Maximizing Classroom Interaction by Presenting Course Content with Video Podcasts

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Abstract

Teaching naked and the flipped classroom are two instructional innovations being tried in higher education. Both models focus on moving content delivery outside the classroom and increasing student interaction and engagement inside. This paper describes how video podcasts were used to flip a senior capstone project management class in management information systems (MIS) over a five year period. This course focused on skills and tools utilized to manage successful information systems and technology projects and required student teams to complete a project for a client. The learning process included read a book chapter, watch the video podcast, take a short quiz prior to class, instructor review of quiz results prior to class, in-class time for student questions, and three exams. The instructor also met with each project team throughout the semester to check project progress. Using a 7-piont Likert scale, students ranked their satisfaction with learning with video podcasts and answered qualitative questions as well. 78.1% of students were satisfied with video podcasts. 87.7% of students were satisfied that they knew significantly more about project management than before the course. The findings indicate students had mixed feelings when comparing the video podcasts to traditional lectures. Some felt their out-of-class time should not be used to watch video podcasts lectures, while some found the ability to review lectures definitely increased their understanding of material. Most students did not like the additional workload outside the classroom. There are number of recommendations for instructors who would like to try this method.

Keywords: Flipped Classroom, Teaching Naked, Student Engagement and Interaction