Katarzyna Mroczek-Dąbrowska , Aleksandra Kania

Poznań University of Economics and Business

Video Cases as an Active-Based Approach in Entrepreneurship Teaching

Introduction

Entrepreneurship is seen nowadays as a major driver for economic success and job creation. Entrepreneurial education can be perceived as a response to the more and more uncertain, globalized, and complex world we live in, requiring everybody in society to be increasingly equipped with entrepreneurial competencies.

Can entrepreneurship be taught though? Although it might seem a trivial question considering the number of universities and business schools worldwide that provide courses on entrepreneurship, however it does have a deeper meaning (Zapalska, Perry, 2002, p. 59). Yes, universities do provide their students with theory and conceptual background on the entrepreneurship, however fostering entrepreneurial skills requires much more than just passive-learning approach. Thus, teaching or rather conveying entrepreneurship mindset – especially in globalized world – poses a challenge for the lecturers (Cumming, Zhan, 2018). Classes that were in the past conducted as a lecture for a great number of students are no longer as effective as individualized classes for small groups that require active communication (Russo, 2003, p. 2; Thanopoulos, 2008). Many researchers claim that the best way to make students more entrepreneurial is with use of learning-by-doing approach.

Tan & Ng (2006) suggest that entrepreneurial skills are best conveyed with active-learning approach that includes problem-solving learning tools. By active learning we mean “anything that students do in a classroom other than merely

passively listening to an instructor's lecture" (Paulson, Faust, 1998, p. 4). "Education", "knowledge" and "learning" went through revolutionary changes in the 21st century. Millennial and centennial students (who dominate the classrooms now) have grown up with and are well-equipped with portable communication devices and require their lecturers to switch from the classroom-focused lectures to the virtual, web-based or at least hybrid-based teaching tools. Their learning habits have been shaped by multimedia, so they insist on dealing with "real life" problems and being engaged in an activity in the learning process (Ditlev-Simonsen, 2017; Akdeniz et al., 2019). They also await digital technologies to be embedded in their education process (Kozinsky, 2017) since they prefer learning through practice and observation instead of just reading and/or listening (Shatto, Erwin, 2016). It is also worth highlighting, that 13% of Gen Z-ers already started their own business. Their entrepreneurial spirit is a driver for changes in college curriculum, as they are highly interested in designing their own classroom path in higher education. According to a survey performed by Barnes and Noble College, Gen Z students do not want to be passive learners, sitting through lectures taking notes and memorizing them for an exam later on. They tend to succeed more easily when given the chance to have as immersive educational experience as possible. In the study, Gen Z students also mentioned they appreciate interactive classroom environments, class discussions and unlimited access to on-demand digital resources over the traditional dissemination teaching methods (Kozinsky, 2017).

It does not mean that virtual teaching has to or will substitute the face-to-face communication, however, it will surely supplement it. The pressure towards the digitalization of education merely follows the transition we have experienced in the "real" world. The credibility of the knowledge taught is higher if students can experience and not merely listen to the information shared.

The number of active-learning tools is increasing. We have started the way with "individual or group exercises where students apply course material to solve problems, study abroad programs, flipped classroom approaches, and other experiential learning exercises" (Akdeniz et al., 2019, p. 96). With the digitalization era we have entered the world of video cases, virtual strategic games and other IT-based, interactive tools. Especially entrepreneurship courses can take advantage of the latter ones, enabling students to learn from their own decision-making processes.

Not always are all teaching tools equally suited for all types of courses. Essentially, it does not mean that various teaching methods cannot be applied into those courses but we should frankly admit that this will depend on the course-level, group size, group dynamics, etc. One of the most frequently used of methods that engages students is the case solving method. Cases – as an illustration of the real-life problems and dilemmas – enable students to detect and analyze the issue in a complex, yet authentic context (Beck et al., 2002). However, the traditional, printed cases – although still most popular – seem to slowly give way to their digitalized version – the video cases.

This chapter focuses on video cases and their usage as interactive and innovative teaching tool in entrepreneurship courses. The main goal is to portray the most essential advantages of introducing this digital form of cases into teaching.

1. Video cases as a teaching tool fostering engagement

Teaching management – widely understood – has a long tradition of using films – in forms of clips, featured shows or video cases. Video case study is a distinctive film as it is “conceptualized, written and shot for a particular learning objective” (de Beule et al., 2019, p. 176). In the era of digitalization, video cases pose some advantage over the traditional written case studies. Since they are normally delivered by the senior management of the company, the narration becomes more credible and thus, the case gains authenticity. It enables students to view a corporate environment that would be difficult for them to visit otherwise (Beck et al., 2002; de Beule, 2019). The stand-alone video cases are open to interpretation as they lack the writer’s point-of-view and what’s possibly most important – the Generation’s Z attention is more easily captured by the image than by the text.

Many educators are familiar with the need among today’s business students for alternative teaching methods which would actively engage students with the material being taught (Campos et al., 2017; Chavan, 2015). Most researchers agree that teaching a subject with video can stimulate greater critical engagement with the issue and create an emotional relationship that opens up opportunities for deeper learning. The advantages of the use of video in teaching have been supported by numerous education researchers.

Shepard & Cooper (1982) and Mayer & Gallini (1990) connected visual clues, memory process and recall of new knowledge. According to learning theorists in general, images are essential for learning and retaining knowledge. In fact, imagery (visual encoding) is the essence of many memory aids. According to Sexton (2005) video cases provide visual stimuli to reinforce ideas and theories. Since students often store information in visual form, video cases may play a significant role in helping them remember important concepts and retrieve them from their long-term memory. Well-selected video cases that integrate economic theories with everyday life may provide a concrete framework for students to remembering concepts. Video cases can also provide vivid descriptions to express tacit knowledge and information difficult to articulate through written cases and regular lectures.

Allam (2006) notes that the creative challenge of using moving images and sound to communicate a topic is truly immersive and insightful. His views are supported by the evidence from Girardi’s (2008) research that suggests that using media in introductory courses in economics makes students more connected to the subject, raises class attendance, and increases test scores. Willingham (2009), on the other hand, in his research asks a simple question “Why do students

remember everything that's on television and forget what we lecture?" His conclusion is also very straightforward – because visual media fosters learning. Image increases student's ability to transfer information and helps students better remember theories and concepts.

More recently, Willmot et al., (2012, p. 3) have shown the strong evidence that the use of digital video can increase students' engagement and inspiration when incorporated into student-centered learning activities by:

- increased student motivation,
- improved educational experience,
- higher scores,
- improved teamwork and communication skills,
- development potential for deeper learning of the subject,
- educational resources for future groups to use,
- employee development opportunities.

All these benefits of using video to create authentic learning opportunities for students are also supported by Muller et al., (2008). In their study they observed that, "students who watched a video dialogue involving alternative conceptions reported investing greater mental effort and achieved higher posttest scores than students who received a standard lecture-style presentation." Gilinsky & Lawson (2016), on the other hand, argue that video case studies create a lower cognitive load than written cases. Higher cognitive load, that is usually connected to written cases, can lead to students not following the material well and therefore not paying enough attention to the lecture.

Overall, according to this short literature review, using video cases has been perceived positively by many researchers, educators and students. However, it should be noted, that video cases may also have some disadvantages. Although they are easily accessible, the stream does not always allow to gather (or memorize) all the needed information and to make comparisons at the same time. Also, video cases tend not to include as much data as the written cases do. Depending on their structure, that may be cluttered and not designed carefully enough, they may also induce cognitive load in students and prevent them from easy comprehension of the material (Moussiades et al., 2019).

Young & Asensio (2002) developed the Three I's framework (image, interactivity and integration) to assist teachers with the pedagogic design and development of video streaming in their classes. It is supposed to highlight different values of using video cases in classroom and help overcome their disadvantages (see Table 1).

2. Video cases – do they really fit to entrepreneurship teaching?

A study concerning the use of the video cases among IB scholars in different teaching areas was conducted by de Beule et al., (2019) from November 2018

Table 1. The Three I's framework

Image	Interactivity	Integration
<ul style="list-style-type: none"> – Video is more appealing – Allows me to work outside the classroom and illustrate how theories/ techniques can be applied in real life – People take in more information when it is presented visually compared with text and voice alone – Able to see technical experts / examples / demonstrations – Looks nice – may encourage those lazier users – It grabs attention, it's new – It's a good way to get students ideas across without the need for writing – It adds to the entertainment value – Pictures can quickly give information whereas words can take longer 	<ul style="list-style-type: none"> – Student ideally has control – Students can re-wind, replay in their own time and at their own speed. – Ability to repeat/pause – Can learn anywhere, anytime – Can select what is of use – To provide the personal 'chemistry' between lectures and students that are remote – Students can view in confidence – Greater audience numbers can be reached – Greater access to learning for disabled students – Provides interactive teaching environment 	<ul style="list-style-type: none"> – Allows for dynamic presentations – Adds value to text – Support for teaching and learning, not instead of – Mix of media for students studying at a distance – To widen participants and address different learning styles – Video can work alongside lectures and compliment the students' module – Being able to split video into parts and relate to exercises – Integrating with web resources – Student support and feedback – Feedback to staff etc.

Source: Young & Asencio, 2002.

to January 2019. The survey was part of the Project titled *Open Access Digital Video Case Library for Teaching International Business*: (Project No.2018-1-BE02-KA203-046832) financed by the European Union. The aim of the survey was to establish how digitalization influenced lecturers' and students' view on the contemporary tools used in teaching, with special emphasis laid on video cases. The scope of the study was wider than just entrepreneurship however it also related directly to that particular teaching area. The study was held amongst 116 scholars from all over the world, however 64% of them were located (lived and worked) in Europe.

One of the aspects covered by the survey was the importance of the *international entrepreneurship* in the teaching curriculum of international business. The respondents were very unanimous in that matter with almost 75% of the answers stating that it was very or extremely important subject (Figure 1).

Thus, since *international entrepreneurship* was concluded to be one of the core areas in the international business field, it is worth taking a look at how it is and

Figure 1. Importance of International entrepreneurship in International Business Curriculum
Source: own elaboration.

it should be taught¹. One of the open-ended questions of the survey referred to the lecturers' feelings after the completion of the course they had been teaching. According to the responses among the scholars that are involved in teaching international entrepreneurship, they are mostly satisfied with the content of their classes, however they are worried over students' engagement and that the material is too distant from practice and too reliant on economic theories. They highlight the need for more interactive teaching tools to be used to effectively communicate with the contemporary students.

Most respondents involved in teaching international entrepreneurship indicated that they use case studies as teaching materials for their classes (50% of respondents always, and 50% most of the time). However, they mostly use written case studies and, in their view, such approach is not sufficient. More than 87% of the respondents stated that they see an urgent need for more digital cases to be implemented to either supplement or preferably substitute the written cases. The survey also touched upon the preferred form of the teaching material and its digitalization (Figure 2).

As indicated in Figure 2 not all digital material² is equally preferred. Three of the tools, namely video cases, hand drawn animations and interviews are claimed to be the preferred sort of materials used in classes. However, video cases stand

¹ The statistics presented in the chapter cover the responses of the lecturers who indicated international entrepreneurship as their main teaching area and not the whole sample of the study.

² The survey referred to digital material as any recorded material enabling reproduction of visual images and sound.

Figure 2. Respondents' preferences towards digital material used in classes

Source: own elaboration.

out as the only tool that all of the respondents were keen on implementing during their classes. A preferred video case is expected to be between 2 and 7 minutes long, in order not to bore or overwhelm students with unnecessary information on the topic. The video case cannot be a random film featuring a company but needs to be well-structured and needs to meet previously defined aims. Therefore, a video case cannot cover all aspects of company's profile but needs to be focused on a particular problem-related topic. Bearing in mind these pre-conditions, the respondents pointed to the need to develop more video cases since the existing sources rarely provide adequate teaching materials. Most of the survey's respondents (ca. 90%) would embark on the task to create or co-create video cases suited to their teaching needs.

The availability of the video case studies is one of the most critical issues that hinders the applicability of this tool into the classes. According to the survey, since lecturers lack financial support from their institutions, they are mostly forced to depend on open source material (Figure 3).

Most of the videos originate from films published in open sources, like YouTube or the TED talks. However, as the lecturers themselves stress, these films are not essentially video case studies but just films that touch upon a certain topic. They are not structured in a form that enables to combine both the practice and the theory that underlies a certain problem. Very few (in total 15%) of the lecturers turn to published video cases, make their own movies or engage students to participate in such venture. Making video cases is a complex task, since it requires both time, resources and motivation to step out of the much easier, traditional mindset.

Figure 3. Video case studies origin
Source: own elaboration.

3. Conclusions

Both the theoretical and empirical studies confirm, that in the era of millennial and centennial students, digitalization of teaching methods is a must. Especially classes that are dedicated to induce critical thinking and decision-making processes, require stimulating techniques that follow the up-to-date trends. Therefore, *international entrepreneurship* – which definitely belongs amongst the classes that require fostering certain skills – would benefit from introducing and spreading modern teaching methods.

Video cases as a substitute for the traditional written cases allow for certain improvements in the problem-solving learning process. As our survey has shown, they are also a desired form of conducting classes which use case studies. However, our research also has some limitations. Firstly, although the response rate was adequate to draw conclusions, the study would definitely benefit from a wider geographical scope. Also, the survey focused mostly on the preferences and since video cases are not that common a method, the sample did not allow for comparisons of experiences. Therefore, to diminish the latter, certain groups of students will be tested and observed in studying with the use of both traditional written and video- cases. The projected observations should allow for comparing how knowledge and skills in problem-solving are acquired with the use of the same tool, however presented in a different form.

Acknowledgments

This paper has benefited from Erasmus+ funding (Open Access Digital Video Case Library for Teaching International Business: Project No. 2018-1-BE02-KA203-046832).

References

- Akdeniz, M. B., Zhang, C. & Cavusgil, S. T. (2019). Innovative Pedagogical Approaches in Teaching International Business. *Journal of Teaching in International Business*, 30(2), 96–101. <https://doi.org/10.1080/08975930.2019.1668333>
- Allam, C. (2006). *Using filmmaking to teach students about Shakespeare, urban regeneration and other stuff*. DIVERSE Conference, Glasgow, UK.
- Beck, R. J., King, A. & Marshall, S. K. (2002). Effects of Video case Construction on Preservice Teachers' Observations of Teaching. *The Journal of Experimental Education*, 70(4), 345–361. <https://doi.org/10.1080/00220970209599512>
- De Beule, F., Jaklič, A., Kania, A., Mroczek-Dąbrowska, K., Vardar, N. & Voss, H. (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), 175–195. <https://doi.org/10.1080/08975930.2019.1663777>
- Campos, F., Frese, M., Goldstein, M., Iacovone, L., Johnson, H. C., McKenzie, D. & Mensmann, M. (2017). Teaching personal initiative beats traditional training in boosting small business in West Africa. *Science*, 357(6357), 1287–1290.
- Chavan, M. (2015). Alternative modes of teaching international business: Online experiential learning. In V. Taras & M. A. Gonzalez-Perez (Eds.), *The Palgrave Handbook of Experiential Learning in International Business* (pp. 202–222). London: Palgrave Macmillan.
- Cumming, D. & Zhan, F. (2018). International Entrepreneurship Education. *Journal of Teaching in International Business*, 29(3), 181–184. <https://doi.org/10.1080/08975930.2018.1514817>
- Ditlev-Simonsen, C. D. (2017). Making learning closer to reality. *Global Focus*, 11(3), 52–55.
- Girardi, G. (2008). *Extended Case Study: Teaching and Learning Economics Through Cinema*. Economics Network.
- Gilinsky, A., & Lawson, N. D. (2016). Are You Ready for Digital Case Studies? *Case Study Journal*, 36(1), 129–140.
- Francis, T. & Hoefel, F. (2018). 'True Gen': Generation Z and its implications for companies. McKinsey and Company.
- 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: 1.12.2019).
- Mayer, R., & Gallini, J. (1990). When is an illustration worth ten thousand words? *Journal of Educational Psychology*, 82(6), 715–726.
- Moussiades, L., Kazanidis, I. & Iliopoulou, A. (2019). A framework for the development of educational video: An empirical approach. *Innovations in Education and Teaching International*, 56(2), 217–228.
- Muller, D., Sharma, M., & Reimann, P. (2008). Raising Cognitive Load with Linear Multimedia to Promote Conceptual Change. *Science Education*, 92(2), 278–296.

- Paulson, D. R. & Faust, J. L. (1998). Active Learning for the College Classroom. *Journal on Excellence in College Teaching*, 9(2), 3–24.
- Russow, I. C. (2003). Digitization of Education. *Journal of Teaching in International Business*, 14(2–3), 1–11. https://doi.org/10.1300/J066v14n02_0
- Sexton, R. L. (2006). Using Short Movie and Television Clips in the Economics Principles Class. *Journal of Economic Education*, 37(4), 406–417.
- Shatto, B. & Erwin, K. (2016). Moving on from Millennials: Preparing for Generation Z. *Journal of Continuing Education in Nursing*, 47(6), 253–254.
- Shepard, R. & Cooper, L. (1982). *Mental images and their transformations*. Cambridge, MA: MIT Press/Bradford Books.
- Siok, S. T. & Ng, C. K. F. (2006). A problem-based learning approach to entrepreneurship education. *Review of Education + Training*, 48(6), 416–428. <https://doi.org/10.1108/00400910610692606>
- Thanopoulos, J. (2004). Teaching International Business in “Mega”-Classes. *Journal of Teaching in International Business*, 15(3), 61–75. https://doi.org/10.1300/J066v15n03_05
- Willmot, P., Bramhall, M., & Radley, K. (2012). *Using digital video reporting to inspire and engage students*. http://www.raeng.org.uk/education/heitem/heip/pdf/Using_digital_video_reporting.pdf.
- Willingham, D. T. (2009). *Why Don't Students Like School?* San Francisco: Jossey-Bass.
- Young, C. & Asensio, M. (2002). Looking through three 'I's: The pedagogic use of streaming video. In S. Banks, P. Goodyear, V. Hodgson & D. Connell (Eds.), *Networked Learning 2002*. Proceedings of the Third International Conference (pp. 628–635), Sheffield March 2002.
- Zapalska, A. M. & Perry, G. (2002). Collaborative Learning Instrument in Teaching Entrepreneurship Issues. *Journal of Teaching in International Business*, 13(3–4), 57–76. https://doi.org/10.1300/J066v13n03_05