

2026 KEDGE Winter School

Business Administration

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1. Introduction

The purpose of this overseas program was to gain insight into how education is delivered in an international academic environment. As I was approaching graduation, I applied for this program as a final opportunity to broaden my academic perspective.

I attended the two-week winter program at the Paris campus of KEDGE Business School, located in the 13th arrondissement of Paris. During the program, I completed two courses: *Business Intelligence and Analytics* in the first week and *Creating Customer Value with Disruptive Technologies* in the second week.

In addition to the courses, the program included a Business Talk by an industry professional, a group dinner, and a cultural exploration activity, including an English-guided tour of the Musée d'Orsay.



2. Overview of KEDGE Business School

KEDGE Business School operates multiple campuses across France, including Marseille, Paris, Bordeaux, and Toulon. Unlike traditional standalone university campuses, the Paris campus is located within a shared building that is used by several institutions, creating a distinctive academic environment.

The winter program was part of the *KEDGE International Winter School*, which takes place at the Paris campus, the school's newest location. Situated in one of the world's leading centers of luxury, design, and fashion, the program offers students the opportunity to study emerging and disruptive technologies while engaging with a diverse community of international students.



3. Program Structure and Academic Experience

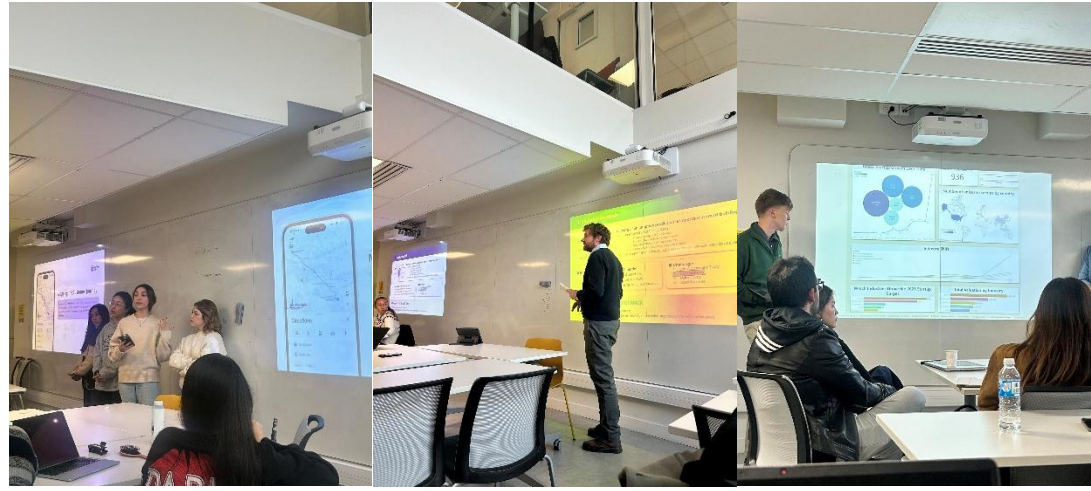
Classes were held from Monday to Friday, from 9:00 a.m. to 4:00 p.m., with a one-hour lunch break in between. The campus does not have a dedicated cafeteria, which encouraged students to explore nearby areas during lunchtime.

KEDGE Business School emphasizes the educational philosophy of "Learning by Doing," and this was clearly reflected in the course structure. Each course included one or two team-based projects, allowing students to actively apply theoretical concepts to practical business cases. The course content was largely aligned with subjects I had previously studied, such as Digital Media Marketing, Marketing Strategy, and Entrepreneurship Case Studies. In particular, the overall teaching approach was similar to my entrepreneurship-related courses, though unlike my classes in Korea, the KEDGE program included group pitching sessions.

One notable difference between the Korean and French academic environments was the way team projects were conducted. In Korea, team projects are typically carried out outside of class time after lectures. In contrast, at KEDGE, a significant portion of class time was dedicated to team discussions, and students were encouraged to ask questions

freely during lectures. This open and interactive classroom atmosphere made learning more dynamic and engaging.

Additionally, the multicultural classroom environment enriched academic discussions, as concepts and case studies were often explained through examples from various countries. This diversity provided broader perspectives on global business practices and enhanced my overall learning experience.



4. Cultural and Global Exposure

During the first week, I worked on a team project with students from Mexico, Morocco, and Italy, while in the second week, I completed a project with Korean students. This contrast allowed me to clearly experience cultural differences in teamwork and communication styles.

When working with Korean students, the team tended to list tasks in advance and assign individual responsibilities, which enabled efficient and fast progress. In contrast, international teams focused more on open discussion, where every member shared opinions on a single task or topic. Although this approach required more time, it allowed for greater interaction and informal communication among team members.

Through these group projects, I also became aware that challenges such as unequal participation, often referred to as "free-riding," exist not only in Korea but in international academic settings as well. Experiencing and managing such conflicts provided valuable insight into global teamwork dynamics.

Outside the classroom, I had opportunities to build new friendships while traveling,

including meeting international students near the Eiffel Tower and Korean peers at Disneyland Paris. In addition, I made an effort to dine at French restaurants at least once a day to experience local culture. Thanks to friendly servers, I was able to learn basic French expressions and try a variety of French dishes, which further enriched my cultural experience.



5. Conclusion

This winter program at KEDGE Business School offered meaningful insight into an international academic environment through both academic and cultural experiences. The project-based courses and interactive classroom setting, based on the “Learning by Doing” philosophy, allowed me to actively apply theoretical knowledge and experience a learning style different from that of Korean universities.

In addition, working with students from diverse cultural backgrounds enhanced my understanding of global collaboration and communication. Cultural activities and daily experiences in France further contributed to my personal growth and adaptability.

Overall, this program served as a valuable final academic experience before graduation and provided a strong foundation for my future academic and professional development in a global context.

