WHAT EDUCATORS CAN BORROW FROM A SUCCESSFUL BUSINESS STRATEGY FRAMEWORK WHEN DESIGNING A NEW COURSE IN HIGHER EDUCATION.

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ABSTRACT

This article presents a new design and delivery strategy for teaching a course in higher education. For this purpose, I adapted a framework developed for business strategy success by Wrona and Ladwig (2015) to an educational context. To illustrate how the framework operates in the new context, I implemented video recorded interviews with industry representatives in a course with third-year students at Westminster International University in Tashkent. The attitudes of the students towards the videos were collected via electronic questionnaire with closed and open-ended questions. The students' positive attitudes towards the videos show the success of the strategy. However, the study was limited to one course within one international university in Uzbekistan, thus testing this strategy in larger courses is recommended for future research.

Keywords: *content design and delivery strategy, video assisted online material, online guest lectures, experts' interview, asynchronous delivery, localized content*

INTRODUCTION

Designing a new course is a challenging task, and the content delivery strategy used by designers seems to be predetermined. Educational context guides the toolkit at a lecturer's disposal, e.g., lecturing with Power Point slides, eliciting information from students, encouraging social constructivism through group work, employing video material (such as TED talks and other relevant YouTube resources), and inviting guest speakers to share their experience working in an industry. The COVID-19 pandemic has led to a major shift in the way higher education is delivered, resulting in a significant increase in online and hybrid learning.

Recent trends in the postpandemic era suggest that one of the key features of this shift is flexibility. This includes offering options for asynchronous and synchronous learning and allowing students to work at their own pace (Aucejo et al., 2020;Li & Lalani, 2020). Another important feature is effective use of technology, which means that educators need to juggle learning management systems, video conferencing, and multimedia resources (Kim & Bonk, 2021).

Although educational research has reflected the COVID-19 effect in numerous articles, the literature emphasizes the *how* of course delivery, but the design of the course material is ignored (Mukhopadhyay, 2022). Effective course design is important for promoting student learning and success in higher education. Dating back to Piaget (1968) and Vygotsky (1978), it is crucial to consider students' interests and needs when designing study material, and these interests can change. Thus, not only must educational trends be taken into account, but general trends that are subject to change must

also be considered when designing a course.

In this article, I introduce a new teaching technique based on students' interests in consuming video material to illustrate that a design and delivery strategy is a complicated process that takes into account many factors. To see whether my new strategy was successful, I solicited the opinion of target participants, which will be presented in this paper.

LITERATURE REVIEW

Strategy has been a research area for business studies for several decades. There are many arguments as to what the constituents of strategy are. The two most popular theories of strategy are that it is either formed by the external environment apart from the organization, or it is formulated by the internal environment within the organization.

External Environment Theory

Elbanna and Child (2007), like many studies before them, highlighted the environment as having the greatest influence in strategy formation. Although they specifically emphasized political instability, they recognized that the environment also includes social factors that contain interests, demands, and so forth. Mason (2007) also advocated for environmental factors and incorporated chaos theory to elaborate on self-organizing processes and elements of the business context that determine the strategy of a company. Yet, this theory fails to explain the success of one firm over another.

Internal Environment Theory

Since the environmental factors cannot be changed, a manager can only utilize market opportunities to create a competitive advantage (Ivančić et al., 2017). Human capital as a competitive advantage has gained significant attention in strategy research (Bidwell et al., 2015; Chadwick, 2017; Kryscynski et al., 2021). Sherif (2006) proposed that it is necessary to apply an adaptive strategy to knowledge management within organizations. She argued that experimenting with new ideas is only possible when considering the previous background of the organization.

Andersen and Nielsen (2009) claimed that effective strategy is a balance between intended and emergent strategies, where intended strategies are accepted in a top-down approach and emergent strategies are bottom-up. Their quantitative analysis of such adaptive strategy-making proved to be successful among 185 business entities. While the literature is inconclusive on whether the strategy is formed or formulated, Cao and Chen (2019) explored a positive association between market maturity, internal initiative, innovation ability, and strategy implementation. In a similar vein, Wrona and Ladwig (2015) presented a framework of strategy formation from a cognitive perspective that resembles the form of a brain and which, in fact, unites many external and internal environmental factors.

Wrona and Ladwig (2015) claimed that strategic success is caused by the general economic environment as well as staff and customer satisfaction (emphasized with bold arrows in Figure 1). They highlighted that both were important at the managerial level and for employees. Staff is linked to the motivation and satisfaction of employees and their qualifications, and "know-how." Other factors they focused on for strategic success that were not addressed by previous studies are **Personal contacts and local network** and **Short administrative paths**.

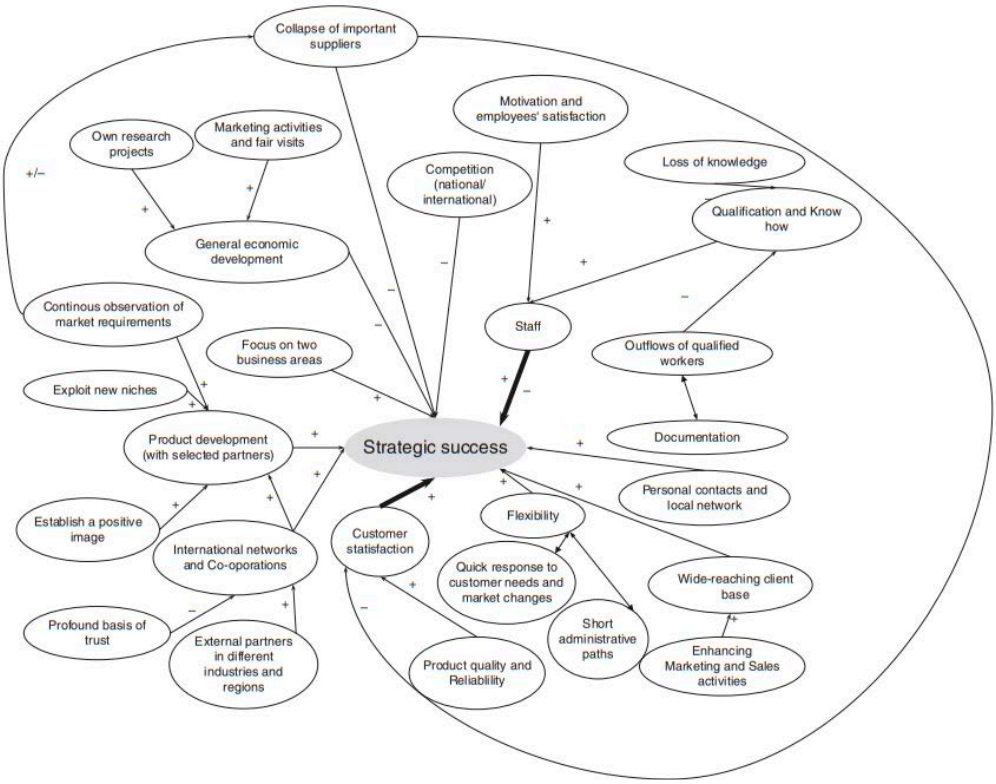
Thus, this paper claims that while external environmental changes require adaptations that are necessary for survival (such as technological advancements), internal organizational competence requires improvement and creativity, which leads to high performance and a competitive advantage.

While strategy research has discussed the importance of strategic management for the survival and success of nearly all organizations, none of the studies have referred to the necessity of formulating a design and delivery strategy for higher education. To fill in the literature gap, I adapted the framework of Wrona and Ladwig (2015) to an educational context and conducted this case study of one course at one university. For this purpose, I divided the factors in the figure into external factors and internal factors, as seen through the educational prism and in light of the relevant literature reviewed below.

External Environment Conditions

First, I took the factor **The collapse of important suppliers** and applied it to an educational context. To make the learning experience of students authentic and to stimulate learning, I planned for several guest lectures to share their experiences with students. Participation of practitioners in class provides the students with a "real-life picture" of the theory they are learning (Rowland & Algie, 2007, p. 3149). Bringing industry representatives

Figure 1.
The causal map of cognitive perspective in strategy formation adapted from Wrona & Ladwig (2015)



to the university as guest lecturers, among other advantages, helps establish for the students a network of relevant people in the field and their corresponding research (Rowland & Algie, 2007). It also increases awareness of the university's brand because many guests are media people and bloggers who contribute to the university's profile through social media.

Finding a guest lecturer was like a treasure hunt because many challenges had to be considered. For instance, some prospective guest lecturers were not ready to present in front of a large audience. Also, since English is the instructional language at my university, not all experts are able to contribute because of their insufficient command of the language.

There were other reasons, such as time constraints and extended business trips, that did not allow in-class communication. Additionally, a guest lecture is a volunteer activity that does not involve payment. Not all businesspeople will accept such commitment as a part of their corporate social responsibility. Besides, if an industry representative comes as a guest lecturer to one cohort of students, there is no guarantee they will contribute to the course the next academic year, which disadvantages newly enrolled students as they lose the valuable input of the speaker.

While I was conducting the study, the world was just recovering after the COVID-19 lockdown, and the idea of arranging guest lectures in a big hall did not sound plausible because of the high risk of getting infected. Plus, all the courses were facilitated in an online mode. Thus, the factor **Collapse of important suppliers** from the framework developed by Wrona and Ladwig (2015) (see Figure 1) can be translated into **Shortage of practitioners** in an educational setting.

The next factor in the framework is **General economic development,** which I introduced in the educational context as the factor **Technological progress and emerging educational trends.** COVID-19 changed the agenda of the world's education system and technology demonstrated a rapid shift from assisting in the classroom to being the main delivery system (Marshall & Kostka, 2020).

Azlan et al. (2020) claimed that asynchronous learning proved to be more effective than synchronous learning to deal with poor internet

connections and disruptions. Plus, there are often expensive internet plans, especially in rural areas (Choy et al., 2009; Madge et al., 2019; Seng et al., 2014; Shahril et al., 2021; van Wyk, 2020), which encourages the use of asynchronous lessons as well. However, according to Al-Huneidi and Schreurs (2013), despite the many advantages of ematerial, such as the material being available 24/7, the cost savings delivering material to students, and the ability to facilitate student-centered learning, there are also a number of disadvantages, such as the low motivation and satisfaction of learners, a lack of interaction with peers and lecturers, the increasing possibility of misunderstanding, and the hindering of the exchange of ideas (Kim & Bonk, 2021). Sun et al. (2014) suggested that when talking about digital education, synchronous learners are more focused on the lesson and their participation is better than those in an asynchronous mode of delivery. Asynchronous teaching lacks teachers' presence and interaction with students, and there is also a need for student self-discipline (Azlan et al., 2020).

A similar situation is observed with the experience of online guest lectures. In their critical reflection of videoconferencing, Pennell et al. (2015) claimed that there are many technological concerns that require careful thought, e.g., that audio should be audible for everyone, a microphone for questions should be set up, and there needs to be internet stability as well as an agreement on the amount of time for videoconferencing. All these problems must be addressed prior to the beginning of the guest lecture video, though this might sometimes not be the case because the lecturer may have a previous class that runs long and does not allow enough time for preparation.

The problem of internet access when implementing technological progress in the classroom is well-documented in many studies, and this problem exists in Uzbekistan as well. World Bank (2022), based on 2019 data, suggests that 70.4% of the total Uzbekistan population use the internet. Further, Uzbekistan is ranked 85th in speed and performance of its internet connection as of March 2022 based on the Speedtest Global Index (https://www.speedtest.net/global-index/uzbekistan). Uzbekistan has shown a steady progress having climbed from 130th in December 2020 to 85th in March 2022. However, around 50% of the population live in rural areas as of 2019 (World Bank, 2021), and there is inadequate internet access in the suburbs.

Far from being ideal, internet connectivity in many Uzbekistan regions acts as a contextual factor forming the strategy of content delivery. For example, holding guest lectures online via Zoom, where students would have an opportunity to ask their questions and interact with the speaker, would be problematic. At the same time, there is a positive aspect of the COVID-19 pandemic in that it plugged both students and teachers into virtual life. An online format is already a part of teaching and learning because the pandemic made it possible for students to benefit from the guest speakers sharing their practical experience. Then, if internet stability and broadband are in place, asynchronous video material might be a good option when designing a course.

Internal Environment Conditions

The next factors on the framework are **Motivation and employee satisfaction** and **Qualification and know-how**, and both are interpreted as **Teachers' enthusiasm and creativity** in this paper. Beside the availability of facilities, there is also a factor of teachers' unwillingness to integrate technology or their lack of awareness of the opportunities technology can bring (Leask, 2004). Nonetheless, the digitalization of teaching assumes teachers receive useful practical information and are able to upgrade their technological skills (Pennell et al., 2015).

Teacher reluctance to use technology can be the consequence of insufficient technical expertise. Even during the forced experience of online learning in the COVID-19 pandemic, online teaching seems to not have changed learning significantly. Dutch teachers (n = 200) who either too often or too seldom applied technology in their classrooms did not report a difference in the posttest results of students, while those who had average experience in technology usage in the classroom reported positive results (van der Spoel et al., 2020). This is consistent with Sætre and Brun (2012) and Acar et al. (2019), who showed that creativity is often a product of dealing with constraints. Thus, a teacher's enthusiasm and creativity are crucial in implementing and adapting new content delivery methods.

The next element of the framework is **Customer satisfaction,** represented by **Students' perceptions of online education** in this study. Woodcock et al.

(2015) reported that 53 Australian research participants appreciated the flexibility of elearning. This was also supported by 61% of Nepal university students (n = 158) in Gautam and Gautam (2021). As per the students' perceptions, the students' comments reflected difficulty in engaging with the material and concentrating on it, getting bored easily, and that lesson success depended on the teachers' presentations skills (Woodcock et al., 2015).

Australian students acknowledged that they felt more secure to express their opinions and ask questions online. A majority of online learners admitted they performed better overall online in contrast to a traditional class (Woodcock et al., 2015). This finding was supported by teachers' evaluations of students' interaction in a Dutch school (n = 200) before starting an online class and after finishing it. The educators reported higher participation of introverted students in an online setting than offline (van der Spoel et al., 2020). Up to this point the literature suggests that apart from the problem of internet access, an online mode, when properly facilitated, is attractive for students.

Next, **Exploit new niches** was translated by me for the educational context as **Alternatives to traditional delivery methods**. Allen (2019) suggested that many educators use audio podcasts available on the internet to bring reality to the material, enhance listening skills, initiate discussion, and deliver relevant discipline-related knowledge. Vandenberg (2018) claimed that the interview style of interacting within a podcast encourages critical thinking, aids in developing speaking and listening skills, and helps structure writing.

Meanwhile, a study conducted with Emergency Medicine students (n = 16) revealed that not all kinds of podcasts are equally useful. There are a number of criteria that the podcast must meet, e.g., it must be relevant to the course with the learning points specified and efficiently presented, it should preferably be in a storytelling form that contains humor, and the episodes must be concise and run around 15 minutes (Riddel et al., 2021).

Another factor of the framework is **Continuous observation of market requirements**, which I specified as **Emerging trend of video content consumption among youth** in this study. Contemporary research findings show that millennials are more responsive to visual than others materials (Burmark, 2002; Flynt and Brozo, 2010; Highfield and Leaver, 2016; Rowsell et al., 2012). The popularity of video consumption among the youth is now outnumbered only by video creation. YouTube is the number two web site globally according to Alexa in 2023 (https://kinsta.com/blog/alexa-rank/). The video format is penetrating other social media, and video "stories" are becoming more and more popular on Instagram, and the emergence of TikTok social media is well documented (Shutsko, 2020).

According to Dolnicar (2005) students are mainly of two types: idealists and pragmatists. Idealists prefer listening to traditional lectures, while pragmatists want to get the information needed to pass the course. Video material is best suited for pragmatists' purposes. The research of Dolnicar's followers indicated that pragmatists are exponentially increasing in higher education because they are an inevitable part of the internet generation.

The delivery of video was reported to be the format appreciated by students for its flexibility because they can watch it any time and it is convenient for them to peruse it at their own pace (Coyne et al., 2018; McCombs and Liu, 2007; Stephenson et al., 2008 cited in Kay, 2012). A meta-analysis done by Coyne et al. (2018) reported that video-assisted online materials are found useful by medical students for increasing their knowledge and skills. The video resources were positively evaluated by students for flexibility, and the respondents emphasized the importance of keeping videos short and containing real-life examples. Woolfitt (2015) advocated that using video in higher education raises students' overall satisfaction.

Summarizing the points raised above, the attitudes of students and teachers towards the online mode of interaction are controversial. The issues include poor internet accessibility, the reluctance of teachers to experiment with technology, and the nonactive participation of students. Further, scholars are investigating the potential of audio podcasts and report that they have benefits, but none of the sources discussed video podcasts. That gives an opening for creativity in terms of responding to educational trends.

The next factor of strategic success in the framework noted in Figure 1 is **Product development**. After understanding all the contextual settings, it is time to formulate the design and delivery strategy of a new course. Once an industry

expert is found, the talk should be video-recorded.

To make a guest lecturer presentation livelier and more interactive, I decided to record it while acting as an interviewer. The dialogue mode helped align the guest talk with the module learning outcomes. Taking into consideration the attention span of 15 minutes discussed by Coyne et al. (2018), Lackmann et al. (2021), and Riddel et al. (2021), the video was cut into fragments. The interview format can presumably extend this period up to 30 minutes (which is my preference). Plus, to facilitate the internet connection when accessing video content, the recorded interviews should be optimized to be no larger than 200 MB. A relevant video piece was posted after each lecture on the university learning management system to be discussed asynchronously, and it was brought to the attention of the students during the online lectures.

Following the suggestion of Pennell et al. (2015) to motivate students extrinsically, the after-video discussion was prompted by a question and/or a task, and comments were enabled to trigger students to watch the material covered in the video. One example is a four-minute piece where the interviewee described how her business was used to create a target customer for that company. The multipurpose use of the recorded materials is an advantage that outweighs the benefits of online streaming.

The study of van Wyk (2020) showed that 82% (n = 93) of students at a South African university welcomed using the discussion forum. In a qualitative part of a questionnaire, students shared their concerns that although the forum was a great way to dive deeper into the topic and feel lecturers' support, guidance, and even sympathy, many of their peers are observers who only read others' commentaries in the forum and do not contribute much. A similar finding was reported by Gray et al. (2010), who researched the difference in using social web technologies for international and local students in Australia (n = 1,973). The questionnaire was followed by 16 interviews and revealed that students are reluctant to give comments in blogs. Elaborating more, Leask (2004) proposed that participation in an online discussion is predetermined by a student's ability to express their opinion in a written form, which requires special instruction. However, another Australian study reported students' positive attitude towards online discussions, explaining it as an opportunity for less active learners to avoid being suppressed by dominating students (Woodcock et al., 2015).

The following categories of the framework are also found to be relevant for educational settings. **Personal contacts and local networks** in the current research relates to interviewees as all the contributors were from my own personal network. **Flexibility**, **Short administrative paths**, and **Quick response to customer needs and market challenges** were addressed by **Course design practice**. To elaborate, the strategy was applied within one course as the course design is generally applied to a number of courses and thus makes it easier to innovate without going through many bureaucratic circles to implement the original ideas each time a course is designed. Other factors were either found repetitive (at least in the educational context) or not clearly stated and thus not possible to interpret, which led to the loss of item validity and reliability for the current settings, e.g., **Focus on two business areas**.

Thus, applying the adapted business framework to an educational setting can be summarized as follows. These ten factors helped formulate the strategy to design and deliver a course with asynchronously accessed video-recorded interviews with local industry representatives:

- Technological progress and emerging new educational trends
- Teachers' enthusiasm and creativity
- Students' perceptions of online education
- Alternative methods of course delivery
- Trend of video content consumption among youth
- Collapse of important suppliers
- Personal contacts and local networks
- Flexibility
- Short administrative paths
- Quick response to customer needs and market challenges

These factors are well described above and were adapted to an educational content. As Wrona and Ladwig (2015) highlighted, these may or may not lead to a successful strategy. Thus, in reformulating this framework for an educational context, the research question of this paper was as follows:

Does cognitive strategy formation of course content design and delivery lead to students' greater involvement and positive evaluation of the newly designed course content?

METHODOLOGY

I discussed above an existing framework of how to develop a successful business strategy and I adapted that strategy for an educational context. The discussion considered the elements of the framework for designing and delivering the course material and specified my approach of using video-recorded interviews with industry experts in the course. The framework helped me take into account not only how to deliver the course but also what to introduce to students as course content. To test the viability and relevance of the proposed framework that I adapted, I solicited the opinion of students of the course through a questionnaire.

Research Design

I conducted a nonexperimental study to see if the business strategy was successful in the educational context. I asked the participants about the relevance and usefulness of incorporating video interviews as part of the course through an online survey that included open-ended questions.

The research was a case study since it aimed to study the attitudes of the students who took the course at one particular university. Analysis was done through coding the qualitative part of a questionnaire and by using the statistical description of the participant demographics from the closed questions (e.g., gender, average grade, etc.).

Sample

The participants were third-year students taking an elective course at Westminster International University in Tashkent. The course implemented the strategy described above in this paper. Thus, the sampling was purposive based on course enrollment. The majority of the students were Uzbeks with a small percentage of Russian, Korean, and Tajik students. The course was taken by Business Management, Business Computing, and Economics with Finance and Law students. No prerequisite was required.

When the course started, 103 students were enrolled, but only 92 submitted the final assessment. The course was conducted online due to the COVID-19 outbreak in the 2020-2021 academic year. A maximum of 50 students appeared online through synchronous videoconferencing. Since the video interviews that are the center of the research were posted for all 12 teaching weeks, I delayed the distribution of the questionnaire to the end of the semester. That negatively affected the response rate as most of the students were busy with their coursework submissions and exam preparations in all their courses.

Instrument

I designed an online questionnaire to gather the demographic information of the participants, which was used for the analysis. The questionnaire included questions employing a Likert scale of 1–5 asking how helpful, interesting, and relevant the videos were for the students. Open-ended questions asked if the students watched the videos, and, if so, what motivated them to watch. Further questions asked if the experience was positive and for students to give feedback on the video format and length. The final question asked for recommendations from the students. The link for the questionnaire was published on a telegram channel, a social media tool used for communicating with students during the course.

RESULTS

Overall, 23 students took part in the survey, with more than half (56.5%) being females. Other demographic information indicated that 30% were self-financed (i.e., they worked to pay their tuition), 65.2% had parents or other caregivers sponsor their study, and only 4% were scholarship students. Almost half of the respondents (39.1%) were merit students with average marks in all their courses (60–70 in the British education system), one quarter (26.1%) were in the 50–60 range, and one fifth of the students (21.7%) were with distinction in the 70+ range, while the remaining 13% were in the 40–50 range.

After answering the demographic questions in a questionnaire, the students were asked about the video interview in particular. The responses revealed that three out of 23 students did not watch any video material. In a subsequent open-ended question, those who reported not watching the videos were asked for their reasons and replied that they "had no time," "forgot," or "will watch soon."

Those who watched the videos were asked to share what motivated them to do so. After I coded the responses, "usefulness" (n = 5) and

"important for doing the coursework" (n = 5) were equally emphasized, "interesting" (n = 4) was the next popular comment, followed by the fact that the lecturer "put effort" and asked them to complete this task (n = 3) and "to get insights" (n = 3). Furthermore, "adapting the topic to real life" (n = 2), "people interviewed" and "their experience" (n = 3), and "I like the interview genre" (n = 1) rounded out the responses.

The codes exceeded the number of respondents because some of the students provided more than one reason. As not all the questions were answered by all the participants, the provided statistics may not match the percentage.

The next question asked the respondents to rank the extent to which the videos were helpful on a Likert scale from 1 to 5. Most of the participants rated the videos as helpful, with 52.6% (n = 10) answering 5, while 47.4% (n = 9) answered 4. The interest scale demonstrated similar results, with 57.9% (n = 11) answering 5, and 42.1% (n = 8) 4. Similarly, for the relevance scale 78.9% (n = 15) answered 5, 15.8% (n = 3) answered 4, and 4% (n = 1) of the students answered 3.

In an open-ended question about how positive the experience was viewing the video interviews, the students highlighted that the videos were a "precious experience" (n = 7) that also had "practicality" (i.e., advice and tips for the students) (n = 5). Further, they liked the "openness of guests" (n = 3), the "well-constructed interview questions" (n = 3), the "ability to see the emotions" (n = 1), the "content" (n = 1), and that the videos included "guests' different background" (n = 1).

What was not liked by students was that the videos were "a bit long" (n = 2), that a "professional studio should be used" (n = 1), and that "more experts needed" (n = 1). Other students emphasized that "everything was fine" (n = 1), "they all were good and useful" (n = 1), "informative" (n = 1), "inclusive" (n = 1), and that they "liked them" (n = 2).

There was also a general question on the appropriateness of the interview format. For the students, 88.9% (n = 16) found the videos to be relevant, one student said "do not know," and one found them excellently made. When the students were explicitly asked about the interview length, the replies were that it was the "proper length" (n = 12), it "should be shorter" (n = 2), and "they are short" (n = 1).

The last question invited the participants to make recommendations. They suggested that the videos should be "more informative" (n = 1) and have "more guests" (n = 2), while some felt they needed "nothing" (n = 2). Further suggestions were to improve "the quality of the video" (n = 1), make a "shorter video" (n = 1), provide more "interactivity" (n = 2), and incorporate "more trendy topics" (n = 1).

DISCUSSION

Going back to the research questions posed at the end of the literature review, I formulated the strategy applying the conceptual framework of Wrona and Ladwig (2015) but interpreted the factors presented there for an educational context. The results demonstrate that the strategy proved to be successful. The students expressed positive attitudes towards the implemented practice. The case study illustrated that the idea of how to design and deliver a new course is not a single idea that comes all at once, but more like small puzzle pieces that are joined into one picture. Below I list the elements of the adapted framework and describe how they worked.

EXTERNAL ENVIRONMENT

Technological progress

None of the responses referred to the internet access problem as a reason for not watching the videos. The results do not match those of the previous studies of Azlan et al. (2020) in Malaysia, van Wyk (2020) in South Africa, and Shahrill et al. (2021) in Brunei. Thus, the strategy to optimize the videos to 250 MB is found to be successful.

EMERGING NEW EDUCATIONAL TRENDS

The video format was positively evaluated by students. However, there are some important caveats that should be taken into consideration while testing if the strategy is successful in the case of video interviews. My biggest concern is the scale of the case study.

There is a need to understand students' online experience in terms of how they access or do not access the information provided online by a university (Chang & Gomes, 2017). It is important to be aware of the students' ignorance of the existence of the videos, which might explain the low response rate and small number of participants for this study. This is aligned with prior studies indicating that students were not aware that video podcasts existed and some students, undermining

learner-autonomy, replied that they did not find time to watch the videos at home (Chester et al., 2011, and Hill & Nelson, 2011, both cited in Kay, 2012). Instructors cannot make sure students access the material prepared for them.

INTERNAL ENVIRONMENT

Students' perceptions of online education

The fact that a rather high percentage of respondents consumed the video content because it was needed for coursework completion, or because the lecturer "asked" them to, calls into question learner autonomy and the students' intrinsic motivation to study. The results are similar to the previous study of Pennell et al. (2015). At the same time, those who replied that the material was "useful" (n = 5) and those who characterized it as "interesting" (n = 4), "to get insights" (n = 3), "adapting the topic to real life" (n = 2), "people interviewed" and "their experience" (n = 3), "I like the interview genre" (n = 1), outweigh the number of students who did it for coursework (n = 5) and "because lecturer asked" (n = 3). It is evidence that intrinsically motivated and autonomous students are served by the video content, which is an important driver of the strategy's success.

Going back to the framework adapted for educational purposes, I suggest adding the new element **Autonomy of students**, meaning students' readiness to use some "products," to the framework. Interpreting this for the business context where the conceptual framework was developed, it can be called **Market maturity,** which Cao and Chen (2019) claimed to have an impact on strategy.

Other factors, e.g., **Teachers' enthusiasm and creativity**, **Alternative methods of course delivery**, **Trend of video content consumption among youth**, **Collapse of important suppliers**, **Personal contacts and local networks**, **Flexibility**, **Short administrative paths**, and **Quick response to customer needs and market challenges**, do not need to be discussed since they shaped the main strategy and did not demonstrate any change in the educational context.

Theoretical Contribution

This study highlighted the relevance of strategy implementation in the educational context. Furthermore, the study proves that designing a new course is more than just a choice between using the existing, well-known tools or following "the popular recipe," but it is more like a kitchen where experimentation is possible. However, "safe conditions" must be ensured. The role of "safety" is played by balancing factors such as the existing trends in education and emerging among youth, the motivation of a lecturer, and their professional network. The strategy framework can be used as a template for educators designing a new course.

Practical Implications

There are several important benefits to the use of video interviews to demonstrate functionality of the framework, as discussed in this paper. As addressed in the literature review, it is hard to find a competent guest lecturer, thus video-recording their contribution to the course can be utilized for at least two or three cohorts of future students. Also, many relevant videos for a topic covered in a course can be found on YouTube, but what differentiates video interviews produced in house from the ones found on the internet is that they are localized. International videos are advantageous and are used to exemplify many theoretical aspects of course material, but videos that work in other countries might not be useful for a particular country and vice versa.

Research Limitations and Future Research

I adapted the framework developed by Wrona and Ladwig (2015) for an educational context. To test the practicality of the framework, I implemented the practice of having students view video-recorded interviews for one course. This limits the generalization of the results because the factors found applicable in this study might not apply to a different course.

As for the particular video interviews I used in the study, I discussed the students' participation in video discussions, attitudes toward the videos, and the relationship of their perceptions to their work, average grades, feelings of anonymity, and security. However, the relationship could not be tested due to the small number of participants. Future research with a larger number of participants is recommended to examine the reasons of the students were ignorant of, or ignored, the video content.

Further research should dive deeper into personality type and discussion forum participation. I concluded that the same active students take part both in the lecture/seminar and in the video discussion, which contradicts a previous study that

less active students in a live interaction contribute more to the discussion forum (van der Spoel et al., 2020). Since this is solely based on my observation and personal perception, and as few students were involved, it is not possible to generalize from the results. Further research investigating the relationship between the Big Five personality traits and different participation patterns is recommended.

Also, my proposition that learner autonomy plays a greater role in formulating the strategy of a course design and delivery should be tested in a larger context. Though it is not possible to generalize from one course, it is still a step in building knowledge, and can act as a pilot study with the potential to be tested in other disciplines and cultural settings.

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