Chapter 18

Developing Interactive Dramatised Videos as a Teaching Resource

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ABSTRACT

This chapter presents a reflection of the development of dramatized video cases as a resource for use in teaching marketing. It explains the benefits of developing and the pitfalls with making this sort of interactive media. The benefits of using dramatized video scenarios as a teaching resource are: a) they facilitate problem-based learning; b) they provide the student with a realistic view of the ethical decisions that are faced by marketing managers, and c) they keep the class learning at the same pace. The development of a multi-platform format means that the videos can be streamed into lectures and tutorial groups, published as streaming content on Web based platforms such as Blackboard and/or downloaded onto students’ cell phones and iPods. However, the problems associated with developing this sort of resource are the cost and time required to make a high quality and credible dramatized case study.

INTRODUCTION

A common challenge faced by educators of applied courses such as marketing is to combine theory and practice into the learning activities of students. Students are commonly taught the concepts and theories that underpin ‘real world’ marketing activities and so build up a toolbox of skills from which they can draw upon in a given circumstance. However, they are rarely challenged in marketing courses to choose specific skills from that toolbox and apply these skills to an actual business situation (Diamond, Koernig, & Iqbal, 2008). Students’ lack of ability to select...
the method appropriate for a given situation and apply these concepts in their post graduation employment has been widely criticized, both here in Australia and overseas (Business Council of Australia, 2006; Bennett, 2002; McClymont, Volkov, Gardiner, Behjat, & Geoghegan, 2005). Yet it is considered a major goal of most tertiary institutions to produce graduates that are able to deal with a complex and dynamic world, solve problems in a rational and reasoned manner, and do this within ethical and moral guidelines (Choi & Lee, 2008). Dacko (2006) identified decision making, problem formulation, persuasion and negotiation as important skill weaknesses that need developed among future marketers. These are skills that go beyond content knowledge yet are critical in the students’ ability to use the specific course content. This lack of real-world problem solving ability is surprising considering the proliferation of literature from all disciplines on the benefits of problem-based and active learning and its underlying philosophy of constructivism (Dalsgaard & Godsk, 2007). In other words as educators we should provide a learning environment that encourages students to question, analyse and problem solve for themselves and so actively construct knowledge.

"The competencies that employers and educators value most include critical thinking, problem solving, working in teams and with diversity, leadership, creativity, written and oral communications, etc. Grounding competencies in the real world helps ensure they are relevant to students now and after they graduate" (Mendenhall, 2009 p. 22).

We contend that many of these issues relating to students having the content or course specific knowledge but not knowing how or when to use it comes down to the resources (both in time and tools) available to marketing educators. While the resources for the delivery of theory in marketing courses are readily available, both in hard copy (text books) and online, the resources to help students relate this theory into practice are more difficult to find. With the increasing demands on academic’s time the ability to develop such resources is reduced greatly. Hence academics are increasingly looking for more ‘off the shelf’ tools to help increase the students’ learning and make them ready to meet the demands of future employment. This chapter discusses the rationale for and development of dramatized video scenarios as a teaching resource that will not only increase the students’ knowledge of the subject but will also challenge them by showing them realistic situations that need an in-depth knowledge of the topic to enable them to problem solve. It provides a case study of the authors’ experience in developing videos to help highlight the issues of developing an ‘off the shelf’ teaching resource.

THE RATIONALE FOR DEVELOPING PROBLEM BASED LEARNING MATERIALS

The ubiquitous access to the internet has opened up a wealth of video material that can be used as a ‘streaming’ resource in classroom teaching. On YouTube alone, ten hours of video is uploaded every minute (YouTube.com, 2009a). Access to the internet and hence the delivery of streaming video is relatively simple these days with most classrooms and lecture theatres in tertiary institutions having the IT capability to facilitate immediate downloading of video material. Likewise the instructor can easily embed streaming video into their PowerPoint presentations, so now has the ability to play video at any time relevant to the content delivered in that particular class. Unfortunately, not all video material available is of high quality, unbiased or even of a length suitable for use in the classroom (Carlson, 2009). While the length of streaming videos is increasing with the increasing capacity of the internet bandwidth most streaming videos is less than 5 minutes duration so doesn’t cause length issues yet. More importantly
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