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## Teaching Lower Level Courses (Introduction type) Using Movies and TV Shows

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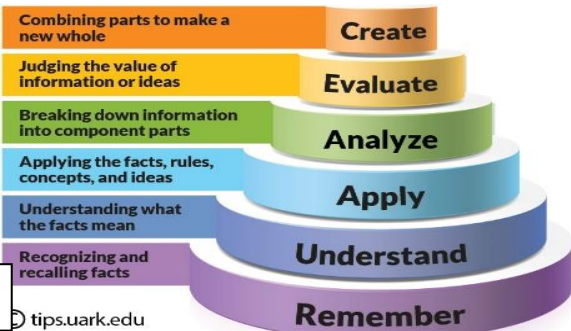
# How to teach lower-level courses (introduction type) using Movies and TV shows

Dr. James Marcin & Dr. Tamala Marcin

## Introduction

As of August 2020, the number of smartphone users worldwide has surpassed three billion (S. O'Dea, 2020). The smartphone is at the center of a powerful technological revolution affecting multiple domains. As using mobile phones has become an integral part of everyday life for most college students, educators and researchers have been scrutinizing how to integrate digital smart devices into classroom procedures. The time has passed when information or knowledge was just limited to their home, village or town only. With the advancement technology, students get the information they need within a fraction of a minute. Students not only get use to the technology, but they suddenly cannot imagine living without it (Hoflich & Hartmann, 2006). This has opened a new way of teaching and communicating with students (Ling, 2004). Incorporating digital devices, such as mobile phones or pads, into the learning process has the potential to be a innovative learning and teaching method due to several aspects, such as portability, agility, and connectivity (Al-Shehri, S, 2011).

With the number of smartphone users it provides an opportunity to flip the classroom using an approach where students previewed the learning contents before class mainly via videos, while the in-class lecturing is made of student-centered learning activities. The flipped classroom combines the asynchronous video-assisted learning with practical learning activities such as homework, interactions, and discussion based on constructivist theories and behaviorist principles (Bishop & Verleger, 2013). Robinson et al., 2020 stated that the use of videos in teaching were demonstrated effective in most flipped classrooms. In terms of Bloom's revised taxonomy (2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor.



## Sample Lesson Plan

### Introduction to Business

#### A partial chapter Learning Outcomes:

- List the four factors of production
- Explain the four factors of production

#### Land or Natural Resources:



Use the 2:22 second intro clip to Wall-E to introduce the concept of **Land and Natural Resources**.

#### Labor:



Use the Monsters at Work Episode 1 but only when Mike and Sulley are on screen (Found on YouTube) to show various differ **Labor** roles in a workplace from a Government worker, CEO to a Janitor 5 minutes

Use The Little Rascals (1994) - Taking Out a Loan Scene to show the example of **Capital** – 3 minutes



Use a Shark tank clip to show **Entrepreneurship** – 5 minutes

## Sample Lesson Plan (Cont.)

Prior to class students would view the clips and answers questions using their mobile devices at a place and time they choose. This would allow a more robust and in-depth conversation in class. As well as an activity that would reinforce the concepts at a higher level on Blooms Taxonomy.

#### Sample Questions:

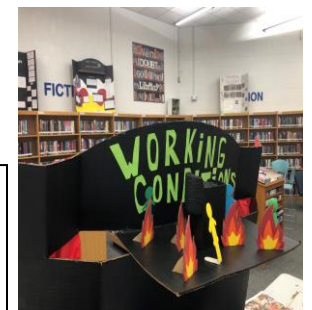
1. Based on the video clips assigned can you Identify the 4 factors of production?
2. From the clips give an example of each the 4 factors of production:

#### In Class activity:

Break the students in to groups and have the design a shoe or candy bar, during the process of designing the shoe or candy bar have them identify each of the factors as they go along through the activity.

## Another Example

In the Intro to Business class, students viewed clips on various HR/EOC laws. A in class activity that helped reinforce the concepts at a higher level on Blooms Taxonomy was to have them create a poster presentation on the laws



#### References

