

PESCALEX 2: 9 language (EL, EN, ES, FR, HU, PL, NO, TR, Galician) Provision of online bIEnded learning VOLL learning moduleS for aqACulture - EXcellence in fish management/fish pathology

LLP/LdV/TOI/2008/IRL-509 (PESCALEX)

<http://www.adam-europe.eu/adam/project/view.htm?prj=5961>

Projektinformationen

- Titel:** PESCALEX 2: 9 language (EL, EN, ES, FR, HU, PL, NO, TR, Galician) Provision of online blended learning VOLL learning modules for aquaculture - Excellence in fish management/fish pathology
- Projektnummer:** LLP/LdV/TOI/2008/IRL-509 (PESCALEX)
- Jahr:** 2008
- Projekttyp:** Innovationstransfer
- Status:** bewilligt
- Land:** IE-Irland
- Marketing Text:** PESCALEX Multilingual Fisch-Gesundheit-Toolset
Alle Text-Seiten haben sofortigen Zugang in allen Sprachen Toolset (Englisch, Französisch, Griechisch, Norwegisch, Polnisch, Spanisch, Ungarisch, Türkisch, Galicisch, Portugiesisch und Schwedisch)
Muttersprache Aufnahmen helfen Ihnen, Basic-Schlüsselwörter lernen
- Zugang zu unserem eLearning-Ressourcen beruflichen Materialien in den Sprachen Toolset
-Fish Health Management
-Grundtechniken für Fisch Hämatologie
-Kostengünstig Fütterung für Fisch
Aquatic-Pathologie für Steinbutt, Forelle, Karpfen, Barsch
Freier Zugang zu drei spezialisierte Online mehrsprachigen Glossaren
-PESCALEX Fischkrankheiten Glossar
Aqualex Aquakultur-Glossar
- Meeresverschmutzung Glossar
Sie können Bilder für die Pathologie Aquatic Materialien, indem Sie in der Flickr-Galerie Teil beitragen.
- Zusammenfassung:** Reason: Aquaculture, one of Europe's successes (annual output 1.4 million tonnes, value 2.8-2.9 billion euro), looks set for future expansion, with the growing demand for seafood, the decline in wild stocks, and the industry a global leader in technology. It provides some 65,400 jobs in Europe (12,000 in the Mediterranean alone), often supporting communities in remote areas with few other job options. But as disease outbreaks cause severe mortalities leading to business failure, there is a need for fast diagnosis with rapid recognition of symptoms. The PESCALEX project created multilingual (EL, EN, ES, FR, NO, PL) course modules in fish health/diseases and a multilingual fish health/diseases glossary, part of web-delivered blended learning which included language modules, as much information exists only in English.
- Aims:** 1)To transfer the PESCALEX materials to wider geographic/linguistic areas (Turkey, Hungary, Galicia, Spain); 2)To translate all PESCALEX materials into HU, TR & ES(Galician); 3)To transfer the fish health/diseases content(based on species farmed in partner countries, using terminology useful in the workplace) to new users; 4) to combine innovative (VOLL) language learning with tutor-led & ODL methods in a multi-lingual online environment devoted to fish health management at the VET level.
- Partners:** AMC Ltd, experienced coordinator of EU language projects; AquaTT, European Network for Aquaculture Training and Technology Transfer, sectoral social partner, runs aquaculture courses & projects; Stirling Institute of Aquaculture, Scotland, world authority on fish diseases; AQUARK, Greece (Fish Pathology expert, FEAP expert on Mediterranean Aquaculture), CETMAR, Spain, funded by Ministry of Science /Technology and Galician Government, aims to boost the marine and fishing sectors by promoting research and innovation activities. Rize Technical University, Turkey, Faculty of Marine Science; Haki, Research institute for Fisheries, Aquaculture & Irrigation, Hungary.
- Outcomes:** 1) Printed handbook with 9 beginner language modules (EL, EN, ES, FR,

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HU,NO, PL,TR, Galician; 2) Online modules with visuals capable of remote interrogation in EL, EN, ES, FR, HU,NO, PL,TR,Galician; (Basic Techniques of Fish Haematology:Management of Fish Health; Fish/Shellfish Pathology;Cost-effective feeding of Fish); 3) Online glossary (EL, EN, ES, FR, HU,NO, PL,TR, Galician) of fish diseases, capable

Impacts: The material made available will open up a wider range of countries for short exchanges or work experience placements, aiding the integration of 1 new & 1 accession country into a significant business sector; PESCALEX will broaden the skills base, increase employment flexibility and help to improve the economic and social viability of remote and coastal communities Teachers/trainers in formal and informal VET systems of partner countries will be able to use, test, give feedback and improve the materials.

Beschreibung: Rationale and background:

Aquaculture with an annual output 1.4 million tonnes, value 2.8-2.9 billion euro, already makes up almost 20% of total fisheries production. The growing demand for seafood, the steady and seemingly irreversible decline in wild catches, and its leading place in technology, are positive indicators of future expansion in marine aquaculture. Aquatic farming is responsible for some 65,400 jobs in Europe (12,000 in the Mediterranean alone), and often supports communities in remote areas where there are few other job options. With the expansion of the EU from 15 to 27 Member states, there has also been a huge increase in EU freshwater fish pond farming (from 60,000 to 340,000 hectares). A key feature of the EU strategic policy on aquaculture concerns fish health management, the area with which the present proposal is concerned. In addition, consumer-led EU environmental regulations spotlight fish health as an area which needs attention if the industry is to remain both economically successful, environmentally sound and thus sustainable. To help meet the need for easily accessible information on fish health management, to provide useful online course materials, and to increase language takeup, the PESCALEX project created multilingual (EL, EN, ES, FR, NO, PL) course modules in fish health/diseases along with a multilingual fish health/ diseases glossary, part of web-delivered blended learning which included language modules.

Background:

At the project Sustainability meeting (Oct 2008) the PESCALEX team presented a poster at the European Aquaculture Society's International Conference held in Istanbul, and also gave a live demonstration of the language modules at the Student Workshop. At the conference, attended by more than 600 delegates (many of whom were Turkish producers), Mr Borg (DG Fish) pointed out the position of aquaculture in the Integrated Maritime Policy(QUOTE) and its importance in rural economies; the co-chair Prof.I.Okumus(Rize University, Turkey) and Dr L.Varadi (EAS President) commented on the need for modules such as the PESCALEX fish health management units to be produced in Turkish and Hungarian. Turkey, now the 3rd largest finfish producer in Europe and the 2nd largest (after Greece) of sea bream and sea bass, produced in 2005 almost 70,000 tonnes (marine) and a sizeable 48,000 tonnes(freshwater), and has grown by 25% in the last 3 years. Hungary has a worldwide reputation for carp production, with 28,000 ha in fish ponds and around 105 fishfarms.

Needs addressed:

Fish health/diseases can be of great economic significance to the players in the European aquaculture industry. There is a real need to have access to accurate scientific information at times (in disease outbreaks, for instance) where diagnostic and remedial actions can be needed at very short notice. Yet for many people working in aquaculture, the provision of and access to any kind of training course is poor or non-existent. However, interest in, and use of the Internet is high, both in tertiary education and on fish farms. The latter, though often scattered and isolated (i.e., Hungary's 105 fish farms scattered across the whole country), routinely use and trawl the Internet for vital information which is denied to them because of a shortage of good veterinary care. Online provision is thus becoming a common delivery

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method for course and information delivery. The PESCALEX poster detailed results of a Language Needs Analysis which revealed that the online Beginner modules were useful and not aimed too low, and provided an easy entry into the targeted languages.

Previous work:

The PESCALEX project created multilingual (EL, EN, ES, FR, NO, PL) course modules in fish health/disease for the benefit of specific areas of Europe where the aquaculture industry is vital to the economy. These were part of a blended learning framework (tutor-led with online ODL materials). In addition, PESCALEX produced a new and badly needed collection of specific scientific terminology concerning fish health/diseases as well as basic level language learning modules. These materials were tested throughout the project within the partnership (at the Lycee de la Mer et du Littoral, at the CETMAR Training centre for aquaculture students, and in four workshops in Poland to more than 100 participants. In addition, a trans-European student survey was undertaken, with very positive results which were disseminated at the EAS Student workshop in Istanbul, September 2007.

Aims and objectives:

PESCALEX has developed a three-tiered approach to the acquisition of skills, new knowledge and language: it provides 4 course modules constructed around a familiar work-place context, thus facilitating new knowledge acquisition; its language learning methodology enables users to learn vocationally-oriented material in foreign languages; an expanded 8-language (6+ Turkish, Hungarian and Galician) collection of scientific terminology will give users instant access to vital scientific information.

Linked to priorities:

PESCALEX will make a useful and innovative contribution to the EU Action Plan on language learning and linguistic diversity. The EU Action Plan for mobility (2000/C 371/03) prioritises the need to promote training measures to develop multilingual skills, as the ability to educate oneself and work in a multilingual environment is essential to the competitiveness of the European economy. The PESCALEX materials translated into Hungarian, Turkish and Galician will enhance the acquisition of skills and new knowledge on a truly European scale, aiding the integration of one new and one accession country. These new translations will genuinely further intercultural communication skills, and will open up a wider range of countries for short exchange opportunities or work experience placements. In the above-mentioned ways, PESCALEX will make a serious and lasting contribution to the key competences which are regarded as essential for Europe to make progress towards implementing the lifelong learning objectives.

Pedagogic approach:

All PESCALEX materials, whether aimed towards language learning or fish health management courses, either are, or will be adapted, to conform to the needs of the Vocationally Oriented Language Learning (VOLL) approach and objectives. The pedagogic approach is that of blended learning, tutor-led with substantial and useful online support, which enables some asynchronous and flexible learning to take place, at the users' discretion. Therefore certain elements are designed for self-directed ODL learning (where extra non-tutorial support may be needed). This subject area is both compact and sharply-focused, with a highly specific and therefore more easily "learnable" terminology base (Wallace, 1988), and this lends itself well to an innovative VOLL approach. The need for trainers to update their materials frequently (which can be a major disadvantage of online courses) is met via the PESCALEX secure distributed network, which allows as many changes as necessary. PESCALEX is firmly based on previous training needs analyses, curriculum, syllabus and course content surveys, carried out under a variety of EU programmes (LEONARDO, FORCE, FAIR, LINGUA). Further to the notion of inclusive learning, while all modules will be developed online, they are designed and programmed to enable transfer to CD-ROM, accounting for needs of those

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individuals who lack sufficient access to the internet for the purposes of learning and training. There will also be a 9-language printed handbook, to cover the widest possible spectrum of course delivery. PESCALEX will continue to address identified needs by a) creating a multi-lingual online learning environment with VOLL modules in vocational skills/techniques needed to support the fish health aspect of the European aquaculture industry's training needs, and b) strengthening language learning and language diversity, by the provision of basic linguistic skills and multilingual knowledge base.

Testing:

CETMAR will test the adapted units out in its dedicated training centre, based on the successful teacher training workshop in Bourcefranc, France. Participants will be linked online and carry out simple information retrieval and comparison tasks, with results assessed by top ranking fish disease experts.

Target groups:

Target group is specifically adult workers requiring new skills or to upgrade existing skills, but also includes vocational and other relevant tertiary students and trainers - both formally and informally (managers involved in on-the-job staff training) as well as fish farm workers. Potential users of project deliverables include language trainers in vocational training centres who can use the multi-lingual VET modules to develop language expertise, vocational trainees wishing to acquire basic knowledge of a useful working language, SME aquaculture personnel who can use the modules on-site and asynchronously, and interested individuals of any economic background or any stage of career development wishing to acquire knowledge of a less widely spoken language using CLIL methods.

Impact

The multilingual course materials, accompanied by the VOLL Beginner and Basic language modules for 8 languages, linked to the multilingual PESCALEX fish diseases will broaden the skills base, increase employment flexibility and help to improve the economic and social viability of remote and peripheral coastal communities. In addition, teachers/trainers in formal and informal VET systems of the partner countries will be able to use, test, give feedback and improve the materials. These two features alone will contribute to a 'cascade' effect, which should help to make a sustained and sustainable impact across the industry in Europe. The material made available will open up a wider range of countries for short exchange opportunities or work experience placements which will help the many students who wish to take part of their education in another country (where language difficulties are often the main obstacle).

Indicators:

Performance indicators include regular reports from each WP leader on progress on timely deliverable of products; publishable project and WP activities for dissemination electronically and via the website; the amount of new subscribers to the website (currently running at 61 external users with no links to the partners); average daily visits to the website (currently running at an average of 40 daily visitors, the equivalent of more than 29,000 annually).

Diversity of languages:

It is in the area of achieving practical skills in at least two European languages, other than the mother tongue, another key EU policy, that PESCALEX has the greatest potential. The Recommendation on key competences identifies "Communication in foreign languages" as one of these key competences 'necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society') European Parliament and Council of the EU (2006:13).

With the enlargements in 2004 and 2007, the number of Member states increased from 15 to 27, and the official languages increased to 23. This has made the linguistic challenge greater than ever. To meet this new challenge, President Barroso made "Multilingualism" part of the portfolio of the Education and Training

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Directorate, with the remit to develop a coherent and comprehensive language policy. The PESCALEX project is responsive to many of the criteria being made by the newly appointed Director for Multilingualism, Mr Leonard Orban. "Enhancing learner motivation is the crucial element in achieving the necessary breakthrough in language learning across Europe." (Final Report of the High Level Group on Multilingualism, Sept. 26, 2007). PESCALEX has already demonstrated a remarkable capacity to do that, as shown in the previous Workshop.

"Learning opportunities should be created and made available" (op cit.). That is exactly what is being set out in the present proposal. "The Commission should encourage the creation of local/regional language learning networks composed of vocational training, higher education, adult education institutions and other pertinent organisations and support their collaboration at European level."(op cit.)

The variety of inter-linked language learning modules which has resulted and will result from the finished products (English, French, Greek, Hungarian, Norwegian, Polish, Spanish, Turkish) shows the truly added European value of the PESCALEX project

Themen: *** Lebenslanges Lernen

*** Fernlehre

*** Sprachausbildung

** IKT

** Sonstiges

** Hochschulbildung

** Berufsorientierung und -beratung

Sektoren: *** Erziehung und Unterricht

*** Land- und Forstwirtschaft, Fischerei

** Erbringung von Freiberuflichen, Wissenschaftlichen und Technischen Dienstleistungen

** Information und Kommunikation

Produkt Typen: Unterlagen für offenen Unterricht

Fernlehre

Module

Lehrmaterial

andere

Homepage

Produktinformation: - Promotional articles

- Reconstructed project website

- Exploitation plan

- Deliverables: four online modules, online glossary and handbook

- Handbooks using VOLL materials for Beginners in 8 languages

- Practical Demonstration workshop, demonstrating effectiveness of remote interrogation of PESCALEX online materials, including PESCALEX Game

- Evaluation of workshop success

Projektwebseite: <http://85.17.19.169/>

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Partner 6

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Project Tags

The project belongs to the following group(s):

Best Projects (<http://www.adam-europe.eu/adam/thematicgroup/MMVII>)