

Fisheries ecology and aquatic resource management 2017/2018

Dept. of aquatic resources' postgraduate seminar (literature) course

This course is developed for PhD students interested in Fisheries ecology. It is based on a series of discussion seminars covering research topics and activities of relevance in the field, and which are also at the core of the research undertaken at the SLU's Department of Aquatic Resources. The course covers 8 seminars, approximately two weeks apart. The seminars, literature and preparation render 4.0 credits (ects), which is about 2.7 weeks full time studies (104.5 hours).

Objectives

1. The course will provide fundamental knowledge in fisheries biology and aquatic ecology, including assessment and management practices.
2. The course will present recent advances in fisheries biology and aquatic ecology with specific relevance to ecosystem based fisheries management and other selected research themes.

Literature

Jennings, S., Kaiser, M., & J. D. Reynolds. 2001. Marine fisheries ecology. ISBN: 978-0-632-05098-7. 432 pages. Recent key papers and relevant review papers, specific to each seminar (3 per seminar)

Course leaders

Prof. Michele Casini (michele.casini@slu.se) & Ass. Prof. Magnus Huss (magnus.huss@slu.se), at the Department of Aquatic Resources, SLU.

General set-up of course:

1. There is one responsible teacher per seminar, who plans and coordinates practicalities concerning the seminar, and act as moderator in the discussions.
2. Three seminars (the first and last, and one intermediate seminar) are based on physical meetings, one at each of the three Institutes within the Department, whereas the other meetings will take place over video.
3. At the first meeting, ground rules for the discussions will be set by the students, together with the course leader organizing the first seminar.
4. Every seminar is based on one or more book chapters and 1-3 scientific papers (see List of readings).
5. The students will take turns to be responsible to make a short introduction to the subject to be discussed at the specific seminar, including selecting one of the papers for the

seminar. However, the coordination of the seminar should still be the responsibility of the teacher. Which seminar(s) each student is responsible for will be organized via email together with the course leaders, before the starting date of the course.

6. Each student should for every seminar prepare at least two questions to bring up in the discussions of the group.
7. Each discussion seminar should end with
 - A. students briefly accounting for an interesting idea presented in the literature or during the discussion,
 - B. students reflecting on how theories and concepts discussed during the seminar may be of relevance for his/hers doctoral projects and
 - C. opportunity for everyone to give feedback on the discussion.

Examination

Examination will be based on:

1. Active participation in the discussions, preparation of questions, presentation of ideas, introduction of the subject and paper for at least one seminar, and the provision of feedback during discussions. In the case that a student cannot attend a seminar, he/she will need to hand in a summary (1 page) of the literature for that seminar, including a written version of points 7A-B, above.
2. The student must participate in at least 6 (of the in total 8) seminars (and hand in written reports for any seminars which he/she could not attend) to pass.
3. Grades: Pass/ Not pass (G/U).

Purpose

1. The course provides practice in oral presentation, argumentation and discussion and foster appreciation for diverse views.
2. The course provides practice in putting theory and general concepts into the context of the student's own work and vice versa.

Expected Learning outcomes

1. The student should show ability to critically examine and discuss scientific texts.
2. The student should demonstrate ability to link theory to their own research.
3. The student should be able to orally present a scientific text in a comprehensible way given the target group.
4. The student should be able to explain the basic concepts in fisheries biology and aquatic ecology.
5. The student should be able to in detail explain chosen concepts in fisheries biology and aquatic ecology.