

Background Information:

Case based learning is a core feature of business education (Jackson, 2003). Harvard business school in USA first introduced case based business teaching (Grosse, 1988) in the early of the last century. After the initial success at Harvard, business schools around the world started following the method and now a day's case based teaching is an integral part of teaching business and managerial issues. In a study, Böcker (1987) identified that case based teaching is better to motivate students and to transferring managerial knowledge among the students than the lecture based teaching. However, in recent years, some teaching staffs and students are complaining against case method (Rippin et al. 2002). The complaint is not against the necessity of case method rather it is about the reluctance of the students in case based learning process. Since they are reluctant to read lengthy cases, this affects their class attendance and engagements in the learning process.

In this context, to keep students more engaged wholeheartedly in the case analysis, it is important to use technology in the business education. In a study Zhan et al (2012) finds that video technologies provide collaborative learning in the classroom. But the result was mixed. Interestingly they used lengthy video cases. Like lengthy text cases, lengthy video cases could create monotony among the students. So, it is important to test the influence of short video case in the learning process of the students. In this case, we may assume that instead of using long Video cases, using short video case would support students more to keep them

engage in the class room and in their learning process. Since class attendance is an important issue of active, and engaged learning process, we tested the influence of short video case on the students' attendance. This research investigates the impact of short video cases in the attendance of classes and lecturers. Based on the extensive literature review we develop the following theoretical model related to Short Video Case (SVC) study in business education:

Conceptual Model to Analyse the Impact of Short Video Case (SVC) on Attendance in the Lecture/Class

Theoretical Approach and / Methodology:

We conducted a quasi-experimental study among the students in a UK business school in the academic year 2014-15. We projected short video case as part of their case analysis. For example, when we were teaching a case on oil industry, we projected a 4 minutes video on business analysis of oil industry from a news broadcast channel. Again, when we were teaching Starbucks case, we used 2 different videos from YouTube each for 3 minutes. Among the 10 lecture and 10 seminar classes we projected about 15 video clips in each module to support the case analysis. In the teaching period of the term we did not explain anything to the students about this experiment. At the end of their final examination, we ask them to complete a close ended survey. We collect information on three areas: a) student's academic level b) uses of the video cases in the modules in the academic year 2014-15, and 3) the impact of the cases in the learning process. To identify the benefits of the short video case (SVC) we developed 21 items. We used 5 point likert scale for the items. We asked students to participate in the survey by e-mail. 45 students completed the survey online. To analyse the items, we used factor analysis and reliability testing. The items form 4 construct with a very high reliability. These are: SVC pedagogic, SVC communication and social, SVC reflective learning, SVC embedded learning.

We used quantitative techniques to analyse the data of our study. For data quality check, we used quantile-quantile plot, correlation analysis, and variable inflation factor analysis. After checking the data quality, we used regression analysis to test our theoretical model. We run 5 regression models. In the regression models, we control for academic level, video case length, importance of video case, helpfulness of the video case, and effectiveness of the video case.

Results:

In the regression models, we control for academic level, video case length, importance of video case, helpfulness of the video case, and effectiveness of the video case. The study identified that SVC Pedagogic and SVC Reflective learning have a very high significant positive impact on the students' attendance in the lecture or class. This explains that students enjoy the short video based teaching method (SVC Pedagogical). The reflective learning opportunities in the short video based teaching motivate them to attend the lectures/classes. However, SVC communication and social entered in the model with a marginally significant negative coefficient. This explains that short video case based communication and social activities have an overall negative influence on attendance, instead of positive influence. This means that students did not like short video case base communication and social issues. Rather, they enjoyed pedagogical and reflective learning of short video case. However, this study did not ask the question why SVC fails to motivate students in the communication and social activities in the classroom. SVC Embedded learning has no significant influence in the attendance. The variable Video case length variable remains insignificant in the first four models. But the variable enters in the model five significantly when SVC variables enter in the model. This clarifies that short video has significant influence on attendance when short video case based pedagogical and reflective learning related expectations of the student are met.

Implications:

The results have implications for academic staffs, education policy makers, and for the education industry itself. In business school, colleagues can use short video case to design their lecture and seminars to provide information more effectively. This will

ensure the engagement of students in the learning process in a better way. Policy makers in business school should give emphasis on short video based teaching method for pedagogical and reflective learning. Development of business case is a big part of business education industry. The industry should focus on the development of the short video case as part of the writing business case for teaching and learning.

REFERENCES:

- Böcker, F. (1987). Is case teaching more effective than lecture teaching in business administration? An exploratory analysis. *Interfaces*, 17(5), 64-71.
- Grosse, C. U. (1988). The case study approach to teaching business English. *English for specific purposes*, 7(2), 131-136.
- Jackson, J. (2003). Case-based learning and reticence in a bilingual context: perceptions of business students in Hong Kong. *System*, 31(4), 457-469.
- Rippin, A., Booth, C., Bowie, S., & Jordan, J. (2002). A complex case: Using the case study method to explore uncertainty and ambiguity in undergraduate business education. *Teaching in Higher Education*, 7(4), 429-441.
- Zahn, C., Krauskopf, K., Hesse, F. W., & Pea, R. (2012). How to improve collaborative learning with video tools in the classroom? Social vs. cognitive guidance for student teams. *International Journal of Computer-Supported Collaborative Learning*, 7(2), 259-284.