VIDEO INTERVIEWING AS A LEARNING RESSOURCE

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DETAILED ABSTRACT – WORK IN PROGRESS

The present investigation was carried out as a pilot study, with the aim of obtaining exploratory insights into the field of learning, and more specifically, how the use of video technology can be used as a mean to excel the outcome of the learning process. In the following abstract a brief overview is provided of the theoretical basis, the methodological considerations and the empirical findings of the study.

The motivation behind the study has its basis in the management education literature, and thereby in the discussion of how to organize teaching, in order to equip students with improved skills in reflective realization (Roglio and Light, 2009). Following the notion that experience is the basis for knowledge (Raelin and Coghlan, 2006 p.670) the study was set out to explore how students at higher education programmes, i.e. at MSc and MBA level, can benefit from utilizing video recorded interviews in their process of learning and reflection.

The dominating logic behind the design of the process, is based on Dunn and Giannitti (1990), and the belief that in order to reach the highest level of learning in Bloom's taxonomy of learning domains (Bloom, 1956), the students should be permitted to construct the video-interviews in a fashion matching their personal learning preferences (Dunn and Giannitti, 1990). Based on this the only thing fixed in the project was the structure, a structure we describe as a double-loop reflection process. In this, the encouraging influence of video-media (Tejeda, 2008) was used to stimulate discussions within and among the two groups of MSc and MBA students, challenging their "taken for granted" assumptions, hence aiming at a higher level of reflection (Raelin and Coghlan, 2006; Roglio Karina De and Light, 2009).

With the aim of the project being exploratory, the study was designed as an experiment, since this allowed for controlling and guiding behavioral events along the process (Yin,

2009 p.8). The fundamentals of the experiment were based on three conditions available to us as teachers of Innovation Management, at the Aarhus School of Business, Aarhus University, ultimately determining the way we decided to design and structure the project.

First of all, a recent attention to individual learning styles at the Business School has increased the awareness and interest among faculty and students on new ways of learning, leading to a positive support for taking part in new teaching approaches.

Second, a co-operation with the Aarhus School of Business Learning Style Lab gave access to video-recording hardware and video-editing software leading to the possibility of video recordings as a mean of bringing "reality" into the classroom.

Finally, the simultaneous teaching involvements in Innovation Management at the MSc and MBA level respectively, opened up for the possibility of bringing these students together with the aim of challenging and developing their respective understanding of Innovation Management.

According to the learning approach in Bateson (1972) 'Steps to an Ecology of Mind' the learning process can be split into four phases; interaction, construction, adoption and feedback. Interaction only lead to learning if and when a new and different mental map is constructed and adopted. The feedback received on this new mental map will influence future actions (Keiding and Laursen, 2005). Interaction is thus regarded as a fundamental part of the learning process. This led to design the experiment as a three step process, where each step was intended to motivate reflection among students, as illustrated in the figure below.
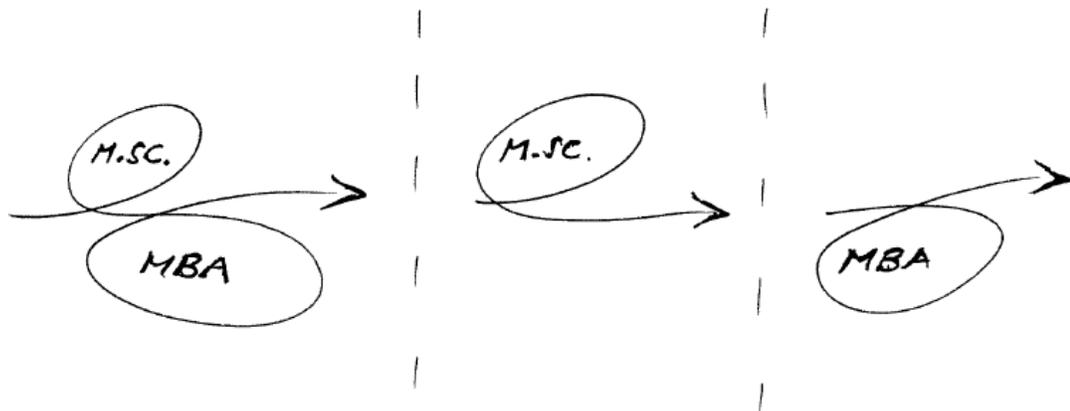

Figure 1 : Double-loop reflection model; own contribution, with inspiration from Schön and Argyris (1978).

Based on the findings that case studies comprise a solid foundation for theory building courses (Christensen and Carlile, 2009), an initial exercise before entering the first step, was to select a number of cases to be used in the experiment. This was done by a random selection of four companies from the pool of companies, represented by the students at the MBA course. The four case companies were then each assigned to a group of MSc students, consisting of five MSc students each.

The first step in the double-loop reflection process involved both groups of students; the MSc students were required to identify a topic on Innovation Management, and formulate questions to be queried in an interview with the MBA student of their respective case company. The interview was recorded on video, and afterward edited by the MSc students in order to pick out four 1 minute-sections from the interview, for presentation on class. The underlying criteria behind the selection of these video-clips, was that they should point out issues of importance and relevance to the theories of Innovation Management, taught earlier in the course.

This approach allowed the MSc students to experiment with several methods and techniques from the learning literature, in the construction of this new form of 'student-active' teaching, since they could plan the process according to the personal learning preferences.

The editing process combined with the classroom presentation made up the second step of the reflection process for the MSc students, and finally the presentation and discussion of the edited videos at an MBA workshop constituted the third and last step of the reflection process for the MBA students.

Examples of the discussions spun out from the presentations, on the MSc and MBA class respectively is outlined in the table below.

Topic and quote picked out from the video interview	Theme addressed by the MSc students	Distracted discussion – MSc students	Distracted discussion – MBA students

First comes demand
"if we see a demand, we develop the product"
	Used to introduce the company characteristics:
	- The company focus is revenue, and
	- Each product is tailored for the customer
		- The interdependence of product development and sales in comparison
		- The market has to exist
		- Pros and cons of this strategy
			- Sources of innovation
			  o Salesmen and engineers
			  o Virtual idea-systems

Topic and quote picked out from the video interview	Theme addressed by the MSc students	Distracted discussion – MSc students	Distracted discussion – MBA students
Cooperation with the client *"the small improvements emerge in cooperation with the client"*	- Ideas for new products arise both internally and externally - The importance of the client	- The importance of customers in product development; is that a problem? - No focus on latent needs in the market	- Outside- in vs. inside-out perspective - Customer is king – how dependent should we on the client?
Informal development teams *"someone has seen something new!"*	- The development typically occur via unstructured and random processes	- Challenges in the development process caused by a lack of structure, e.g. when key-employees leave the company - The degree of novelty on the company's products	- Unstructured development processes
Development projects *"it's not rocket science the stuff we do here…"*	- Down prioritizing of projects of a long duration - Large projects are theme-dependent	- The value of project plans - The core competence for the company? o To analyze work procedures? - The importance of IP in the company's product development	- The challenge of allocating time for innovation - Iterative projects and procedures - Portfolio management - Strategic balancing

Table 1 : Quotes and issues picked up by the students of the MSc and the MBA class.

In brief, we consider the wide range of topics identified by both the MSc and MBA students, to serve as an indication, that video interviewing proves a very relevant and useful vehicle of learning and reflection. Hereby this approach is found to make up an interesting supplement to other approaches such as Simulation-Based Training (Salas *et al.,* 2009) or Action Learning (Raelin and Coughlan, 2006).

More specifically, this is found to be the case, since the repeated loops of reflection among MSc as well as MBA students expanded the understanding among the students, on the complexity of Innovation Management. This was not least expressed by the diversity of topics pointed out in the video for discussion, by the MSc students. Finally video-interviewing proved a great way to bring reality into the classroom, and thereby bridge the gap between theory and practice, a feature generally requested by the Business Schools' MSc students.

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