Gather around the “Video-Clip Campfire” and share your best teaching video clips

Abstract:

We will continue our tradition of a “video campfire.” MOBTC has provided us with some of the best videos for our classes and we want to continue expanding our library. We will showcase a new set of our favorite video clips and invite participants to do the same. We will compile all the submissions and provide access to our database. Bring your best “go-to” clips and we will orchestrate a spirited session that will be fun and ideally leave you with some new ideas for your classes. Videos lend themselves easily for use in an on-ground or on-line environment and for undergraduate, graduate and executive levels.

Keywords:

* Video clips
* Student engagement
* Contemporary pedagogy

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Introduction

No one who has ever been to a great movie questions the power of film to move us emotionally, make us laugh or to stick with us. Video is uniquely suited to show the subtleties, the emotions, and the context of behavior -- and OB / Management provides subject matter particularly amenable to its use. Put simply, video can show organizational behavior as it really is. Modern technology and access (e.g. YouTube) make the use of video more even convenient and accessible than ever before. Still identifying clips to use in our classes is a challenge given the significant variety of options out there. This session will share some of our favorite clips and then provide the opportunity for the participants to present their own clips. We will then compile the clips and make them available building our MOBTC video library.

Our clips cover a variety of management and OB topics and are appropriates for a wide range of students and different delivery methods. Some of the details of the video might be missed with international students but those different perspectives might highlight other information that could be missed by domestic audiences.

Theoretical Foundation

There is a long-standing tradition of using videos to effectively bring abstract concepts to life (Champoux, 1999, 2001; Edwards, Schedlitzki, Ward, & Wood, 2015; Rajendran & Andrew, 2014). They can provide a common experience and clear illustrations of concepts.

Movies are “familiar, evocative, and non-threatening, grounded in both imagery and emotion, movies are useful in teaching the human dimension required for developing as human beings and for building identity in young learners.” (Blasco, Moreto, Blasco, Levitas, Janaudi, 2015 pg. 3). We can extend this to tv shows and online videos. It is interesting to think about how movies and other clips are not designed with the intention of illustrating our classes’ concepts, this creates an interesting dichotomy. On the one hand, they can better reflect the reality of the situations because they do not try to show idealized conversations with all the right tools, we can see people fail. And on the other hand, we can use scenes with amazing oratory or other skills that someone carefully put together and that would be difficult to match in other contexts (life would be more impressive with a soundtrack).

There is evidence that video might create clearer connections to concepts than articles and cases (Rajendran & Andrew, 2014; Smith, 2009). This then opens an opportunity to reach our students in an effective way. As well as triggering reflection in students which opens the door for more insights (Blasco & Moreto, 2012).

Videos are easier to remember and build the ability to see concepts in real life (Rajendran and Andrew, 2014). Videos can also spark student imaginations (Edwards et al., 2015) and activate emotions (Blasco et al., 2015) that will make the concepts strongly attach to their knowledge base.

We use videos in a variety of contexts, sometimes before a concept is introduced, sometimes afterwards. Some authors find either approach effective (Champoux, 1999), others conclude that the video should follow the concept (Rajendran and Andrew, 2014).

Some authors recommend the use of several clips in rapid succession to give the concept a stronger emotional intensity and to match how the students tend to consume their media (Blasco et al., 2015). While this seems like an interesting idea it is a challenge to find a variety of clips on the same subject, but our video library can be a great starting point.

From an instructional perspective, however, the larger question is how the potential of video can be harnessed to achieve learning outcomes. In 1988, the authors of this proposal presented an OBTC session whereby they showcased their discovery of several compelling film clips and how they were using those clips in their classes.

That session helped spawn a small band of OBTC (now MOBTC) “filmies” who would regularly discover and share great clips and relish an annual MOBTC reunion with their like-minded colleagues. Now, over thirty years later, the revival of this annual session is designed to re-visit the topic, report on lessons learned (new clips, sources and ways of using) and mostly to re-energize a community of MOBTC’ers passionate about the use of video clips in the classroom. We find that videos do create an emotional connection while at the same time creating enough separation to allow to be critical of what is being shown providing the students and professors incredible learning opportunities with an effective debrief.

We are proud of the community we have created, at times teaching can feel solitary and the little interaction with other faculty tends to revolve around problem students. Having these opportunities to talk about methodology and content is invaluable.

Learning Objectives

The specific learning objectives will depend on the video chosen and the topic the instructor will want to highlight. One of the joys of the session the last few years has been to see the rich variety of very different video clips and associated lessons.

Session Description

Our session is overtly modeled after Rae Andre and colleagues’ experiential-exercise-sharing session. We will begin with a brief introduction of why and when video clips are formidable learning stimuli and what that evidence suggests regarding the most effective use of video in classroom contexts (5 minutes).

We will then quickly transition to showing our own recent favorite clips and inviting discussion of how we use those clips in our classes today (25 minutes).

Third, as noted above, we plan to energize a community of MOBTC participants around the topic of video use in the contemporary management/OB classroom. Toward that end, we will invite participants to briefly share their own favorite clips and how they use those clips to achieve outcomes. Our hope is that the group can sustain beyond the conference, share clips and experiences throughout the year, and re-unite each year at MOBTC (30 or 45 minutes pending whether assigned a 60 or 75 minute block).

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