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The Ministry of Industry, Technology, Energy and Commerce (MITEC) is collaborating with the Ministry of Education and Youth (MOEY) to implementing the e-Learning Project in grades 7-11 in all approx. 165 high schools in Jamaica and utilizing information and communication technologies (ICT)s to enhance the teaching/learning process and improve the level of passes in the school-leaving examinations by providing:

Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, e'learning, telecommunications, and related areas. It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners, of all ages, using telecommunications technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas. Articles are accepted from authors - new and experienced - with interesting and important information about the effective practice of distance teaching and learning. Distance Learning is published quarterly. Each issue includes eight to ten articles and three to four columns, including the highly regarded "And Finally..." column covering recent important issues in the field and written by Distance Learning editor, Michael Simonson. Articles are written by practitioners from various countries and locations, nationally and internationally. Distance Learning is an official publication of the United States Distance Learning Association, and is co-sponsored by the Fischler School of Education at Nova Southeastern University and Information Age Publishing.

The International Handbook of Virtual Learning Environments was developed to explore Virtual Learning Environments

(VLE's), and their relationships with digital, in real life and virtual worlds. The book is divided into four sections: Foundations of Virtual Learning Environments; Schooling, Professional Learning and Knowledge Management; Out-of-School Learning Environments; and Challenges for Virtual Learning Environments. The coverage ranges across a broad spectrum of philosophical perspectives, historical, sociological, political and educational analyses, case studies from practical and research settings, as well as several provocative "classics" originally published in other settings.

"A 22-volume, highly illustrated, A-Z general encyclopedia for all ages, featuring sections on how to use World Book, other research aids, pronunciation key, a student guide to better writing, speaking, and research skills, and comprehensive index"--

As academics in postcolonial Caribbean countries, we have been trained to believe that research should be objective: a measurable benefit to the public good and quantifiable in nature so as to generalize findings to develop knowledge societies for economic growth. What happens, however when the very word "research" connotes a derogatory term or semblance of distrust? Smith (1999) speaks towards the distrustful nature of the term as a legacy of European imperialism and colonialism. Against this backdrop, how do Caribbean researchers leverage recognized and valued (indigenous) methods of knowing and understanding for and by the Caribbean populace? How do we learn from indigenous research methods such as Kaupapa Maori (Smith, 1999) and develop an understanding of research that is emancipatory in nature? Decolonizing qualitative methods are rooted in critical theory and grounded in social justice, resistance, change and emancipatory research for and by the Other (Said, 1978). Rodney's (1969) legacy of "groundings" provides a Caribbean oriented ethnographic approach to collecting data about people and culture. It is an anti-imperialist method of data collection focused on the socioeconomic and political environment within the (post) colonial context. Similar to Rodney, other critical Caribbean scholars have moved the research discourse to center on the notions of resistance, struggle (Chevannes, 1995; Feraria, 2009) and decolonizing methodologies. This proposed edited volume will provide a collective body of scholarship for innovative uses of decolonizing qualitative research. In order to theorize and conduct decolonizing research, one can argue that the researcher as self and as the Other needs to be interrogated. Borrowing from an autoethnographic ontology, the researcher or investigator recognizes the self as the unit of measure, and there is a concerted effort to continuously see the self, seeing the self through and as the other (Alexander, 2005; Ellis, 2004). This level of interrogation may require frameworks such as Reasonable Humanism in which there is a clear understanding of the role of the researcher and researched from a physiological and psychosocial standpoint. Thereafter, the researcher is better prepared to enter into a discourse about decolonizing methodologies. The origins of qualitative inquiry in the Caribbean can be traced to political and economic discourses - Marxism, postcolonialism, neocolonialism, capitalism, liberalism, postmodernism- which have challenged ways of knowing and the construction of knowledge. Evans (2009) traced the

origins of qualitative inquiry to slave narratives, proprietor's journals, missionaries' reports and travelogues. Common to the Caribbean is an understanding of how colonial legacies of research have ridiculed oral traditions, language, and ways of knowing, often rendering them valueless and inconsequential. This proposed edited volume acknowledges the significance of decolonizing approaches to qualitative research in the Caribbean and the wider Caribbean diaspora. It includes an audience of scholars, teacher/ researchers and students primarily in and across the humanities, social sciences and educational studies. This proposed volume would provide much needed knowledge and best practice strategies to the community of researchers engaged in decolonizing methodologies. Additionally, this volume will allow readers to think of new imaginings of research design that deconstruct power and privilege to benefit knowledge, communities and participants. It will spark key objectives, directions and frameworks for deeper discussions and interrogations of normative, westernized and hegemonic approaches to qualitative research. Lastly, the volume will welcome empirical studies of application of decolonizing methodologies and theoretical studies that frame critical discourse.

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