Beyond Video: Using Podcast Clips to Illustrate Management Concepts

Abstract

I will explain how podcasts can be used effectively in the management classroom to discuss topics such as diversity, efficiency and effectiveness, communication, and more. I explain how I have used the clips to generate engaging classroom discussions. Participants will be encouraged to imagine how clips could be effectively used in their classrooms. A list of episodes for various topics and courses will be provided.

Keywords: podcasts, application skills, student engagement

Introduction

Podcasts can be a useful resource in the management classroom to illustrate many course concepts. I have successfully used podcast clips with undergraduate students at all levels in traditional Intro to Management and Organizational Behavior classes, and I believe their efficacy could extend to other courses, and possibly to graduate students and online courses as well. Podcasts can provide insight into topics and work as audio cases in the classroom, providing yet another resource to engage students. We’ll discuss how podcast episodes can act as mini cases for students, aiding application of diverse topics. Podcasts can provide current examples of an array of topics, including diversity management, organizational structure, ethics, communication, entrepreneurship, efficiency and effectiveness, decision-making, and more.

Theoretical Foundation/Teaching Implications

Although some research has been done on using podcasts in higher education, much of it has centered around professors’ podcasting their own lectures to assist with using a flipped classroom or just as a study aid for students (Evans, 2008; Flanagan & Calandra, 2005; Taylor, 2009; Clark, Taylor, & Westcott, 2012). Instead, I propose using clips from professionally produced podcast episodes to engage students and illustrate concepts, much as video clips (e.g., Champoux, 1999) or in-print case studies (e.g., Stewart & Winn, 1996) may be used. Since it is important to find appropriate, credible, and engaging podcasts (Williams, 2007), having a source of vetted, appropriate podcast episodes will be useful to MOBTC attendees. Why include podcasts in the classroom? Podcasts may be appealing to students who consider themselves auditory learners and the ability to replay content may be helpful for students with learning disabilities (Williams, 2007). In addition, video resources such as TED talks or popular shows or movies may be used in multiple classes or already be familiar to students. Although this familiarity may sometimes be desirable, it can also cause students to “tune out,” feeling they already know what they need to about the clip. When used with video and print resources, audio-only resources provide another way to engage all students in the classroom and allow students to more easily picture themselves in the scenarios depicted or discussed than video resources do. Teckchandani and Obstfeld (2016) highlight the use of the *Startup* podcast in the management classroom; this is great resource, but there are other podcasts that can also help illustrate management concepts.

Learning Objectives

I will discuss how educators can use podcasts effectively in the classroom, exploring how various episodes can be used to illustrate core management concepts. In some cases, a single episode can be used to illustrate multiple concepts. Participants will be encouraged to identify the topics evidenced in a clip and imagine how they could use the clip to engage their students. I will explain how I have used clips in my own classes, as well as some possible exercise extensions that can be used. A list of podcasts and episodes and their relevant topics will be provided.

Just as prior conference presentations have illustrated the use of video clips (Marx, Baldwin, & Quijada, 2017), music videos (Myrowitz, 2017), and video games (Case & Chavez, 2017), I seek to provide another resource that educators can use to engage students and which is fairly easily replicable by students as well, should professors want to allow students to create their own podcasts (which might be particularly interesting in community engaged learning courses).

Engaging teaching methods are important for knowledge acquisition and application (Burke, Sarpy, Smith-Crowe, Chan-Serafin, Salvador, & Islam, 2006). Podcasts provide one more tool for student engagement. Many podcast episodes feature real companies and/or employees, providing concrete, “real-world” examples to solidify concepts and allow students to practice application.

Session participants will:

* Gain an understanding of how podcasts can be useful in the classroom
* Experience the discussion podcast episodes can generate
* Take away classroom activity ideas related to podcasts
* Share their own ideas, experiences, and concerns around using podcasts in the classroom.

Exercise Overview

Portions of podcast episodes will be played to illustrate various concepts. I will share the questions and exercises that may be used with each clip, to engage students with the concepts and get them to apply their knowledge, not just identify a concept definition. We will also discuss exercise extensions, including assigning reflection papers, using think-pair-share, utilizing established small groups to analyze and/or present on podcast episodes, and assigning students to produce their own podcast episodes. Many podcast episodes also have additional website content, including sources and links to related content. We’ll discuss how these can also be used to enrich course content.

Session Description

The presentation is designed for a 30-minute session, although I could present more clips in a 60-minute session, if desired. In general, the session will follow the format below:

* Introduction (5 minutes)
* Clip One (7 minutes)
* Discussion of at least 2 ways to use clip in class (7 minutes)
* Provide handout of resources
* Questions & Discussion (10 Minutes)

I will encourage participants to share if they already use podcasts in their courses, and if so, which resources have been most useful in their courses.

References

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Sample Suggested Podcast Resources

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| --- | --- | --- | --- |
| Podcast | Episode | Link | Courses/Topics |
| Open For Business | 10: Surviving Failure | <http://creative.gimletmedia.com/show/open-for-business/episodes/10-surviving-failure/> | Entrepreneurship  Intro to Management (Efficiency and Effectiveness) |
| Startup | 19: Diversity Report | <https://gimletmedia.com/episode/19-diversity-report/> | Diversity |
| Startup | 3: How to Divide an Imaginary Pie & 4.1: Diversification of Worry | <https://gimletmedia.com/episode/3-how-to-divide-an-imaginary-pie/>  <https://gimletmedia.com/episode/diversification-of-worry-season-4-episode-1/> | Structure  Negotiation |
| Startup | 12: Burnout | <https://gimletmedia.com/episode/12-burnout/> | Stress  Communication |
| The Pitch |  |  | Entrepreneurship |
| The Longest Shortest Time | It’s a Real Mother: Parts 1-4 | <https://longestshortesttime.com/its-a-real-mother/> | OB, HR (diversity, FMLA, benefits, culture) |
| The Venture | Dr. Bronner’s Magic Soap | <https://www.stitcher.com/podcast/gimlet/the-venture/e/50393316> | Strategy, family business, entrepreneurship |
| Reply All | #52: Raising the Bar | <https://gimletmedia.com/episode/52-raising-the-bar/> | diversity |
| Freakonomics | Did China Eat America’s Jobs | <http://freakonomics.com/podcast/china-eat-americas-jobs/> | Globalization, offshoring, ethics |
| Freakonomics | What are gender barriers made of? | <http://freakonomics.com/podcast/gender-barriers/> | Diversity, EEOC regulations, equal pay |
| Freakonomics | Why Family & Business Don’t Mix? | <https://www.marketplace.org/2013/06/12/business/freakonomics-radio/why-family-and-business-don%E2%80%99t-mix-freakonomics-radio> | Family business |
| Freakonomics | When Negative is Positive | <https://www.marketplace.org/2013/03/06/business/freakonomics-radio/when-negative-positive-freakonomics-feedback> | Feedback |
| This American Life | 590: Choosing Wrong | <https://www.thisamericanlife.org/590/choosing-wrong/act-one> | Decision-making |