

MASSIVE OPEN ONLINE COURSE (MOOC)

TEACHING STRUGGLING READERS
AROUND THE WORLD ANALYSIS REPORT



World Learning

EDUCATION | DEVELOPMENT | EXCHANGE



香港中文大學

The Chinese University of Hong Kong

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PREFACE



World Learning believes everyone has the right to a high-quality education. Yet in our work with teachers across the globe, we often hear the same thing: children everywhere face serious obstacles in learning to read, whether they speak a different language at home or have a disability that requires its own way of learning.

In March, World Learning launched Teaching Struggling Readers Around the World to provide teachers, parents, and caregivers with strategies to overcome those challenges. Developed in partnership with The Chinese University of Hong Kong with funding from the university's Project Impact Enhancement Fund 2018-19, this massive online open course (MOOC) draws on research from around the world to explore how children learn to read and shares techniques that can be adapted to any language or cultural context. The course also encourages educators to tackle their common challenges together.

As you will learn in this report, Teaching Struggling Readers Around the World has been a success. In its first iteration, the course attracted more than 7,500 participants from 99 countries, including the United States, India, Lebanon, Pakistan, Latvia, Barbados, and the Philippines. While 72.6 percent of participants were teachers, another 18.6 percent were parents or caretakers. Nearly 40 percent of participants completed the course, an impressive completion rate among MOOCs.

Moreover, participants came away better equipped to help children learn to read. In a post-program survey, 99.8 percent of participants agreed the course was a good resource to learn reading skills that help identify learners' strengths and weaknesses, while 99.5 percent said it revealed engaging ways to help children practice reading. These findings provide critical insight into how World Learning can meet the needs of everyone who is helping children learn to read. None of this would be possible without the contributions of many. On behalf of World Learning, I'd like to first thank the course developers: our own Senior Education & Research Specialist, Dr. Kara McBride, and Chinese University of Hong Kong professor Catherine McBride, whose research on children's literacy development informed the curriculum. Many thanks are also owed to all those who contributed by sharing their expertise, reviewing the curriculum, facilitating discussions during the MOOC, and other critical roles.

But the biggest thanks of all goes out to our global community of teachers, parents, caregivers, and other educators. Your commitment to helping all children learn to read—and learn to love reading—is inspiring. I look forward to continuing to work together to ensure education is inclusive and leads to brighter futures for all children.

A handwritten signature in black ink, appearing to read 'Joe Kennedy', written in a cursive style.

Josephine Clark Kennedy
Divisional Vice President, Global Education and Development, World Learning

COURSE DEVELOPERS



Kara McBride is a senior education and research specialist at World Learning and was the technical lead for the online course design of Teaching Struggling Readers Around the World. She applied to this online course the expertise that she gained in designing two other massive open online teacher professional development courses for the [E-Teacher](#) program sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs. Kara is also providing technical assistance to Lebanon's QITABI-2 (Quality Instruction Towards Access and Basic Education Improvement), a USAID-funded education reform program that aims to improve the teaching and learning of reading, math, and social and emotional learning in all of Lebanon's public primary schools.

Before coming to World Learning, Kara was a tenured associate professor in the Department of Languages, Literature and Cultures at

Saint Louis University, where she led teacher education for the department and served as director of the Spanish master's degree program. Her publications include journal articles and book chapters on online task design, language acquisition, and service learning. She is co-editor (with Nolvía Cortez and Elizabeth Esparza) of the Spanish-language book *Let's Teach! A Practical Guide for Language Teachers* (*A enseñar: Una guía práctica para los maestros de idiomas*, 2018).

Kara holds a PhD in Second Language Acquisition and Teaching from the University of Arizona, a master's degree in TESOL from Indiana University, a master's degree in Spanish from Purdue University, and a bachelor's degree in philosophy from the University of Oregon.



Catherine (Cammie) McBride was the lead content designer of Teaching Struggling Readers around the World, based partly on two books that she wrote on this topic, namely, *Children's Literacy Development: A Cross-Cultural Perspective on Learning to Read and Write* (2016) and *Coping with Dyslexia, Dysgraphia, and ADHD: A Global Perspective* (2019). She is a professor of developmental psychologist at The Chinese University of Hong Kong, past President of the Society for the Scientific Study of Reading, and current President of the Association for Reading and Writing in Asia. She also currently serves on the Scientific Advisory Board for the International Dyslexia Association. Cammie has edited three additional books (on Chinese literacy, akshara literacy, and early literacy across cultures) and authored approximately 220 peer-reviewed journal articles on reading development and impairment across cultures.

Cammie earned a bachelor's degree from Oberlin College and a master's and PhD from the University of Southern California; she did

a postdoc at Florida State University. She also spent 10 months on a Marie Curie Fellowship at the University of Freiburg in 2017. For more information on her literacy- and math-related work, please see her website (cammiemcbride.com).

Total Student Responses Analysis Report

Number of Total Student Responses on all Quizzes, Self-Assessments, Self-Checks and Surveys on MOOC		
Module	Activity	No. of student response
	Welcome Survey	2471
1	Interim Survey	4304
	Self-Check	4219
	Quiz	4129
	Self-Assessment	4029
2	Quiz 1	3699
	Quiz 2	3654
	Self-Assessment	3621
3	Quiz 1	3459
	Quiz 2	3439
	Self-Assessment	3395
4	Quiz	3292
	Self-Assessment	3225
5	Quiz 1	3152
	Quiz 2	3145
	Self-Check	3120
	Self-Assessment	3117
	User Experience Survey	3032
	Post-MOOC Survey	2960
No. of “Active Users” of MOOC		
No. of “Active Users”		4304
% of “Active Users” based on total no. of enrolled students		56.62%
*”Active Users” defined as students who participated in at least one activity: Interim Survey.		
% of Students Completed 60% of MOOC		
based on total no. of enrolled students		44.67%
based on “Active Users”		78.88%
*”Students completed 60% of MOOC” defined as students who completed the last activity in Module 3: Self Assessment.		
MOOC Completion Rate (100%)		
based on total no. of enrolled students		38.94%
based on “Active Users”		68.77%
*”Students completed MOOC” defined as students who completed the last activity: Post-MOOC Survey.		

Interim Survey Analysis Report

Distribution by Country on Total Interim Survey Response

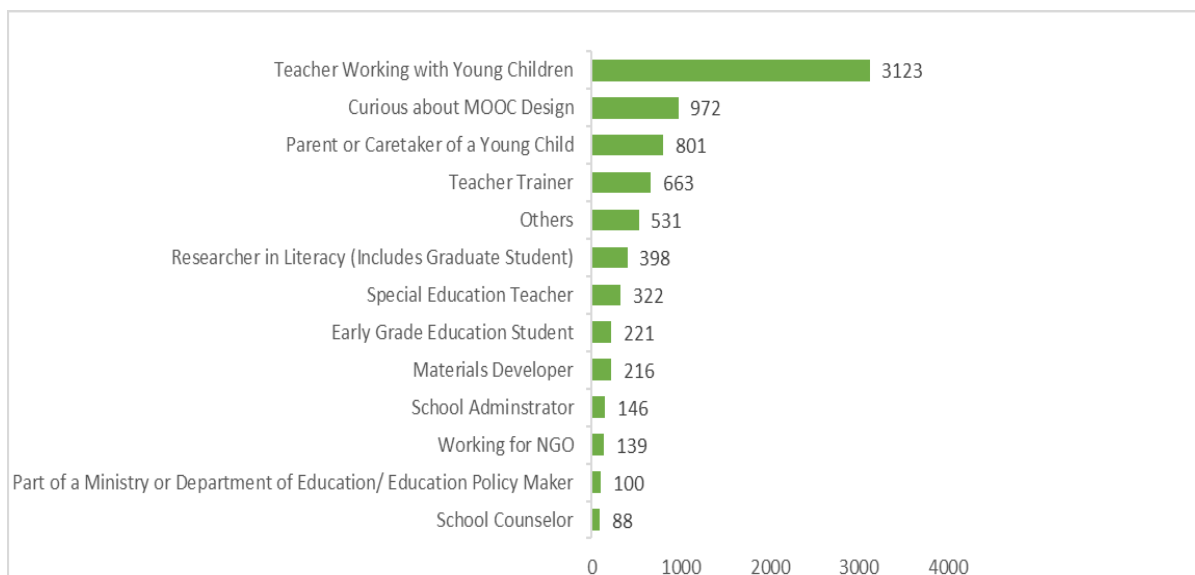
Country	No. of response	
The Philippines	3215	75.24%
India	203	4.75%
United States of America	166	3.88%
Australia	152	3.56%
Canada	103	2.41%
Hong Kong SAR	65	1.52%
Nepal	25	0.59%
China	19	0.44%
Cambodia	18	0.42%
Pakistan	16	0.37%
Singapore	15	0.35%
Israel	14	0.33%
South Africa	13	0.30%
Spain	10	0.23%
Palestine	9	0.21%
Portugal	9	0.21%
Turkey	9	0.21%
United Kingdom	9	0.21%
Indonesia	8	0.19%
Mexico	8	0.19%
New Zealand	8	0.19%
Nigeria	8	0.19%
Algeria	7	0.16%
Brazil	7	0.16%
Myanmar	6	0.14%
Uruguay	6	0.14%
Ethiopia	5	0.12%
Honduras	5	0.12%
Iraq	5	0.12%
Japan	5	0.12%
Jordan	5	0.12%
Russia	5	0.12%
Norway	4	0.09%
Saudi Arabia	4	0.09%
Thailand	4	0.09%
Uganda	4	0.09%
United Arab Emirates	4	0.09%

Argentina	3	0.07%
Germany	3	0.07%
Greece	3	0.07%
Laos	3	0.07%
Malaysia	3	0.07%
Morocco	3	0.07%
Rwanda	3	0.07%
Tunisia	3	0.07%
Bangladesh	2	0.05%
Bolivia	2	0.05%
Egypt	2	0.05%
El Salvador	2	0.05%
Guatemala	2	0.05%
Italy	2	0.05%
Kazakhstan	2	0.05%
Kuwait	2	0.05%
Kyrgyzstan	2	0.05%
Nicaragua	2	0.05%
North America	2	0.05%
Panama	2	0.05%
Senegal	2	0.05%
Sierra Leone	2	0.05%
The Netherlands	2	0.05%
Venezuela	2	0.05%
Zambia	2	0.05%
Barbados	1	0.02%
Belarus	1	0.02%
Belgium	1	0.02%
Brunei	1	0.02%
Burundi	1	0.02%
Cameroon	1	0.02%
Chad	1	0.02%
Cyprus	1	0.02%
Dominican Republic	1	0.02%
Ecuador	1	0.02%
Fiji	1	0.02%
Finland	1	0.02%
France	1	0.02%
Georgia	1	0.02%
Ghana	1	0.02%
Guyana	1	0.02%
Haiti	1	0.02%
Kuwait	1	0.02%

Latvia	1	0.02%
Lebanon	1	0.02%
Luxembourg	1	0.02%
Mali	1	0.02%
Malta	1	0.02%
Mauritius	1	0.02%
Mongolia	1	0.02%
Oman	1	0.02%
Peru	1	0.02%
Qatar	1	0.02%
Romania	1	0.02%
Sri Lanka	1	0.02%
Switzerland	1	0.02%
Tamil Nadu	1	0.02%
Tanzania	1	0.02%
The Republic of Trinidad and Tobago	1	0.02%
Ukraine	1	0.02%
Vietnam	1	0.02%
Zimbabwe	1	0.02%
Summary		
<i>Countries covered</i>	99	
<i>Total no of response</i>	4273	

Category	No. of response	
Teacher Working with Young Children	3123	72.56%
Curious about MOOC Design	972	22.58%

**191858: Which of these roles explains why you decided to take this course?
You can select more than one answer.**



Parent or Caretaker of a Young Child	801	18.61%
Teacher Trainer	663	15.40%
Others	531	12.34%
Researcher in Literacy (Includes Graduate Student)	398	9.25%
Special Education Teacher	322	7.48%
Early Grade Education Student	221	5.13%
Materials Developer	216	5.02%
School Administrator	146	3.39%
Working for NGO	139	3.23%
Part of a Ministry or Department of Educa- tion/ Education Policy Maker	100	2.32%
School Counselor	88	2.04%
<i>*Roles are mutually exclusive.</i>		
<i>*Percentage based on Total Student Responses (4,304).</i>		

Quiz Item Analysis Report

Module 1 - Model of Word Reading												
Question id	Answered Student Count	Correct Student Count	Wrong Student Count	Correct Student Ratio	Wrong Student Ratio	Variance	Standard Deviation	Difficulty Index	Point Biserial of Correct	Point Biserial of Distractor 2	Point Biserial of Distractor 3	Point Biserial of Distractor 4
182206	4128	3060	1068	0.74127907	0.25872093	0.19178441	0.43793197	0.74127907	0.45850229	-0.3584241	-0.2272978	-0.1088516
182207	4116	3086	1030	0.74975705	0.25024295	0.18762142	0.43315288	0.74975705	0.548757	-0.3732623	-0.1634592	-0.2968119
182208	4118	3849	269	0.93467703	0.06532297	0.06105588	0.24709488	0.93467703	0.34736701	-0.1951494	-0.1246982	-0.2617789
182209	4109	2958	1151	0.71988318	0.28011682	0.20165139	0.44905611	0.71988318	0.49697808	-0.2654854	-0.308126	-0.2001684
182210	4108	3863	245	0.94036027	0.05963973	0.05608283	0.23681814	0.94036027	0.32317285	-0.2708653	-0.1151769	-0.1223885
182211	4110	2742	1368	0.66715328	0.33284672	0.22205978	0.47123219	0.66715328	0.62994927	-0.231288	-0.347574	-0.3641258
182053	4107	3027	1080	0.73703433	0.26296567	0.19381473	0.44024394	0.73703433	0.62696813	-0.4037951	-0.1453695	-0.3815318
182212	4105	2941	1164	0.71644336	0.28355664	0.20315227	0.45072416	0.71644336	0.5652684	-0.2793922	-0.3627987	-0.2296081
182213	4105	2809	1296	0.68428745	0.31571255	0.21603813	0.46479903	0.68428745	0.57714212	-0.3044562	-0.3347815	-0.2319705
182214	4109	1986	2123	0.48332928	0.51667072	0.24972209	0.49972201	0.48332928	0.54364638	-0.2355142	-0.4229043	-0.1321636
Module 2 - Learning Letters and Other Visual Symbols												
Question id	Answered Student Count	Correct Student Count	Wrong Student Count	Correct Student Ratio	Wrong Student Ratio	Variance	Standard Deviation	Difficulty Index	Point Biserial of Correct	Point Biserial of Distractor 2	Point Biserial of Distractor 3	Point Biserial of Distractor 4
182697	3699	3532	167	0.95485266	0.04514734	0.04310906	0.2076272	0.95485266	0.33329512	-0.235594	-0.144828	-0.1774949
182696	3688	1535	2153	0.41621475	0.58378525	0.24298003	0.49293005	0.41621475	0.61836411	-0.3889732	-0.2202075	-0.1574412
182698	3686	2649	1037	0.71866522	0.28133478	0.20218552	0.44965044	0.71866522	0.6032208	-0.2753782	-0.4250726	-0.212148
182699	3688	2949	739	0.79962039	0.20037961	0.16022762	0.40028443	0.79962039	0.51753298	-0.2438318	-0.2500849	-0.3424765
182700	3687	2512	1175	0.68131272	0.31868728	0.2171257	0.46596749	0.68131272	0.57875413	-0.2693954	-0.2171081	-0.3773884

Module 2 - From Visual Symbols to Word Recognition																			
Question id	Answered Student Count	Correct Student Count	Wrong Student Count	Correct Student Ratio	Wrong Student Ratio	Variance	Standard Deviation	Difficulty Index	Point Biserial of Correct	Point Biserial of Distractor 2	Point Biserial of Distractor 3	Point Biserial of Distractor 4							
182701	3651	3155	496	0.86414681	0.13585319	0.1173971	0.3426326	0.86414681	0.46736263	-0.3346451	-0.174267	-0.242982							
182702	3651	2514	1137	0.68857847	0.31142153	0.21443816	0.46307468	0.68857847	0.56186801	-0.2694628	-0.4276567	-0.1318542							
182703	3643	3488	155	0.95745265	0.04254735	0.04073707	0.20183427	0.95745265	0.34956062	-0.2733326	-0.1268416	-0.1740288							
182705	3645	3395	250	0.93141289	0.06858711	0.06388291	0.2527507	0.93141289	0.29009648	-0.2227253	-0.1487502	-0.1578915							
182706	3646	3056	590	0.83817883	0.16182117	0.13563508	0.36828668	0.83817883	0.44091503	-0.3042963	-0.2642836	-0.1193177							
183819	3641	2032	1609	0.55808844	0.44191156	0.24662573	0.49661427	0.55808844	0.47016891	-0.2850007	-0.2026832	-0.3025881							
183826	3635	1940	1695	0.53370014	0.46629986	0.2488643	0.49886301	0.53370014	0.6253834	-0.3803618	-0.2769066	-0.1980584							
183816	3641	2151	1490	0.59077177	0.40922823	0.24176049	0.49169145	0.59077177	0.61156817	-0.4623869	-0.2106592	-0.1766605							
183817	3639	2375	1264	0.65265183	0.34734817	0.22669742	0.47612752	0.65265183	0.58096564	-0.4262603	-0.2454853	-0.1603172							
183829	3639	3406	233	0.93597142	0.06402858	0.05992892	0.24480384	0.93597142	0.36473532	-0.2421467	-0.1249687	-0.253248							
Module 3 - Phonological Awareness, Stress, and Tone																			
Question id	Answered Student Count	Correct Student Count	Wrong Student Count	Correct Student Ratio	Wrong Student Ratio	Variance	Standard Deviation	Difficulty Index	Point Biserial of Correct	Point Biserial of Distractor 2	Point Biserial of Distractor 3	Point Biserial of Distractor 4							
183810	3459	2876	583	0.83145418	0.16854582	0.14013813	0.37435027	0.83145418	0.57124269	-0.3822315	-0.2231742	-0.3082236							
183813	3451	3065	386	0.88814836	0.11185164	0.09934085	0.31518383	0.88814836	0.47489176	-0.3572695	-0.2326084	-0.1729349							
183811	3455	2826	629	0.81794501	0.18205499	0.14891097	0.38588984	0.81794501	0.60905215	-0.4781946	-0.204484	-0.262182							
183815	3457	2580	877	0.74631183	0.25368817	0.18933048	0.43512123	0.74631183	0.68612279	-0.3436671	-0.3056479	-0.4192688							
183812	3455	3026	429	0.87583213	0.12416787	0.10875021	0.32977297	0.87583213	0.6377231	-0.4984341	-0.1411096	-0.3364069							
Module 3 - Teaching and Testing Phonological Processing Skills																			
Question id	Answered Student Count	Correct Student Count	Wrong Student Count	Correct Student Ratio	Wrong Student Ratio	Variance	Standard Deviation	Difficulty Index	Point Biserial of Correct	Point Biserial of Distractor 2	Point Biserial of Distractor 3	Point Biserial of Distractor 4							
182708	3436	1835	1601	0.53405122	0.46594878	0.24884051	0.49883917	0.53405122	0.55859108	-0.233878	-0.2259221	-0.3512678							
182710	3436	2205	1231	0.64173458	0.35826542	0.22991131	0.47949068	0.64173458	0.68758004	-0.5087574	-0.1926489	-0.2773994							
182711	3433	2443	990	0.71162249	0.28837751	0.20521592	0.45300764	0.71162249	0.56901735	-0.2375397	-0.3575167	-0.2749443							
182712	3431	1885	1546	0.54940251	0.45059749	0.24755939	0.49755341	0.54940251	0.71974969	-0.462705	-0.2543928	-0.2793436							
182713	3433	1965	1468	0.57238567	0.42761433	0.24476031	0.49473257	0.57238567	0.63547129	-0.4544557	-0.2606593	-0.1502368							
182716	3435	2801	634	0.8154294	0.1845706	0.15050429	0.38794883	0.8154294	0.48931013	-0.3782938	-0.2230154	-0.1488507							

Module 4 - Dialogic Reading												
Question id	Answered Student Count	Correct Student Count	Wrong Student Count	Correct Student Ratio	Wrong Student Ratio	Variance	Standard Deviation	Difficulty Index	Point Biserial of Correct	Point Biserial of Distractor 2	Point Biserial of Distractor 3	Point Biserial of Distractor 4
183727	3285	1843	1442	0.56103501	0.43896499	0.24627473	0.49626075	0.56103501	0.61085036	-0.3680072	-0.2440937	-0.2419071
183730	3284	2452	832	0.74665043	0.25334957	0.18916357	0.43492938	0.74665043	0.44659443	-0.309383	-0.2710746	-0.0816441
183731	3273	2980	293	0.91047968	0.08952032	0.08150643	0.28549331	0.91047968	0.36244989	-0.2473975	-0.1906358	-0.1703002
183732	3279	1327	1952	0.40469655	0.59530345	0.24091725	0.49083322	0.40469655	0.55976853	-0.2545472	-0.2660213	-0.1655204
183733	3279	1780	1499	0.54284843	0.45715157	0.24816401	0.49816063	0.54284843	0.56219486	-0.3311934	-0.286352	-0.1770056
183734	3271	2257	1014	0.69000306	0.30999694	0.21389884	0.46249199	0.69000306	0.53632242	-0.3462272	-0.1734814	-0.2864126
183735	3261	2014	1247	0.61760196	0.38239804	0.23616978	0.48597302	0.61760196	0.57304353	-0.2275307	-0.3677398	-0.2488787
183736	3268	2337	931	0.71511628	0.28488372	0.20372499	0.45135904	0.71511628	0.56437948	-0.2949826	-0.3697864	-0.1835272
Module 5 - Memory, Speed, and Fluency												
Question id	Answered Student Count	Correct Student Count	Wrong Student Count	Correct Student Ratio	Wrong Student Ratio	Variance	Standard Deviation	Difficulty Index	Point Biserial of Correct	Point Biserial of Distractor 2	Point Biserial of Distractor 3	Point Biserial of Distractor 4
182819	3148	2951	197	0.93742058	0.06257942	0.058666323	0.24220494	0.93742058	0.38985284	-0.2466408	-0.1504492	-0.2558227
182820	3147	2676	471	0.85033365	0.14966635	0.12726633	0.35674407	0.85033365	0.50785721	-0.4116962	-0.2474258	-0.1203295
182821	3143	2573	570	0.81864461	0.18135539	0.14846561	0.38531236	0.81864461	0.64010057	-0.3879089	-0.2776065	-0.3631791
189027	3144	2697	447	0.857822443	0.14217557	0.12196168	0.34923012	0.857822443	0.48866053	-0.2802491	-0.3418874	-0.1641022
186981	3144	2582	562	0.82124682	0.17875318	0.14680048	0.38314551	0.82124682	0.65515142	-0.394874	-0.25	-0.4203873
Module 5 - Now What												
Question id	Answered Student Count	Correct Student Count	Wrong Student Count	Correct Student Ratio	Wrong Student Ratio	Variance	Standard Deviation	Difficulty Index	Point Biserial of Correct	Point Biserial of Distractor 2	Point Biserial of Distractor 3	Point Biserial of Distractor 4
182215	3134	2794	340	0.89151244	0.10848756	0.09671801	0.31099519	0.89151244	0.41571511	-0.2905805	-0.1716279	-0.2176197
182216	3128	2943	185	0.94085678	0.05914322	0.0556453	0.23589256	0.94085678	0.38936094	-0.3049817	-0.1060412	-0.2141597
182217	3131	2599	532	0.83008623	0.16991377	0.14104308	0.37555702	0.83008623	0.46238526	-0.3177066	-0.2512809	-0.218267
182218	3127	2031	1096	0.64950432	0.35049568	0.22764846	0.4771252	0.64950432	0.59649475	-0.2726501	-0.4591882	-0.1322524
182219	3130	1996	1134	0.63769968	0.36230032	0.2310388	0.48066495	0.63769968	0.60397456	-0.3009936	-0.2736371	-0.3246064
182220	3127	2764	363	0.88391429	0.11608571	0.10260981	0.32032767	0.88391429	0.51505589	-0.359077	-0.3059418	-0.173396
182221	3128	2263	865	0.72346547	0.27653453	0.20006318	0.44728423	0.72346547	0.54693767	-0.4433082	-0.1578461	-0.1992648
182222	3128	1649	1479	0.52717391	0.47282609	0.24926158	0.49926103	0.52717391	0.51622066	-0.3368366	-0.2388025	-0.106923
182384	3130	2999	131	0.95814696	0.04185304	0.04010136	0.20025324	0.95814696	0.37876667	-0.3577928	-0.1138801	-0.0909351

Post-MOOC Survey Analysis Report

Total Responses	2961
Total Student Responses	2960

191869: This course is a good resource to learn about different reading skills that can help with identifying learners' strengths and weaknesses.

	No. of response	
TRUE	2929	99.76%
FALSE	7	0.24%
<i>Total</i>	2936	100.00%

191868: This course is a good resource to learn about fun and engaging ways to give children practice with reading skills.

	No. of response	
TRUE	2914	99.49%
FALSE	15	0.51%
<i>Total</i>	2929	100.00%

191867: This course is a good resource to learn about how to target weaker reading skills.

	No. of response	
TRUE	2908	99.32%
FALSE	20	0.68%
<i>Total</i>	2928	100.00%

191866: This course is a good resource to learn about how to read effectively with children.

	No of response	
TRUE	2910	99.42%
FALSE	17	0.58%
<i>Total</i>	2927	100.00%

191865: This course is a good resource to learn about how to help to build children's vocabulary knowledge.

TRUE	No. of response	
	2895	98.84%
FALSE	34	1.16%
<i>Total</i>	2929	100.00%

191871: Learning about how reading works allows me to help kids read.

TRUE	No. of response	
	2924	99.80%
FALSE	6	0.20%
<i>Total</i>	2930	100.00%

191872: This course is a good resource for teachers, parents, and educators alike.

TRUE	No. of response	
	2920	99.52%
FALSE	14	0.48%
<i>Total</i>	2934	100.00%

191873: How did the course help you/ your teaching? Please give an example.

Category	No. of response	
Effective Multimedia Course Materials	23	0.78%
Acquisition of Evidence-based Knowledge in Teaching Reading	481	16.25%
Practical Skills and Resources for Future Use	1576	53.24%
Practical Skills and Resources for Past and Current Use	243	8.21%
Application in Multilingual Contexts	31	1.05%
Suggestions for Improvement	4	0.14%
Other Comments	230	7.77%
No Details Provided	372	12.57%
<i>Total</i>	2960	100.00%

Distribution by Gender on Total Response

Gender	No. of response	
Female	2268	83.17%
Male	453	16.61%
Neither of the above	6	0.22%
<i>Total</i>	2727	100.00%

Distribution by Country on Total Response

Country	No. of response	
The Philippines	2164	79.73%
India	104	3.83%
Australia	78	2.87%
United States of America	77	2.84%
Canada	48	1.77%
Hong Kong SAR	38	1.40%
Nepal	21	0.77%
China	12	0.44%
Singapore	10	0.37%
Pakistan	9	0.33%
Brazil	7	0.26%
Cambodia	7	0.26%
Israel	7	0.26%
South Africa	7	0.26%
Spain	6	0.22%
Indonesia	5	0.18%
Palestine	5	0.18%
Portugal	5	0.18%
Saudi Arabia	5	0.18%
Algeria	4	0.15%
Jordan	4	0.15%
Mexico	4	0.15%
Nigeria	4	0.15%
Turkey	4	0.15%
Ethiopia	3	0.11%
Iraq	3	0.11%
Japan	3	0.11%

Malaysia	3	0.11%
Myanmar	3	0.11%
Russia	3	0.11%
Argentina	2	0.07%
Bangladesh	2	0.07%
El Salvador	2	0.07%
Guatemala	2	0.07%
Honduras	2	0.07%
Laos	2	0.07%
Morocco	2	0.07%
New Zealand	2	0.07%
Norway	2	0.07%
Sierra Leone	2	0.07%
Thailand	2	0.07%
Tunisia	2	0.07%
Uganda	2	0.07%
United Kingdom	2	0.07%
Uruguay	2	0.07%
Barbados	1	0.04%
Belarus	1	0.04%
Bolivia	1	0.04%
Burundi	1	0.04%
Cameroon	1	0.04%
Chad	1	0.04%
Cyprus	1	0.04%
Dominican Republic	1	0.04%
Finland	1	0.04%
France	1	0.04%
Georgia	1	0.04%
Germany	1	0.04%
Ghana	1	0.04%
Greece	1	0.04%
Italy	1	0.04%
Kyrgyzstan	1	0.04%
Latvia	1	0.04%
Lebanon	1	0.04%
Mauritius	1	0.04%
Mongolia	1	0.04%
Nicaragua	1	0.04%
Oman	1	0.04%

Panama	1	0.04%
Romania	1	0.04%
Rwanda	1	0.04%
Tamil Nadu	1	0.04%
The Netherlands	1	0.04%
Ukraine	1	0.04%
United Arab Emirates	1	0.04%
Venezuela	1	0.04%
Zimbabwe	1	0.04%

Summary

<i>Countries covered</i>	76
<i>Total no. of response</i>	2714

Impact of MOOC Analysis Report

191873: How did the course help you/ your teaching? Please give an example.

Category	No. of response	
Effective Multimedia Course Materials	23	0.78%
Acquisition of Evidence-based Knowledge in Teaching Reading	481	16.25%
Practical Skills and Resources for Future Use	1576	53.24%
Practical Skills and Resources for Past and Current Use	243	8.21%
Application in Multilingual Contexts	31	1.05%
Suggestions for Improvement	4	0.14%
Other Comments	230	7.77%
No Details Provided	372	12.57%
Total	2960	100.00%

Count of Parents or Caregivers and Teachers on Total Responses				
Category	No. of Parents or Caregivers	No. of Teachers	No. of Teachers and Parents or Caregivers	
Effective Multimedia Course Materials	5	21.74%	95.65%	5
Acquisition of Evidence-based Knowledge in Teaching Reading	106	22.04%	79.00%	84
Practical Skills and Resources for Future Use	306	19.42%	86.48%	276
Practical Skills and Resources for Past and Current Use	54	22.22%	84.77%	47
Application in Multilingual Contexts	3	9.68%	80.65%	3
Suggestions for Improvement	1	25.00%	75.00%	1
Other Comments	46	20.00%	87.39%	40
No Details Provided	50	1.69%	78.49%	40
Grand Total	571	2492	496	

*Roles are mutually exclusive.

*Teachers included teachers working with young children, special education teachers and teacher trainers.

*Percentage based on no. of response on each category.

Practical Teaching Skills and Resources: Application

Category	No. of response	
Practical Skills and Resources for Future Use	1576	86.64%
Practical Skills and Resources for Past and Current Use	243	13.36%
<i>Total</i>	1819	100.00%

Category Details

Category	No. of response	
Effective Multimedia Course Materials	23	0.78%

Comment

Besides learning about the challenges of learning to read in different writing systems and orthographies, I appreciated the videos with reading researchers and reference lists. I learned some word building/vocabulary activities which I hope to try, and I learned how section on dialogic reading with examples and practice was so helpful.

It helped me identify flaws in my teachings, and expectations that I have for my learners. I am grateful for the information shared and I see instant opportunities to apply my learning into my class.

Additionally, have video (audio) to follow with written content was extremely helpful. I find it challenging to read large chunks of texts without being easily distracted, so sections that had audio were a lot more accessible. I know I picked up more from those pages that I did in other spaces. Having the option to download the PDFs also helped, as I could use text to speech features to read as well.

I appreciate how the video I watched in one of the lessons that shows dialogic reading. It gave me an idea how to involve students in the reading process and make them eager to think and relate to themselves the things they are reading.

Various activities that were suggested were good. Videos were helpful to see the activities in action and to listen to some of the experts in the field.

Having a forum where people from the around the world were participating in gave me an insight into readers around the world - it was real perspectives, from real people from around the world

Student name	Country
SF	United States of America
SY	India
KN	The Philippines
UH	India
NA	/

Category		No. of response	
Acquisition of Evidence-based Knowledge in Teaching Reading		481	16.25%
Comment	Student name	Country	
This course is an eye opener for me to help learners in their reading problems and to develop remediation activities in the identified problems. upon knowing their background and issues, I am now ready to provide support on how they could start reading. i have to start where they are and create instructional materials relative to their reading difficulties. For me, this course was an eye-opener to how approaching reading by looking at the four different components of it (morphology, phonology, orthography and automatization) can be used to understand the two languages that I read and write in and how to translate that into better strategies for teaching both reading and writing to struggling readers. I look forward to putting all these into use! I am not a certified teacher, so I did not fully understand the challenges children go through with reading or why, so this course provided a helpful, understandable platform for me to access that knowledge. My favourite part was the exercises from Modules 4 and 5 I found them the most necessary at this time, when I reference the kids I have helped learn to read along with the kids in my community who will be starting to learn. Through each module and each knew concept that was taught, I felt more empowered too help out with situations of struggling readers in my community. AD As a college assistant professor, I handle Introduction to Linguistics and Applied Linguistics, courses that help pre-service language teachers to prepare for their future career in education. This course is helpful in advancing my knowledge on how linguistic concepts like phonology, phonemic awareness, morphological awareness among other concepts can be appropriated in language classrooms, particularly in teaching reading. The concepts and principles discussed in this MOOC are not only applicable in TESL or TEFL, which is my field but also helpful in material development in Mother Tongue-Based Instruction, which I intend to explore in the near future. As a parent and educator, it helps me know where to start and deal with the reading problem strategically. The course provided me much needed support to grow professionally and be able to give more to my learners. To determine the problem as to where they are rooted is imperative in knowing the appropriate approaches and strategies to use. Our learners learn best in different ways and different styles. Our role as a teacher and parent are further strengthened upon knowing all these. Thank you.	RF	The Philippines	
	GW	Zimbabwe	
		Barbados	
	CS	The Philippines	
	RY	The Philippines	

Category		No. of response	
Practical Skills and Resources for Future Use		1576	53.24%
Comment	Student name	Country	
This course develop my skills in teacher young learners for although I am into teaching my focus is teaching business courses to college students. Now, I am ready to teach reading and writing to grand kids and I am excited to do it this summer. Thank you for giving me the opportunity to learn. I intend to enroll in other courses in the future. I am a reading teacher and everything that is in this course is a gold. I really love this course and this further equipped me in becoming a good reading teacher. What I learned here will be used on my reading program this June. I can't thank you enough! This course is, in a way, a very timely and good one because at the moment i was tasked in our school to handle struggling learners. From my readings and the lessons i have undergone in the different modules, i have gained a lot in terms of methods, techniques, strategies, and instructional resources to use in teaching English to my pupils. I will use all of what i have learned to improve my instruction and to help learners become the best readers and writers they can ever be! Thank you, MOOC! I am certain that this course will help me in my teaching because I learned new ways that I can implement in my classroom. For example, I can use the fun and engaging activities that I learned here to motivate students to keep on reading/learning. Among the activities that I've seen so far here in this MOOC, I like the "PEER" technique and the "Morphological tree". I'm sure that by employing these strategies I will be able to engage students in a fun and conducive atmosphere in learning. Every year, I have struggling readers in my 4th-grade classes which I also struggle (ha, ha, ha!) on how am I going to teach reading skills to improve their reading level. I realized that there are so many activities where I can help them to improve themselves. I think this course gave me time to reflect on how I used to teach reading and now I am willing to apply all the learnings and activities in my own classroom.	ED	The Philippines	
	JH	/	
	AW	The Philippines	
	CL	The Philippines	
	CP	The Philippines	

Category		No. of response	
Practical Skills and Resources for Past and Current Use		243	8.21%
Comment	Student name	Country	
The word chains were an excellent strategy which i tried with my learners in grade 4 , it worked very well and helped in vocabulary development. All my learners participated and the environment was lively and engaging. The skills I learned here helped me improve what needs to be done in my remedial reading program. From traditional use of books,visual aids like manila paper, flash cards ,pen and paper tests the resources I've encountered in this course helped me to become tech savvy and made students more focused because these resources made my students interact with technology unlike traditional or jokingly jurassic as we say it if you presnt your lesson using manila paper and chalkboard.The resources provided in this course made me work conveniently,it is just like magic that when you want it,just click it and bingo,it's right there before you. I found out some of pupils even i'm handling a higher grade i found that some of them could not read .When i enrolled this could i know the some strategy and techniques the simple way reading that children could not bored or feel boerdom in reading . I saw them their interest and eagerness to read. They can understand easily the story paragraph read...it is simple but very effective. My student of grade2 who is a struggling reader on whom I exercised the Listening, visual and kinesthetic approach to learning has shown great improvement. Repetitions, Dialogic reading and practice methods for orthographic processing were practiced, which added speed to his decoding of words and comprehending since he was successful in recognizing the word. The first time he did it, and the smile was so beautiful and fulfilling on his face. One very specific example of how this course has helped me, happened today, while I was helping a child understand a text he was having a hard time understanding, and I used the technic we learned here in module 4 - the PEER Sequence- and it worked, he was having a much easing time understanding the text after I applied some of the constructs of the PEER Sequence to better develop his text comprehension skills.	PH	India	
	GA	The Philippines	
	GR	The Philippines	
	SF	India	
	TU	Portugal	

Category		No. of response	
Application in Multilingual Contexts		31	1.05%
Comment	Student name	Country	
The activities are applicable both in Arabic (my L1) and English as a foreign language By refreshing and deepening my knowledge of reading, particularly learning to read in languages other than English. This is important for me as many of my students speak English as an additional language. i can see the causes of problems in my students i could understand how works their languages The mooc was useful to see the responses from others around the world. I particularly appreciated reading about the difficulties/challenges others were having when teaching English as a second language. I also have a better appreciation for some differences in other languages that might provide barriers to children learning to read English such as the absence of onset/rime in Korean. It enriches my knowledge and makes me realise that not all languages are the same. Some are harder to learn than others and it is important for teachers to know this so that they can be more patient with slow learners and know what strategies to use to overcome the problem.	HL	Israel	
	BR	Australia	
	DA	Mexico	
	ME	Canada	
	CO	Malaysia	

Category		No. of response	
Suggestions for Improvement		4	0.14%
Comment	Student name	Country	
The course was beautifully designed (minus the typos). It's a good overview of what literacy development means but, I am not sure it goes deep enough or has enough examples or exercises for the course to be taken as a stand alone. It's more of a summary of what is out there in terms of teacher training for reading development. I think an instructor could have pre-service teachers complete this MOOC as part of their course but, it's not sufficient to send our educators into the world (which I understand was not the intention of this MOOC but, some people may think it's enough to call themselves educators or tutors). Anyway, the examples were great. The videos just fabulous. I really enjoyed the interviews with the literacy experts around the world. I also loved learning about language other than English :)			
	ME	Canada	

The resources and suggestions provided by this course are not sufficient. I expect more examples on how to help children with dyslexia to develop reading skills.

However, I'll apply using 'word chain'. 'word base' to help my students enhance their vocabulary knowledge. Moreover, I'll try out some of the online websites suggested in Module 5.

Being a master teacher and one who constantly reads the latest research, the course didn't necessarily teach me anything, but I enjoyed the course and the format. It is always good to stay informed.

I wish if this course could add few real classroom experiences of the struggling readers from practical classrooms considering diversity of the country and geographic contexts.

TY	Hong Kong
JA	United States of America
MH	Bangladesh

Category	No. of response	
Other Comments	230	7.77%

Comment	Student name	Country
The course gave me an idea to be patient in dealing with non and slow readers. This is an amazing resource. Congratulations!	MA	The Philippines
I am very much thankful for the lessons learned. I am now ready to face challenges for the next school year.	EG	The Philippines
Thank you and Mabuhay	RS	South Africa
I can now walk into a classroom with confidence in teaching reading.		
I work independently as a literacy support teacher. It is helpful to have access to ideas and resources that are known to have a positive impact on a student's learning. I am always on the lookout for new ideas for games and activities that make learning fun!	CL	Hong Kong
It was a very comprehensive course. It will surely of great help in teaching struggling readers.	VQ	The Philippines

Category	No. of response	
No Details Provided	372	12.57%