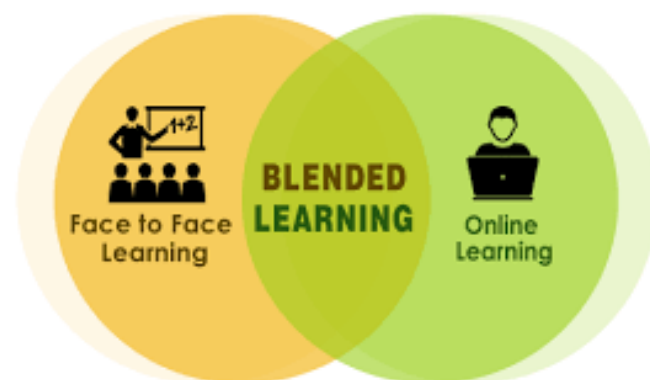


The first MPH program in Kyrgyzstan

The International school of medicine (ISM) is planning to launch the master program in public health in September, 2018. The ISM administration informed the whole package of required documents are submitted to the Ministry of education and science of the Kyrgyz Republic. As Dr. Alia Bazhanova, a head of PhD program of the ISM, reported, this program will open as for local as foreign specialists who need to deepen their professional competences in the area of public health. The program will include shared courses with the professionals from the University of Milan and the University of Tartu. It will be the first master program in public health in Kyrgyzstan, says Dr. Kenesh Dzhushupov, associate professor of the ISM public health department.



What is blended learning?

The phenomenon of blended learning (b-learning) has its roots in online learning and represents a fundamental shift in instruction that has the potential to optimize for the individual student in ways that traditional instruction never could. Although schools have been using computers and technology for some time, until recently they haven't generally used technology to provide students with a true "blend" of instruction that gives them some element of control over their learning. The definition of blended learning has three parts, described below:

Online learning. *B-learning is any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace.*

Critical to the definition is "online learning, with some element of student control." In all b-learning programs, students do some of their learning via the Internet. This does not mean using any digital tool, such as an online graphing calculator or

Google Docs. Online learning means a bigger instructional shift from a face-to-face teacher to web-based content and instruction.

Some element of student control is critical; otherwise, blended learning is no different from a teacher beaming online curriculum to a classroom of students through an electronic whiteboard. The technology used for the online learning must shift content and instruction to the control of the student in at least some way for it to qualify as blended learning from the student's perspective, rather than just the use of digital tools from the classroom teacher's perspective. It may be merely control of pace - the ability for students to pause, go back, or skip forward through online content as free agents. But often, online learning extends other types of control - in some cases students can choose the time at which they do their online learning, the path they want to take to learn a concept, or even the location from which they want to complete the online work - whether in a brick-and-mortar classroom or anywhere else.

A supervised brick-and-mortar location. *The student learns at least in part in*

a supervised brick-and-mortar location away from home. In other words, the student attends a physical school with teachers or guides. B-learning means that students have at least some on-campus, away-from-home component built into their schedule.

An integrated learning experience. *The modalities along each student's learning path within a course are connected to provide an integrated learning experience.* This means that if students are learning Biology in a blended way, the online and face-to-face components work together to deliver an integrated course. The opposite of this would be that the students learn some topics online and then return to their traditional classroom to repeat them in a face-to-face lecture. To prevent such lack of coordination, most b-learning programs use a computer-based data system to track each student's progress and try to match the modality - whether it is online, one-on-one, or small group - to the appropriate level and topic. The key idea is that b-learning involves an actual "blend" of whatever formats are within the course of study.

Source: <https://www.blendedlearning.org>

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QUARTERLY
NEWSLETTER OF
THE ISM TUTORIAL
PROJECT

ISM Tutorial

About the Erasmus Plus Programme

Erasmus+ is the EU Program in the fields of education, training, youth and sport for the period 2014-2020. This Program builds on the achievements of more than 25 years of European programs in the fields of education, training and youth, covering both an intra-European as well as an international cooperation dimension.

Erasmus+ aims at going beyond these programs, by promoting synergies and cross-fertilization throughout the different fields of education, training and youth, removing artificial boundaries between the various Actions and project formats, fostering new ideas, attracting new actors from the world of work and civil society and stimulating new forms of cooperation. Erasmus+ aims at becoming a more effective instrument to address the real needs in terms of human and social capital development in Europe and beyond.



Erasmus Plus TUTORIAL project.

Since universities perceive their prestige as closely linked to their master & doctoral programs, the lack of resources and expertise can be covered by the development of an appropriate set of PhD and MSc courses in environmental and occupational health to prepare strongly needed graduates in such disciplines. MSc & PhD programs can strongly benefit from international cooperation and from state-of-the-art teaching technologies.

By initiative of the International school of medicine (Bishkek, Kyrgyzstan) and the University of Milan the regional educational project "Central Asian Network for Education, Research and Innovation in Environmental and Occupational Health" (CANERIEH) is realized in Kyrgyzstan, Kazakhstan and Tajikistan in 2012-2015. The project consortium included six medical universities from these Central Asian countries, the University of Milan (Italy), the University of Gothenburg (Sweden) and University of Tartu (Estonia). The project financed by European Commission TEMPUS program allowed to reach several significant goals.

First, they started capacity building in education and research in these fields. The training trainers was provided for teaching staff and researchers. PhD programs have been successfully introduced in participating Central Asian universities. Centers for education, research & innovation in Occupational & Environmental Health established in these universities and created the network for collaborative activities. PhD students are recruited and started their training and research activities.

The second project «Strengthening Network for Education, Research and Innovation in Environmental Health in Asia» / TUTORIAL 2016-2019 is sponsored by European Commission ERASMUS Plus program become a continuation of the first international project.

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English language courses for CA teachers & researchers

In the first half of 2017, the TUTORIAL consortium members from Central Asia organized and carried out 4-month intensive English language courses. The students have been divided into different groups based on their initial language level. The courses focused on more academic speaking, scientific writing skills and specific language topics. Courses ended by online examinations through Skype by independent, native speaking expert, Prof. Karin Winter Beatty from the University of Milan. Totally, 158 teachers and researchers from Kazakhstan, Kyrgyzstan and Tajikistan have been successfully tested. Among them 19 teachers from the International School of Medicine, 23 from Osh state university and 12 experts of the Public association "Taasir-Impact" improved their academic

garagErasmus: A unique positioning



garagErasmus

garagErasmus (gE) is a creative hub for the Erasmus Generation that aims to support the shaping of a new Europe. gE pursues its mission through the matching of demand and offer of international jobs, by fostering social initiatives and helping the creation of new start-ups. gE has an online and offline platforms.

It is the online platform that enables the Erasmus Generation to network, share projects, promote and join events and encounter companies and recruiters interested in their international profile. This is also the place to be for Universities to host their students in one gateway digital platform and promote courses and masters and it represents a powerful tool for private to improve even more their brand to the coolest generation of Europeans.

The offline dimension of garagErasmus is embodied by the local organisations, the αE4Cities. They are the local antennas of

the Erasmus Generation and bridge the gap between the local level and the international dimension.

garagErasmus is among the founders of the Erasmus Students and Alumni Association (ESAA), the first attempt of the European Commission to establish a platform that brings together the main players of the before, during and after of the Erasmus Program. garagErasmus takes care of the life after Erasmus and it is the only recognised platform by the European Commission to work on establishing the Erasmus generation professional network. In fact since 2016 once a person is finishing his/her Erasmus experience is also automatically invited to register on garagErasmus on-line platform through ESAA.

<http://www.garagerasmus.org/our-mission.html>



TUTORIAL Summer Schools 2017

Summer participants hosted by Erasmus Plus Program

As part of the TUTORIAL project, the three-week summer school for 24 teachers and researchers of Central Asian and Indian medical universities was organized by EU universities during 2-21 July, 2017. The first week was organized by the International Center for Rural Health of University of Milan (Prof. Claudio Colosio) on Occupational Health, Epidemiology, Biostatistics and innovative teaching and learning methods. The training took place in resort town Gargnano with splendid view of the Lake Garda. After long day of intensive school program, all participants enjoyed all classy opportunities being at this remarkable place.

The 2nd week program included modern issues of Environmental Health and Epidemiological Studies. The training provided by the team of Prof. Hans Orru at the Institute of family Medicine & Public Health of the Tartu University, Estonia. The 1st focus of the program was research methods in Environmental Health, including Health Impact and Health Risk Assessment. The 2nd focus of the program was to identify the key elements to introduce the existing MSc and PhD programs & to set up new studies. Participants spent free time fruitfully by learning Tartu history and Estonian culture.

The 3rd week was devoted to Innovative teaching and learning methods (blended learning) and organized by the teams of Dr. Elena Eyngron (TUB) and Prof. Gert van der Laan (LDOH) at the Technical University Berlin. Students passed Interesting and useful practical sessions on designing & carrying out b-lesson, and finding reliable information. Students visited the famous Charite clinic, where they were acquainted how their colleagues from medical university provide online CPD courses for doctors in Germany. After intensive daily program, participants enjoyed the guided Berlin city tour, the visit to Reichstag and social dinners.



The consortium of the TUTORIAL project

The consortium of the TUTORIAL project is a partnership of 15 Institutions of 8 Countries very distant from one another, and of more than 50 professional members:

1. University of Milan, Italy
2. University of Tartu, Estonia
3. Technical University Berlin, Germany
4. Learning Foundation & Developing Occupational Health, Netherlands
5. EMC Space Technologies GmbH, Germany
6. International school of medicine, Kyrgyzstan
7. Osh State University, Kyrgyzstan
8. PA "Taasir-Impact", Kyrgyzstan
9. Kazakh National Medical University, Kazakhstan
10. Karaganda State Medical University, Kazakhstan
11. Semey State Medical University, Kazakhstan
12. Tajik State Medical University, Tajikistan
13. Khujand State University, Tajikistan
14. Ramakrishna Mission Vivekananda University, India
15. Indian Institute of Public Health, India

