



## **Workpackage 5/8 Meeting**

**Madrid, 10-11 March 2011**

### **Minutes**

**Present:** John Bostock (JB), Jean Dhont (JD), Mike Moulton (MM), Juhani Pirhonen (JP), Bernd Ueberschär (BU), (CD), Sónia Seixas (SS), Clive Dove (CD) and Fernandez Torres (FT). Apologies were received from Jouni Heikkinen (JH), Gonçalo Santos (GS) and Ryan Kaye (RK).

*NOTE: For your action points, please search the electronic version of this document for your initials between angular parenthesis and also for the text "<ALL>".*

### **Introduction**

JB provided a brief introduction to the meeting (see separate PPT file) and an update on the proposal submitted for the continuation of the network.

### **Teacher and student survey report**

After extensive discussion, it was agreed that the draft report of survey results should be completed and made available for consultation in a single version (rather than customized to different stakeholder groups). Key actions and responsibilities were agreed as follows:

- Ensure the questions asked in the survey are clear on each result slide <JD>
- Add policy and other context to introduction <JB>
- Add further clarifications and conclusions <JD> & <JB>
- Finalisation <all members to check and comment>
- Feedback facility to be set up as a blog site <BU>
- Publication of the report on the aqua-tnet website <JB>
- Announcements of availability of the report via project dissemination channels <AquaTT>

*(Key points from other associated discussion: It was clear from the survey results that teachers are largely self motivated and stimulated by their peers with respect to developing and implementing innovations in their teaching methods. Experience suggests teachers move one step at a time, so support for "the next step" starting wherever people are would be most effective. Students in particular reported a strong preference for face-to-face learning methods. It was felt this was partly due to students being able to ask questions and teachers being able to fine tune their teaching to the specific interests and abilities of the students. However, it might*

*also suggest the importance of relationships that are built between teachers and students as an important motivating factor. Whilst this would seem to undermine the role of ICT, it was agreed that economics and practicality will continue to drive adoption. Furthermore, JD showed evidence from a study in Belgium which found that a combination of ICT and face-to-face inputs were more effective than either on their own. SS discussed her experience of the importance of real-time Skype sessions in her distance learning courses as the best alternative to physical face-to-face teaching. As lifelong learning becomes more important it was felt universities should put more emphasis on supporting lecturers to develop their teaching and tutoring skills both on and offline).*

### **Stakeholder consultation report**

It was decided that the most important issue to discuss with stakeholders other than teachers and students is their interest in contributing inputs to courses to share their experiences and expertise. As this links with the planned database of industry and research organisation contacts the two activities could be combined. Additional comment on the content of the survey report would be welcome, but would not be pursued as it was considered less relevant to these stakeholders.

Action: <JB> to incorporate reference to the survey results and request for consultation into the text of messages used to approach the stakeholders. <All> members to comment on draft materials and assist with dissemination to their network once finalised.

### **Development of Innovative Teaching Examples (previously case studies)**

Thanks to the work of CD, SS and JD, a template for collecting information on innovative teaching had been developed. Further changes were made during the meeting, most notably changing references to "Case Studies" to "Examples of Innovative Teaching". This was to avoid any confusion with case studies as tools/methods that may be used in innovative teaching approaches. A further question was added to allow for external funding to be acknowledged and some further clarifications were added.

As it not anticipated that there will be a large number of examples collected (indeed, significant work will be required to encourage people to complete and submit the template) it was not felt necessary to implement these as a database. <CD> will prepare the template as a Microsoft Word Form and normal document and <JD> will create a page on the website to make these available. The completed forms should be submitted by e-mail (<JB> to discuss with <AquaTT> the address to use) and then converted to PDF for uploading to the website. As list of example titles should be sufficient index at present.

The issue of encouraging comments from others to be added to the site or to the individual examples was discussed. At present the only mechanism

that appears available is to use a forum thread (<JB> to establish once the forum feature has been enabled on the new site by <AquaTT>).

<All> members were encouraged to fill in an example of their innovative teaching once the final template is available.

### **Online guide and helpdesk**

MM briefly introduced progress made on the online guide and helpdesk. There is now a good body of work that needs to be edited as appropriate and uploaded to the website. It was agreed that the best solution at this time would be to develop the HTML pages as originally started by JD, although based on the new model of access via a table of contents of guide topics and a more task oriented Frequently Asked Questions (FAQ). Suggested headings were:

- Use of video
- Use of images
- Podcasting
- Collaboration & sharing
- Project management
- Copyright and plagiarism
- Other tools

The helpdesk facility can be implemented through the aqua-tnet website forum facility. This will simply be a space where members can ask questions for others to answer and discuss. <AquaTT> will need to activate this feature in the new site.

ACTION: <AquaTT> to implement forum and ensure MM has administration rights. <MM> to start uploading material with assistance from <JD>.

### **User feedback facility**

It had been previously discussed that this could be implemented through the website bulletin-board/forum feature. SS suggested short-term discussions could also be held on specific themes. JB also suggested the establishment of a Facebook page or group to provide an easier and more accessible forum for discussing the project. However, concern was expressed that it would need someone to be responsible for continual monitoring of the page to ensure that any questions are answered and the overall forum well moderated. There was also concern about retaining full ownership over the site content. JB felt that the penetration of Facebook among many users was good reason to investigate these issues further to ensure best dissemination and discussion of the project deliverables.

ACTION: <JB> to set up a forum on the Aqua-tnet website for user feedback once the bulletin board feature has been implemented. <JB> also to discuss further with the EAS Student Group and others the

establishment of a Facebook group/page, to enable a more informed discussion.

### **Enabling and enhancing the sharing of digital teaching materials**

As reported at the previous WP meeting, the group have established the following sites using popular Web 2.0 services:

- 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/>

These services will be highlighted and linked in the Online Guide (<MM>). <All> members should endeavour to add further materials to these sites. JB noted that a Facebook page would provide an additional platform to highlight the addition of new materials to these sites.

### **eLearning communities and linking work and study**

The rise of informal learning networks based on specific communities of interest has been previously highlighted and discussed by the group. In particular, the potential for involving members of industry and research organisations who are active in these in providing inputs to formal courses. As noted earlier, this links closely with the key conclusions of the teacher and student surveys, to promote direct links.

JB showed the draft “interest registration form” developed for individuals in industry or research organisations to offer specific inputs. Discussion during the meeting resulted in numerous changes and updates. JB had originally envisaged a counterpart form for teachers to complete to enable a matchmaking function to be developed. However, it was agreed that this would be too complex and for the envisaged volume of offers it would be satisfactory for teachers to be able to search the offers. Industry or research organisations should be able to obtain information on education providers from the main member database.

**ACTION:** <JB> to finalise template as discussed at the meeting and discuss implementation with <AquaTT>/Web Developer (including adding selection box for second/mother language and country selection; also fields for GPS coordinates)

## Promoting interdisciplinary learning

JB introduced a recent trial involving joining MBA and Aquaculture students in a common case-study and MM highlighted work at UMB developing case study material that could be used by students in different disciplines (mainly within aquaculture). Reference was also made to the WWF presentation at the Gerona Annual Event and opportunities for involvement of other stakeholders.

It was agreed these could be included in the examples of innovative teaching. A more comprehensive article can be drafted in due course to promote the idea further.

ACTION: <JB> and <MM> to contribute examples of innovative teaching.  
<JB> to follow up article.

## Plans for training day at Year 3 Annual Event

The addition of a training day to the Annual Event has been agreed by the Coordinator and Steering Committee. It was agreed this should be on Wednesday 7<sup>th</sup> September prior to the start of the Annual Event on Thursday 8<sup>th</sup> September. Participants of the training day would therefore require an extra night accommodation.

The programme is envisaged as an opening session followed by two hands-on workshop sessions (one in the morning and the other in the afternoon) with a closing plenary. Participants would be split between three or more groups during the hands-on sessions. The hands-on sessions would be led by members of WP5/8 as follows:

Video production and sharing (BU/JP)	Producing podcasts (CD/MM)	Creating multi-media resources (JB/??)
Creating and analysing surveys (BU/??)	Image production, editing and sharing (JD/??)	Tools for collaboration (JB/MM)

Approximate timetable:

09:30 Introduction  
10:00 Hands-on workshop session 1  
13:00 Lunch  
14:00 Hands-on workshop session 2  
17:00 Presentation of outputs and open discussion  
18:00 Close

With respect to numbers, it was felt that one person could look after up to 5 people (or perhaps 3 pairs if they are encouraged to work in that way). With two people supporting each working group it should be possible to cater for at least 10 people per group – i.e. total of around 30 participants. It was agreed that the workshop could be publicised on the basis that numbers are limited and would be allocated on a first-come-first-served basis. Applicants should be asked to rank at least their first three choices for hands-on workshops so that the sessions can be adjusted to best meet demand (i.e. it may be necessary to run one workshop twice and perhaps drop one or more of the less popular sessions).

Participants should bring their own laptop and means of capturing video and audio etc (a cellphone may be sufficient). Minimum specifications for the laptop may need to be given for those involved in video editing. The hands-on sessions should be designed to use free software (trial versions if necessary). A good Internet + WiFi connection will be required at the venue and space for at least 3 simultaneous groups.

It was agreed that a deadline for applications should be set for mid or late June so as to enable information about attendee interests to be incorporated into final event plans in July. A WP5/8 meeting should be held in early July to develop detailed plans and materials.

**ACTION:** A flyer/web page advertisement and Aqua-tnet newsletter entry to be prepared + application form. <UB> to start, <ALL> to contribute as appropriate, <JB> to collate for dissemination. <SS> to investigate availability of rooms and facilities at or near the Annual Event venue. <JB> to set up Doodle Poll for WP5/8 members to find suitable dates for a preparatory meeting in July. <JB> to arrange venue in Stirling.

### **Preparations for Year 3 Annual Event**

In addition to contributing the one-day workshop, it was agreed that outputs from the workshop could be showcased during the main event. It was also suggested that an external speaker – e.g. from the TACCLE project – might be arranged.

**ACTION:** <MM> & <UB> to consider this further during the TACCLE workshop.

### **Any other business**

SS suggested the paper prepared for the 2010 EDEN Conference could be improved and submitted to some other journal as it had not been included in the conference proceedings. <ALL> members to consider opportunities and additional items they could add.

### **Close of meeting**

Fernandez Torres was thanked for providing an excellent venue for the meeting and Clive Dove for all the organisation.