Results of the ReCAP online learning scoping study
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Scoping Study Goal

- Obtain detailed inputs to aid in developing a comprehensive ReCAP online learning implementation plan

Scoping Study Objectives

1. Determine audience and content (**knowledge and instructional**) need

2. Determine online **Community of Practice (CoP)** need and feasibility

3. Propose **practical recommendations** to support ReCAP projects in their 17 partner nations -- and possibly beyond into the wider roads and transport sector -- by integrating **distance education**
How many have gone online to research topics?

How many have taken an online course?

Webinar?

Used your mobile to learn? (mLearning?)
Online Survey Results (Overview)

- Technology access – Internet:
  - At work: 48% can use as much as want and have fast internet speeds (*videostreaming)
  - At home: 96% have access, but only 27% have access to fast internet speeds

- 60% said it was very effective to extremely effective to work with friends

- 49% said it was very effective to extremely effective to work independently

Workshop Main Outcomes

▪ Are looking at more of a **distributed learning solution** than specifically a Massive Open Online Course (MOOC), given ReCAP’s specialized topics in its knowledge base and relatively small practitioner base.
  – MOOCs typically enrol 10s thousands of students, with the average course enrolment 43,000!

▪ More **input from the rural areas** is needed to fully scope the implementation plan
  – Availability of internet, education levels, content need

Target audience and user needs

- **Audience**: wider ReCAP community of practice
- **User needs:**
  - Increase technical knowledge
  - Improve/upgrade skills
  - Stay current on technical topics
  - Obtain additional credentials for career promotions
  - Contribute to the roads and transport sector locally and regionally

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Topic(s), content and structure

- Topics centre on ReCAP’s body of knowledge in rural roads and transport
- Content will vary depending upon country, audience education level and need
- Structure can include webinars, short courses, content modules
Recommended Initial Pilot Course Content

- Project management for LVR
- Asset management
- Quality assurance and quality control
- Soil sampling and testing
Online Learning Structure: Delivery platform

- Online course delivery involves blending different types of learning activities, supported by a Learning Management System (LMS)
  - examples of learning activities are videos, simulations, quizzes, peer learning, discussion forums
  - examples of LMS platforms are Blackboard, edX, Moodle
Delivery formats

- Delivery formats include via
  - Desktop computer
  - Tablet
  - Mobile phone (smartphones and “feature” phones)
- On-line vs. off-line content delivery (bandwidth issues in rural areas)
- Sharing content via Wifi/Bluetooth/SD card
ReCAP Challenges to Online Delivery

- Many roads & transport topics necessitate hands-on learning (e.g., soils testing, field visits)
  - How to integrate kinesthetic learning with computer-based learning?
    - Simulations
    - GPS integration
    - Videos

Certification/accreditation

- Very important aspect of delivering online learning for rural roads & transport sector, **tied to incentives** (career promotions, increase in salary)
- Must be **compliant** with international online course development standards *and* local requirements
Costs and development timescale

- Costs determined by
  - Availability of content (reduce costs by using ReCAP’s resources and Open Educational Resources – OERs)
  - Subject Matter Expert(s) and Instructor support
  - Media
  - Type of LMS

- Course development timescale – max 6 month course: 8 to 19 days
Next steps

- Complete scoping of needs in rural areas
- Finalize Scoping Report
- Write Implementation Plan
  - “Turnkey” – ready to send out for bid
  - Possible bidders: universities, e-learning companies

Thank you for your attention

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