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Using Film in Management Courses: A Comparison of Four Pedagogical Approaches

Janice A. Black
Coastal Carolina University
Conway, SC USA
Email: janblack@coastal.edu

Leann Mischel *
Coastal Carolina University
Conway, SC USA
Email: lmischel@coastal.edu
*Corresponding author

Jessica Doll
Coastal Carolina University
Conway, SC USA
Email: jdoll@coastal.edu

Abstract

Videos have long been used in the classroom to enhance learning. However, traditional-aged students (ages 18 to 21) have so much interactive video exposure that opportunities to actively engage them with the material continue to exist. There are multiple ways to use video to enhance student learning. Four interactive pedagogical methods of using film in the classroom with are presented along with student feedback for each. The first and second methods involve having students find video examples of class concepts; the third method asks students to provide video examples of related concepts from supplemental articles and class; and in the last method, students actually make videos demonstrating class concepts. These all require that students learn, practice, and persist in efforts which reinforce soft skills desired by employers of today's graduates.

Key words: *Pedagogy; Teaching; Videos; Technology; Film; Management.*

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Introduction

Many faculty in colleges of business are just as passionate about teaching as they are about their areas of research. They truly desire to help their students acquire the skill sets that they will need to be able to practice sound business practices (Aronnson, 2004; Chia & Holt, 2008; Hernandez-March, Martin del Paso, & Leguey, 2009; Smith & Clark, 2010; Benjamin & O'Reilly, 2011; Schramm, 2012). Yet our teaching practices often continue to lag behind the level of technology available and what students expect (Gabriel, et al, 2012) resulting in new pedagogical needs. Indeed, one could argue that an institution with roots over a thousand years old was never **designed to teach such students as those currently entering today's colleges and universities** (Cope & Kalantzis, 2009; Tapscott & Williams, 2010). Our current set of rising freshmen have grown up in a world of technology mediation (Gabriel, et al, 2012) **and some may experience a 'digital dissonance' (Clark, et al, 2009) where their preferred use of a particular technology or technology interface (e.g. a cell phone) may even be banned in a classroom setting by some professors.**

Professors are open to the idea of using new technologies in their teaching efforts but have raised concerns ranging from the lack of knowing who is doing the work when submitted through an online learning management system, to the inappropriate use of web surfing, texting, and other smart phone use in the classroom (Gabriel, et al, 2012). We can conclude from earlier work that students are accustomed to using a variety of technological means to both communicate and learn and that instructors are also using more and more pedagogies that are mediated by technology. In fact, faculty have used one such technology, films, to help show students how specific aspects of **their course occur in different and often 'real world' settings beginning back in the 1950s** (Anderson, 1950). So the question arises as to how film or video can be used in **new ways in today's classroom. We begin our paper with a review of the use of film in higher education and colleges of business in particular.** We then share three new uses of video to help in the educational processes that directly address needs evidenced by our traditional-aged undergraduate student.

Literature review

Film¹ and television²tapes (video) have been used in higher education from the 1950s but even twenty years after that, it was viewed with skepticism (Harvey, 1976). **The price of commercial products and the time and skill involved in creating one's own products** used to be two factors that made its extensive use problematic (Harvey, 1976). Over time, the availability of videos and their ease of use in a classroom setting have enabled professors to use them more frequently. This was particularly valuable for traditionally-aged undergraduate students whose age and stage of life gave them few experiences to which they could link concepts that they were learning in business classes (Golden-Biddle, 1993; Hunt, 2001; Bodemer, et al, 2004). Now, video is in the classroom to illustrate and support lectures (Anderson, 1950), to record lectures and broadcast them at later dates and sometimes distant locations (Rich & Luckey, 1970), and to enhance instruction for the deaf through the ability to provide textual information simultaneously with visual information (Shurtz, 1968). Even the use of commercially produced and mass marketed movies has made it into the classroom (Sprinkle & Urick, 2016). We conclude that video has been widely used as a medium of conveying

¹ Content produced on a cellulose tapes that was recorded, edited, produced, then projected onto a large screen for mass viewings.

² Content produced on video tapes that were recorded, edited, produced and then displayed on a television screen for mass viewings.

instruction and supporting instruction. We will focus this paper on the latter - the support of instruction through the use of video.

The real world is often messy and complex. Video has continued to be used as a means to introduce students to new or complex settings and provide a vicarious learning experience for them (Sprinkle & Urick, 2016). As mentioned earlier, traditional-aged students often lack experiences in which to contextualize textbook concepts (Hunt, 2001). Book publishers and even independent film makers have stepped up and **provided access to 'movies' on a variety of common work situations (Bodemer, et al, 2004)**. Faculty members have, since the 1990s, been actively using relatively short **'clips' in their classrooms which has evolved into a formulaic 'theory introduction, video clip, discussion' methodology to share the videos with students and ensure learning (Tolich, 1992; Sprinkle & Urick, 2016)**. The use of actual movies certainly made courses more popular with students, however, some faculty became concerned that students may be too passive and not thinking deeply about why the movie is being viewed as well as how it illustrates the academic concepts (Sprinkle & Urick, 2016).

Worksheets have often been developed to help students link specific scenes to specific concepts and help them retain important information (Champoux J. E., 1999). This method has worked in business courses for topics ranging from organizational behavior (Champoux, 1999), leadership and power relationships (Sprinkle & Urick, 2016), and even very abstract concepts such as ethics (Champoux, 2006). Often, several scenes are used to help a student track from a more simple application to more complex applications (Champoux, 2006).

Others have tried for a more immersive experience for the students. Sprinkle and Urick (2016) suggest two such modes of using movies: a game-like experience and **a panel discussion using experts, books and related movie clips called a 'Movie Club.'** In the first instance, the faculty member provides a challenge and awards points in a competitive mode for students to find the illustrations and interconnection between concepts displayed in a movie. Thus, the students earn points for identifying the various layers of complexity about a topic and compete openly with others to score the most points and acquire extra rewards along the way (snacks, extra credit points, small game tokens, and so forth). In the Movie Club, the students still received an introduction to the concepts but rather than just viewing a short clip, they then participated in a scavenger hunt looking for concepts in action during the watching of the movie in its full length. The students had a paper guide to help them know when to focus more closely on the film. The debriefing included a panel of experts both on the business topics but also experts on the author of the related book. The example provided by Sprinkle and Urick (2016) took about 8 hours and was an extra-curricular event.

The use of video in the classroom has changed over time moving from relying on the novelty of its use to engage students to changing how students watch the video once that novelty did not prove to be of sufficient motivation to spark student engagement. It is now necessary to look more closely at recent student attitudes towards media and its impact on how we use movies in the classroom.

Current College Students in Colleges of Business

For a number of years now, scholars have noted significant differences in today's college students who are entering college directly from their K-12 experiences (Nonis, et al, 2005; Twenge, 2010). Some have reached the conclusion that they simply learn differently than older generations (Johnson & Romanello, 2005). Pure lectures simply **won't engage these students where interactive learning experiences (i.e. technology enabled and mediated) will (Sprinkle & Urick, 2016)**. However, students also come to the higher education classroom with weak preparation and knowledge bases in reading skills, writing skills, and analytical thinking skills (Nonis, et al, 2005). Furthermore,

while they do not engage well in a lecture format, they have been trained over the years to be very passive in the classroom and to do only what the instructor clearly communicates is needed (Litzenberg, 2010). This often results in them repeatedly asking instructors to clarify questions and instructors referring to students as needing to be 'spoon fed' or 'hand held' to accomplish larger projects. Whenever possible, students prefer to use technology as they learn (O'Connor, et al, 2011) in a less formal instructional way (Price, 2011) and to use technology where there is either an immediate application or deliverable (Price, 2011).

Given the new-found freedoms allowed in higher education, students often prefer to choose when and where to do their work (Hershatter & Epstein, 2010) even though they may find it difficult to transfer skills learned in one class, or life in general, to another context (Charsky, et al., 2009). And, they still prefer precise and extensive directions on what to do (Hershatter & Epstein, 2010). Even when put in charge of their interaction with media (video in particular) students still do better with extensive aids guiding their experiences (Sprinkle & Urick, 2016).

Many of the employers of business school graduates expect students to move into white collar work or management. Such work requires that students are capable of managing themselves, that students can stay on task and complete work, that they are able to communicate across a range of mediums, that they be problem solvers who actively use critical thinking, that they can lead others in accomplishing tasks as well as know when they can accomplish tasks on their own, and that they are able to interact well with others (Black, et al, 2014). The soft skills of professionalism, communications and proactive contextualized behavior are also very critical (Black, et al, 2014).

It is evident from the above stated needs of current employers and from the preferences and learning styles of the traditional-aged college student that there is a need to make further changes in the teaching approaches being employed. This includes how videos are used and whether short clips or full length in our classrooms.

In acknowledging that there is a need to change the approaches to teaching in order to help students learn some of the soft skills needed by business employers, then some of the areas that need to be changed include helping students to learn to be proactive in solving problems, to learn to transfer skills more readily to new contexts, to be more confident in the gathering of information, in its interpretation and use and to be able to communicate well both orally and in written forms and in more formal business technology-mediated forms. Four possible ways of using videos to help reach these goals are presented: Generating Video Cases and Presenting Them, Directed Movie Analysis, Rapid Online Video Case Expansions, and Live Case Video Documentaries Productions. These progress in complexity and in the competent use of self-directed learning and handling of uncertainty.

Generating Video Cases and Presenting Them

This first example is designed to be used in a first-semester Junior-level face-to-face core-business course. It is developed on the assumption that students have successfully handled their first two years at college and have passed freshman English. It is anticipated that they will not be confident in acting on their own with a wide open assignment such as 'Present a video case on Chapter 11 next week'; but instead, that they will need instruction on what a video case looks like, and some initial help in what to include. For this assignment the traditional video case use of 'theory, video, discussion' will be utilized.

Student Learning Objectives

The following are assignment student learning objectives:

1. Students will display the ability to correctly identify course concepts in contexts other than the classroom setting.
2. Students will correctly identify key terms related to course main concepts and their definitions.
3. Students will correctly spell and present professionally on a page key terms related to course main concepts.
4. Students will present a professional set of instructions and guides to enable others to identify concepts, problems and issues related to course topics.
5. Students will professionally present a video example of key concepts in action.
6. Students will professionally guide a small group discussion of topics or concepts from video case.
7. Students will confidently provide oral answers to discussion questions.

These student learning objectives support program learning objectives such as:

1. Students will know basic business concepts.
2. Students will demonstrate understanding of concepts in business or real world contexts.
3. Students successfully communicate through writing.
4. Students engage in professional oral communication practices.

Faculty Set Up

The faculty member will first use this emerged traditional form of using videos **and will include a vocabulary page from a textbook's chapter upon which the theory or lecture portion of the class is based and a discussion guide to direct the student's** attention while watching a video clip of about five minutes long. After demonstrating this process a few times, the instructor will then assign student groups to create a similar video case for an anticipated chapter. All students groups will have a different chapter to prepare. The instructor can restrict students to movies or allow students to find any video clip of about 5 minutes (plus or minus 1 minute) to use.

Student Responsibilities

The students develop the vocabulary list for the chapter, identify the video clip portion to be used, acquire it to display to the class, and prepare a discussion guide for the rest of the class to use. The students also prepare a presentation to help share their video case and its subsequent discussion. The students then have 20 minutes in which to present their video case exercise to the class.

Potential Outcomes

By developing a vocabulary list for the chapter, students gain a better understanding of concept definitions. They need to have at least a basic level of comprehension in order to identify these concepts in their chosen video, so at the very least, this exercise acts as a good review. Students often struggle to find a video to underscore the chapter vocabulary and sometimes end up finding a video that demonstrates very few of the concepts discussed in the chapter. One way to mitigate this outcome, and challenge students a little further, would be to instruct them to find videos that demonstrate at least six (or any given number) chapter concepts. It is also common that that the video demonstrates more concepts than what the students have identified. Class discussion or pointers from the instructor are helpful in allowing students to see the situations presented in new light.

Student Responses

A recent survey of the experiences of students engaged in this type of expansion video case indicated that students were slightly predisposed to treat the assignment as positive. However, after doing the activity, they highly agreed that it helped them to identify the course material in real life (4.23 on a 5-point scale from 'strongly disagree' to 'strongly agree. '), in potential work situations (4.15) while enjoying the activity (4.23) and being engaged with it and putting effort into it (4.31).

Directed Movie Analysis

Student Learning Objectives

The following are assignment student learning objectives:

1. Students will display the ability to correctly identify course concepts in contexts other than the classroom setting.
2. Students will correctly identify key terms related to course main concepts and their definitions.

These student learning objectives support program learning objectives such as:

1. Students will know basic business concepts.
2. Students will demonstrate understanding of concepts in business or real world contexts.
3. Students successfully communicate through writing.
4. Students engage in professional oral communication practices.

Faculty Set Up

The faculty set up for this method is very similar to the previous with just a few exceptions. Similar to the previous exercise, the faculty member will create a **vocabulary page from a textbook's chapter or chapters** upon which the theory or lecture portion of the class is based. A discussion guide is not necessary to provide. The students will choose a movie to watch and are asked to find and describe instances throughout the film where they have seen the listed concepts demonstrated.

Student Responsibilities

Students are asked to identify a movie that they think demonstrates the **concepts they've been learning about in class. They watch the movie and see how many of the concepts discussed they can identify in the film by indicating whether it appeared ('yes' or 'no'). They are then asked to provide evidence for how they saw it illustrated in the film.** As the goal of this assignment is to a) select a movie that illustrates these constructs and b) see if they can identify when these constructs are present, better grades are given for submissions of movies that contain more of the listed constructs.

Potential Outcomes

Since this exercise is very similar to the one previously discussed, the potential outcomes are also similar. Since students have to identify constructs throughout the entire movie instead of in just a short clip, they have more opportunity to apply vocabulary words throughout. However, students need to have at least a basic level of comprehension of the vocabulary words in order to identify the concepts in their chosen video, so at the very least, this exercise acts as a good review. Students often struggle to find a video to underscore the chapter vocabulary and express that they would rather have a list of videos to choose from beforehand. Students also have difficulty finding all the concepts listed in the sheet and ask that they be responsible for fewer words. It is

up to the instructor to gauge the difficulty of the chapter and team abilities. In general, teams of three to four students have better success identifying the course concepts in the films. Class discussion or pointers from the instructor are also helpful in allowing students to see the situations presented in new light.

Student Responses

The feedback about the exercise across semesters has been positive. Via an anonymous survey (5-point Likert Scale, 1 = strongly disagree, 5 = strongly agree) students ($N = 68$) reported that the project helped [them] a) better learn course material than if [they were] exposed to it via the text/lecture alone ($M = 3.82$, $SD = .79$), b) better identify course material in real life ($M = 4.06$, $SD = .67$), and c) apply the course material to work situations ($M = 3.82$, $SD = .97$). Additional comments included:

- *'Excellent activity, [the material] is easier to understand this way.'*
- *'I think this activity was very helpful, especially with incorporating key concepts that we discussed in class. Overall, I think the assignment is helpful and I would definitely recommend using it for future classes.'*
- *'I enjoyed this film and project, it really helped me identify the terms we learned in class in real-life situations.'*
- *'This activity was very enjoyable and a good way to take everything we have learned in the course and put it into an assignment. I like that we were required to try and identify something from pretty much every section we went over in this class. I found it to be very helpful.'*
- *'This activity was one of the most fun things I have had the opportunity to do because it allowed me to write about something I truly love, my favorite movie Jaws, and also relate it to our class and how teams work together so well. You should always use this activity for your class because it lets your students write about something they really like, and some may not take it seriously, but those like me, who have the opportunity to write about something such as a movie that I have loved since I was a kid, is really cool. Thank you for making this an assignment and I truly enjoyed doing it and it really helped to connect what we learned in class to real world scenarios.'*

Live Case Video Documentaries Productions

The third example is designed to be used in a Junior-level face-to-face first course in major. It is developed on the assumption that students have successfully handled their first two years at college and have passed freshman English and have some basic background in management terms and in business terms. It is anticipated that they will not be confident in acting on their own with a large term project assignment that will require them to work in teams across time to accomplish. For this assignment the traditional video case use of 'theory, video, discussion' will NOT be utilized. This use of a video requires that the students actually create a documentary on a live business and its owner (or possibly its manager).

The video is more of an example of the student putting into practice skills that they learn in class and seek confirming information for a whole series of lectures. Because of the interaction with the real world, there is an inherent amount of uncertainty and dependencies on outsiders who have different goals in life that requires students have plans and back up plans. There are also expectations that students will be able to figure out common computer applications and learn to use them moderately effectively which are anticipated to take students outside of their comfort zones.

Student Learning Objectives

This assignment has the following student learning objectives:

1. Students will demonstrate the ability to contact people off campus to participate in a project with the student.
2. Students can effectively video an interview so that the people involved can be both seen and heard.
3. Students demonstrate an understanding of developing a story or narrative about an entrepreneur by creating a coherent documentary.
4. Students explore the real world instances of entrepreneurial practices discussed in class and confirm or disaffirm their existence in the world outside of academia.
5. Students identify and add to their entrepreneurial social network.
6. Students can link their work to class concepts and present those linkages clearly to others.

Faculty Set Up

This particular exercise requires the most set up. Faculty will need to create a manual explaining to students the processes of doing qualitative research and how to do cold calling to contact potential interviewees. Faculty will also need to include some interviewing skill days where they cover the interviewing, videoing, storytelling and editing skills that may be needed. For example, many students do not know professional phone etiquette and so how to present yourself professionally on the phone to businesses may need to be discussed and practiced. Because the interviews are a form of research on human beings, we require that students take the online training in human subject research requirements that are required by all researchers on campus. This provides students with an understanding of ethical practice in doing research and an opportunity to bring ethics from conceptual discussions to action. Practice in interviewing and in following a qualitative interview guide (where students have the **questions that all will ask written down**) is recommended due to students' lack of working without such specific guidance and it follows general practices in qualitative research processes.

Finally, it is a good idea to show students examples of a final 'documentary'. The faculty member can find some short videos about entrepreneurs on YouTube (if nothing else, you can find copies of ones our students have put up). The documentary is limited in length to between three and five minutes per subject. Each student is expected to find a subject, interview them, and create a documentary. Groups of three to five students then gather their documentaries together, identify common themes across their entrepreneurs and stories that are related to class concepts. Finally, the group presents their themes and documentaries in a public forum where students beyond just their classmates are invited to attend. Often, these documentaries are first uploaded to YouTube and then shown as a YouTube video due to their size and the variations of being able to view the movies on different videos.

Student Responsibilities

Students are expected to read and follow their research manuals. They are expected to use their own personal social networks or to cold call until they find at least two people who would be willing to be a part of their research project and video documentary. The students practice their contact and interview efforts during class sessions and then go out and do the actual interviewing with video capture. They next edit down the larger video session into a shorter version that follows a storyboard that **they have developed to tell the story of the entrepreneur's start up efforts. They use main titles, subtitles identifying their entrepreneur, maps showing where the entrepreneur's business is located, and visuals of the entrepreneurs' locations and**

products or services in addition to the interview footage in the development of their documentaries. They bring all of their documentaries into one larger themed documentary (it is between 10 and 20 minutes long). Finally the students present their documentaries to their audiences. These presentation sessions are usually either a part of a university-wide celebration of faculty and student research or is a special session introducing entrepreneurship and entrepreneurs to freshmen students as part of the **freshmen students' orientation to the college of business.**

Potential Outcomes

While this is probably the most time consuming of the assignments listed here for the student, it really gives them an opportunity to step out of their comfort zones and learn directly from real entrepreneurs. It is important to pace this assignment over time and to give students an opportunity to learn about interviewing and telephone skills in class. Without this pacing and providing these skills, students often wait until the last minute to complete the assignment and do not realize the work and time that are necessary to do a quality documentary.

Student Responses

An average student with an average attendance pattern had this to say about this challenging term long project:

*"The documentary was tough for me, I first started out where I was going to try and contact the owners and founders of (Company X) but then soon realized my time and resources were limited so I went with the secondary **approach instead. Creativity came out in documentary 'cause it was finally time to show what my interested were and how they applied to the class. I was happy with the way my documentary turned out but looking back I could have and should have made it a lot better with some embedded videos to maybe capture the audience better instead of just me narrating an ongoing slide show."***

Another student in this case with an excellent record having a conscientious pattern of attendance commented:

"The process of producing a documentary taught me multiple lessons that were also highlighted in Entrepreneurial Management in general. Networking, creativity, preparation, a sturdy proposal, and multiple fail safe plans were essential assets I learned when conducting my documentary. These aspects will also be important when I operate in my business career. The following will explain how the previously mentioned lessons were experienced in my work:

- *Networking is important in business for obvious reasons, but it was important for my documentary as well. Just choosing one entrepreneur to interview proved to be a mistake in that my entrepreneur backed out at the last minute. If had developed a fail-safe plan having a network of entrepreneurs to interview, I could have avoided my dilemma.*
- *Creativity became an important facet in that I had to find a way to make my documentary stand out. Because I did not have a tangible entrepreneur to steal the focus of the documentary, I had to find a way to make my research stand out. Music, interesting slides, and useful knowledge on Jeff Bezos became the mission of my documentary.*
- *Preparation became key in my work. Constant team meeting and assignments completed well ahead of schedule left me in a position*

to create solid documentary work. It left me time to correct any mistakes in the film and make sure the product I submitted was to the best of my ability.

- *Developing a solid team proposal was one of the most important factors of the entire project. The proposal gave our team a schedule and layout to follow for the documentary. Our team would have certainly be lost without it. It taught me that proposals can organize your work while simultaneously providing knowledge to those who may have interests in your work.*
- *Networking, creativity, preparation, a sturdy proposal, and multiple fail safe plans were the attributes of the documentary and business that stood out the most for me. Through my failures and success in this documentary I learned lifelong lessons that will certainly help me in my future business endeavors.”*

Although this course required students to work in teams to complete their documentaries, many students took advantage of the assignment to interview a family member who had a business from ‘back home.’ Since a number of students were from out of state, back home encompassed a number of different locations. Here are the comments of one such student:

“My group’s title was ‘Eat, Drink, and Be Merry’ because we all chose entrepreneurs that were involved in the food and beverage industry. I got to interview MB, owner of P&G’s Restaurant in Hometown, NY. This was especially interesting to me because MB happens to be my father and is in the position I plan to be in in the future.

The documentary was an excellent learning experience for me. It taught me how to act professionally and think creatively. During the interview process (although I was interviewing my own dad) I had to act professional because we were filming. After the interviews were over, we had to edit the video. This taught me to think and be creative. I had to choose which sections of the interview to keep in the documentary and which to cut out, and then also had to add in transitions so the documentary would be more appealing.

I learned a great deal during this project. I enjoyed doing it and found it very interesting. I think it is a great way for students to branch out and work on networking as well as learn to act professional, while learning about being an entrepreneur.”

Rapid Online Video Case Expansions

The last example is designed to be used in a Senior-level management or entrepreneurship elective course. It is developed on the assumption that students have **successfully handled their first three years at college, are familiar with their library’s online databases and know the course management system used to deliver the course in an online fashion.** It is anticipated that they have already been exposed to skills such **as obtaining articles from the library’s database and in doing online searches.** For this assignment the traditional video case use of ‘theory, video, discussion’ will be utilized and expanded upon. The time frame for this exercise is one week.

Student Learning Objectives

The students learning objectives for this assignment are:

1. The student will demonstrate competency in finding specific articles in the library databases.

2. The student will be able to successfully identify concepts from scholarly articles in non-educational environments as demonstrated by the video case.
3. Students will be able to find out about the background of someone who provides material online.
4. **Students will be able to link other peoples’ perspectives to the concepts from scholarly articles.**
5. Students will be able to demonstrate the work of others through proper use of citations.

Faculty Set Up

The faculty member needs to identify an extension scholarly article on a concept of interest within the boundaries of the course topics. Along with the article, the faculty member will identify a popular movie that illustrates one or more points from that article; a quote from an expert practitioner in that area; and a relevant Ted talk. For example, Table #1 shows this range of preparation that a faculty member might use to introduce to students the dilemmas faced by entrepreneurs on whether to gain experience or to engage in more education.

Table 1.
Required Content Material for Entrepreneurial Elective Course

Article	Movie	Documentary (Honor Students)	Quote	Ted Talk
Cooper, A. & Mehta, S. (2006) Preparation for entrepreneurship: Does it matter?, <i>The Journal of Private Equity</i> , Fall 2006: 6-15	Ghostbusters, 1984	Beer Wars, 2009	'The critical ingredient is getting off your butt and doing something. It's as simple as that. A lot of people have ideas, but there are few who decide to do something about them now. Not tomorrow. Not next week. But today. The true entrepreneur is a doer, not a dreamer.' -Nolan Bushnell, entrepreneur	Richard St. John: <i>8 Secrets of Success</i>

The faculty member can also identify a documentary for an Honors student to do in addition to the work done by the regular students. The faculty member should also create a short quiz based on the key concepts from the scholarly article that they want the student to extract. This quiz would happen on the first day of the week. Ideally, the rest of the material will not be made available until the students successfully pass the quiz. The quiz can be very short but should have a set of questions to draw upon so that students may receive different questions randomly provided by the computer through the class management system in use. The students should receive the names of the articles and the names of the movies in their syllabus so that they can access these materials rapidly at the start of the week or at the end of the week before.

It is recommended that the movies be available through an online streaming service such as Netflix or Amazon prime. Then, provide the student with guiding discussion questions for answering when or after watching the movie. For example, the following was provided for article and movie in Table 1.

As you watch this movie, look for classic parts of the entrepreneurial process and the answers to these questions:

1. Do they have a compelling product/service? Are they passionate about it?
2. Do they seek outside funding or fund themselves? Do they spend appropriately given your business school education?

3. Do they find a location? What is right about it? What is wrong about it?
4. Do they have any problems? How well do they make their decisions?

After students post their responses, they are asked to respond to each other's postings with thoughtful comments and additional linkages if any. On the next day, debrief by providing the extension concepts and present the name of the expert practitioner and their related quote along with the name of the Ted talk that you wish the students to view. The students are instructed to find out who the practitioner is and to determine how it is linked to the extension concepts as well as look up and view the Ted talk, find out about that presenter and again determine how it is linked to the concepts. Students again post their links between these additional sources of information and their original reading and the movie. After they post, they respond to **other students' postings. They finish the week with a reflection journal where they** comment on what they learned that week and describe an article about a current company or entrepreneur who has also demonstrated the concepts.

Student Responsibilities

Students are responsible for searching the library databases for the scholarly article, reading it, and taking the short quiz. Students are responsible for obtaining and watching the movie and answering the related questions and linking it to one or more **concept from the article. Students read each other's observations and comment on** them. They next look up the author of the quote and post what they found out about the author and why they should or should not believe the quote and how it links to the concepts under discussion. They find and watch the Ted talk, look up the person there and determine if they should believe what is said and again link it to the topics of interest. Notice that the student is being drawn into engagement with the items by the gathering of information and then its use within the class management system.

Potential Outcomes

This is a time consuming assignment to set up. The instructor must know the literature well in order to choose an appropriate scholarly article. Ted Talks and films are also difficult to coordinate with this assignment to ensure that all five sources are cohesive. An instructor may choose to limit the number of topics covered by any particular class in order to make prep time more manageable.

This is a challenging exercise and appropriate only for upper level or graduate students. Students must be very analytical and independent enough to really think about how all the sources tie together and demonstrate the course concepts. It is helpful to have teams of approximately three to four students work together so that discussion among team members will lead to more insight.

Student Responses

A student with a strong C background and a history of dropping or withdrawing from classes successfully completed the course and commented:

"This course has allowed me to put more thought into business and entrepreneurship than I ever have and I feel like I have a better grasp on my future accordingly. I think this is one of the most important classes of my college career and it can be valuable for everybody, not just those in the business world."

A student with a solid B background successfully completed the course and commented:

"It is important in this class, as well as any other, to read and do assignments for understanding not for a letter grade. It will benefit you more to have something you can use for life instead of a semester. Overall, this was a great course."

A strong student was able to look beyond the obvious lessons from the initial videos and the video extension to an underlying truth, as indicated by their comments:

"In general, it is less about what you know, and more about how you think. Someone who thinks in the correct ways will easily be able to learn the information they need. In contrast, someone could know everything about the industry, but cave at the first sign of adversity because they have not learned how to think successfully."

Conclusion

Students entering higher education today directly from high school benefit from learning in ways that engage them. Video use in the classroom has changed over the years to meet the needs of both faculty and students.

Within this article four examples are provided of exercises to engage students with course material using film. Course instructors should consider choosing the exercise that best fits with their course and student level of knowledge and skills. For example, assigning students to generate and present video cases illustrating course material helps students to gain a better understanding of concept definitions, but students need to have a basic level of material comprehension in order to be successful at finding appropriate examples. Assigning a directed movie analysis has helped students to identify and understand course constructs, but similarly, students need to have a basic level of material comprehension in order to be successful at analyzing films accurately. In both the Generating Video Case exercise and the Directed Movie Analysis, helping students think about how and where they might find examples and engaging students in discussions about their findings afford additional teaching opportunities. Additionally, as the Directed Movie Analysis may benefit from additional discussion in order to identify all assigned constructs this exercise is well suited to teamwork. Both the Live Case Video Documentary Production and the Rapid Online Video Case Expansions are more challenging and complex assignments, suitable for upper-level undergraduate and graduate students. As such, they have additional benefits. For example, while the live case documentary is the most time consuming of the exercises for students, it gives them opportunities to learn directly from entrepreneurs. The Rapid Online Video Case Expansions require more instructor time to set-up, but they require deeper analytical and critical thinking about the constructs, and consequently they help students to engage with and understand the material more deeply.

All of these approaches require that students learn, practice, and persist in **efforts and thus help them to also learn the soft skills desired by today's employers of our graduates.**

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