GMAC Contest
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Carefully Edited Educational Digital Videos

What one idea would improve graduate management education?

1. **Idea: What one idea could improve graduate management education?**

Learning can be defined as the process of acquiring new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information. Carefully created educational digital videos offer significant potential to enhance the graduate management learning experience. Videos not only provide enriched content but also increase the quality of instruction and enhance the learning process

I have been creating video lectures for my MBA Operations Management courses for seven years. The videos include a personal introduction and voice over PowerPoint slides, graphics, computer screen shots, and computer screen videos (see www.rjerz.com/ex.swf.) By carefully editing digital content with nonlinear video editing software (e.g., Adobe Premiere or Apple iMovie), one can typically compress a 90-minute classroom lecture to a 20-25 minute video without compromising content. Students often find video lectures more effective and convenient than in-class lectures, and even entertaining.

Carefully edited videos allow a professor to create their best and most complete lectures. Important content is not inadvertently omitted. Students can view the videos at convenient times when they are ready to learn, and can control repetition with their video player. Mobile devices (e.g., iPods and cell phones) allow students to learn on-the-go and during idle time. The end result is increased efficiency and quality adaptable to different learning environments.

2. **Impact: Does your idea impact one school or program, a region or will it have a global impact? What will it take to train others to implement your idea?**

Digital video is a medium that has potential for global impact. It can be provided through many distribution channels, such as the Internet. Consider the ubiquitous nature of YouTube videos, for example. Other distribution examples include websites and Apple Inc.'s iTunes. I "podcast" my video lectures on iTunes, and students download them to their iPods. I also provide the same videos on my website using streaming "Flash." By using both Flash and podcasts, I find that all students can view my videos.

Since digital video lectures can be made available virtually anywhere, schools can choose to include them in a program, a region, or worldwide. For example, anyone in the world can access iTunes videos free of charge.

Digital video creation involves three main steps: creating the content, editing the content, and producing the final product. The professor creates the content and should be involved with editing. Since video editing is time and technology intensive, having editing professionals available can be beneficial. Most nonlinear editing software can produce the final product in a variety of formats to suit the audience.

Both professors and support personnel will need some training. Interestingly, one of the best methods of getting trained is to watch digital videos on the products of interest. Many companies provide free training videos, and companies such as Lynda.com provide training videos at a very affordable price.

3. Implementation: How do you see your idea being implemented?

Some schools recognize the power of video and are using “lecture-capture” technology. However, lecture-capture also captures mistakes, repetition, and dead time resulting in rather boring videos. Creating high quality polished videos takes more resources to produce, but the result is “souped-up” content.

Commitment by administration and faculty is needed for successful implementation. Faculty need to be convinced about the value and opportunities that video lectures offer. Then, faculty need to be trained and provided appropriate technical support, e.g., software, hardware and support personnel. Faculty can be encouraged through financial and support incentives. Web space, video editing software and hardware are all relatively inexpensive.

Video lectures can become part of a complete online course or used to support an in-class course. If used for on-line courses, the video lectures provide a unique experience for students and can give a school a “quality” competitive advantage in this growing online education market. Video lectures can give the professor flexibility and more time for other professional activities, such as attending conferences. When the videos replace live lectures, discussions can still occur in class, through discussion boards, blogs, etc., or through e-mail.

The concept is limited by faculty’s time and commitment to this video making process. It does require the professor to be a lifelong learner. This technology can revolutionize education as we know it.