

THE UNIVERSITY OF THE WEST INDIES

**Meeting of the UWIDEC Academic Programme Committee
to be held on Friday, May 5, 2006
at the St Augustine Hill Campus**

Report from The University of the West Indies Distance Education Centre

This Report is based on reports from the Coordinators of each of the functional areas of UWIDEC.

FUNCTIONAL AREA: Course/Programme Delivery

(Report by Vilma McClennan, Academic Programme Coordinator – Delivery, UWIDEC)

A. Programmes/Courses delivered

- (1) During the academic year UWIDEC delivered:
 - B. Sc. Management Studies
 - B.Sc. Level 1 – for Accounting and Economics
 - B.Ed in Educational Administration
 - Diploma in Gender and Development Studies
 - M.Sc. (Family Medicine)
 - M.Sc. (Counselling)
 - Masters in Law (LIM)
 - E-governance course
- (2) There was no new intake for the Advanced Diploma in Construction Management and the B.Sc Agribusiness Management as numbers have been consistently declining and the latter programme, especially, has been attended by numerous challenges to both students and administration. The programme has benefited from having Mrs Fanovich in the Registry as she has been doing ‘yoeman’s service’ in systematically sorting out outstanding problems on behalf of the students.
- (3) The Certificate programmes which were discontinued still had some finalizing “stragglers” for whom several courses for the CPA had to be delivered, but it is anticipated that they were the last lot. Although this had been recommended, none of the course coordinators for the Certificate programmes had been previously officially informed by the faculty who employs them. This was done by the Academic Programmes Coordinator on behalf of UWIDEC.

B. Delivery modes

- (4) All courses retained the traditional teleconferences with supporting course packages and tutorials. Regrettably, there was an unprecedented number of cancellations of / missed teleconferences especially during semester 2. The problem of sites who cannot find a suitable face-to-face tutor or for whom their small student numbers negates, financially,

against employing a face-to-face tutor forced us to continue to offer teleconference tutorials. As all courses come on-line, it is expected that this will become less of a problem over time as we will then be able to allocate all students to an e-tutor.

- (5) Thirteen 'pilot' courses from the B.Sc Management Studies and B.Ed Administration programmes were selected for on-line delivery as part of the Blended Learning project using Moodle as the LMS.
- (6) Across the region, orientation sessions and full workshop training was done both via teleconferences and face-to-face for course coordinators, potential (and existing) e-tutors, UWIDEC staff members and students to familiarize them with the Moodle environment. One challenge was the fact that some students seemed to misunderstand the intention and so did not participate in the summer "Improving your study skills" course which would have given them more familiarity with studying in an electronic environment.
- (7) The use of Moodle has facilitated quizzes/tests, administration and promoted student-student and student-'teacher' (both course coordinator and tutor) interaction. It has had quite good success as evidenced by the on-line comments from students who use this medium to discuss not just course-related matters but sometimes on-the-job issues, especially the teachers, who try to remind each other to incorporate the theory from their courses into solving job-related problems.
- (8) One challenge where end-of-course and other important exams are held on line (e.g. ED33A) is how to ensure that all students sit the examination at the same time rather than an hour apart as seems to happen from time to time (For example, an exam set for '4:00 p.m.' starts at 4:00pm E.C. and 4:00pm Jamaica (not 3:00pm Jamaica!!) – a clear one-hour time difference. This happens even without the added problem of having several sittings and quarantining groups at a site where the numbers of computers are inadequate. An obvious solution might be the setting of two equivalent papers as has been done for this course?
- (9) The majority of e-tutors embraced this new delivery method and welcomed the training that underpinned and preceded its initiation. As all were on a 'learning curve' there were some points of confusion surrounding the balance between e-tutorials and face-to-face tutorials. Most course coordinators seemed happy to be freed from the tyranny of weekly/bi-weekly teleconferences, as these were cut back to a maximum of three across the semester, for most of the e-delivered courses. There have been a few instances of tutors who are obviously not 'right' for e-tutoring and at least one course coordinator who seemed somewhat reticent to oversee the on-line delivery process. The proposed systematic selection of e-tutors using set criteria, for the coming year will, hopefully, remedy such problems.
- (10) The Mona Campus Coordinator and Academic Prog. Coordinator benefitted from meetings called by Campus Coordinator among other things, to sensitize the Head DoMS and FoSS Deputy Dean with UWIDEC's intended direction into Blended Learning. Among issues articulated was the fact that she feels that "The Blended Learning approach to the delivery of *UWIDEC programmes is requiring more input from DoMS faculty members than was previously anticipated and "DoMS will try to identify internal successors to the current coordinators ... (with the goal of a) move towards changing the role of the current coordinators." Of note is the fact that already, across the three campuses, several course coordinators are part-time staff members of the various DoMS.

- (11) For the first time, a full-time UWIDEC staff member, Mr Howard Smith, acted as a Course Coordinator for MS21C with the full 'blessings' of the Department of Management Studies.
- (12) The curriculum and technical teams must be highly commended for their hard and on-going work in bringing this delivery method to fruition in a manner that both delivers content and provides support for students. In like manner, the director must also be acknowledged for his insight in leading the UWIDEC along this pathway into Blended Learning on such a timely basis. This was long overdue.

C. Summer session

- (13) This has been traditionally coordinated from Mona, but for its success in delivering the fullest possible range of courses, especially Level 3 course, requires the involvement of all campus UWIDECs. As they are responsible for the production and distribution of course packages. From the past three to four years, there is evidence that some courses are always going to be demanded by students who wish to speed up their rate of progress and completion of their programme of study. (Examples are EC10C, EC14C, MS15A, MS15B, SY14G, the 4 Foundation courses, almost all Level 2 courses and MS30A, MS31B, MS32A and MS34B).

D. For attention/resolution

- (14) Summer session: As stated in the previous notes to the APC (2004 - 2005), policy decision needs to be taken and if already taken, clearly articulated to all UWIDEC staff concerned, as to the delivery of courses during summer, formalizing a third semester for distance students who either wish to accelerate their progress or do courses at a slower rate spread out over the entire year.
- (15) We will have to draw on the same set of staff for delivery of Bachelor's level courses during summer – no doubt straining our human resources even more, especially now that we have 'institutionalized' free delivery of orientation to on-line delivery and study skills courses especially for incoming students. With increasing numbers of courses being delivered on-line it is hoped that the management of summer course can be improved and delivery facilitated. The challenges will be to ensure that these courses are administered in Moodle in the usual manner as during semesters 1 and 2; a cadre of e-tutors available for summer (course coordinators have always been both willing and available to teach!), and funds forth-coming to satisfactorily remunerate all 'teachers' on a timely basis.

Recommendation:

- (16) The Financial Officer and Mona Campus Coordinator both need to look critically at the income/expenditure etc to determine if summer courses are financially viable and how they can be made more cost effective.
- (17) What is a 'UWIDEC course/UWIDEC programme'?
- (18) In Jamaica the practice of selecting persons for the B.Sc Degree in Management Studies persons who might have 6/7 CXC passes, but without passes in either Mathematics or English Language, has emerged. Course Coordinators especially for quantitative courses indicate students' difficulties with managing problem-solving activities that require the mathematics underpinnings. UWIDEC is accepted as a means of providing access to education and training for a wider section of persons. Should students be accepted without these passes? Should staff be involved in the delivery of these pre-university courses?

FUNCTIONAL AREA: Research and Development

(Report by Michael Thomas, Research Officer, UWIDEC)

A. Research Projects

- (19) During the period under review, the Research officer was involved in the execution of a project for producing a publication documenting external tertiary education provision in the Anglophone Caribbean. The proposed book on External Tertiary Education Providers in the Anglophone Caribbean is a joint project by the Commonwealth of Learning (COL), The University of the West Indies Distance Education Centre (UWIDEC), the United Nations Educational Scientific and Cultural Organization (UNESCO) and the authors residing in the various countries of the Anglophone Caribbean.
- (20) A consultative meeting of representatives from Bahamas, Belize, British Virgin Islands, Grenada, Jamaica, St.Lucia, St.Vincent, Trinidad and Tobago, Turk and Caicos, UWIDEC and the Commonwealth of Learning was held in Trinidad and Tobago from October, 5-7, 2005. The main purpose of the meeting, to bring together authors to share their ideas and generally collaborate in the refining and preparation of the chapters was achieved. The book is to be published as one of the COL *Perspectives on Distance Education Series* and is expected to be launched at the 4th Pan Commonwealth Forum on Open and Distance learning to be held in Ocho Rios, Jamaica, 30th October -3rd November , 2006.
- (21) St Vincent community informatics/telecentre project is a collaborative initiative between (WAND) Women and Development Unit, School of Continuing Studies, University of the West Indies in collaboration with Distance Education Centre, University of the West Indies (UWIDEC). The Director and Research Officer together with Director of WAND and Local Co-ordinator visited the site in St.Vincent to conduct a feasibility study of the area and chart the way forward for the development of a project proposal.

C. New Programmes

- (22) During the period under review, the second cohort of students were admitted to the specialized course on Local E-Governance in the Caribbean offered by the University of the West Indies Distance Education Centre in collaboration with UNESCO. To date there are 31 students registered in the programme with a number of them been offered scholarships of US\$100.00 towards the Course registration fee. The Course is administered totally online and is supported by the Learning Management system – Moodle. The course which commenced on the April 17, 2006 has had an initial participation rate of approximately 70%. Initial posting by students indicate a high level of enthusiasm and satisfaction with the course to date.
- (23) A team comprising the Director and Research Officer, UWIDEC together with Dr. Justin Robinson from the Department of Management Studies, Faculty of Social Sciences, Cave Hill met on 31st March,2006 with the President Mr.Ellen Allen and Chief Executive Officer, Mr. Aldo Bailey of the Eastern Caribbean Institute of Banking (ECIB) to discuss the launch of a BSc. Banking and Finance and MSc.Banking and Finance by Distance. The team has been able to reach agreement on a number of issues to facilitate the successful implementation of this initiative.

D. Students' perspectives of UWI

- (24) An exit survey instrument to measure student satisfaction in the UWI 12 countries was developed and submitted to the Prof. Carrington and Prof. Marshall for their perusal and approval. The aim will be to establish a survey procedure that would deal with our students in the UWI 12 countries and with Distance students elsewhere in the system.

E. Enrolment data

- (25) A list of programmes that we currently offer together with the other details was compiled to inform decision making on the proposed fourth campus. The data which constitute the listing was obtained from Mr.Critchlow, Cave hill registry, Mrs. Fanovich, St.Augustine and Mr. Derrick Thompson, Mona. The data indicate a total enrollment figure of 2788 for Academic year 2005/2006.
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FUNCTIONAL AREA: Telecommunications

(Report by Tommy Chen, Telecommunications Manager, UWIDEC)

A. Staffing and staff development

- (26) At St. Augustine, two programmers were contracted on a month to month basis from October 2005 while a third one was contracted from November 2005. In February 2006, it was decided to let go two programmers and keep one programmer based on the progress of the MIS project. We are actively searching for a senior programmer to hand over the development and maintenance of the MIS from Reeve Ramharry.
- (27) Training for technicians in the operation and maintenance of Dell switches, Dell servers, Windows XP and Windows 2003 server would have to be deferred to academic year 2006/2007 as the remaining funds would be committed to the upgrade of the UWIDEC Telecommunications infrastructure.
- (28) UWIDEC would be seeking approval from the Area Academy Manager to train instructors¹ for the Cisco Networking Academy² via Blended Distance Learning from mid June 2006.
- (29) On March 28 2006 the UWIDEC NETLAB³ was commissioned. This provides remote access to Cisco Networking Academy Program lab equipment and curriculum. A number of technicians are currently testing the NETLAB.

B. Migration of network from frame relay to the Internet

- (30) E-Link Americas⁴ has ceased operations on February 28 2006.
- (31) To investigate alternatives for Internet bandwidth, CKLN⁵ has commissioned a due diligence exercise with support from CARICOM with a first meeting held at Grenada on April 12 2006 with the Mona CIO in attendance. The UWIDEC Telecommunications Manager was not available to attend this meeting.
- (32) UWIDEC would be sourcing Internet bandwidth from Columbus Communications, C&W, TSTT and local ISPs. If there is no local Internet availability, VSAT would be explored.
- (33) Commnett Caribbean Ltd was selected by the evaluation team of Anil Chatergoon, Derrick Thompson, Reeve Ramharry and Tommy Chen in the Request for Proposal (RFP) for *Telecommunications Infrastructure Services for UWIDEC sites in 16 Caribbean countries*. Their proposal consisted of an integrated Cisco solution⁶.
- (34) For remote sites, this project would increase the Internet bandwidth to at least 512kbps, implement a secure network infrastructure, implement a secure wireless network, implement Voice over IP (VoIP) and IP Telephony and implement an IP Contact Centre.

¹ http://www.cisco.com/web/learning/netacad/get_involved/BecomeAnInstructor.html

² <http://cisco.netacad.net>

³ <http://netlab.dec.uwi.edu/>

⁴ <http://www.elinkamericas.net/>

⁵ <http://www.ckln.org/>

⁶ <http://www.cisco.com/en/US/products/sw/voicesw/index.html>

The campus sites would have similar functionality but more Internet bandwidth. As a backup, a voice line from the telephone company would be installed at remote sites.

- (35) It is expected that the project would commit the remaining balance of US\$835,909.36 of the Telecommunications budget.

C. MIS for UWIDEC

- (36) Phase 2 of the MIS project would develop and incorporate Student Administration System functionality by July 2006. The UWIDEC SAS would be the interface for all students and staff and would push the data captured into the three campus Banner SAS. Academic history from the Banner SAS would be pulled into the UWIDEC SAS.
- (37) At this time, the Banner SAS systems would continue to be the authoritative source for student records, while the UWIDEC SAS would provide a consolidated view of the three campus Banner SAS and would be the primary interface for students and staff.
- (38) With the ongoing deliberations of a 4th campus, the UWIDEC MIS would need to be expanded to incorporate SCS and TLIU operations. This process would begin as soon as the operational details of the 4th campus are clarified.

D. Outsourcing of Internet hosting

- (39) Currently UWIDEC operates a hubsite in Jamaica and one in Trinidad & Tobago which are manned during normal working hours and teleconference times.
- (40) As more services to students and staff are being moved to the Internet it is critical that UWIDEC services are available 24 hours a day, 7 days a week for 365 days a year (24x7x365) with almost zero downtime.
- (41) Research is being conducted to determine the viability of completely relocating and outsourcing the hosting of UWIDEC Internet services to a professionally managed data centre which is manned 24x7x365.
- (42) On April 13 2006 the Telecommunications Manager visited the IIC⁷ teleport and data centre at 297 Barnes Blvd, Rockledge, FL 32955, USA to determine if this site is a suitable facility for outsourcing.
- (43) Other alternatives such as Rackspace⁸ and Powermedium⁹ are being investigated.
- (44) The challenge for UWI and UWIDEC is being comfortable with sensitive data being physically located outside the UWI. It should be noted that the main hubsite was originally located in Port of Spain in a rented room with access by UWIDEC and Illuminat (formerly CCS).

⁷ <http://www.iictel.com/>

⁸ <http://www.rackspace.com/solutions/>

⁹ <http://powermedium.com/managedservices.html>

E. Special Internet packages for UWI students

- (45) C&W and TSTT have offered special Internet packages for UWI students in Barbados, Jamaica and Trinidad & Tobago. UWIDEC would continue to press for similar packages in the other 13 territories.

F. Computer financing packages for students

- (46) The discussions with RBTT Bank¹⁰ to obtain special educational financing packages for UWIDEC and SCS students throughout the region have been fruitful. RBTT Bank is ready to rollout from June 1 2006 an advertising campaign for educational financing packages, flyers, public relations and prizes to top UWIDEC students.
- (47) Anil Chatergoon is having similar discussions with the headquarters of First Caribbean International Bank¹¹ in Barbados.

G. Debt to TSTT

- (48) The debt to TSTT as at December 2005 for the T1 fibre optic tail circuit and the 64kbps Internet connection at the former Port of Spain hubsite has been reduced to TT\$258,304.60 and TT\$40,159.29.53 respectively.

H. UWI Network Assessment

- (49) Since the April 29 2005 meeting with Derrick Thompson, the SCT consultant and Brigit Collins, the assessment of UWIDEC and SCS infrastructure has not been incorporated into the final report by SCT. This means that any future campus network upgrades would continue to ignore the UWIDEC and SCS infrastructure.

FUNCTIONAL AREA: Human Resource and Campus/Site Issues – Northern Region

(Report by Derrick Thompson, Acting Campus Coordinator, UWIDEC – Mona)

A. HR, Staff additions/Changes

- (50) Mr. Kirk Campbell joined the UWIDEC team in June 2005 in the capacity of a part time technical assistant at the Savanalar centre.
- (51) Temporary appointments were extended for Site Coordinator – Mona, Production Assistant – Mona and Editor – Mona. These are non UGC funded positions and establishment is being sought for each of them.
- (52) The established post of Curriculum Specialist - Mona has been vacant for the past four years. An acting appointment has been in effect for the period. By extension a temporary appointment as Editor is in place as a “back fill” for the Acting Curriculum Specialist.

¹⁰ <http://www.rbtt.com/>

¹¹ <http://www.firstcaribbeanbank.com/>

- (53) Representation has again been made to UGC/TACS within the next budget cycle for the establishment of Site Coordinators positions at all Intra Jamaica sites. This is part of the Human resource capacity building effort for site management.
- (54) Appointment of Site Coordinators – Intra Jamaica to be formalised by UWIDEC with the assistance of the legal unit.
- (55) The office of the Campus coordinator has been functioning for the past two years without Administrative assistance. A request for a position was included in the estimates for the next biennium. A solution should be in place by August 1, 2006. The office will not be able to continue effectively discharge its function without additional help. The impact of this has already been felt in a number of HR and administrative issues.

Recommendations

- (56) The APC is urged to have the post of Curriculum Specialist Mona filled on a permanent basis. This would also release the funds for the permanent appointment of an editor.
- (57) Temporary clerical assistants at Intra sites are brought on establishment. The request has been included in the budget submission.
- (58) APC is also asked to clarify the roles and responsibilities of the Senior Programme Officer.

B. Issues relating to Intra Jamaica Sites

- (59) UWIDEC will be establishing two additional access points for programmes at the start of the next academic year. They are both joint venture initiatives between UWI and local community based organisation. One is in Spanish Town, 20 Km east of Kingston and will serve the rapidly growing metropolis of Portmore and Spanish Town. The other is in Falmouth Trelawny, in western Jamaica and is expected to be accessed by students from within the parish, especially the rural interiors.
- (60) Mandeville:
Upgrade of the Mandeville site is still in the planning phase. A final architectural design is now in place and the arrangements between UWIDEC and the host institution (Churchs' Teachers College has been worked out. The Estimated cost of the project is 5 Million JMD to be funded primarily through non UGC extra departmental revenue. Funding for fixtures and furnishings will be drawn from the budget.
- (61) Five additional PCs were deployed at Montego Bay to ease the severe shortage of PCs for UWIDEC students due to a clash of schedule with the local School of Continuing Studies (SCS).
- (62) **Recommendations**
APC is being asked to establish a task force (TF) to examine the mechanism for sustaining the existing sites and to provide a developmental framework to guide the expansion of existing and the establishment of new centres of learning in Jamaica. The remit of the TF should be guided by current and future demands of programmes and UWIDEC's capabilities to offer these services within its new paradigm of Blended delivery.

C. Issues relating to Mona Campus

(63) Workshops, seminars and other campus based activities

Mona hosted and participated in a number of training workshops and seminars:

- Blended Learning workshop for site staff – Summer 05
- Planning workshop for the Virtual Masters in Caribbean Studies (VMCS) Nov 28 – Dec 02, 2005.
- Moodle workshop for technicians, administrators and course leaders – Feb 6-9, 2006

UWIDEC – Mona was also involved with the work of various University task force and committees. We continue to be involved with the work of the University's Examination Implementation Task Force (EITF) that seeks to implement the recommendations of the examination Transformation Committee. We are also involved in shaping a comprehensive copyright strategy for the campus through work with the local organisation Jamaica Copyright Licensing Authority (JAMCOPY). Mona also participated in a recent round table discussion hosted by the Ministry of Education to develop its strategic plan on higher education.

(64) Programme Issues

Mona has been approached by a number of departments to provide a range of services as it relates to the development and delivery of a range of programmes. This trend is expected to increase over the medium to long run as departments seek to get full programmes on-line. The expertise in DE, institutional strength has made the UWIDEC attractive for the provisioning of these services. The following is a brief outline of these programmes:

- **Virtual Masters in Caribbean studies (VMCS)** – Anchored by UWI, this constitutes the development and delivery of the VMCS as a joint programme between five universities, two english speaking (UWI, London Metropolitan) and three Spanish Speaking (Universidad de la Habana, Cuba , Universidad Nacional de Colombia, Sede San Andrés and Universidad Latinoamericana y del Caribe, Venezuela. The project is coordinated through the Latin – American Caribbean Centre (LAAC). UWIDEC is asked to spearhead the development and delivery of the programme.
- **Online Masters in Tourism and Hospitality Management** – This is an initiative of the Faculty of Social Sciences – Mona.). UWIDEC is asked to develop and delivery of the programme. Work in Curriculum and training has already begun.
- **Bachelor of Science in Literacy Studies** - This is a faculty initiatives from the Faculty of Humanities through the School of Education. The programme is set to begin academic year 06/07 attracting students from across the region. UWIDEC's involvement is to provide Learning Management System (LMS) training, web hosting, administration and delivery and site access and facilitation.
- **Bachelor of Science in Nursing BScN** – This project seeks to convert the entire BScN offered through the School of Nursing to online. The project is being done as a joint collaboration with UWI and the Chang School at Ryerson University in Canada (<http://www.ryeson.ca>) UWIDEC is asked to spearhead the transformation and development of this programme for on-line delivery.
- **B.Ed Secondary** – (An Appendix that speaks specifically to B.Ed Secondary Project will be circulated before the meeting of the APC)

(65) **Technology & facilities**

The network infrastructure upgrade project was completed in January'06. The upgraded infrastructure now allows for high speed reliable network access for users. Users are also able to seamlessly access campus based services from UWIDEC. A wireless internet "hot spot" was established for students, staff and guests. This allows mobile users to access the internet. Immediate benefits have already been observed from this service as more students are able to access the web using their notebook PCs. This has effectively increased the number of Pc users without increased computer lab space.

Mona campus continued with the use of the FoxPro database for Academic year 05/06. Students registered on FoxPro were automatically populated into the UWIDEC MIS. There was a failed attempt in January 06 to migrate the students from FoxPro to Banner. FoxPro has been maintained pending further developments with Banner and the UWIDEC Student Administration System (SAS).

The refurbishing of the Main teaching /conferencing studio 1 was also completed in January. The studio now boasts a comfortable state of the art multimedia audiovisual conferencing facility. The feedback from users to this upgrade has been tremendous.

CARICOM has selected UWIDEC to host and operate a videoconferencing facility to facilitate meetings of the secretariat in an attempt to reduce cost and time of travelling. The equipment will be provided to UWIDEC at no cost to UWI.

(66) **Recommendation**

APC is being asked to examine the roll of UWIDEC as it relates to various teaching learning initiatives across the University and specifically to the development and delivery of programmes. What are the criteria for programmes to be designated UWIDEC programmes? Should there be a form of classification along various lines with each categories clearly defined in terms of UWIDEC's involvement? A possible categorisation could be along the lines of:

| | |
|------------------|--|
| UWIDEC Owned | full fee paying Programmes delivered by UWIDEC |
| UWIDEC Assisted | UWIDEC provide assistance with development and delivery |
| UWIDEC Enabled | UWIDEC trains and develop entities to do their development and delivery. |
| UWIDEC Supported | UWIDEC only provides support in terms of site access and facilitation. |

D. Future Plans

(67) It is the intention of Mona administration to focus on the following areas in the medium to long term, as part of its future developments.

- A comprehensive marketing and promotion drive to provide the centre with increased exposure and visibility. This is expected to result in increased enrolment and widening of access which is consistent with the strategic plan.
- Continued modernization of the physical plant at Mona to position it as a centre of excellence, providing a range of educational and training services for both campus and off campus clients. This includes the establishment of a fixed videoconferencing facility to support both internal and external clients. Installation of a 10Mbps Internet connection at Mona to provide increase broadband access for staff and students throughout Jamaica. The service will be provided by new entrant to the telecoms

market – “Flow Jamaica” . This will be provided at a small fraction of the cost of similar service from cable and Wireless

- A focus on improving the facilities at intra sites starting with the pending technology upgrade.
 - Continued collaboration with faculties, departments and other entities to develop and deliver programmes.
 - A renewed focus on income generation concentrating on services that is profitable.
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FUNCTIONAL AREA: Human Resource and Campus/Site Issues – Eastern Region

(Report by Dr Olabisi Kuboni, Campus Coordinator, UWIDEC – St Augustine)

This report covers the administrative and student support aspects of the operations of UWIDEC in Trinidad and Tobago.

A. Enrolment

(68) Total enrolment for the 5 Trinidad and Tobago sites for the 2005-2006 academic year, is 679. Enrolment has been increasing steadily over the last four years, as shown below:

2002/2003 – 342
2003/2004 – 419
2004/2005 – 585.

The current figure for each of the smaller sites is encouraging:

Signal Hill, Tobago – 54
Sangre Grande – 53
Mayaro – 60

B. Space at sites

(69) Space is limited at all sites. In Tobago and San Fernando, rooms are rented from schools in the vicinity for the conduct of face-to-face tutorials. In both places there is dissatisfaction with the conditions. Nonetheless, with the movement to online tutoring, the reduction in the number of teleconferences, and with students now being able to access these teleconference sessions online, there will also be less reliance on outside facilities for the holding of tutorials. Overall, the issue of limited space will become less of a problem over time. That notwithstanding, the situation in Mayaro and Tobago requires further attention.

C. The Mayaro Challenge

(70) The situation at Mayaro presents its own peculiar challenges. That site is housed in the Mayaro Resource Centre, a facility that was set up and is managed by bpTT, the local arm of the international oil and gas company. In this regard, UWIDEC shares space with several other national and community-based organizations, which the company supports in the services that each provides to the community of Mayaro and environs. Recently, there was some re-allocation of space, and work is currently underway to relocate the UWIDEC

administrative/technical staff to another room. Even so, the space remains limited. The company itself seems to be aware of the need to extend the Resource Centre.

UWIDEC, T&T is continuing to monitor the situation and to remain in dialogue with the relevant representatives of the company. In the final analysis, it is imperative that UWIDEC remains an integral part of the bpTT-sponsored initiative in Mayaro.

D. Expansion at Signal Hill

- (71) This situation hinges on the resolution of the matter concerning a bank account that is jointly held by the University and the Tobago House of Assembly (THA). This account was set up prior to the transition from UWIDITE to UWIDEC. For some time, ownership of the account was being queried by both sides. However, within the last year or two, an agreement seems to have been arrived at, that the funds should be spent to upgrade educational provision in Tobago.
- (72) Against that background, UWIDEC T&T approached the Campus Projects Implementation Unit to obtain quotes for extension works to the present facility. Based on tenders invited, a selection was made. However, the initiative cannot proceed to the next stage since there is no commitment regarding the additional funds needed. It should also be noted that the SCS also has plans to extend its own facilities on the same premises, but no work has started there either. In the final analysis therefore, the bank account situation is still in limbo and there seems to be no means available to meet the critical expansion needs of Tobago.
- (73) Following from the above, I wish to advise as follows:
- It is my view that UWIDEC and the University as a whole may have lost the goodwill of the THA over the apparent inability to bring closure to the bank account matter.
 - It is also my view that, notwithstanding the general thrust towards the 'anytime-any place' delivery mode, the request for expansion in Tobago goes beyond simply wanting to provide facilities for registered students.
 - The UWI needs to have a strong presence in Tobago, given the introduction into the tertiary level landscape of the University of Trinidad and Tobago. A modern facility that is appropriately outfitted technologically, will add considerable value to the provision of higher education in Tobago. The UWI, through its distance education arm, is best positioned to do so at this time.

E. Student computers

- (74) All computers at four of the five sites are in good working condition. At Mayaro, however, steps are currently being taken to replace the existing stock that was originally provided by the company for community use. When UWIDEC came into the facility, it was agreed that we, along with the SCS, would be the main users. The machines are now obsolete and the company has indicated that it will not be taking the responsibility for replacing them.
- (75) In terms of the number of computers at all sites, these cannot be increased from the current ten, primarily because of the limited space. However, the proposed project to make computers available to students at an affordable price is urgently needed, probably in some sites (e.g. the smaller/rural sites) more than others.

F. B.Ed Level 1

- (76) Because of the discontinuation of the Certificate of Education, the intake into the distance B.Ed (Ed. Admin) programme has been considerably reduced in Trinidad and Tobago. As a result, UWIDEC T&T has embarked on a 2-year initiative to offer the Level 1 of the B.Ed (Ed. Admin) programme of the School of Education, St. Augustine in an attempt to increase the number of applicants for the distance programme. Delivery is based on a hybrid mode combining lectures via the audio-conferencing system, face-to-face tutorials at the site, and a small web-based component. In the current academic year, the programme is being offered to students attached to the Mayaro and San Fernando sites. There are 24 students at Mayaro and 52 in San Fernando. The majority of the 80 applicants for the 2006/7 offering of the distance programme come from this group. Sangre Grande is the only site at which Level 1 will be offered next academic year.
- (77) The experience of this year has shown that a delivery mode that relies heavily on audio-conferencing for lecture presentations is not a sustainable one. There is therefore need to bring on board a complete distance B.Ed programme, spanning all three levels. In this regard, one notes the initiative of the Mona School of Education re- the introduction of a Literacy Studies specialization for selected countries.
- (78) In light of the above, the following is proposed:
- That efforts be renewed at the very highest levels of the University administration to get the Schools of Education of the three campuses to enter into partnership to (1) survey the regional needs for degree programmes in education and (2) develop and deliver such programmes as are required within a timeframe to be specified.

G. Movement of materials

- (79) While, on the whole, there has been a significant improvement in the distribution of materials and the submission of marksheets, neither task is without its challenges. Late receipt of materials means that students must start the semester without their materials in hand; and late submission of marksheets results in delays in the release of results. In order to consistently provide the best possible service in both these areas, it may be necessary to identify someone as operations manager, with this person having the responsibility to monitor and take action as is necessary to ensure maximum efficiency in the implementation of these tasks. Even if the task is carried out electronically, there is still need for someone with this oversight role.
- (80) One practice that needs to be examined is that of sending (new) materials to sites electronically. Invariably, the site must assume responsibility for downloading and photocopying very large files. When the number of students is also large, the task is time-consuming, resulting in long delays in actually getting the material to students and tutors.
- (81) With regard to the shipping of course materials, at least one site must go to the Customs to collect packages because the company does not do a door-to-door service.

H. Arrangements for final examination

- (82) Currently, all distance students in Trinidad must come to the St. Augustine campus for final examinations. Many students must travel very long distances to get here. In many cases the campus is unfamiliar territory. Moreover all examinations may not be held in the same location. Given the increase in the number of students across all sites, it is being proposed

that consideration be given to decentralizing the conduct of the final examination, based on a system similar to the one currently in place in Jamaica. This system will also apply to Tobago to replace the one in which members of the staff of the examinations section of the Registry travel to Tobago to invigilate exams.

I. Upgrade of site coordinator post

- (83) The proposal to upgrade the post of site coordinator from Grade 9 Administrative Assistant, was brought to the APC some time ago, but was not approved. It is brought back in light of the growing multi-faceted nature of the responsibilities that the site coordinator must shoulder. Moreover, even while they have reporting relationship with the Campus Coordinator, they are physically located away from the Campus Coordinator's office and must make decisions on their own. In the interim, the Human Resources Department of the Campus Registry has approved a responsibility allowance for the incumbents. However, this arrangement should not be regarded as a permanent one. APC is therefore requested to reconsider its initial decision.

FUNCTIONAL AREA: Course/Programme Development

(Report by Dr Olabisi Kuboni, Curriculum Development Coordinator, UWIDEC)

A. Blended Learning Project

- (84) The main activity that the curriculum team was engaged in over the review period was the implementation of the **blended learning project**, based on APC P.4 2004/2005 presented by the Director, DE to the October 27, 2004 meeting of the APC Project. A project team was set up comprising members of the course development team, the telecommunications team and the research officer (see Attachment A). The Finance Officer and the Assistant Registrar also participated in the deliberations of the team, as the need arose. The overall aim of the project was to transform selected pilot courses for delivery in the blended learning/asynchronous mode. Specifically, there would be a reduction in synchronous interaction (i.e. teleconferencing and face-to-face tutorials) and the introduction of web-based and other multimedia technologies, primarily to facilitate active and interactive learning anywhere, anytime. Print materials, containing the core course content, would remain an important component of the overall delivery mode.
- (85) The project began with a series of training programmes for course coordinators, tutors and technicians. With regard to course coordinators, emphasis was placed on their enhanced role as managers of the teaching-learning process, guiding and providing support for tutors in their own role as learning facilitators. With the focus on the use of the web-based learning management system for active learning, there was some emphasis on the design and development of online learning activities. Attention was also paid to the course coordinator's role in the development and/or selection of supplementary materials to enhance the pre-packaged print materials. In this regard, course coordinators also received training in the development of PowerPoint- with-audio presentations on CD. This aspect of the transition to blended learning was undertaken under the umbrella of the re-designed OAS project. Ten (10) CDs were produced for inclusion in the respective course packages.

- (86) Tutor training paid special attention to the development of skills for moderating online discussions, conducting online research, providing individual and group feedback for online activity, and counseling the online learner. There were also several meetings with site staff to discuss the transition to the blended learning delivery mode. An important objective of these meetings was to identify and describe the new tasks that site staff were required to perform in light of the transition to blended learning. Attachments B1 and B2 provide an overview of roles and functions in the blended learning/asynchronous delivery mode.
- (87) One area of concern for all involved was the changing role of the tutor. It was established that during the transition phase, there would be both face-to-face and online tutoring for the pilot courses. Questions were raised about how the two forms of tutoring could be accommodated simultaneously. A special paper was developed to provide guidelines on this matter (see Attachment C).
- (88) Training was also provided for the students. This was done through the online course *Improving Your Study Skills*, which was developed in-house. One thousand students were targeted for this training – these comprised both new and returning students. The course itself comprised the following components:
- Basic computer literacy skills
 - Orientation to online learning
 - Understanding one's learning style
 - Reading skills for studying at the tertiary level.
- (89) Approximately 40 tutors were hired for the delivery of this course, with students assigned to them in groups of about 20-30. Overall, the participation rate was about 50%. Among the important lessons learnt from this initiative are:
- (1) UWIDEC needs to address the issue of student access to computers urgently;
 - (2) while the non-access to computers was an important factor limiting participation of some students, it was not the only one - there are socio-psychological factors to be addressed as well;
 - (3) not all tutors have the required self-discipline to function as e-tutors.
- (90) For the academic year 2005-2006, the following fifteen (15) pilot courses were offered in the blended learning mode:
- Science, Medicine and Technology in Society
 - Caribbean Civilisation
 - Introduction to Ecotourism
 - Agricultural Project Course
 - International Business Management
 - Business Strategy and Policy
 - Introduction to Cost & Management Accounting
 - Management Information Systems in Educational Administration
 - Introduction to Sociology
 - Mathematics for Social Sciences 1
 - Caribbean Business Environment
 - Guidance & Counselling in Education
 - Human Resource Management
 - Introduction to Financial Accounting
 - Management Information Systems II
- (91) The Open Source Tool, *Moodle*, was UWIDEC's choice for the online learning management system (LMS). This software provided efficient support for the development and delivery of

the online aspects of the course. It is evident that the decision to switch from the commercial WebCT to this Open Source technology was a sound one. Attachment D provides screen shots of (1) the homepage of the online component of the project and (2) the home page of one of the courses. The URL is <http://courses.dec.uwi.edu> .

- (92) Another important dimension of the project was the development of an integrated management information system to provide the various stakeholders with access to all relevant information for course delivery. The MIS, accessed at <http://www.dec.uwi.edu>, has proven to be an important companion to the overall blended learning initiative.

B. Course development

- (93) Because of the focus on the blended learning project, there was a reduction in the level of course development. However, during the academic year 2005-2006, work was completed on two courses: MS 34C- *Compensation Management*, a new course, was completed in Semester II 2005/6; revision of MS15B, *Introduction to Cost and Management Accounting* was completed in the same period. Work has begun on the revision of the following five courses for Semester 1 2006/7.:

- MS 15A-Introduction to Financial Accounting
- MS23C-Introduction to Quantitative Methods
- MS23B- Caribbean Business Environment
- MS20A- Principles of Marketing
- FD10A- English for Academic Purposes

- (94) Over the next several years, course revision will be a major feature of the work of the curriculum development team, since many of the courses in the existing programmes are more than five (5) years old.

C. Special Projects

Development and delivery of Local e-governance course.

- (95) In 2005, UWIDEC entered into an agreement with UNESCO to offer an online course on e-governance based on course materials that had previously been developed. The agreement also allowed UWIDEC to revise/adapt the existing materials to suit our local environment. A team comprising the Director as Programme Coordinator, Mr. Derrick Thompson and Dr. Olabisi Kuboni as Deputy Programme Coordinators, with assistance from Mr. Anil Chatergoon and Mrs. Gillian Beckles, was responsible for developing the infrastructure for managing course development and delivery. A course development team revised the material for the course's first delivery, October – December 2005. There were twenty-three (23) registered students for that offering. A second offering is currently underway and is scheduled to run for the period April 17 – June 30, 2006. There are 29 participants in the current offering. Additional information about this course may be obtained at: <http://e-gov.dec.uwi.edu/index.html> .

The CKLN course conversion project

- (96) In an attempt to build capacity for online teaching and learning within the tertiary level institutions of the region, the Caribbean Knowledge Learning Network (CKLN) has embarked on a project to train academic staff of these institutions in the skills of online course development. UWIDEC has been retained by the CKLN to conduct this training. In December last, the first workshop was held and targeted academic staff members from

institutions in the **OECS countries, Belize and Guyana**. Its goal was to make participants aware of strategies for facilitating online learning, to introduce them to the web-based learning management system that UWIDEC utilizes and to expose them to the principles of course design for online and distance delivery. Mrs. Charmaine McKenzie and Mr. Howard Smith of the Mona team conducted this workshop. Following that introduction, participants continued the training programme through an online course entitled *Redesigning the course for distance delivery*. As an extension of the online learning experience, a second workshop is scheduled for May 15-17, during which time participants will advance the work already started, to transform courses now being delivered in the face-to-face mode. The intention is that at least two pilot courses will be developed for online delivery across several institutions beginning September, 2006. Dr. Kuboni of the St. Augustine team and Mr. Louis Boxill, Web Administrator at Cave Hill are the facilitators for this second phase of the project.

Strengthening of Medical Laboratory Services in the Caribbean

- (97) UWIDEC is one of several regional and international agencies that have been co-opted by The Caribbean Epidemiology Centre (CAREC) to participate in the implementation of a project entitled "Strengthening of Medical Laboratory Services in the Caribbean". The project aims to improve the training capacity of medical laboratory technologists (MLT) who work in Caribbean laboratories. The Project has identified the strengthening of the regional distance and continuing education infrastructure as a significant strategy toward achieving this goal. To date, recommendations have been made for building MLT training capacity in the short, medium and long term. A major initiative therefore, under the Project's umbrella, is the collaborative development of several pilot distance education programmes for MLTs. At a meeting of the Advisory Committee held on April 5- 6, 2006 in Port of Spain, it was suggested that UWIDEC's input in the development of the pilot courses could be in the area of instructional design and infrastructural support via the teleconference system in the English-speaking countries as well the use of UWIDEC's Learning Management System. Formal commitment will be sought from the Board of NCCs and DE for UWIDEC's input as the project progresses. Mrs. Charmaine McKenzie and Mrs. Dianne Thurab-Nkhosi are the representatives of the UWIDEC course team on this project.

D. Campus-specific initiatives: St. Augustine

Production team support for special offering of B.Ed Level 1

- (98) Because of the discontinuation of the Certificate of Education, the intake into the distance B.Ed (Ed. Admin) programme has been considerably reduced in Trinidad and Tobago. As a result, UWIDEC St Augustine has embarked on a 2-year initiative to offer the Level 1 of the B.Ed (Ed. Admin) programme of the School of Education, St. Augustine in an attempt to increase the number of applicants for the distance programme. Delivery is based on a hybrid mode combining lectures via the audio-conferencing system, face-to-face tutorials at the site, and a small web-based component. In the current academic year, the programme is being offered to students attached to the Mayaro and San Fernando sites. In 2006-2007, it will be offered to students at the Sangre Grande site. The St. Augustine curriculum team has provided services in the area of the preparation and distribution of materials.

UWIDEC involvement in UWI-Regiment project

- (99) The St. Augustine campus of the UWI has signed a Memorandum of Understanding (MOU) with the Trinidad and Tobago Regiment to develop and deliver certificate, degree and

postgraduate programmes to various categories of the staff of the organization. Working under the aegis of the Business Development Office of the campus, the UWIDEC, SCS and School of Education have already begun work on the design and development of a 3-year certificate programme for the lower-level ranks. The purpose of the certificate is two-fold: first, it will provide a mechanism to facilitate promotion at the lower level of the Regiment; secondly, it will serve as matriculation for entry into the University. To date, the overall programme plan has been drawn up and work is ongoing in developing the curriculum for individual modules. The plan is to complete work on Level I in order to begin delivery in September 2006. It is envisaged that delivery will be based on a combination of technologies, integrating multi-media and web-based technologies with face-to-face.

E-learning workshop; Proposal for elearning strategy and policy

- (100) As a result of discussions between the Chief Executive Officer (CEO) of the Commonwealth of Learning (COL) and the Principal of the St. Augustine campus, the decision was taken to host an e-learning workshop on the campus. This initiative was intended to enhance practice and to lay the groundwork for expanding and strengthening e-learning at UWI. It targeted persons who were already involved in one way or another in the development or delivery of online courses. UWIDEC partnered with COL in co-hosting this three-day workshop entitled *E-learning: transforming the way we teach and learn*, during the period November 22-24th 2005 at the School of Education, UWI. Participants were drawn from both academic and senior professional staff of the campus. There were approximately 30 participants. Facilitators were Mr. Christopher Elfick of South Africa, Dr. Waweru Ronald Mwangi of Kenya (both provided by COL) and Dr. Olabisi Kuboni of UWIDEC. The main outcome of the workshop was the development of a proposal for an elearning strategy and policy for the UWI. This document was formulated on the basis of discussions among the participants on the final day of the workshop. Subsequently, an ad hoc strategy group constituted from among the workshop participants revised the initial draft and the final document has since been submitted to the Vice Chancellor and other members of the University's senior management team.

E. Campus-specific initiatives: Mona

Introducing blended learning to Mona campus

- (101) With increasing interest on the Mona Campus in online learning, the UWIDEC Mona course team has been called upon to sensitise members of various departments and units on the campus to its blended learning approach. Among the departments and units are the Mona Institute of Business, Gender Studies, and Community Health and Psychiatry (specifically the Masters in Family Medicine programme). In an effort to orient preceptors in the Masters in Family Medicine programme to the blended learning approach the course Continuing Medical Education was mounted in Moodle.

Online Masters programme

- (102) The Mona Campus team is working with the Department of Management Studies to develop an online Masters in Tourism and Hospitality Management to be offered in the new academic year, 2006/7.

Online B.Ed in Literacy Studies

- (103) Following discussions with Professor Jennings-Craig and Dr Beverly Bryan of the Department of Educational Studies at Mona, UWIDEC is collaborating with the Department in mounting a Bachelor's in Literacy Studies degree online starting in June 2006. Instructional design, materials production and distribution, training for students, tutors and course coordinators, and training of course writers are the services UWIDEC will provide. This programme will be offered to students in Grenada, St Lucia, Dominica, St Vincent and the Grenadines, and at the Mona campus (site).

CUPIDE project course development component

- (104) The Curriculum Specialist at Mona supervised the work of a contracted Instructional Designer to develop two of four pilot courses under the Cupide project. The University of Technology developed the other two courses under the agreement. Mounting of the four courses in Moodle will be completed by the end of April by the respective Web Developers.

FUNCTIONAL AREA: Projects

(Report by Christine Marrett, Senior Programme Officer, UWIDEC)

A. Caribbean Universities Project for Integrated Distance Education

Introduction

- (105) The UWI-UNESCO Caribbean Universities Project for Integrated Distance Education (CUPIDE), funded by the Japanese Funds in Trust for Capacity Building, is a collaborative initiative involving UWI as the executing agency and the University of Guyana (UG), University Quisqueya (UniQ) [Haiti], Anton de Kom University of Suriname (AdeKUS), and the University of Technology, Jamaica (UTech) as co-beneficiaries. The development objective of the project is to develop the human resources within the region through enabling each of the five participating universities to develop and deliver quality distance education programmes using information and communication technology (ICT). In this way, the competitiveness of the region in general and the institutions in particular are to be enhanced, participation in the knowledge society increased – not only as users, but also as generators of knowledge – and cost savings realised in the use of the technology for distribution of the course materials and the teaching and administration of programmes. Collaboration among the participating institutions is also to be enhanced.
- (106) The project agreement was signed in January 2003, with completion projected for December 2005. However, the project was suspended in August 2004 to allow for revisions, given developments in the technology landscape since the project was first conceived and designed in 2001, as well as the more clearly defined commitment of regional governments through CARICOM to a connectivity agenda and a holistic regional approach to the delivery of distance education. In particular, benefits through synergies within the overall umbrella of the CARICOM agenda and in particular the Caribbean Knowledge and Learning Network (CKLN) and E-Link Americas (which was to create a Caribbean-wide satellite network) were to be explored. Approval to restart the project was received in April 2005, with a targeted completion date of December 31, 2006.

- (107) This report to the Academic Programme Committee (APC) briefly describes progress of the project to date and highlights issues of particular relevance to the APC. It is divided into the following sections: Project Management, Consultancies, Equipment, Programme Matters, Miscellaneous matters, and Issues for the APC.

Management:

- (108) With the resumption of the project in April 2005, in order to ensure greater institutional support, the Director was named as CUPIDE Director, replacing the Senior Programme Officer, who continues as Project Operations Manager. The Finance Officer and Telecommunications Manager were now performing the roles of CUPIDE Financial Manager and Technical Manager, respectively.
- (109) A Project Advisory Committee (PAC), chaired by CARICOM, oversees the operations of the project. There is representation from each participating university and UNESCO. UWI's representative to the PAC is Chief Information Officer, Mr. Carlton Samuels. The CUPIDE Director and Project Operations Manager also attend PAC meetings, which are held quarterly either by teleconference or face-to-face. There are two face-to-face meetings scheduled to take place before the end of the project in December 2006: one in the first week of June in Suriname, and the other scheduled for Wednesday, November 1, to coincide with the Pan-Commonwealth Forum on Open Learning (PCF4), to take place in Ocho Rios, Jamaica, October 30-November 3, 2006.
- (110) Following the last PAC meeting, it was agreed that UNESCO would sponsor a panel discussion at PCF4 entitled, "Challenges and opportunities for distance education in small developing countries of the Commonwealth", in which the CUPIDE project would be represented.

Consultancies

- (111) In order to provide data to inform the decisions and carry out specific project activities, a number of consultancies are funded by the project. These are: information technology; distance learning programme and human resource needs; strategic planning; open source learning management system (LMS) training and Web-portal development; training for academics, students and administrators; distributed printing; bandwidth provision.
- (112) **Information technology:** conducted by Mr. Kenneth Sylvester, Managing Director of Systems Alliance (Jamaica) Ltd., this consultancy was completed in January 2004. The purpose was to: recommend a framework and detailed implementation plan, including specifications of hardware, software, telecommunication channels and personnel required to support electronically enhanced distance teaching, administration and materials distribution; define the minimum technical staff required to maintain the system[s] in good working order for continued independent use plus allow the universities (and in the future, other institutions) to collaborate in programme development and delivery with technologies; provide estimates of the capital and recurrent budget required to procure, implement and sustain the capabilities and maintain the recommended technologies.

Major recommendations included:

- a shift from the technology enhancements of the existing UWIDEC network projected in the original project proposal, to the use of Internet and Web technologies as the primary delivery channel and development platform for primarily asynchronous delivery

of distance education programmes, and for interconnection of the five participating universities.

- the use of V-SAT terminals, with a strong recommendation for consideration of the use of E-Links Americas, the satellite service provider for CKLN, given its cost benefits.
- consideration of open source learning management software as the platform, which though not attracting a licence fee, would require the necessary technology skills and competencies to customise, enhance and support the platform.
- the development or purchase of a Web portal as a platform for collaboration between the participating universities.

The recommendations have been implemented except for the use of the V-Sat terminals with E-Links Americas as the service provider, as that company ceased operations in the Caribbean in February 2006. Alternate solutions are being investigated under the bandwidth consultancy (see vii below).

- (113) ***Distance learning programme and human resource needs:*** conducted by Ronald Nicholas, Senior Consultant with HGM Management and Technologies, Inc., this consultancy was completed in April 2004. The purpose was to establish base-line data on: existing and planned and potential programmes offered at a distance by Caribbean-based tertiary institutions; tertiary level programme needs common to the countries participating in the project; preferred learning styles of Caribbean tertiary level students; on-going or planned projects (initiatives) being undertaken by Caribbean organisations or associations involving the development or enhancement of electronically-based distance learning.

Major recommendations included:

- Engagement of a senior consultant to assist each university to develop institutional plans for on-line distance education.
- Development of a professional development programme as far as possible utilising the targeted concepts, technologies, methods, etc.
- Review and assessment of existing on-line and distance education courses for collaborative potential.
- Involvement of key university members in some form of collaborative course development and trial delivery of a programme in teacher development.
- Further exploration of opportunities to collaborate in project planning and management; student marketplace needs and constraints assessment; human resource professional development; on-line and distance education strategic and tactical planning; implementation of standards, methods, modalities, policies, etc.; programme/course development; and change management.
- Pursuit of collaborative technology opportunities that may provide for regional savings and economies of scale.

- (114) ***Strategic planning:*** In the last quarter of 2005, strategic planning exercises were undertaken in AdeKUS by Mr. Pieter van der Hijden of Sofos Consultancy and in UTech by Ms. Louisa Horne of InnovAcademy. In the case of UTech, the exercise was viewed as a reformulation or refinement of existing plans. A strategic planning exercise was done at UG under CKLN. The plans are at various stages of discussion/approval within each institution. UWI is to produce its own plan. Given travel restrictions to Haiti, the strategic planning exercise at UniQ has not yet been carried out. A decision was made at the end of February to attempt to source the consultancy locally. It is hoped that the consultant will be identified by early May.

- (115) ***Open source learning management system (LMS) training and Web-portal development:*** Sofos Consultancy was contracted in January 2006 to undertake training of

persons identified within the institutions in the principles of the use and adaptation of open source software, and the technical adaptation of open source software; plan and develop a regional distance education Web portal (which should be able to eventually accommodate the languages of CARICOM (English, French, Dutch); train users in the maintenance and use of the Web portal, and provide estimates for the recurrent costs of maintaining the Web portal.

The consultancy was completed by March 31, 2006. LMS training exercises were successfully carried out in Jamaica (for UWI [Mona campus] and UTech participants), Trinidad (for UWI St. Augustine and Cave Hill participants), Guyana and Suriname, with a core of some 40 persons across four institutions (UniQ excluded) receiving training in technical, management and educational issues related to the open source Moodle Learning Management System, and additional persons being exposed to some aspects of the training.

Due to the travel restrictions on Haiti, the consultant did not visit UniQ. Arrangements are being made for two technical persons from UniQ to receive similar training based on the materials provided by the consultant at the UWI St. Augustine campus in Trinidad, June 5-9, 2006.

The Web portal site was registered. It is known as the Caribbean Universities Portal for Integrated Distance Education and can be viewed at <http://www.cupide.org/moodle/>. Arrangements for the technical and content maintenance of the portal are to be finalised among the partner institutions through a steering committee chaired by the Director.

- (116) **Training for academics, students and administrators:** Up to the time of writing, negotiations were ongoing with consultants selected to devise and mount training programmes for persons (including students) identified in each institution in administrative and academic aspects of the use of ICTs for distance learning, especially in the use of Learning Management Systems for courseware development and delivery of specified courses/programmes and learner support. They are Sofos Consultancy for AdeKUS and UniQ, and Dr. John Gedeon for UG, UTech and the three campuses of UWI. Given the travel restrictions to Haiti which remain in place, it may be necessary to move persons from Haiti to another country for the training to take place.

The institutions, including UWI, have been asked to identify the programmes the development of which project funds will be used, as well as identifying the persons to be trained. Also requested of the institutions is the identification of at least one programme for collaborative development.

- (117) **Distributed printing:** In order to enhance the institutions' capabilities to reproduce, bind and distribute print material through the use of ICTs, the services of a consultant were sought to identify the most cost effective means, with consideration given to the timeliness of distribution. In addition, system(s) and processes with costings were to be recommended and training of personnel arranged. However, there were no responses to the request for proposals. It was therefore decided that under the guidance of the Technical Manager, UWIDEC technical staff members would survey the available equipment and determine for UWIDEC the best equipment to achieve a distributed printing option; order the selected equipment and have the suppliers train staff in its use; use the knowledge and the approach to assist other partner universities to obtain suitable equipment and training. UWIDEC staff time will be treated as counterpart funding. The distributed printing exercise is targeted for completion by June 30, 2006.

- (118) **Bandwidth provision:** The Technical Manager is also providing services to the project in the identification of alternate solutions to the provision of bandwidth, following on the withdrawal of E-Links Americas from the Caribbean at the end of February 2006. In a report submitted on March 20, 2006, the Telecommunications Manager suggested that local ISP providers be approached. Where these are not available or not competitively priced, direct satellite provision will be sought.

Equipment

- (119) In addition to the equipment for printing that should be recommended by the distributed printing exercise reported on in 2.vi and possible provision of satellite terminals (2.vii), the project is providing one server and 10 computers to each institution. The Technical Manager ordered the equipment through UWI's facility with Dell and delivery is expected in May 2006.

Programmes

- (120) **Pilot programme:** The project had identified the collaborative development of a pilot course utilising ICTs especially to test the collaborative process. On the resumption of the project in 2005, following meetings between the distance education units of UWI and Utech, a plan was agreed for a pilot programme on "developing an on-line course using a team approach". It was to consist of at least four modules, with each institution being responsible for the development of two, based on agreed standards and using the Moodle open source software. The modules were uploaded in April 2006 and will be made available to the other institutions for uploading to their servers. Delivery is to be undertaken within each institution. Evaluation of the development process will be undertaken in June 2006.
- (121) **Intellectual property agreement:** An intellectual property agreement for the development and delivery of the pilot programme was signed by all the institutions. Each institution is at liberty to make changes to the programme (including translation) providing that such changes are made available to the other institutions.
- (122) **Other programmes:** The institutions are to identify the programmes to be developed with project funds. It is anticipated that at least one programme will be collaboratively developed. In addition to the programme in education recommended in the programme needs consultancy, the Director also suggested that the pilot course on developing on-line distance education could be used as the basis for a more extensive programme (which may initially not have qualification, given the various approval processes at each institution).

Miscellaneous matters

- (123) **Synergy with CKLN:** Although at the policy level the synergy between the two projects needs to be strengthened, there have been good operational relationships between UWIDEC and CKLN, with UWIDEC being contracted to provide services to CKLN.
- (124) **CARADOL:** CUPIDE was instrumental in facilitating the launch of the Caribbean Association for Distance and Open Learning (CARADOL) on March 2, 2004. A steering committee under CUPIDE, chaired by CARICOM, was responsible for the drafting of the constitution and making arrangements leading up to the first meeting. An official launch and symposium, co-hosted by the Ministry of Science, Technology and Tertiary Education (MSTTE) and the Ministry of Education (MOE) of Trinidad and Tobago. was held in

Trinidad, February 11 and 12, 2005. During the symposium, a PowerPoint® presentation on CUPIDE was given by the Project Operations Manager. However, the Association has not been active since that time, and has also been negatively impacted by the untimely passing of its founding president, Dr. Dennis Irvine, who died in November 2005. Dr. Irvine had served as special advisor to the steering committee. It is hoped that CARADOL will be re-energised by the hosting of PCF4 in the region.

- (125) **Publicity:** The donors are particularly keen that the project should receive adequate publicity. In addition to the CUPIDE Web-site <<http://cupide.dec.uwi.edu>>, press releases are sent out intermittently and on two occasions the presence of consultants in Jamaica has been used for a public lecture and a radio interview on two separate occasions.
- (126) A plan for raising awareness of CUPIDE in the region for the remainder of the project was devised at a March 14 meeting of the advocacy sub-committee of the PAC. Highlights of the plan include:
- Establishment of the links between the CARICOM and CUPIDE Web-sites and greater use of CARICOM media links to media houses in the region for distribution of press releases.
 - More press releases to be written on the project, highlighting the various activities.
 - Each university should provide information on how CUPIDE benefits the institution.
 - Involvement of the representatives of the Japanese government based in the region.
 - Production of a brochure on CUPIDE for distribution throughout the region.
 - A calendar of CUPIDE activities to be placed on the project Web-site.
 - A public forum to be organised to coincide with the next face to face PAC meeting, which was suggested for Suriname in the first week of June.

Issues for ACP

- (127) **Dissemination of the reports throughout the university community:** As noted above, a number of reports have been generated. However, their dissemination and discussion within the UWI community has been limited. The Terms of Reference of the Project Advisory Committee state *inter alia*:
- The committee will also be responsible for recommending to the respective university's Committees, Faculties or Boards, the academic practices and procedures that may become necessary throughout the life of the project.*
- and
- Its members will promote the project in the respective institutions and countries and seek to ensure sustainability.*

As the project moves into the development of programmes and possibly at least one collaborative programme, these activities of the PAC representatives become even more crucial to ensure "the smooth integration of the courses/programmes in accordance with each university's policies/practices/procedures" (PAC Terms of Reference).

The recommendations of the PAC on the treatment of the reports within UWI and ways of ensuring smooth integration of programmes developed under the project are sought.

- (128) **Collaboration in distance education:** The APC is being asked to support CARICOM's consultation on collaboration in distance education by recommending attendance of persons at the decision making level within UWI, whether or not funding is provided through CARICOM.

B. Report on promotion of UWIDEC and bridging courses

(129) Following a staff meeting at Mona, at which the issues promotion of UWIDEC in Jamaica and the request from some intra-Jamaica sites for “bridging” courses, especially in remedial math and English, the Senior Programme Officer investigated (i) some likely issues that may arise in heavier promotion of UWIDEC and (ii) along with the Academic Programme Coordinator and Editor, investigated the possibility of UWIDEC facilitating the bridging courses.

(130) A draft report on (i) was circulated for comment (none received to date). The major issues identified were (a) payment of course co-ordinators – particularly for the education programmes; (b) recruitment of local supervisors for practicum and study in the education programmes; and (c) space constraints at the centres for teleconferences and local tutorials should the numbers increase due to greater promotion.

(a) The School of Education is experiencing a problem in paying lecturers for co-ordination of distance education courses, especially those lecturers who are part-time as there are no funds in the department’s budget to support the programmes and the department does not receive any income from fees. Further, there seems to be a policy that UGC funds should not be used to pay for Centre fund expenses.

The recommendation was made that the policies for allocation of income from fees, and payment of lecturers involved in the coordination of distance education courses or programmes should be revisited and the necessary financial arrangements made to support the policy. Also campus and centre policies need to be rationalised.

(b) For the B.Ed. Administration programme, the maximum number of students per territory is 20. There was a maximum of four students per supervisor, and in some territories there were problems identifying five supervisors for a batch of 20.

It was recommended that a database of persons qualified and willing to serve as supervisors for each UWIDEC centre be established and that there be targeted promotion for those centres for which adequate supervision could be arranged.

(c) The number of applicants and the number of offers made for the B.Sc. Management for the past three academic years for those centres for which Mona is responsible was examined. It was found that the major reason why offers were not made to a number of applicants was that applicants were not qualified.

The low number of applicants at some centres (Bahamas, Belize, Brown’s Town, Cayman, Morant Bay, Vere) and the high numbers of unqualified applicants at others (Port Antonio and Morant Bay in 2005-6, and 2003-4; and Brown’s Town in 2005-6) were two areas for concern.

It was noted also that the number of applications (although not necessarily qualified applicants) increased over the three years at centres such as Denbigh, Mandeville, Montego Bay, Ocho Rios, Port Antonio, and Savanna-la-mar, while the number has fallen at Morant Bay and Mona.

- (131) **Recommendations included:** ensuring that UWIDEC and School of Continuing Studies staff unequivocally advise applicants of the minimum qualification for the programme(s) and bridging courses bridging courses to improve the entry qualification of applicants need to be identified and promoted to the relevant persons (potential applicants); targeted promotion in those centres of low application (Bahamas, Belize, Brown's Town, Cayman, Morant Bay, Vere). Mona may wish to consider a combination of open advertising and offers to qualified but unsuccessful applicants to the campus-based programme; site staff at Denbigh, Mandeville, Montego Bay, Ocho Rios, Port Antonio, and Savanna-la-mar should be asked to share their methods of encouraging applications with other centres.

Other issues for consideration highlighted were:

- Will, and if so, how will the move to blended learning impact the space requirements at each centre?
- How will the move to blended learning impact the number of tutors needed per course? Will tutors need to be or remain primarily site specific?
- As regards bridging courses, following investigations with the relevant departments it was determined that although there may be a need for such courses, there was not the will or the wherewithal within the departments to undertake the remedial courses. It was therefore recommended that other providers outside of UWI be identified. In particular, CXC had developed distance education materials for English and Mathematics.

FUNCTIONAL AREA: Registry

(Report by Gillian Beckles, Assistant Registrar, and Michael Thomas, Acting Assistant Registrar, UWIDEC)

A. Staffing of the Registry

- (132) The problem of inadequate staffing in UWIDEC Registry is still a critical one. To alleviate the problem of understaffing in the UWIDEC Registry, a decision was taken to hire two temporary Administrative Assistants as a short time measure while the future of the Outreach Sector was decided upon. The funding for these posts has been approved, however only one administrative assistant has been selected as the pool of applicants was not adequate and we have to re-advertise. The administrative assistant was selected on February 15, 2006 but to date the person is not in place as they have not been released from their current position within the university. The backlog of work in the UWIDEC Registry has been further compounded as a result of the Assistant Registrar's leave and the fact that we are still without staff.

B. SAS Banner

- (133) SAS Banner is now in use at the three campuses. The online application process was implemented to facilitate applicants seeking entry for the upcoming academic year (2006/7). Distance Education was given the assurance that the Banner system at the Cave Hill campus could have been used to manage the data of all distance students which would have provided us with a single database. However the application process showed this to be a significant problem as the system could not collect the type of information which is critical to the management of our students. Therefore the decision to have all students

housed in a single instance of Banner had to be abandoned. We remain in the same clumsy position of the Registry located on a single campus with the responsibility to managing the students across the three campuses, however with access to only the local database.

- (134) The online application process was a very difficult and challenging one. As a result of too many students attempting to access the Cave Hill online system at once in order to register for semester II courses, the database crashed and we had to resort to the paper registration system. This posed significant time delays particularly for the students in the Eastern Caribbean as their information had to be collected and then sent to Cave Hill for manual entry into the database.
- (135) The failing of the online system did not only affect registration but also meant that persons applying had to also revert to paper applications. The time savings anticipated as a result of supposedly less data entry did not materialize. Therefore the same problem of late offers to applicants still exists. We have not yet been able to have an entrance committee meeting to select students for 2006/7 as there was a large amount of data entry as well as verification of the information from the online applications (this process was completed on May 27). Further complications lie in the fact that one has to request the information needed from Banner from the Computer Centre and this often takes an exorbitant length of time.

C. Examination Matters

- (136) The chronic problem of late examination results and outstanding reviews and remarks of scripts remains a critical issue for the UWIDEC. The examinations implementation taskforce has recommended that Team Marking be done (as a pilot initially). It is hoped that this will alleviate this problem of late results for UWIDEC. The Assistant Registrar submitted a paper to the implementation task force outlining the difficulties UWIDEC faces with the issue of examination reviews and remarks, as well as some suggestions for improvement; the task force is currently considering measures to be put in place to bring some efficiency to this particular process.
- (137) Late examination results continue to be a significant problem for UWIDEC. In addition Resident tutors have been raising a number of concerns with respect to the electronic dissemination of grades for DE students. These issues were directed to the relevant registries for their prompt resolution.

D. Membership on Committees

- (138) After the Task Force to Review the Examination Process submitted its report an Implementation Task Force has been set up to carry out the recommendations and the Assistant Registrar is a member of the UWIDEC team on sitting on that committee. The taskforce has been meeting regularly since its initial meeting on November 9, 2005. The task force has proposed that the Instructional Development Unit (IDU) provide training for the tutors in the UWI 12 in the form of a series of two-day workshops. This training will commence in May starting with St. Lucia, Grenada and Antigua. The UWIDEC Registry will be assisting the IDU in arranging these training workshops.
- (139) The Vice Chancellor has convened a committee to review the UWI's admissions procedures. The Assistant Registrar is representing UWIDEC on that committee. The objective of that committee is to make recommendations for improving the admissions practices of the UWI with the overall aim of making UWI the first choice for the best

performing students in the region. The committee has met regularly since its formation in November 2005 and its recommendations will soon be finalized.

D. Recruitment

- (140) UWIDEC was part of a cross campus team of University personnel attending the Annual College Fair to promote the UWI in the British Virgin Islands on 24th February, 2006. The team was headed by Marjorie Bolero-Haughton, Assistant Registrar, Admissions, Mona. The team met with Mr. Craig Washington, Executive Vice president , Interim and L. Sauda Underwood Smith, Dean of Arts, Sciences and General Studies of H.Lavity Stoutt Community College. One of the observations of the team is the fact that a large majority of these prospective students were unaware of the fact that UWI provided them the option of obtaining a degree other than by face-to-face.

FUNCTIONAL AREA: Finance

(Report by Anil Chatergoon, Finance Officer, UWIDEC)

A. Developments that have occurred since the last APC

- (141) The Organization of American States (OAS) JITL project executed by UWIDEC concluded on June 30, 2005. An OAS evaluator, Mr. John Wood, visited UWIDEC Cave Hill to review the financial and operational aspects of the project. He also conducted interviews with senior members of UWIDEC staff. This project was aligned to UWIDEC's thrust towards Blended Learning and dealt with aspects of preparation of online courses on CD ROMs. Total disbursements made from the project were US\$119, 426.00, while Total expenditure was US\$112, 662.00, resulting in US\$6, 765 being returned to OAS.
- (142) A central Telecommunication budget of US\$1, 435, 679.00 for UWIDEC was established for the Financial Year 2005/2006 at the Cave Hill bursary.
- (143) For the first offering of the UNESCO E governance course in 2005, UWIDEC received from UNESCO US\$32, 000.00 as seed funding. In that pilot offering, only application fees of US\$67.50 were received, as the registration fees were waived. In the second offering in 2006, application fees of US\$210.00 and registration fees of US\$2, 590.00 were received. Total expenditure incurred to date is approximately US\$31, 180.33.
- (144) Preliminary work has been undertaken by UWIDEC St. Augustine on the use of an online e commerce platform for UWIDEC.

B. Future developments

- (145) The Memorandum of Needs for 2006-2008 was submitted to the Office of Finance in 2005; currently work is being undertaken for the Memorandum of Needs 2007-2009.
- (146) As the establishment of a Fourth campus is being contemplated, consolidation of finances for the units that comprise this new entity is necessary. To achieve this purpose the development of a central Outreach sector budget is being proposed.

(147) UWIDEC has prepared a Project concept document for submission to the Organisation of American States (OAS) by May 19, 2006. This document is entitled "The flexible development and delivery of a suite of postgraduate and continuing professional education programmes to build human resource capacity throughout the Anglophone Caribbean". The proposal is geared towards a long-term multinational project and seeks funding from the OAS of US\$402, 500.

C. Issues that need resolution by the APC

(148) The Finance Officer has no access to the Banner Finance system of the Mona and St. Augustine Campuses which hampers the ability to produce a consolidated statement of income and expenditure, or variance analysis on budgeting issues.

(149) The role of a financial system must be part of the Management Information System (MIS) being developed for UWIDEC. Pertinent information is needed to guide decisions about the profitability of new programmes and cross subsidization of existing ones. Information on consolidation of budgets and expenditure would also play a main role.

(150) In order to attain a broad picture of finances of the entire Outreach sector, access to information on the various units is necessary. This information has not been accessible thus far.

APPENDIX 1:

Attachment A

List of Members of the UWIDEC Blended Learning Team

St. Augustine

Dr. Olabisi Kuboni (Coordinator)
Mr. Tommy Chen
Mr. Reeve Ramharry
Mrs. Dianne Thurab-Nkhosi
Mr. Stacy Lincoln Seecharan
Mrs. Rhonda Small-Charles

Cave Hill

Mr. Michael Thomas
Mr. Louis Boxhill
Mrs. Sherry-Ann Hutson

Mona

Mrs. Charmaine McKenzie
Mrs. Paulette Bell-Kerr
Mr. Howard Smith

* Mr. Anil Chattergoon and Mrs. Gillian Beckles also participated in discussions.

** The team wishes to acknowledge the contribution of our colleague Dr. Ruth Reviere, now deceased.

Please refer to PowerPoint presentations

**Implementing the
Blended Learning Approach
(Parts 1 and 2)**

BLENDED LEARNING PROJECT
Examining the issue of the two types of tutors
(Trying to find a solution for this transition period)

The situation:

- Each course will have face-to-face and online tutoring
- Some tutors will function in both contexts
- Some tutors will be face-to-face tutors only

Implications for course coordination:

- Course coordinators must specify separate activities for both types
- Course coordinators must agree on selection of e-tutors.

Putting this in operation (1)

- Clear guidelines re- face-to-face tutoring to be provided in usual manner, i.e. through initial distribution of course materials.
- Aspect of website to contain all core information of all courses and would be accessible to all tutors.
- All tutors expected to mark mid semester assignment/exam following existing procedures.
- This depends on type of assessment (MCQs, for example, computer-marked)
- So all tutors will be marking assignments/exam for face-to-face group only
- All tutors prepare feedback form for students in face-to-face group only

Putting this in operation (2)

- Selected e-tutors also have additional e-tutoring function
- Examples of additional e-tutoring functions:
 - Monitoring group discussion on topics provided
 - Giving group/individual feedback on self-assessment exercises done by students online
 - Responding to online queries from students in online group
 - Monitoring group review of specially selected articles etc.
 - Supporting students in online research activities

Putting this in operation (3)

- E-tutoring groups will be made up of students across the region
- Lists of e-tutoring groups to be provided online with name of e-tutor
- E-tutors will NOT mark formal exams, assignments in their role as e-tutors.
- E-tutors will be remunerated separately as e-tutors (in addition to regular remuneration)
- The course coordinator will maintain communication with e-tutors through Moodle discussion forum.
- The course coordinator will maintain e-mail contact with ALL tutors.

Views of Home Page and Course Page

Figure 1: Home Page

THE UNIVERSITY OF THE WEST INDIES
DISTANCE EDUCATION CENTRE

You are logged in as [Dianne Thurab-Nkhosi \(Logout\)](#)

Home » eLearning

Available Courses

Turn editing on

Calendar

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
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| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

Latest News

Add a new topic...

20 Apr, 08:42
Dianne Thurab-Nkhosi
We want to hear from you!
[more...](#)

14 Oct, 13:40
Moodle Admin
2006 5 courses, 2 repeats
[more...](#)
[Older topics ...](#)

From the Desk of the Project Coordinator

EVALUATION QUESTIONNAIRES NOW ONLINE!!!

DEAR STUDENTS


WE HAD A LITTLE SETBACK, BUT WE ARE NOW READY TO RECEIVE YOUR FEEDBACK.

As indicated in my last message to you, we are asking **all students** enrolled in the blended learning courses to complete a short evaluation questionnaire. It should take you no more than 20 minutes. The name of the link is **course evaluation** and you will find it at the end of the middle column on

Blended Learning Semester 2 - 2006

- Course Template
- Template
- Science, Medicine and Technology in Society
- Caribbean Civilisation
- Introduction to Ecotourism
- Agricultural Project Course
- International Business Management
- Business Strategy and Policy
- Introduction to Cost & Management Accounting
- Management Information Systems in Educational Administration
- Mathematics Appreciation
- School and Classroom Management
- Instructional Design 1
- Introduction to Organizational Development of Schools
- Local e-Governance in the Caribbean

Figure 2: Course Home Page



THE UNIVERSITY OF THE WEST INDIES
DISTANCE EDUCATION CENTRE

You are logged in as [Dianne Thurab-Nkhosi \(Logout\)](#)

UWIDEC » Ecotourism
Turn editing on

Introduction to Ecotourism: Product Design and Management

This is an exciting new course in the Faculty of Science and Agriculture. Participants will explore the concept of ecotourism, and its role in sustainable economic development. The environmental conflicts and policy issues in creating ecotourism business ventures will be assessed with specific emphasis on characteristics of developing countries. Students will also visit and assess local ecotourism sites as an integral part of the curriculum, which will help in identifying and assessing potentially viable ecotourism initiatives in the Caribbean.

Assessment:
Midterm Exam 20%
Project Green Globe 15%
Participation in on-line

Topic outline

INFORMATION CENTER

- [Course Coordinator Announcements](#)
- [General students' queries and concerns](#)
- [Ecotourism Course Overview \(Full\)](#)
- [Ecotourism Terms](#)
- Past Papers**
- [Exam 2005](#)
- [MidTerm 2005](#)
- Links**
- [Ecotourism Links](#)
- [Online Glossary](#)
- [Online Glossary Forestry Terms](#)
- [Online Glossary Acronyms](#)

1 Unit 1: Introduction to Tourism

- [Overview: Introduction to Tourism](#)
- [Getting to know you](#)
- [Project Green Globe](#)
- [Unit 1 Discussion Forum](#)

Calendar

<< April 2006 >>

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

■ Global events

■ Course events

■ Group events

■ User events

Upcoming Events

[Course Evaluation \(Quiz closes\)](#)
Friday, 28 April (11:45 PM)

[Go to calendar...](#)
[New Event...](#)