

1) **Video Killed the Lecturing Star**

Keywords:

Music video

Teaching Style

Strategy

ABSTRACT: I introduce a methodology for teaching management classes, especially strategic management, through a series of music videos. The symposium includes suggestions for music videos of different genres and artists that are highly relevant to many different topics in strategic management. I explain how I have successfully used the videos to generate discussion and achieve learning objectives across Bloom's taxonomy. Participants will leave with ideas for how to incorporate the methodology into their own teaching styles.

2) Teaching Implications:

In this presentation, I intend to discuss how instructors can use music videos to get students excited about studying management and how the aspects of those videos relate directly to many of the core concepts we try to impart. Furthermore, because the lessons are not being spoon-fed to the students, they are forced to learn via allegory and tangential reasoning. Any new opportunity for creative and critical thinking will maximize the benefits of a single management course. I will lead an audience-centered discussion on how music video technologies that can be used to increase engagement by students in both in-person and online classes. The topic is relevant to any management discipline and any level of instruction (undergraduate or graduate).

As an added bonus, a list of suggested video and topic pairings will be provided to all in attendance.

Research has found that students consider traditional lectures dull and uninformative; hence, faculty are constantly looking for new ways to engage their students and scrambling to find new modalities to deliver content (Carneiro, 2004). Recent OBTC presentations successfully demonstrated how critical business topics can be learned through studying media as diverse as Greek tragedy (2015) and video games (2016). Research in education and instructional design has indicated that digital content can be educational, that the current generation wants multiple streams of information that includes frequent interaction, and that fun activities can enhance inductive reasoning, problem solving, and engagement (Van Eck, 2006). One medium that truly speaks to today's millennial student is the music video. While music videos have been part of popular culture since the advent of MTV in 1982, recent developments by Vimeo ensure that an entire library of videos is available to every student at the touch of a button. The most watched videos online are ones that contain musical elements, and music videos on YouTube are responsible for launching the career of Justin Bieber and turning Korea's Psy into a global brand name. Music videos require learners to build mental models and apply their existing experiences as part of the learning process (Salomon & Almog, 1998).

The majority of faculty who use video in their classrooms rely on film, television, or Internet clips, such as TED talks (Bain, 2004; Champoux, 1999). Music video has largely been neglected as a genre for learning potential. This is surprising since music videos provide a variety of learning mechanisms not found in other media: For example, music videos are highly prone to use of metaphor and allegory that require closer watching than movies (Russell, 1999). Furthermore, music videos allow viewers to find meaning in the lyrics of the song, plotlines,

cinematography, and, occasionally, the history lesson surrounding the video itself. This level of integrative learning potential ranks much higher on Bloom's taxonomy than most other applications of multimedia in classroom settings.

One of the central reasons that video of any type is used in the undergraduate classroom is that students who have no prior work experience can have difficulty understanding management concepts without a point of reference (Ambrosini, Billsberry, & Collier, 2008). Film and television can certainly provide a more grounded learning experience; however, students not already familiar with the film or television program being shown may find that they do not grasp the full context to appreciate an isolated clip. Watching the entire film or show would likely prove very cumbersome and may be a waste of time if there are only certain sections relevant to the management concept being studied. Music videos have the advantage of telling an entire story in just three-to-five minutes without need of familiarity on the part of the student.

Most importantly, the management lessons that be taken from music videos are nearly boundless, especially to those students who have little to no business experience. This past year, I piloted a new approach to teaching my strategy courses using music videos. Each class period began by playing a music video related to the topic of the day. For the first few minutes of class, the students were engaged in a discussion about what lessons could be drawn from the video that related to their assigned readings. This instructional method was a roaring success, as students were fascinated to be part of a discussion unlike any they have had in other classes. Because they needed to know what the topic of the day was and be there to see the music video, my approach also had the added benefits of increasing the likelihood that students would complete their readings before class and show up on time every day.

Popular music videos are almost certainly a milieu with which students are familiar. Greater learning and understanding can occur since the instructor is building upon the student's existing knowledge and perceptions rather than teaching concepts in isolation (Bain, 2004). Music videos have become such an impressive medium that renowned high-level film directors often choose to work on them (Kaufman, 2016). A-Level celebrities can occasionally be seen appearing in them, as well (Newman, 2012). The variety of music video genres ensures that, even in a diverse class of students, most everyone can find one or more songs that speaks to him or her. Because the videos are brief by nature, a greater number of music videos can be played during the semester, and more time for debriefing and discussion will remain than compared when watching an elongated film clip. For all of the above reasons, I believe this session will be a fun, informative, and lively discussion about a new way to integrate music videos into the management classroom setting.

3) Session Description and Plan:

The session is designed for 60 minutes. However, it can be shortened to 30 minutes if necessary. It can also be combined with another similarly themed presentation to make a more interesting, integrative session. I welcome any and all opportunities to present my pedagogical research. Based on the current design, the session format is as follows:

- Introduction (5 minutes)
- Interactive discussion and presentation on the theoretical background of using media in the classroom (5 minutes)
- Presentation of the first music video (5 minutes)
- Small group discussion of the music video's lessons and implications for business. Primary questions: a) What can we take away from this video that would be difficult to teach using lecture? b) How would this video fit into the audience's current course(s)? (15 minutes)
- Presentation of the second music video (5 minutes)

- Small group discussion of the music video's lessons and implications for business. Primary questions: a) What can we take away from this video that would be difficult to teach using lecture? B) What recommendations might you have for using music videos in the classroom? What assignments or activities could you imagine based on the videos we've seen? (15 minutes)
- Closing remarks and distribution of additional music video ideas (5 minutes)
- Audience questions (5 minutes)

Note that I have a collection of music videos that are appropriate for demonstration purposes. The two that will be shown during the session can change depending on audience interest. I will either conduct a vote at the beginning or make an executive decision based on the audience's teaching interests.

4) Application to Conference theme:

This proposal meets the call for papers that “extend our tradition of being interactive and experiential.” Specifically, I am offering a “new method for developing classroom experiences for our students in the changing academic environment,” where video is used more than lecture, where even film clips have become predictable, and where the millennial generation is eager for new ways to absorb material. The current generation of students prefer learning through media with which they have grown up with it and are most familiar (Tyler, Anderson, & Tyler, 2009).

As technology becomes more ubiquitous, students' attention spans have grown shorter and the demand to keep the classroom entertaining has become paramount (Oblinger, 2012). Further, I provide a “unique idea for using technologies in a changing environment.” A cursory search of JSTOR and Google Scholar shows that the use of music video in education has heretofore gone relatively un-researched. While both music and film have been used and studied for some time in business education settings, their intersection remains refreshingly novel. Lastly, this session will “create a forum where instructors can share ideas” with one another of multimedia clips they

currently use and discover how music video may be incorporated to enhance their particular teaching styles.

5) Unique Contribution to OBTC:

This proposal has not been submitted elsewhere. It is my sincere hope that I can use the feedback generated from presenting at OBTC to develop this manuscript into a publishable paper.

REFERENCES

- Ambrosini, V, Billsberry, J., and Collier, N. (2008). Teaching soft issues in strategic management with films: Arguments and suggestions. *International Journal of Management Education*, 8, 1, 63-72.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Carneiro, A. (2004). Teaching management and management educators: Some considerations. *Management Decision*, 42, 3/4, 430-438.
- Champoux, J. E. (1999). Film as a teaching resource. *Journal of Management Inquiry*, 8, 2, 206-217.
- Kaufman, G. (2016). 13 Music videos from famous film directors. Retrieved January 13, 2017 from <http://www.billboard.com/articles/news/7364588/directors-music-videos-scorsese-fincher-gondry/>.
- Mallinger, M. and Rossy, G. (2003). Film as a lens for teaching culture: Balancing concepts, ambiguity, and paradox. *Journal of Management Education*, 27, 5, 608-624.
- Newman, J. (2012). The top 50 music videos featuring movie stars. Retrieved January 13, 2017

from <http://www.mtv.com/news/2813015/best-music-videos-with-movie-stars/>.

Oblinger, D. G. (Ed.). (2012). *Game changers: Education and information technologies* (1st ed.).

Educause: New York.

Russell, C. (1999). *Experimental Ethnography: The work of film in the age of video*. Durham:

Duke University Press.

Salomon G & Almog T (1998). Educational psychology and technology: A matter of reciprocal

Relations. *Teachers College Record* 100, 1, 222–241.

Tyler, C. L., Anderson, M. H., and Tyler, J. M. (2009). Giving students new eyes: The benefits

of having students find media clips to illustrate management concepts. *Journal of*

Management Education, 33, 4, 444-461.

Van Eck, R. (2006). Digital game based learning It's not just the digital natives who are restless.

Educause Review, 42, 16-30.