1. **Title:** “Camera...Action!” The Student-Produced Video Case Option

2. **Abstract:** You don’t have to be Ron Howard or Steven Spielberg to create an appealing mini-case video. Having students brainstorm about a subject, then script and enact actual scenes, adds value to the learning experience, and students love it. Enabled by new low-cost technologies, this team project allows a small number of students—with some coaching from their professor—to create, perform, and produce short vignettes that illustrate key OB survey course topics. Subjects most appealing to students include applied ethics cases, motivation, political and influence tactics, and how to lead in a team environment.

3. **Keywords:** methods, team activity, video production, classroom technology

4. **Planning details:** These include:
   a. **Proposed audience** - OB instructors who can mentor teams of students and who are comfortable with web- and computer-based technology.
   b. **Maximum number of participants** – The session can work with nearly any number. If the group is smaller, everyone will get a chance to try out the FlipCam and iMovie software, but a larger audience can form into teams to address different course topics and “plot devices.”
   c. **Type of session** – Following a short presentation of what we do and how we do it, the group will view a 3- to 5-minute segment produced during the spring term. Then session participants will get a hands-on trial of some actual production process steps.
   d. **Special requirements** – No special requirements. The previous-term sample can be run from the Web or flash drive and, along with session work in process, will be projected through the presenter’s MacBook running iMovie. If any participants happen to bring laptops (most likely Macs) with film editing software installed, we might end up with more than one “production.”
   e. **Length or Type:** The session should run 60 minutes. It can probably be lengthened to 90 minutes by adding examples and hands-on time, or it could be shortened into a forum presentation by substituting a demonstration for the hands-on portion.

5. **Introduction and takeaways:**

   Having our students engage in this actual process provides concurrent learning. The future learning (for other students) from the product represents only an added benefit; the skit shows acting out the OB skills, and the process(es) of preparing the video also use OB skills.

   This innovation was hardly feasible just two or three years ago. It owes its existence to the convergence of several educational and technological trends.

   Pedagogically, the use of film clips and other videos, with their compelling characters and images, continues to be recognized as a valuable teaching tool. To the richness of video we add a chance to engage students in the act of creation and
other hands-on activities. Our students already spend much of each day immersed in YouTube, Facebook, and other Web 2.0 environments, so this intense interest and involvement can be applied to introducing, illustrating, and reinforcing OB concepts. This project benefits not just the students who volunteer to write, act, and direct, but also their classmates who learn from the skits produced.

In practice, the assignment takes each student a couple of hours spread over a week or more, and it substitutes for a structured in-class participation exercise. (Actually, just seeing themselves on film might be all the “credit” some students need.)

Several technological developments have reduced or eliminated barriers to producing and distributing video cases: (1) access to extremely inexpensive video recorders [some banks give FlipCams away as new account premiums], (2) the development of user-friendly production tools such as iMovie and FinalCut, and (3) free worldwide distribution via YouTube and other Web 2.0 video sharing websites.

6. Theoretical grounding: (Most of these sources contain background material for this project. The Grayson article depicts a similar activity, though at a secondary school level.)


7. **Session description:** After showing one of the students’ spring semester productions, 3-5 minutes long, we will go over the process used to construct them—and try to approximate steps 1, 5, 6 and 7. Briefly, (1) enlist volunteers, (2) collect signed releases so content can be shown in class and at professional meetings, (3) form teams which get their topics in a meeting with the professor [in real or virtual space], (4) add each team’s members to its Wiki, (5) monitor the Wiki evolution of a script and/or “pseudoscript” to guide the skit’s acting and improvisation, (6) record video “takes,” (7) edit a rough cut with the team’s “narrator” [who is not yet in the video], (8) video the narration and merge it in with other content into a final cut, (9) use each skit as a point of departure in the term’s class discussions and, and (10) consider playing it again in future terms if it is especially instructive or well performed.

A discussion of the process itself and how it relates to similar exercises will be incorporated into the exercise. Following the exercise will be a debriefing of 20 minutes or more, during which participants will ask any remaining questions and share thoughts on the activity and how it may or may not apply in their own teaching.

8. **Application to conference theme and/or sub-theme(s):** With the instructor taking on the role of executive producer (and sometime film editor and critic), students get to enhance the classroom experience using new media Web 2.0 tools to engage their peers in applying key management topics.

9. **References and any Teaching Notes or other appendixes that you would like to make available.** Participants will receive a one-page handout with an outline of the workshop and links to other resources and examples.