



Territory Acknowledgment

We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day

<https://www.uvic.ca/services/indigenous/facultystaff/territory-acknowledgment/index.php>

WINTER 2024

January 8 – April 8, 2024

COURSE TITLE	Interactive and Multimedia Learning
COURSE / SECTION / CRN	EDCI 337 A01 21127
TIME	N/A
CLASSROOM	N/A
INSTRUCTOR	Mary Watt
OFFICE HOURS	Available on Zoom by appointment and Mattermost
E-MAIL	marywatt@uvic.ca
COURSE WEBSITE	https://edtechvic.ca/edci337/
ZOOM ADDRESS	https://uvic.zoom.us/j/7343609547?pwd=NFRpekJJK01vaHZkd09KUkhucVYrZz09
MODE OF INSTRUCTION	Online

CALENDAR DESCRIPTION

Introduces multimedia learning theory and the application of various forms of media to teaching and learning contexts. Examines practices for designing and evaluating media rich educational experiences that are textual, audio, visual, interactive, immersive, and/or augmented.

COURSE DESCRIPTION/GOALS

In the creation of instructional content for any learning outcome, it is common to use multiple mediums, including: text and images, video with audio, face to face presentations with slides. Why do we do this? Is there a benefit to using multiple mediums? Are there downsides?

In this course, we will answer these questions and more through an exploration of the history and current use of multimedia and digital interaction to augment learning.

COURSE OBJECTIVES

At the end of the course, students will be able to:

- Create a variety of prototype multimedia learning objects including, screencasts, infographics, and other media

- Demonstrate the application of the design thinking process in the creation of multimedia and interactive learning objects
- Evaluate the suitability of multimedia learning objects for specific use cases using evaluation rubrics and multimedia learning principles
- Recognize and describe principles of effective and accessible interaction design
- Contextualize the history of interactive and multimedia learning
- Contextualize theories and principles that support the use of interactive and multimedia learning

COURSE OUTLINE			
DATE	SESSION TOPICS, ACTIVITIES, READING	TOOL EXPLORATIONS	ASSESSMENT
Jan 8 - 13	<p>Creating the Learning Community <i>Read/Watch</i></p> <ul style="list-style-type: none"> • Start Here to Set Up Your Wordpress Blog - A step by step tutorial showing you how to set up your Wordpress blog on the OpenETC server. • Add a Hyperlink to a Wordpress Blog Post - New to Wordpress? You might find this quick tutorial helpful. • Creating WordPress Multimedia Posts (10 min)- A resource from the Faculty of Education at UVic to help you add more media and multimedia to your blog posts. • WordPress Resources - Still working your way around Wordpress? These resources can help. • What makes a good blog post? - Guidelines for creating effective blog posts. • Protopage - <i>Having trouble keeping track of all the sites and tools for this course? Set up your own dashboard with protopage.</i> 	Wordpress, Mattermost	Blog and Mattermost intro check
Jan 14 - 27	<p><u>Module 1: How Do We Learn? Theories of Multimedia Learning</u> <i>Read/Watch</i></p> <ul style="list-style-type: none"> • Cognitive Load Theory 1, CLT2, CLT3, CLT4 (2 min each) <i>If you're not a student in the Faculty of Education you may not have encountered this foundational theory before. These four short videos will give you a quick introduction. (2 min each)</i> • Cognitive Load Theory, How Do I Apply It? (5 min) - <i>Applying Cognitive Load Theory to the way we interact with media. (5 min)</i> • Dual Coding Theory: The Complete Guide for Teachers - <i>Lots of good examples in this overview of dual coding</i> 	Screencasting	<u>Assignment 1: Blog post and comment</u>

	<p><i>theory</i></p> <ul style="list-style-type: none"> • The Principles of Multimedia Learning (15 min) - An introduction to Robert Mayer's work along with practical suggestions for addressing each principle in the creation of multimedia learning objects. We will be referring to these principles throughout the course (15 min) • Mayer's Principles (3 min each): Redundancy, Coherence, Signaling, Contiguity, Segmenting, Pretraining, Modality • Effective educational videos Center for Teaching Vanderbilt University (15 min) - Applying Merrill's and Mayer's principles to creating effective video for learning. <p>Resources</p> <ul style="list-style-type: none"> • Mayer, R. E. (Ed.). (2014). <i>Principles for Reducing Extraneous Processing in Multimedia Learning</i>, from The Cambridge Handbook of Multimedia Learning (2nd ed.). Cambridge University Press (available via UVic Library) • Multimedia Learning Theory - This table summarizes the principles included in Mayer's theories. Bookmark this so that you can easily refer back to it as you create your blog posts throughout the term. • Filming and Editing Video - A tutorial to guide you through the process of filming and editing video. • How to Write a Script for Video (30 min) - Tips and templates for creating quick, effective video scripts (with a marketing focus, but still applicable to learning) 		
Jan 28 – Feb 10	<p><u>Module 2: Design Principles for Effective and Accessible Multimedia</u></p> <p>Read/Watch</p> <ul style="list-style-type: none"> • How to Avoid Death By PowerPoint David JP Phillips (20 min) - Some key advice on how to use Powerpoint more effectively. • The World's Worst Powerpoint Presentations (10 min) - Have you ever seen presentations like these? Some good 	Infographics, screen readers, Powerpoint	Blog post and comment Group/Instructor meetings

	<p><i>examples of what to avoid in Powerpoint presentations.</i></p> <ul style="list-style-type: none"> • Inclusive Design for Social Media: Tips for Creating Accessible Channels (hootsuite.com) (10 min) - <i>Practical advice on how to avoid excluding people using assistive technologies from your social media sites - applicable to many other forms of media (ignore the sales pitch)</i> • How Captions Increase ROI and Audience for Media Creators (8 min) - <i>Who benefits from accessibility modifications? And what are some design choices that benefit everyone?</i> • Making Videos Accessible: DO-IT Video (washington.edu)(10 min) - <i>An introduction to the accessibility features that can be built into online video.</i> • Creating Accessible Text (7 min) - <i>A demonstration of how to make digital text more accessible to screen readers.</i> • Universal Design for Learning (7 min) - <i>An introduction to UDL and its use in the classroom</i> • 8 Basic Design Principles To Help You Create Better Graphics (15 min) - <i>These basic principles can make a big difference in the look and feel of your media/multimedia materials.</i> • How to Create an Infographic - Part 1: What Makes a Good Infographic? (10 min) - <i>An overview of the steps to building a good infographic</i> • White Space in Infographic Design: Why It Matters (3 Min)- <i>How to use white space, or negative space, effectively in your infographic design (one of the most overlooked principles of graphic design)</i> <p>Resources</p> <ul style="list-style-type: none"> • Universal Design for Learning Guidelines (10 - 20 min) - <i>Strategies for implementing the principles of Universal Design for Learning in designing for teaching and learning. Bookmark this site so that you can refer back to it throughout the course.</i> • WAVE Chrome, Firefox, and Edge Extensions (webaim.org) - <i>WAVE accessibility checker for the web</i> • Poet Image Description (diagramcenter.org) - <i>How to create</i> 		
--	--	--	--

	<p>effective image descriptions for your alt tags</p> <ul style="list-style-type: none"> • WCAG - Contrast Checker - Not sure if your text colour is dark enough? Check the contrast here. • What is Canva and why should you use it? - A quick primer for people who have never used Canva before. • Design and Layout with Canva (9 min) - <i>UVic Librarian Rich McCue gives an overview of designing infographics with Canva</i> 		
Feb 11 – Mar 2	<p><u>Module 3: Storytelling</u></p> <p><u>andCreating Video Read/Watch</u></p> <ul style="list-style-type: none"> • The Power of Story in Teaching (5 min) - <i>An introduction to the benefits of storytelling in teaching</i> • Storytelling Techniques Used by the Most Inspiring Presenters (30 min) - <i>A collection of storytelling techniques and short presentations by skilled storytellers.</i> • Effective educational videos Center for Teaching Vanderbilt University (15 min) - <i>Applying Mayer's principles to creating effective video for learning.</i> • How to Write a Script for Video (30 min) - <i>Tips and templates for creating quick, effective video scripts (with a marketing focus, but still applicable to learning)</i> • Four Types and Four Goals of Learning Videos (30 min) - <i>A teacher shares the four types of video that he creates for teaching and when they are most effective</i> • Filming and Editing Video (30 min) - <i>A tutorial to help you plan and create a video.</i> <p>Resources: Twinery - <i>An open source tool for telling interactive, non-linear stories</i></p>	<u>Video creation tools, Twine</u>	<u>Module 3 Blog post and comment</u>
Mar 3 -16	<p><u>Module 4: Principles of Learning Design and Active Learning Read/Watch</u></p> <ul style="list-style-type: none"> • Merrill's First Principle of Instruction - (20 min) - <i>A synthesis of Merrill's principles from an instructional design perspective</i> • Merrill on Instructional Design - (5 min)- 	<u>ID Templates, H5P</u>	<u>Module 4 Blog post and comment</u>

	<p><i>Merrill is one of the pioneers of modern instructional design thinking from a problem- centred perspective. He reflects here in particular on multimedia design and delivery.</i></p> <ul style="list-style-type: none"> • Bloom's Taxonomy (5 min)- <i>New to Bloom's Taxonomy? Here is a quick introduction.</i> • What Is Scaffolding in Education? GCU Blog (10 min) - <i>What do we mean when we talk about scaffolding in education?</i> • Active Learning Overview (5 min) - <i>An overview of active learning and its importance in learning design.</i> • An Active Learning Example (4 min) - <i>Active learning activity design in a physics lab.</i> • Active Learning in STEM (5 min) - <i>Active learning at work in a STEM class.</i> • Game-based Learning (5 min) - <i>Using game-based learning to tell a story about the history of civilization using active learning.</i> • To Learn Students Need to DO Something (15 min) - <i>A reflection on the need for active learning in K-12 along with some suggestions for classroom activities</i> • Constructive Alignment - (3 min) - <i>An overview of the concept of constructive alignment in instructional design.</i> • Backward Design - (6 min) - <i>Another amazing video from local educator Shelley Moore explaining the principles of backward design and a 'flip-book' approach to curriculum design that promotes inclusion.</i> • Backward Design: The Basics (15 min) - <i>A teacher reflects on their experience with learning to use Backward Design techniques for lesson design (also available as a podcast)</i> • Choosing media (10 min) - <i>A presentation by Tony Bates on the SECTIONS model he created for evaluating media for learning.</i> • What is the TPACK Model? (6 min) - <i>An introduction to the TPACK model and its seven components.</i> 		
--	--	--	--

	<p>Resources</p> <ul style="list-style-type: none"> • Templates for ID, SECTIONS, TPACK (provided in Wordpress) • How to enable H5P on your Wordpress site - Instructions from the UVic Library to help you enable H5P on your Wordpress site • H5P Tutorials - How to create any of the over 30 content types available in H5P 		
Mar 17- 30	<p>Module 5: Generative AI and Evaluating Media for Learning Read/Watch</p> <ul style="list-style-type: none"> • Three things to know about AI tools and teaching. (5 min) - <i>What are people doing in their classrooms to incorporate AI into their teaching and learning?</i> • Tools such as ChatGPT threaten transparent science; here are our ground rules for their use (nature.com) (3 min) - <i>A statement from a prominent academic research journal outlining their concerns and new policies around the use of AI as a research assist in Science.</i> • AI Generated Art Is A Copyright, Ethical And Working Dystopia (kotaku.com) (6 min) - <i>A graphic artist's take on the future of AI generated images and graphics.</i> • ChatGPT and The Professional's Guide to Using AI (16 min)- <i>This is a longer article but with lots of ideas about how you might use AI in your future workplace, particularly in Business applications.</i> <p>How to perfect your prompt writing for ChatGPT, Midjourney and other AI generators (theconversation.com)- (5 min) - <i>Advice on how to create prompts that generate more useful content from AI tools.</i></p>	<u>Generative AI tools, SECTIONS, TPACK frameworks</u>	Module 5 Blog post and comment
Mar 31 – Apr 8	<p>Final Project Completion</p> <p>In this final week we will be focusing on completing the final group project for the term, a lesson designed by your group for a learning purpose that puts into practice the tools and techniques covered this term.</p>	<u>Everything we covered this term</u>	<u>Assignment 4: Rich Multimedia Lesson (group project)</u>

ASSIGNMENTS			
DUE DATE	DETAILS	GRADE ALLOTMENT	EVALUATION CRITERIA
Jan 13	<p>Creating the Learning Community</p> <p>You will need to set up a blog on Wordpress, a social media account on Mattermost and introduce yourself to your classmates on both platforms.</p>	N/A	- Complete/incomplete
Feb 10	<p>Assignment 1: Midterm Review - Blog Posts and Comments (Modules 1-2)</p> <p>Regular blog posts provide you with an opportunity to critically reflect on the topic of the week, apply multimedia learning principles to different technologies, and engage in asynchronous discussion with your classmates on course topics. Giving feedback on the blog posts of other students in the class, and receiving feedback on your own blog posts, will allow you to consider different perspectives, further explore topics, refine your thinking, and clear up misunderstandings.</p>	Assgt 1: Midterm Review 15%	<ul style="list-style-type: none"> • Evidence of Critical Thinking • Connection to Personal Learning • Experimentation and Application • Connection and Expanding on Module Topics
Mar 10	<p>Assignment 2: Video for a Learning Purpose</p> <p>This assignment will give you an opportunity to practice capturing, creating and getting feedback on a video (not a screencast) for a learning purpose while applying and reflecting on the principles and techniques covered this term.</p>	20%	<ul style="list-style-type: none"> • Evidence of Critical Thinking • Experimentation and Exploration • Technique and Completeness • Creativity and Innovation
Mar 30	<p>Assignment 3: Final Review – Blog Posts and Comments (Modules 3-5)</p> <p>This final review of your course blog and comments will cover Modules 3-5.</p>	25%	<ul style="list-style-type: none"> • Evidence of Critical Thinking • Connection to Personal Learning • Experimentation and Application • Connection and Expanding on Module Topics
April 8	<p>Assignment 4: Rich Multimedia Lesson (group project)</p> <p>Together with your Learning Pod, you will create a coherent lesson on a subject of</p>	40%	<ul style="list-style-type: none"> • Evidence of Planning • Evidence of Constructive Alignment • Media Variety, Experimentation and Exploration • Connection to Theory

	your choosing that illustrates your ability to incorporate the principles and techniques for learning design and multimedia creation we've covered this term while making use of the tools we've explored. The project includes a reflective post where you will articulate the principles and theories applied in your project		and Practice
--	---	--	--------------

1. ACADEMIC INTEGRITY

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submission, and falsifying materials. Further details, including penalties, can be found online via the [Academic Calendar](#). Students should consult with their instructors if in doubt about what constitutes a violation of [academic integrity](#).

2. ATTENDANCE AND PARTICIPATION

The University of Victoria's Teacher Education Program is highly participatory in nature. Full attendance and active participation are expected. Full attendance and active participation are professional commitments that are expected of teacher candidates in all classes (including lectures, labs, tutorials, seminars), practica and field experiences. Most classes are organized as cohorts and the learning in this collaborative environment is maximized when everyone is present and contributing.

3. DEPARTMENT OF CURRICULUM & INSTRUCTION POLICY on Students' Use of an Editor

We are pleased to allow you to use the following forms of assistance by an editor: a. Proofreading which includes reviewing work for accuracy of inputting; adherence to a specified design; mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g., headings in APA format); and identifying errors in spelling, punctuation, and visual elements.

AND

b. Copy editing which includes editing work for grammar, spelling, punctuation, usage, and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines' and editing front matter. In addition, **BUT ONLY WITH WRITTEN PERMISSION OF YOUR INSTRUCTOR**, you may seek Stylistic editing which includes clarifying meaning; polishing language; querying confusing sentence structures; identifying wrong word choices and ambiguous passages; checking tables, figures and visual materials for clarity; identifying faulty connections and transitions; and/or identifying jargon, redundancies and verbosity.

4. MARKING

- *Extensions may be granted by consultation with the instructor BEFORE the due date. Otherwise, late assignments without adequate reason (and for which documentation such as a doctor's note may be requested) will be deducted 5% per day to a maximum of 3 days. After the third day, the assignment will not be accepted and will be recorded as a zero.*
- *No assignment will be marked as worth less than 10%.*
- *Re: grade allotment for content: In some circumstances the mark allocation for assignments in the course can be altered to reflect a different weighting. Mark reallocation must be approved by the instructor, and the student's request must be in writing, and must be received by (date). Marks cannot be given or withheld based only on attendance. Participation marks must be based on a written record of observed student engagement in class.*
- *Some courses within the Teacher Education Program are assessed as COM/N/F Please check with your instructor on how assessment will be determined if your course is a COM/N/F offering.*

5. STUDENT ASSIGNMENTS

Storage space is at a premium, and all assignments must be picked up from the instructor as soon as possible after they are marked. The assignments will be held by the instructor until the end of each term. After this date the student assignments will be removed from the art area unless other arrangements are made.

Note: At the beginning of the course students will be asked for permission to display student work in public areas. This consent is voluntary and has no bearing on course evaluation or standing.

6. MODE OF INSTRUCTION

Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) and [UVic's Privacy resource](#) and engage in any cloud-based tools only as it may be your personal preference as it is NOT required to complete this course. The course will be supported by a variety of communication tools including: Email, BrightSpace D2L, Wordpress, video conferencing via Zoom etc., and (insert any tools by name) Please note that online learners must connect to the any video classes from a dedicated learning environment. (e.g., not connecting from public WIFI at the beach); consider the video conferencing etiquette (e.g., mute your mic when not talking to minimize background noise); and be aware of your video presence (e.g., the lighting is acceptable, and your camera angle is not missing the top half of your head). Using a dedicated headset with microphone will also help to provide better audio.

7. OFFICE OF OMBUDSPERSON

The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate, and make recommendations.

Phone: 250-721-8357

Email: ombuddy@uvic.ca

Web: uvicombudsperson.ca

8. ANTI-RACISM STATEMENT

As part of our accountability to students, collaborators, partner, and communities for creating an equitable and inclusive environment, the Faculty of Education is committed to anti-racism and anti-racist practices, with the continual goal of eliminating all forms of systemic oppression in our provision of programs and services. To address issues of racism and oppression, we honour relationships as a priority and will create environments that are open to feedback about experiences of power and oppression through relational engagement and support for students, staff and faculty. We commit to using the power of education to advocate for change – to be proactive in employing anti-oppressive practices as we learn, teach, and conduct research.

9. DISCRIMINATION AND HARASSMENT

Discrimination and Harassment are prohibited at the University of Victoria. Members of the University Community have the right to work, study and participate in activities at the university in an environment free of Discrimination and Harassment. Eligible WorkSafeBC claimants also have a right to an environment free of workplace bullying or harassment as it is defined by regulations pursuant to the British Columbia Workers' Compensation Act.

Please refer to [University of Victoria Discrimination and Harassment Policy](#)

10. EQUITY, DIVERSITY, INCLUSION & DECOLONIZATION (EDID) STATEMENT

Our Faculty of Education acknowledges and respects the privilege and responsibility we have to live and learn together on the traditional territories of the ləkʷəŋən Peoples including the Songhees, Esquimalt and WS.NEĆ Peoples whose unwavering relationship with the land continue to this day. In this regard, we commit to including the following local Coast Salish values and teachings¹ to help guide, shape and envision what we do and how in the Faculty of Education:

1. H.ʔəkʷ ʔə cə čəl.ŋən ʔtə

H.EQ ŁTE OL TFE ĆEL.ŃEN ŁTE – Remember our ancestors/birthright.

2. Nəcəmaat kʷəns čəʔi

ĆÅNEUEL OL – Work together.

3. Nəw es šxʷ cən ʔaʔ šqʷeləqʷən

.MEKT TFEN .Y, ŠK.LEÇEN – Bring in your good feelings.

4. Leʔt šxʷ helə ʔə cə mak ʷ sčəʔi səʔ

TU L.TES MEQ EN SĆÅ SE – Be prepared for all work to come.

Underpinning these local values and teachings is our collective responsibility to respect and recognize the integral relationship between equity-as-fairness and inclusive excellence. Equity-as-fairness means that

everyone has access to support(s) they need to succeed and are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, class and spirituality. The Faculty of Education also commits to approaching EDID from an intersectional lens. As such, advancing issues related to LGBTQIA2S, BIPOC, MMIWG, disabilities and social-class diversity (inclusive of poverty discrimination) aligns with our EDID mission of working together to address all forms of discrimination. Inclusive excellence means supporting, celebrating, and affirming how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in our teaching and learning, research and artistic inquiry, professional service, and community engagement within our Faculty of Education, and beyond. In achieving both equity-as-fairness and inclusive excellence, we are committed to implementing decolonizing, antiracist and anti-oppressive strategies that create culturally safe and inclusive teaching, learning and workspaces to support everyone to thrive and reach their potential. Please consult the [Faculty of Education's Diversity and Equity Resources](#) and the [University of Victoria's Policy on Human Rights, Equity and Fairness \(GV0200\)](#) for additional information in support of this statement.

1 University of Victoria Indigenous Plan 2017-2022, p. 9.

11. SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVic

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250-721-8021

Email: svpcordinator@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>

12. REMOTE ACCESS

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit:

<https://www.uvic.ca/systems/support/internettelephone/remotearchive/index.php>

13. REQUIRED TECHNOLOGY AND CONNECTIVITY *Online classes only

Students are required to have the following technologies and connectivity levels.

- Internet Connectivity
 - A *reliable* 10 MBps (minimum) Internet connection for live video sessions
 - Wired connection is preferred over wireless
 - No one else on a local network is actively streaming or downloading during the connection (e.g., streaming movies)
 - Successful test of your conference software (Zoom, etc.) connection prior to course
- Hardware:
 - Use a desktop or laptop as opposed to a mobile device (e.g., iPad) for live sessions is recommended
 - The desktop or laptop should be capable of playing videos/participating in video conferencing, audio and include a webcam and mic for capturing video and audio
 - A headset with a microphone and noise cancellation feature

14. SUPPORT

- Help Desk:

The computer help desk is open to all UVic students for general technical help.

Hours: Monday to Friday (closed statutory holidays)

Tel: 250-721-7687

Email: helpdesk@uvic.ca

Systems: <https://www.uvic.ca/systems/>

- Desktop Support Services

<https://www.uvic.ca/systems/about/clientservices/desktopsupport/index.php>

- Education Student Tech Support:

Perry Plewes and a co-op student are available for technical help for students in Education courses. If you have any difficulty solving your problem, please give them a call. Their contact information is as follows:

Tel: 250-360-6660 (Perry Plewes)

Email: felctech@uvic.ca

Website: <https://www.uvic.ca/education/resources/digital-studios/index.php>

- TIL Support

TIL Support: LTSIsupport@uvic.ca

TIL Help <https://teachanywhere.uvic.ca/contact/>

- UVic Libraries:

[Ask Us Website](#): contains resources and information including:

- Text a Librarian: 778-718-5745

- Email a Librarian: askus@uvic.ca or use this [form](#)

- Live Chat with a Librarian via “Ask Away”

(Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)

[Guide to Education Resources in UVic Libraries](#)

- Education Librarians:

[Justin Harrison](#) | 250-721-8276

- o Children's Literature

- o Education

[Pia Russell](#) | On leave June to December 2023

- o Indigenous Education

[Zahra Premji](#) | 250-853-3268

- o Exercise Science, Physical & Health Education

- Extra Support for Distance Learners:

UVic Distance Learning and Research Infoline Office – specifically for distance education learners making library requests: 1-800-563-9494

UVic Library Services for Distance Students:

<https://www.uvic.ca/library/locations/home/iline/index.php>

Learning Contacts and How to Request Materials:

<https://www.uvic.ca/library/locations/home/iline/contact.php>

15. COURSE EXPERIENCE SURVEY (CES)

We value your feedback. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. Please ensure that your current email address is listed in [MyPage](#). If you do not receive an email invitation, you can go directly to

<http://www.uvic.ca/learningandteaching/students/resources/ces/login.php>

You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Territory Acknowledgement

"We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day."

UNDERGRAD

Passing Grades	Grade Point Value	Percentage*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 61.
INP	N/A	N/A	In Progress . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	Aegrotat . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9-point GPA/letter grade system. The 9-point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.