Proposal for the Use of the FY2001 Technology Fee:

To Enhance Student Learning with Video Streaming

Submitting Organization(s): Robinson College of Business
Contact Persons (Name, email, phone):
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1. Executive Summary

<table>
<thead>
<tr>
<th>25 Word Project Description</th>
<th>One-time Costs</th>
<th>Ongoing Costs</th>
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</thead>
<tbody>
<tr>
<td>The funding will enhance student learning by making it possible for students to create their own streamed video presentations and publish them on the web.</td>
<td>$67,000</td>
<td>$40,000</td>
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2. Project Description

The Robinson College of Business has taken a lead in the development of collaborative, discovery learning through the use of web-based tools. Starting in the fall of 1999, at least one section of each MBA core course was available in an on-line format along with several major courses in various departments. The classes use discovery learning through web-enabled collaboration. Discovery learning is learning in which learners actively seek knowledge or principles for solving problems. In discovery learning, learners recognize pertinent knowledge not because the teacher identifies it beforehand but because it enables learners to make progress solving the problem. Learning through web-enabled collaboration means that students and teacher share a common workspace in which they work together to solve problems.

Discovery learning, rather than teacher-controlled lecture learning, is appropriate for business courses because of the problem-solving demands that students will encounter in their roles as business professionals. Because of the short half-life of knowledge about business issues, it is more important to help students learn how to solve problems rather than to teach them what they need to know now about the issue. Using synchronous discussion for class sessions fosters discovery learning by (1) promoting students' consideration of more information and more alternatives for solving problems and (2) creating a community-of-practice in the class that promotes student participation rather than passive acquisition of abstract knowledge the next few decades, the innovative use of information will likely become the most valued skill.

The next component needed in this approach is to provide video streaming creation and delivery facilities for use by business students to prepare their own video-streaming presentations for web publication.
In business disciplines, it is crucial for students to learn to develop their communication skills, including their abilities to make effective presentations and to use communications in the process. Streamed video presentations of team interactions can be analyzed as a way to helping students learn to improve their ability to work effectively in teams and to improve their presentation and oral communication skills.

To fully accomplish all of these goals, the software, hardware and technical support as outlined in parts 4 and 5 below are needed.

3. Relevance to Regents Guidelines

The expenditures will directly benefit students in meeting the educational objectives of the program [guideline 1], and will include the acquisition of software for both general and discipline specific uses [2]. This usage of funds will focus on training of students [3,4].

4. Justification of One-time Funding Requirements

To fully accomplish the goals, the following one-time equipment and support will be needed:

<table>
<thead>
<tr>
<th>Component</th>
<th>Estimated Cost</th>
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<tr>
<td>Server and associate equipment</td>
<td>$20,000</td>
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<tr>
<td>Production facilities (workstation with software and video equipment) for student use: 4 @ 8,000</td>
<td>32,000</td>
</tr>
<tr>
<td>Student assistants to prepare tutorials on developing video presentations and helping individual students</td>
<td>15,000</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$67,000</strong></td>
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5. Continuing Funding Requirements

| Support Staff | 40,000.00 |

6. Accountability of Funds

All funds will be expended through the Robinson College of Business and will be segregated in the Institute’s budget to permit full accountability.
7. Additional Funding Required, Non-Technology Fee
   None.

8. Impact on Computing/Network Infrastructure

   Except for the continuing need on campus for additional bandwidth, no impact.