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Teaching Practices in Developing Research Capability of Graduate Students Using Moodle

Saturday 17 February 2024 15:00 (20 minutes)

As observed in a recent systematic review on trends in using Moodle for teaching and learning by Gamage et al., 2022, the majority of studies on Moodle focused on how using Moodle effectively improves student performance, satisfaction, and engagement by undergraduate students. This paper will share teaching practices in developing the research capability of graduate students using Moodle.

The mentorship needed to acquire research knowledge and skills requires one-on-one interaction that puts the digital form of learning in question. Can teaching research on Moodle build research capability? Smith (2001) as cited by Winston and Fields (2003) said that the immediacy that is inherent with informal face-to-face interactions commonplace in a residential program must be replaced with scheduled interaction around progress in specific projects in an online environment.

By examining the teacher's interaction with the students, individually and/or collectively, in five graduate research courses at the University of the Philippines Open University, this paper shall illustrate in what way it is possible to build research capability through Moodle. In particular, it will demonstrate the teaching practices employed in the conduct and implementation of each of the three units of these courses:: the first unit for understanding the research concepts, the second unit for developing proficiency in reading research papers, and the third unit for practical understanding of the research process by conducting a mini-study.

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