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INTRODUCTION

1. This Handbook is intended to provide guidelines and general information related to the study of the online postgraduate programmes offered by the Open Campus (OC) of the University of the West Indies for the academic year January – December, 2011. The guidelines and information included here have been developed within the broad framework of the regulations and procedures governing graduate studies in the University of the West Indies. The University regulations and procedures also apply to the offerings of the Open Campus and the relevant documents are available in the OC’s online Learning Exchange.

2. It is strongly recommended that you study this document at the beginning of the academic year and refer to it as required during your period of study.

3. The Handbook is divided into the following sections:
   - The Administration and Management of Open Campus Programmes
   - MyOC Student Portal
   - The Learning Exchange
   - Web Conferencing – Elluminate
   - The Postgraduate Programmes
   - Programme Delivery
   - Course Structure
   - Course Materials
   - Course Assessment
   - Supervision of Research
   - Registry Services
   - Financial Information
   - Appendices

THE ADMINISTRATION AND MANAGEMENT OF OPEN CAMPUS PROGRAMMES

4. The Open Campus offers degrees, diplomas and certificates both wholly and partially online at the pre-university, undergraduate and postgraduate levels. In general, the same administrative structure applies for all the OC’s offerings.

The Open Campus – A Brief Overview

5. The Open Campus (OC) is the fourth campus of the University of the West Indies (UWI). However, unlike the other three it is not physically based in a single location, and therefore does not service its student body in a typical land-based campus setting. The UWI OC is a distributed teaching-learning environment that exists in part as a network of over 40 sites and centres spread across the 17 countries that support the UWI, and in part as a virtual environment that is intranet-based but also accessible over the Internet. Because it is substantially structured as an online teaching-learning facility, the Open Campus is able to function with a higher degree of flexibility than its

1. Bermuda joined the group of supporting countries in XXX, 2010.
land-based counterparts. It is time and place independent and students can study anywhere, and at any time.

6. Notwithstanding differences, the OC’s overarching organizational structure is patterned on that of its sister campuses. Thus its senior management staff comprise the Principal (Pro Vice Chancellor), Deputy Principal, Registrar, Chief Financial Officer (formerly Bursar), the Human Resource Director, the Librarian and the Chief Information Officer. In addition, there are OC-specific positions comprising the Directors of the four functional divisions namely the Open Campus Country Sites (OCCS); the External Relations and Intra/Inter-Institutional Collaboration (ERIIC); the Consortium for Social Development & Research (CSDR); and the Academic Programming and Delivery (APAD).

7. The Academic Board is another feature that the OC shares with its sister campuses. It is chaired by the Principal, its membership is drawn from all the major sectors of the Campus and it is responsible for providing oversight of all academic-related functions of the campus.

Academic Programming and Delivery Division

8. The Academic Programming and Delivery Division (APAD) is one of the four functional divisions whose director is a member of the OC’s senior management committee. APAD has overall responsibility for managing the development and delivery of all programmes within the OC, whether offered in the face-to-face, distance or online mode or some combination of these. APAD is further subdivided into four departments, namely the pre-university and professional, the undergraduate, the graduate and special projects.

Graduate Programmes Department

9. The Graduate Programmes Department (GPD) is responsible for the design, development and delivery of graduate programmes offered by the Open Campus. In open, distance and online learning, a distinction is made between the design and development of a course, and the delivery of a course. The former entails all activities leading to the sourcing and/or development of materials and other resources to be used by students and the second comprises another set of activities that are carried out to support students in their study of the course. The GPD is staffed to facilitate both.

10. The main positions in the department are the Head, Programme Coordinator (PC) and Curriculum Development Specialist (CDS). The CDS works with individuals who are specialists in a given area to develop quality learning materials for use by students in the study of a course. The PC’s responsibilities begin at the stage of programme planning, in cases where a new programme is being developed. During programme delivery, he/she provides oversight for the efficient delivery of all assigned programmes; in support of this oversight role, the PC is expected to develop and implement quality assurance procedures to ensure that the highest possible standards are maintained in programme delivery.
Campus Committee for Graduate Studies and Research

11. The Campus Committee for Graduate Studies and Research (CCGSR) monitors and provides oversight over the core functions of the GPD. Based on a directive from the Principal it is required, inter alia, “to provide support to and liaise with the Head of the Graduate Programmes Department in the Open Campus on matters related to postgraduate studies, such as admission of students both for taught and research programmes” (memorandum from the Principal, April 6, 2010).

12. The CCGSR is the campus-based arm of the University-wide School for Graduate Studies and Research (SGSR) which “is mandated to set the broad policy framework and to monitor the implementation of those policies aimed at fostering the development of ... research and graduate programmes” [http://www.uwi.edu/gradstudies/aboutus.aspx](http://www.uwi.edu/gradstudies/aboutus.aspx). In this context therefore, the CCGSR of the Open Campus is functioning in accordance with the objectives set for it as a part of the SGSR.

Support Systems for Online Delivery of Graduate Programmes

13. Several units/departments within the OC perform various functions in support of the delivery of the campus’ programmes and courses. The main ones are as follows:

14. The Registry, which comprises the following subsectors:
15. Recruitment, Admissions and Registration
16. Examinations and Graduation
17. Student Services and Support.

18. The Computing and Technology Services (CATS), which manages and maintains the technological infrastructure on which various online services are provided for both staff and students of the OC. These services include

19. The Open Campus Website, which is accessible via the Internet to the public using the URL [http://www.open.uwi.edu/](http://www.open.uwi.edu/). The Graduates Programmes Department page on that website may be accessed at [http://www.open.uwi.edu/graduate/home](http://www.open.uwi.edu/graduate/home)

20. The Open Campus Management Systems (OCMS) which provides services for both staff and students. It is password protected. All members of staff and students are provided with email addresses generated through the OCMS. The MyOC Student Portal is the section of the OCMS that is specifically designed to provide students services. See details of this portal below

21. The Learning Exchange, which is the name that the OC has given to the web-based application that it uses for teaching and learning. See details of the learning Exchange below.

22. The Online Library portal, which gives students and staff access to the online resources of the St. Augustine Campus Library.

23. Two units that also provide ongoing support are to be found in APAD itself. One is the Learning Support Services Unit that is responsible for building the sites for the individual courses in the Learning Exchange. The second is the Course Delivery Unit that monitors the course sites of the Learning Exchange to ensure that all are actively participating in the learning activities.

24. The local centre or site – there are 40 of these located in the 16 Caribbean countries that support the UWI.
The 3-Term System

25. The delivery of graduate programmes in the OC is based on a 3-term system, with each term (trimester) lasting 13 weeks. The three trimesters begin in January, May and September. There is a break of roughly two weeks between the January trimester and the May trimester and about 6 weeks between the May trimester and the one beginning in September. Further the academic year for graduate programmes begins in January.

26. Notwithstanding the above, graduate students should be aware that other programmes in the Open Campus, as in the rest of the University, are run on a semester (2 terms per year) system, to which is often added a summer term. From time to time, you will encounter the use of the semester system in documents and announcements. The following is therefore a rough equivalent between the two systems:

27. Semester 1 (September to December) = Trimester 3.

28. Semester 2 (January to April) = Trimester 1 (beginning of the graduate programmes academic year).

29. Summer (May to August) = Trimester 2

MYOC STUDENT PORTAL

30. The MyOC Student Portal, accessible through the URL[^1] [http://my.open.uwi.edu](http://my.open.uwi.edu), is the homepage for all students who have been admitted into the Open Campus. The portal is an area made up of

1. Various Sources of Assistance for Students.
2. Upcoming dates that should be noted.
3. Courses in which you are registered for the Trimester.
4. Link to Your Open Campus Email
5. General Announcements
6. Your Official Academic History with the OC.
7. Your Profile that OC has – Some of which can be edited by you.

[^1]: Uniform Resource Locator. It is also commonly referred to as the website address.
a number of panes containing relevant information for all students of the Open Campus. The front page of the portal is often referred to as the dashboard.

31. Students use MyOC to register for their courses, access the Learning Exchange, view their academic record and activate their email account. The University Regulations for Graduate Students may also be accessed here.

32. To log in to the student portal, you will enter the URL given above into the web browser and click on the relevant link to enter. You are now on the log-in page and you will see a window that asks for your username and password. After entering this information, you click on the link provided to enter the portal.

33. Admitted students accessing the portal for the first time must log in using your Student ID number that you would have received with your offer letter, as well as the default password, which is your date of birth in the YYYYMMDD format. You must change your password after logging in for the first time.

34. You must ensure that your changed log in information is kept securely and confidentially; you will use it each time you need to access the portal. It is important that you do not let anyone else have access to your personal log in information.

35. Following are the procedures for the main tasks undertaken in the MyOC Student Portal.

Your email account

36. All admitted students are provided with an official Open Campus email account which is accessed from the MyOC Student Portal.

37. After logging in to MyOC, you will see a small window at the top right corner of the page, with a ‘Welcome’ message. Click to open this Welcome message; in it you will find the relevant information for activating your email account.

38. Your email address is in the format firstname.lastname@my.open.uwi.edu.

39. You are expected to use your Open Campus email address for all official correspondence, that is, when you are corresponding with the staff in any of the various divisions and departments listed above or in the other arms of the University. You must also include your student ID number in all correspondence.

40. Please check your Open Campus email regularly for messages and updates.

Course Registration

41. Students register for the courses they will be pursuing during a particular trimester at the beginning of each trimester. Registration for a course constitutes registration for the examinations in that course. The initial steps for course registration are completed online in the Student Portal.

42. Following are the steps you must take for the online segment of your registration:
   • Click on the ‘Registration’ link.
   • Click on the ‘Add/drop courses’ tab to select your course.
   • Choose your courses one at a time by clicking the ‘add’ button next to the course.
   • You may drop previously selected courses by clicking the ‘drop’ button beside the course
43. After selecting all your courses for the semester, click the 'Fee Assessment' link to view and print your fee assessment invoice, this document will detail what you are required to pay at the bank identified on the bank voucher that was included in your package. (The bank voucher is also available at the site closest to you)

44. When you have completed the online aspect of the registration, you need to follow up with the following:
- Complete the bank voucher that you will collect from your local site.
- To make your registration and other fee payments, take the voucher together with the fee assessment invoice to the bank that the university has designated to receive such payments on its behalf. In most of the regional UWI-supporting countries, that bank is the First Caribbean International Bank (FCIB). In countries where there is no FCIB branch, please contact your site for the name of the designated bank in that particular country.
- Submit a copy of the payment receipt to your Site and retain a copy of all payment receipts for your own records.

45. Students are deemed to have registered for a course when their financial obligations to the university have been fulfilled. Students will not be allowed access to the Learning Exchange unless they produce evidence of having paid the registration fee for the courses they wish to pursue.

46. Registration fees do not include cost of computer and Internet access; lab and library fees; textbooks and other Open Campus fees.

47. In all cases students must ensure that they keep a record of all payments made.

48. See Financial Information on the Open Campus web site at www.open.uwi.edu for additional information on tuition and fees.

Additional Registration Information

49. Students are required to register by the end of the first week of each semester or summer of the programme.

50. Changes to registration are permitted up to the end of the third week of each semester and the end of the second week of summer classes, without charge. Students who fail to complete their registration at this time are liable for a late registration fee as specified.

51. Failure to register during the periods specified above may result in students being deemed to have withdrawn from the University.

THE LEARNING EXCHANGE (THE OC’S ONLINE CLASSROOM)

52. The Learning Exchange is the name that the OC has given to the open source online application, Moodle, which is used by educational institutions all over the world to create online teaching-learning spaces. Open source means that the application is not a commercial product and that it is available free of cost to users.

53. The Learning Exchange allows for asynchronous communication among participants in the teaching-learning experience. That means that participants can log in at any time to access course materials, to undertake learning activities, to contribute to a group discussion, to read a posting by another participant. The Moodle software, on which the Open Campus’ Learning Exchange is
built, allows for 24X7 access; students can study anytime and anywhere, once they have access to a computer and Internet connectivity.

Computer Requirements

54. The computer that you are using to undertake your studies in the Learning Exchange should meet or exceed the following requirements:
   - **Windows:**
     - Windows XP (32 bit) or Vista (32 or 64 bit)
     - Pentium III 1 GHz processor
     - 256 MB RAM
   - **Macintosh:**
     - Mac OS X 10.5
     - G4, G5 or Intel processor
     - 256 MB RAM

Gaining Access To The Learning Exchange

55. There are two routes for accessing the Learning Exchange. The first is via the MyOC Student Portal at [http://my.open.uwi.edu](http://my.open.uwi.edu). Once you have logged in and entered the portal, you will see the Learning Exchange link at the top of the dashboard.

56. The alternative route is through the URL [http://id.open.uwi.edu/auth/login](http://id.open.uwi.edu/auth/login). This takes you to a different log-in page where you must enter your username and password. This is the same username and password that you use for accessing your MyOC. You will continue to use this log-in information throughout your period of study, once you complete course registration at the beginning of each trimester and are eligible to gain access to the Learning Exchange.

57. Once you have logged in, you are taken to another page where you have the option of entering the Student Portal or the Learning Exchange. A click on ‘Learning Exchange’ takes you to the page that lists all the courses you are registered for in the current trimester. Another click on the name of a course takes you to the course page for that course.

58. The steps for entering the Learning Exchange are the same whatever the log-in route.

The Course Page

59. The course page provides you with all the tools that you will be using to access the resources and activities for studying the course online. The tools provided also allow you to interact with your fellow students and your group facilitator, and to receive announcements from your course coordinator.

60. You will observe that the page is divided into an upper portion and a lower portion. The upper portion is further subdivided into subsections that provide resources and information related to the course as a whole. The main subsections are Course Coordinator’s Welcome, Course Coordinator’s News and Announcements, Course Information, Course Resources, Course Assessment and Student and Group Facilitator Forum.

61. The lower portion, known as the Learning Forum, is also subdivided into subsections each of which makes available materials for the study of each of the modules. You will also note that the
period for the study of a given module is also specified. A screen shot of a typical course page in the Graduate Programmes Department is provided as Appendix 1.

62. Overall there are two kinds of tools on the course page: some that are used to provide access to the course materials and related resources for learning, and others that are used to present the activities that students would undertake to assist them in their learning and to interact with other participants. Each resource or activity is identified by a particular icon or symbol. Students must click on these icons to access the resources and to get information and instructions about the activities that they must carry out. It is therefore very important that you pay attention to the different icons to know which tool each stands for. For example, students must be able to distinguish between the icon for the discussion forum and the icon for the assignment.

63. Students must also pay attention to the labels, since these carry specific information about what the resource or activity is all about.

64. Having recognized the icon and read the label, you must take the first step to initiate your own learning. Stated simply, you must click on the link. If you do not click on the various links, then the entire online environment will be like a closed room, with you the student standing on the outside unable to get in.

Roles In The Online Classroom

65. Studying online is intended to facilitate active, interactive learning. Thus, students registered for a single course are organized into groups of 15 to 20. Each group is supported by a group facilitator and the delivery of the entire course is managed by the course coordinator. Both the course coordinator and the group facilitator are specialists in the field of study.

66. A programme coordinator of the Graduate Programmes Department is assigned to monitor the teaching learning exercise in order to ensure that it is being conducted in a manner that allows for meaningful learning on the part of the students. An overview of all four roles is provided below.

The Student

67. Students are expected to,
68. Study the course materials and other resources.
69. Undertake the assessment tasks and learning activities as part of their study of the course materials, both on their own initiative and as required by the group facilitator.
70. Participate in group discussions to examine the course content
71. Ask questions to clarify their own understanding as well as to highlight areas of interest related to the course content.
72. Interact with peers to share ideas, make comments and evaluate each other’s work
73. Pay close attention to and act on feedback received
74. Submit all assignments based on the schedule provided.

The Group Facilitator

75. The group facilitator is expected to,
76. Draw students’ attention to important aspects of the course material
77. Clarify difficult and/or complex areas of the course content, whether on the request of the students or based on the facilitator’s own assessment of the material.
78. Provide feedback on tasks undertaken by individual students as requested by them
79. Require students to undertake selected tasks and provide feedback on same.
80. Engage students in discussion on specific topics as well as generally about the content of the course.
81. Locate additional resources as appropriate.
82. Grade all assignments submitted by students within the time frame set in the schedule provided
83. Respond to all student queries, redirecting any that need to be addressed elsewhere.
84. Monitor the progress of each student in the group.

**The Course Coordinator**

85. The course coordinator is expected to,
86. Provide overall management of the teaching-learning activities of the course.
87. Source and/or develop complementary materials for the delivery of the course.
88. Prepare learning activities and assignments to facilitate the assessment of learners.
89. Communicate at regular intervals with all students using the course coordinator’ news and announcements forum.
90. Support and provide guidance to the Group Facilitators in the conduct of their own duties.

**The Programme Coordinator**

91. The programme coordinator is expected to
92. Provide oversight for the efficient delivery of all assigned programmes.
93. Develop and implement quality assurance procedures to ensure that the highest possible standards are maintained in programme delivery.

**WEB-CONFERENCING (Elluminate Live!)**

94. As stated earlier, the Learning Exchange allows for asynchronous teaching and learning. However the Open Campus also provides computer-based synchronous communication, using the software Elluminate. Synchronous communication means that all participants must make themselves available at a particular time for the communicative event. However, they will each participate from their respective computers. Web-conferencing also takes place via the Internet.
95. From time to time, you will be required to participate in web-conferences organized by your course coordinators and/or group facilitators.

**What You Should Do Prior To Attending An Elluminate Session**

96. Ensure your computer meets the minimum system requirements recommended for running an Elluminate Live! session on your computer (see specifications given above for accessing the Learning Exchange).
97. Download and install the Java Runtime Environment, which is required to launch an Elluminate Live! session. Elluminate automatically downloads the Java plug-in when you click on the link to join the session.

98. If your computer security settings block downloads, you should allow the download of Java when prompted.

99. Ensure that your computer is connected to the Internet and has a stable connection.

100. Ensure that you have the proper permissions to save files to your computer

101. If you are a first time user, you should view the participant’s orientation training at:


Preparing for the Elluminate Session

103. When you are required to participate in an Elluminate session, an Elluminate administrator will send you an email that includes the link that you should click on to enter the session.

104. When starting an Elluminate Live! session, you should ensure that your computer is able to support the needs of the collaboration environment.

105. For all users, we strongly recommend that you use a headset (or at least headphones) rather than the built-in speakers on your computer. This will eliminate potential echoing and feedback and improve your audio experience.

THE POSTGRADUATE PROGRAMMES

106. The programmes offered by the Graduate Programmes Department are as follows

- Masters in Adult and Continuing Education (MACE)
- M. Ed in Literacy Instruction
- Postgraduate Diploma in Literacy Instruction
- Postgraduate Diploma in Instructional Design

The Masters In Adult And Continuing Education

107. A 36-Credit Programme Comprising Seven 3-credit core courses, three 3-credit electives and a research paper worth six credits. Core Courses (7 Courses /21 Credits)

- EDAE6050 History and Philosophy of Adult Education
- EDAE6051 Adult Development and Learning
- EDAE6052 Adult Learning Principles and their application to Programme Planning
- EDAE6053 Adult Education & Continuing Education in a socio-cultural and political context
- EDAE6054 Research and Evaluation in Adult & Continuing Education
- EDAE6055 Professional Seminar: Issues and Trends in Adult and Continuing Education
- EDAE6056 Introduction to Distance Education
- EDAE6065 Research Paper

Elective Courses (9 Credits)

- Students are required to choose three (3) elective courses from the following:
- EDAE6070 Theory and Practice of Advising Adult Learners (3 credits)
• EDAE6071  Policy Studies in Adult & Continuing Education (3 credits)
• EDAE6072  Educational Management and Administration in Adult Education & Continuing Education (3 credits)
• EDAE6073  Language and Literacy (3 credits)
• EDAE6074  Course Design and Development in Distance Education. (3 credits)
• EDAE6075  Research and Evaluation in Distance Education. (3 credits)

The Postgraduate Diploma in Literacy Instruction
108. A 20-credit programme comprising five 4-credit courses. It is designed for eleven (11) months of study.
• EDLS6501  Foundations of Literacy Instruction
• EDLS6502  Best Practices in Literacy Instruction
• EDLS6503  The Literacy Curriculum
• EDLS6504  Literacy Assessment
• EDLS6505  Literacy Materials Design

The M.Ed. in Literacy Instruction
109. A 36-credit programme comprising seven 4-credit courses, and an 8-credit research paper. It is designed for eighteen (18) months of study.
• EDLS6501  Foundations of Literacy Instruction
• EDLS6502  Best Practices in Literacy Instruction
• EDLS6503  The Literacy Curriculum
• EDLS6504  Literacy Assessment
• EDLS6505  Literacy Materials Design
• EDLS6506  Leadership in Literacy Instruction
• EDLS6507  Research Methods
• EDLS6520  Research Paper (Part 1)
• EDLS6520  Research Paper (Part 2)

The Postgraduate Diploma In Instructional Design
110. A one-year, 20-credit programme comprising 6 courses:
• EDID6501  Learning Theory and Instructional Theory (4 Credits)
• EDID6502  Analyzing Human Performance (3 Credits)
• EDID6503  Instructional Design Theories, Models and Strategies (4 credits)
• EDID6504  Programme Evaluation and Course Assessment Methods (3 Credits)
• EDID6505  Systems Approach to Designing Instructional Materials (3 Credits)
• EDID6506  Trends, Issues, Innovations and Research in Instructional Design, Instructional Technology and Distance Education (3 credits)
PROGRAMME DELIVERY

111. This section outlines the programme delivery mode and schedule.

Programme Delivery Mode

112. All postgraduate programmes of the Open Campus are offered fully online. In the context of the Open Campus a fully online programme entails the following:
113. All students are registered in the MyOC Student Portal.
114. All materials provided by the Open Campus for the study of the programme are made available online through the Open Campus’ learning management system, The Learning Exchange.
115. All teaching-learning activities are conducted in the Learning Exchange.
116. All assessment-related activities are conducted in the Learning Exchange.
117. In instances where students are required to engage in course-related activity off-line in the real-world environment, all output from such activity, in whatever format, must be submitted through the Learning Exchange.

Programme Delivery Schedule for 2011

118. Cohort I

Master of Education/Post Graduate Diploma in Literacy Instruction

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<th>Year</th>
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MACE – Masters in Adult and Continuing Education

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119. Cohort II

**Diploma in Instructional Design**

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<th>Year</th>
<th>Trimester</th>
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<tr>
<td>EDID6501</td>
<td>Learning Theory and Instructional Theory</td>
<td>2011</td>
<td>1</td>
<td>January</td>
<td>April</td>
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<tr>
<td>EDID6503</td>
<td>Instructional Design Theories, Models and Strategies</td>
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<tr>
<td>EDID6505</td>
<td>Systems Approach to Designing Instructional Materials</td>
<td></td>
<td>2</td>
<td>May</td>
<td>July</td>
</tr>
<tr>
<td>EDID6504</td>
<td>Programme Evaluation and Course Assessment Methods</td>
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<tr>
<td>EDID6502</td>
<td>Analysing Human Performance</td>
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<tr>
<td>EDID6506</td>
<td>Issues, trends, Innovations and Research in Instructional Design, Instructional Technology and Distance Education</td>
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<td>3</td>
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**Master of Education in Literacy Instruction**

<table>
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<th>Trimester</th>
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<tr>
<td>EDLS6501</td>
<td>Foundations of Literacy Instruction</td>
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<td>1</td>
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<td>EDLS6502</td>
<td>Best Practice in Literacy Instruction</td>
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<td>EDLS6505</td>
<td>Literacy Material Design</td>
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**MACE – Masters in Adult and Continuing Education**

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<td>EDAE6050</td>
<td>History &amp; Philosophy of Adult Education</td>
<td>2011</td>
<td>1</td>
<td>January</td>
<td>April</td>
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<tr>
<td>EDAE6051</td>
<td>Adult Development &amp; Learning</td>
<td></td>
<td>2</td>
<td>May</td>
<td>July</td>
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<tr>
<td>EDAE6052</td>
<td>Adult Learning Principles &amp; their Application to Programme Planning</td>
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<tr>
<td>EDAE6056</td>
<td>Introduction to Distance Education</td>
<td></td>
<td>3</td>
<td>September</td>
<td>December</td>
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<td>EDAE6073</td>
<td>Language and Literacy</td>
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<td>EDAE6077</td>
<td>Technical, Vocational &amp; Occupational Education</td>
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</table>
120. **Course Structure**

121. Each graduate course is divided into modules, with each module covering a particular aspect of the overall course content. A course consists of 4 or 6 modules; a module in the 4-module course is subdivided into 3 units and that of a 6-module course, into 2 units. There are therefore 12 units in each course. One unit is designed as one week’s work.

122. Each unit is further subdivided into two or three sessions. In addition to the core teaching material, each session also includes the following:

123. Selected readings drawn from other sources to support and/or enhance the teaching text

124. Self assessment questions, in the form of session reviews and reading reviews, that students are expected to work through on their own in support of their own learning.

125. In some courses there is also a learning activity in the Unit as a whole. Additional resources may also be included in a unit as supplementary material.

**Course Materials**

126. The materials developed by the Graduate Programmes Department (GPD) to support the study of each course are made available to students electronically and it is the responsibility of each student to ensure that the materials are accessible in a format that allows for focused and deep study of the course content.

127. Students’ ability to undertake the self assessment questions as well as the formal course assessment (see section that follows) depends in large measure on the depth and breadth of their study of the course materials and accompanying resources. It is therefore extremely important that students take steps to have their course materials in a format that allows for the type of study required.

128. Students may also find it useful to keep a notebook, whether electronically or in a hard format, to record their own points of interest, reflections, observations, areas for query etc as they are studying. Such notes can serve as the information pool that they would draw on to undertake the session reviews and reading reviews referred to under **Course Structure**.

129. By extension, the session reviews and reading reviews can be drawn on to support performance in the formal course assessment.

**Course Assessment**

130. All graduate courses are assessed through in-course assessment; apart from exceptional cases, there will be no final examinations.

131. Typically, assessment comprises three in-course assignments, worth a total of 70%, and evidence of each student’s online participation, worth 30%. Normally all assessment is completed online; in instances where an assessment exercise involves off-line activity, it must be documented in a way that allows it to be recorded in the *Learning Exchange*.

132. The distribution of scores is as follows:

   Assignment 1 = 15% or 20 % [as decided by the course coordinator]

   Assignment 2 = 15% or 20 %
Assignment 3 = 40% or 30%
Participation = 30%

133. Evidence of online participation and submission of all three course assignments is required.

134. The pass mark is 50%. For the purpose of the overall examination of a course, the individual assessment items are re-configured as follows:
Component A - Assignment 1 and Assignment 2.
Component B – Assignment 3
Component C - Participation

135. To pass the course a student must:
Obtain 50% or above as the average of Assignment 1 and Assignment 2 (Component A)
Obtain 50% or above for Assignment 3 (Component B)
Obtain 50% or above for Participation (Component C)

Course Assignments

136. Details of each course assignment, with assignment instructions including a rubric, will be released before the due date of submission of that assignment. Details of Assignment 1 and Assignment 2 will be released three weeks before the due date of submission. Details of Assignment 3 will be released four weeks before the due date of submission.

137. Dates that the assignments are released, due and graded are provided in the detailed course schedule, which is posted in the Course Assessment section of the course page.

138. Late submissions are not normally permitted. However, if for any reason a student is unable to hand in an assignment or other form of assessment on the due date, he/she must let the group facilitator know at least one week before the due date of the assignment.

139. Requests for late submission because of sickness, death or major crisis must be supported by documented evidence. The relevant documents should be scanned and e-mailed to the Group Facilitator, and both the scanned copy and the hard copy should be sent to the Graduate Programmes Department. The course coordinator, in consultation with the group facilitator makes the decision about deferring the submission date and informs the Graduate Programmes Department accordingly.

140. If a student’s schedule does not permit submission on the due date, late submissions may be accepted, for up to one week after the submission date and time. However, this practice is to be avoided since it will prove detrimental to a student’s overall performance. A penalty of 10% of the grade awarded will be deducted for each day the submission is late. Also, grades and feedback for assignments submitted late will be made available at the end of the course, not on the scheduled date.

Graded Participation Activities

141. Students are expected to be active learners throughout the entire course. Participation in discussions online is required because this is where students interact with their Group Facilitators who will guide student learning, and with their peers to share their experience.
142. Two aspects of that ongoing activity are graded: one is the contributions students make to the discussion of topics based on the course content and the other is the completion of two short learning activities, typically submitted on the online text activity tool.

143. The discussion topics are provided by the group facilitator. Guidelines for participating in the online discussions are provided as Appendix 2.

144. The two online text activities are developed by the Course Coordinator and are usually based on content drawn from the first two modules. The course coordinator also provides the guidelines for these two activities.

145. Graded participation is worth 30 marks, distributed as follows:

146. Contributions to discussions on aspects of the course content

147. For a 4-module course, at least three good quality contributions per module for a possible total score of 20 over the whole course;

148. For a 6-module course, at least two good quality contributions per module for a possible total score of 18 over the whole course.

149. Responses to 2 online text questions, for a 4-module course, a total score of 10; and for a 6-module course, a total score of 12.

Procedures on Second Chance to Pass a Course

150. In cases where a student fails to meet the required grade in any component, the student would be considered as having failed the course and the following shall apply in order for the student to pass:

151. A student who obtains less than 50% for either Assignment 1 or Assignment 2 of Component A will be required to re-submit that assignment.

152. A student who obtains less than 50% for Assignment 1 and less than 50% for Assignment 2 of Component A will be required to re-submit both assignments.

153. A student who obtains less that 50% for Component B will be required to re-submit Component B.

154. With respect to Components A and B, note that different assignment questions will be developed for the re-sit.

155. A student who obtains less than 50% for Component C will be required to attend an oral examination at a time and place determined by the Graduate Programmes Department.

156. A student who obtains less than 50% in any two components will be required to re-register and re-do the entire course.

157. A special examination fee must be paid when a student is required to do a re-sit.

158. A student who fails more than two courses or fails the same course more than once will normally be required to withdraw from the programme.

Discussion or Re-Mark

159. In the case of a discussion, which is reserved for students who failed an assignment, the student is given the opportunity to go through their failed assignment with the Course Coordinator.
If a student is dissatisfied with a final grade, an application in writing should be made to the Assistant Registrar, Exams, for a **re-mark**. The student pays a fee which varies depending on location:

- TT$375.00 for Trinidad,
- BDS$125.00 for Barbados and the Eastern and Northern Caribbean and
- JA$2000.00 for Jamaica) to have a new examiner appointed and the work remarked. *(UWI Regulation 144).*

160. If re-marking of a script under Regulation 144 results in a higher mark than that previously recorded, the fee shall be refunded provided that the increased mark results in a change of grade. **The mark given after re-marking is the final mark, even if it is a mark downwards.**

161. Where a re-marking is requested, the Assistant Registrar (Examinations) shall request the Head of the Department concerned or, in his/her absence the Director, APAD, to select a new and Independent Examiner.

162. Where the Head of the Department is an Examiner, the selection shall be made by the Director, APAD.

163. No later than 10 days after receiving the script(s), the new examiner shall return the re-marked script(s) with a written report and where applicable, signed mark-sheet/grade-sheet to the Assistant Registrar, Exams.

**Official Release of Examination results**

164. While students will receive grades to the various in-course assessments as they are posted in the Learning Exchange according to the dates set out in the course schedule, these grades will be unofficial.

165. The results will be official after they have been reviewed and approved by the Board of Examiners.

166. The approved grades will then be entered in the academic record of each student in the MyOC Student Portal.

**Plagiarism**

167. According to the Policy on Student Plagiarism, formulated by the School of Graduate Studies and Research of the UWI, plagiarism is the unacknowledged use of the words, ideas or creations of another. The Policy Statement then proceeds to identify the main categories of unacknowledged use, namely:

- Unacknowledged quotation
- Unattributed borrowing
- Cosmetic paraphrasing
- Wrongly attributed borrowing.

168. The entire Policy Statement is available at [http://open.uwi.edu/qau/plagiarism](http://open.uwi.edu/qau/plagiarism) and all students are expected to read it carefully. The procedures for dealing with plagiarism laid out in that statement are applicable to all submissions for assessment in the graduate programmes of the UWI Open Campus.
In order to avoid the penalties for this offence, you are strongly advised to check your work before submission. This should be done as you do your own personal review of the activity/assignment. In addition, you are encouraged to make use of the Turnitin software that checks your work electronically. This tool is available on every course page.

The document included as Appendix 3 should assist you in getting a better understanding of plagiarism.

**SUPERVISION OF RESEARCH**

Each taught masters’ programme includes a research project/study that students are required to undertake.

A supervisor is assigned to each student; he/she will monitor the student’s progress in the research exercise and provide guidance as needed.

Both student and supervisor will be provided with a manual outlining what each is expected to do and what expectations each can have of the other.

The manual sets an upper and lower limit of the number of meetings that should take place between the supervisor and student. It also provides guidelines on the conduct of those meetings.

These meetings will take place either face-to-face or via web-conferencing.

Students will also be expected to produce specific outputs at specific intervals during the research process and can expect to receive detailed feedback from the supervisor on such output within the period of time set in the manual.

Students will be expected to present aspects of their work at seminars based on guidelines provided in the manual. These seminars will be held via web conferencing.

Students will submit their research project/study for examination according to University regulations.

**REGISTRY SERVICES**

Course registration is a very important part of the work that the Registry does on behalf of students of the Open Campus and we have already outlined the procedures for this operation in the section on MyOC Student Portal. However there are other services that the Registry undertakes on behalf of you the student. These are presented below:

**Student Identification Number**

On admission, students are allocated a UWI student ID number unless a UWI ID number was previously assigned. If students have a previously assigned number from the UWI, this number MUST be used.

Your student ID number is to be used on:
- All written (and email) correspondence with the Open Campus
- All submitted coursework assignments
Student Identification Cards

182. All registered students are required to have a valid UWI Student Identification card. In the interest of security, students must carry their Student ID card on University premises and display their ID card to any member of staff or Security Personnel on request.

183. Students must present their ID cards in order to access services provided by the Open Campus and to write examinations.

184. New students must complete and submit the Identification Card Form to their Site for processing by the Registry. ID cards will be sent directly to the Site for distribution. Lost ID cards are to be reported promptly to your Site. For the cost of issuing a replacement card, see Financial Information on the Open Campus web site at www.open.uwi.edu.

Leave of Absence

185. A Leave of Absence (LOA) is granted to students who are registered students of the University. Students who, for good reasons, wish to take a leave of absence from studies must have spent at least one year at the University before being eligible for a LOA, except in extenuating circumstances.

186. To apply for a LOA, students MUST complete and submit a written request on the Leave of Absence Form to the Assistant Registrar Admissions (marlene.saunders-sobers@dec.uwi.edu), copied to the Graduate Programmes Department (graduate.programmes@open.uwi.edu), detailing the reasons for the application.

187. Applications for leave of absence must be submitted by the end of the third week of the relevant semester or the second week of the summer session. Leave of absence will normally be granted for an academic year.

188. The decision on Leave of Absence is taken by the Head, Graduate Programmes Department in consultation with the relevant Programme Coordinator as well as the Assistant Registrar Admissions.

Voluntary Withdrawal

189. Students who find it necessary to withdraw from the UWI must apply in writing to the Academic Board, through the Assistant Registrar Admissions, using the withdrawal form available at their Open Campus site or on the student ‘MyOC’ web site. This is to be forwarded to the Assistant Registrar’s (XXXXX) office. This should be forwarded no later than four (4) months after the beginning of the current academic year of registration.

190. Students cannot/do not withdraw from the UWI through discussion with an Open Campus staff member, or with the Head of Centre or Site Coordinator, or by ceasing to complete assignments and/or attending tutorials and teleconferences. Students MUST apply in writing using the form prescribed for that purpose.

191. Any student who has opted to not register for two consecutive semesters, excluding students granted a Leave of Absence by the institution, are deemed to have voluntarily withdrawn themselves from the UWI.
Required Withdrawal

192. A student who fails more than two courses or fails the same course more than once will normally be required to withdraw from the programme.

Re-Entry To The University

Re-entry after a Leave of Absence

193. Students who are on approved leave of absence from UWI are eligible to return and reregister at the end of the leave period without reapplying for admission.

Re-entry after Voluntary or Required Withdrawal

194. Students required to withdraw from the University may apply for re-admission to the University after at least one year has elapsed since their withdrawal. These students, who wish to resume studying, must re-apply during the normal Admissions period using the Open Campus on-line application.

Transfer to Another Programme/Site/Campus

Transfers to another Programme or Site

195. Students who wish to transfer to another programme or site within the Open Campus must complete the Programme or Site Transfer Form and submit same to the Registry, copied to the Graduate Programmes Department, at least four (4) months before the proposed academic year of transfer.

196. For programme transfers, the Graduate Programmes Department must approve such transfers. Site Transfers are approved by the Registry of Student Services.

Transfers to another Campus

197. Students who wish to transfer to another Campus, or transfer from another campus into the Open Campus must complete the Transfer Request Form and submit same to the Registry, copied to the Graduate Programmes Department six (6) months before the proposed academic year of transfer, for the Faculties of Law and Medical Sciences, and four (4) months before the proposed academic year of transfer for all other Faculties. Both the Academic Programming and Delivery Division or the Faculty of your current registration and the Admissions section of the Registry must approve the transfer.

198. Students wishing to transfer from other Campuses into the Open Campus will need to check with their Campus of Registration (Cave Hill, Mona or St. Augustine) and follow the transfer procedure of that Campus. Please note that the deadline dates for transfers are the same for all Campuses and students MUST adhere to these.

199. Approval of transfers is not automatic.
FINANCIAL INFORMATION

The following information was provided by the Finance Office and applies to all students of the Open Campus:

200. Students are required to pay tuition fees relevant to your programme and administrative and compulsory fees in accordance with the regulations. Tuition fees are paid by semester, at the time of registration.

201. All fees must be paid by the end of the third week of semester classes and the second week of summer classes. Students who do not comply with payment deadlines will be de-registered and given Leave of Absence for the semester.

202. All course and programme fees are subject to change from time to time as mandated by The University of the West Indies.

Tuition Fees

203. Tuition fees cover tuition and examination costs, the costs of material, teleconferences and tutorials (as appropriate).

204. The tuition fees for repeating a course are the same as for a first attempt.

205. To view the fees for all programmes, please visit the Open Campus web site at http://www.open.uwi.edu/graduate/financial-information.

Administrative and Other Fees

206. In addition to tuition fees, there are Administrative fees, and Compulsory Fees such as ID card, Guild Fees, Lab Fees and others; the details of which can be obtained from your local site.

207. Refund Policy for Tuition Fees

208. Students are only eligible for a refund if they are in good financial standing with the University

209. Students are eligible for a refund of a portion of tuition costs if they withdraw from the University or request Leave of Absence in writing before the end of the third week of semester classes or the second week of summer classes

210. Students may be eligible for a refund of a portion of tuition costs if they change their registration by dropping a course before the end of the third week of semester classes or the second week of summer classes

211. Tuition and fees are neither refundable nor transferable after the end of the third week of semester classes and the second week of summer classes.

212. Refund of tuition is pro-rated as follows:

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<th>TRIMESTER III</th>
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<td>Before the end of week 1</td>
<td>100% refund</td>
<td>Before the end of week 1</td>
</tr>
<tr>
<td>Before the end of week 2</td>
<td>75% refund</td>
<td>Before the end of week 2</td>
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<tr>
<td>Before the end of week 3</td>
<td>50% refund</td>
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213. Students must submit a request for the refund in writing, on the appropriate form to their Site of registration together with:
a. a copy of the payment receipt
b. a copy of the final fee assessment
c. the relevant approval from the Registry, if applicable (e.g. Leave of Absence, Withdrawal)

214. Incomplete forms or forms submitted without the required supporting documents will not be processed.

215. Refunds will only be processed after the end of the registration period each Trimester.

216. Please see the General Regulations for additional information on the refund policy and procedure.

Fee Assessment

217. Students registering online can print their fee assessment invoice for each trimester which details their financial obligations after registration. Students who are registered in local programmes receive their fee assessment from their Site.

Financial Standing

218. In good financial standing means that all debts owed by the student to the University are fully paid or satisfactory arrangements for their payment to the University have been made.

219. Only students in good financial standing will be registered for courses or programmes of the University and will be eligible for refunds, in keeping with the refund policy.

220. Please note that failure to pay fees by the specified deadline will result in de-registration and penalties will be incurred. The following actions will be taken for students who are not in good financial standing with the University:

1. Placing a financial hold on the student record
2. Debarment from future registration in any course or programme of the University until all debts have been settled
3. Withholding of examination results and results of other assessments
4. Denial of academic and administrative services
5. Denial of transcripts, certificates and other records of status
6. Denial of access to the University’s systems and facilities

Financial Assistance

221. Students who require assistance to finance their programme of study at the University are encouraged to discuss their financial situation with their Site administration, as early as possible, to identify available options.

222. To view information on available scholarships and bursaries, please visit the Open Campus web site at http://www.open.uwi.edu/undergraduate/financial-aid.

Student Payment Plan

223. The Open Campus is very sympathetic to possible negative effects on our students and so we will do as much as we can to mitigate the hardship on students.
224. Our Payment Plan Agreements provide short-term financial assistance to cover tuition fees only and are approved for one semester at a time. Payment Plan Agreements are not available for the Summer Session.

225. It is not intended that Payment Plan Agreements should be the normal way in which students finance their entire programme. Such agreements are to be made at the discretion of the local Head of the Open Campus Country Site and are used judiciously to assist students who are having specific financial difficulties. Students on a payment plan must ensure that the relevant agreement form available from their Site has been signed by both parties.

226. Please make an appointment to speak with the Head, Site Coordinator or the Programme Officer at your local Open Campus site. They will advise you on the steps you need to take to make a payment plan agreement with the Open Campus.

227. For more information on Student Payment Plans please visit the web site at http://www.open.uwi.edu/undergraduate/student-payment-plan

**Government Assistance for Tuition Expenses (GATE)**

228. Under the Government Assistance for Tuition Expenses (GATE) programme, pursuing programmes at postgraduate level will be eligible for grants to cover 50% of tuition costs. **Note that this facility applies to students of Trinidad and Tobago ONLY.**

229. For more information on the GATE programme requirements and how to apply, visit http://www.stte.gov.tt
Appendices
APPENDIX I

Course Page Layout
APPENDIX II

Some Guidelines For Participating In The Group Discussion

Some General Opening Remarks

230. This is an asynchronous discussion, meaning that all contributions to the discussion remain permanently in the forum. So whenever you log on, you will see what the other members of the group have said about the topic.

231. Note that in this context, the word ‘discussion’ means ‘conversation’: it is as if you are having an ongoing oral exchange of ideas and views with your peers. So your approach should be more informal, as if you are talking; not formal, as if you are writing an essay.

Preparing To Contribute

232. Study the discussion topic set by your group facilitator carefully.

233. Think about what you would like to say in relation to that topic.

234. As you engage in #2, zero in on some aspect of the topic that is of particular interest to you or which you think you need to be highlighted.

235. Make some brief private notes. Do not post yet.

236. Think about those preliminary ideas for a few hours before you post your contribution. This should help you to sharpen and even enhance your thinking on the topic or issue.

237. Make adjustments to your initial notes.

238. In the event that you will be the first contributor, prepare a ‘lead-in’ (opening comment) of no more than 2 sentences that says something about the topic as a whole, for example, its significance in some broader context; your special interest in and/or concerns about it, a particular situation that it reminds you of etc. etc.

Just Before Posting

239. Look at the topic again. If you are making the first post in response to the topic, see Item # 7 above.

240. If you are continuing the thread, look at the preceding posting(s) and identify some part of it that you will use as a ‘hook’ that you will use to transition from the preceding posting(s) to yours.

241. Your transition may be one sentence long but no more than 2 sentences. Whatever the length, it should contain something substantial from the preceding post(s) that does one or other of the following:
   a. Agrees/disagrees with the contribution, on the grounds that .....  
   b. Acknowledges the value and/or importance of the post because ....
   c. Seeks additional information about something you genuinely do not know
   d. Shows excitement about the views expressed in the contribution, because ....
   e. Any other.

The Posting

242. Your contribution to the discussion must meet the following criteria
   a. It must be about 8 – 12 sentences long.
b. It must include a clear transition segment or introductory remark.

c. It must be based on a well-selected item of relevance drawn from the initial topic or question.

d. The contribution itself must demonstrate clarity of understanding and a clear attempt at making a meaningful statement. Specifically, it must

   i. Be relevant to the topic set

   ii. Show a connection between the sub-topic on which the contribution is based and the overall discussion topic.

   iii. Make a meaningful statement that combines (a) appropriate use of content drawn from the course material and/or related literature (b) relevant information from a specific real-world context (c) your own perspective, concerns etc.

   iv. Tend more toward the analytical and evaluative rather than simply descriptive (describing things as they are) or prescriptive (telling people what to do).

   v. Present the content of 11d (iii) as a well-integrated whole that flows from beginning to end in a well-sequenced, logical manner.

   vi. Use a style of language that is appropriate for this form of communication: it should be informal and conversational, using standard English language, more or less similar to what one would use in ‘live’ group discussion.

   vii. Avoid loose, casual language; also avoid the more formal language usually associated with essay-writing.

243. Use the names of your colleagues: that will help to build camaraderie.

244. Be careful about off-the-cuff remarks in this environment where you are not seeing your colleagues and they are not seeing you. Such remarks may have unintended harmful effects.

245. Overall, the entire discussion should be lively and thought-provoking and your posting should make a meaningful contribution to that.

A Final Comment

246. Your group facilitator may vary the standard approach to conducting the discussion that I have described above. However, what ever the approach taken, the basic guidelines given above will apply.

Graduate Programmes Department
APPENDIX III

Plagiarism

Introduction

247. At The University of the West Indies all forms of cheating, including plagiarism, are forbidden. Plagiarism has very serious consequences, such as failing to obtain your qualification or being stripped of your qualification. It will always result in the loss of professional respect.

248. Open Campus Course Coordinators and e-Tutors are very familiar with the texts and other information sources that their students use, and they can match student submissions against course materials, relevant texts, and Internet sources. You should never be tempted to 'cut and paste' information found in your Internet searches or elsewhere, under the mistaken impression that this will not be identified.

Integrity Guidelines

249. Academic honesty requires that you never use another person's work as if it were your own. A clear-cut example of such dishonesty, which we would all recognize as unethical, would be to ask someone else to write a project report with the intention of submitting it under your own name. Equally dishonest is the plagiarism of the words or ideas of others that we find as we conduct our research and wish to include in our own academic submissions. This is an area that can be a minefield unless you understand the implications of plagiarism, how to review the work of others in your own words and how to cite your sources properly.

Plagiarism

250. Plagiarism is taking someone else's words or ideas, or paraphrasing someone else's words, and presenting them as your own without authorization or acknowledgement of the source of the information. This practice is not only highly unethical, it also undermines your own professional ability and standards.

251. You must also be very careful when citing material that you have written for a previous assignment.

252. Taking someone else's words or ideas and presenting them as your own

253. To deliberately use someone else's words and pass them off as your own is clearly cheating.

254. A slightly different, but still serious, problem sometimes arises for inexperienced writers who may inadvertently use another writer's words. After reading through a great deal of material on a particular subject certain words or phrases sometimes 'resurface' when a review of the subject is written. Practice and skilled note-taking will help to avoid such a mistake.

255. Take careful notes. Make sure you keep all the details about any book, article, web site or other source of information you refer to, so that you can direct your reader to that source when

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3 Source: Adapted from material prepared for the Master's in Regulation and Policy (Telecommunications) Programme, UWI.
necessary. If, when writing notes, you are writing down the text exactly as it occurs in the book or article you are reading make sure these words are clearly identifiable as extracts when you go back to your notes.

256. When you write up the information you have gathered you should put it in your own words. (You can practice this by reading particular sections of an information source and summarizing them in your own way.) Even when you have put the information in your own words you must give a citation and a reference to acknowledge the source of your information and to direct your reader to the source if they wish to check or follow up on a particular point.

257. Occasionally, but it should only be occasionally, you may want to quote another’s work directly. Perhaps you want to give a particular definition of a term or you really don’t think you can express an idea more lucidly than your source. In that case, you must put the exact words taken from your source in quotation marks, or, for long quotes, clearly format the quote as an indented extract, with a proper citation and reference given in both cases.

258. Always check over your own finished work to see if any of it sounds familiar. Did you read that particular phrase or sentence somewhere else? If in doubt, always take the time to go back to your notes or texts and check - then give the proper citation if necessary.

259. For more information on citing information sources correctly, see the section below on citations and references.

Paraphrasing Someone Else's Words

260. Paraphrasing means using someone else's words with only minor alterations. Experience and practice can help you avoid this error.

261. Consider this example, taken from an Open Campus course (FOUN1101 Caribbean Civilisation, Unit 9) The original course material states:

262. In the towns females nearly always outnumbered males. Enslaved people here were usually domestic workers for their owners, or hired to other urban families. Their jobs included those of wet nurses, nannies, cooks, hucksters and washers. A significant number were also often forced to work as prostitutes.

263. An example of a paraphrased version is:

   In towns women nearly always outnumbered men. Slaves here were often domestic workers, or were hired to other families. The jobs that they had to do included wet nurse, nanny, cook, huckster and washer. Many were also made to work as prostitutes.

   It is unacceptable to use this paraphrased version for two reasons: the words have only been altered slightly and no acknowledgement of the source of the information has been given.

264. An example of a more acceptable approach is:

   Campbell (2004, p.185) points out that more enslaved women than men lived in towns. They had to work at a variety of tasks, including domestic work, child-minding, cooking, and even prostitution.

   You are expected to consider the meaning of what you have read and express it in your own way, giving due credit to original sources.
Re-Using Your Own Work

265. You cannot re-submit work you have completed for one assignment for a subsequent assignment. The Open Campus cannot assign another grade for work that has been previously assessed. If the assignment is similar, you may need to re-use your ideas and the points you made previously, but you should take the time to reflect on them and write them up in a different way.

266. If you do use a very brief section from your previous assignment verbatim, you must treat it as an identified quotation with a citation, and you must include the assignment as an unpublished work in your reference list.

Other Considerations

267. Even when your sources are referenced properly, you must not use very long quotes or extracts, nor should you use too many direct quotes; your work must be in your own words.

268. The only exception to referencing an information source occurs when you are stating a universally accepted fact, for example, “Dominica is a Caribbean country”. If in any doubt, it is better to include the reference for your source of information rather than omit it.

Information On Citations And References

269. There are many different referencing styles, which show you how to cite your source of information in the text, and the style you should use to compile your reference list at the end of your document. At The University of the West Indies, different disciplines use different referencing styles, as follows:
   - Chicago Manual of Style (CMS): Agriculture and Life Sciences; Engineering; Social Sciences
   - Modern Language Association (MLA): Humanities
   - American Psychologists Association: School of Education
   - Vancouver System: Medical Sciences

270. Your Course Coordinator and e-Tutor can advise you on which style you should use for your assignments.

271. The Main Library at UWI, St Augustine provides an introduction to The Internet as a Research Tool in the following tutorial:
   - The following links to websites with more information on the styles used at UWI for citations and referencing – http://www.mainlib.uwi.tt/findinfo/index.htm