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Welcome to the VTDI Distance Education

Before you get started, we invite you to get to know about the vision, mission, values, and purpose of the VTDI’s Distance Education.

**Vision**

A technical vocational education & training tertiary institution preparing individuals to be productive citizens contributing to social and economic development.

**Mission**

The Vocational Training Development Institute (VTDI), is committed to providing quality tertiary education and training, equipping graduates to international standards through outcomes based, creative and innovative teaching, guided by professionalism, integrity and teamwork.
Statement of Purpose

VTDI’s Distance Education is building community and building success by:

✓ Providing equitable access to education;
✓ Transcending time and place barriers to education;
✓ Enhancing the learning experience of students in traditional face-to-face classes;
✓ Facilitating life long learning
✓ Encouraging immediate workplace application of new concepts and ideas
✓ Cooperating with educational institutions, industry, professional organizations and government to provide credit, non-credit, and professional development programs, courses, workshops, seminars and conferences.

Introduction

The Vocational Training Development Institute (VTDI) has been involved in Distance Education for several years. This mode of training has been introduced on various sites/satellites. To date, there are two main locations through which the VTDI facilitates distance learning; namely, Mandeville and Montego Bay.

VTDI facilitates instructional delivery through techniques and methodologies that do not require regular attendance to a physical classroom at the main or off site campus. For example, some classes may require that you “log in” from somewhere in cyberspace at a specific time, in order to participate in discussions with the lecturers or collaborations among students.

Also, VTDI has developed for its programmes a number of learning resources in the form of study guides/manual, interactive PowerPoint, online sessions, CD’s, video series, lecture and conferences via the audio – graphic system and more recently online interaction and delivery via Moodle. These not only cater to your different learning styles, but help you to learn in a way that is highly flexible and
convenient. While other institutions have removed in totality the face-to-face component of the programme, at the VTDI, face-to-face interaction is not removed from the equation. These sessions are designed to give you, the student more real time interaction with your lecturers and fellow students or to ensure ready access to the main campus and all the services it provides.

**Distance Education** can be defined as a formal learning activity which occurs when students and lecturers are separated by geographic distance or by time, often supported by communications technology such as videotape, study guides an manuals, interactive conferencing CDs, video conferencing and a host of web/internet based tools and services.

**Distance Learning** is the process by which technology is used for education in ways where the student does not have to physically be in the place where lectures are taking place. Access to the lecturer is gained through technology such as the Internet, interactive videoconferencing and satellite.

**Hybrid-Solution or Blended-Solution Approach**

The terms hybrid and blended approach are used interchangeably when persons are in discussion on distance education. A “blended solution” incorporates the best possible combination of onsite (face-to-face), online, video and other distance methods of delivery in order to meet the needs of the students and to provide the best possible support and library resources. The breakdown of onsite, online, and distance delivery is not always formal or absolute. It remains flexible, based on the particular needs of students, the instructional objectives of the lecturers, the nature of the course content and the technological capabilities and infrastructure.
How to Succeed in Distance Education Classes

Distance Education students were surveyed on the personal attributes that helped them succeed in DL classes; their responses were as follows:

✓ Discipline
✓ Basic Computer Skills
✓ Time-Management Skills
✓ Self-Motivated

Strategies for Success in Distance Education

✓ Build a virtual team
✓ Use online resources/databases
✓ Participate frequently in the interactive spaces provided

Advantages and Disadvantages of Distance Learning

Advantages

✓ It saves money and commuting time as persons are not required to travel to the VTDI for all class sessions.
✓ It is great for persons who are in desperate need of a flexible schedule.
✓ Distance (especially) allows you to plan around your convenience.
✓ It is wonderful for people who cannot understand the fast paced material taught by the lecturer. This gives them time to read through the material given, complete additional research and seek clarification on the content gathered.
✓ It instills a life long love for learning.
Disadvantages

✓ It requires that persons be intrinsically motivated and self-disciplined enough to consistently complete the task/s given by their lecturer within the timeline.

✓ Many traditional learners require a lot of personal attention and feel disconnected where there is no face-to-face session.

✓ It may become challenging for persons who are not familiar with different technologies.

✓ Some people learn better in a traditional classroom. They need the live interaction with an instructor and other students. Online classes may try to simulate classroom interaction, but they cannot duplicate it.

✓ In order to succeed at online learning, you have to have some specific skills. You have to be self-motivated, responsible for your own learning and have good time management skills. If you don’t have those skills, traditional classes may be a better choice for you.

What services are here to help you?

The VTDI has in place, and continues to put in place, a number of mechanisms which will assist you to have a meaningful distance learning experience, and to ensure that all your concerns are heard and addressed.

Some of the services provided are:

1) Orientation of Students to Blended Learning

To prepare new students for the blended learning approach, the VTDI has developed a detailed orientation session which is delivered at the beginning of each programme and repeated as the need arises throughout the semester.

2) Guidance and Counselling Services

The institution provides the services of a Guidance Counsellor, an integral component of the student’s support system, which is designed to develop a better understanding of self and others and to promote personal well-being. Issues explored may include:
✓ Academic Performance ✓ Study Skills
✓ Abuse/Trauma ✓ Loneliness
✓ Anger Management ✓ Values Clarification
✓ Conflict Management ✓ Grief and Loss
✓ Sexual Abuse ✓ Depression
✓ Anxiety ✓ Eating Disorders
✓ Stress Management ✓ Personal Growth Development
✓ Self-esteem/Self-awareness ✓ Relationships
✓ Time Management ✓ Career

3) Individual Counselling

This service is a one-to-one interaction between you and your counsellor. It may comprise more than one session, depending on the issue being addressed. You may contact the counsellor via email or telephone in order to make arrangements for a session.

4) RNR – “Refuel and Refresh”

Periodic visits to classes will be done and class or group sessions will be conduct. During these sessions which have been dubbed “RNR” i.e. “Refuel and Refresh”, life/coping skills are explored, allowing you, the student, the opportunity to discuss difficulties you face as related to your academic studies and other matters. Through these times of interaction, you will also have the opportunity to seek support not only from the counsellor but also from fellow classmates.

5) Workshops

Workshops are conducted to explore topics/issues relevant to your needs and challenges and to enhance your growth and development. Suggestions regarding possible topics for exploration and discussion are welcomed.
6) Academic Advice

Programme Coordinators and Lecturers will be available to give academic advice for specific courses and help you cope with any difficulties you might encounter while studying.

7) Library services

VTDI library’s mission statement

The mission of the VTDI Library is to assist the institution in achieving its goal of providing quality tertiary education and training through relevant, technological and up-to-date material to meet users’ needs.

Library and information services are provided at the off-site campuses supported by the campus library at the VTDI Campus, Gordon Town Road.

The mission of these libraries is to assist in meeting the information needs of users, including distance education students by providing the library-based support services that will enable each student to complete his or her course of study successfully.

The majority of the college libraries operate as reference libraries with a limited circulation service. These libraries are under the supervision of a library assistant. The libraries located at the off-sites provide a wide range of services. In general, staff at the campus library is able to:

✓ Answer your research queries
✓ Lend books and other library-based materials
✓ Borrow books and library-based materials from other libraries on your behalf
✓ Provide access to electronic information resources
✓ Do document delivery
✓ Provide information on how to research papers and prepare bibliographies
✓ Facilitate referrals to use other university libraries such as UWI, UTECH and NCU respectively.

In addition to these services, we have also subscribed to Online Databases EBSCO HOST and Net Library for your access from a remote location.

9) HEART Connect – VTDI Moodle

This is a platform/software used by HEART Trust as an e-delivery platform for HEART Trust in general and VTDI in particular.

A key component of the distance education thrust of the VTDI is seen through the online delivery of a number of its courses via VTDI Moodle. Although a blended approach is taken, you will, more often than not, be required to successfully pursue aspects of your course in an online setting. This implies that you must prepare yourself mentally and technically for this modality by improving your comfort level with existing technologies and be willing to share your thoughts and ideas within a virtual group. The notion that the lecturer and your classmates will not always be physically present should become second nature to you and the use of the VTDI’s Moodle site has been introduced to facilitate your development in this area.

The site will allow both you and their educational administrators to access and manage relevant data. Not only do the lecturers have the ability to mark the register, enter grades and do many other administrative activities on it, the administrators will also be able to use the data on it to generate reports to inform the decisions that they take in your best interest. Importantly also, you will be able to access the content of some courses on it, interact with peers and lecturers, download activities, upload assignments, view grades and many other such activities.
MOODLE STUDENT ORIENTATION
USING HEART’S MOOLE SITE

Prepared by: Keisha McKenzie
Welcome to the Vocational Training Development Institute (VTDI)

Slide 3

How do I login?

How do I edit my profile?

Where do I go to get my messages?

PART 1

UNDERSTANDING THE MOODLE INTERFACE
Access through TMS

Accessing TMS
1. Launch your browser (i.e. Internet Explorer, Google Chrome, Mozilla Firefox, Safari, etc.)

Click on the icon on your desktop or in the start menu.
3. Logging on to TMS

Below is a preview of the TMS Student Services website.

4. Verify that you are logged in:
You should now be logged into the TMS system. To verify this, your name will be displayed in the right hand corner of the screen.
**User Functions:** Logging on to **Moodle** from TMS

- Each tab is designed to provide functions for each user. TMS allows users to log directly to their online learning environment, Moodle.

- Simply select **Login to Moodle** to your Moodle webpage.

**Alternatively....**
Go to your Internet Browser

In your browser, type your institution's MOODLE website, example: vtd.heart-nta.org
Press the ENTER key or Go or → to go to the moodle site

Logging In

1. Type the Username and Password
2. Click the Login Button
Entering Your Course/Programme

Note: you can access the HEART MOODLE STUDENT ORIENTATION GUIDE under the Orientation Activities Block. This will give you assistance if needed in the future on how to manage your course site.

Select your Programme/Course from this area.

Understanding Your Course Interface!

- HEART Training Institute (HTI)
  - Read the overview of the course.
  - Get contact details of your instructor/lecturer!

- Weekly outline
  - Welcome to the Understanding Your MOODLE Site
    - Office Hours: 8:00am to 5:00pm Monday & Wednesdays: 8:00am to 6:00pm
    - Contact Details:
      - 555-5550
      - heartylearner@heart-eta.org
    - This course is designed to assist learners in developing an understanding of how to manipulate their moodle course site.

- Check your messages here!
  - You are logged in as Test Util (Logout)
Understanding the Interface cont’d

HEART Training Institute (HTI)

Weekly outline
Welcome to the ED 508: Instructional Development and Design

Office Hours:
Monday & Wednesday: 8:00am to 8:00pm

Contact Details:
Email: hearkemick.vtd@yahoo.com
555-5550
hearttrainers@hearttrainers.com

This course is designed to assist learners in developing an understanding of how to manipulate their Moodle course site.

See who are the users online with you!

Under My Courses, you will find the courses that you are registered to here!

Slide 17

Slide 18
Understanding the Interface cont’d

1. Use the Calendar to manage your projects and assignment deadlines. By moving the mouse over each blocked date, you will see what is due!

2. When creating a project, ensure you are developing an understanding of how to manipulate their Moodle course site.

Feel free to browse all the links below for additional information:

The Instructional Design Process
Instructional Content Analysis

1. Check your Grades
2. Change your profile information, email, password etc

Editing Your Profile

1. Click these buttons to:

   1. Change your password.
      1. Remember it must be 8 character in length, have at least 1 Capital Letter, 1 number and 1 non-alphanumeric character (example & , %, $, @, #, etc)

   2. Check your messages
Editing Profile cont’d

- Edit your email address if needed
- Click Browse, to upload your picture (this is encouraged so that your fellow learners can know who you are.
- Click this button to finalise your profile update

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How your links and activities will appear on the Site!

Module 1: Foundations of Instructional Technology
Week 1: Overview of Learning Theories

Content coverage of this module includes theoretical foundations of technology, instruction, and learning, as presented in selected concepts (e.g., technology, media, training and education, learning, performance, and interaction), basic principles (e.g., contiguity, reinforcement, drill and practice, and exploration), and learner characteristics (e.g., aptitudes, abilities, motivation, interests and cognitive strategies). Participants will also be exposed to relevant concepts in instructional technology related to the wide variety of media forms and tools available to the instructor in a modern teaching/learning environment. This unit is taught face to face.

- [ ] Unit 1: Learning Objectives
- [ ] Module 1: Knowledge, Performance & Attitudinal Requirement
- [ ] Insert Group Names for the Class Presentation
  - [ ] Offline Activity 1: Gagne and Implications for Learning - Group 1
  - [ ] Offline Activity 1: Multiple Intelligences and Implications for Learning - Group 2
  - [ ] Offline Activity 1: Principles of Learning and Implications for Learning - Group 3
  - [ ] Offline Activity 1: Learning Theories and Implications for Learning - Group 4
  - [ ] Unit 1: Readings from Manual
  - [ ] Learning Theories

These links under each topic or week, are either activities or supporting other resources

Slide 22
Now that you understand how you use the Interface, let us move to Part 2, where you will learn how to handle your class assignments!
Managing your dates, links?

Pay attention to dates and weeks.

Let's Check what we have learnt!
- How did you find your research on Learning Styles?
- Have you seen on Learning Styles of individuals changed in anyway?
- Did you participate in the Discussion Forum? If your answer is no, then how could you make such a drastic mistake, try to do something before it's too late! HURRY!!!

Click on the Activity Links to read instructions, and see deadlines for completion.

Click on other links for supporting information for activities/assignments.

Posting a New Discussion to the Forum

First - Read instructions. Do research and then type in Word.

Second - Click this BUTTON to Add a New Discussion for your group or Individually.
To Add Content to the Discussion Board

Third - Add the name of the discussion based on the research that you were asked to do. Add your name or group’s name at end.

Fourth - Copy information typed in word and paste it here, or type directly in this area, if the discussion is not a lengthy one.

Do not use Browse button unless you are required to attach something in addition to your discussion.

Click this button to ensure that your information goes to the discussion.

To Reply to a Discussion Post

Fifth - Click on the links of the discussion(s) to reply to a post.

References:
http://www.niubik.com/~dncclark/red/styles.html

1. Give a brief description of the above three (3)....

In your groups (same as Module 1 assessment), complete your research and as a GROUP post ONE final group post to the forum - (Type your response in MS Word and paste if necessary)

After the group has posted, then each person must comment or reply to at least one other group's post:
Responding to a posted discussion

1. Read the post
2. Click reply to add a sound/ informed response based on supported readings!

Changing Your Chat Room Settings

1. Look for the Message Block on your page
2. Click on Messages... to open the Dialogue Box to the right (see red arrow)
Chat Room Settings cont’d

Select the Settings Tab

Read and Check based on your preferences. It is suggested that you check:
1. The box for 1, 3, and 5
2. Click the Save my settings tab

Uploading Documents

Read instructions to see what you are to do!

Available from: means that this is the date that you will be allowed to browse for and upload document(s).

Due Date: means the deadline for documents to be uploaded. If this date and time passes then the BROWSE button will not be available.

Click the Browse to find the document on your computer or thumb drive.
Click Upload this file: Upload to the moodle site
Reducing the number of viewable Topics or Weeks

Slide 32

Beside each Topic or Week, there is a tab that allows you to Show specific weeks or All Weeks. Select it!

When reduced the tab now looks like this.

Slide 33

Moving to other Topics or Weeks

Scroll to the bottom of your website to see which Week or Topic to Jump to…

Slide 34

e-Learning can be presented and delivered to the learner in a number of different ways. The mode for delivery selected is usually dependent on the availability of and access to various technologies. In this Lesson, you will be exposed to the various models for delivering e-Learning courses. You will examine how variables such as access, hardware capabilities, software, bandwidth, platforms, etc., determine the mode of delivery for e-Learning courses. Focus will also be placed on the advantages and disadvantages of each type of e-Learning as well as the reasons for selecting one type over another.
Good Going!

Use these strategies to manage your Moodle Classroom Site!

Remember the deadlines as they are important. They will prevent upload after the dates are gone.

- ALWAYS REMEMBER TO LOGOUT if you are using a PUBLIC COMPUTER!

SOS

- If you need assistance please send an email to

vtdimoodle@gmail.com

- Outline the following:
  - Name
  - Course you are trying to access
  - The problem you are facing

CLOSE
The Distance Education Learner

Under the best of circumstances, this challenging task of learning requires motivation, planning, and the ability to analyze and apply the information being taught. In a distance education setting, the process of student learning is more complex for several reasons (Schemer, 1993):

✓ Many distance-education students are older, have jobs, and families. They must coordinate the different areas of their lives which influence each other — their families, jobs, spare time, and studies.

✓ Distant students have a variety of reasons for taking courses. Some students are interested in obtaining a degree to qualify for a better job. Many take courses to broaden their education and are not really interested in completing a degree.

✓ In distance education, the learner is usually isolated. The motivational factors arising from the contact or competition with other students is absent. The student also lacks the immediate support of a teacher who is present and able to motivate and, if necessary, give attention to actual needs and difficulties that crop up during study.

✓ Distant students and their lecturers often have little in common in terms of background and day-to-day experiences and therefore, it takes longer for student-teacher rapport to develop. Without face-to-face contact, distant students may feel ill at ease with their teacher as an ‘individual’ and uncomfortable with their learning situation.

✓ In distance education settings, technology is typically the conduit through which information and communication flow. Until the lecturer and students become comfortable with the technical delivery system, communication will be inhibited.
Distant Students’ Development

Beginning students may have some difficulty determining what the demands of a course of academic study actually are because they do not have the support of an immediate peer group, ready access to the instructor, or familiarity with the technology being used for delivery of the distance-education course. They may be unsure of themselves and their learning. Morgan (1991) suggests that distant students who are not confident about their learning tend to concentrate memorizing facts and details in order to complete assignments and write exams.

As a result, such students may end up with a poor understanding of course material. Morgan (1991), views memorization of facts and details as a “surface approach” to learning and summarizes it as follows:

A Surface approach:

- Focus on the “signs” (e.g., the text or instruction itself).
- Focus on discrete elements.
- Memorize information and procedures for tests.
- Unreflectively associate concepts and facts.
- Fail to distinguish principles from evidence, new information from old.
- Treat assignments as something imposed by the instructor.
- External emphasis focusing on the demands of assignments and exams leading to a knowledge that is cut-off from everyday reality.

Distant students need to become more selective and focused in their learning in order to master new information. The focus of their learning needs to shift them from a surface approach” to a “deep approach”. Morgan (1991) summarizes this approach as follows:
Deep Approach:

- Focus on what is “signified” (e.g., the instructor’s arguments).
- Relate and distinguish new ideas and previous knowledge.
- Relate concepts to everyday experience.
- Relate and distinguish evidence and argument.
- Organize and structure content.
- Internal emphasis focusing on how instructional material relates to everyday reality.

Improving Distance Learning

The shift from "surface" to "deep" learning is not automatic. Brundage, Keane, and Mackneson (1993) suggest that adult students and their instructors must face and overcome a number of challenges before learning takes place including: becoming and staying responsible for themselves; “owning” their strengths, desires, skills, and needs; maintaining and increasing self-esteem; relating to others; clarifying what is learned; redefining what legitimate knowledge is; and dealing with content. These challenges are considered in relation to distance education:

- “Becoming and staying responsible for themselves’. High motivation is required to complete distant courses because the day-to-day contact with teachers and other students is typically lacking. Instructors can help motivate distant students by providing consistent and timely feedback, encouraging discussion among students, being well prepared for class, and by encouraging and reinforcing effective student study habits.

- “Owning one’s strengths, desires, skills, needs”. Students need to recognize their strengths and limitations. They also need to understand their learning goals and objectives. The instructor can help distant students to explore their strengths/limitations and their learning goals/objectives by assuming a facilitative role in the learning process. Providing opportunities for students to share their personal learning goals and objectives for a course helps to make learning more meaningful and increases motivation.
Frequently Ask Questions (FAQs):

1) Who can enroll?
Anyone who satisfies the VTDI’s matriculation requirements can apply for the programme of their choice. The matriculation requirements will vary depending on the programme to which the student is applying. Details of these requirements may be had from the VTDI’s registry or prospectus.

2) How long does it take?
The duration of study for certification varies; this depends on the programme for which you were registered. Details of the duration of each programme may be had from the VTDI’s registry or prospectus.

3) Will I have to come to classes at the VTDI?
Blended/Hybrid courses/programmes are designed for you to study at a time and place convenient to you. This implies that on many occasions you will be able to work from home or wherever else you would like to. For some courses/programmes, you will only be required to come to the main or
off-site campus. This will be communicated to you in advance so that other arrangements can be done.

4) **What kind of material will I get?**

VTDI uses the Hybrid-Solution or Blended-Solution Approach (as indicated by the explanation above). This means that you will benefit from a wide range of materials, methods and strategies depending on the particular modality being used by the lecturer at the time.

5) **Who should I contact if I have a problem?**

This depends on the nature of the problem that you are experiencing. If the problem relates to your course of study, the first point of contact is your lecturer or you can speak with the Programme Coordinator. For administrative concerns you will speak to the administrative assistant/resident lecturer or the Distance Education Coordinator. The last page of this document provides you with a list of the VTDI team that works to support you and their contact information.

6) **Is there a certain time I should log on to take my online classes?**

Login at whatever time of the day or night is convenient for you. You will only be required to log on at a specific time if your lecturer has scheduled a chat session. Check with the lecturer.

7) **Do Distance Education classes count toward my degree/award?**

Yes. Success in these classes provides the same credit as face-to-face classes.

8) **Is Distance Learning Certification Legitimate?**

This is a very good question, and the answer is this: "Distance learning certification is legitimate except when they're not." I think the question is not so much, "Is distance certification legitimate?" but instead "Which distance certification is legitimate?" To ask if distance certification
is legitimate is like asking if doctors can practice medicine - of course they can, if they are licensed to do so by a recognized licensing agency.

9) **What if I change my mind?**

Most persons who register for distance education normally complete their area of studies. However, if you were accepted for a programme or attended orientation and have changed your mind, you MUST immediately notify the Registrar or the college in writing.

10) **What are the programmes that are being taught at the VTDI via distance learning?**

Some programmes that are being taught via distance are:

- Education and Training – Post Grad. Diploma
- TVET Instructor (Levels 1V and V)
- Assessor Training
- Information Communication Technology
- Draughting and Building Technology
- Career Development

**Self-Assessment for Online Learners**

Is distance education right for you? Use this self-assessment to find out your potential for success in this type of programme. We want you to succeed!

**To help determine your readiness, take this test below!**

1. **I have internet access at home or can access a computer with internet access**
   - a. at least three times a week
   - b. twice a week
   - c. once a week

2. **I know how to create, save, and manage files on a computer.**
   - a. yes
   - b. only with certain programs
3. I know how to attach files to email messages.
   a. yes
   b. no, but I’m a fast learner and technology does not intimidate me.
   c. no and I’m not sure I can learn how; technology intimidates me.

4. Distance courses are as time consuming as traditional courses
   a. yes, sometimes they are more time consuming
   b. yes, the work takes about the same amount of time
   c. no, online courses take less time

5. Distance courses
   a. have deadlines just like traditional courses
   b. are always self-paced
   c. don’t have begin and end dates

6. I work well on my own.
   a. always
   b. sometimes
   c. never

7. When I have to complete assignments
   a. I usually get them done ahead of time
   b. I usually procrastinate, but finish on time
   c. I usually need an extension to finish the job

8. If I have difficulty completing an assignment
   a. I always ask for help
   b. I sometimes ask for help
   c. I rarely ask for help

9. I expect feedback on my assignments
   a. within a few days. I will probably start the next assignment before I get it.
   b. within a day or two, but will probably not start the next assignment until I have it.
   c. immediately. I cannot move on to the next assignment without it.

10. Face to face meetings with my lecturer
a. are not that important to me
b. are helpful but not essential
c. are very important to me

11. I can follow written instructions
   a. without any problems
   b. well, but I may need to have them explained
   c. only if someone explains them to me

12. I am
   a. a good reader
   b. an adequate reader
   c. a slow reader

13. I learn best
   a. reading and seeing pictures, diagrams or graphics
   b. if I hear someone explain a concept, and I take notes
   c. by doing or participating in an activity

Answer Key

If you answered mostly A's
This indicates that you are well suited for an online course. You are independent, self-motivated, and know enough about technology to use applications without much difficulty.

If you answered mostly B's
This indicates that you have the potential to do well in an online/distance programme. You may find yourself challenged at times, but participation in instant messaging conversations, e-mail, and occasional visits with your lecturer may prove helpful.

If you answered mostly C’s

This indicates that you will probably have difficulty completing an online/distance programme successfully because the environment is less structured than a traditional programme. This assessment is not the definitive authority on your skills or needs. It is only meant for you to use as a guide to help you decide whether distance learning is for you.
Issues in Distance Education

Examinations

All examinations are coordinated from the VDTI registry and are conducted at the campus where you do most of your classes. To the extent that some of your classes may be held at the main campus, some if your exams may be held there as well.

Notification of examination results

Students are notified of examinations results through the results sheet posted at the offsite or through their status reports which are issued each semester.

Plagiarism

The rules governing plagiarism generally also apply in distance education. The original source of all materials that you use must be credited appropriately. “Fair use” is acceptable as it is for academic purposes but the guidelines remain applicable; large chunks of the work may not be used word for word and the sources must be acknowledged so that the reader knows that you are not claiming the ideas as original.

Technology Considerations

In our context, it will be very challenging to complete your distance course without a computer and access to the Internet. This will be pivotal to your being able to access the content that has been placed for you on Moodle.

Communication

The VTDI has attempted throughout the years to consistently improve the level and quality of communication from which its students can benefit. At present queries/concerns regarding the online learning platform can be forwarded to the Administrator at the following email address:

vtdimoodle@gmail.com. Additionally, there is a bulk text messaging service that is used to keep students and other persons abreast of the happenings at the college that have particular relevance for them. In addition, most Programme Coordinators are given a closed user group phone by the Trust.
This phone number is also made available to the students by their coordinator. Students can feel free to contact them via this number between 8:00 a.m. and 8:00 p.m. on weekdays. Additionally contact times may be arranged with the individual coordinators.

### Meet Your Support Team

<table>
<thead>
<tr>
<th>Position on Team</th>
<th>Name &amp; Email Address</th>
<th>Tele. Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/Director</td>
<td>Mrs. Deliz Williams <a href="mailto:delize_williams@heart-nta.org">delize_williams@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22139</td>
</tr>
<tr>
<td>Vice Principal - Academics</td>
<td>Mrs. Gennette Clacken <a href="mailto:gclacken@heart-nta.org">gclacken@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22155</td>
</tr>
<tr>
<td>Head of School – Humanities and Education</td>
<td>Kay Dunkley <a href="mailto:Kay_dunkley@heart-nta.org">Kay_dunkley@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22151</td>
</tr>
<tr>
<td>Head of School – Applied Technology</td>
<td>Kay Dunkley <a href="mailto:Kay_dunkley@heart-nta.org">Kay_dunkley@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22161</td>
</tr>
<tr>
<td>Programme Coordinator – Information and Communication Technology</td>
<td>Ms. Carolyn O’Connor <a href="mailto:Carolyn_oconnor@heart-nta.org">Carolyn_oconnor@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22725</td>
</tr>
<tr>
<td>Programme Coordinator – Education and Training</td>
<td>Mrs. Ruby Bramwell <a href="mailto:Ruby_bramwell@heart-nta.org">Ruby_bramwell@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22108</td>
</tr>
<tr>
<td>Programme Coordinator – Career Development</td>
<td>Mrs. Tessicar McQuilkin-Campbell <a href="mailto:Tessicar_campbell@heart-nta.org">Tessicar_campbell@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22170</td>
</tr>
<tr>
<td>Programme Coordinator – TVET Instructor</td>
<td>Mrs. Arlene Cawley <a href="mailto:Arlene_cawley@heart-nat.org">Arlene_cawley@heart-nat.org</a></td>
<td>977 – 1700 – 5 ext. 22102</td>
</tr>
<tr>
<td>Programme Coordinator – Creative Technology</td>
<td>Ms. Michelle Gordon <a href="mailto:Michelle_gordon@heart-nta.org">Michelle_gordon@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 2208</td>
</tr>
<tr>
<td>Programme Coordinator – Assessor Training</td>
<td>Mrs. Marjorie Blagrove-Williams <a href="mailto:Marjorie_blagrove-williams@heart-nta.org">Marjorie_blagrove-williams@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22158</td>
</tr>
<tr>
<td>Programme Coordinator – Humanities</td>
<td>Mrs. Annette McKenzie <a href="mailto:Annette_mckenzie@heart-nta.org">Annette_mckenzie@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22133</td>
</tr>
<tr>
<td>Distance Education Coordinator</td>
<td>Mrs. Shandale Remekie McFarlane <a href="mailto:shandale_mcfarlane@heart-nta.org">shandale_mcfarlane@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22888</td>
</tr>
<tr>
<td>Technical Assistant – Distance Education</td>
<td>Mr. George Walker <a href="mailto:George_walker@heart-nta.org">George_walker@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22109</td>
</tr>
<tr>
<td>Administrative Assistant – Montego Bay</td>
<td>Mrs. Marcia Wilby</td>
<td>953-6816</td>
</tr>
<tr>
<td>Administrative Assistant – Mandeville</td>
<td>Mr. Dervan Hall <a href="mailto:Dervan_hall@heart-nta.org">Dervan_hall@heart-nta.org</a></td>
<td>961-5881</td>
</tr>
<tr>
<td>Registrar</td>
<td>Dr. Sherlene Johnson <a href="mailto:Sherlene_johnson@heart-nta.org">Sherlene_johnson@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22115</td>
</tr>
<tr>
<td>Student Services Officer</td>
<td>Mrs. Gracelyn Crawford <a href="mailto:Gracelyn_crawford@heart-nta.org">Gracelyn_crawford@heart-nta.org</a></td>
<td>977 – 1700 – 5 ext. 22150</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
<td>Email</td>
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</tr>
<tr>
<td>Guidance Counsellor</td>
<td>Ms. Tamaya Wilson</td>
<td><a href="mailto:Faith_gordon@heart-nta.org">Faith_gordon@heart-nta.org</a></td>
</tr>
<tr>
<td>School Nurse</td>
<td>Monique Sinclair</td>
<td><a href="mailto:Monique_sinclair@heart-nta.org">Monique_sinclair@heart-nta.org</a></td>
</tr>
<tr>
<td>Librarian</td>
<td>Mr. Clayton Calvin</td>
<td><a href="mailto:Clayton_calvin@heart-nta.org">Clayton_calvin@heart-nta.org</a></td>
</tr>
</tbody>
</table>