a fuller picture of the situation across multiple conversations.
7. Each character conversation can be reset or exported individually.
8. Student works toward synthesizing what they have learned into a set of recommendations and risks for the case's central decision-maker.

**Faculty Experience**

- Instructors build a case by defining its characters, each with their own role, perspective, and body of information, along with a central business problem and a brief describing the student's role and objective.
- In the reviewed case, one character, a chief operating officer role, was described as able to walk the student through a live routing simulator in addition to conversation.
- Cases can be shared with students through a direct link.
- More than twenty cases have been built on the platform by multiple Kellogg faculty members.

**Key Features**

- Multiple AI-played characters within a single case, each with a distinct role and body of information.
- Character responses bounded to their own role, with redirection rather than answers when asked about another character.
- Character personas that question the student's assumptions and framing rather than only answering directly.
- Sidebar navigation for switching between characters within one case.
- Per-character conversation reset and export.
- Fictional case content and characters, explicitly disclaimed as not depicting real people or organizations.
- Standard chat-style interaction, comparable to a conversational AI assistant.
- Access to a live simulation tool through at least one character role in the reviewed case.

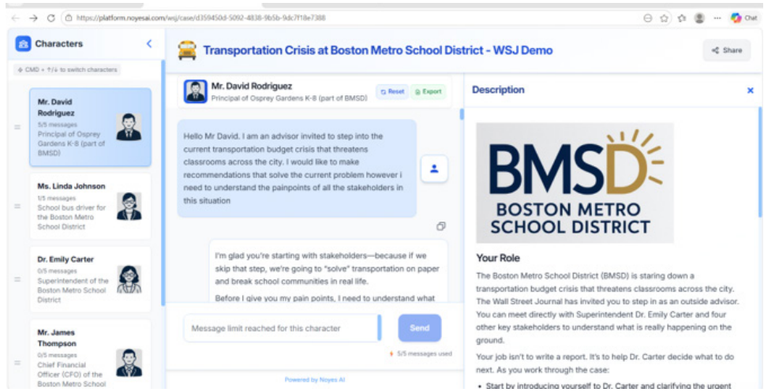
**Educational Applications**

- Case-method courses where students gather information through stakeholder interviews rather than a written brief.
- Practice determining what information is needed and who to ask for it, before forming a recommendation.
- MBA capstone or applied strategy projects built around a fictional organizational crisis.
- Practice defending or refining a recommendation under direct questioning from a stakeholder character.

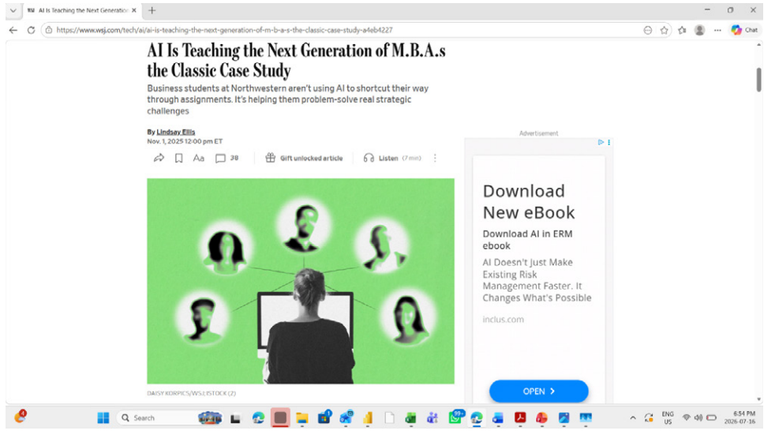
**Adoption**

NoYes AI was co-founded by Sébastien Martin, Associate Professor of Operations at the Kellogg School of Management, Northwestern University. It is used at Kellogg across more than twenty interactive cases built by multiple professors, including the transportation-crisis case created by Martin and Professor Daniela Hurtado Lange. The platform was covered by the Wall Street Journal in November 2025. In the version reviewed, a public demonstration, each character was limited to five messages. No public pricing was stated in the material reviewed.

## Supporting Screenshots




The screenshot demonstrates NoYes AI's interactive case simulation, where learners engage in role-based conversations with AI-powered stakeholders to investigate a complex business challenge. By allowing users to question different stakeholders, gather contextual information, and explore multiple perspectives, the platform promotes active inquiry, stakeholder analysis, and evidence-based decision-making.




*The Wall Street Journal*'s November 2025 article covering the platform's use in Kellogg's MBA curriculum.

# PLAIBOOK

*A prompt-engineering curriculum taught through a structured marketing case, with iterative feedback on each attempt.*

## Overview

plAIbook was developed by Guneet Kaur Nagpal, assistant professor of marketing at Ivey. It is hosted on Gen AI Simulations, a platform developed by DoDAO under the KoalaGains brand, used at Ivey to teach prompt engineering through a structured business case. The featured case places students inside a 2024 scenario where a sustainability-focused footwear startup, Alac, evaluates whether to launch a new running shoe following mixed trial results. Students complete eleven sequential exercises structured around the 4Cs, STP, and 4Ps marketing frameworks, refining their prompts through an iterative feedback loop.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, the simulation is designed primarily to support conceptual knowledge (of marketing frameworks); it is also helpful for skill development, specifically prompt engineering taught through repeated practice and structured feedback rather than through theory alone. Each of the eleven exercises reinforces a marketing framework component while progressively introducing prompting techniques, from guided exploration through chain-of-thought and comparative prompting. Conceptual Knowledge is reinforced as a secondary effect, since students apply the 4Cs, STP, and 4Ps frameworks to the Alac case as they refine their prompts.

### How the Tool Works

1. Student works through the Alac case across eleven sequential exercises tied to the 4Cs, STP, and 4Ps frameworks.
2. For each exercise, the student writes a prompt addressing a specific marketing question about the case.
3. Platform evaluates the prompt across six criteria, Context, Role, Task Clarity, Specifications, Process, and Constraints, and generates a business analysis based on it.
4. Student can revise the prompt up to three times per exercise through an Iterative Refinement Loop, comparing how the generated analysis changes with each revision.
5. Platform introduces a new prompting technique at each stage, including chain-of-thought, multi-perspective simulation, tree-of-thought, and comparative prompting.
6. By the final exercises, the student is asked to independently select the most appropriate prompting technique for the task at hand.
7. Completed exercises compile into a Final Report document covering all eleven modules.

### Faculty Experience

- Instructors enroll students, generate sign-in codes, and review all student attempts and outputs through a dashboard.
- Platform runs AI evaluations across submissions and provides audit logs of student activity.
- Grading rubrics behind the AI evaluation are authored by faculty and are not shown to students by default.
- Platform supports five business disciplines beyond marketing, including finance, operations and supply chain, HR, and business economics, with built-in frameworks such as SCOR, EOQ, and the Kraljic Matrix, and also allows custom case creation.

### Key Features

- Case-based curriculum teaching prompt engineering through a sequence of eleven structured exercises.
- Iterative Refinement Loop allowing up to three prompt revisions per exercise.
- AI evaluation across six defined prompt-craft criteria for each submission.
- Progressive introduction of six distinct prompting techniques across the exercise sequence.
- Faculty dashboard showing every student prompt, output, and attempt history.
- Built-in framework libraries across five business disciplines beyond marketing.

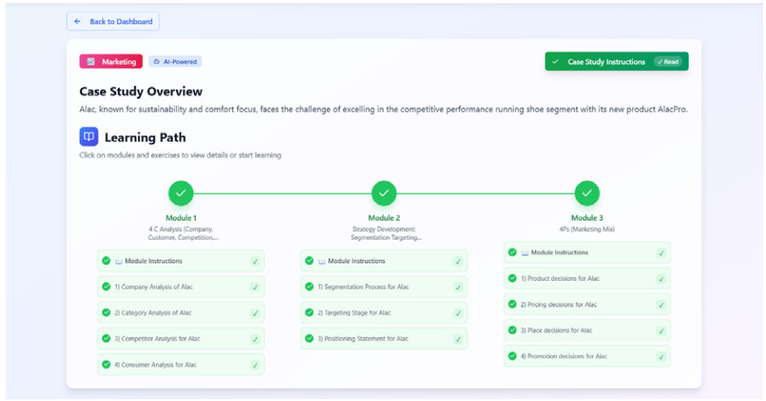
### Educational Applications

- Structured pre-class preparation combining a marketing case with explicit prompt-engineering instruction.
- Teaching AI literacy and prompting technique as an assessed skill rather than an incidental one.
- Reusable framework-based case exercises across marketing, finance, operations, HR, and business economics.

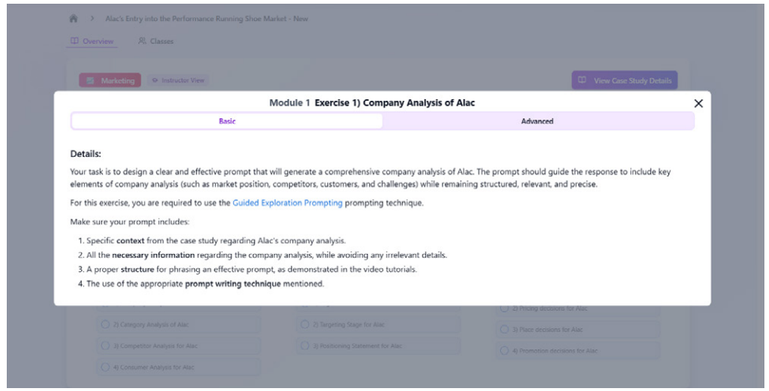
### Adoption

plAIbook runs on the Gen AI Simulations platform, developed by the Canadian company DoDAO under the KoalaGains brand. It is used at Ivey for marketing course preparation. There are no immediate plans to make it available more widely. No public pricing was described in the material reviewed; the underlying platform supports institutional deployment across multiple disciplines.

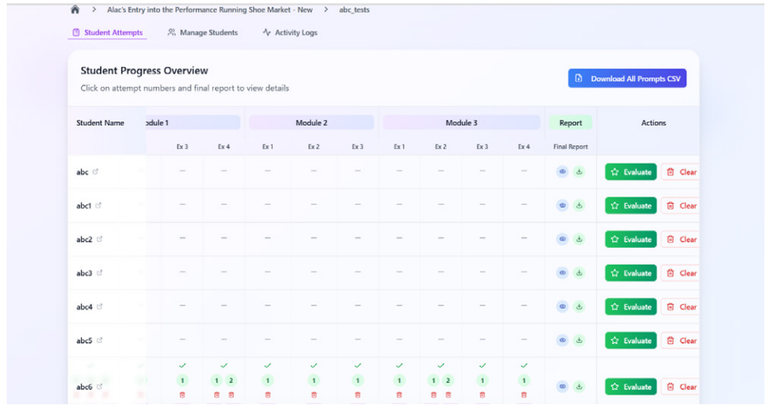
## Supporting Screenshots




**Sequenced case journey:** students progress through company analysis, market analysis, segmentation, targeting, positioning, and marketing-mix decisions within a single structured case.




**Structured prompt construction:** each exercise defines specific contextual requirements, structural expectations, and a named prompting technique the student must apply.




**Centralized progress dashboard:** faculty can monitor student progression across modules, review prompt submissions, and access final reports from a single view.

**Sidekick** *A guided Socratic tutor for structured pre-class concept mastery, built around learning objectives and prerequisite sequencing.*

## Overview

Sidekick is an AI study assistant developed by Joshua Foster, Assistant Professor in business environment and public policy at Ivey. It is designed to support structured pre-class preparation in concept-heavy business courses. Students move through lessons tied to explicit learning objectives and prerequisite relationships, rather than engaging in open-ended conversation. In the reviewed session, students used Sidekick to prepare for a Behavioural Economics course.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, Sidekick is designed primarily to support Conceptual Knowledge, through guided Socratic dialogue tied to defined learning objectives and prerequisite sequencing. Students are prompted to explain concepts in their own words, apply frameworks in unfamiliar contexts, and work through mastery checkpoints before advancing. In certain exercises, such as an allocation decision across competing business priorities, the platform also touches Managerial Judgment by evaluating the quality of a student's justification rather than treating the exercise as simply correct or incorrect.

### How the Tool Works

1. Student begins a lesson tied to a specific learning objective within a defined prerequisite sequence.
2. Platform explains or reviews a concept, then asks the student to explain it back in their own words, using prompts such as "Explain differently" or "Give me an example."
3. Student can request a quiz on the current topic to test understanding before advancing.
4. Platform tracks progress against learning objectives and unlocks subsequent lessons as prerequisites are completed.
5. For select exercises, the platform presents a scenario requiring a decision among competing priorities and evaluates the student's justification for the choice made.
6. Conversation history persists across sessions, so a student can return to a lesson later.

### Faculty Experience

- Instructors structure a course through learning-objective sequencing, prerequisite graphs, and lesson pathways.
- Faculty can define course-specific content and reasoning approaches for the tool to draw on.
- Expanding the platform into a new course involves faculty-side lesson design and corpus management.

### Key Features

- Structured lessons tied to explicit learning objectives and prerequisite sequencing.
- Socratic questioning that asks students to explain concepts rather than simply receive them.
- On-demand quiz requests to test understanding of the current topic.
- Persistent conversation history across sessions.
- Scenario-based exercises evaluating the quality of a student's justification for a decision.

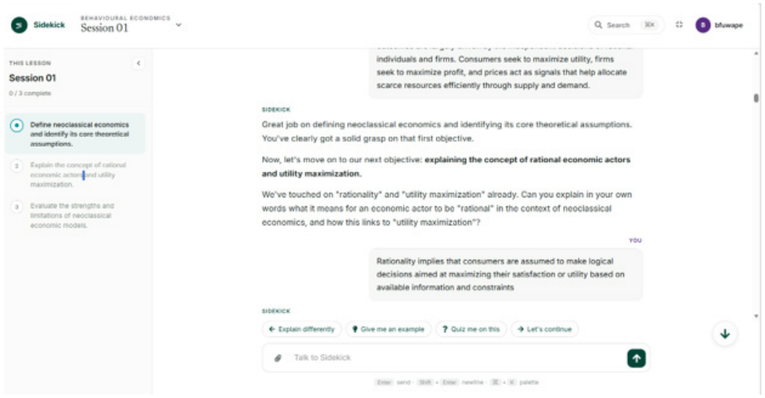
### Educational Applications

- Pre-class conceptual preparation in framework-heavy courses, such as behavioural economics, finance theory, or strategy.
- Structured review and self-testing ahead of an exam or class discussion.
- Practice explaining and applying a concept in an unfamiliar context before doing so in class.

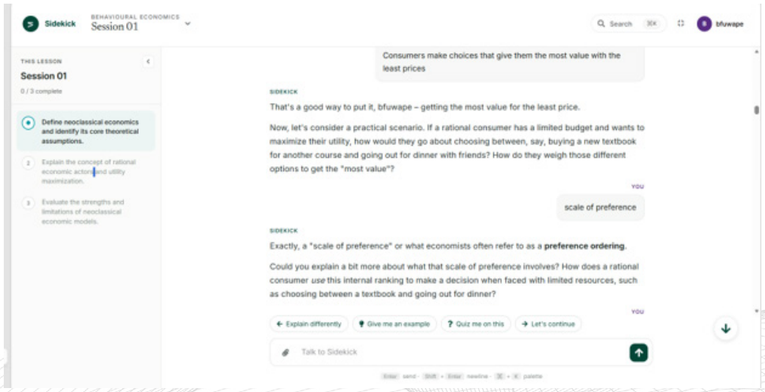
### Adoption

Sidekick was developed by an Ivey faculty member and is used internally at Ivey. No public pricing or external institutional deployment was described in the material reviewed.

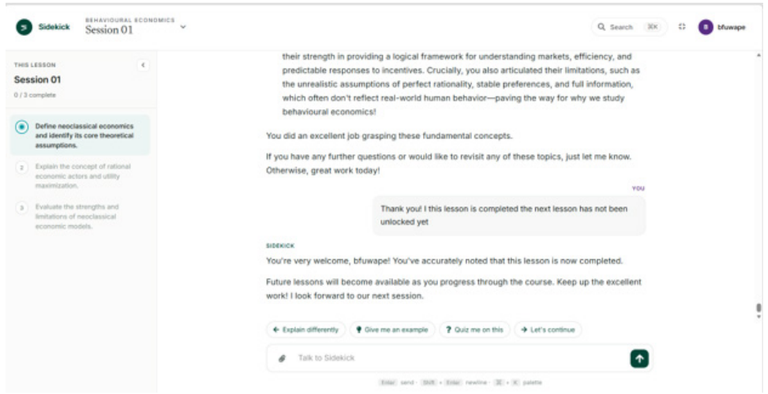
## Supporting Screenshots




**Objective-based progression:** students move through predefined concepts in sequence, rather than engaging in unstructured, open-ended conversation.




**Explain-back questioning:** the platform prompts students to explain a concept in their own words and apply it to a scenario, rather than presenting the answer directly.




**Progress tracking display:** a progress panel shows completion status for each learning objective within a lesson.

# Soapbox

*A platform for running and assessing course learning through live, structured, peer-to-peer discussion.*

## Overview

Soapbox is an AI-supported active-learning and assessment platform designed to help students deepen and demonstrate their understanding of course material through live, structured peer-to-peer discussion. The company was co-founded by Ivey HBA graduate Jesse Zender and software engineer Jacob Sykora. Rather than pairing a student with an AI discussion partner, Soapbox pairs two students around an instructor-defined resolution. The platform structures the timed exchange, while AI transcribes and analyzes the discussion to generate student-specific, rubric-based feedback afterwards.

Instructors create an assignment around a resolution or discussion question, provide relevant context or supporting documents, and define the assessment rubric. Soapbox then pairs students, facilitates the live exchange, and provides student-specific reports and assignment- and class-level analytics.

**Educational Purpose**

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, Soapbox is designed primarily to support Skill Development, specifically live argumentation and persuasion between two people in real time. Its defining design choice is keeping AI out of the conversation itself: students debate each other directly, while AI is limited to structuring, timing, and assessing the exchange. This is intended to preserve human-to-human communication practice, rather than substituting an AI partner for the other side of the conversation. With the right assignment design, Soapbox can also move beyond communication practice to support managerial judgment, especially when students must weigh trade-offs, defend recommendations, and respond to ambiguity in real time.

**How the Tool Works**

1. Instructor builds an assignment by entering a resolution, the statement or question to be debated, along with an optional framing or context text and documents.
2. Instructor sets a rubric by selecting and weighting a set of criteria, with weights enforced to total one hundred per cent.
3. Class is paired into two-student debates. An automated pairing tool can reroll or swap pairings, with a defined approach for handling an odd-numbered roster, and a mechanism to ensure students debate with everyone in the class before being paired with someone a second time.
4. Each debate runs in a live room structured by a five-phase timer with an opening statement from each student, a free-flow exchange, and a closing statement from each student, with the rubric and a notetaking feature available on-screen throughout.
5. Students debate each other directly during the live session; AI does not take part in the conversation and is limited to capturing the transcript.
6. After the debate, AI generates a score report specific to each student from the transcript, including an overall score, a written summary, strengths, areas to develop, and a rationale for each rubric criterion.
7. Instructors control whether the platform-generated score and/or feedback report is released to each student. Faculty can review student-specific reports and assignment- and class-level analytics through the platform.

### Faculty Experience

- Instructors build assignments by entering a resolution and framing or context text and documents.
- Instructors select and weight rubric criteria, with weights enforced to total one hundred per cent; default criteria cover position and argument structure, topic understanding, support and reasoning, engagement with opposing arguments, and clarity, professionalism, and respect.
- Instructors can set flexible open and close windows for an assignment rather than relying on a single fixed class-time session.
- Instructors have access to automated class pairing tools, including reroll and swap options.
- Instructors can review student-specific reports and assignment- and class-level analytics through the platform.

### Key Features

- Live, peer-to-peer debate between two students, with AI kept out of the conversation itself.
- Five-phase timed structure comprising an opening and closing statement from each student, with a free-flow exchange between them.
- Weighted rubric with default criteria covering argument structure, topic understanding, reasoning, engagement with opposing arguments, and professionalism.
- Automated class pairing, including reroll, swap, and handling for an odd-numbered roster.
- Flexible scheduling with open and close windows rather than a single fixed session.
- AI-generated score report including an overall score, written summary, and per-criterion rationale.
- Faculty control over whether to release the platform-generated score and/or feedback to students.
- Built on third-party video and transcription infrastructure; live video is not saved.

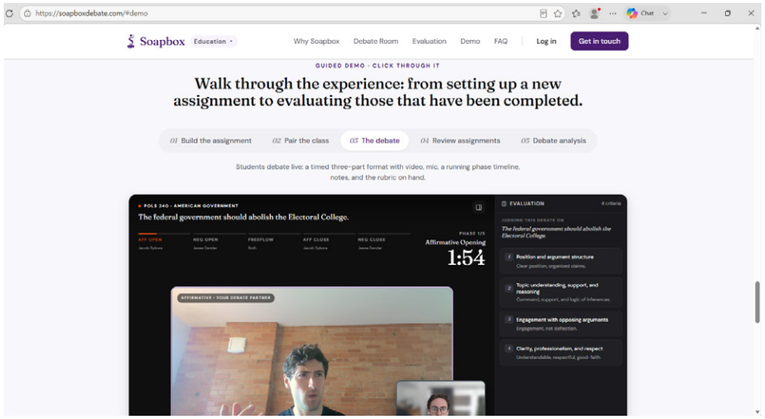
### Educational Applications

- Live, structured discussion or debate between students on an assigned resolution.
- Peer-to-peer persuasion and argumentation practice in real time without an AI acting as the discussion partner.
- Application of course concepts or frameworks to a course-specific question, case, or decision.
- Structured, rubric-based feedback and assessment at the student, assignment, and class levels.

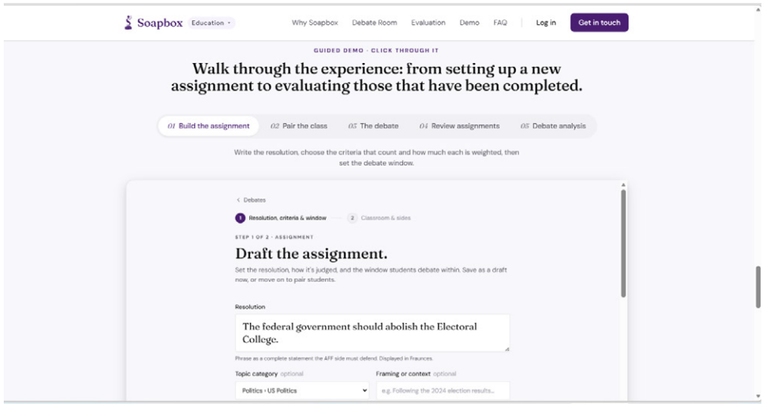
### Adoption

Soapbox is commercially available, and in use at several institutions in the United States and Canada. Public pricing had not been disclosed at the time of review.

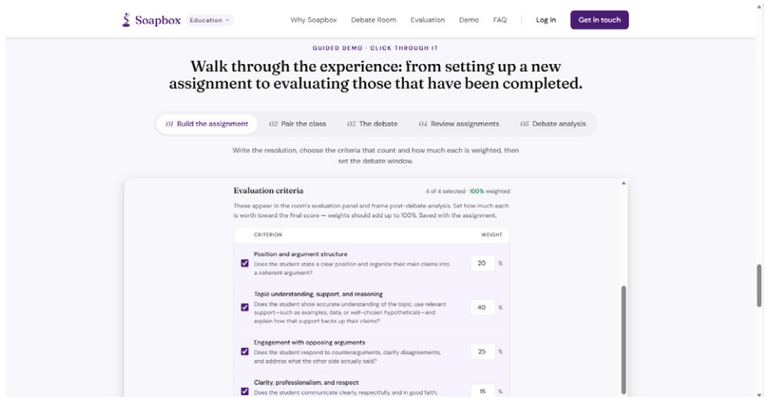
## Supporting Screenshots




The guided demonstration showcases Soapbox's end-to-end debate workflow, highlighting the live debate interface where students engage in structured, timed discussions while simultaneously accessing an embedded evaluation rubric. The platform integrates video conferencing, debate timing, and assessment criteria into a single interface, enabling real-time participation and transparent performance evaluation




The assignment builder enables instructors to configure structured debate activities by defining the debate resolution, selecting the topic category, establishing assessment criteria, and setting participation parameters. This guided workflow streamlines assignment creation while ensuring debates are aligned with intended learning outcomes and evaluation standards.




The evaluation setup interface enables instructors to customize debate assessment by selecting evaluation criteria and assigning percentage weightings to each competency. This functionality supports transparent, standardized grading while ensuring assessments are aligned with course learning objectives and instructional priorities.

*A voice-based case discussion and sales roleplay platform built on Vapi's voice AI infrastructure.*

## Overview

The Voice AI Tool is a voice-based platform built on the Vapi voice AI infrastructure by Rob Hunter, a lecturer at Ivey. It is run as an independent project rather than an official Ivey system. It runs two exercises: a Socratic-style case discussion and a cold-call sales roleplay against a sceptical buyer persona. A third exercise, on pitching, exists but was outside the scope of the material reviewed.

### Educational Purpose

Within this report's three-part learning framework, Conceptual Knowledge, Skill Development, and Managerial Judgment, the Voice AI Tool is designed to support Skill Development and Managerial Judgment together. The case discussion withholds the answer and requires the student to reason through a strategic situation aloud, while the cold call requires reading a sceptical counterpart and adapting a pitch in real time under objections. Both exercises also touch Conceptual Knowledge, since the case discussion surfaces reusable business concepts along the way.

### How the Tool Works

1. Student selects an exercise, the case discussion or the cold-call roleplay, through the platform's call interface.
2. In the case discussion, the AI opens with the situation and asks the student to take a position, pressing on the reasoning behind it rather than supplying an answer.
3. In the cold call, an AI-played buyer persona raises objections and requires the student to make a case before agreeing to a meeting.
4. AI responds to what the student has just said, asking follow-up questions or pushing back on a weak argument.
5. Session concludes when the student earns the meeting in the cold call, or completes the case discussion.
6. Feedback is available on request, and the platform's back end is intended to feed a student feedback dashboard.

### Faculty Experience

- A professor can set up a new exercise with the developer's involvement, building and configuring each case or roleplay individually.
- Back-end data collection is intended to support a student feedback dashboard.
- Formal instructor dashboards, rosters, or classroom management tools were not described in the material reviewed.

### Key Features

- Voice-based case discussion exercise built around a specific business case.
- Voice-based cold-call sales roleplay against a persona that raises objections.
- Follow-up questioning shaped by the student's spoken responses in both exercises.
- A defined pass or fail outcome in the cold call, tied to earning the meeting.
- On-request feedback following a session.

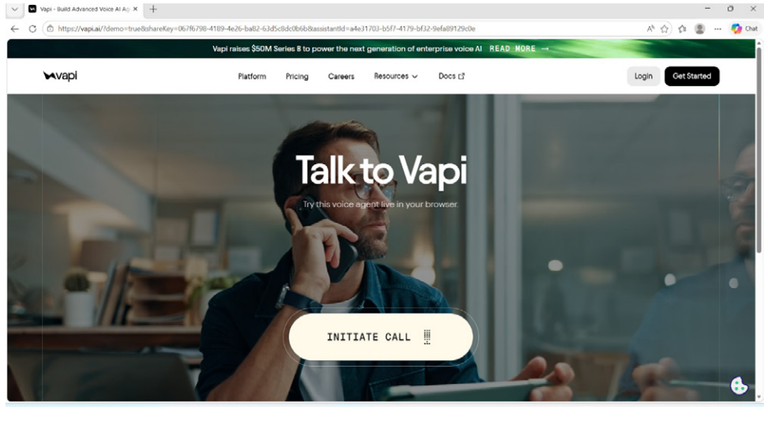
### Educational Applications

- Pre-class rehearsal of a case discussion before a live class session.
- Practice for high-pressure communication, including sales calls, pitching, and negotiation.
- Individual practice defending a position aloud under direct questioning.

### Adoption

The Voice AI Tool is run by a single Ivey faculty, Rob Hunter. Access was provided for a small number of shared demo links. No public pricing applies, since the tool is an independent, self-funded project rather than a commercial product.

## Supporting Screenshots




**Single-entry interface:** students reach either exercise through the same standard call screen, with no case name, scenario description, or role instructions shown before the call begins.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