

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

**LIFELONG LEARNING PROGRAMME
ERASMUS
Academic Network**

Minutes WP5 & 8 core group meeting – at the Annual Event (year 1)

5-7 October 2009

Held at Hotel Eden Roc, Sant Feliu de Guixols (Spain)

Project Acronym: AQUA-TNET
Project title: Aquaculture, Fisheries & Aquatic Resource Management TN
Contract number: 2008 – 3209 / 001 – 001
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DRAFT Minutes (v01)

Participating

John Bostock (JB),
Jean Dhont (JD),
Mike Moulton (MM),
Jouni Heikkinen (JH) J
uhani Pirhonen (JP),
Bernd Ueberschär (BU),
and Clive Dove (CD).

Sónia Seixas (SS) participated in other workpackage meetings.

Apologies were received from Gonçalo Santos, Stefan Oli Steingrímsson, José de Lara Rey, Ryan Kaye (RK) and Christophe Jacobs.

Questionnaires

Bernd reported that these have been updated to take into account the last set of comments on Huddle, so should be ready to be disseminated. One small problem is that there is a script error on the branching question on the Teacher survey which needs to be resolved.

Jean suggested that the questionnaires needs more introductory text, for instance how long it is going to take (25 minutes) and advice that people can save their answers and come back later (from same IP address) to complete the questionnaire. Bernd noted that the site administrator should also increase the session time-out to more than 2 hours.

It was agreed that the teacher survey should be pre-tested with WP members' colleagues over next 2 weeks – for conclusions and update by end of October. John Bostock reported that the student group are ready to help with pre-testing the student survey. It was felt that there should be some type of pre-test form for additional feedback. A temporary final question can be added to the questionnaires. Pre-testers could also be sent a PDF version and asked for feedback by e-mail on individual questions etc. It was felt that a minimum of 10 pre-testers should be obtained for each survey.

The group discussed the ways to get the survey out to the target groups. The main suggestions were the AQUA-TNET mailing list, AQUA-TNET newsletter, link on website, asking people to pass on to their colleagues and students, via EAS Student Group and perhaps via EAS mailing list.

It was agreed that the surveys should be advertised throughout November and December. The groups should try to monitor response during November to guide promotion during December onwards. It was noted that the Gent thesis student should be consulted on the minimum number of responses required for valid analysis. It is assumed that the questionnaire analysis can be undertaken during January to feed into future planning.

Innovation case studies

Initial discussion centred on how to get examples of uses of innovative approaches and tools. For instance use articles in AQUA-TNET Newsletter to ask for case studies. A basic checklist of kinds of innovative activities could be helpful to stimulate responses. It would also be useful to include a general question in the Teacher survey about “have you been using the tools and do you have any case studies that you would be willing to share with us (if so please submit e-mail)”. WP members should also contribute example case studies to get things started. The format should be a short description + contact details for more information. This can be placed on the website and would be suitable for including in

newsletters etc. The main aim would be to promote communication between teachers etc. Specific questions could include: Subject topic; tools used; audience; collaborators. General question in survey about have you been using the tools and do you have any case studies that you would be willing to share with us (if so please submit e-mail).

WP8 ITC Support

Mike Moulton noted that he had put together a short presentation which had been posted on Huddle. There is a need to bring together earlier work on the report with results from the survey and other materials etc. Particularly there is a need to focus on smaller and more immediate steps. He suggested the online guide is developed in two main sections: (1) Issues and links section – highlighting key issues and then listing links for further information. (2) Tools (& methods & links) section – utilising earlier section. A mechanism for people to ask questions (especially from other workpackages) (+ Log of questions) is needed, which can then be dealt with through these guides.

Jean Dhont volunteered to contact the lead person from the TACLE project to see if they will develop an online version of their guide, or if we can use part of the material as it would greatly accelerate our work. It was noted that the group also need to know more about the future AQUA-TNET web site and what tools will be available for developing the guides.

Bernd raised the possibility for an extra 1-2 days at annual event for a training workshop for more concentrated work on innovative tools and methods. This would need to be hands-on with every person having access to a networked computer etc. Target audience would be teachers within the AQUA-TNET network. Parallel sessions could be held to demonstrate different tools. This need to be discussed further with the project secretariat. There may also be the possibility to link up with training that is being organised under the TACCLE project.

Future tasks

Discussion took place about closer contact with industry. Efforts should be made to get a case study from the current experience in Norway with Marine Harvest to help promote the benefits in both directions. Guidance could be developed to build on existing programme of visits which many departments already have.

Clive Dove introduced a project in the Canaries using WiMax technology to send video from cages to landbase + data (from probes in the sea etc). They are looking at bringing this to schools to provide virtual tours. Some data and video could be useful for generating case studies for out project, possibly even real-time? CD offered to make enquiries about access to archived materials or perhaps scheduled access.

A brief discussion was held about facilitating more interdisciplinary interactions. This was considered more difficult, although the current example of a Gent student from the Department of Education is a useful case study. The WP should be careful about not getting into issues of curriculum, which is not our core area. It would be useful to get more stakeholder input on this and what they expect.

The use of mobile devices needs to be kept under review. The group noted increasing sophistication of the technology and use by students. Mike Moulton reported that a survey of ICT use in Norway found that e-mail being used less than instant messaging and text amongst students. There is not much use of mobile devices in higher education at the moment (based on Norwegian survey) – but there is an example of a tutor who is using it a lot – mobile phone video and MMS to students.

Teaching material repositories were discussed. It was suggested that a question about this should be added to the Teacher survey. E.g. asking respondents if they would be willing to make resources available to the network. However, constructing and maintaining a

repository was felt to be beyond scope of our WP remit and that it would be better to support existing initiatives. Nevertheless, it was felt useful to set up an AQUA-TNET group on Flickr, and perhaps check for similar facilities on slideshare.

Meeting with Stakeholders

Ahead of the meeting the group prepared the following questions:

- How can the stakeholder groups help to spread and encourage participation in our survey?
- Knowledge management and transfer – getting better connected – what can we do to help?
- Can stakeholders take more account of enabling student participation in their processes, feeding back real events and discussions to students?

During the session, the student representative offered assistance with benchmarking the help desk – getting student feedback and helping with assessment. They expressed the hope that it would take a user-centred approach. They are looking forward to seeing more examples of innovatory teaching tools in later sessions.

The representative of the consumer group expressed a degree of enthusiasm for broadening courses to include market and consumer issues – however, interdisciplinarity begs the question of what needs to be lost from courses to make space for the new content? How can IT and other innovations help? Mike Moulton cited a case study of working with groups – each with a different focus and with some exchange between them. The question was raised as to what extent there can be an element of independent learning to provide greater access to interdisciplinary learning. This was felt to be difficult if it is also outside of exam/assessment curriculum. Are there ways that more innovative teaching can help to draw students into wider topics?

The role of knowledge management systems was discussed, drawing inputs from many different organisations and backgrounds. These should allow students to access and tutors to use and direct students more clearly towards different perspectives etc. The industry representative felt that greater concentration of resources through a central portal would be helpful.

It was suggested that AQUA-TNET could provide connections and examples of how to bring real life issues and materials into teaching. The group made a request for industry NGOs and others to make more data, webcam footage or meeting transcripts available for tutors to develop better teaching and case study materials.

A question was raised about dealing with plagiarism and the trend for cutting and pasting from the Internet. The workgroup reported that they have previously looked at this issue, but will continue to develop support in this area. Several participants related experience with plagiarism detection tools that are now available in many institutions.

A comment from the research institutes was that when they take on a new employee with a PhD, they expect that they are updated in their field and have experience in research. What are the most efficient methods for teaching students good research practices in their topic area? Are there methodological issues in education that WP5 should be considering? E.g. around case vs theoretical approaches, or conceptual vs specific approaches. It was noted that WP5 has done some work on pedagogy in the earlier AQUA-TNET project, particularly

matches between approaches and tools. Some work in the Nordic network on virtual coffee shop approach could also be relevant. It was agreed that this could be considered further.

Next meeting

Further consultation is required with the project secretariat to confirm overall timetable. However it was agreed that a meeting around February 2010 would provide an opportunity to assess the results of the survey and progress other matters.

Summary of action points

Person	Action
RK	Look at script error on Teacher questionnaire branching to see if it can be resolved. Increase session time-out to 2 hours or more (upgrade LimeSurvey software to latest version)
BU	Add further instructions at the start of the survey. Add temporary question at end of surveys to get feedback from pre-testers. Liaise with EAS Student group concerning pre-testing of survey Insert a question on Teacher survey asking if respondents have case studies that they would be willing to share Update surveys following feedback from pre-testing
JB	Liaise with AquaTT and EAS about including promotion for the survey in newsletter mailings etc. Develop basic template for case studies and post on Huddle for further discussion Set up Flickr group for AQUA-TNET Take note of feedback from stakeholders for further support on pedagogical approaches, supporting independent interdisciplinary learning and detection and management of plagiarism.
JD	Check with Christophe on minimum number of survey responses for valid analysis Approach TACCLE project coordinator to discuss access to materials and possibilities for joint training workshops etc.
MM	Further develop specifications for guide pages and helpdesk and discuss via Huddle
CD	Approach Canaries project to see if possible to use some video and/or data for teaching case studies
ALL	Approach colleagues and students to participate in pre-test phase. Discuss and agree dates and venue for next workgroup meeting