

MOBTS Oceania 2024

Session Format: Activity/Exercise

**Flip it: Upgrading the use of student and faculty videos**

**Abstract:** In light of the unpredictable external changes impacting both higher education learning environments and the workforce, educators need to continually adjust and enhance their teaching approaches to effectively support and equip their students. The use of videos for learning is not a recent phenomenon; however, we believe that reevaluating how videos are utilized can assist in overcoming our present-day educational obstacles. Videos can be used to provide course content, assess knowledge and critical thinking, and build engagement. In this session, participants will learn various tools and techniques to upgrade their pedagogy with videos. The exercise will mimic a student's experience with completing brief video-based assignments, as well as expose participants to how they could use videos for content sharing and building engagement.

**Keywords:** Videos; flipped approach; critical thinking; engagement; digital mindset

### **Introduction**

Many universities are calling for high-quality digital supplemental materials for business students and encouraging faculty to cultivate a digital mindset when assessing student communication, confidence, collaboration, and community. To address this call, we provide creative and engaging ways to utilize videos in the learning environment. Video lectures have become a routine tool for professors, but there is a need to upgrade the ways in which we use video technology. We advocate a shift, urging faculty to transcend this conventional practice. In our classes, while we continue to provide video lectures to students, we have begun assessing student critical thinking, oral communication, and student collaboration via various video assignments. This is an important advancement for all classrooms in higher education for several reasons. First, the use of videos can positively enhance the learning environment for both face-to-face students as well as online students (Moreno-Guerrero, Rodríguez-Jiménez, Gómez-García & Ramos Navas-Parejo, 2020). Traditionally, there has been a large importance on expressing ideas through professional written communication, but as the use of generative artificial intelligence (GAI) increases in the workforce, we may find that the necessary skills for success further highlight professional oral communication and presentations. Last, while this shift may be intimidating, we believe that the use of this technology is very accessible to faculty via learning management systems (LMS) as well as free or low-cost resources, both of which will be discussed.

Currently, we are using videos in our classroom in three ways: to teach key content to students via a flipped approach, to assess student critical thinking, oral communication, and collaboration, and to facilitate student participation and engagement that is found in the traditional classroom setting. The tools we discuss can be used to enhance learning for both

undergraduate and graduate students. Additionally, we believe these tools are engaging for both traditional students, who may be more familiar with recent technological advances, and for non-traditional students, who may be less tech-savvy but are faced with increased pressures to incorporate technology advancements in their careers.

### **Theoretical Foundation and Teaching Implications**

As both higher education learning environments and the workforce continue to be affected by unpredictable external changes, educators must consistently adapt and expand their teaching methods to best serve and prepare their students. Recent events such as COVID-19, an increased interest in the online learning environment, and the growing popularity of GAI have provided a catalyst for educators to reevaluate the use of technology in their classes. As Industry 4.0 evolves, management educators must embrace a digital mindset and develop tech literacies if they are to effectively prepare their students for the future world of work (Allen, 2020). For instance, one disruptive technology, GAI may reduce the burden of professional writing, yet workers will still be required to speak and present professionally via video or video conferencing technologies.

Within higher education learning environments, videos offer unique pedagogical affordances to positively affect student learning (Noetel, Griffith, Delaney, Sanders, Parker, del Pozo Cruz, & Lonsdale, 2021), particularly by supporting diverse learners and fostering active learning approaches (Fyfield, Henderson, Heinrich & Redmond, 2019). The use of videos in education is not new. They are commonly employed to present factual, conceptual, or procedural content (Collins, 2009), provide flexible delivery (Horpsool & Lange, 2012), motivate and engage learners (Fee & Budde-Sung, 2014; Malin, 2010), and assess students in formative and summative ways (Hertenstein, 2008). There are various types of video production, such as video

diaries, speaking to camera, animations, producing video games, interviews/testimonials, simulating/modeling hard-to-see processes, and being like a fly on the wall to capture real-life contexts and practices (Winslett, 2014). These productions can foster innovative teaching methods, resulting in a positive student attitude towards learning as well as the development of skills and abilities demanded by industry (Moreno-Guerrero et al., 2020).

Within the management classroom, video assignments have been successfully used to create authentic situations where students collaborate, problem-solve, and apply course concepts through interviewing managers from a local organization (Schultz & Quinn, 2014). Video projects demonstrably improve student presentation skills in comparison to traditional management classroom presentations (Namin, Ketron, Kaltcheva & Winsor, 2021). The proliferation of low-cost video technologies, which are accessible even to novices, provides management educators with ample opportunity to evolve their pedagogies and prepare their students to be well-rounded graduates with not only well-developed written communication skills but a more holistic skillset that meets industry needs.

### **Learning Objectives**

As videos can be employed in any subject for various purposes, this session will demonstrate three easy-to-use approaches adopted by management educators since the pandemic. The specific learning objectives are to increase educator confidence in their video capabilities by showcasing:

- Usability of the Flip! Platform (<https://info.flip.com/en-us.html>) and Doodly videos to teach key content via a flipped approach (<https://tinyurl.com/yhtsws9m>)
- Use of videos to assess student critical thinking, oral communication, and student collaboration

- Benefits of videos to increase participation and engagement in both online and face-to-face formats

### **Exercise Overview**

Our main exercise is to have session participants create videos on the platform Flip!, one of the platforms we are discussing. The total time this exercise should take is 30 minutes. This will work well with any class size, though a very large group could be distracting as everyone creates their own videos. The only materials session participants will need is a device that can record themselves (e.g., smartphone, tablet, laptop). This format would work well in a hybrid session since those attending virtually should already have the capability to make a video and can fully participate in the activity. This activity should help participants become familiar with the platforms as well as simulate the student experience.

Session participants would join the Flip! classroom we made for MOBTS Oceania and create a short video, less than three minutes, to either: explain a key concept in their course, describe their favorite experiential exercise, or explain the purpose of MOBTS. Anyone unable to make a video at the time can partner with someone else and they can create a joint video. These videos do not need to be perfect; small errors will provide a learning experience for participants to respond to. We anticipate that it should take 8-10 minutes for participants to join the Flip! Classroom and create their video.

After the initial videos are made, we will then ask for volunteers for us to show their videos. If we have no volunteers, we will show a video a presenter created for this exercise. Next, session participants will respond to the video, either using text or creating another video (their choice). Their response must provide feedback on the explanation of the topic, discussing

the accuracies, inaccuracies, and points of confusion of the original video. We anticipate this part should take 10-12 minutes.

At this point, we will debrief the exercise. While the exercise is done in Flip!, it touches on all of our learning objectives. First, we will discuss with participants their reactions to the exercise by asking them for their reactions to the platform, to the prompt, and to the engagement by responding. The presenters would share their experiences using videos and feedback from students at this time. Second, we will discuss the participant's goals and main concerns about using videos for content, assessment, and/or engagement.

### **Session Description**

***Introduction (10 minutes):*** Our session will begin with the introduction of our speakers and a discussion of the learning goals for the session. We will then share a video created by each presenter about a learning objective to describe how we use videos in class. For example, the first video will explain how self-made videos teach key concepts, specifically using the tool Doodly. The second video explains how video assignments are used to assess students' critical thinking and increase engagement, specifically via the tool Flip!. The third video explains how the instructor uses the LMS (Canvas) video discussion tool to increase participation and engagement. These videos will be approximately 1.5 -2 minutes. These short video presentations will be a great example of the topics we are discussing.

***Exercise (30 minutes):*** We will then further introduce the platform Flip! with our exercise (as discussed above).

***Small Group Discussion (15 minutes):*** After the debrief of the activity, we will have participants break into small groups to brainstorm how they would use videos for their own classes and share any platforms they currently use. We will give participants 8-10 minutes for

this brainstorming. We will then ask groups to discuss their ideas with everyone, with the session leaders providing feedback from our own experiences.

***Conclusion (5 minutes):*** We will conclude by summarizing the main discussion points brought up by the session participants, sharing a list of all platforms that were discussed, and addressing any remaining questions.

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