



**SOCRATES THEMATIC NETWORK
AQUACULTURE, FISHERIES AND AQUATIC RESOURCE MANAGEMENT 2008-11**

**LIFELONG LEARNING PROGRAMME
ERASMUS
Academic Network**

Summary of activities of **WP13 – Student Association** during the Annual Event 2010

2 – 3 June 2010

Held at Research Institute for Fisheries, Aquaculture and Irrigation (HAKI) in Szarvas,
(Hungary)

Project Acronym: AQUA-TNET

Project title: Aquaculture, Fisheries & Aquatic Resource Management TN

Contract number: 2008 – 3209 / 001 – 001

Project number: 142245 – LLP -1 – 2008 – 1- BE – ERASMUS - ENW

WP13 representatives

Magdolna dr. Müllerné Trenovszki, EAS Student Group, President 2009-10
Stefan Meyer, EAS Student Group, President Elect 2009-10
Benedikt Frenzl, EAS Student Group, Secretary
Manuel Sardinha, EAS Student Group, National Coordinator Portugal

Summary of WP13 activities

Introduction (Flash presentation)

Main objectives of WP 13

- Represent student needs and interests (stakeholder)
- Provide services for core WPs
 - e.g. “student-benchmark”, contact to student community, student events
- Survey our community
 - Student needs analysis
 - Receive feedback on activities
- Report on core WP activities to student community
- Encourage students to participate in activities

Aquaculture Europe Student Forum and Workshop 2009 and 2010

- Dedicated session program (1/2 day)
- Invited talks on “student relevant topics”
 - e.g. on PhD-portal, by P. Bossier and M. Reuver (2009)
- Come-together and social activities
- Travel grant for students
- Poster award
- Field trips “for free”

Online community services

- www.eassg.org
 - Website updated
- Newsletter
 - Monthly news on EAS, EAS-SG and other activities, announcements
 - Coming up: weekly teaser (more science and content oriented)
- Facebook
 - Growing community (351 members)
 - Worldwide coverage (EU, Asia, Africa, ...)
 - Connection to “relevant” others (e.g. AquacultureHub,...)

Aim and activities for this event

- How can the core WPs make better use of the student stakeholders / EAS-SG / our community?
 - Dissemination channels, e.g. for surveys
 - Benchmarking of core WP products on “our” students
 - ...

Aim and activities for this event

- How can we develop interesting products for our community?
 - AquaTNET-website content, portals, databases
 - “AquaTNET in a nutshell” for students
- What kind of support do we need from the core WPs and the other stakeholders?
 - Student need analysis data?

- Promote student activity at your institution

Aims and challenges for the future

- Sustainable structure and support for our community?
 - Administration is labor-intensive
 - Recruitment bottleneck in the EAS-SG
- How can we fit into eatip?

General Progress report:

Patrick Sorgeloos/Caroline Van Geeteruyen:

Member participation in the project criticized by European Union. 20% of partners did not participate in the project meetings.

The consumer workpackage needs to catch up with the other work packages.

The Aqua-TNET website needs to be updated according to the proceedings of the different work packages.

The possibilities of Aqua-TNET merging into the more future related EATIP system was discussed, which in turn will need a refinement of the overall vision of the program.

How will this affect student interaction with the program?

Stakeholder interaction session

The following comments and amendments were proposed to the core WP representatives during the stakeholder interaction session on Wednesday, 2nd June. As the core WP had their core group meetings just before or during this session, no meeting reports were available to WP13 representatives and comments could only be given based on the previous 5 min-FLASH-presentations and previously communicated core WP progress. The interaction session was scheduled with duration of 3 hours. The overall highly active participation of all stakeholder and core WP representatives was the main reason for this productive session, albeit some of the upcoming topics could not be discussed in-depth. WP13 contribution to these will be summarized in the following section.

Questions raised during the core group meetings and stakeholder interactions:

General remarks:

- highest interest in this feedback session, emphasis should be placed on this and resources (time, preparation) should be balanced accordingly
- too short for the amount of questions raised

Interaction with core WP:

WP1 MSc

Can students and professors be sure the interaction of MSc students with the industry works well and fair on all sides? A system was suggested, that involves strict and pre defined written contracts to be sent to MSc students for thesis work into industry. Industry requires students that can “think outside the box” and display a sense of creativity and commitment, also being able to work on issues, that are not strictly academic, such a hygiene measures or routine work.

WP2 PhD

How can more universities be involved in free thesis access? How can non-english theses be dealt with? An option would be to introduce key words into the search function on the new website, since every PhD thesis will at least have an English abstract. The need arises to sort PhD programs, which

can in turn be used to define, which courses are lacking. Consequently universities have to be found that can offer new courses.

WP3 mobility

How can the map/database on the AquaTNET website be combined for MSc, PhD, funding, programs, updates and courses?

WP4

Generic skills

A survey was generated for students, graduates, teachers and employers. A first evaluation of most and least important skills was conducted and showed major differences along the academic career (BSc → MSc → PhD).

An evaluation of what is expected from each of the four groups will shed light on the needs, shortcomings and training opportunities in aquaculture.

WP13 agrees on other participants comments regarding the length of the last WP4 survey. Especially for surveyed students it is suspected that the survey was too long.

WP5

Innovation in teaching methods

The possibility of interaction in teaching with material from industry was discussed. The main focus was on live streaming and video introduction into the teaching program. A consensus needs to be found between (video)-material used on-site in industry and the application of this material into education. Showing a “movie” that is, perhaps, a few years old, will not have a major impact, whereas a live-stream might do a better job.

A picture database was introduced on the Aqua-TNET website. Pictures can be uploaded by members into categories and are the freely accessible to be used. The potential of a free, aquaculture related picture database can at this stage only be guessed.

WP13 recognizes the great achievements of the presented teaching example of a student course being linked on-line to the surveillance system of a sea cage farm. The teaching and learning opportunities for this kind of material are assumed to have a great impact on trainers and students. It was suggested to assess the potential application of asynchronous recordings of on-site video-streams to a computer-based farm-simulation. Previous examples (e.g. Aquatour by aquamedia.org) gave promising insights into onsite processes.

WP6 life long learning

A survey was carried out to evaluate which universities offer life long learning. Do students actually know they need life long learning and why it is important? Is this an approach, together with WP7, to build confidence?

The survey-data presentation did not reveal a clear trend. A report on further data analysis is hoped to yield country and status-group specific differences on the role of LLL. (overall aims, vision, impact, etc.)

WP7 language

The applications and opportunities of student language training were presented by WP7 representatives. It is intended by WP7, that by learning a rare European language (in this case Norwegian or Polish) on a very basic level, students would gain confidence in their own language skills and awareness for the difficulties in learning in a foreign language environment. WP13 recognizes the potential role of short-term language training courses, especially in respect to other soft skills to be learned on the way. Nevertheless it was amended that the scope of these activities should have a relation to the professional background of the students wherever and whenever this is

possible. This could be achieved by working with audio-visual training material training the most common terms and phrases from the professional base.

WP8 (Innovative communication technology advisory group)

The main objective is to offer concise, understandable and easy to use IT tools. Tools that take longer than 5 minutes to understand will not be used in education or have to provide a proportionally higher pay-off for the user. A medium for interaction between student(s) (material) and teaching (material) has been discussed, similar to “blackboard”.

Further comments and suggestions to the core WP

The following comments and suggestions to the core WP representatives could not be communicated during the stakeholder interaction session and are therefore summarized here to be forwarded to core WP leaders by the AquaTNET-office.

WP1, WP2, WP3 and WP8

A strong interaction between the groups was suggested, which is necessary to produce a concise, user friendly overview and help for new and established students. A database showing courses, credits, content, university information, funding, industry involvement will be highly appreciated by the student community and even the way for aquaculture students (interaction).

WP4

Cristina Pita was invited to carry out a soft skill survey and/or in-depth student interviews during the EAS Student Group workshop and forum and the whole Aquaculture Europe conference in Porto, October 2010.

WP5

WP5 is invited to present the best-practice example (see above) to a student online community hosted by the EAS-SG.

WP6

The survey for identifying life long learning offers of universities has to be widened. Can there be an interaction between “freelance” life long learning interested people from e.g. industry and students in courses. This interaction might be useful on both sides (learning routine vs. experience; creativity vs. “do-ability”)

WP7

Regarding an active participation of WP7 in the EAS Student Group workshop and forum during the Aquaculture Europe conference in Porto, 6th October 2010, it is suggested to prepare audio-visual training material with a direct link to train Aquaculture- specific terms and phrases in all/most European languages. This could for example be designed as a printed image of a RAS-system with the names of all relevant components in the different languages written on the backside. This sheet could be accompanied by an online-based content on the Aqua-TNET-website with oral examples of the pronunciation of these words. These materials could be presented on the Aqua-TNET-booth during the student forum and the whole conference. EAS-SG representatives can assist both in the preparation of these material and the active dissemination during the event.