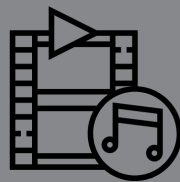# INCORPORATING AUDIOVISUAL CASE MATERIALS ONLINE

Audio, video, and multimedia curriculum materials can invigorate your online case teaching and enhance asynchronous learning. Whether you teach frequently with cases or not, the HKS Case Program media collection offers many options to add variety to your course and give your students an immersive learning experience. The collection features three types of media-based curricular materials, but the tips in this section apply to media-based teaching tools in general.

VIDEO SUPPLEMENTS + VIDEO CASES

Short video supplements meant to enrich written cases and stand-alone video documentaries, where the story is told entirely through video.

MULTIMEDIA CASES

Multimedia cases where video, text and infographics are interwoven to tell the full story.

PODCAST SUPPLEMENTS+ AUDIO CASES

Podcast-style conversations meant to enrich written cases and narrated audio versions of written cases.

The modular nature of audiovisual case materials makes them easy to incorporate into a wide variety of synchronous, blended and asynchronous case needs.

FOR SYNCHRONOUS AND BLENDED TEACHING

+ Short video and audio supplements, can be played in the context of a synchronous case class to either launch or frame a discussion, motivate a specific topic, or provide a transition from one "pasture" to another.

+ You might assign students the first few chapters of a multimedia case for asynchronous learning and use videos later in class to highlight specific moments or aspects of the story. You may also choose to replay snippets of certain videos students have already watched in order to emphasize certain concepts or junctures.

+ Some video can serve as "reveals" that provide the answer to a case dilemma, or the status of an unresolved element of the story in the case. These are typically played at the end of a case-based session.

FOR ASYNCHRONOUS TEACHING

+ When assigning videos or multimedia cases for asynchronous learning, the instructor may want to structure the learning by asking students to answer a few questions about strategies or insights described in the case (ideally, by way of the class discussion board), or to reflect in writing on certain aspects of the story.

+ Videos can sometimes be perceived by students as optional or less rigorous than written materials. Consider including guidance or questions that will prompt students to closely analyze the video content during their asynchronous work.

+ In order to make analysis and retention easier, our multimedia cases include a PDF version with transcripts of all the videos.

PODCASTS

Podcasts have become increasingly popular among students and instructors alike. When offered as part of an online case package, students can listen away from their computer screen, a feature that has grown in appeal during the Covid-19 pandemic. You might consider using an existing podcast in lieu of an additional reading. You might also consider recording your own podcast. For example, you might stage a conversation or debate with a colleague who has an interesting perspective on the case topic. These conversations or debates have the potential to generate more buy-in among students by bringing their professor's voice into the mix.

CREATING A SIMPLE PODCAST ON ZOOM

If you're interested in recording a short conversation between yourself and a colleague or subject matter expert about a case, recording it on Zoom may be relatively simple. To ensure a good conversation and good-quality audio capture:

◊ Narrow the scope of the conversation in advance (i.e., don't try to discuss the case in its entirety).

◊ This will enable you to keep podcast length manageable. We recommend 15-20 minutes, and ideally not more than 30 minutes.

◊ Before you start the meeting, make sure both you and the interviewee are using USB mics or headphones. Both of you will have to select your microphone on Zoom, by going to: Settings / Audio / Microphone and clicking on the drop-down menu, where you can select the right audio input.