Article:
De Beule, P, Jaklič, A, Kania, K et al. (3 more authors) (2019) Video case studies in IB teaching: An empirical comparison of academic and student perceptions and expectations. Journal of Teaching in International Business, 30 (2). pp. 175-195. ISSN 0897-5930

https://doi.org/10.1080/08975930.2019.1663777

Video case studies in IB teaching: An empirical comparison of academic and student perceptions and expectations

Abstract

The use of film material has a long tradition in management education and calls for dedicated video case studies date back more than 30 years. Against this backdrop and an incoming student generation that has grown up with digital technology, we assess the current use of stand-alone video case studies in international business (IB) teaching. Using survey data from IB scholars and students, we examine the usefulness of video case studies, the main barriers for and the (un)exploited potential of video case studies. While we find relatively modest use of video case studies in IB teaching to date, we also find strong interest by lecturers and students to expand their use. In particular, there seems to be a student preference and need for real-life, manager-led, and problem-solving video cases.

Keywords: Video case studies, digital, Centennial students, Millennial students, survey

Video case studies in IB teaching: An empirical comparison of academic and student perceptions and expectations

1. Introduction

The use of feature films, TV shows, documentaries, video clips, and video case studies has a long and important tradition in management education (Champoux, 1999). Popular feature films have been used to convey in an entertaining and memorable fashion conceptual ideas in international business (Foreman and Thatchenkery, 1996), leadership (Comer, 2001), management (Bumpus, 2005), business ethics (Goebel and Athavale, 2016), and organizational behaviour (Smith, 2009). Films have also been used to help students explore and identify theory inductively (Hyczynski and Buchanan, 2004), and to teach research methods (Leblanc, 1998). Being taught a subject through the aid of films can stimulate greater critical engagement with the topic and create an emotional relationship which opens avenues for deeper learning (Ayikoru and Park, in press). Building on the power of film, Kinnunen and Ramamurti (1987) have therefore argued for the development of dedicated video case studies for management training.

Video case studies are distinct from feature films, documentaries, or video clips that supplement a written case study in that they have been conceptualized, written and shot for a particular learning objective (Liedtka, 2001). This learning objective is typically delivered by a senior manager or company owners who narrates the case which lends credibility and authenticity to the case study (O'Connell, McCarthy, and Hall, 2004). Such stand-alone video cases are therefore considered very valuable from a pedagogical perspective and could be an effective digital tool to connect to current students.

The importance of film and video case studies in teaching international business (IB) is compounded by the 'digital' student generation that has been heavily influenced by, grown up

with, and educated through digital technology (Parson, Reddy, Wood, and Senior, 2009). Millennial and centennial students are dominating the classroom now[1] and they are considering the computer and accessing information through the internet as a natural given. Millennial's identity is tied with technology (Pew Research Center, 2014) and centennials, in particular, utilize smartphones and tablets to engage with and through social media and online video platforms (Kim, 2018; Shatto and Erwin, 2016). They expect digital technologies to be embedded in their education (Kozinksy, 2017) since they prefer learning through observation and practice rather than reading and listening (Shatto and Erwin, 2016).

The latter also points towards an expectation for learning practices to be backed up by real-life experiential evidence. Through the inclusion of experiential learning features better learning outcomes in IB can be achieved which will be reflected in better employability (Aggarwal and Goodell, 2016). Face-to-face engagements with managers are the optimal experiential learning experience but video cases studies are a valid replacement (O'Connell et al., 2004).

Most educators have recognized that today's business students need alternative teaching methods which actively engage students with the material that is being taught (Campos et al., 2017). The proliferation of video platforms (such as Vimeo, YouKu, or YouTube), the integration of videos on news platforms (e.g., SCMP video, The Economist, or WSJ video) and websites of consultancies, international organisations and think tanks, and the rise of streaming platforms (like Amazon Prime and Netflix) has made the streaming of videos into the classroom easier. Nevertheless, many schools and academics struggle to know how technology like video case studies can be adapted to or used in the classroom (Jääskelä, Häkkinen and Rasku-Puttonen, 2017).

[1] Classifications and boundaries of generations vary. We follow here Francis & Hoefel (2018) who argued that Millennials (or Generation Y) were born between 1980-1994 and compromise the typical postgraduate and MBA student. Centennials (or iGen/Generation Z) were born between 1995-2010 and compromise the typical undergraduate student. Generation X was born between 1960-1979

We explore here the use and usefulness of dedicated, stand-alone video case studies a new instructional technology in teaching IB. Drawing on a global survey of IB scholars and a four-country survey of international business students, we analyze academics' and students' perspectives on the technology-rich classroom in teaching IB. Our objective is to understand whether video case studies are an acceptable digital tool for Millennials and Centennials.

We contribute to the research and practice on how the current student generation can be taught effectively by revealing that digital tools are demanded by students and academics alike. Yet, the infrastructural and instructional barriers have so far limited their adoption in teaching IB. This shortcoming constraints our ability to connect well with students and support their learning.

The next section will provide the rationale for the study by reviewing how feature films, documentaries and video clips have been used in management education to date. This is followed by the methodology section. The results are presented, followed by the discussion and conclusion.

2. Film in higher education teaching

The usage of film material in management teaching has become prominent with the advent of the TV. An increase in TV consumption and the custom of being informed through shows on TV, led to the perception that Generation X is too accustomed to the TV to be taught with written case studies; at the very least, teaching should be supplemented with film material (Gioia and Brass, 1986). Proserpio and Gioia (2007) expanded this view to Millennials and considered that watching patterns have shifted from the TV to the internet. The core argument remains, however, that film and video is an essential medium to engage students, communicate pedagogical content, and is learner focused. Henderson, Selwyn, Finger, and Aston (2015) and Saunders and Hutt (2015), for example, found that students have a great appreciation for the learning effectiveness of

videos and frequently use academic provided and self-discovered videos (e.g., YouTube) for their studies (see Table 1).

In a recent review of sustainability management teaching resources, Aragon-Correa, Marcus, Rivera, and Kenworthy (2017) found that videos (in its broadest sense) are the second most important resource for undergraduate and the third most important one for postgraduate instructors. In both cases, they are only slightly less important than written case studies. Yet, the level of satisfaction with videos is generally higher than with cases. The satisfaction with videos can stem from the compelling storytelling that draws in the viewer through an emotional connection (Ayikoru and Park, in press; Huczynski and Buchanan, 2004) and the ability for students to view a corporate environment they otherwise would not be able to visit (Hill and Nelson, 2011). This can make the delivered content more memorable and, if the video is a (an extract from a) popular film, entertaining as well. The ability of film to transport the viewer into a different location through audio and visual cinematography makes it a greater powerful pedagogical tool than, for example, audio podcasts which lack full sensorial stimulation (Copley, 2007).

Yet, the inclusion of film in teaching IB is not without its hurdles. A challenge with feature films can be the lack of pedagogical focus. Even meticulously selected and cut scenes from a feature film can contain images and information that may distract from the learning objective. Documentaries that capture aspects of international business like ‘Freightened: The real price of shipping” (2016) or “When China met Africa” (2010) tend to be too long for in-classroom screenings. Relatedly, video cases narrated by a manager may become a ‘talking head’ that lack erotetic narration and variable frameworks which draw the viewers’ attention and keep them interested in the evolving story (Rappaport and Cawelti, 1998).

Film material is more than a mere entertaining illustration of a point or the application of a concept (Randolph and Posner, 1979). Lee and Lo (2014) argue that film is well suited to teach theory both deductively and inductively; and ideally both in a sequential style. Material from feature films, video clips and video case studies could either be shown to students before the theory is taught and allow students to discover the theory for themselves, or the material is shown after the theory is taught. Through case studies extracted from film material, IB frameworks are applied to an IB phenomenon and used to organize and make sense of shown material.

Screening videos in class can induce passively watching and learning students with a negative impact on their retention. Countering this dilemma, film material could be embedded in learning strategies that require students to actively take notes and listen for clues and information (Sprinkle and Urick, 2016). For an effective use of video cases, Liedtka (2001) suggests that students need to be taught and instructed how to listen. This involves adjusting the reference point of learning for students. The video case should be listened to with the aim to understand the meaning of the narration, including the expressed and unspoken assumptions and perceptions of the manager. This approach would also reinforce the engagement with the (inductively or deductively) taught theory.

INSERT TABLE 1 ABOUT HERE

3. Conceptual background

The effectiveness of film and video in education has been explained through the cognitive theory of multimedia learning (Mayer, 1997, 2001; Mayer and Moreno, 2003). The theory suggests that human's working memory acquires and processes information through the visual/pictorial channel (such as video, slides, and graphs) and the auditory/verbal processing channel (such as spoken or printed text) which fosters learning and increases student's retention and ability to

transfer information (Sorden, 2005). This is achieved through capturing the attention of students better and increasing their emotional response. As a consequence, in videos 'meaning' can be very differently and, arguably, better communicated than in a normal lecture (Marx and Frost, 1998). As students watch videos, they are therefore more likely to actively build mental models which leads to deeper learning and a higher recall of the material (Mayer, 2001). This is especially important since our working memory capacity is limited (Bruenken, Plass, and Leutner, 2003).

Although Gilinsky and Lawson (2016) argue that video case studies create a lower cognitive load than written cases, the benefits of videos for learning can diminish when the structure, design and content increases the cognitive load. Higher cognitive load can lead to students not following the material well and therefore paying less attention to the class. Moussiades, Kazanidis and Iliopoulou (2019) therefore argue that careful design of the teaching material can assist the comprehension and reduce cognitive load in learners. This has been complemented by Hong, Pi, and Yang (2018) who have found a stronger load increase when procedural knowledge (know-how) rather than declarative knowledge (know-what) is delivered through the video - and that this increases stronger when the scholar is visible. Moussiades et al. (2019) suggest that better video structure could be achieved by having an aesthetic, uncluttered, and focused setting that is accompanied by a conversational narration of the video.

Similarly, videos with embedded guiding questions make students think and engage more (Moussiades et al., 2019). Cognitive psychology also tells us that active engagement creates deeper learning by building stronger associations and connections which makes retrieval of information easier at a later stage (Moussiades et al., 2019; Thomas et al., 2017). Yet, because information can pass by quickly in a film, such engagement and lowering of the cognitive load could be supported with the option to annotate the video (Chiu, Chen, Huang, Liu, Liu, and Shen, 2018). Where such

technology is not available, establishing base knowledge prior to showing the film has been found to facilitate the understanding of the material (Li, 2019).

The effectiveness of the medium is further affected by how the user engages with it. Kozinsky (2017) indicates that millennial and centennial students are raised in an era of and shaped by digital technologies and instant access to information. Therefore, their common method of communication and collaboration is through various forms of messaging on mobile phones and tablets (Shatto and Erwin, 2016), often simultaneous. This has shaped their learning habits and their belief that they can learn complex information while listening to music or engaging in other activities (Cavanaugh, Giapponi, and Golden, 2016). Roehling et al. (2010) stress that millennials were raised in an entertainment-focused, multimedia-driven environment and that this has led to a low tolerance for boredom and short attention spans. As an outcome of that, centennials not only prefer video over text, they also prefer shorter videos (Guo, Kim, and Rubin, 2014). Millennial and centennial students access the internet to search for specific information, cross-check data and, with respect to videos, visualize what they have been taught (Henderson et al., 2015). The objective of search routines is to augment and achieve their study outcome – that is, they are not necessarily learning deeply about a topic (Henderson, Selwyn and Aston, 2017). While these students have extensive digital proficiency, they still need support in learning how their digital skills can be developed for effective learning (Gilinsky and Lawson, 2016).

4. Methodology

Previous research pointed to new learning needs and innovative ways of using executive video cases as primary teaching material for marketing and business studies (Vardar, 2018). To better understand the needs and potential of video case studies in teaching IB to Millennials and Centennials, we conducted two cross-sectional surveys of the perceptions, expectations and

practices of video case studies in IB courses among business faculty and students. These surveys are part of an international project on the development of video case studies, funded by the European Union's Erasmus+ program. The partners are coming from four different countries and five institutions, have joined forces for a three-year project to create a "video case library for International Business" (VCL4IB), aiming towards more attractive education and training.[2]

VCL4IB will be a digital platform for open access, stand-alone video case studies which will be structured similarly to an IB textbook. In this video-based version of a textbook, students will not read chapters of a textbook. Instead, each 'chapter' will be covered with a company case, scripted by an academic as a video case. Students will have access to the video case study and a separate knowledge clip prepared by the project team (audio-narrated slides) which will explain the theory underpinning the case study. The videos will portray real-life, problem-oriented IB challenges executives have faced and will be narrated by the executives themselves, using the problem/solution method. To inform the content development and the structure of videos, we conducted a survey among scholars and students of IB to obtain their perceptions of the current state of IB teaching with video cases and their expectations.

4.1 The survey

The data used in the study was derived from two online surveys. The questionnaires had closed questions, supplemented by open-ended inquiries on currently available and used teaching methods and tools. The survey questionnaires were prepared based on the researchers' own experience, literature review, pilot interviews and interactions with experts on IB teaching; including academics, business consultants and university staff. The study was conducted among two separate groups of respondents: IB academics and students. To ensure comparability, both

[2] Further information about the project, its activities and timeline is available here: Insert URL if accepted.

groups were asked a set of core questions in addition to role-specific questions. The academics' survey gathered information on the delivery methods of IB content; whereas students were surveyed to understand their preferences in teaching tools and methods that might be used by academics. Both groups were surveyed from November 2018 through January 2019. The survey was granted research ethics approval and included no incentives for participation.

4.2 The sample

The sample framework for the academics study were chosen from members of professional associations active in the field of international business teaching. The survey was sent electronically to around 6,000 academics globally through the Academy of International Business (AIB) and the European International Business Academy (EIBA). Membership lists moderated by AIB and EIBA were used for disseminating our invitation to partake in the survey. A membership overlap between these learned societies was expected, yet the extent is not quantifiable. Of the 209 responses we received, 116 responses were of sufficient quality to be used in the analysis (Table 2), although the response rate differs between questions. We surveyed about 1,000 students who took IB courses at the universities involved in the Erasmus+ project. We obtained 142 useable responses (Table 2). The response rates differ between questions. Although these are not matched samples and not directly comparable, they provide an indicative notion of the perspective of students and academics.

The academics survey has a balanced gender representation (60 male and 52 female respondents). The respondents' age ranges from 30 to 77 years with an average age of 48 years. We collected responses globally with a majority, 64%, from Europe. Respondents typically cited IB as their main academic focus. Other fields of study mentioned were strategy, marketing, entrepreneurship, small business management, and econometrics.

The student sample includes IB students at both the undergraduate (42%) and postgraduate levels (58%). About two-third of respondents (68%) are local students.[3] The average age of surveyed students was 22 years. There were 48% male, 52 female, and 0.7% undeclared respondents, which provides a balanced gender distribution.

INSERT TABLE 2 ABOUT HERE

4.3 Data analysis

For both of the samples, frequency distribution, mean, ratio, standard deviation and variance were calculated. Valid percentage of responses was normally taken as a result. T-test were conducted to compare students and academics preferences. For open-ended questions on experience, advantages, and disadvantages of selected teaching tools and videos, descriptive coding was used. Direct quotations from open-ended questions are included in the text to illustrate perceptions, provide informative insights, or concrete suggestions.

5. Results

5.1 The current state of video case study use in IB teaching

Our results show that printed textbooks are the dominant source of information, yet 90% of the surveyed IB academics do use video and/or other audio visuals as teaching material. When we compare these results with students' responses, we see that their experience also reflects the academics' perspective. The majority of students, reported some form of video use (45% regular use, 42% occasional use). Only 12% of students said that no video or audio visuals were used in their IB classes.

[3] Neither nationality nor citizenship of a student was collected in the survey. The authors, however, have insight into the demography of their students and accordingly estimate that the sample includes students from more than ten countries.

In the faculty survey, the most satisfactory tools are paper case studies, followed by videos and simulation games. Online tests and other multimedia tools are less preferred. A range of other tools received some mention, including: live cases, guests from the business world, role playing games or news from business magazines. We are deducing from this that IB academics supplement their textbook-based teaching with other tools.

These results indicate that textbooks and case studies are considered as basic teaching material in IB courses. Nearly all faculty respondents included in the survey (99%), either use case studies as an additional material for teaching (55%) or as a base for theory teaching (40%). Over 67% of academics are using case studies "always" or "most of the time". Only about 22% of faculty mentioned "occasional" use of case studies. Parallel to academic responses, students also reported frequent use of case studies in their lectures. Two thirds of students reported learning with the use of case studies "most of the time" or even during "every IB lecture."

INSERT TABLE 3 ABOUT HERE

5.2 The use of case studies in IB: Lecturer and student perspective

Although there is a general consensus on the use of cases, the types of case studies used vary. Among academics, 42% reported using written case studies, which were not included in textbooks; whereas 29% relied on textbook case studies. Video cases were used relatively less - only 18% of academics included them in their IB courses. The use of executive-led live cases was even less common (11% of faculty) (see Figure 1).

The analysis of student responses revealed similar ratios. Students mostly reported using cases that are not taken from textbooks (53%), followed by cases from textbooks (32%). Student responses indicated the use of video cases in 15% of IB classes (Figure 2).

Although we found that the use of case studies is common for IB, video case studies and real-life case studies are not widely used in classrooms. One explanation for this could be a lack of available IB video cases, as will be discussed later.

INSERT FIGURE 1 ABOUT HERE

Furthermore, since case studies are widely used by academics in teaching IB, it is encouraging to see that case studies are also highly appreciated by students. The majority of students responded (86%) that they like using case studies, while 11% remained neutral. Only approximately 3% of students somewhat disliked them (Figure 3).

On the other hand, students view videos less favorably compared to case studies. Although a majority of students still had a positive attitude towards the use of videos (70%), 24% were neutral, with an additional 6%, not liking them (Figure 3). Further examination demonstrated relatively modest use of video; with 70% of the surveyed students, reporting that video/audio material represented less than 25% of all their learning material. One possible explanation for this could be the currently limited use of videos in classes, which leads students to have more neutral or negative attitudes for videos because of their unfamiliarity with it.

INSERT FIGURE 2 ABOUT HERE

In addition, when students were questioned about when they used these cases; a majority (85%) reported learning by case studies after they were presented with the theory. A large majority accessed the cases during the lecture (56%); whereas only 18% reported the use of cases at the start of the lecture. Only 26% of students accessed case studies before the lecture. This pattern suggests a focus on the deductive approach of including videos in the classroom and a lack of inductive and sequentially reinforcing methods (Lee and Lo, 2014).

5.3 The use of video cases in IB: Lecturer and student perspective

Focusing further on video cases, we analyzed the share of teaching material in a video format. For most of the academics (84%), videos currently represented less than 25% of teaching material. In spite of the limited general use of video cases, the experience of using video cases among IB faculty was much broader. Further inquiry into the question on how often academics used videos in their lectures, revealed that most of the faculty had experience with video cases. The share of regular or frequent users (11%) was higher than the share of academics without any experience with video cases (9%). Institutional support for multimedia usage was also relatively high. More than half of the scholars felt supported to introduce innovative teaching methods at their universities, while only 13% feel discouraged. Further analysis showed that regular users of case studies and those with institutional support were more likely to use videos in their teaching. Key barriers to the broader use seemed to be difficulties in finding appropriate video and audio material for teaching. Less than 20% considered finding a video case an easy task. For the majority of academics, it was difficult to find appropriate video cases, as well as finding "films/documentaries", "podcasts/audio material". An additional 20% said that they find it extremely difficult to find relevant videos. YouTube was the most important source for videos (60%), while other sources such as online video platforms (e.g., Vimeo) and publishers each had 10-20% shares. The share of videos produced by students for teaching purposes was under 9%. When we analyzed student experience, YouTube led again with 89% usage and other sources had each less than 4% share. Therefore, it could be argued that there is a perceived lack of available and relevant video material in IB; despite the video case resources collated by Global Edge.

5.4 Students' perceptions of videos

The students' attitudes towards video use were further tested with open-ended questions. Students were asked to specify what they particularly liked and what they disliked about the use

of videos during lectures. The most appealing factors for students were: videos bring "*real-life examples"* and "*managers' and firms' experiences*" into the classroom. The most often mentioned responses by the student regarding the video quality indicated that students appreciate seeing how companies approached and solved problems, how they reasoned actions and came up with solutions:

- *"learning something from international experts all over the world",*
- *"discussing a realistic problem in the classroom",*
- *"observing life and behavior of business professionals",*
- *"seeing real business environments",*
- *"getting practical insights and real-life events".*

Furthermore, videos were considered as: "*making learning experiences different"* and "*adding a variation to traditional classes."* Answers and statements given, related to this reasoning, form the second most important reason for liking. Despite the importance of film and videos in teaching (Champoux, 1999; Gioia and Brass, 1986; Proserpio and Gioia, 2007), videos still represent: "*a novel way of learning", "offering the experience of interactive learning and discussion"* and "*enriching other existing materials."* The third most common reasoning listed in preference for videos was that they "*enhanced understanding of theory"*. Students considered videos as a tool that helps them understand the context easily and remember the theory better.

Finally, they appreciated the focus and clarity in videos, which was normally higher for videos than for other case materials. Videos were "*condensed versions of theory*", where business people offered straightforward and different explanations. Students appreciated the visualization which helped in explaining an idea, problem, concept, theory and made it easier for them to remember. They inspired students, motivated them to study and made IB more stimulating and fun

subject. They were seen as up-to-date materials, related with recent/ongoing problems, dilemmas as well as being a source of new information and insight.

When we asked students what they did not like about videos; lengthy videos were most frequently mentioned (28%) and videos with excessive information among dislikes, as they led to boredom in the class. In fact, the majority of students and faculty in our survey marked 2-7 minutes as the most appropriate length of a video. This is confirmed by Guo et al. (2014) and Buchner (2018) who indicate that, in general, short videos, under six minutes yield the best results for maximum student engagement. Furthermore, videos that adopt a conversational style, rather than a formal style with a high speaking rate, generate more student engagement.

Similar to findings reported by Buchner (2018), students in our survey disliked the use of irrelevant videos for the topic being covered. An important dislike was related to the low quality of production, with poor sound or picture quality and any other technical problems distracting from the core message of the video. Bad pronunciation of speakers, monotonous speakers, language difficulties, annoying music and voices, background noise; all negatively influenced the video experience. Students were also sensitive towards too generic content or outdated cases/ examples. They were also critical of the teaching method when videos were used in class. A lack of reflection or lack of discussion in the class made videos a less attractive as a learning tool. These reflections emphasize that videos need to be carefully selected and embedded in classroom. They should not be seen as a time-filler but should be used by academics as a new pedagogical tool while conducting lectures and seminars (Lee and Lo, 2014).

5.5. Incorporating video case studies in IB teaching

Faculty members and students were asked for their preferences and proposals on how to improve IB teaching, by using open-ended and closed-type questions. Next to a rising preference

for digital formats, qualitative analysis of faculty and student responses revealed a number of suggestions regarding how to make use of video cases more engaging and easier to use. These could be summarized as a common need for:

- more **video** cases,
- better **accessibility** of cases,
- improved **content,** linked with theory and with constant **real-life updates**,
- increased **diversity** of cases, covering different topics and regions, especially emerging markets,
- more **local enterprises** that enter foreign markets, as students prefer to see how problems were solved in their local environment,
- shorter and **focused** cases.

Figure 3 highlights the academics' and students' relative perspectives on possibilities to improve the cases produced for IB teaching. It is worth noting that the demand for digital cases was higher among students than among scholars.

INSERT FIGURE 3 ABOUT HERE

Therefore, the readiness to use new IB teaching materials seems high. As much as 88% of faculty considered using video cases for their own lectures, about 10% was undecided. Only 3% stated that they would not use it. It is also noteworthy to point out that 50% of academics stated that they will consider making their own case videos.

Finally, when we explored the preferences among academics and students regarding the use of different video formats we found (Table 4):

- video cases (real life cases delivered by company executives) have the highest preference;

- video cases and a recording of an interview are the only formats with no significant preferences differences between scholars and students.
- web lectures (online recording of a lecture) have the lowest preference, although students have significantly higher appreciation for them than academics;
- video recording of computer screen activities, including screencasts or 'talking heads', are more preferred by students than by scholars.
- hand drawn animations (pictures and text are drawn out in sequence on a virtual whiteboard) are also preferred more by students compared to academics.

INSERT TABLE 4 ABOUT HERE

6. Discussion and conclusion

Our findings on the use and usefulness of video case studies in teaching IB suggest that digital teaching innovation are required in IB because today's students tend to turn to videos, podcasts and social media in their learning journey (Parson, Reddy, Wood, and Senior, 2009; Kozinsky, 2017).

Our surveys of IB academics and students highlight the trend and the need to diversify the range of teaching materials and place a stronger emphasis on digital tools as the demand for digital materials is high among students and academics. While textbooks and written case studies (textbook cases and separate papers) remain the key teaching and learning resource in IB, video case studies are an emerging resource.

Although the importance of using film and video in management education has been stressed by scholars for creating maximum impact in teaching for more than 30 years (Gioia and Brass, 1986; Champoux, 1999) and our study shows that the acceptance of video case studies is on the rise, it is to date an underutilized as a teaching resource. Our survey indicates that students

prefer video cases over written text, but that video cases represent less than 25% of teaching material. Academics who have better institutional support and those who use case studies more frequently are more likely to use videos in their teaching. Still, 80% of academics state having difficulties in finding appropriate video material and argue that they remain to be scarce resources. One of the reasons for this could be the lack of video case teaching materials that would meet the pedagogical requirements of the teachers in terms of content, length, usability and the requirements of the students in terms of enhancing their learning capabilities.

The lackluster use of videos suggest that IB is missing out on a formidable resource to obtain and retain students' attention in the classroom and experiment with new delivery methods. Videos have been argued to stimulate student's interest by accommodating multiple learning styles, and addressing to different cognitive abilities in a more powerful and memorable way than traditional written cases could (Liedtka, 2001; O'Connell at al., 2004). Liedtka (2001) stresses that video cases can enliven class discussions and can bring the richness and complexity of the real business world and people into the classroom. This can lead to an overall improvement of the quality of classroom learning.

Students and academics agree that case studies, in whichever form, are an appropriate tool for learning. Our research results indicate that, video case studies have the highest preference among students and academics. Our student survey further indicates that students want up-to-date topic coverage, interactive case discussions while being able to reflect on the video case study in class. One reason for this could be that they contain "real life" examples with embedded conceptual frameworks which are normally delivered during the lectures. This is also reflected in the preferences of academics who would like to see more diverse formats of video cases, with broader geographical coverage, improved content with linkages to theory and constant updates to reflect

changes in the business world. When the students' and academics' perspectives are well integrated into the classroom, then they will facilitate the learning process by enabling students to observe the context, enabling them to form their own opinions and draw conclusions from business examples.

If video cases are not produced or integrated properly, videos can negative effect on student engagement and retention and entertain without educating (Rappaport and Cawelti, 1998). Liedtka (2001) therefore stresses that students need to acquire a new listening mind-set and they should be guided by the faculty before start watching video cases. The introduction of digital tools such as video cases is thus not an immediate blessing but requires a reconsideration of the teaching and learning skills required to fully exploit its potential.

Shatto and Erwin (2016) recommend incorporation of technology into education for engaging students with adaptive learning activities and for addressing generation gap. They conclude that integration of technology into teaching will help in easing generational conflicts, while keeping both millennial and centennial students engaged in learning.

Our results indicate that it is unlikely that written case studies will be entirely substituted by video cases. Nevertheless, our research highlights the need to expand the portfolio and proliferation of video cases. Production of contemporary videos that are dedicated to IB content could be the innovative teaching resource required to stay connected with the millennial and centennial students.

6.1 Limitations and future research

Our investigation into the embeddedness of video case studies in teaching IB is constrained by the low academic response rate and the geographical skewness towards Europe and North

American. Asian, Latin American, African voices are underrepresented, yet universities in Asia, for example, have embraced the digital transformation and include videos in their teaching (Wong, 2018). Hearing from academics and students in Asia about how they effectively engage in this transition will be helpful for universities globally.

Further, experimental research is needed to capture the extent to which students effectively engage with and learn from video cases compared to written cases. While some evidence is presented in this study that suggests that current students learn better from videos, studies with control samples are very limited. To overcome this limitation, the impact of dedicated, standalone video cases, standalone written cases, and bundles of written and video cases should be assessed in comparative manner.

References

Aggarwal, R. and J.W. Goodell (2016), "Improving learning outcomes in IB education", *Journal of Teaching in International Business* 27(2-3), 65-67.

Aragon-Correa, J.A., A.A. Marcus, J.E. Rivera, and A.L. Kenworthy (2017), "Sustainability management teaching resources and the challenge of balancing planet, people, and profits", *Academy of Management Learning and Education* 16(3), 469-483.

Ayikoru, M. and H.Y. Park (in press), "Films and critical pedagogy in management education: A tourism studies context", *Academy of Management Learning and Education* https://doi.org/10.5465/amle.2015.0134.

Buchner, J. (2018), "How to create Educational Videos: From watching passively to learning actively", *Open Online Journal for Research and Education* 12(September), 1-10.

Bumpus, M.A. (2005), "Using motion pictures to teach management: Refocusing the camera lens through the infusion approach to diversity", *Journal of Management Education* 29(6), 792-815.

Bruenken, R., J.L. Plass and D. Leutner (2003), "Direct measurement of cognitive load in multimedia learning", *Educational Psychologist* 38(10), 53-61.

Campos, F., M. Frese, M. Goldstein, L. Iacovone, H.C. Johnson, D. McKenzie, & M. Mensmann, (2017). "Teaching personal initiative beats traditional training in boosting small business in West Africa", *Science* 357(6357), 1287-1290.

Cavanaugh, J.M., C.C. Giapponi and T.D. Golden (2016), "Digital technology and student cognitive development: The neuroscience of the university classroom", *Journal of Management Education* 40(4), 374-397.

Champoux, J.E. (1999), "Films as a teaching resource", *Journal of Management Inquiry* 8(2), 206-217.

Chiu, P.S., H.C. Chen, Y.M. Huang, C.J. Liu, M.C. Liu, and M.H. Shen (2018), "A video annotation learning approach to improve the effects of video learning*", Innovations in Education and Teaching International* 55(4), 459-469.

Comer, D.R. (2001), "Not just a Mickey Mouse exercise: using Disney's the lion king to teach leadership". *Journal of Management Education* 25(4), 430-436.

Copley, J. (2007), "Audio and video podcasts of lectures for campus-based students: production and evaluation of student use", *Innovations in Education and Teaching International* 44(4), 387-399.

Foreman, J. and T.J. Thatchenkery (1996), "Filmic representations for organizational analysis: The characterization of a transplant organization in the film Rising Sun", *Journal of Organizational Change Management* 9(3), 44-61.

Francis, T., and F. Hoefel (2018), *'True Gen': Generation Z and its implications for companies* (McKinsey, Sao Paulo).

Goebel, J.M. and M. Athavale (2016), "Business ethics through the medium of film", *Journal of Business Ethics Education* 13, 265-292.

Gilinsky, A. and N.D. Lawson (2016), "Are you ready for digital case studies?", *Case Study Journal* 36(1), 129-140.

Gioia, D.A. and Brass, D.J. (1986), "Teaching the TV generation: The case for observational learning", *Organizational Behavior Teaching Review* 10(2), 11-18.

Guo, P., J. Kim, and R. Rubin, (2014), "How video production affects student engagement: An empirical study of MOOC videos". In ACM Ed Board (eds): *Proceedings of Learning @ scale: 1st ACM Conference on learning at scale conference* (pp. 41-50). Atlanta, USA.

Henderson, M., N., Selwyn, G. Finger and R. Aston (2015), "Students' everyday engagement with digital technology in university: exploring patterns of use and 'usefulness'", *Journal of Higher Education Policy and Management* 37(3), 308-319.

Henderson, M., N. Selwyn and R. Aston (2017), "What works and why? Student perceptions of 'useful' digital technology in university teaching and learning", *Studies in Higher Education* 42(8) 1567-1579.

Hill, J.L. and A. Nelson (2011), "New technology, new pedagogy? Employing video podcasts in learning and teaching about exotic ecosystems", *Environmental Educational Research* 17(3), 393-408.

Hong, J., Z. Pi and J. Yang (2018), "Learning declarative and procedural knowledge via video lectures: cognitive load and learning effectiveness", *Innovations in Education and Teaching International* 55(1), 74-81.

Huczynski, A. and D. Buchanan (2004), "Theory from fiction: A narrative process perspective on the pedagogical use of feature film", *Journal of Management Education* 28(6), 707-726.

Jääskelä, P., P. Häkkinen and H. Rasku-Puttonen (2017), "Teacher beliefs regarding learning, pedagogy, and the use of technology in higher education", *Journal of Research on Technology in Education* 49(3-4), 198-211.

Kim, S. (2018), "Managing millenials' personal use of technology at work", *Business Horizon* 61, 261-270.

Kinnunen, R. and R. Ramamurti (1987), "Making cases more "real": The use of video tapes to enhance business policy cases", *Case Research Journal*, 1-6.

Kozinsky, S. (2017), "How Generation Z is shaping the change in education", *Forbes*, 24 July 2017, https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/#5859d6c46520 (accessed 10 July 2019).

Lee, V. and A. Lo, (2014), "From theory to practice: Teaching management using films through deductive and inductive processes", *The International Journal of Management Education* 12(1), 44-54.

Leblanc, L. (1998), "Observing reel life: Using feature films to teach ethnographic methods", *Teaching Sociology* 26(1), 62-68.

Li, L.Y. (2019), "Effect of prior knowledge on attitudes, behaviour, and learning performances in video lecture viewing", *International Journal of Human-Computer Interaction* 35(4-5), 415-426.

Liedtka, J. (2001), "The promise and peril of video cases: Reflections on their creation and use", *Journal of Management Education* 25(4), 409-424.

Marx, R.D. and P.J. Frost (1998), "Toward optimal use of video in management education: examining the evidence", *Journal of Management Development* 17(4), 243-250.

Mayer, R.E. (1997), "Multimedia learning: Are we asking the right questions?", *Educational Psychologist* 32(1), 1-19.

Mayer, R.E. (2001), *Multimedia learning* (Cambridge University Press, New York).

Mayer, R.E. and R. Moreno (2003), "Nine ways to reduce cognitive load in multimedia learning", *Educational Psychologist* 38 (1), 43-52.

Moussiades, L., I. Kazanidis, and A. Iliopoulou, (2019), "A framework for the development of educational video: An empirical approach", *Innovations in Education and Teaching International* 56 (2), 217-228.

O'Connell, D.J., J.F. McCarthy, and D.T. Hall (2004), "Print, video, or the CEO: The impact of media in teaching leadership with the case method", *Journal of Management Education* 28(3), 294-318.

Parson, V., P. Reddy, J. Wood, & C. Senior (2009), "Educating an iPod generation: undergraduate attitudes, experiences and understanding of vodcast and podcast use", *Learning, Media and Technology* 34(3), 215-228.

Pew Research Center (2014), *The next America: Boomers, millennials, and the looming generational showdown* (Public Affairs, New York).

Proserpio, L. and D.A. Gioia (2007), "Teaching the virtual generation", *Academy of Management Learning and Education* 6(1) 69-80.

Randolph, W.A. and B.Z. Posner (1979), "Designing meaningful learning situations in management: A contingency, decision-tree approach", *Academy of Management Review* 4(3), 459-467.

Rappaport, A., and G.S. Cawelti (1998), "Cinematography and case videos: Some observations on selection and teaching", *Journal of Management Education* 22(1), 104-112.

Roehling, P.V., T.L. Vander Kooi, S. Dykema, B. Quisenberry, and C. Vandlen, (2010), "Engaging the millennial generation in class discussions", *College Teaching* 59(1), 1-6.

Saunders, F.C. and I. Hutt (2015), "Enhancing large-class teaching: a systematic comparison of rich-media materials", *Higher Education Research & Development* 34(6), 1233-1250.

Shatto, B. and K. Erwin (2016), "Moving on from Millennials: Preparing for Generation Z", *Journal of Continuing Education in Nursing* 47(6), 253-254.

Smith, G.W. (2009), "Using feature films as the primary instructional medium to teach organizational behavior", *Journal of Management Education* 33(4), 462-489.

Sprinkle, T.A. and M.J. Urick, (2016), "Alternatives to the movie sandwich habit: Practical approaches to using movies to teach leadership and power", *Management Teaching Review* 1(2), 105-119.

Sorden, S.D. (2005), "A cognitive approach to instructional design for multimedia learning", *Informing Science* 8, 263-279.

Thomas, M.P., S. Turkay, and M. Parker, (2017), "Explanations and interactives improve subjective experiences in online courseware", *International Review of Research in Open and Distributed Learning* 18(7), 213-240.

Vardar, N. (2018), ""Reality learning" and "dilemma training" via scripted executive video cases: A possible new approach for teaching business management", PDW at *British Academy of Management 2018 Annual Conference,* 4-6 September 2018, Bristol, UK.

Wong, T. (2018), "Teaching innovations in Asian higher education: perspectives of educators", *Asian Association of Open Universities Journal* 13(2), 179-190.

Table 1. Representative studies on the use of film and video in teaching

Author(s) (Year)	**Focus**	**Key contribution**
Champoux (1999)	Film in management education	Films can be employed for various functions including experiential experience and as a case
Gilinksy and Lawson (2016)	Development of stand-alone video case studies	Relationship between video cases and learning objectives; 'How to' develop a video case
Liedtka (2001)	Development of stand-alone video case studies	Purpose of video case studies and effective delivery
Prosperio and Gioia (2007)	Engaging millennials in the classroom	Impact Millennials' and Centennials' learning styles on teaching styles
Rappaport and Cawelti (1998)	Structure and design of video cases	Structure, flow and presentation of effective video case studies
Lee and Lo (2014)	Embedding of video case studies in teaching	Integrated approach of inductive and deductive embeddedness of videos
Current study	Use of video case studies in IB	Video case studies are underutilized but demanded by academics and students

Table 2. Sample characteristics

	Lecturers (N=116)		***Students (N=142)***	
	Frequencies	***%***	***Frequencies***	***%***
Gender				
Male	60	52	67	47
Female	52	45	74	52
Don't want to say	4	3	1	0.7
Age				
17-21	-	-	61	43
22-24	-	-	68	48
25+	-	-	10	7
30-40	30	26	-	-
41-50	40	36	-	-
51-64	24	21	-	-
65 and older	10	9	-	-
Don't want to say	12	10	3	2
Location				
Europe	74	64	-	-
Africa	2	2	-	-
Latin and South America	8	7	-	-
North America	16	14	-	-
Asia	9	8	-	-
Australia and New Zealand	4	3	-	-
Don't want to say	3	3	-	-
Local	-	-	96	68
International	-	-	46	32
Program				
Undergraduate	-	-	60	42
Postgraduate	-	-	82	58

Source: VCL4IB survey.

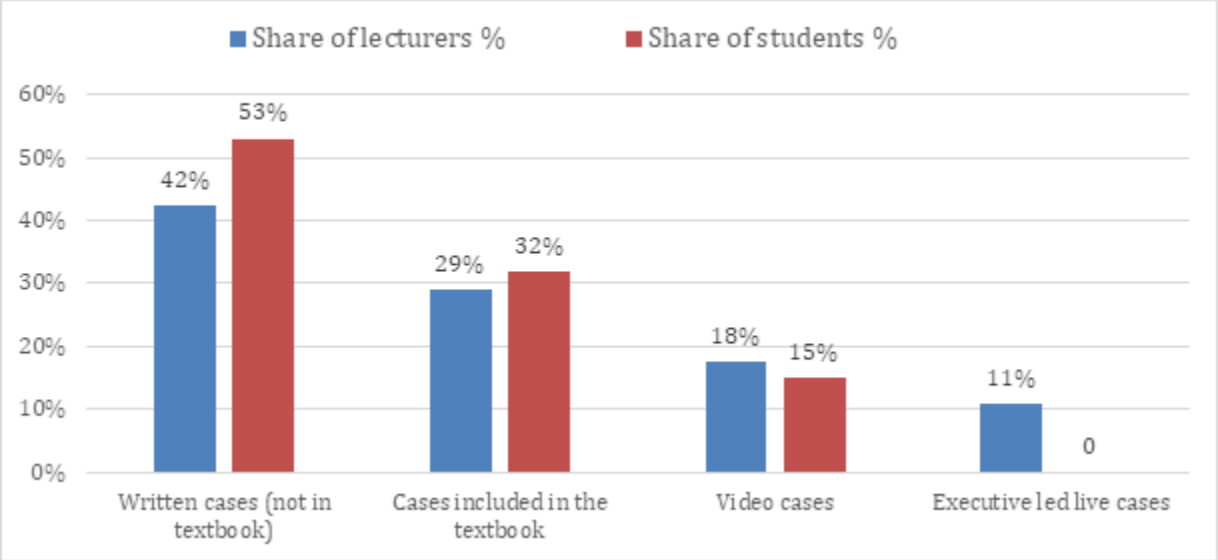
Table 3. Multimedia preferences by faculty and students

Format	Total	Students	Lecturers	T-test
Video cases	4.1	4.0	4.2	-0.9533
Interview	3.5	3.5	3.6	-0.9012
Web lectures	2.4	2.9	1.8	6.6620 ***
Talking head	2.5	2.8	2.3	3.7184 ***
Screencast	2.7	3.3	2.2	6.8454 ***
Hand drawn animation	3.4	3.7	3.0	4.2372 ***

Note: *** significance level of 0.05

Source: VCL4IB survey.

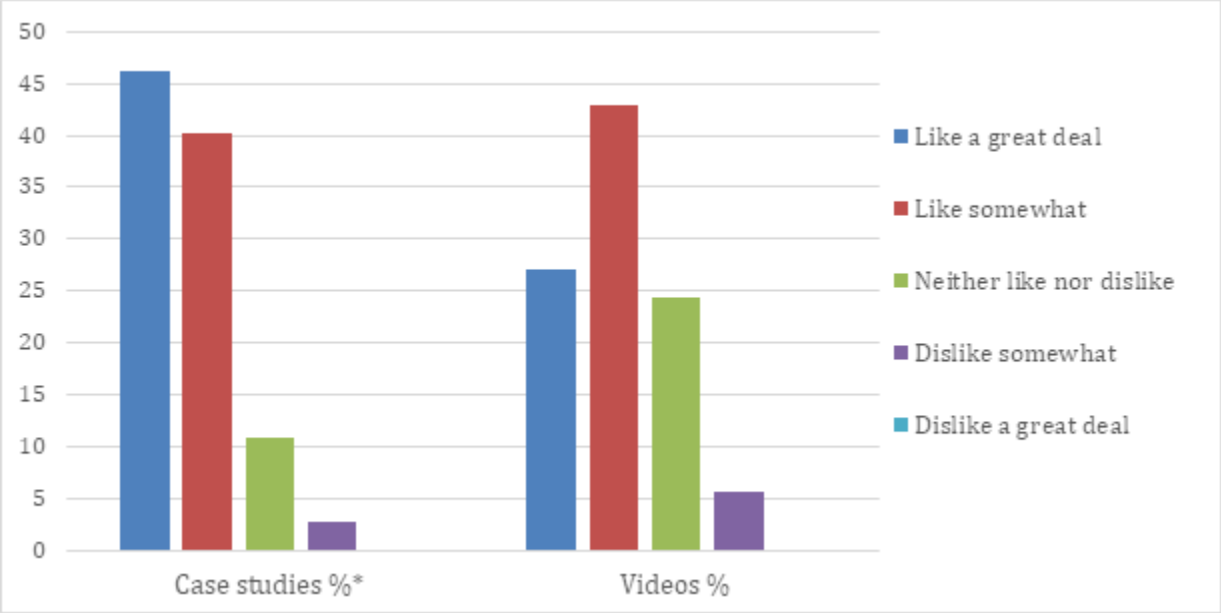
Figure 1. Types of case studies used in IB lectures: lecturers' practice and students' experience



Note: Executive-led live cases were not included in a students' questionnaire.

Source: VCL4IB survey.

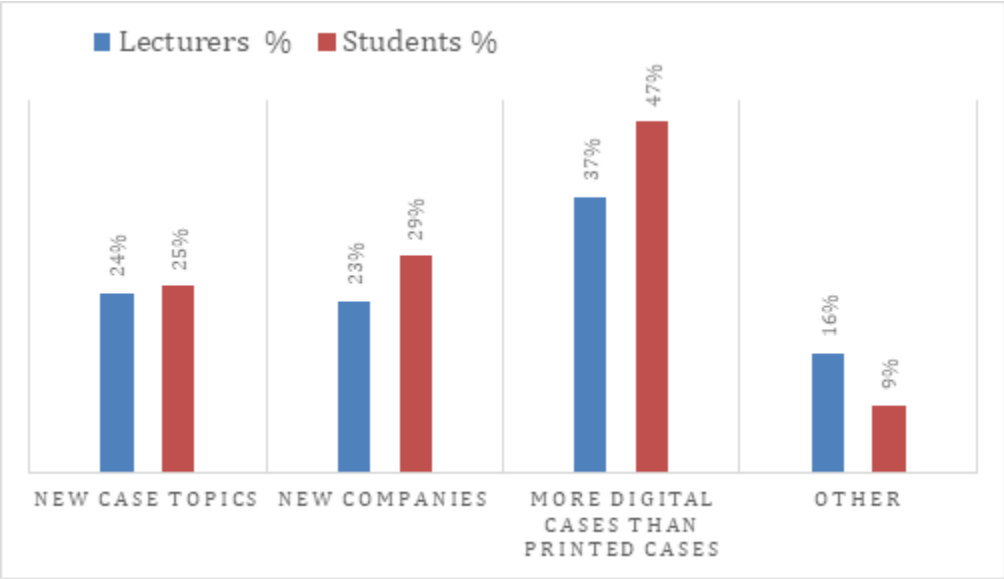
Figure 2. Student satisfaction with written and video case studies



Note: $N_{Students}$=141.

Source: VCL4IB survey.

Figure 3. Lecturer and student perceptions on how to improve IB case studies



Source: VCL4IB surveys.