

Article

Teaching International Business through Video Case Studies

Filip De Beule¹, Andreja Jaklič², Hinrich Voss³

¹ KU Leuven, Belgium, ² University of Ljubljana, Slovenia, ³ University of Bristol, UK

Keywords: video case study, authentic teaching, video based learning, experiential learning

<https://doi.org/10.46697/001c.126856>

AIB Insights

Vol. 25, Issue 1, 2025

International business students often have limited work experience at home or abroad which influences how they make sense of teaching material. Hearing directly from managers about the challenges they face in internationalizing their company and understanding the solutions they have considered in a structured way is an insightful approach to learn about IB and addresses these deficits. Video based learning, and video case studies in particular, offer this window of opportunity to students by transporting them to the boardroom and comparing their approaches with those of senior managers. We address why and how to employ video case studies in class to achieve greatest impact.

INTRODUCTION

Video case studies provide an effective and engaging method for teaching international business (IB). They offer students the chance to learn from real-world examples, engage in critical thinking, understand diverse cultural contexts, and see how IB concepts play out in practice. Video cases can bring global business challenges to life, make the learning experience more interactive, relevant, and memorable. Particularly video case studies that have been developed with the input from executives and are narrated by them lend the case authenticity and legitimacy. Hearing about a company's challenge and the thought process of how to address it directly from the manager offers a deeper immersion and gives the class greater credence. This authentic learning contextualizes knowledge and reduces the likelihood that it will remain "inert" when needed to solve problems in the future (Herrington, Reeves, & Oliver, 2014). The integration of video cases into the classroom therefore represents a fundamental shift towards more engaging, experiential and innovative learning experiences that equip students with the skills needed for future work.

The video case study is based on the classic Harvard Business School case study which is rooted in a problem-solving learning approach (Nohria, 2021). Students gain an understanding of the business challenges and decision-making conundrums the protagonists of the case study face and, through instructor-directed engagement, discover how their approaches and solutions match the protagonist's approach and decision. Learning from practitioners is designed to prepare students to similar situations they will

encounter once they graduate and enable them to respond well-informed and responsibly.

That is why a team of colleagues across Europe, developed the *MNC Whispering* video case collection¹. Each video case study was co-created by the participating academics and managers. Based on conversations with the company's managers, the academics wrote a theory-informed script that was narrated by the manager (De Beule, Jaklič, Vardar, & Voss, 2021). Each video contains the firm's narrative, stills and film of the organization's activities and facilities, and charts and figures that summarize and support the narrative.

Survey results from the *MNC Whispering* project revealed the usefulness of authentic video cases in positively reflecting learners' interests and improving their learning achievements, cultural awareness, skills and professional developments (De Beule et al., 2019) and IB scholars recognized it as a teaching innovation (Dieleman, Šilenskytė, Lynden, Fletcher, & Panina, 2022). Authentic teaching in IB is important as it helps learners to act effectively in their work environment, which is a crucial aspect of IB education. However, given its form, video cases require careful consideration and embeddedness in a class to be an effective pedagogical tool. We address this below by asking why and how to best use video cases to improve the teaching and learning.

VIDEO CASES: WHY?

In video pedagogy, any form and length of moving audiovisuals "facilitates, motivates, generates and enhances in-

¹ MNC Whispering built on Brands Whisper'g methodology (<https://www.brandswispering.com/>) and benefitted from funding by the Erasmus+ program of the European Union (Open Access Digital Video Case Library for Teaching International Business: Project No.2018-1-BE02-KA203-046832). <https://www.mncwhispering.com/>

teractions and meditations” between what is taught how to whom (Gedera & Zalipour, 2021). In its broadest sense, video pedagogy includes a wide range of formats such as feature film length documentaries, generative AI created videos, animation, augmented reality videos, and video case studies, created by either instructors, students, or third parties. All of these forms of video based learning have the potential to create affective arousal and emotional response amongst students (Marx & Frost, 1998), which can lead to increased student engagement as well as better cognitive and affective outcomes (Fang & Chiu, 2024; Lewis, Lewis, & Luca, 2023; Sablić, Mirosavljević, & Škugor, 2021). Yet, video pedagogy does not deliver positive outcomes by default. Videos for educational purposes must be carefully produced/selected and integrated into the curriculum to be effective.

The latest generation of students has grown up immersed in technology and readily accessible videos through platforms like YouTube and TikTok, but also educational platforms such as Coursera, edX, and the Khan Academy. Their engagement with videos is driven by leisure/entertainment and consumption as well as a desire to learn. Indeed, these digital natives increasingly favor learning through vlogs and videos over text (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018). Meyer’s (2014, 2019) cognitive theory of multimedia learning provides the conceptual base for the efficacy of video pedagogy and the students’ interest in videos. According to this theory, learning is facilitated and students’ retention and ability to transfer information is enhanced by the multi-sensory way that human working memory gathers and processes information. The combination of audio-visual channels can help students better understand and retain information compared to traditional text-based learning. Research has confirmed that video material can improve information retention and comprehension by presenting content in multiple modalities (Sankey, Birch, & Gardiner, 2011).

Self-guided learning through videos has been found to be particularly useful for videos with low cognitive and comprehension based content, such as instructional videos on statistics and economics (Ding, Xu, & Lewis, 2023; Laugerman & Saunders, 2019; Tani, Manuguerra, & Khan, 2022). Videos with complex, multi-layered content require a higher level of engagement with what has been said, how it has been communicated, and what may have been omitted. IB focused video case studies that bring theoretical models to life through a narrated application are an example of such videos. For such videos, considerable guidance and educational scaffolding is necessary for students to engage (Marx & Frost, 1998; Trenholm & Marmolejo-Ramos, 2024) and learn as effectively as with written resources (Shiu, Chow, & Watson, 2020). Special consideration needs to be given to how well students will comprehend the language spoken in the video (Fee & Budde-Sung, 2014). Well-crafted instructional materials can improve students’ comprehension and lessen their cognitive burden.

The story-telling element of the video case study is therefore an important feature. Combined with appropriate visuals, video can improve students’ attention spans and

elicit strong emotional responses. Consequently, knowledge can be conveyed in a totally different and, arguably, more effective way than it would be in a traditional lecture or case study approach (Lewis et al., 2023). As such, students who watch videos are more likely to actively create mental models, which promotes deeper learning and increased information recall.

The video cases in the *MNC Whispering* library (see Appendix 1), for example, provide a dynamic and interactive learning experience for students and can stimulate curiosity and increase student motivation to learn as the video cases capture students’ attention and maintain their interest in the subject matter, leading to higher levels of engagement and motivation. Feedback from students and alumni that used the *MNC Whispering* video case library highlighted that video cases such as *NV Holders* or *F Secure* “increased self-confidence that young people from our neighborhood can make global business success” (De Beule et al., 2019; MNC Whispering, 2022) while cases like *Robots and Bears* increased their “ability to identify all necessary stakeholders for successful greenfield investment project and to advocate for a point of view” (MNC Whispering, 2022). Students also pointed out the richness of video material which helped them understand, for example, “how important innovation is”, “how many different innovations are possible” and “how CEOs promote innovation in their companies” in the cases of *Leone* or *IPEE* (De Beule et al., 2019; MNC Whispering, 2022). Lecturers appreciated that the main challenges in IB – such as digitalization or market selection and geographical diversification and entry modes – could be observed through a curated collection of short videos of different cases (Vardar, De Beule, Jaklič, Mroczek-Dabrowska, & Blackburne, 2021: 136–137). Comparisons of SMEs and larger companies from different countries vividly illustrate the complexity and the many variables that play a role in decision-making and market development. The real-life, authentic examples make learning enjoyable and meaningful for students (Aynas & Aslan, 2021). The multi-modality of video materials can help clarify complex concepts and make abstract ideas more tangible (Moreno & Meyer, 2008). The value of risk diversification through simultaneous product and market diversifications in the *Leone* case becomes much more tangible and convincing when seeing trucks delivering different ice creams to different locations. Or *Halifax Fan*, *Kipling*, *Amica* and *Leone* all show the challenge and importance of building B2B relationships.

The scenes of practitioners in their own business environment may, however, also stimulate the exploration of learning beyond the original intention of the video creators. Through careful observations and watching of videos, students that tested the collection started to reveal an increased passion for international business, entrepreneurial mindset and cultural differences. Discussions that emerged from these observations motivated students to learn about and acquire managerial skills in addition to understanding IB concepts and theories. Students learned that it is not just important for managers to take a decision to diversify their business or to innovate, but that they had to

first persuade important stakeholders to persevere in these strenuous activities. Observing problem solving at different management levels offered unexpected learning opportunities. Discussions typically also revealed personal biases and different viewpoints of classmates, which provided opportunities to gain a broader perspective.

VIDEO CASES: HOW?

The learning benefits of the video may be compromised when the content, structure, design, or point of delivery of the video adds to the cognitive load (De Beule et al., 2019). Developing the *MNC Whispering* collection, we tried to improve cognitive load by better structuring and writing the script.² Each video aligns with specific learning objectives. This alignment helps students connect the content of the video to the broader educational goals. The narrative of the story emphasizes the challenges faced, solutions offered and transformations achieved. The video cases also use visual elements (animations, graphics, and written footage) to enhance the storytelling, while segmentation and questions cue student attention, encourage critical thinking, keep viewers engaged, but also keep the video case study simple and easy to navigate for students and lecturers. Cognitive load can further be managed through a considerate 1) theoretical setting, 2) the video's embeddedness in the course organization, and 3) mode of delivery.

THEORETICAL PERSPECTIVE

The first consideration is the theoretical perspective of a course. The script structure in the *MNC Whispering* and similar video cases is business challenge-driven. In written cases, relating the case to theory is up to the educator, while in video cases, the theory can also be explained with the help of separate but complementary knowledge clips (De Beule et al., 2021).

Video cases are extremely versatile and allow for usage in any combinations of theoretical and practical teaching contexts. Video cases can be used either before the theory is taught (inductive; see also Table 1), or the content from video case studies can rather be shown to students after the theory is taught (deductive). The choice between a more practice-oriented or theory-focused approach might be dictated by a lecturer's or institutional preference, or informed by the type and experience of the students. In an executive education class, for example, an inductive approach that is built around the expertise in the room would work better than with undergraduate students.

In the inductive teaching approach, students take a Sherlock Holmes perspective, starting from observation, looking for patterns, drawing conclusions, and relating them to theory. Video cases are used to provide students

with real-world examples of business scenarios, which they can analyze to identify patterns and make generalizations. For example, students can watch the video case of a company's internationalization strategy and then identify the patterns and strategies used by the company.

In the deductive approach, students follow Aristotle's logic, starting from theory, formulating conjectures and hypotheses, making observations, and looking for confirmation. Deductively, students are first presented with a general principle or theory (for instance, using a knowledge clip) and are then asked to apply it to specific problems in video cases. For example, students can watch the video case of a company's market entry and then apply their knowledge of market entry strategies to evaluate the company's decision and financial performance.

A third approach is an abductive approach. Students take an intermediate position, moving between observations and theoretical explanations, and allowing them to explore the best case solution based on available evidence (Conaty, 2021). Abductive learning embraces the idea of plausibility and feasibility of both hypotheses and decisions. Therefore, the lecturer's role becomes one of guiding students through formulating relevant hypotheses and selecting the most plausible one according to criteria (Rapanta, 2018). Abductive learning involves making a best guess or hypothesis based on incomplete information. Video cases can be used to provide students with incomplete information about a business scenario and ask them to make a hypothesis or best guess about what will happen next. For example, students can watch the video case of a company's new product launch in foreign markets and then make a hypothesis about the product's potential success based on the information presented in the video. Regardless of the approach taken by a lecturer, video content is more than just a fun way to illustrate a point, test a theory or apply a concept (Randolph & Posner, 1979).

COURSE FORMAT

One of the major advantages of video cases is its ambidexterity in terms of application. Video cases can be usefully applied in synchronous, asynchronous but also hybrid teaching. Learning typically happens through repeated engagement with the material at various stages throughout a teaching schedule. Some learning will happen before class when students prepare themselves and engage with the pre-class material, some learning will occur during lectures, seminars and tutorials when students apply the material and test their understanding, and some learning takes place after class when students reflect on the class and prepare for assessments. As students have diverse learning preferences and styles, video materials offer a variety of delivery formats to accommodate different learning styles and

² The accompanying Manual for Academic Teaching Staff (Vardar, De Beule, Jaklič, Mroczek-Dabrowska, & Blackburne, 2021) lists all cases in three categories 'Antecedents and initiation of internationalization', 'Dynamics of internationalization', and 'Running an international business', alongside the supplementary knowledge clips and teaching notes, and explains how these materials could be used.

preferences, making learning more accessible and effective for all students (Butz & Askim-Lovseth, 2015).

In hybrid teaching, instructors use a combination of synchronous and asynchronous teaching methods, allowing for a flipped classroom approach, whereby students engage with materials before class before diving in more deeply in class. Video cases can, for instance, be used in hybrid teaching by assigning them as pre-class homework and then discussing them during synchronous class sessions. Instructors can also use video cases in hybrid teaching by creating interactive activities, such as quizzes or discussion boards, that students can complete asynchronously. These activities can encourage inductive, abductive, or deductive reasoning by asking students to identify patterns, generate hypotheses, or apply rules or principles. Hybrid teaching of video cases can therefore be used in a variety of theoretical settings also.

In synchronous teaching, instructors and students interact in real-time, either in-person or through video conferencing. Video cases can be used in synchronous teaching by showing them during class and then engaging students in activities that encourage inductive, abductive, or deductive reasoning. For example, instructors can show a video case and then ask students to identify patterns or make generalizations (inductive), generate hypotheses or explanations (abductive), or apply rules or principles (deductive).

In asynchronous teaching, instructors and students do not interact in real-time. Video cases can nevertheless be used in asynchronous teaching by posting them on a learning management system and then providing students with prompts that encourage inductive, abductive, or deductive reasoning. For example, instructors can ask students to watch a video case and then post their observations, hypotheses, or explanations on a discussion board. Instructors can also use video cases in asynchronous teaching by creating interactive activities, such as quizzes, that students can complete at their own pace.

DELIVERY MODE

Video based learning allows lecturers to adopt innovative teaching strategies to cater to online, face-to-face, as well as hybrid courses. Video cases are a natural fit for online courses due to their digital nature. They can also be used easily in face-to-face lecturing settings as video cases do not necessarily require preparation on the part of the students. When introduced during lectures, video cases can help avoid the typical lecturer frustration with students' lack of preparation for written cases. The current teaching environment has actually become quite demanding on lecturers. Warped by the pandemic, they were forced to quickly switch from face-to-face to online lecturing. And although full online teaching has receded to some extent, some universities and schools still maintain online lecturing and/or recording, allowing for hybrid delivery modes. This is sometimes driven by students attending lectures in-class while others are attending online for various personal reasons (Young, 2023). This could, however, also be driven by multi-campus models whereby some students are present

on site, while others are online, at home or on another campus (Raes, Pieters, & Van de Plas, 2022).

Several studies have found synchronous hybrid learning setups to be effective as they create a more flexible and engaging learning environment compared to fully online or in-person setups (Butz & Stupnisky, 2017; Olt, 2018; Zydney, McKimmy, Lindberg, & Schmidt, 2019). Synchronous hybrid learning has the potential to enhance the learning experience for students (Abdelmalak & Parra, 2016). Video cases are an innovative and useful tool to cater to the simultaneous in-person and online engagement requirements of such a setup.

DISCUSSION AND CONCLUSION

Video case studies can be used to provide students with authentic and engaging examples of business scenarios, which they can analyze and apply their knowledge to. Using video cases in combination with other teaching methods can create a more engaging and effective learning environment for students that addresses different learning preferences. The effectiveness of video materials in education lies in their ability to enhance learning experiences, engage students, promote active learning, and facilitate deeper understanding of academic content. The *MNC Whispering* video case collection offers one such available option to apply in teaching IB courses, topics and classes.

Flexibility in use is one of the key innovations of teaching and learning with video cases. Video materials provide a learning experience that appeals to different teaching and learning styles. As such, they offer flexibility for lecturers and for students. Online platforms, digital resources, and learning management systems make multimedia resources readily available to students for anytime, anywhere learning, empowering students to engage with course content at their own pace and convenience.

If delivered properly, interactive elements can foster critical thinking, problem-solving skills, and peer-to-peer learning. Video cases can be reviewed and analyzed at different times and by different interlocutors, allowing for a more analytical vision of complex actions/problems (De Beule et al., 2021). This flexibility makes video cases a valuable tool for enhancing individual and collaborative reflection and discussion in the classroom reveals the complexity of business decisions. This motivates acquisition of new skills necessary for solving complex problems.

However, when videos are *only* shown in class, students may have a tendency to become passive consumers, which will hinder their ability to retain the material. In order to overcome this problem, video content could be incorporated into teaching techniques that call on students to actively take notes and listen for information (Sprinkle & Urick, 2016). According to Liedtka (2001), teaching and practicing listening skills is necessary for students to use video cases effectively. It is important to listen with the intention of comprehending the significance of the narration, as well as the manager's stated and implicit beliefs and assumptions.

Table 1. Structural considerations when using video cases

Theoretical perspective	Course organization	Delivery mode
<i>Inductive.</i> Lectures start with a video case illustrating real-life problems, stimulating theoretical insights.	<i>Hybrid timing.</i> Using video case and knowledge clips partly before, partly in, and partly after class.	<i>Online.</i> Online lectures make use of the digital format of the cases and/or knowledge clips.
<i>Deductive.</i> Lectures start with frameworks and theories, before applying them to a video case.	<i>Synchronous.</i> Watching and discussing video case and theory/knowledge clips with students in class.	<i>Face-2-Face.</i> In-class delivery of the lecture, including video case and/or knowledge clip.
<i>Abductive.</i> Developing best available options and most likely decisions based on theory and practice.	<i>Asynchronous.</i> Full video case preparation by students precedes or is followed by theory.	<i>Hybrid format.</i> Joint face-2-face and online delivery of the teaching session.

Source: Authors.

The video case approach emphasizes active listening, careful observing and effective note-taking which necessitates reflections on when and how to best integrate the case into the classroom. The video case offers an experience similar to a business meeting where participants have to make sense and contextualize what has been said without being able to ‘rewind and re-watch’ what has been said. Sharpening the listening skills of students aids their employability prospects.

To employ a video case study in a class to its greatest impact, it needs to be purposefully integrated with clear learning objectives in mind. A lecturer should ensure that the video case study aligns with the specific learning objectives of the lecture or course. Consider the audience and the mode of teaching as well as the accessibility of the video content to all students, addressing any potential equity issues related to internet access or technology. Encourage students to reflect on the content of the video case study and its implications and utilize strategic pauses during the video to encourage students to think like managers and practice analytical skills. Reflection can deepen understanding, promote critical thinking, and facilitate meaningful discussions in the classroom (Prud’homme-Généreux et al., 2021). By employing video case studies in a class with these considerations in mind, educators can maximize the impact of the videos on student learning, engagement, and critical thinking skills.

In summary, video cases can be an attractive case format for students as well as lectures. The use of video cases in higher education teaching can play a crucial role in enhancing student engagement, facilitating active learning, and catering to diverse learning styles and promote deeper understanding of complex concepts.

ACKNOWLEDGEMENTS

We would like to thank two anonymous referees and Margaret Fletcher for the insightful comments in making this contribution more focused.

We would like to acknowledge the use of DeepL Write in helping us to improve the writing style of some of our sentences in response to the reviewers’ comments.

ABOUT THE AUTHORS

Filip De Beule is Campus Dean in Antwerp of the Faculty of Economics and Business at KU Leuven. His main research interests focus on the interlink between international business strategy and policy and include topics on the international location and organization of firms. He has won several AIB and EIBA best paper awards. He has published in the *Journal of World Business*, *Journal of International Business Policy*, *Journal of International Management*, *International Business Review*, and *Management International Review*, among others. He is recipient of the AIB Teaching Innovation Award 2022.

Andreja Jaklič is Vice Dean Research at Faculty of Social Sciences, University of Ljubljana and a research fellow at the Centre of International Relations. She has written books on multinationals from Central and Eastern Europe and has published in the *Journal of Business Research*, *Journal of Economic Structures*, and *International Business Review*, among others. Her main research interest focuses on international trade, FDI, GVC and internationalization strategies. She is recipient of the AIB Teaching Innovation Award 2022. She is a co-founder and Chair of AIB-CEE Chapter.

Hinrich Voss is Chair in International Business Management at the University of Bristol Business School and Head of the Academic Group Strategy, International Management and Business, Entrepreneurship. His research on the intersection of international business and institutions has been published in the *Journal International Business Studies*, *Journal of International Business Policy*, *Journal of World Business*, *Global Strategy Journal*, and *International Business Review*, among others. He is recipient of the JIBS Decade Award 2017 and the AIB Teaching Innovation Award 2022.

Submitted: May 07, 2024 EST. Accepted: October 27, 2024 EST.
Published: December 19, 2024 EST.



This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CCBY-4.0). View this license's legal deed at <http://creativecommons.org/licenses/by/4.0> and legal code at <http://creativecommons.org/licenses/by/4.0/legalcode> for more information.

REFERENCES

- Abdelmalak, M. M. M., & Parra, J. L. 2016. Expanding learning opportunities for graduate students with HyFlex course design. *International Journal of Online Pedagogy and Course Design*, 6(4): 19–37.
- Aynas, N., & Aslan, M. 2021. The effects of authentic learning practices on problem-solving skills and attitude towards science courses. *Journal of Learning for Development*, 8(1): 146–161.
- Butz, N. T., & Askim-Lovseth, M. K. 2015. Oral communication skills assessment in a synchronous hybrid MBA programme: Does attending face-to-face matter for US and international students? *Assessment and Evaluation in Higher Education*, 40: 624–639.
- Butz, N. T., & Stupnisky, R. H. 2017. Improving student relatedness through an online discussion intervention: The application of self-determination theory in synchronous hybrid programs. *Computers & Education*, 114: 117–138.
- Conaty, F. 2021. Abduction as a Methodological Approach to Case Study Research in Management Accounting — An Illustrative Case. *Accounting, Finance & Governance Review*, 27.
- De Beule, F., Jaklič, A., Kania, A., Mroczek-Dąbrowska, K., Vardar, N., et al. 2019. Video case studies in IB teaching: An empirical comparison of academic and student perceptions and expectations. *Journal of Teaching in International Business*, 30(2): 175–195.
- De Beule, F., Jaklic, A., Vardar, N., & Voss, H. 2021. How to write and develop a video case? The case of co-created video cases. *AOM IM Teaching Resources*.
- Dieleman, M., Šilenskytė, A., Lynden, K., Fletcher, M., & Panina, D. 2022. Toward more impactful international business education: A teaching innovation typology. *Journal of Teaching in International Business*, 33(4): 181–202.
- Ding, N., Xu, X., & Lewis, E. 2023. Short instructional videos for the TikTok generation. *Journal of Education for Business*, 98(4): 175–185.
- Fang, X., & Chiu, T. K. 2024. Enhancing business education through video: A conceptual model and research directions based on a systematic review. *The International Journal of Management Education*, 22(2): 100959.
- Fee, A., & Budde-Sung, A. E. 2014. Using video effectively in diverse classes: What students want. *Journal of Management Education*, 38(6): 843–874.
- Gedera, D. S., & Zalipour, A. 2021. Conceptualising video pedagogy. In D. S. Gedera & A. Zalipour (Eds.), *Video pedagogy: Theory and Practice*: 1–17. Springer.
- Herrington, J., Reeves, T. C., & Oliver, R. 2014. Authentic Learning Environments. In J. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of Research on Educational Communications and Technology* (4th ed.): 401–412. Springer.
- Laugerman, M. R., & Saunders, K. P. 2019. Supporting student learning through instructional videos in business statistics. *Decision Sciences Journal of Innovative Education*, 17(4): 387–404.
- Lewis, N., Lewis, R., & Luca, C. 2023. Impact of video-based learning in business statistics: a longitudinal study. *Humanities and Social Sciences Communications*, 10(1): 1–10.
- Liedtka, J. 2001. The Promise and Peril of Video Cases: Reflections on Their Creation and Use. *Journal of Management Education*, 25(4): 409–424.
- Marx, R. D., & Frost, P. J. 1998. Toward optimal use of video in management education: examining the evidence. *Journal of Management Development*, 17(4): 243–250.
- MNC Whispering. 2022. *Pilot study report on the use of video cases for teaching IB – MNC Whispering Series*. https://www.mncwhispering.com/?page_id=3984.
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. 2018. Social media as a complementary learning tool for teaching and learning: The case of YouTube. *The International Journal of Management Education*, 16(1): 37–42.
- Nohria, N. 2021. What the case study method really teaches. *Harvard Business Review*, 21.
- Olt, P. A. 2018. Virtually There: Distant freshmen blended in classes through synchronous online education. *Innovative Higher Education*, 43(5): 381–395.

Raes, A., Pieters, M., & Van de Plas, F. 2022. **Report on the state of art research, innovation and good practices of synchronous hybrid learning and conclusions related to the COVID 19 context**. Leuven: KU Leuven.

Randolph, W. A., & Posner, B. Z. 1979. Designing meaningful learning situations in management: A contingency, decision-tree approach. *Academy of Management Review*, 4(3): 459–467.

Rapanta, C. 2018. Teaching as abductive reasoning: The role of argumentation. *Informal Logic*, 38(2): 293–311.

Sablić, M., Mirosavljević, A., & Škugor, A. 2021. Video-based learning (VBL)—past, present and future: An overview of the research published from 2008 to 2019. *Technology, Knowledge and Learning*, 26(4): 1061–1077.

Sankey, M., Birch, D., & Gardiner, M. 2011. The impact of multiple representations of content using multimedia on learning outcomes across learning styles and modal preferences. *International Journal of Education and Development Using ICT*, 7(3): 18–35.

Shiu, A., Chow, J., & Watson, J. 2020. The effectiveness of animated video and written text resources for learning microeconomics: A laboratory experiment. *Education and Information Technologies*, 25: 1999–2022.

Tani, M., Manuguerra, M., & Khan, S. 2022. Can videos affect learning outcomes? Evidence from an actual learning environment. *Educational Technology Research and Development*, 70(5): 1675–1693.

Trenholm, S., & Marmolejo-Ramos, F. 2024. When Video Improves Learning in Higher Education. *Education Sciences*, 14(3): 311.

Vardar, N., De Beule, F., Jaklič, A., Mroczek-Dabrowska, K., & Blackburne, G. 2021. *Open Access Digital Video Case Library for Teaching International Business: A Manual for Academic Teaching Staff*. https://www.mncwhispering.com/?page_id=3300.

Young, J. R. 2023. *Will Hybrid Teaching Stick Around as the Pandemic Fades?* <https://www.edsurge.com/news/2023-10-19-will-hybrid-teaching-stick-around-as-the-pandemic-fades>.

Zydney, J. M., McKimmy, P., Lindberg, R., & Schmidt, M. 2019. Here or there instruction: Lessons learned in implementing innovative approaches to blended synchronous learning. *TechTrends*, 63: 123–132.

APPENDIX 1

Overview of MNC Whispering video case studies

Case	Company websites	Sector	HQ	Firm size	B2B/ B2C	Main topics	Key markets
Amica	amica-group.com/	Household Appliances	Poland	Large	B2C	Internationalization process, acquisition process	PL, UK, Europe
Cox Automotive	coxautoinc.com	Automotive	UK	Very Large	B2B	Digital transformation	US, UK
F-Secure	f-secure.com/en	Cyber security	US	Large	B2C & B2B	Global industry, market entry, business model	Worldwide
Halifax Fan	halifax-fan.co.uk/	Machinery	UK	SME	B2B	Location choice, entry mode	UK, CN, US
Hydraulics Online	hydraulicsonline.com/	Machinery	UK	SME	B2B	Internationalization process	UK, Europe, worldwide
Incom Leone	incomleone.com/	Food	Slovenia	Large	B2C & B2B	Market selection, market entry	Europe, US, Australia, NZ
IPEE Technology	ipee.eu/	Electronics	Belgium	SME	B2B	Production make or buy, business model innovation	Belgium, Europe, US, CN
IPEE Market development	ipee.eu/	Electronics	Belgium	SME	B2B	Export, intermediary selection, culture	Belgium, Europe, US, CN
Kipling China	kipling.com/int/	Luggage	Belgium	Large	B2C	Digitalization, market development, omnichannel	CN, worldwide
Kipling Outsourcing	kipling.com/int/	Luggage	Belgium	Large	B2C	Outsourcing, relocation	CN, Asia, worldwide
Robots and bears	kocevje.si/	Public administration	Slovenia	Small	B2B	Inward FDI, sustainability	Europe, Japan
NV Holders	nv-holders.com/	Fashion	Slovenia	SME	B2C	International entrepreneurship	US, Europe, worldwide
Novol	novol.com/en	Industrial paint	Poland	Large	B2B	Global competition	PL, worldwide
Open Energy Labs	openenergylabs.co/	Education	UK	SME	B2G & B2G2C	Social entrepreneurship, social innovation	Zambia, Tanzania

Source: Adapted by authors based on Vardar et al. (2021)