SIR ARTHUR LEWIS COMMUNITY COLLEGE
SAINT LUCIA
SUSTAINABILITY | INNOVATION | ENTREPRENEURSHIP

Guidelines *and* Recommendations *for* Development *of* Online Courses

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VIRTUAL LEARNING ENVIRONMENT

According to the "Guide for designing and developing e-learning courses" (FAO , 2011), a learning platform is a set of interactive online services that provide learners with access to information, tools and resources to support educational delivery and management through the Internet. The two common learning platforms are:

- Virtual learning environments (VLEs),
- Learning management systems (LMSs) or

1. Defining Learning Platforms

a. Virtual learning Environments (VLE) are defined as a learning platform which supports students and teachers through use of digital solutions to enhance the learning experience in an educational institution. VLE's, particularly have the capability of supporting collaboration.

Characteristics of VLE's include but is not limited to:

- Does not contain all content but allows for links to content outside of the VLE.
- Allows for creation, storage and dissemination of content
- Facilitates communication between students and teachers by various methods including discussion boards, email, messaging, chatting.
- Allows for planning of courses and lessons.

b. Learning Management System (LMS): Software designed specifically to create, distribute and manage the delivery of educational content. They also automate the learning course, easily delivers training, manages learners and keeps track of their progress and performance across training activities, to help reduce administrative overhead. The differences between VLE's and LMS's comes more from the setting in which they operate.

2. Modular Object-Oriented Dynamic Learning Environment (MOODLE) is the official VLE of the Sir Arthur Lewis Community College. It is to be used in the delivery of online instruction.

MODES OF DELIVERY

The fundamental differences between online and blended learning are:

- The environment in which learning takes place and
- The nature of the learning experience.

There are two options for instructors to facilitate class sessions remotely:

1. Synchronous: instructors and students gather at the same time and interact in "real time" with a very short or "near-real time" exchange between instructors and students.

2. Asynchronous: instructors prepare course materials for students in advance of students' access. Students may access the course materials at a time of their choosing and will interact with each over a longer period of time.

Instructors may choose to engage their students synchronously or asynchronously depending on the course content or material that needs to be taught. There are many advantages and disadvantages to asynchronous and synchronous teaching options.

3. Parameters for defining instructional approaches

a. Instructional Location: In a traditional classroom or nontraditional setting

b. Delivery medium: Delivered by a person or technology

c. Type of instruction: direct delivery (lecture) applying content or applied learning activities

d. Synchronicity: Whether learners are following with a group or self-paced (Margulieux et al, 2014)

4. Defining Instructional Approaches

a. Blended learning refers to an approach that combines e-learning with traditional in-person learning (eg. lectures, workshops, and training sessions) and independent study. Blended/ Hybrid approach to instruction can be defined as instruction utilizing face to face and online components. Learning can take place in person and using technology

Instructional Location: there are elements of Face to face and online components

Delivery medium: both in person and technology mediated.
Type of instruction: This instruction may vary from direct lectures to applied learning activities in both mediums.

Synchronicity – may have both synchronous and asynchronous components

b. Online Approach to instruction can be defined as utilizing the online or virtual environment in the delivery of instruction. Learning takes place in the virtual environment

and can include both synchronous and asynchronous components. Instruction occurs when learners and instructors are not in the same place.

Delivery medium: Technology mediated.

Type of instruction: This instruction may vary from direct lectures to applied learning activities in in the online environment.

Synchronicity – may have both synchronous and asynchronous components

PLANNING YOUR COURSE

1. Critical Elements an online course

There are several elements which are considered essential for effective online delivery, as it relates to teaching and learning. These guidelines identify the minimum requirements that should be met by course coordinators and/ or lecturers in uploading an online or blended course at SALCC on MOODLE. NOTE: ***(Please see the Planning for Online Delivery Guide and the Online Course Review Checklist to guide you as you go through the critical elements to include in your online course.)***

The online course should be Learner centered where Learners interact with materials at their own pace and in their own time. Learners should have access to the following information by the first week of the course, laid out on the course page on MOODLE:

a. Technical Issues to take into consideration include but is not limited to:
- Being user friendly in design
- Allowance for the continuation of work in an offline environment as well as with a slow internet connection.
- Provision of a means of communication between the lecturer and Learner, and the learner and peers.
- Inclusion of a number of tools for collaboration
- Fitting the Learners diverse need
- Being stable
- Provision of the latest updates and compatibility with previous versions.
- Provision of technical support and training for staff and Learners.
    - Obtaining access to technical support from a college IT technician
- Linking to the SALCC code of conduct for students/rules and regulations

b. Aesthetic Issues to take into consideration include but is not limited to:
- Provision of an attractive welcome page with pictures and friendly greetings to motivate and guide Learners.
- Provision of an introduction page, an announcements page - that indicates important milestones or tasks.
- Provision of information regarding the course organization, the course schedule as well as contact information for the lecturer
- An orientation page to instruct Learners on how to navigate the platform.
- Clear netiquette to guide Learners' participation in online activities ***(Please refer to Netiquette guidelines)***

c. Pedagogical issues to be taken into consideration include but is not limited to:
- Provision of a course syllabus is required in all courses it should include:
    - course objectives,
    - module descriptors with objectives,
    - content/concepts for each module,
    - recommended learning resources such as a textbook and
    - course assessment overview with the weightings

(Please refer to course syllabus template for further details)
- Inclusion of interactive educational materials for diverse learners.
- Inclusion of activities on a weekly basis, to check the Learner progress.
    - Make provisions for learners to monitor their own course progress
- Inclusion of activities that are clear and enhance active Learner participation.
- Inclusion of weekly deliverables for Learners.
- Inclusion of teamwork activities to create a more social and interactive active environment for the learner.
    - Include the use of contemporary teaching methods like team working, questions/answers, discussions, brain storming, role plays, study cases
- Provision of feedback to Learners about their progress throughout the course.
    - Provide a schedule for the delivery of learning resources, activities and assessment of work.
    - Provide a clear indication of how their learning will be supported e.g. when tutorials and webinars will be available.
    - Provide course assessment guidelines accompanied with the scoring rubrics and /or marking keys.
- Provision of relevant educational material that meet the

Learner needs.

o Make provisions for learning resources/Study materials that give learners a variety of ways to interact with study concepts for the various modules. This should include print materials as well as multimedia resources.

• Outline the course expectations outlining learner responsibilities, the nature and extent of the autonomous and collaborative learner interaction and the level of commitment expected for the course (number of online hours, number of face-to-face hours, and participation in webinars), type of feedback provided and how learners access this feedback.

o Include the means for asking questions or making queries about the course content and course assignments.

o Provide the means for the submission of assignments, transfer of work directly to the assessor for grading.

• Provision of a structure that provides Learners with the feeling of belonging and not of isolation.

2. LAYOUT OF THE COURSE

a. Course shells will be set up with a standard layout in order to facilitate easy navigation and standardization of courses. See Figure 1 and 2 below

Figure 1: Course Template Layout 1a

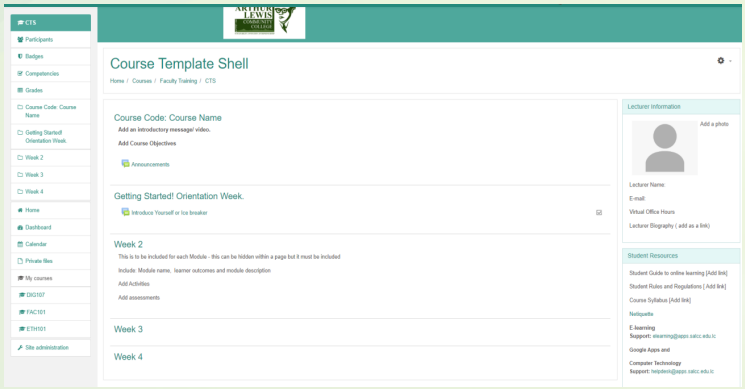
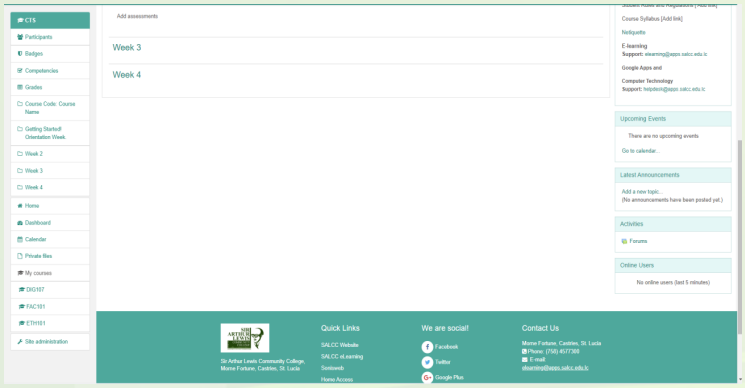


Figure 2: Course template layout 1b



TOOLS

The following are the main tools to be used in the delivery of online instruction

1. MOODLE

If you are new to using MOODLE, you may appreciate some orientation to key MOODLE tools and functions.

• **Messaging:** Instructors and students can direct message each other in MOODLE. A notification appears as they sign into MOODLE. The message is also sent directly to associated e-mail.

• **Assignments:** Instructors can create space for students to upload submissions, from informal reflections to formal written assignments and projects. Instructors can select the grading approach within the assignment. Assignments are best for instructors who wish for the students' work to only be viewed and assessed by the instructor.

• **Announcements:** Instructors can send mass e-mails or messages to the whole class community via the Announcements tool. The benefit to using Announcements over e-mail is that instructors do not need to collect individual student e-mail addresses and that the messages are archived in the course Canvas site.

• **Chat:** The whole class, instructors and students alike, can engage in a "real time" text-based, instant messaging conversation. Messages received in Chat remain archived and can be read outside of synchronous time too. This can be a nice way for instructors and students to communicate nimbly without needing to use voice-based chat and without needing to use any outside apps or resources.

• **Discussions Forums:** Instructors can create threaded, written discussion forums for instructors to engage in written dialogue with each other and respond to written prompts. Discussions are asynchronous

• **Files and documents:** Instructors can post key course documents, like the syllabus, readings, assignment sheets, and activity descriptions in this space. These can also be embedded onto the course page. Students can download these resources for later use

• **Modules or topics:** Instructors can organize course content into several chunks or groups of learning content. The pieces of information that students will access, including the syllabus, assignment sheets, activity descriptions, and

outside links and resources, can be grouped together in the order that students might access those resources during a synchronous or asynchronous class session. Modules can give students access to readings, activity descriptions, outside links, and assignment submission links all in one place.

• **Pages:** Instructors can create content for students to read or access that is not already created in a separate website or in a Word Document or other kind of document. The settings for Pages can also be changed so that the page can be edited by both instructors and students to create a class Wiki.

• **Groups:** Students can be assigned to groups to work on collaborative projects and group work.

Zoom is a video-conferencing platform for which SALCC owns a license. Zoom allows you to engage in live Web conversations with your students using audio, video, and text-based chat features.

Unlike a video-conferencing program like Skype or Google Hangouts, you do not need a unique username or account to use Zoom. Instead, your SALCC apps email and password will allow you to generate a link (much like you might for a Google Document) and a phone number that you to access Zoom through MOODLE and share with anyone. Participants can then follow the web link or call the phone number to join in on a live conversation.

You can access Zoom in several ways:

- Zoom is integrated into your MOODLE site
- As a standalone app
- Through your browser

COURSE ENGAGEMENT

Work in groups – This option is particularly relevant for courses which have more than one section. It is important to determine collaboratively, what will appear on the course page, the types of activities that will be included and the assessments. No class group should be disadvantaged.

DETERMINE TYPES OF ENGAGEMENT

Be present, whether through e-mail, WhatsApp, office hours, always ensure that students can see that you are "socially present". It also helps if you set up a profile in MOODLE which includes a picture and brief description of yourself.
Try to make the engagement active include not only live sessions but other opportunities for learning. Vary engagements in order to prevent student fatigue as a result of overusing one approach. For example, try not to use only live sessions, think about how many sessions these students may have to attend from different courses.

Utilize the tools available to you. Remember the online environment allows students to work even when they are not engaged in synchronous activities.

Video – Video may be used for the following purposes

- Presence: This helps reduce the transactional distance. If you are not comfortable presenting live lectures you can pre-record any lecture material and upload it to MOODLE. You may create personalized videos using free tools such as Screencast-o-matic which allow you to record your screen or pre-record lectures using Zoom, as this will generate automatic closed-captions that are needed for accessibility reasons.
- Videos can be in to make announcements, advanced organizers, end of week wrap-ups and other ideas you may have.
- Provide varying perspectives to students – These can be third party videos shared for dissemination of content, to generate discussion and intellectual exchanges and share ideas. Videos also provide real world connections and ideas.
- Demonstration – These may be used both by students and lecturers. Videos help demonstrate a skill or competency. Students can use videos to demonstrate their competency and skill in reverse demonstrations.

Live/synchronous sessions

- Provides opportunity for synchronous interaction. Instructor and student's presence.
- Clarify misconceptions and opportunities for live exchanges
- Opportunities for inviting guest lecturers

Discussion forums

- Provides opportunities for intellectual exchange and sharing of opinions
- Instructions must be clear for successful discussions.
- Consider
  - Time needed for the topic
  - Set ground rules
  - Create a comfortable atmosphere for discussion.

LIVE CHATS

- Provides opportunities for synchronous exchanges by direct messaging
- Can be used for virtual office hours
- Used for small group sessions

Set-up Considerations

LESSON LOAD - CHUNK CONTENT

In other words, break content down into small pieces. Keep in mind the cognitive load on students. Understand that students are doing other courses in this new modality. Please think carefully about the amount of work assigned to the students for a given time period, note that students may have to change their study habits to adapt to this new mode of instruction.

ASSIGNING RELEVANT ACTIVITIES

Make sure the activities you use are relevant to students. Ensure that there is a clear relationship between content, activities and assessments chosen. All activities should be accompanied by clearly written instructions.

ASSESSMENTS

Vary assignments, make use of the medium as much as possible. Students can use digital tools, presentation software and others. All assignments should be accompanied by clear written instructions and well as rubrics where relevant. Always students should be able to gauge their progress throughout the course. This means timely and relevant feedback.

Where relevant courses with final examinations should be done online. MOODLE has several features for examinations

A secure browser: A feature which locks down the examinations if students leave the examination page. This does not allow the student to leave the examination tab. If the student opens another window during the exam, the exam will be submitted and graded as is.

Randomisation: Every question, along with options in the exam, is shuffled. No two students get the same order of questions and options.

Timed exam: Each exam is allotted a time limit. At the end of that period the exam automatically closes and is submitted. Plan timed examinations.

Deferred Feedback: No feedback on performance is given to the student. Furthermore, no student can review questions and answers after the exam is submitted

E-Proctored exams: This requires webcam identification. It also detects cheating patterns, fraud attempts, and records the entire exam session for review.

Plan questions that require students to be analytical in their responses.

2. PROCEDURES FOR ONLINE DELIVERY

MOODLE allows for set up of content, learning activities and assessments on the course page. This means that students will be engaged in times outside of synchronous sessions. The following must be included in the course

- Asynchronous elements
- Synchronous elements: Between 1-3 live sessions should be held per week
- A virtual Office hour must be included in the course.

In a face to face scenario the standard expectation for student engagement per course per week is 9 hours. This includes seat time (usually 3 hours and "homework" time 6 hours).

The online classroom has the same expectation. Students should be engaged in 9 notional hours per week.

The following should serve as a guide when designing your courses

Homework time factors	Quantitative measurement
Composition speed for discussion board postings	25 words written per minute
Time provided for composing discussion board posting	20 minutes allotted per discussion board
Reading peers' discussion board postings	180 words per minute (the assumption is made that students read all of their peers' postings for the duration of the course)
Reading instructor's feedback	10 minutes allotted per graded assignment for the student to review instructor feedback
Quizzes	60 minutes allotted for taking a quiz, and 60 minutes of preparation time
Weekly lecture notes:	50 minutes allotted per issuance of weekly lecture notes (ex. eight week course = eight
Homework time factors	**Quantitative measurement**
	weekly lecture notes; sixteen week = sixteen weekly lecture notes)
Links to external websites	20 minutes per external URL
Midterm examination	10 hours are allotted for taking the examination 10 hours for studying/preparation
Final examination	3 hours are allotted for taking the examination 10 hours for studying/preparation or (20 hours for studying/preparation when a midterm exam is not administered)
General reading assumption	250 words per double-spaced, typed page
Reading course materials	200 words read per minute or 180 words read per minute for electronic materials
Upper level undergraduate courses	8 hours granted to students taking this level of study
Miscellaneous assignments	120 minutes granted per miscellaneous assignment
Composing a formal writing assignment	120 minutes granted for preparation time 20 words written per minute 30 minutes granted for each page of writing
Conducting Research for formal writing assignment	120 minutes granted per page of writing

Source: Powell, K., Helm, J. S., Layne, M., & Ice, P. (2012). Quantifying online learning contact hours. *Administrative Issues Journal*, *2*(2), 12. [Open Access Journal]

Instructional Activities	Specific Indicators
Asynchronous, One-to-One Communication	• Number of emails/messages received and responded to • Time spent on email
Synchronous Communication	• Number of phone calls • Time spent on phone • Number of online synchronous interactions • Time spent on online synchronous interactions • **Synchronous elements: Between 1-3 live sessions should be held per week**
Preparing Instructional Content	• Time spent preparing instructional materials • Time spent creating CATs
Facilitating Discussion Forums	• Time spent in discussion forums • Number of discussion posts • Nature of the discussion posts • Time spent facilitating CATs • Number of CATs related posts • Nature of CATs related posts
Grading and Feedback	• Time spent grading discussions • Number of discussion forums graded • Time spent grading assignments • Number of assignments graded • Time spent grading papers • Number of papers graded • Nature of papers graded

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COPYRIGHT AND INTELLECTUAL PROPERTY

1. **Copyright:** is a legal term used to describe the rights that creators have over their literary and artistic works. Works covered by copyright range from books, music, paintings, sculpture, and films, to computer programs, databases, advertisements, maps, and technical drawings.

2. **Intellectual property:** refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.

Copyright allows faculty and staff to control eLearning distribution, use and dissemination of content. Copyright over educational materials including text, images, video or sound items in print and digital format produced by staff members in the course of the College's employment or with the use of College equipment, facilities or other resources belongs to SALCC.

All material and resources housed in the online course remain the property of the College these may include:

- Notes created for student use
- PowerPoint or other digital presentations
- Class assignments, exams, and supplemental materials
- Digital course materials, including a limited, insubstantial part of a digitally produced or digitally reproduced lecture (but not the entirety of any single lecture or multiple lectures).

Course materials collectively generated by a class are considered "institutional work," by the College and the copyright belongs to the College.

Use for Courses created for the College include but are not limited to:

- Re-use, reproduction, adaptation, modification, updating, exhibition, display, archiving, use in compilations or creation of derivative works
- Licensing of the content to other non-profit institutions without a fee
- Licensing of the videos for commercial use or to other non-profits in return for a fee.

Copying in whole or a substantial part of a work without the agreement of the copyright owner could incur civil or criminal liability. Some copying, known as fair use, is permitted for educational establishments.

3. Fair Use: a legal doctrine that portions of copyrighted materials may be used without permission of the copyright owner provided the use is fair and reasonable, does not substantially impair the value of the materials, and does not curtail the profits reasonably expected by the owner.

Copyright law provides for "fair use" that the reproduction of copyright works for certain limited, educational purposes, does not constitute copyright infringement. The Copyright Act establishes a four-factor test, the "fair use test," to use to determine whether a use of a copyrighted work is fair use that does not require the permission of the copyright owner. The fair use test is highly fact specific, and much can turn on seemingly insignificant variations on the proposed use.

To determine whether a proposed use is a fair use, you must consider the following four factors:

1. Purpose: The purpose and character of the use, including whether such use is of a commercial nature, or is for non-profit education purposes.

- Materials should be used in class only for the purpose of serving the needs of specified educational programs.
- Students should not be charged a fee specifically or directly for the materials.

2. Nature: The nature of the copyrighted work.

- Only those portions of the work relevant to the educational objectives of the course should be used in the classroom.
- The law of fair use applies more narrowly to highly creative works; accordingly, avoid substantial excerpts from novels, short stories, poetry, modern art images, and other such materials.
- Instructors should not distribute copies of "consumable" materials such as test forms and workbook pages that are meant to be used and repurchased.

3. Amount: The amount and substantiality of the portion used in relation to the copyrighted work as a whole.

- Materials used in the classroom will generally be limited to brief works or brief excerpts from longer works. Examples: a single chapter from a book, an individual article from a journal, and individual news articles.
- The amount of the work used should be related directly to the educational objectives of the course.

4. Effect: The effect of the use upon the potential market for, or value of, the copyrighted work.

- The instructor should consider whether the copying harms the market or sale of the copyrighted material.
- Materials used in the class should include a citation to the original source of publication and a form of a copyright notice.
- Instructor should consider whether materials are reasonably available and affordable for students to purchase - whether as a book, course pack, or other format.

To establish the strongest basis for fair use, consider and apply the four factors along the lines of these suggestions.

If the fair use for education exemption is not applicable, and faculty wish to use copyrighted material for giving or receiving instruction, they need to:

- Seek permission from the copyright holder.
- Use material already available under a Creative Commons license or in a public domain.

When creating material for online use for a specific SALCC course, please note that:

• The majority of publicly funded bodies (Government and Institutional Organizations) allow the re-use of their published materials for educational purposes through the use of links.

• Restrict access to the third party copyrighted material to persons who give or receive instruction in a specified course of study, and to persons who maintain or manage the network.

• Ensure that you have received permission to use any third party copyrighted material for the period necessary for the purposes of giving or receiving instruction in the specified course of study.

• Consider attaching licenses under the creative commons and open education resources banner.

It is ok to include links in your Course! : Link to the original source of third party copyrighted material rather than upload content into the SALCC VLE System. Third party copyrighted material can include online articles, videos, book chapters etc.

Check that you are allowed to link to this third party copyrighted material.

- For third party copyrighted material it is preferable to use content from a source that is open access and already copyright cleared.
- Seek permission from the publisher or copyright holder to use third party copyrighted material. This can take months and may cost. You are advised to keep a record of any correspondence.
- Acknowledge third party copyrighted material authorship in all cases.
- Seek consent from participants when recording material to be included in eLearning content. Do ensure they understand the copyright of content created belongs to SALCC and that the College may license the material for use by others. The content may appear on the College's website and elsewhere.
- Don't link to websites which contain material that infringes copyright.
- Don't use third party copyrighted material if you have sought permission and failed to get a response. Seek an alternative.

USE OF EMAIL

College E-mail account:

1. SALCC email accounts are created by the College for employees and students of the College. The College owns all College Email Accounts and data transmitted or stored using the College Email Accounts.

2. The SALCC email account is the official email which should be used to conduct only College business. Faculty should never use none SALCC email accounts to conduct College business.

3. The SALCC email account should be the email account used to contact students and communicate with students.

4. MOODLE uses authentication based on your SALCC email user information.

ASSESSMENT AND FEEDBACK

Lecturers are expected to provide students with timely and relevant feedback to support their attainment of the course objectives. Written feedback should be provided on all assessments except for examinations.

1. Feedback should be provided no later than two weeks after the due date of the assignment. At least one assessment task should be completed, graded and returned to students before the midpoint of the course.

2. Students should be informed of their full coursework grade before the commencement of final examinations.

Source: SALCC **Academic Assessment Policy**

ACADEMIC INTEGRITY

Faculty are encouraged to review the academic integrity and misconduct policy with students or integrate them somewhere in the online classroom.

It is expected that students shall:

1. Produce work for a course or other academic activity in accordance with the guidelines provided.

2. Respect the intellectual property of others. The intellectual property of other persons should not be used for profit, sale and distribution whether commercial or otherwise unless authorized by the owner of the material.

3. Cite the sources of ideas or work of others included in their work. Permission must be sought from authors and creators of works before extensive use and integration of their work into projects/assignments. In instances where resources are used, works should be appropriately cited and referenced.

4. Acknowledge all contributors to a given piece of work, in cases where collaboration is required or encouraged.

5. Take responsibility for their contribution to a given piece of work, in cases where collaboration is required or encouraged, and produce work that is of an acceptable standard.

6. Adhere to ethical research principles in the collection and analysis of data and reporting of all results. All research projects should include scholarly and scientific rigour in the collection and analysis of data. There should be no inaccuracy and misrepresentation in the reporting of data and results.

7. Respect the right of students to pursue their educational goals without interference or obstruction of academic progress by other students;

8. Follow the ethical or professional practices of the profession(s) related to their course of study.

9. Refrain from facilitating or engaging in academic misconduct.

For further details Refer to **Academic integrity Policy**

Technical Requirements

Hardware

• A computer with an up to date operating system. Preferably less than 5 years old. Chromebooks are not recommended. In choosing a computer consider that may have videos and interactive content.

PC

• Compatible Operating System: Windows 8 or 10
• Web Browser: Firefox, Chrome, Internet Explorer 11, or Microsoft Edge

Mac

• Compatible Operating System: OS X
• Web Browser: Firefox, Chrome, Safari
• Other devices: you may access and interact with most course elements, readings, multimedia, email and discussions through tablets and smartphones. While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work or be efficient in all elements of the course. It is highly recommended that a computer available to complete coursework.

• Speakers
• Microphone
• Headset
• Webcam
• Some courses may require additional hardware.

Software:

• Individual courses may have additional software requirements. This may include video or audio playing software or a specific software application.
• Most courses require word processing software.
• High speed internet access

Additional considerations

• If you will be using a shared internet connection this will impact your connectivity, examples of this are additional household members use of streaming TV, gaming, and other internet usage.
• Wireless connections may be impacted by several factors such as the distance from the router and interference from microwaves and other electronics.
• Your Internet Service Provider's performance may vary throughout the day based on community usage.

Faculty Training

The following resources are available to guide you through the course development process. These include previously recorded sessions which you can use the video at your own time. Note you need SALCC apps account to access these resources

1. Moodle Webinar recordings link: https://drive.google.com/open?id=1Z_cHrao7mFynEnIK5LROKpc_0obuHCIK

2. There are also video resources available on the SALCC elearning page. https://elearn.salcc.edu.lc/

3. Course Planning Tools https://drive.google.com/drive/folders/1DyXIpPhBDhxFPQOQTjwt4orHPCTUtT8w?usp=sharing – add syllabus template.
4. Additional training sessions in specific topics will be arranged when needed
5. Arrangements for individualized sessions may be arranged when needed.

SUPPORT SERVICES

E-learning Set up and Support / elearning@apps.salcc.edu.lc
Google Apps and Computer Technology Support
Information Technology Services / helpdesk@apps.salcc.edu.lc
Online Pedagogical and Process Support
Office of Institutional Effectiveness and Transformation
iet@apps.salcc.edu.lc / oiet@apps.salcc.edu.lc

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