Research Article

Educational Administration Theory and Practice

Using Movies As A Pedagogy To Teach Manangement In Higher Education: A Bibliometric Analysis

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ARTICLE INFO	ABSTRACT

Education in the modern era is made possible by technology like never before. The curriculum, students and teachers have all been impacted by this technological intervention in the way that they deliver instruction in the classroom. As per NEP 2020, teachers should keep introducing and adopting innovative technologies to engage students in learning at higher education level. Teachers are more anxious and are being forced to innovate their pedagogies in order to improve student participation and engagement due to the overwhelming pressure on the educational system. The aim of the study is to use bibliometric method to examine relevant literature. The VOSviewer software was utilized to analyze bibliometric parameters in order to find citations that were pertinent to the critical themes of the usage of movies as a pedagogy to teach management at higher level of education. The Scopus database, period of study from 2003-2024 (Jan), identifies 820 articles, with 90 articles meeting criteria for review. The study data analysis was conducted through the bibliometric analysis by using VOSviewer. The only research published in scholarly journals for the current study is peer reviewed, in order to maintain the high caliber of the work. Findings presents that subjects like management are under greater pressure to innovate in pedagogy. Irrespective of the student's academic background or work experience, the wide range of management education courses make it possible to incorporate entertainment-related tools like movies to lessen anxiety and increase student engagement. Even the findings reported the paradigms of pedagogy innovations for the research on cinema as a teaching tool: teaching level, teacher-student engagement and student learning level. The primary contribution of the study are the elements that lower teacher's anxiety when using movie pedagogy, the gaps in the use of film in pedagogy and the possible research areas for future investigators.

Keywords: Bibliometric Analysis, Movies or Films, Management, Teaching, Pedagogy and VOSviewer

1. Introduction

With the advancement of technology, the special and symbiotic bond among the teachers and the students can be predicted to grow even more. Under NEP 2020, policy makers focused on introducing innovative pedagogies to engage students in learning at higher education level. Higher education institutions' management curricula are crucial in today's world for developing future leaders and professionals. The dynamic and quickly changing global business environment necessitates a special set of abilities and expertise beyond the scope of conventional academic fields. By providing specialized programs that give students a comprehensive understanding of organizational dynamics, strategic thinking, and leadership acumen, management education fills the knowledge gap. These courses frequently incorporate industry response, real-world case studies, and hands-on training to create an all-encompassing learning environment. In addition, the integration of novel

technologies and an emphasis on environmentally conscious business methods mirror the current obstacles encountered by establishments. Management education places a strong emphasis on soft skills, critical thinking, and effective communication in the pursuit of holistic development, realizing the significance of interpersonal dynamics in the success of the professional world. Furthermore, a shift toward interdisciplinary approaches and management education has occurred in the modern era. The lines separating conventional fields like marketing, finance, and human resources are getting fuzzier. Institutions understand how important it is to develop well-rounded people who can handle a variety of challenges. Students' preparation for a multicultural, integrated business world includes exposure to global perspectives, team-based learning, and collaborative projects. Moreover, technology integration is transforming management education. Data analytics and online platform simulations are quickly becoming indispensable resources for providing students with engaging, interactive learning opportunities. This shift to digitalization not only improves accessibility but also reflects how the workplace is changing. In summary, management education in contemporary higher education institutions is a dynamic and developing field. It focuses on practical skills, ethical considerations, and adaptability to changes, going beyond the mere transmission of theoretical knowledge. As the business world continues to change, management education is still essential to producing capable, creative, and socially conscious leaders who can meet tomorrow's challenges.

2. Review of literature

By considering the wide range of courses available in management education incorporating entertainment-related resources like movies can increase student engagement and acceptance of teachers' intervention in helping them in understanding difficult theories, concepts or techniques regardless of their background in academia or the workplace (Champoux,, Film as a teaching resource. , 1999; 2001; Hayward & Jiang, 2016). Today's India's management education is broad, covering a wide range of business models. It also offers programs at different levels that develop skilled professionals and make significant contributions to research and development. This proactive approach to economic challenges paves the way for India's emergence as a major player in the global economy.

Teaching is both a science and an art, and pedagogy includes developing a conceptual framework for education, using teaching strategies, and organizing and directing the educational process. (Kinnear & Bowman, 2024). It entails the use of numerous pedagogical instruments and settings to promote learning and the development of India's fundamental culture (Semenovich, A., & T, 2022). Pedagogical practices are essential for stimulating learning, accumulating knowledge, and directing intellectual and personal growth. Various pedagogical approaches, including competency-based curriculum administration, better families, nature, and active learning strategies, address the various needs of students, including those with special needs (Mahyatun & Suryadi, 2022; sabbagh, August 2022). Furthermore, the goal of socially just pedagogies is to free young people from oppression, especially those from underprivileged racial and ethnic backgrounds. All things considered, pedagogy is a multifaceted field that includes ideas, precepts, and methods meant to support efficient teaching and learning procedures.

Movies which are a combination of moving images, dialogue and sound effects have become a popular and efficient way to instruct and engage (Tedoradze, 2022; Kankal, Patra, & Panda, 2023) students in a variety of subjects the modern era (Kebaya & Mokaya, 2023). Movies are visual medium with a special power to student's attention, enhancing and personalizing the learning process (Kebaya & Mokaya, 2023; Sugesh & Calaivanane, 2023). Movies enhance comprehension by giving a variety of learners an educational experience which is strengthened their capacity for comprehension and retention (Kebaya & Mokaya, 2023). Movies' visual and aural components appeal to viewers' multiple senses which helps them process and remember information (Kebaya & Mokaya, 2023; Tedoradze, 2022). Movies can also present complex concepts and ideas in a more accessible and relatable manner and making it easier for learners to understand and connect with the content (Kebaya & Mokaya, 2023). Additionally, the use of use movies as an instructional tool can stimulate critical thinking as learners are encouraged to analyze and integrate visual and narrative elements in the movie (Kebaya & Mokaya, 2023). By incorporating movies into teaching and learning process, educators can provide a more dynamic and interactive learning environment that promotes active engagement and deeper comprehension (Kebaya & Mokaya, 2023). In contrast to conventional teaching techniques, movies offer multisensory experience with sounds, images and stories that suit a variety of learning preferences. This method not only serves the needs of auditory-visual learners, but also those who learn best when presented with information in a multi model manner. The use of movies in higher education has several disadvantages. Firstly, integrating learning with enjoyable sources like movies can be challenging, although it has multiple benefits such as enhancing linguistic and social skills (Sugesh & Calaivanane, 2023). Secondly, the convenience of contemporary technology has led instructors to turn towards shorter audio-visual material, which may result in the loss of film's established advantages (Parker, 2009; Ljujić & Miljković, 2022). Additionally, the use of movies in the classroom requires instructors' guidance to ensure its effectiveness (Besek & Pandey, 2023). Finally, the abundance of technology in student's lives, including movies and television may lead to easily distracted student who may not appreciate the use of movies as a teaching tool (Besek & Pandey, 2023). The usage of movies as sustainable approach can be categorized into 3 categorize: teaching level, teacher-student engagement level and student learning (Suresh & Kolluru, 2022). A comparative study was conducted and

found that students who participated in the innovative learning experience of watching accounting-related movies and answering tests based on them obtained a higher exam mark compared to those who did not participate. This indicates a significant positive effect on the final exam performance (Merello, Barberá, Porcuna-Enguix, Porcuna-Enguix, & Zorio-Grima, 2023). The research involved 25 students who participated in the study. Four movies were used as a part of the research. The research resulted in students exploring numerous idioms which helped in improvement in their listening and speaking skills (Tedoradze, 2022). The learners thought the movie-based approach was interesting and helpful for improving their language and social skills. They had very positive attitude towards it (Sugesh & Calaivanane, 2023). The study employed a qualitative research design specifically using open-ended questions administered to 38 EFL teacher candidates selected through convenience sampling and enrolled in a 4-year ELT program. Thematic analysis was used to analyze the results of the open-ended questions allowing for the identification and exploration of themes and patterns in the participant's response (Ipek, 2022). Teaching English through movies is found to be effective in creating exposure and providing the right context for language use. Movies help students relate language with real life which is lacking in traditional teaching method. Movies help alleviate boredom in learning English and make learning more engaging (Arora Poonam & Yadav, 2022). The paper's primary conclusion as that in the Kenyan secondary school the use of film as a teaching aid offers a learning experience that enhances student's comprehension, focus and retention skills. Additionally, it aids the development of a variety of abilities in the students including social, cultural, cognitive critical and creative thinking- all crucial components of the competence-based curriculum (Sugesh & Calaivanane, 2023). There's a need for an integrated approach to teaching in management education, such as "Integrative and Interactive Approach" that combines design thinking with analytical reasoning (Lee & Lo, 2014).

3. Methodology

The objective of the present research is to identify the existing themes from the available literature by analyzing the conditions of the research on the use of movies in management education. The areas where research could be more prevalent or extensive could be identified through this analysis. Therefore, the study data analysis was conducted through the bibliometric analysis by using VOSviewer. The only research published in scholarly journals for the current study is peer reviewed, in order to maintain the high caliber of the work. For similar reasons, data used in this study was only obtained from "Scopus," the most relevant peer review database, covering the period from 2003 to 2024. In the database, searches were restricted to keywords, titles, and abstracts. There were limits on area "Social Science" and "Business management and accounting". There was total 820 articles have been published in English language on films as pedagogy. The key words for the search were: "Films or Movies" "Pedagogy".
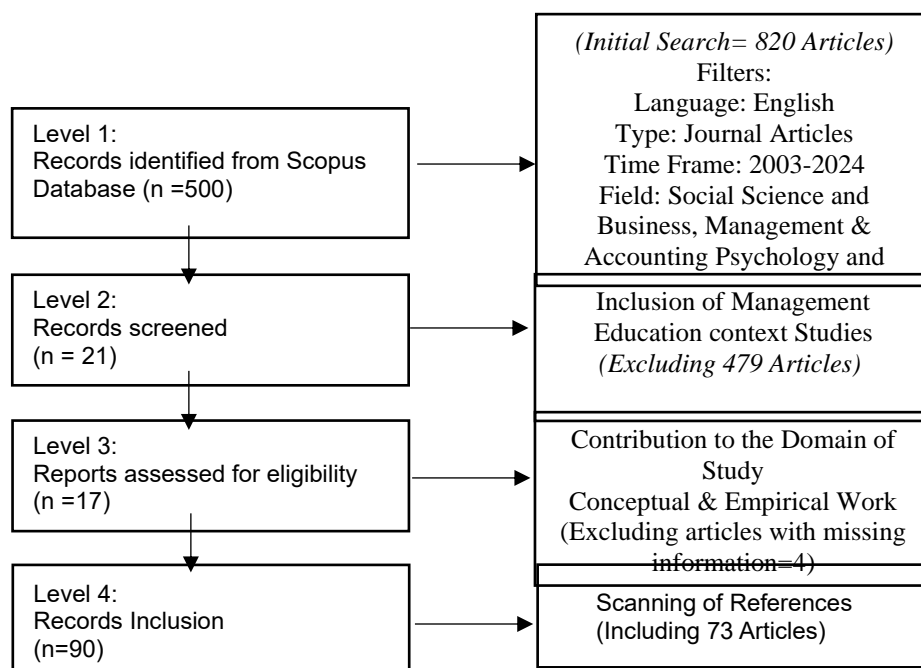
Prisma Chart
In initial stage, total 820 articles were showed as result but after applying filters like Language of publication "English", Stage of Publication "Final", Source of Publication "Journals Only" were applied. This resulted in only 500 articles but inclusion of management education resulted in only 21 articles. Even out of 21, 4 articles

were not eligible for further analysis because of missing information which resulted in only 17 but scanning of references and some selected references were included. Total sample resulted in 90 articles for further analysis in the study.

4. Results and Findings

In the present study, 90 articles were reviewed and Fig:1 reported that in year 2003, there were only 5 articles and in 2023, 5 articles were published. The majority of articles were published in 2015 (8 articles) and 2009 (8 articles) and 2020 (7 articles). One article has been published in year 2024 but this data is temporary because of completion of 2024 would in December.
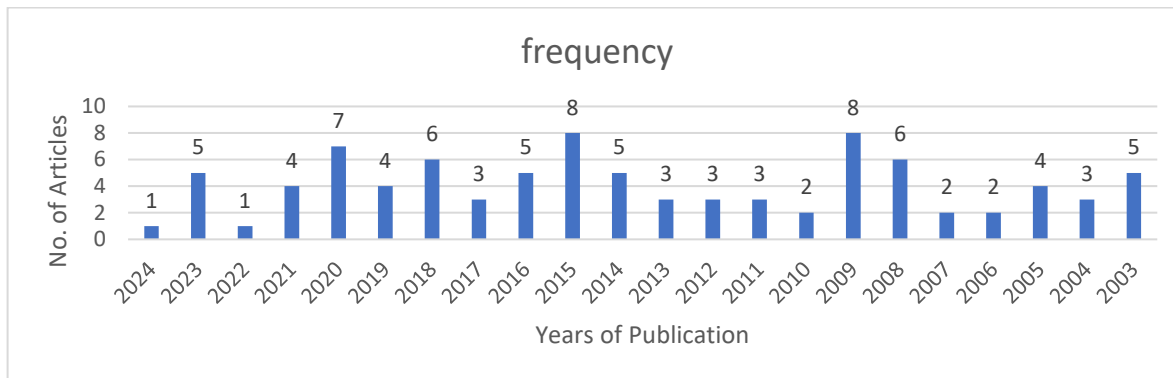

Figure 1

The current study analysis was conducted with Vos-viewer and has been shown in the explanation that has been categorized into different sections: Co-authorship, Co-accuracy and Citation.

4.1 Co-authorship
As fig: 2 represents that there are a smaller number of authors who have network. It can be expected in future that more authors would collaborate and have dense networking and more creative and significant studies would come up in future.
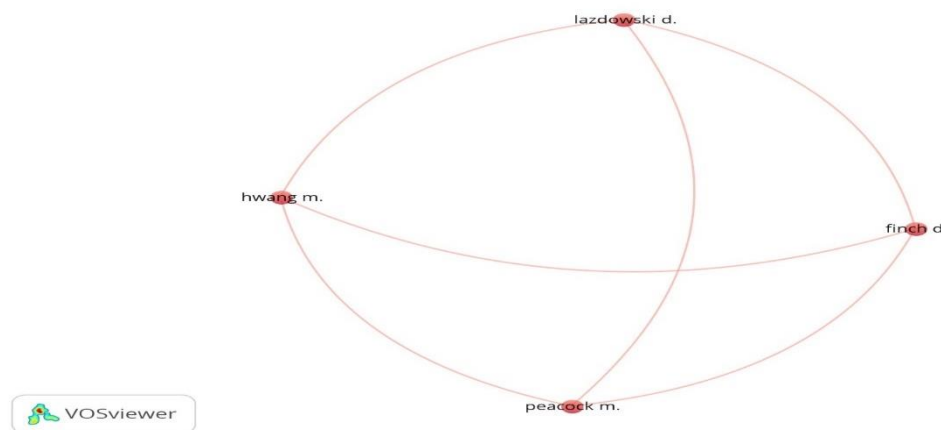

Figure 2

4.2 Co-accuracy
Fig:3 representing the frequency of key words are rapidly increasing. for the co-occurrence analysis with a minimum of 2 occurrence 33 keywords were used to complete counting technique. Fig:2 was considered to discover the phrase are used in the circle size. The fig:4 provides an overview on the films as pedagogy to teach management. Different colours representing each group, signifying the importance, relatedness to each group differently and affinity also. Fig:4 representing density of the keywords frequently appeared in the analysis. Those keywords are "active learning", "experiential learning", "cross-culture", "student engagement" and "reflexivity".
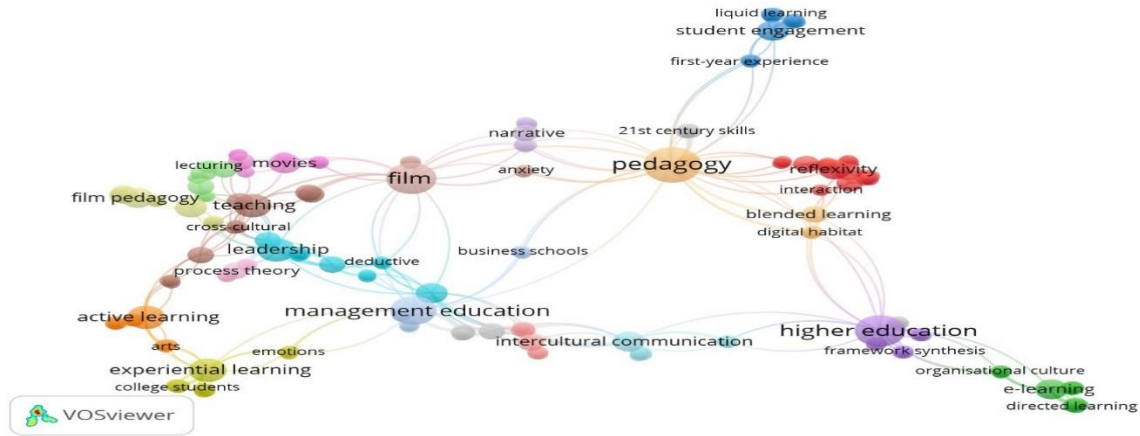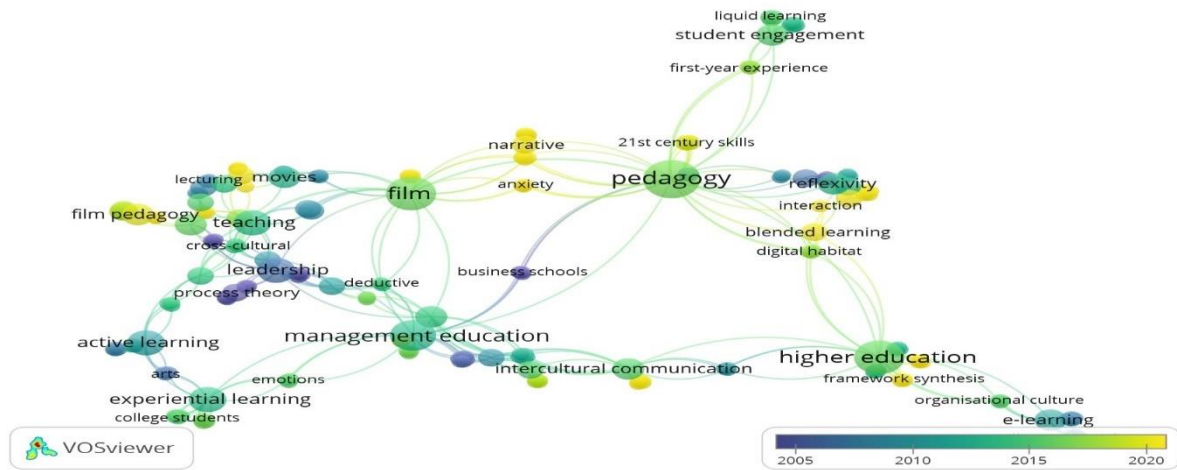
Fig: 3 keywords co-occurrence

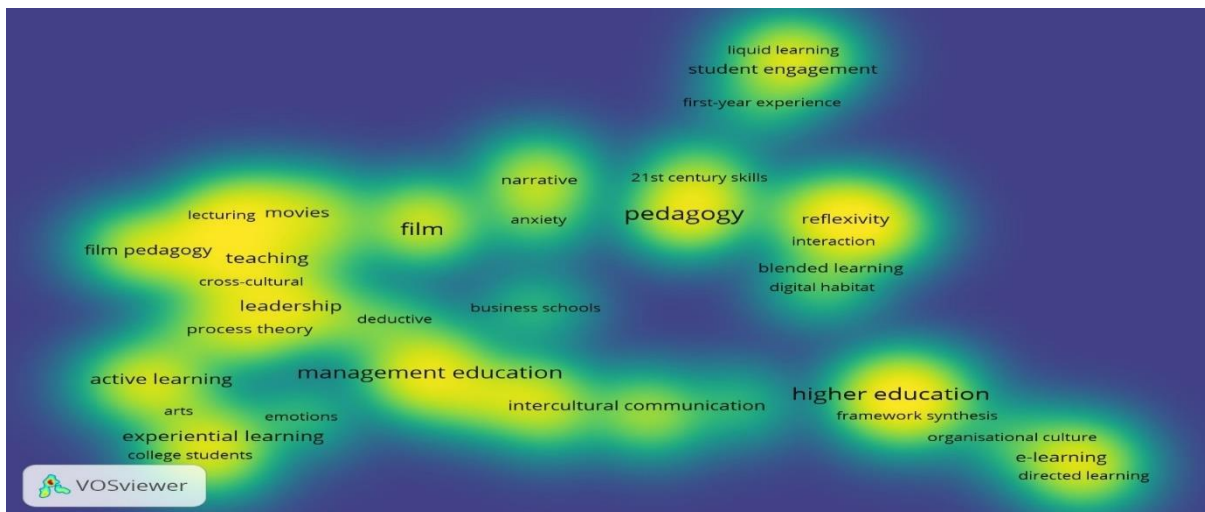*Figure 4 Overlay Visualization of keywords co-occurrence*

Fig: 5 Density visualization of co-occurrence of key words

4.3 Citation Analysis

The top 10 articles were chosen on the basis of citation analysis and Fig:6 reported that (Kolb A.Y., Kolb D.A, 2005) got citation 2797 times and in Table:1 reported that out of top 10 articles, it was ranked at number 1. This article main objective was "To explore learning styles and learning spaces and enhancing experiential learning in higher education". The study talks about the "Kurt Lewin and John Dewey's theories on experiential learning are exploded in higher education and highlighted the concept of learning spaces in longitudinal outcomes assessment, curriculum development, student development and faculty development."

The second article (Nabi G., LiñáN F., Fayolle A., Krueger N., Walmsley A, 2017) titled "The impact of entrepreneurship education in higher education: A systematic review and research agenda" got 786 citations and ranked at 2nd position. All articles represented in table:1 from Scopus database only. This study mentioned that the teaching model framework provides a new method for examining the relationship between pedagogical methods and outcomes. However, current research on entrepreneurship education primarily focused on short-term, subjective measures and under describes actual pedagogies.
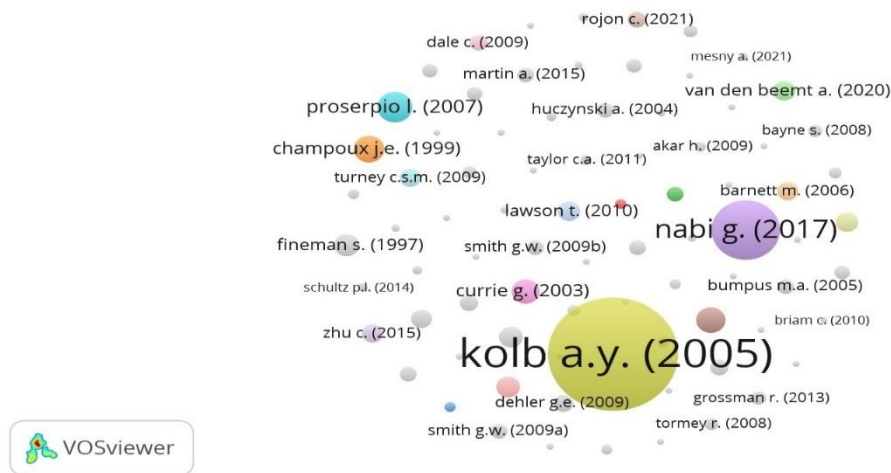

Fig: 6 Citation Analysis

Table: 1

Authors	Title	Year	Cited by	Rank Orders
(Kolb & Kolb, 2005)	"Learning styles and learning spaces: Enhancing experiential learning in higher education"	2005	2797	I
(Nabi, Liñán, Fayolle, Krueger, & Walmsley, 2017)	"The impact of entrepreneurship education in higher education: A systematic review and research agenda"	2017	786	2
(Proserpio & Gioia, 2007)	"Teaching the virtual generation"	2007	203	3
(Selwyn, 2008)	"An investigation of differences in undergraduates' academic use of the internet"	2008	144	4
				5
(Currie & Knights, 2003)	"Reflecting on a critical pedagogy in MBA education"	2003	127	6
(Cherney, 2008).	"The effects of active learning on students' memories for course content"	2008	95	7
(Fenwick, 2005)	"Ethical dilemmas of critical management education within classrooms and beyond"	2005	92	8
(Van Den Beemt, Thurlings, & Willems, 2020)	"Towards an understanding of social media use in the classroom: a literature review"	2020	91	9
(Lawson, Comber, Gage, & Cullum-Hanshaw, 2010)	"Images of the future for education? Videoconferencing: A literature review"	2010	88	10

Findings reported that there is negligible collaboration among the authors. By using movies as a pedagogical tool in higher education of management subject offers multifaceted benefits but along with some challenges. Incorporating films enhances student engagement by translating theoretical concepts into relatable scenarios and promoting active discussion. It caters to diverse learning styles, fosters cultural sensitivity and prepares students for global business challenges. Through analyses 7of management scenarios depicted in movies cultivates critical thinking and decision-making skills and its cost-effectiveness and technological integration further enhance learning experiences especially in online settings. However, there are some challenges like potential stereotyping, misrepresentation and overemphasis on entertainment may comprise academic rigor. Even to ensure uniform learning outcomes and addressing copyright issues are additional concerns. Strategic curation of movies and supplementation with real-world case studies and discussions are essential for comprehensive management education. Educators must balance entertainment with academic depth and

navigate copyright and accessibility issues. Despite challenges, integration of movies enriches the learning experiences, fosters critical thinking and prepares students for modern management complexities. It requires thoughtful consideration and supplementary measures to optimize benefits and mitigate risks and ultimately empowering educators to harness the educational potential of cinematic pedagogy.

5. Conclusion

The present study has main objective was to conduct bibliometric analysis of the existing literature available on Scopus database from 2003-2024 through VOSviewer. Their analysis reported that there is negligible collaboration among the authors as well as this research area has more potential but now the decline in the research in this area has been noted. NEP 2020 focused on the requirement of introducing innovative pedagogy to teach students, engaging and enhancing their critical thinking skills.

This study has some limitations which can be described as conceptual gap that means some of the most important articles were not cited by the top authors. There is also omission of some important citations by best authors. Even the study focused only on Scopus database whereas there could be other source of database which could provide different results. In this lead, it can be suggested that future researchers should cite the most well-known and important sources from reputed journals in their highly cited works. Regarding the database, we advise upcoming researchers to take other databases into account to make sure that important journals should be covered in future researches.

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