

A blurred background image showing a person's hand pointing towards a screen. The screen displays some text, including the words "ory and" and "writing". The overall scene suggests a presentation or a lecture.

How can digital technology be applied to increase research capacity?

Sophie Marsden, Institute of Development Studies



...the way we engage with information is changing...



How do we use digital technology to engage with research?



Where do we use digital technology to engage with research?



When do we use digital technology to engage with research?



Who can use digital technology to engage with research?

How can we utilise these qualities for increasing research capacity?



The ARCADE project

(African/Asian Regional Capacity Development)



- 2x four-year projects (2011-2015) are funded by the European Commission's 7th Framework Programme.
- 16 partners across Africa, Asia and Europe, coordinated by Karolinska Institute in Sweden.
- AIM- to use innovative educational technologies to strengthen health research across Africa and Asia.
- Development of doctoral and post-doctoral online courses, blended learning modules and joint teaching programmes to enable training of researchers in low- and middle-income countries.
- Additionally, the ARCADE projects work at an institutional level to strengthen education services, financial and administrative research management, research uptake capacity, and network building.

Online courses

- All housed in an online course repository- <http://arcade02.phs.ki.se/>
- Open access moodle platform
- All content licensed and released under a creative commons license
- Online self-study learning modules, designed for students and teachers
- Content was developed in line with a needs assessment.

ARCADE Courses



Indian Institute of Health Management Research, India

Climate Change, Society and Health

Starts: Anytime, Self-Paced



Karolinska Institutet, Global Health, Sweden

Qualitative Evaluation in Health Care

Starts: Anytime, Self-Paced



Sultan Qaboos University, Oman

Social Determinants of Road Traffic Injuries

Starts: Anytime, Self-Paced



John Hopkins University, Baltimore

Introduction to Health Systems

Starts: Anytime, Self-Paced



RD Gardi Medical College, India

Social determinants of health & water sanitation and hygiene

Starts: Anytime, Self-Paced



Stellenbosch University, Faculty of Health Sciences, South Africa

Practical Approaches to Qualitative Research

Starts: Anytime, Self-Paced



RD Gardi Medical College, India

Cardiovascular diseases and its social determinants of health

Starts: Anytime, Self-Paced



Makerere University, College of Health Sciences, Uganda

Meta-analysis of Diagnostic Accuracy Studies

Starts: Anytime, Self-Paced



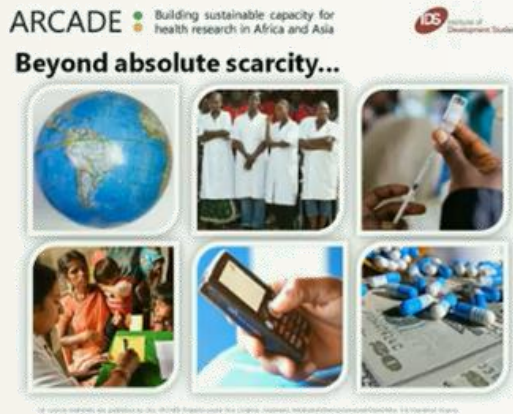
University of Tampere, Finland

Social Determinants of Health

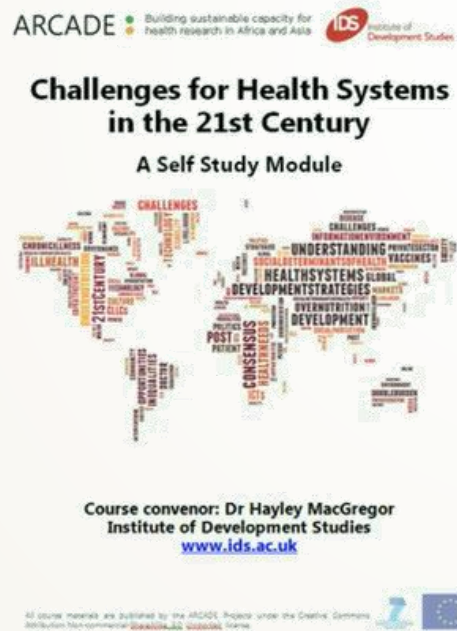
Starts: Anytime, Self-Paced

What is included in a learning module?

Video lectures



Course overviews



Presentation slides



Reading lists



Joint teaching programmes

- Shared teaching of blended courses across institutes.
- Joint Phd degree programmes – established between Makerere University in Uganda, Stellenbosch University in South Africa and Karolinksa Institute in Sweden.
- Shared learning and capacity building workshops and sessions across the consortium.



E-book

- 10 chapter guide to implementation research
- Hosted on e-publishing site
- Includes multimedia content
- Will be easily updated
- Downloadable, by chapter.

Implementation Research on Health Systems

Introduction

Innovation, implementation and evaluation in healthcare

What do you know?

Context; Taking situation analysis seriously

Ethical considerations in health systems research

Collecting the evidence

Qualitative methods

Quantitative Methods

Achieving influence and driving change

What is ARCADE?

Implementation Research on Health Systems

A Pragmatic Guide

Institute of Development Studies

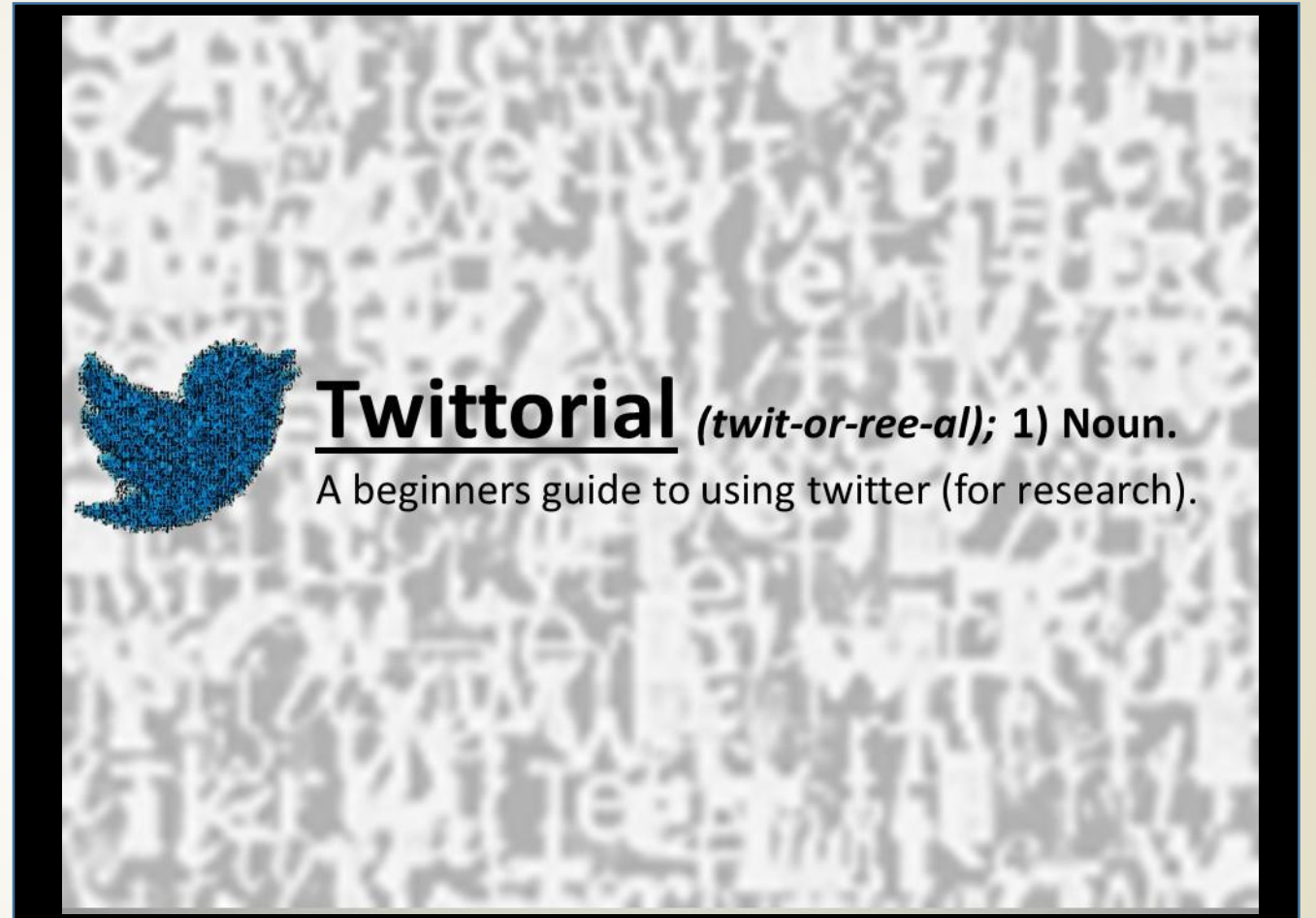
Introduction

Henry Lucas
Institute of Development Studies

In his later writings the philosopher Wittgenstein concludes that in most cases 'the meaning of a word is its use in the language' (Wittgenstein 1958). Loosely interpreted, the advice is not to worry excessively about dictionary

How-to-guides

- Professional skills for researchers (non topic focus)
- Twitter, policy briefs, writing a blog,
- Will be shared on social media.



What have we learnt about using digital technology to develop research capacity?



Lets look at the good points...



- Digital technology and access- anyone with an internet connection and a device can access online content.
- Ability to create engaging content – if done effectively!
- Connectivity- students and teachers can engage outside of the classroom, researchers can connect whilst on fieldwork.

...but what about the challenges?

- 'Digital divide' still exists.
- Bandwidth and connectivity issues are a problem facing research institutes and researchers in LMIC's.
- Increasing access doesn't necessarily mean increasing quality and engagement.
- E-learning programmes and approaches are still in their infancy and need to be evaluated.



Thank you for watching...

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