


## EXAMPLES OF INNOVATIVE TEACHING

<b>1.</b>	<b>TITLE OF THE INNOVATIVE ACTIVITY</b>
	Interdisciplinary case study involving international inter-institutional video link
<b>2.</b>	<b>AUTHOR(S)</b>
	John Bostock
<b>3.</b>	<b>CONTACT DETAILS</b>
	Institute of Aquaculture, University of Stirling, Stirling FK9 4LA, UK Email: j.c.bostock@stir.ac.uk
<b>4.</b>	<b>WEBLINKS</b>
	www.aqua.stir.ac.uk
<b>5.</b>	<b>CATEGORY</b> ( <i>Hint – you can check a box if you right-click and select “properties” then “checked”</i> )
	<input type="checkbox"/> Course module <input checked="" type="checkbox"/> Virtual exercise <input type="checkbox"/> Teaching tool <input type="checkbox"/> Other: :Click here to enter text.
<b>6.</b>	<b>DURATION</b>
	2 weeks
<b>7.</b>	<b>LANGUAGE</b>
	English
<b>8.</b>	<b>LEARNING OBJECTIVES OF THE ACTIVITY</b>
	Peer learning between students of aquaculture and students of business administration
<b>9.</b>	<b>SHORT DESCRIPTION OF THE ACTIVITY (Including illustrations etc)</b>
	<p>A pair of students in the USA studying for an MBA were linked up with a group of aquaculture students in the UK studying an aquaculture business elective. The US students were conducting an appraisal of the potential for a franchise business in Ghana based on fish farming as a dissertation project. The US students were able to share their technical questions with the UK aquaculture students and give them an insight into the role of a consultant. The UK students were able to question the US students and gain insights into business planning and appraisal.</p>  <p>Note: for this exercise a simple laptop with webcam and Internet connection was used, but lecture rooms with full video conferencing facilities are available and should be used where possible</p>

<b>10.</b>	<b>INNOVATIVE ASPECT(S)</b>
	In addition to bringing students together from different courses/colleges, the exercise also relied on the immediacy of video conferencing (using Skype) between the two student groups as well as on e-mail and document exchanges
<b>11.</b>	<b>TARGETED EDUCATIONAL LEVEL(S)</b>
	<input type="checkbox"/> Secondary <input type="checkbox"/> BSc <input checked="" type="checkbox"/> MSc <input type="checkbox"/> PhD <input checked="" type="checkbox"/> Other: MBA
<b>12.</b>	<b>RESOURCES REQUIRED FOR IMPLEMENTATION</b>
	Suitable interdisciplinary partner to share a case study + equipment for video conferencing where appropriate
<b>13.</b>	<b>ASSESSMENT METHOD (where appropriate)</b>
	This was not an assessed exercise
<b>14.</b>	<b>PRIOR TRAINING REQUIRED (if any)</b>
	None, but continual guidance was required from the tutor to ensure both groups of students received appropriate advice and information
<b>15.</b>	<b>OWNERSHIP/COPYRIGHT</b>
	<input type="checkbox"/> Open source <input type="checkbox"/> For sale <input type="checkbox"/> Creative commons <input type="checkbox"/> Copyright <input checked="" type="checkbox"/> Other: No specific materials were produced
<b>16.</b>	<b>FUNDING SOURCE (If applicable)</b>
<b>17.</b>	<b>FEEDBACK FROM USERS</b>
	Informal feedback from the students was very positive
<b>18.</b>	<b>RELATED PROJECTS/USEFUL LINKS/RELEVANT LITERATURE</b>
	Skype have a programme for linking classrooms at <a href="http://education.skype.com/">http://education.skype.com/</a> Other ideas for using Skype in education - <a href="http://www.teachingdegree.org/2009/06/30/50-awesome-ways-to-use-skype-in-the-classroom/">http://www.teachingdegree.org/2009/06/30/50-awesome-ways-to-use-skype-in-the-classroom/</a>
<b>19.</b>	<b>GENERAL REMARKS</b>

Once you have completed this form, please e-mail it to [aquaconsult@stir.ac.uk](mailto:aquaconsult@stir.ac.uk) with the subject-line "Aqua-tnet Innovative Teaching Form" MANY THANKS.