

Abstract

This interactive roundtable discussion will take a deep-dive into the usage of video materials in the classroom. Long-used, but rarely-discussed, the session will examine the efficacy of four different approaches to using videos to increase student engagement and understanding of course content. The discussion is intended to leverage the available resources highlighting specific video recommendations (e.g., video and clips available through MOBTS journals and conferences) by exploring how and when different approaches to videos can really help students connect with the material. We will also discuss the challenges of potentially controversial material.

Keywords: Videos, multimedia, pedagogy

Introduction

This roundtable discussion is designed for management educators interested in developing new ways of incorporating videos into their classrooms. Videos are a great way to get students engaged in the class and the course material (Billsberry, 2013). We use videos in many different ways and there are tradeoffs for the various approaches. While the use of videos to teach management concepts isn't new (Roth, 2001), many of the resources available focus on how to apply the authors' video of choice in the classroom (e.g., Stratton et al., 2020; Julien et al., 2020; McKendall, 2020), how to effectively implement videos in the classroom (e.g., Kernodle, 2009; Sprinkle and Urick, 2016), or demonstrating the effectiveness of videos as a core rather than supplemental aspect of management education/course design (e.g., Smith, 2009). Despite the ubiquitous use of videos in the classroom, less attention has been given to how management educators ought to approach the selection of videos and the development of resources and activities for those videos. In light of the current pandemic, evolving modalities for teaching, and shifts in how students learn (Sprinkle and Urick, 2016), we believe that a roundtable discussion of best practices in selecting videos and developing resources and activities for those videos would be valuable to management educators. The roundtable will be especially valuable as a companion to the annual “Video-Clip Campfire” session which highlights the various videos available to management educators.

Theoretical Foundation / Teaching Implications

Extant literature has demonstrated the utility of management educators using videos to teach courses like organizational behavior (Champoux, 1999). Scholars have argued that videos and film are so effective that they should be viewed as a primary medium rather than a supplemental medium to promote engagement and discussion in the classroom (Smith, 2009). Other scholars have noted that the use of film can infuse diversity in the classroom (Bumpus,

2005), which is particularly salient for management educators now as there is a demand for more representation and inclusion in management education (e.g., Schwartz et al., 2017).

Thus, over the past years, the use of films and videos in the classroom has achieved legitimacy. With the legitimacy of the practice, management education journals have published excellent resources for management educators. In this regard, scholars have demonstrated that the use of film can increase and provided ways to do so including clips from television shows like the *Office* (e.g., DelCampo, Rogers, & Van Buren, 2010), and clips from movies like *Who’s on First* (e.g., Julien, Clayton, & Stratton, 2020) and *12 Angry Men* (McCambridge, 2003; Buchanan & Huczynski, 2004).

However, while the use of videos in the classroom is itself not a new concept (Roth, 2001), there is a relative dearth in resources for management educators seeking to develop their capabilities in creating their own resources to use in the classroom. That is, while there are plenty of extant resources describing how to implement a particular video, there are fewer resources explaining how we ought to choose, develop, and then implement the resources (e.g., Smith, 2009; Sprinkle and Urick, 2016).

There is a need to examine how management educators can discern the appropriate type of video to fit their pedagogy and learning objectives. Given the resources available, how do management educators decide whether they ought to use a TED Talk, a full-length movie, a documentary, clips from a movie, or even a full-length sitcom? We posit that each of the main categories have pros and cons that management educators should consider as they look to select, develop, and implement assignments using videos in their classroom.

For our purposes, we view the use of videos in the classroom based on four categories: 1) Non-Fiction Videos (Documentaries and TED Talks); 2) short 3-5 minute clips from shows or movies; and 3) full-length movies assigned in advance of class. In this roundtable, we seek to discuss the virtues of these approaches along with a fourth category that we have found to have tremendous benefit: 4) using full sitcom episodes in the classroom.

There are both advantages and disadvantages with all four categories and we will guide participants to discuss the relative tradeoffs of the different approaches. Below we provide a brief description of the four categories/approaches:

1) Non-Fiction Videos

Non-Fiction videos are often well-produced and researched videos that can help instructors delve into a specific topic. Documentaries like *Enron: The Smartest Guys in the Room* (2005) provide great detail, rich with content to be applied in a management course. While documentaries are great resources, there are some limitations such as new details since the

release date that add to or detract from the documentary and potential biases that may be viewed as controversial to some students.

Other non-fiction videos such as interviews and TED Talks have also become ubiquitous. With the preponderance of free TED talks now available on hundreds of topics, they have become a go-to resource for instructors. Many of them are very engaging and they are a great way for an instructor to guide students to go beyond the theories and concepts that were presented in the assigned reading. Similar to documentaries, however, there are limitations such as new details emerging after the video was released such as Amy Cuddy’s *Your Body Language May Shape Who You Are* TED Talk¹.

2) Short 3-5 minute clips

Short video clips are probably the easiest multimedia resource to implement. Whether from sitcoms or videos, YouTube has made it very easy to show a clip in class which nicely illustrates the concept that you’re trying to teach. The problem that we’ve found is that while they are often humorous, especially if taken from *The Office*, a short clip doesn’t provide the needed context for students to be able to understand the multi-level organizational dynamics taking place. For example, Steve Carrell’s character in *The Office*, Michael Scott, is so farcical at times that it is difficult to get students to engage in a full analysis of the clip if they do not have prior knowledge of the character and his place within the structure of the organization and his relationships with the employees.

3) Full-length movies

Full-length movies have been a popular multimedia choice for many years. Whether it was *Office Space*, *Gung Ho*, *Apollo 13*, or *12 Angry Men*, films provide deep context for concepts that you want to explore in class. The problem, of course, is the length. They are too long to show in many classroom settings. It therefore warrants you deciding if it is worth assigning two hours of homework to watch a movie. Additionally, some of movies have scenes and plots that might be viewed as inappropriate. However, full-length movies can be a valuable asset for management educators. And, despite some limitations, full-length movies can be reimaged in new ways (e.g., Holbrook and Stoner 2021; Rabinowitz and Fender, 2018).

4) Full sitcom episodes

Using full sitcom episodes has two incredibly beneficial qualities. First, by using the full episode, instructors aren’t restricted to only discussing one small event without any context. A full episode provides the organizational context needed to discuss organizational and interpersonal dynamics that are at the heart of the learning objectives in many management courses. Second, sitcoms are usually humorous which satisfies today’s learners’ need to be entertained to keep them engaged. However, there are some limitations and or risks involved

¹ <https://www.ted.com/pages/amy-cuddy-s-your-body-language-may-shape-who-you-are-criticisms-updates>

with using pop culture multimedia in the classroom. For example, similar to full-length movies, many of the examples we use and or publish become outdated. This means the references are outdated and, at times, the content might no longer be considered normative (e.g., language used to describe marginalized communities). Therefore, students may have a difficult time relating to the content and understanding some of the references, however that can also lead to learning moments during the class discussion. Another major advantage of using full sitcom episodes is that at 22-minutes in length they can easily be shown in the classroom or assigned for homework. We have used full sitcom episodes in our classes on both the undergraduate and graduate levels, online, and in-person, and will be sharing our experiences with the participants of this less-common approach.

Session Description

This roundtable will be highly interactive where participants will be able to share their best practices using multimedia to enhance the classroom learning experience. In this roundtable discussion we want to identify the benefits and limitations of using multimedia in the classroom as well as exchange best practices. In particular, we want to foster a lively discussion about how we can select videos and develop material for the classroom while mitigating some of the challenges we might face while showing videos that might be considered controversial. The proposed structure is as follows:

In the introduction, one author will describe how they infused multimedia into an interactive textbook they recently published. We will then introduce the categories of videos and how they are generally used. We will then introduce common considerations including: in class vs. out of class, face to face vs. online, timing of the semester, team or individually assigned, low vs. high stakes, and delivery of the answers (e.g., presentations, papers, etc.). We will then, as a roundtable, discuss the four approaches one at a time. This will allow session attendees to share their own experiences as well as hesitations.

Introduction	5 minutes
Documentaries	10 minutes
Short clips	10 minutes
Full-length movies	10 minutes
Full sitcom episodes	10 minutes
Open discussion	15 minutes

We also intend to have a notetaker at the session so participants will be able to walk away with a document listing the many resources that will be shared during the session.

Our proposed outline for documentation is below:

Category	Pros	Cons	Tips for Selection	Tips for Developing Resources	Tips for Implementation
Non-Fiction (Docs/TED Talks)					
Short clips					
Full-length movies					
Full sitcom episodes					

We believe that this roundtable will be a valuable space for participants to discuss the tradeoffs associated with the selection and delivery of videos. This roundtable is particularly useful at MOBTC because of the “Video-Clip Campfire” session which will expose attendees to a wealth of video resources. Participants will be able to critically think about how to navigate those resources and potentially contribute in the future.

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