Ill-structured problem-solving and students’ learning performance

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Abstract
Students have to deal with numerous complex problems or situations in the business world after graduation, therefore, how to enhance students’ ill-structured problem-solving ability is always one of the educators’ most concerns. The present study firstly addresses the importance of ill-structured problem-solving ability, then reviews the related literature argued by the prior research. Finally, the present study proposes several propositions based on the literature. It is anticipated that the issue could be of benefit for students to understand and improve ill-structured problem solving performance.
Key words: ill-structured problem, learning performance, problem solving,