



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

**LIFELONG LEARNING PROGRAMME
ERASMUS
Academic Network**

Minutes of the **WP5/8 – Innovation in Teaching Methods & ICT Advisory Group - meeting** at the Annual Event 2010

June 2010

Held at AquaSpar Hotel, Cserkeszőlő & HAKI, Szarvas (Hungary)

Project Acronym: AQUA-TNET

Project title: Aquaculture, Fisheries & Aquatic Resource Management TN

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Minutes

Present: John Bostock (JB), Jean Dhont (JD), Mike Moulton (MM), Jouni Heikkinen (JH) Juhani Pirhonen (JP), Bernd Ueberschär (BU), (CD), Sónia Seixas (SS), Gonçalo Santos (GS) and Ryan Kaye (RK).

Clive Dove attended the second day and apologies were received from Stefan Oli Steingrimsson, José de Lara Rey, and Christophe Jacobs.

Teacher and student survey

The group reviewed the results of the surveys as previously distributed. It is anticipated that some further analysis will be made available by Christophe Jacobs. The overall picture is that there is widespread use of learning management systems and core computer applications (Microsoft Word, Powerpoint and eMail). Use of Web 2.0 collaborative tools appears to be very limited, although there is an interest to learn, with the largest group of teachers indicating a willingness to spend up to 1 week undertaking training.

It was also clear from the responses that teachers are most influenced by their peers rather than superiors with respect to introducing innovations. MM suggested the WP exploits this by strengthening network linkages and encouraging collaboration between different partners in the project. Can network linkages be mapped in any way? JB suggested this may link with activities on case studies and links with industry (discussed later).

The results indicated that teachers expected methods to change in the future, but not tools. The group felt this indicated there is much to be gained by a more pedagogical use of common tools (learning management systems, powerpoint, etc) and still a long way to go in introducing people to the potential benefits that new tools can provide. Drivers may also include economic and environmental pressures that are likely to increase in coming years.

Once the final analysis has been delivered it will be necessary to complete a report for the Aqua-tnet project. This work will be discussed in a web conference once the amount and nature of the work is better known. JD also reported that he will discuss with the project supervisor the possibility of an academic publication.

Stakeholder consultation report

JB confirmed this as a deliverable for the workgroup. It was agreed that this could draw on the teacher and student surveys, our discussions with the stakeholder groups and wider secondary research. SS suggested consulting with WP6 on Lifelong Learning to broaden the perspective. JB will prepare an initial draft for circulation within the workgroup prior to distribution to the stakeholder groups (particularly FEAP) for comment.

Development of case studies

Two main categories of case studies were identified as being of interest:

- Reports on the use of innovative teaching methods and tools – including evaluation where possible
- Reports on problems and how they have been overcome, or on the introduction of innovations within the aquaculture, fisheries and aquatic resources sectors

The former will provide guidance on good practice for the future, whilst the latter will provide materials upon which further innovations can be based.

The group discussed the outline of a case study template, which should include:

- Who teaches
- Who is taught (level and programme)
- Subject/topic
- Method/tools
- Outcome/experience
- Attachments (example materials)

This can then be made available via the Aqua-tnet web site and promoted to members (preferably as an online form). Submitted case studies can be reviewed and then published on the site. It will be important for WP members to contribute case studies at the start.

CD gave the example of the installation of WiMax technology in the Canaries to facilitate video links with cage farms. A live video link was used with a student group to see operations and hold discussions with the manager. JB showed an example of using a wiki as an alternative to students making PowerPoint presentations. Members were encouraged to identify good case examples at their own institutions.

It would be helpful if the case studies, when presented on the site, include a facility for comments to be added to allow others to share their experiences or ask questions (RK noted this would need to include a spam catcher mechanism and record e-mail addresses for security).

Online guide and helpdesk

MM briefly introduced the proposed online guide and helpdesk. The helpdesk will be based primarily on frequently asked questions (FAQ) generated from contributions (tools and issues) to the online guide. Some developed content was presented both to give feedback on the individual contributions as well as to discuss the eventual need to make adjustments to contributions to fit a common format:

- JH – use of SlideShare for making presentations available
- RK – use of wikis
- BU – making and using video in teaching
- SS – using YouTube video in distance learning

Discussions have been held with the Web Programmer and example materials supplied for advice on the best way to include this in the new web site. Final editing of content will be made based on this advice.

User feedback facility for website

Discussions had been held with the Web Programmer concerning the best way to handle feedback and discussion. A forum module is available within the site CMS. However, it was felt that it might not attract sufficient use to be a useful channel of communication. A system that integrates with e-mail (e.g. list server with archive) was felt to be preferable – possibly based on Yahoo Groups.

Enabling and enhancing the sharing of digital teaching materials

The group reviewed progress on creating shares for digital teaching material using popular Web 2.0 services. Now established are:

- Flickr group for images (and video) – <http://www.flickr.com/groups/aqua-tnet>

- YouTube channel for aqua-tnet videos and playlists – <http://www.youtube.com/user/aquatnet>
- YouTube group for other users to share videos – <http://www.youtube.com/groups/aquatnetshare>
- Private SlideShare group for presentations that need to be restricted to aqua-tnet members – <http://www.slideshare.com>
- Public SlideShare group for presentations that can be shared with everyone – <http://www.slideshare.com/>
- Diigo group for sharing weblinks – <http://www.diigo.com/>

Some time was spent planning how these services could be introduced and promoted to the project membership at the Annual Event. It was agreed to highlight Flickr, YouTube and Wikis.

Aqua-tnet website

The new Aqua-tnet website was briefly reviewed. This is based on the same CMS as the previous site, but should be more user-friendly with separate sections for Students, Teachers, Industry, Researchers and Consumers (in addition to members). Minutes of meetings and routine presentations would still be stored in the Members section, but material of interest to the other groups can be presented within their pages.

eLearning communities and linking work and study

The rise of informal learning networks based on specific communities of interest was highlighted again by JB with the question of how formal education should respond. Whilst the quality and accuracy of individual posts can be highly variable, many experts both from academia and industry participate, so misleading information is usually corrected fairly rapidly. It was agreed that awareness of these could be stimulated and discussion promoted through WP5 activities with future monitoring of teacher and student experience. Students should be encouraged to access these groups, but taught critical analysis of the information presented.

JB suggested using communities of interest as a source of industry experts willing to be contacted to participate in online discussions or video conferences etc. A database of such contacts could be developed and linked with the case study facility.

Promoting interdisciplinary learning

The group discussed the value of role-play simulations and concluded that there could be significant value for students of both aquaculture and other disciplines in sharing a case study exercise (e.g. a management issue in an aquaculture enterprise, or review of a project proposal involving promoters, financiers and regulators etc.). Potential disciplines that could be involved include:

- Public health
- Finance
- Business management
- Marketing
- Human resource management
- Public policy

Role-play simulations could also involve people from industry itself if they had time.

It was noted that the simulation exercise developed by Denis Lacroix (aquaculture development on an island involving a number of stakeholder groups) has now been filmed in Ghent and is being edited for future use.

Discussions with stakeholder groups

The group presented its interest in supporting greater interaction between industry and academia (particularly students). CD highlighted the example of the project Innovamar has implemented in the Canaries. This led to discussion about the potential for more video material to be made available from industry “Aquaculture TV” or from academia (learning on-demand). It was noted that Aquamedia developed a number of video farm guides which are available through that website. A key issue might be what incentives there are for industry to contribute. The best partners may be the supply sector as they will be keen to promote their equipment or other products and have the contacts with industry.

Another case study highlighted was the SustainAqua project (<http://www.sustainaqua.org/>) which ran two online learning courses on sustainable freshwater aquaculture involving live lessons and debates over the Internet which was very successful. The Pescalex project (www.pescalex.org) was also noted as in addition to providing very relevant language learning support, it is developing a fish disease diagnostic tool that might be used for teaching and learning.

The stakeholders highlighted the issue of intellectual property rights and ownership of teaching materials if they are being made widely available. The WP5/8 members agreed this is an important issue which has been addressed in research and in development of the online guide.