

NEWSLETTER No 3 / 2013

Creating New Courses



One of the exciting, but also intimidating, aspects of developing a new course is that you have no “baggage”. In existing areas, there is always a legacy of content over which it quickly becomes clear key individuals feel that have proprietorial rights. This presents two challenges: the need for “debulking” (removal of large amounts of detail), and that designers start with the teaching of content rather than the desired learning outcomes.

A new course allows designers to start with the desired learning outcomes - the knowledge and skills that help individuals to progress in terms of their expertise and to perform at their level of achievement. Learning outcomes can be developed with involvement of all relevant stakeholder groups. This helps ensure that these are relevant to the requirements of industry, government and academia, and are thus developed in the interests of the students’ futures.

Once learning outcomes have been agreed, the process of identifying appropriate assessment strategies begins. These need to be pedagogically valid for the relevant knowledge and skills being tested and demonstrated, and additionally should have face validity for students and employers. An important principle is to minimize the resources deployed in assessments. “Expensive methods” are not used to test skills that less resource-intensive methods can accommodate.

However, this “blue sky approach” will not lead to the “perfect solution” immediately. First cohorts quickly come to see themselves as “guinea pig” years. Provided the teachers convey their own enthusiasm for what is being created and enlist these “guinea pigs” as co-creators, all can take pride in what is then developed for succeeding groups of students!

Stephen May

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1 Online Survey Results

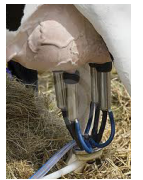
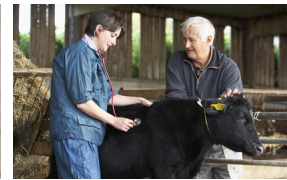
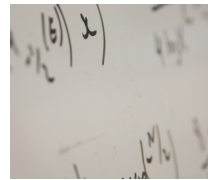
More than 250 people representing educational institutions and other organizations have responded to the survey on the use of economics in animal health education, research and policy making conducted by WP2 and 3. The survey was published in mid-May and it was open until 23 June 2013. The NEAT project team thanks you for your contribution. If you still wish to complete the survey, please visit the [NEAT website](#).

The analysis of results has been started and will be presented in the first NEAT Annual Meeting in September. Preliminary observations show that two thirds of respondents who had received training in the economics of animal health found the topics raised during the training interesting and only very few considered them to be of no interest. About one third of respondents found the coverage of training inadequate, while one third found it adequate. A clear majority of respondents trained in the economics of animal health were of the opinion that training had helped them to understand how an economy works and to solve practical problems related to their work. Most respondents would recommend studies in economics of animal health to their colleagues.

2 Online Teaching

Looking at the current material and courses, it seems that there is not much material available for animal health economics teaching.

Although it might be possible to create a set of



teaching materials for various groups of students, there will be a lack of qualified senior teachers. Online teaching might be a solution for that. The Business Economics group at Wageningen University has recently created two online animal health economics courses: Economic Principles and Concepts for the Veterinary Sciences and Applied Economic Modelling for the Veterinary Sciences. These courses are developed and provided through the organization Elevate Health associated with the University Medical Centre Utrecht and the Faculty of Veterinary Medicine of Utrecht University. For the first time the courses have been taught online and the feedback was very positive.

But what position can these e-learning courses take in the normal curriculum of veterinary students? At many veterinary faculties, there is no experienced animal health economics staff. Some economics courses are held by agricultural economists and teaching does not go much further than production function theory. Other faculties do not even offer animal health economics. Thus, the development of e-learning courses can help to spread specialist knowledge of a veterinary faculty without staff having to travel between countries. E-learning could be a next step to improve the quality of teaching in animal health economics by sharing expertise among each other.

3 Literature Review Contributions

WP2 has collated a list of peer-reviewed publications which contains bibliographical information and keywords of several hundreds of items. The list is currently accessible on Skydrive as an excel file. Please update the list whenever you notice very recently published papers or if you publish yourself such a paper.

The review of publications is currently carried out and the results will be reported during the first NEAT Annual Meeting. The content and usefulness of each reviewed paper will be described in a few sentences. We would like to invite more partners to participate in the review since it is critical to the

success of this task to revise as many papers as possible. For further information, please contact Jarkko.niemi@mtt.fi.

4 NEAT Annual Meeting - Save the Date!

The first NEAT Annual Meeting is approaching fast and we are looking forward to welcoming you all to London in September 2013.

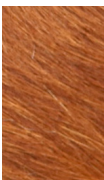
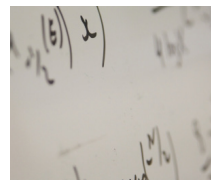
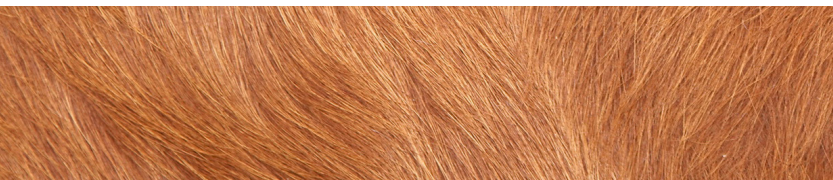
For your diaries:

The meeting will start on Tuesday 10 September at 8:30am and will end on Wednesday 11 September at 4:00pm for the Management Board and the Advisory Board and at 1.00 pm for other partners.

The registration is now open and can be accessed through the [meeting webpage](#). We would like to ask all our NEAT partners to register by **15 July** so that we can finalise the programme and take care of the logistics. **Please remember that all partner institutions need to be represented at this event.** For each partner institution, travel costs and a daily allowance have been allocated; for details please refer to the budget file "Erasmus_MN_UK_calculation_FINAL" and the financial guidelines ("NEAT_Financial Guidance Notes" and "Financial Information Kit") available on the NEAT Skydrive Folder: [01_Adminstration>01c_Finances](#).

As a reminder: The daily allowances specified in the NEAT budget are maximum daily rates. For travel and subsistence costs, all partners need to apply the internal rule of their institutions (per diem or actual costs) for the financial reporting. It is therefore important to keep all invoices of your expenses (e. g. receipts, tickets, boarding pass). If you are unsure about this, please do get in touch with your financial department. If you need information about travel arrangements and hotels, please refer to our [meeting webpage](#), where we have compiled relevant guidance.

In this meeting we will present the results of the first 12 months of networking activities, discuss relevant topics of the network in workshops, and outline activities for the next year. The detailed agenda will be circulated in August. We look forward to a productive meeting!



5 Meet New Members of the NEAT Team

Claudia Kamphuis



Claudia Kamphuis obtained her MSc in Preventive Animal Health and Welfare at Wageningen in 2004. After that, she worked as researcher for two years at Wageningen University for the department of Human Epidemiology. She started her PhD at the department of Animal Health at Utrecht University and graduated in 2010. The PhD-theme was 'Making sense of sensor data; detecting clinical mastitis in automatic milking systems'. After that she started as scientist at DairyNZ, New Zealand, in the Information and Automation Technology Group. From July 2013 onwards, she will be working as post-doc at Wageningen University at the Chair Group of Business Economics which involves working on the NEAT project.

Anja Petri



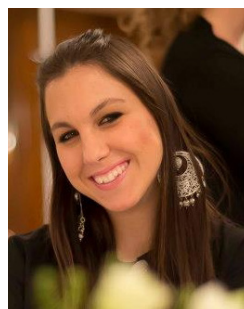
Anja holds a Bachelor's degree from the University of Wales Institute in Cardiff and a Master's degree in European Studies from the Rheinische Friedrich-Wilhelms University in Bonn. She worked several years in the communications department of an international technology company in Switzerland. There she was responsible for the creation and implementation of print and online material for various projects. She joined accelopment AG beginning of May 2013 and she will take care of the communication and dissemination material for NEAT and other EU funded projects.

Johannes Ripperger



Johannes earned a PhD at ETH Zurich in the field of numerical modelling of earthquake physics. Since 2008 he has been active as a research manager in the private sector. He has a track record in successfully supporting researchers and enterprises in acquiring and managing national (CTI, SNF) and EU (FP7) research funding with a focus on energy, environment, manufacturing and health topics. He has been working for accelopment AG since September 2012 and will now take over the project management of the NEAT project at accelopment.

Consuelo Rubio Guerri



Consuelo Rubio Guerri graduated as a veterinarian from the Faculty of Veterinary Medicine of Complutense University of Madrid (UCM) in 2010 and obtained her Master in Virology in 2011 at the same university. From September 2010 she has been collaborating in the development of Marina Health Project, born from the agreement between the Oceanographic of Valencia and VISAVET group of the Complutense University of Madrid. Consuelo started her PhD in 2010 with Jose Manuel Sánchez-Vizcaino group in UCM. Her research focuses on the identification and molecular epidemiology of viruses (Morbillivirus and Papillomavirus) in cetaceans and detection of unknown viruses in these animals.

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