



**Higher Education Academy Subject Centre for Business Management Accountancy
and Finance**

Teaching Research and Development Grants 2009/10

Project Proposal Form

1. Proposed Project Title

Work Based Learning Webcast

2. Theme within which proposal is submitted (eg. Feedback on assessment)

Employability; work-based learning and employer engagement

3. Main Applicant Details

Name:	Dr. Anthony 'Skip' Basiel
Job Title:	Sr. Learning Development Tutor – Sr. Lecturer
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Institution:	Middlesex University
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Names and Institutional Affiliations of Project Team Members

Dr. Mike Howarth, Dr. Anthony 'Skip' Basiel – IWBL, Middlesex University

4. Head of School or Department Approval

I fully support the project proposal contained herein and agree to it being undertaken within my School/Department, should funding be granted.

Signed: Professor Jonathan Garnett

Confirmation of support is required should a grant be offered.

5. Project Overview (Max 300 words)

Please provide a brief overview of the proposed project. This will form the text used to introduce the project on the website if the project is selected for funding.

The Institute for Work Based Learning at Middlesex University offers Undergraduate to Doctorial level degree programmes to professionals across all business sectors. Our blended learning approach is supported by several eLearning systems such as Blackboard virtual learning environment, web video conferencing and Web 2.0 professional social network tools. Through this curriculum design we engage with employers in research and development projects conducted within the organisation.

This project will create an additional set of flexible, dynamic eLearning and marketing resources in the form of from questions and answers to key business themes which are recorded during live Work Based Learning webcast interviews. The guests are business professionals, who provide the learners' perspective in the process of doing a distance work-based HE degree programme.

The video 'short clips' will become case study examples and 'tips for learning success' to support distance learners. Audio podcasts are also generated from the videos for offline download. In addition, searchable text transcripts will be automatically generated from Adobe CS4 software to promote Web 2.0 tagging design.

A pre-pilot study has been conducted to establish the appropriate web video conferencing systems for the webcast. A temporary new media studio has been established to produce a working model for creating, capturing and editing the live interviews. These eLearning resources will be archived into an on-going frequently asked questions (FAQ) resource to support the work-based distance learners.

This project proposal aims to take the pilot to the next stage of refinement of quality eLearning artefacts. The streamed Flash videos, audio podcasts and text transcripts will conform to the standards set by Adobe TV for web-based dissemination.

Higher Education Academy associates will be invited to call in and join online the twice-monthly webcasts to ask questions to the business professionals as part of our dissemination strategy.

6. Project Proposal

a) Rationale / Need for the Project (Max 100 words)

Teacher-generated learning materials abound, but an organised system is needed to capture and disseminate professional quality production level resources. It is important that these resources are designed from the perspective of the work-based learner. The pre-pilot indicates the need and value of an informal student-to-student pedagogic structure. This aim can be achieved using the Web 2.0 professional social network systems.

New media file formats such as Flash video, audio podcast and auto-generated text transcripts are now multi-modal and accessible on and offline. These resources will be search optimised for easier access.

b) How the Project relates to Previous Research and Development Work (Max 200 words)

Please identify any previous research or development work that this project would complement and/or build on.

Webcasts, webinars and web video conferencing (WVC) have been researched for over a decade by the Institute. Other organisations such as the Royal Society London, the Learning Technology Conference Group and professional eLearning consultants in industry are also exploiting webcast systems to engage work-based learners.

In my Doctorate in ePedagogy (Basiel A. 2007a) we reviewed designs for WVC. Recommendations were made to identify appropriate toolsets in various eLearning situations. Additionally, our book chapter in the Micro-learning book (Basiel A. 2007b) focused on learning theories related to educational web video conferencing.

In 2004 we did an eLearning research project with the British Council and the University of Gaza. The 7 week workshop was conducted entirely by video conferencing. A work based learning pedagogy was supported so well through the WVC that we won eTutor of the Year (2004) by the Higher Education Academy.

We are currently running a 4 month in-house pilot study for the webcast model within Middlesex University. This pilot has provided feedback from critical friends across the university and is the basis for this bid. The technical side of the investigation has been refined by professional broadcasting organisational experience to provide a consistent level of webcast production.

Basiel A. (2007a), 'ePedagogy for Virtual Learning Environments' – Doctoral Thesis
<http://www.elearning.mdx.ac.uk/research/>

Basiel A. (2007b), 'Micro Learning – Didactics of Microlearning: Concepts, Discourses and examples', Chapter 5- Waxman ISBN: 978-3-8309-1869-1

eTutor Awards (2004), Higher Education Academy

c) Aims and Objectives (Max 150 words)

Our project aims to produce a new media design and production model for 22 webcast programmes in the 2009-19 academic year. The recordings of each session will be edited and transformed into streamed Flash video, downloadable audio podcasts and text transcripts.

The objectives are to generate quality content and quality production eLearning business and marketing artefacts for the web. The high production value will meet the needs of distance learners.

Our webcast model will be scaleable and transferable to other business situation or profession. Our guidelines will be flexible to adjust to your budgetary requirements.

We will invite all Higher Education Academy associates to join the webcasts to ask our professional guests questions. This will then produce a Frequently Asked Questions resource for anyone to use.

d) Methodology and Timetable of Activity (Max 200 words)

Please provide the expected start/end dates and identify the stages of work to be completed within this.

This project has three main stages for each webcast session. The process will be repeated twice monthly over the 09/10 academic year.

Stage 1: Webcast

The first and second Wednesday of each month we will have invited guests from business to discuss their work based learning experience. Digital video and audio recordings are made during the interview using an interviewer, cameraman, live text discussion moderator (to produce discussion transcripts) and producer.

Stage 2: Editing

The editing team then take the recordings and reduce them into smaller watchable sizes for the web. They also transform the media type from Flash video to audio and text. Recordings are labelled and achieved into learning artefacts and marketing categories as FAQ resources.

Stage 3: Production

The new media files are then posted to the web for easy access. They are organised in such a way that it is easy to search for discussion terms or professions of the speakers. The model for this three-stage model can be adapted to the circumstances and budgets of the needs of interested groups.

Work Plan:

11 Months – Webcasts 1st & 2nd Wednesday each month

- Recording and editing
- Production and dissemination done on the following month

e) Expected Deliverables and Outcomes (Max 150 words)

Please identify specific and tangible deliverables for the project work as well as wider outcomes.

Deliverable Type	Brief Outline
Case studies	Each webcast guest is prompted to provide their case study experiences of work based and distance learning.
Resource guides	A new media design and production model will be provided as a guide to others wishing to implement this model.
Teaching resources	The edited interview recordings become examples of how to elicit focussed interviewees' professional experiences. They are searchable for anyone wishing to apply them to their teaching curriculum.
Update to guide to current practice	
Conference papers	We will be presenting the project results to appropriate business and learning technology related conferences.
Journal papers	We will be presenting the project results to appropriate business and learning technology related journals.

Web-based materials	The webcast session recordings will be eLearning artefacts and marketing materials for dissemination over the web and offline CD.
Workshop session	
Magazine article (500 words)	
Paper to be submitted to International Journal of Management Education	
Other (please give details)	The webcasts themselves are FAQ deliverables for dissemination. [

7. Anticipated benefits for learning, teaching and assessment practice in the subject area(s) (Max 150 words)

The learning benefit for the distance work based learners is two-fold. First, the webcast 'callers' will be able to gain first hand advice from live text on the web or call in by phone our business professional guests. Additionally, they will be able to access the FAQ resources to get examples of the intellectual capital of speaker's professional learning experiences.

The teaching benefits are easily searchable 'video clouds' of eLearning resources that are made from the work placed professional learners. This shift in perspective provides an informal teaching artefact.

Both groups also benefit from the 'student tips' section of the webcast where the guests provide their suggestions on how to succeed in work-based distance learning programmes.

The new media design and production model guidelines generated from this study will be of additional benefit to HE learning technologists.

8. Budget

Expenditure Item (please list under each heading below)	Funding requested from the Subject Centre	Contribution of host department/institution
Staff	Interviewer £1000 Producer £1000 Editor £1000	Each staff member's time will be released.
Travel & Subsistence	Conference travel £500	Other costs for event
Dissemination Costs		Web server space
Materials & Consumables		Software, New media studio, Cameras, microphones and all related kit.
Other (please specify)		Expert professionals in business to be interviewed.
TOTAL	£3,500	

9. Signature of Main Applicant

A rectangular box containing a handwritten signature in black ink. The signature is written in a cursive style and appears to read "Dr. Anthony Basraf".

Completed forms should be returned to bmaf@brookes.ac.uk by 17.00 on Friday 15th May 2009.

A signed copy of the proposal form will be required should funding be granted.