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TEACHING COMMUNICATION IN THE AGE OF AI: A SIMULATION-BASED INCLUSIVE CLASSROOM FRAMEWORK FOR MANAGEMENT EDUCATION

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Abstract
Artificial Intelligence is transforming higher education by changing how students access knowledge, interpret information, communicate, collaborate, and make decisions, requiring management communication pedagogy to move beyond traditional skill-based instruction toward AI-responsive organisational learning. This paper develops a simulation-based inclusive classroom framework for teaching managerial communication to undergraduate management students. Using a conceptual and exploratory qualitative approach, the study draws on literature related to artificial intelligence in education, experiential learning, transactional communication, simulation pedagogy, AI literacy, and inclusive classroom practice. It proposes the 'Market Shock Simulation' as a pedagogical model in which students engage with staged business disruption, AI-generated information, stakeholder inputs, team negotiation, written communication, oral presentations, and reflective assessment. The framework positions communication as an adaptive capability rather than isolated language skills. Students would thereby realise and appreciate communication as a process of interpretation, negotiation, and problem-solving. Through the simulation, students practise listening, reading, writing, speaking, collaboration, ethical judgement, critical evaluation of AI, and strategic decision-making in realistic organisational contexts. The paper positions the communication classroom as an interdisciplinary and experiential space that supports learning across subjects, not just language skills. The model may be implemented over two to three classroom sessions and assessed using rubrics that cover AI evaluation, communication clarity, teamwork, strategic reasoning, and reflection. This study contributes to management education by integrating AI literacy, communication pedagogy, experiential learning, and inclusivity into a practical framework for preparing future managers.

Keywords: *Artificial Intelligence in Education, Simulation-Based Learning, Management Education, Managerial Communication, Inclusive Pedagogy, Experiential Learning*

1. Introduction

The world of higher education (HE) has been radically changed by Artificial Intelligence (AI) (Holmes et al., 2019). Digital technologies have moved beyond add-ons in management classes to the mainstream, and not only do they impact the content of learning, but they have also become the way students process information, communicate, and work collaboratively in and outside of classes, and they affect decision-making. An exciting classroom has become a

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hub of digital content, and algorithms are increasingly "mediating" classroom interaction. In this context, students need to acquire skills in addition to content knowledge, such as understanding complex and implicit information, dealing with uncertainty, and articulating clearly and effectively in complex contexts. These changes are reshaping the teaching and learning content of undergraduate management courses in the context of communication (Wang et al., 2024). The traditional communication course focuses on basic skills (speaking and writing), and reading and listening are typically offered in the context of a structured course with lecture and practice activities. In the real world, however, the communication environment in an organisation can be complex and unpredictable and may not be adequately represented by such approaches. Communication in practice is influenced by context, collaboration, technology, and broader economic and political factors (Castells, 2010). The incorporation of Artificial Intelligence adds another layer of complexity as it changes how information is processed, meaning is created and shared. The industry's expectations of Management graduates have been evolving. Besides the technical skills, flexibility, interdisciplinary working, and critical handling of technology are required in modern work settings. Employers' expectations of graduates include the ability to manage complexity, work cohesively with others, critically evaluate digital information, and make decisions in an uncertain environment (Cardon et al., 2024; Dwivedi et al., 2023). Therefore, it is necessary to reconceptualise communication pedagogy to meet these new needs in management education. AI-supported communication and writing activities also suggest that students need new AI literacy skills to evaluate and revise AI-generated outputs and to use them responsibly and ethically in academic and work contexts (Cardon et al., 2023). One possible solution to the problems might be simulation-based learning, which enables students to transition from passive learning to real-life situations in the management world. Interpretation and negotiation, collaboration and decision-making, here, are more than ideas; they're lived experiences. It is a method highly similar to experiential learning theory, which emphasises learning through understanding, contextual problem-solving, reflection, and action (Kolb, 1984). Additionally, simulations foster inclusive learning because they provide room to embrace different viewpoints, engagement styles, and learning modes, and offer insight into the complex and multidimensional nature of communication (Vermunt, 2023). This paper proposes a simulation-based inclusive classroom method to develop the communication skills of undergraduate management students in an AI-impacted environment. The study is based on experiential learning theory, transactional models of communication, and the latest theories of management education. It provides a classroom case study that includes AI-assisted simulations, tasks in market analysis, geopolitics, team problem-solving, and communication domains, and real-life business scenarios. The main contribution of this paper is the design of an AI-mediated simulation-based communication framework, particularly geared towards undergraduate management education. While literature has examined the application of Artificial Intelligence in education separately, in the context of experiential learning and in the context of communication pedagogy, in this study, all these are combined in a single pedagogical model, AI literacy, managerial communication, experiential learning and inclusive classroom practice (Tzirides et al., 2024). It does this by offering new perspectives on the literature of management education and by demonstrating how the teaching of communication can be extended beyond skills to encompass the development of adaptive competencies for managerial communication. The framework also has practical implications for supporting students to communicate, collaborate and make decisions in AI-infused organisational contexts. It proposes that communication education needs to shift from the development of individual communication skills to the development of managerial communication skills, which can adapt to working in digitally enhanced work environments. It also suggests that communication classrooms should be transformed to become experiential and interdisciplinary learning environments that move away from passive involvement and a focus on the creation of meaning to learn from their experiences, and that students should learn how to critically process information created by AI while fostering a more human-centred communication, which requires them to engage with technology and humans alike.

Vol. 12 Issue 2s (May , 2026)
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Objective of study:

1. To design an AI-based management communication simulation system for the undergraduate-level
2. To move the communication teaching from the skills to the adaptable managerial skills
3. To nurture critical AI learning, the collaborative and strategic communication ability of students

2. Literature Review and Theoretical Framework

The use of Artificial Intelligence in Higher Education has become a research topic in the fields of educational technology, communication studies, management education and experiential learning research (Holmes et al., 2019; Luckin et al., 2016). AI is no longer simply a tool that helps manage technical or administrative issues in management education, but is gradually becoming a powerful force in students' methods of information search, information cognition, composition and drafting, collaborative work and management decision-making. Thus, it is necessary to reconsider the pedagogies of communication in the context of AI-supported learning experiences, simulation pedagogy, ethics on the use of technology and the development of adaptive management skills.

2.1 Artificial Intelligence and Educational Transformation

The introduction and application of Artificial Intelligence (AI) have brought about a profound transformation in the pedagogical paradigm of universities (Wang et al., 2024), impacting both teaching and learning behaviours. With the support of AI, students can use AI tools for research, summarising, writing, interpreting data, translation, preparation of presentations and collaborative problem solving (Cardon et al., 2023). Although these advances have brought benefits in terms of access to information and the efficiency of learning, people have raised questions about originality, critical thinking, over-dependence on automatics, academic integrity and depth of student engagement with knowledge. Holmes et al. (2019) suggest that AI in education has to be thought of not only as an extra technological element, but as a system that redefines the relationships of learning, interaction in the classroom and decisions. Likewise, Luckin et al. (2016) identify the potential of AI to personalise learning, which must be carefully pedagogically designed to have an impact in education. This is especially crucial with respect to management education, where the student is supposed to engage in work in the organisational context where information is incomplete, changing quickly, and is communicated and mediated through digital systems. Recent research also indicates that AI-driven simulations provide an opportunity for personalisation, scalability, interactivity and contextual feedback which can further enrich learning. AI-powered simulations provide adaptable and responsive learning experiences to enhance students' engagement, as mentioned by Sengul (2025). The significance of such findings is for the management classroom in which communication, negotiation and decision making cannot be done with the mere recall of the facts. It should not be thought of as a substitute for reflective learning at the same time, however. Instead, it is to be used as a tool which prompts students to ask critical questions, make evaluations and do interpretations.

2.2 Simulation-Based Pedagogy and Experiential Learning

There are many examples of simulations being used for learning purposes, as this enables the link between theory and practice (Vermunt, 2023). Learning occurs in four stages: Concrete Experience, Reflect on the experience, Abstract conceptualisation and Active experimentation (Kolb, 1984). This is done through simulations, which put students in realistic scenarios, where they have to analyse, cooperate, negotiate and decide in situations of uncertainty. Simulations are especially useful for the teaching and learning of communication and management, which is a reflection of the complexities of organisational life. The students not only practise speaking, writing, reading and listening as a single ability, but they also integrate the skills in their answers to managerial problems.

Vol. 12 Issue 2s (May , 2026)
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Generative AI and Simulation-based Learning reveal that AI agents can enable dynamic interaction, context-specific responses, role-based scenarios and personalised learning paths (Mollick et al., 2024). Thus, the students can have the experience of ambiguity, pressure of stakeholders and real-time feedback that might not be provided by the traditional lecture-based teaching. In addition, there is a high inclusive potential of simulation-based pedagogy. It provides opportunities for student engagement in a variety of ways, such as discussion, written analysis, reflective observation, group decision making and oral presentation. In conclusion, AI-supported simulations have the potential to contribute to personalised learning and inclusive student participation, as suggested by Xu and Zhang (2023). This is important in management classrooms where learners can be varied in their level of language confidence, level of technology knowledge, cultural background and communication styles.

2.3 Ethical and Human-Centred Concerns in AI-Mediated Education

However, while AI offers great potential for education, there are also significant ethical issues, such as algorithmic bias, the spread of misinformation, surveillance, disparities in access, authenticity and authorship, and dependence on AI systems (Porayska-Pomsta et al., 2024; Airaj, 2024). These issues are especially relevant to communicative education, where children might be ingesting AI-generated material without careful reading and a critical analysis of its factual, contextual, tonal, and ethical implications. Over the last few years, the increasing use of AI tools in academic writing has also led to a blurring of lines between assistive and replacement tools (Coman & Cardon, 2024). This challenge in management education is not only academic but also professional, as future managers need to learn how to assess information that is mediated by AI before they can use it in organisational communication and decision-making. So, the pedagogy of communication should change to include ethical interpretation, critical inquiry and reflective engagement with digital systems. For this, classroom designs will be required to preserve the dialogue, collaboration, contextual understanding, and responsible judgments when using AI in education (Fu & Weng, 2024).

The present study aims to alleviate these concerns by placing the role of the AI in a communication context that is oriented towards simulation: instead of replacing the learning processes of people, the role of the AI is that of being part of a wider communication process of interpretation, negotiation, reflection and managerial decision making. The literature studied demonstrates that the pedagogy in management education should be adapted to be flexible, critical, practical, inclusive, and aware of ethical aspects, instead of a pedagogy of knowledge transfer, in the context of AI in communication education.

3. Research Methodology and Conceptual Framework

3.1 Research Methodology

The conceptual approach and exploratory qualitative data analysis were adopted to understand the changing nature of communication pedagogy in management education in the era of AI. For this study, it is appropriate to adopt this design because it is not intended to yield statistical results or establish causal relationships, but rather to follow a pedagogical approach grounded in theory for undergraduate management courses. Therefore, the objective of the study is to understand the emerging challenges in education and propose a systematic classroom model that will satisfy communication needs in the new organisational scenario influenced by AI (Barnlund, 2008).

A systematic conceptual process has been used to develop the framework. First, the relevant literature on Artificial Intelligence in education, experiential learning, transactional communication theory, simulation-based pedagogy, and management education was reviewed (Holmes et al., 2019; Kolb, 1984). Secondly, it was discovered that there were some weaknesses in the traditional communication pedagogy, which used to consider the four skills, listening, reading, writing and speaking as four separate skills rather than four managerial skills. Thirdly, a real-life simulation was built in the classroom to illustrate the conditions of the business world today, including market uncertainties, information generated by Artificial Intelligence, communication with stakeholders, and group decision-making.

Vol. 12 Issue 2s (May , 2026)
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Finally, the proposed simulation activities were correlated to competencies and expected learning outcomes for undergraduate management education in the area of communication. This is because communication in AI-mediated environments can be considered socially situated, interpretative, and context-dependent; therefore, a qualitative conceptual approach is appropriate. Students learn communication skills in management classes, but are also expected to evaluate information, negotiate meaning, work collaboratively in various roles and functions, and communicate strategically in uncertain circumstances. Pedagogically, simulation-based learning can serve as the basis for learning, as it enables the person to experience the managerial context rather than just theory (Gosen & Washbush, 2004).

The study is based on experiential learning theory, which comprises four phases of learning: experience, reflection, conceptualisation, and experimentation (Kolb, 1984). It also utilises the theory of transactional communication, which considers communication as an interaction, a feedback and a context-building process in which the meaning is generated (Barnlund, 2008). Contemporary research on AI in education and management learning is used to gain more insights into the classroom case framework. In the first study, Holmes et al. (2019) examine how AI is understood as an agent that changes the learning relationship and educational decision-making processes and in the second study, Dwivedi et al. (2023) investigate the opportunities and challenges of generative AI in research, practice and policy. New research on AI-supported simulations further shows that simulations can support adaptable learning and elicit context-specific responses and student engagement (Mollick et al., 2024; Xu & Zhang, 2023). Thus, the approach presented herein is the manifestation of both the theoretical side of AI and communication pedagogy, as well as their use in the practice of undergraduate management education.

3.2 Conceptual Framework: AI-Mediated Simulation-Based Communication Pedagogy

The conceptual model is a learning space in which students interact with information, mediated by technology, that is made available to them by AI, digital communications, market intelligence, geopolitical events, and organisational communication processes in the management classroom. In this context, simulation-based learning is the dominant mechanism for learning management, communication, and competence flexibility. There are five interrelated dimensions. The AI-mediated information environment is where students interact with summaries, digital reports, algorithmically filtered information, AI-created communications, and simulated stakeholder responses. Ambiguity, speed, information overload and technological mediation are qualities of this dimension that add to the communication process. The second dimension is that of simulation-based experiential learning.

Students are presented with business scenarios in which they are required to prioritise and steer the business under simulated circumstances of market turmoil, geopolitical uncertainty, organisational crisis, negotiation, and strategic communication. Learning is based on the experiential learning theory (Kolb, 1984), which suggests that learning is a process which involves participation, reflection, interpretation and active experimentation. Communication processes that cross all three are the third dimension. The framework is embedded and focuses on listening, reading, writing, and speaking skills, and is dynamic throughout stakeholder briefings, market reports, written memos, strategic presentations, team talks, and managerial decisions. This is in accord with transactional communication theory, in which meaning is created through communication with others and contextual negotiation (Barnlund, 2008).

The fourth dimension is important for reflection and interpretation. Students engage with the credibility of information, AI bias and misinformation, conflicting information, ethics analysis and reasoning and reflection on decision-making processes. At this level, the use of AI is conducted ethically and responsibly, aligning with the ethical concerns outlined in the literature on AI in education (Porayska-Pomsta et al., 2024). The last dimension concerns the outcome of management education. The framework will foster adaptive managerial communication, collaborative problem-solving, context awareness, interdisciplinary thinking, technological literacy, ethical judgement, and inclusive participation. Communication

Vol. 12 Issue 2s (May , 2026)
ISSN: 2208-2190 Pages- 388-401
DOI: https://doi.org/10.69980/pe9msm02
competence is thus seen as a socio-technical managerial competence rather than just a linguistic competence.

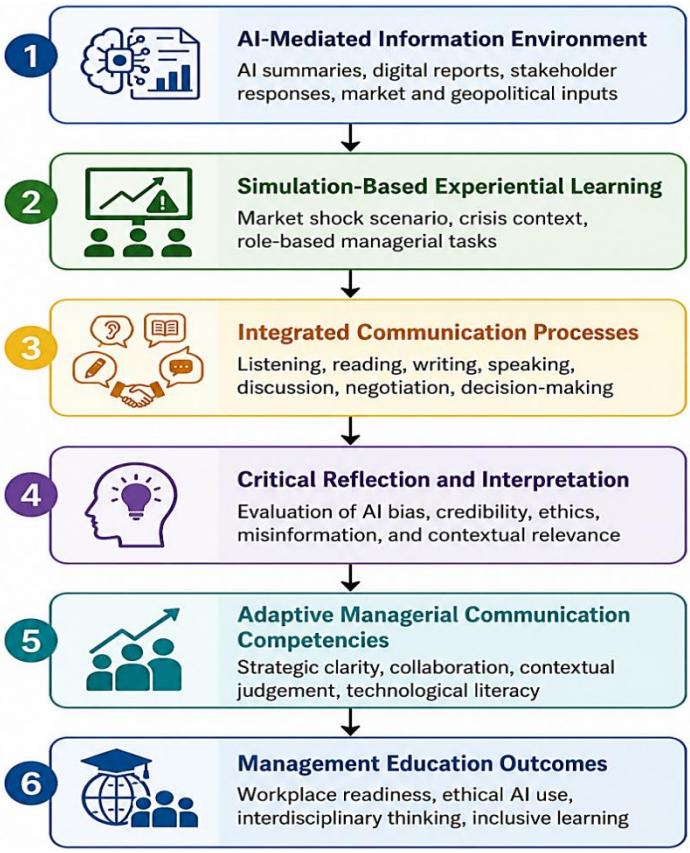

Figure 1. Conceptual Flow of the AI-Mediated Simulation-Based Communication Framework

Overall, the communication pedagogy framework is interdisciplinary and experiential, to supply undergraduate management students with AI-influenced organisational settings. The model is a mixture of AI literacy, simulation-based learning, communication training, critical reflection, and inclusive learning, adapted to the reality of today's professional situations.

4. Case Design and Pedagogical Implementation of the Market Shock Simulation

4.1 Case Rationale and Management Context

The suggested classroom structure is based on a simulation called The Market Shock Scenario, for undergraduate management students. The case is supported by the following rationale: The nature of managerial communication in the context of AI-mediated organisations. Today's business world requires managers to communicate with others in a variety of ways, speaking, writing, reading and listening. Instead, they review information, evaluate data and facts online, implement actions based on stakeholder concerns, engage individuals from various teams to make decisions, and communicate strategically in an unpredictable environment. This has been enhanced with the introduction of Artificial Intelligence, algorithmically generated information, automated reporting and digital communications platforms.

The case sets up a scenario of a real-life company (a multinational consumer goods company) in India. It is an abrupt change in the market due to geopolitical developments, which impact the organisation. The disruption may take the form of trade barriers, supply chain volatility, rising energy costs, misinformation on social media, or regulations driven by international tensions. This business context is comparable to the way the administration looks today and to how communication is affected by economic, technological, political and organisational

Vol. 12 Issue 2s (May , 2026)
ISSN: 2208-2190 Pages- 388-401
DOI: https://doi.org/10.69980/pe9msm02
contexts (Castells, 2010). Hence, the simulation treats communication as a multidisciplinary managerial skill rather than as individual language skills.

4.2 Learning Objectives

The simulation is designed to achieve the following learning objectives:

1. To enable students to evaluate information critically that comes from AI and is digitally mediated.
2. To develop the skill to express integrated competences (listening, reading, writing, speaking, negotiation and decision making).
3. To strengthen students' ability to communicate strategically in uncertain organisational contexts.
4. To improve the students' strategic communication ability in an uncertain organisational situation.
5. To encourage problem-solving amongst functions and to encourage responsible and conscious AI communication technologies.

   The objectives are based on the experiential learning theory, which has been used to emphasise learning through active participation, reflection, conceptualisation and experimentation (Kolb, 1984).

4.3 Simulation Design and Scenario Structure

The Market Shock Scenario unfolds progressively based on the data made available. The instructor begins with a quick company and product category orientation, market position and business challenge at hand. The students are then presented with a sequence of documents and communication input, which is the successive crisis. These may include reports, fake news bulletins, AI-generated summaries, financial metrics, customer sentiment reports, emails from stakeholders or internal communications in the company.

The materials are deliberately made to have varying degrees of reliability, clarity and bias. Some inputs might be incomplete, contradictory, and exaggerated to reflect the realities of digital communication environments. Students should thus be able to distinguish among credible information, questionable statements, AI-produced assumptions (and their arguments), and stakeholders' interpretations. This is a building open to criticism, not just to the simple reception of information.

The structure of the Market Shock Simulation is laid out in Table 1. This outlines the progression of students from knowledge of the organisational context through the evaluation of disruption, the review of both AI- and human-generated data, and their response with a comprehensive communication strategy; lastly, all students will reflect on their learning.

Table 1. Structure of the Market Shock Simulation

Stage	Component	Key Activities / Inputs	Pedagogical Purpose
1	**Organisational Background**	Introduction to a fictional multinational consumer goods company operating in India; company profile, market position, product category; initial communication challenge.	Provides the business context and prepares students to understand the organisational setting of the simulation.
2	**Geopolitical or Market Disruption**	Trade restrictions, supply-chain instability, energy price surge, misinformation on social media, or sudden regulatory change.	Creates uncertainty and managerial pressure, requiring students to respond to a realistic business disruption.

Vol. 12 Issue 2s (May , 2026)
ISSN: 2208-2190 Pages- 388-401
DOI: https://doi.org/10.69980/pe9msm02

3	**Staged Information Releases**	Information is released gradually over time through news reports, internal emails, customer feedback, financial data, and stakeholder updates.	Reflects real-world incomplete and evolving information, encouraging students to interpret and prioritise data carefully.
4	**AI-Generated and Human-Generated Inputs**	AI summaries, digital reports, stakeholder messages, and organisational documents; students compare and cross-verify information.	Develops critical evaluation of AI outputs by identifying bias, gaps, inconsistencies, and contextual limitations.
5	**Team Analysis and Functional Interpretation**	Students work in functional teams such as Marketing, Public Relations, Operations, Human Resources, Finance, and Corporate Strategy.	Encourages interdisciplinary analysis, functional interpretation, collaboration, and integration of insights across teams.
6	**Strategic Communication Response**	Preparation of crisis memos, stakeholder emails, media statements, internal communication drafts, and oral presentations.	Connects communication practice with managerial decision-making and strategic organisational response.
7	**Reflection and Assessment**	Students reflect on AI use, communication choices, teamwork, ethics, and decision-making; the instructor evaluates outputs, presentations, peer feedback, and reflection notes.	Reinforces learning, ethical awareness, communication improvement, and continuous reflective practice.

4.4 Student Roles and Group Formation

Students work in interdisciplinary teams working on major organisational functions. Groups can comprise 5 to 6 students (depending on class size). The ideal class size is 30 to 60 students to enable the simulation to be run with several working groups. It is role-based in relation to the theory of transactional communication (Barnlund, 2008), as meaning is created through interaction, feedback, interpretation, and negotiation. Students will not only have to present their argument for the value of their functional point of view but also liaise with other teams to agree on a consistent organisational response.

4.5 AI Integration and Information Sources

Artificial Intelligence for learning support and as a source of complexity is integrated into the simulation. To summarise reports, compare potential answers, draft a communication, analyse trends or simulate stakeholder reactions, students are allowed to use AI tools. But AI-generated answers are not considered definitive. Students will critically examine issues relating to accuracy, bias, tone, context and ethics. The teacher can lead students to analyse differences in interpretation by providing them with AI-generated summaries of documents, as well as human-generated documents. For example, the AI-generated market summary might fail to capture cultural nuances, misinterpret trends, or provide an incomplete analysis of the different stakeholders in the market. Students are required to be aware of such restrictions and adapt their communication accordingly. This is an attempt to promote

Vol. 12 Issue 2s (May , 2026)
ISSN: 2208-2190 Pages- 388-401
DOI: https://doi.org/10.69980/pe9msm02
responsible use of AI and to address some of the concerns regarding AI use in teaching and learning, as identified by Porayska-Pomsta et al. (2024), including bias, misinformation, dependency, and ethical concerns.

4.6 Communication Competency Development

The simulation develops communication competencies in an integrated manner. Listening skills are developed through stakeholder briefings, simulated management announcements, and crisis updates. Reading skills are strengthened through analysis of market reports, customer feedback, geopolitical updates, and internal communication documents. Writing skills are developed through preparing crisis memos, stakeholder emails, strategic recommendations, and media statements. Speaking skills are practised through team negotiations, interdepartmental discussions, press briefings, and final presentations (DeJeu, 2024). This integrated approach differs from traditional communication instruction, which often separates communication skills into discrete classroom exercises. In the simulation, students experience communication as a managerial process shaped by uncertainty, audience expectations, organisational goals, and technological mediation.

4.7 Pedagogical Implementation Sequence

This simulation can be done in 2-3 class periods (60-90 minutes). First meeting: A short introduction by the tutor to the case and team assignments, roles of the team, and handing out of the first information packet. Students learn about a situation and pinpoint the communication issues. In the second session, more information is shared, including summaries, messages from stakeholders, and new developments in the crisis created by the AI. Groups come up with responses and negotiate with other groups. In the final session, a coordinated organisational response, writing of communication products and guided reflection are presented.

In Table 2, the implementation sequence of the Market Shock Simulation is outlined for classroom instruction over two to three lessons. Instructors will conduct the following tasks during the activity: introduce the case study, assess the information, use AI tools to assist in determining an effective response, conduct team negotiations/presentations, submit written papers/assessments, and provide group-to-individual feedback.

Table 2. Suggested Classroom Implementation Sequence for the Market Shock Simulation

Stage	Implementation Phase	Key Activities	Expected Output / Assessment Focus
1	**Case Briefing and Role Allocation**	Instructor introduces the simulation and company background; presents the initial crisis or market shock scenario; assigns students to functional teams such as Marketing, Finance, Public Relations, Operations, Human Resources, and Corporate Strategy.	Students understand the business context, assigned roles, and initial communication challenge.

Vol. 12 Issue 2s (May , 2026)
ISSN: 2208-2190 Pages- 388-401
DOI: https://doi.org/10.69980/pe9msm02

2	**Initial Information Analysis**	Teams examine the first set of information materials; review company data, market updates, stakeholder messages, and crisis indicators; and identify key issues, risks, affected stakeholders, and communication priorities.	Initial issue diagnosis, stakeholder identification, and communication priorities.
3	**AI-Assisted Review and Team Discussion**	Students use AI tools to summarise information, compare response options, generate drafts, and simulate stakeholder reactions; teams critically evaluate AI outputs for accuracy, bias, relevance, and limitations.	Critical AI evaluation, verified information, and refined team understanding.
4	**Functional Negotiation and Draft Response**	Teams share interpretations with other functional groups; negotiate a coordinated organisational position; prepare written responses such as internal memos, stakeholder emails, public statements, and strategic recommendations.	Draft communication outputs and coordinated managerial response.
5	**Strategic Presentation and Written Submission**	Students present the recommended response to the crisis; explain rationale, communication strategy, and AI evaluation process; submit written documents and supporting materials.	Oral presentation, written submission, strategic reasoning, and communication clarity.
6	**Reflection, Feedback, and Assessment**	Students submit reflection notes or participate in guided debriefing; receive peer and instructor feedback; and are assessed on AI evaluation, communication clarity, strategic relevance, collaboration, ethical reasoning, and managerial judgement.	Reflective learning, feedback-based improvement, and rubric-based assessment.

Note: *The sequence can be completed in two intensive sessions or spread across two to three teaching sessions, depending on the class schedule.*

Vol. 12 Issue 2s (May , 2026)
ISSN: 2208-2190 Pages- 388-401
DOI: https://doi.org/10.69980/pe9msm02
The teacher's role is to facilitate, to provide information in phases, to educate students about the respectful and ethical use of AI, to monitor group dynamics, and to evaluate the outcomes of communication.

4.8 Expected Management Education Outcomes

Results are to be expected beyond simply enhancing the traditional communication skills, through the "Market Shock Simulation. The scenario places students in a real-life business crisis with an AI communication partner, where communication is viewed as a managerial competency involving interpretation, negotiation, ethical decision-making, and ethical action. Before drafting organisational responses, students need to enhance their ability to evaluate information generated by AI and information produced by humans, and to identify bias and/or inconsistencies in information. It's a very significant result in today's management education, as learners must be ready to collaborate with algorithmically mediated information and rapidly changing business scenarios. Aside from building adaptive management communication, the simulation also. Students will acquire listening, reading, writing, and speaking skills not as discrete classroom activities but as integrated tools essential for responding to the crisis, involving stakeholders, coordinating internally, and making strategic recommendations. Learners develop an understanding of the differences in communication across various business roles (Marketing, Public Relations, Finance, Operations, HR, and corporate strategy) and of how decision-making is a shared responsibility. This suggests that it fits with the transactional model of communication, where meaning is constructed through interaction, response, and context (Barnlund, 2008).

The other advantage is the acquisition of the ability to work together and solve problems in an interdisciplinary manner. Students will have to relate market analysis, geopolitical events, organisational focus, and the ethical application of AI to one another and develop a synchronised managerial response. This action is rooted in Kolb's (1984) theory of experiential learning through participation, reflection, interpretation and application. Students are also provided with the opportunity to engage inclusively through analysis, writing, oral discussion, reflection, and group work. It adapts to different communication styles and learning preferences, as shown in the studies, participative and simulation-based learning can facilitate the promotion of student engagement and inclusivity (Xu & Zhang, 2023). Evaluation can be done in the following ways: Information analysis rubric, AI evaluation rubric, written communication rubric, oral presentation rubric, collaboration rubric, and reflective learning rubric. The overall simulation combines the classroom learning with the organisation's communication needs as it is derived from artificial intelligence, as well as preparing the student to act in a morally, adaptively and strategically informed manner.

5. Discussion and Practical Implications

The envisaged communication framework, based on simulation, represents a paradigm shift in management education from content-based teaching and learning to a new way of learning that is experiential, interdisciplinary, and adaptive. Speaking, listening, reading, and writing are treated as separate skills and practised through drills in the traditional communication classroom. However, these techniques work well for basic communication skills development, but not for the skills currently needed in organisational communication, where decision-making processes are mediated by technology, uncertainty, and pressure from actors, and by changing patterns of information flows. Market Shock Simulation is a response to the above gap because it offers communication in a managerial practice mode rather than only a language-skill mode (Clampitt, 2016). In the simulation, students explore conflicting information, interpret geopolitical and market trends and switch between functional teams to negotiate meaning and to communicate strategic decisions in an uncertain environment. This has an impact on the current business environment where communication occurs across a number of interrelated digital, economic and socio-political systems (Castells, 2010).

The practice of communication pedagogy is therefore built on a framework that connects with real organisational issues. No longer will students be asked to present and complete written assignments, but will be asked to evaluate information, justify decisions, adapt messages for

Vol. 12 Issue 2s (May , 2026)
ISSN: 2208-2190 Pages- 388-401
DOI: https://doi.org/10.69980/pe9msm02
the audience, and consider the consequences of communication decisions. This inclusion of Artificial Intelligence makes the simulation more relevant to management education today. AI is not just a productivity tool, but also an integral component of the communication landscape. Students interact with AI-generated summaries, automated reports, stakeholder simulations, and digitally mediated content. They will need to critically review these outputs, however, in terms of potential bias, misinformation, factual gaps, contextual restrictions, and ethical concerns. This is crucial, as the current discussion on the use of generative AI has raised concerns about potential issues such as passive dependence, misinformation, academic integrity concerns, and reduced critical engagement (Dwivedi et al., 2023; Porayska-Pomsta et al., 2024).

The simulation empowers students to consider and not just regurgitate AI-generated content, promoting responsible digital thinking. It is also theoretically based on the experiential and transactional learning approaches. The experiential learning approach encourages the students to learn through doing, reflecting, conceptualising and applying (Kolb, 1984). Meaning doesn't flow linearly; it is through interaction, feedback, context and interpretation (Barnlund, 2008) in a transactional communication sense. Theories, in particular, can be applied in an AI-mediated classroom, in which the students are not only in contact with the other students and teachers, but also with automated systems, digital platforms, and algorithmically-generated content. This thus leads to a recursive, superposed and never-ending communication interpretation.

The simulation also helps to achieve inclusive classroom practice. It is common for traditional communication assessments to favour students who are comfortable speaking or giving presentations. This simulation, however, provides opportunities for participation in a number of different ways: reading and writing, group negotiation, speaking, evaluation and reflective observation of the technology. This variety enables students who are not as proficient in Spanish, as knowledgeable about other cultures or technologically advanced to be involved. This is consistent with research findings, which indicate that the innovative pedagogy of simulation and participation can enhance learner participation and inclusiveness (Xu & Zhang, 2023). It has also been found to be useful for managing education in practice by educators. The simulation can be conducted in two or three 60-90-minute sessions, with students in groups of 5-6. Examples of activities that can be part of a suitable activity sequence are: briefing a case, allocation of roles, release of information in stages, analysis with the support of AI tools, negotiations between departments, preparation of written answers, oral presentation, and debriefing for reflection.

Teachers have the option to use a rubric in which criteria can be set to include information evaluation, ethical use of AI, written clarity, oral communication, teamwork, strategic thinking, and reflection. The framework also shifts the focus of the educator's role. The instructor is not just a content provider but is the facilitator of interpretation, ethical inquiry, collaborative learning and reflective practice. This can include faculty readiness, online resources, institutional support and time in class. There are some caveats to add. The students might not be familiar with some AI tools, and simulation-based learning may require extensive preparation and facilitation. The Market Shock Simulation, however, offers a theory- and practice-based model for relating to real-life AI-mediated communication management. It combines the capabilities and understanding of AI disciplines with managerial communication, ethics, and interdisciplinary decision-making, providing students with the ability to work in the complex socio-technical systems that are an increasingly important part of the modern organisation.

6. Conclusion

The rapid growth of Artificial Intelligence is increasingly affecting the way higher education is taught, how learning takes place, how communication occurs, how information is interpreted, and how students make management decisions. The authors believe that the skills gained from teaching students how to communicate should not only involve their ability to speak, write, read or listen, but that teaching students to develop their capacity for effective communication when working within a complex organisational environment, that is rich in

Vol. 12 Issue 2s (May , 2026)
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technology and information, is of equally critical importance. To accomplish this, the authors propose simulation-based experiences in a collaborative classroom environment for undergraduate management students. While the focus is on developing communication skills, these simulations will support the notion of communication as a management skill through artificial intelligence, experiential education, transactional communication mechanisms, market analysis, global awareness, and shared decision-making processes in this study. The Market Shock Simulation (MSS) allows students to experience real-world business disruptions, process information generated by artificial intelligence, negotiate, and interpret data to communicate with one another while working collaboratively within the constraints of an uncertain corporate environment. In conclusion, the research supports the creation of communication classrooms in management education that promote active, interdisciplinary, and practice-based learning. The framework presented will support students' development of adaptive management communications and raise students' awareness of the ethical implications of artificial intelligence, context-sensitive communications, and how to communicate with others in an uncertain business climate.

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