USING SHORT WEB VIDEOS IN THE ENTREPRENEURSHIP AND SMALL BUSINESS CLASS

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ACADEMIC ABSTRACT

This workshop will introduce participants to outstanding web-based collections of short videos useful for teaching entrepreneurship and small business. Participants will learn the pedagogical ideas underlying the use of short videos, different ways to integrate short videos into lectures and assignments, how short videos supplement text-based videos, the options for developing their own online video repositories, solving computer and internet problems in video use, and when the intellectual property issues around the use of online videos, including when it is possible to make archival copies of online videos. Ample time will be provided for participants to get their questions about online videos and the entrepreneurship/small business classroom.

EXECUTIVE SUMMARY

Central Thesis

The central thesis of this workshop is that entrepreneurship and small business (ESB) educators are facing a veritable explosion of opportunities for using videos in their classrooms, and that a workshop reviewing the opportunities and discussing the pedagogical and technological issues would be useful to faculty.

Methodology

The workshop will introduce participants to the major compendia of ESB relevant videos, such as Cornell’s eClips, Stanford’s Educators’ Corner, and the video archives of major media outlets with a ESB focus such as SBTV.com, BusinessWeek.com’s small business site, and MSNBC’s Your Business. The in’s and out’s of using these sites as individual faculty, or as a resource for direct access by students will be discussed.

The workshop will then look at the pedagogy of the short (i.e. 4 minute or less) video. Because traditional videos provided by publishers tended to fall in the 10-20 minute range, these short videos represent a quantitatively and qualitatively different approach. Because of the greater information on short videos (e.g. every one of more than 8,000 eClips segments has a full transcript, which is completely searchable), it is easier to find the exact video for more situations than ever before. Additionally, the short video approach produces a faster-moving class, which has its own pedagogical effects. These and related issues, such as how short videos can best be integrated into classroom lectures and assignments as well as being used with existing texts and video collections, will be discussed.
Today there are several ways for faculty to develop their own repositories of favorite videos. These include class management systems like Blackboard as well as free public websites such as YouTube and blogs such as Wordpress. Participants will be shown examples of each, and the pedagogical and technological issues of using on-campus or publicly available video-management programs will be discussed.

Throughout all of this run two major underlying issues: (1) that of copyright, fair use for the classroom, and the ownership, use and citation of intellectual property, and (2) the technologies available to find, secure access to, and deliver short videos. Both sets of issues will be introduced and the latest thinking on the subjects will be presented and discussed in the workshop.

Implications

A workshop like this is intended as a continuing education opportunity for faculty teaching in the ESB or related (family business, high-tech business, professional practice, high-school entrepreneurship program, adult learner program, etc.) course. Participants in the workshop will go away with a basic knowledge of key resources and how they can be used in the classroom and as class assignments. They will also know the basics of the underlying technologies for making videos, for gathering, commenting upon, and displaying videos on the web, and for using existing videos in their classes in a fair and legal manner. Hopefully, many of their questions about short videos will be surfaced and answered or gathered together for answers by other experts (the presenters have close relationships with most of the major short video providers).

YouTube and its competitors have made online video a major growth area on the Internet. Students have embraced home-made video as one of the major vehicles for contemporary self-expression, which has resulted in the explosive growth of online videos. However, online video is more than student-made products. Major media companies and educational institutions have seen online video as a way to leverage their intellectual property and as a way to make large portions of their archives continuously available. These resources continue to grow, and many are potentially of tremendous value for teaching entrepreneurship, small business and related courses. Giving faculty “the lay of the land” about these burgeoning resources, as well as sharing some hard-won lessons about what these short videos can do and not do in the classroom can serve a useful purpose of other media-savvy or Internet-savvy faculty (or even those just curious about how to dip their toe into the sea of online video).

Publishers are only beginning to understand and find ways to institutionally accept and utilize short videos located on the web (vs. their traditional publisher-owned or licensed content), so there is little use of online videos by the major publishers, and little guidance from them on how or when to use online videos. Having a workshop focused on short videos, their location, use, IP issues and technological issues can be of immediate value to the ESB faculty.

In addition, the intended participative nature of the workshop should help to identify other issues and questions to help define and refine future online video pedagogy efforts. For those institutions working to develop and disseminate online videos in the ESB arena, a workshop like this can help increase their visibility in a key target audience, and help them increase enrollment and usage (which will help them secure resources for continued development).