

Using Moodle for MOOCs with researchers in Low and Middle Income Countries

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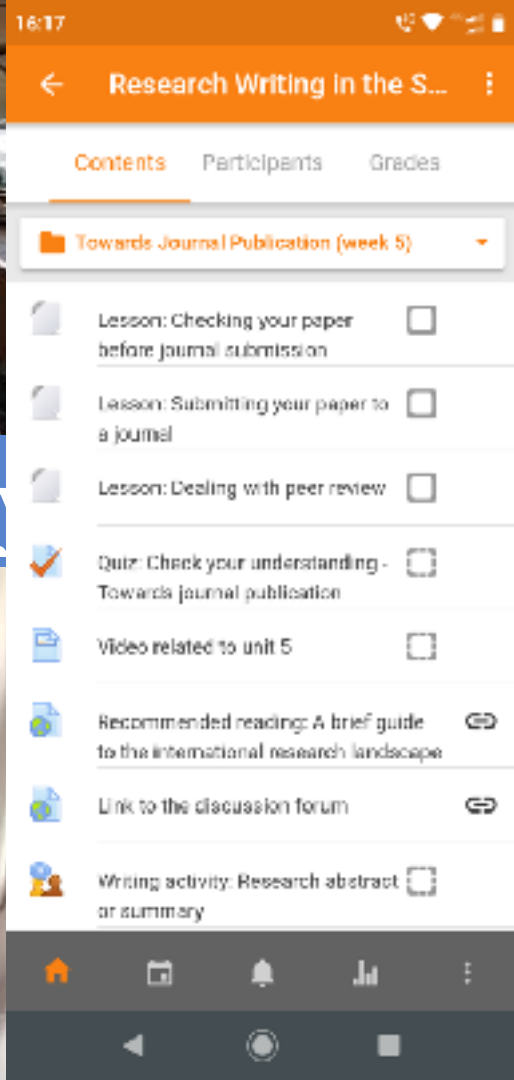


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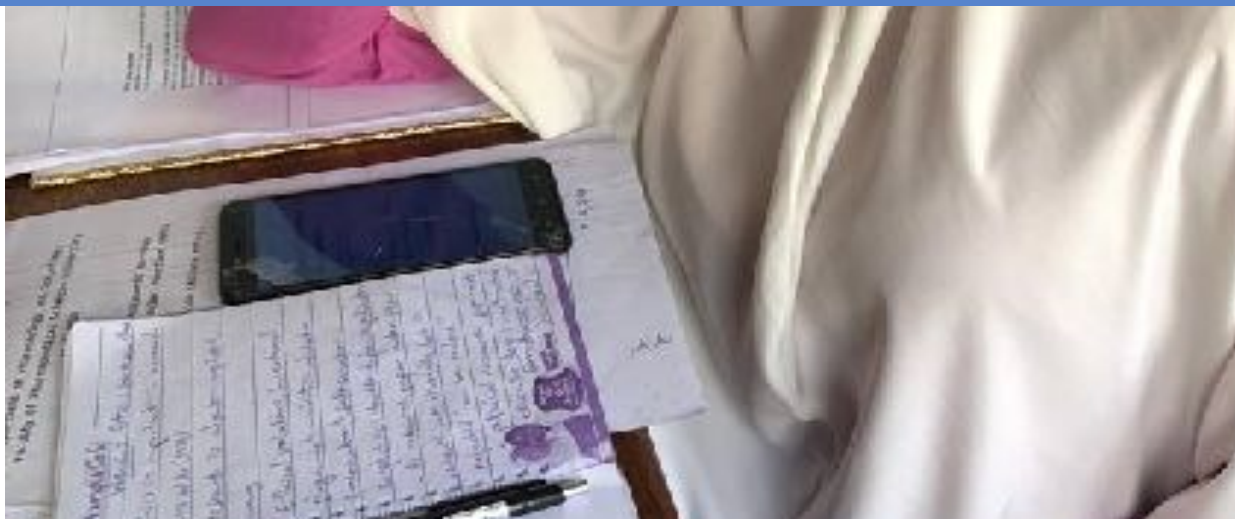
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Low bandwidth, mobile friendly.

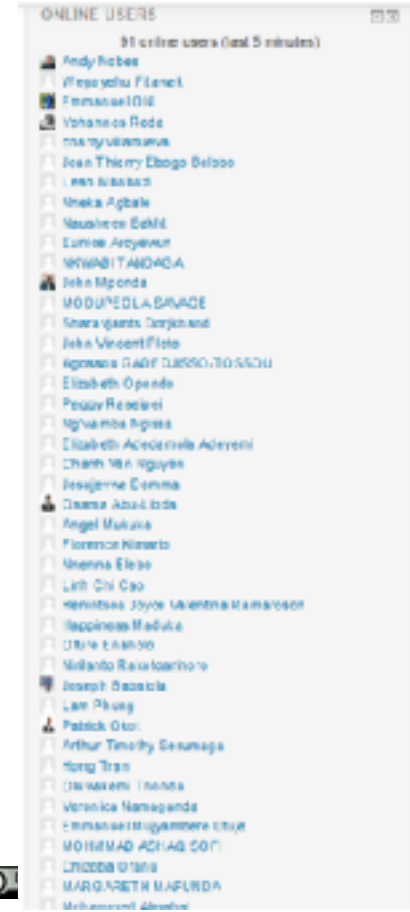


Research Writing MOOCs

The screenshot shows the Moodle course interface for 'Research Writing in the Sciences (2018)'. The course is managed by Andy Hobbs. The main content area displays the 'Preparing to write your paper' module, which includes an introduction, a list of activities (e.g., 'Dealing with criticism'), and a list of resources (e.g., 'Your research advisor or supervisor'). A sidebar on the right provides additional information about the course and the module.

Upscaling to a MOOC

- Can Moodle handle 1000s of participants?
- How do you provide a learning experience and deal with technical/content questions?
- Team of guest facilitators needed to answer questions and moderate forums



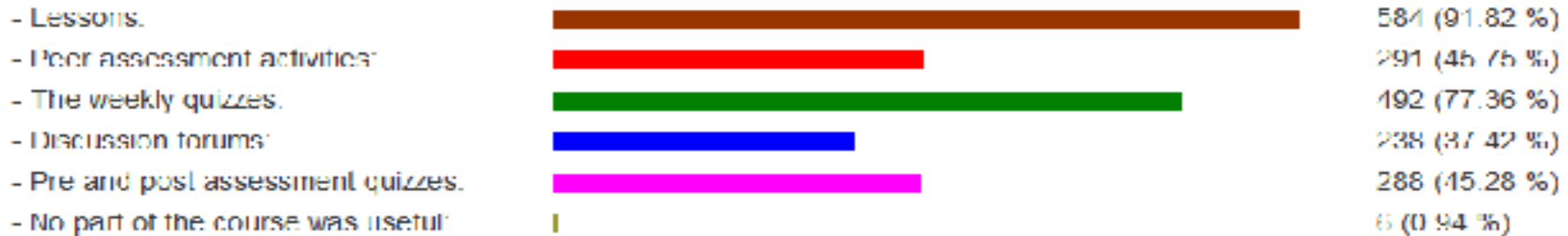
Online course ‘pinboard’

Nigeria	1931	48%	Congo, Dem. Rep.	13	8%
Kenya	628	52%	Mozambique	13	69%
Ghana	380	39%	Mauritius	11	82%
Sudan	349	63%	Morocco	10	20%
Uganda	227	39%	Togo	10	20%
Tanzania	226	46%	Gambia	9	33%
Ethiopia	219	21%	Lesotho	9	56%
Zimbabwe	123	52%	South Sudan	8	63%
Zambia	116	53%	Eritrea	7	0%
Somalia	114	14%	Guinea	5	0%
Rwanda	98	34%	Libya	4	50%
Cameroon	96	39%	Namibia	5	60%
Malawi	79	30%	Niger	5	20%
South Africa	61	90%	Tunisia	5	60%
Burundi	25	12%	Algeria	4	75%
Benin	17	18%	Côte d'Ivoire	4	25%
Burkina Faso	17	29%	Chad	2	50%
Liberia	16	25%	Djibouti	2	50%
Senegal	16	56%	Angola	1	100%
Sierra Leone	16	44%	Congo, Rep.	1	100%
Botswana	14	71%	Eswatini	1	100%
Mali	14	0%			



Feedback - what were the most useful parts of the course?

What was the MOST useful part of the course? You can select more than one option.



Peer assessment

 Okélelele A. Alarajek	PHOTO-BAGALANALYSIS AND AGUTETOKOLOGICAL STUDY OF ETHANOLIC LEAFED TRACT Maringa deflexa IN ALBINOSTAR BATS modified on Friday, 23 September 2016, 7:47 PM	20 (0%)  Amendine Bourg 10 (50%)  Inaki Hama 10 (50%)  Georgina Odhiambo	50	10 (20%)  Thomas Papien Aggelum 10 (20%)  Jokuhele PEWHEPAA 10 (50%)  Gini Shwatha	50
 Ruzi A. Am	No submission found for this user	-	-	-	-
 James Alao	THE LEVEL OF C-REACTIVE PROTEIN AND ABSOLUTE LYMPHOCYTE COUNT OF GDA RETTE SMOKERS IN OYO STATE, NIGERIA modified on Saturday, 20 September 2016, 10:40 PM	10 (50%)  Rajeev Kinger 10 (50%)  Christopher Eric Mwaabali 10 (50%)  A. Amde Wende	50	10 (20%)  Ramu of Naina Odina 10 (20%)  Eddan Eddan 10 (50%)  Oluwale Soyuban	-
 Abdul Alaraj	Climate change and health of seafarers modified on Monday, 1 October 2016, 9:23 AM	10 (50%)  Yusuf Adabayo Adediji 10 (50%)  Oluwale A. Akanni Babarinsa 10 (50%)  Lenge Kampa Kamen	50	10 (20%)  APPAH-ICORING LARI 10 (20%)  Mutaseimalek 10 (50%)  Fosi Pochan	50
 Marwah Alaraj	No submission found for this user	-	-	-	-
 Marwah Alaraj	The Crucial Role of MRP-2/3/4 in Angiogenesis Process and During Solid Growth modified on Sunday, 24 September 2016, 6:20 PM	10 (50%)  Lili Al Muhammad 10 (50%)  David Cigi 10 (50%)  Ann Wapita Nganga	50	10 (20%)  Mohamed Abdul Karim Adam 10 (20%)  Sal Orya Pansamman 10 (50%)  Eran Soth	50
 Zbar abeely	Primary Ocular Glaucoma in Al-Azhar Charity Eye Hospital 2016 modified on Monday, 1 October 2016, 9:28 PM	10 (50%)  Yasmine DUB-REYBANA 10 (50%)  Ibrahim Al-Chawafar 10 (50%)  Mowland P	50	10 (20%)  Oluwalelele Ekan 10 (20%)  Nwaeze Gwalele Jide 10 (50%)  Patrick Mbo. Agala	50

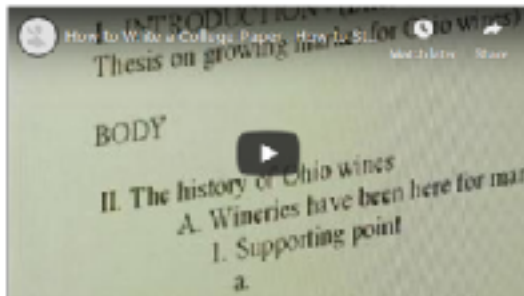
- Moodle 'workshop' activity
- Positive feedback (higher level learning through co-learning)
- Almost all participants receive feedback on their work
- Hard deadlines can be difficult for some users.
- Often some confusion about how the exercise works

Other important elements

- Weekly quizzes
- Structured discussion forums
- ‘Database’ activity for collaborative sharing and introduction

Alternative approach:

- Moodle ‘book’ activities, with embedded exercises
- H5P and javascript additional interaction



Interaction in Moodle 'Book'

Take a look at these additional examples of [transition words](#) from UniLearning.



Activity

Now take a look at the paragraph below from the paper "Integrating Institutional and Behavioural Measures of Bribery" (Rose, Richard, and Caryn Feiffer, *European Journal on Criminal Policy and Research* 22.3 (2016): 625-642). We have identified 12 connecting and transition words included in the paragraph below. Click on all the connecting/transition words that you see. When you click on any of these words, it will get highlighted.

Both behavioural and ethical norms have significant influences on bribery, but in opposite directions. If individuals perceive public officials as very corrupt, they are significantly more likely to pay a bribe **than if** they think there is no corruption, thus confirming hypothesis 4a. However, perceptions are usually not based on firsthand experience but drawn from media accounts of grand bribes. **Moreover**, most people who use a service without paying a bribe see public services as to some extent tainted with corruption. In other words, perceiving services as corrupt is not sufficient to result in people paying a bribe. **This is likely** to be an endogenous relationship; people who have paid bribes in the past are intuitively more likely to perceive the government as marred with corruption. People who endorse the ethical norm that bribery ought to be repaid are significantly less likely to pay a bribe, as predicted in hypothesis 4b. **However**, the impact of these countervailing influences is not equal. Whereas those who see officials as very corrupt are 20 % more likely to pay a bribe, those who think an incident of bribery should be reported are only 5 percentage points less likely to do so (Table 2).

Did you spot 12 words/phrases in all? Click the reveal button below to check your answer.

Reveal

Key stats

- Over 16,000 participants trained from LMICs across 8 MOOCs
- 50% completion rate
- Women more likely to complete than men
- Those who participated in the forums were more likely to complete the course

Sustainability

- Our courses are Creative Commons (CC-BY) and shareable
- Courses adapted and run successfully by Yaba College of Technology, Nigeria, Open University of Tanzania, Tanzanian Fisheries Institute (TAFIRI), University of Beua, Cameroon, Colombo University Faculty of Medicine (Sri Lanka)

Find out more



25
years

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at the heart of development*

- AuthorAID www.authoraid.info
- INASP www.inasp.info
- eMerge Africa webinar on AuthorAID MOOCs <https://www.youtube.com/watch?v=4nRVdQIUdZk>
- A MOOC approach for training researchers in developing countries (open access paper) <https://openpraxis.org/index.php/OpenPraxis/article/view/476>
- Driving knowledge and supporting researchers through online courses - Funmilayo Doherty (Yaba Tech, Nigeria)
- <http://www.authoraid.info/en/news/details/1215/>

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