



Teaching resource

From theory to practice: Teaching management using films through deductive and inductive processes



Velma Lee ^{a,*}, Amber Lo ^{b,1}

^a Palm Beach Atlantic University, 901 S. Flagler Dr., West Palm Beach, FL 33416, United States

^b National University, 10901 Gold Centre Dr., Rancho Cordova, CA 95670, United States

ARTICLE INFO

Article history:

Received 27 August 2012

Received in revised form 18 April 2013

Accepted 8 May 2013

Keywords:

Management education

Learning

Leadership

Deductive

Inductive

Film

ABSTRACT

Management literature espouses the pedagogical advantages of using film, but an important gap concerns how deductive and inductive processes can be used to teach management theories. The purpose of this paper is threefold: (1) demonstrate various sequential processes in using films to explain theories (deduction) and draw generalizations based on single-case scenarios (induction), (2) illustrate varying learning sequences proposed by Whetten and Clark's (1996) integrated learning model and our deductive and inductive approaches to teaching management theories, and (3) share additional examples for using films to teach management using both approaches. Survey questionnaires were used for comparison of inductive and deductive processes. Results support Lott's (1983) assertion that both deductive and inductive processes are effective means for teaching. Qualitative feedback shows slightly better concept retention using an inductive process to teach management theories using films.

© 2013 Elsevier Ltd. All rights reserved.

1. Introduction

Use of video or film for teaching more effectively and innovatively is not new. Authors such as Hess (2003), Stephens (2003), and Chan and Harris (2005) discuss use of video for enhancing teaching of social studies, mathematics, and English language arts. Using film to teach organizational behavior and management (OBM) theories provides benefits such as the availability of real-life scenarios in the learning process (Champoux, 2001; Comer, 2001; Gallos, 1993; Ross, 1996). While many authors write on the use of film to teach OBM (Champoux, 2001; Comer, 2001; Holbrook, 2009), few explain how inductive and deductive learning is facilitated behind the use of film extracts. The literature on this topic focuses primarily on (1) providing educators with resources to illustrate management theories and (2) discussing general advantages and disadvantages of using the medium. The contribution of this paper includes (1) demonstrating how films can be used in both deductive and inductive processes to stimulate thinking and analysis, (2) pointing out similarities and differences of the two learning processes students experience in our approach in comparison to Whetten and Clark's (1996) integrated teaching model, and (3) sharing illustrated examples of films used to teach OBM deductively and inductively.

* Corresponding author. Tel.: +1 561 803 2461.

E-mail addresses: velma_lee@pba.edu, teamvlresearch@gmail.com (V. Lee), alo@nu.edu (A. Lo).

¹ Tel.: +1 916 855 4140.

2. Conceptual background

Whetten and Clark's (1996) integrated teaching model demonstrates how *thinking, doing, learning, and applying* mutually enhance the learning process. According to the model, learners experience five sequenced learning activities (experience, understand, practice, reflect, apply), connected by four inductive/deductive learning processes (discover, direct, evaluate, plan). One limitation of the model is its failure to include tools that achieve the processes in a classroom. Lott (1983) suggests students learn effectively with either inductive or deductive methods, but it is unclear if there exists empirical support. The literature documents the drawbacks of teaching deductively (e.g., lecturing) (Gower, Walters, & Phillips, 1995; Shapiro, 1991). Such drawbacks include passive learning and low long-term retention. One remedy is to use inductive methods such as storytelling and case studies (Eisenhardt, 1989; Whetten & Clark, 1996; Yin 2008).

Films and case studies are similar in that they both involve storytelling. Case studies are advantageous because they invoke either inductive or deductive reasoning depending on how they are used (Whetten & Clark, 1996). Film scenes offer a visual portrayal of abstract theories and concepts taught in OBM (Champoux, 1999), and students who learn more effectively through visual stimuli and concrete experience find films beneficial because a case scenario is available visually for comprehension (Hunt, 2001; Koch & Dollarhide, 2000; McCambridge, 2003; Rubin & Hebert, 1998).

According to Kracauer (1973), a unique property of film lies in its power to make one see and understand issues that the cinema alone conveys. To create an experiential learning episode, Villalba and Redmond (2008) use the film *Crash* to illustrate sophisticated grey areas of life to teach a multicultural diversity counseling class. Bluestone (2000) suggests various films for teaching psychology, homosexuality, and parenting. While the films are recommended to readers from the social psychology perspective, those same films are possibly useful for teaching managing diversity and conflict resolutions in an OBM context.

Smith (2009) suggests films provide vivid and varied contexts for students to learn OBM and recommends that use of film be a primary instructional medium to teach OBM. Comer (2001) claims *The Lion King* illustrates leadership and role conflict, and Van Es (2003) recommends *The Insider* for teaching ethics. Holbrook (2009) prescribes a systemic approach for using films to teach OBM, but the focus is more on learning assessment, concept reinforcement, and illustration of abstract concepts. All these literature discusses film as an illustration and application tool, but there exists no explicit discussion on how understanding, analysis, and evaluation of learning are achieved.

Tyler, Anderson, and Tyler (2009) report on the procedure and benefits of having students find media clips to illustrate OBM instead of using clips chosen by the instructor, and lessons learned from using the approach. Students selected relevant films to match various management concepts taught during the semester, stimulating and sharpening students' deductive reasoning skills even though that was not the objective. Huczynski and Buchanan (2004) offer ten examples of films to demonstrate narrative as theory, an approach similar to teaching inductive reasoning since it encourages decoding the films' theses. However, these papers do not integrate or compare inductive and deductive processes of using film to teach OBM. Given the increasing popularity of using films to teach OBM theories and the importance of understanding the use of deductive and inductive learning processes to facilitate learning, this paper provides an overview of the approaches suggested, recommends possible procedures for execution based on Whetten and Clark's (1996) model, and evaluates the results to test Lott's (1983) assertion.

3. Deductive and inductive processes

Proctor and Adler (1991) and Zorn (1991) discuss several ways to use film scenes to teach OBM, suggesting showing a film before or after discussing theories and repeating scenes for greater emphasis. Though elements of deductive and inductive approaches are implied, they are not the emphases of those papers. Based on Proctor and Adler (1991), we demonstrate how sequencing of theory-guided questions and film can be arranged to teach OBM (Table 1).

For the deductive process, film scenes can be shown after teaching theories. Guided questions are distributed to students prior to showing the film (Appendix A, questions one through three). The advantage of this arrangement lies in preparing viewers' mindsets for what to expect from the film. Roth (2001) calls it the importance of pre-class preparation. From a deductive-reasoning, skills-enhancement perspective, preparation for focused viewing encourages students to select sample scenarios and mental images to demonstrate understanding and application of theory into practice. For the inductive process, no theory is presented, and students may be alerted to what they should look for before watching the film. Pre-film preparation should include theory-building procedures and examples. Guidelines for constructing theories serve reflective

Table 1
Enhancing deduction and induction using film.

Sequence	Deductive	Inductive
Step 1	Theory presented + film guide with questions	Guidelines for film selection and theory construction provided
Step 2	Film viewing	Film viewing
Step 3	Theory reflection (debriefing and reinforcement of appropriate application)	Theory construction (students learn to generalize a concept: write up the scenario chosen for illustration of theory built)

Download English Version:

<https://daneshyari.com/en/article/357444>

Download Persian Version:

<https://daneshyari.com/article/357444>

[Daneshyari.com](https://daneshyari.com)