

Co-funded by the Erasmus+ Programme of the European Union

BUzNet App

an internet aid for veterinary medicine hands-onteaching and learning



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Sustainable agricultural development regional cooperation for inclusive growth in Central Asia International Scientific Online Conference, 20 – 22 October 2020 | Tashkent, Uzbekistan

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BUzNet Project- Overview

- Reference number: 586000-EPP-1-2017-1-PT-EPPKA2-CBHE-JP
- **Contractual dates**: 15-10-2017 » 14-10-2021
- **Granted budget:** 971.852,00€
- **Coordinating Institution**: University of Porto **PORTUGAL**
- **Partners**: Estonian University of Life Sciences **ESTONIA**
- University of Padua & University of Pisa ITALY
- Samarkand Agricultural Institute, Tashkent State Agrarian University, Nukus Branch
- Tashkent State Agrarian University & Andijan Agricultural Institute UZBEKISTAN





Main Objective

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Improve the quality of veterinary and animal production professionals in Uzbekistan

Improve the learning/teaching of veterinary medicine and dairy production control in Uzbekistan with a contextualized hands-on approach using a B-learning strategy to create a learning/teaching network with all members of the consortium.







Specific Objectives

- Curriculum up-date •
- **Computer Room**
- Equipment purchase
- Up-grade of Libraries
- Training of trainees
- Creation and implementation of B-learning interface (BUzNet)







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Veterinary and Zootechnical students

practical competences provide the backbone of future work







practical competences provide the backbone of future work hands-on contextualize strategy - solving real-life situations under a teacher supervision







practical competences provide the backbone of future work

logistics, equipment and teachears to cover even the most simple and basic very difficult and expensive









practical competences provide the backbone of future work

Effectiveness vs efficiency - each contextualize case only used by small number of students, even only one







Blended Learning?

To learn/teach practical competences?





Practical competences

Teaching/learning practical competencies

"What-to-do" - sequence of needed actions to perform a specific procedure

"How-to-do" - knowledge of each individual action that compose the "what-to-do" sequence Theoretical knowledge of how to perform each one of those actions, (how to imobilize a dog)

Truly practical part of an action, the correct use of sensorial organs and mechanical movements to perform that specific action



Is it possible to transfer all the components of practical learning into a digital environment?



Is it possible to transfer all the components of practical learning into a digital environment?

It is <u>NOT</u> possible to teach/learn the practical part

of "How-to-do" without a direct contact with real

cases!



Is it possible to transfer part of practical learning into a digital environment?



Is it possible to transfer part of practical learning into a digital environment?

- "What-to-do" **Yes** can be described as an algorithm (computer way of thinking)
- theoretical part of the "How-to-do" Yes documents (texts, pictures, videos, etc.)



Is it possible to transfer part of practical learning into a digital environment?

- "What-to-do" **Yes** can be described as an algorithm (computer way of thinking)
- theoretical part of the "How-to-do" Yes documents (texts, pictures, videos, etc.)

System based on a hands-on contextualized experience by the students allowing some parts of the process of practical learning to be transfer to a digitalized environment - **Blended Learning**







Internet ubiquitous in classroom Covid increased its use...

BUZ Net



Internet ubiquitous in classroom Covid increased its use...

- internet to expose students to a specific procedure like television or zoom
 - passive behavior action observe or listen

- creation of cases with questions or comments to be filled
 - chance to promote discussions
 - evaluate



- cases known to be not normal in real life one of the major issues to solve is this normal or abnormal? Impossible to lear and train this fundamental skill.
- cases poorly structured only few aspects of the all procedure present, missing the complexity and fullness of the whole situation.
- little contextualization leads to a deficient capacity to relate and integrate all the available information into the resolution.
- lack of active role case already present on screen, no active collaborative role for student on the production of the cases



BuzNet app

- digital system to increase the efficiency of teaching/learning practical subjects in veterinary medicine.
- take full advantage of all the internet potentialities, maximizing the efficiency of each visit/manipulation/action taken by a student during her/his practical classes.
- increase students' motivation in the teaching/learning process

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Case Ruminant Digestive Tract

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Major Complaint

O Loss of Appetite

O Loss of Weight

O Decrease in Gain Weight

O Diarrhea

Overall Status

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Overall Status Classification

Estas duas é só para ver se funciona :)

Normal

Depressed

Semi-comatose

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 Paeces Characterization

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 With Bubbles

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Ferramentas

10 A

para criar questionários para cada área





- Is **not** possible to provide a full training in practical subjects in veterinary medicine without a contact with animals and their peculiar situations that require a veterinarian practitioner
- This training should be based on a structured hands-on contextualized experience, very expensive and time consuming and should be brought to the maximum of efficiency
- some parts of the practical training **can be done** in a digital environment
- built a digital platform in order to retrieve and store, in a structured way, the experience of a practical class in veterinary medicine – BUzNet App



- Production of a collection of structured high contextualized cases , both with normal and abnormal aspects, from veterinary practice available for anyone to use to train himself anywhere in the world
- Huge **increase in the efficiency** of each visit/manipulation/action taken by a student during practical classes as it will be shared by all interested
- Students **highly motivated** as they produce their own studying material, that will be use by many others in a kind of **peer-assisted learning**
- Knowledge by teachers and students of the level achieved in the teaching/learning process before the final examination. Possibility of correcting deficiencies in the teaching/learning process well before the end of learning time



- Cases can be used in **evaluation** systems
- Increased self-knowledge of the **highs and lows of the teacher's capacities** in transmit the relevant information in order to be apprehended by the students
- Database with well structures and highly contextualized veterinary cases, both with normal and abnormal aspects, used in improving practical teaching/learning, research and animal management



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