



Territory Acknowledgement

"We acknowledge and respect the lək'wəŋən 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."

SPRING

January 5th – April 4th, 2026

COURSE TITLE	Social Media & Personalized Learning
COURSE / SECTION / CRN	EDCI 338
TIME (if time slot is applicable)	Asynchronous
CLASSROOM	Online
INSTRUCTOR	Jesse Miller
INSTRUCTORS OFFICE	N/A
OFFICE HOURS	N/A
OFFICE / CELL PHONE	N/A
E-MAIL	jessemiller@uvic.ca
SOCIALS	
CONFERENCE ID	<p>Topic: EDCI338A01 – MILLER</p> <p>Join Zoom Meeting https://uvic.zoom.us/j/9300769603?pwd=H3Lp7HhyXw2lgP34CJfOST1bRHdzVN.1 https://uvic.zoom.us/my/edci338miller</p> <p>Meeting ID: 930 076 9603 Password: TO BE SENT TO VIA EMAIL One tap mobile +16475580588,,91696232948# Canada +17789072071,,91696232948# Canada</p> <p>Dial by your location +1 647 558 0588 Canada +1 778 907 2071 Canada Meeting ID: 930 076 9603</p>
COURSE VIDEO ROOM	
COURSE WEBSITE	Course offered via Wordpress – Link Below
MODE OF INSTRUCTION (see below for details)	Online https://edtechuvic.ca/edci338/category/jmiller/

CALENDAR DESCRIPTION

EDCI 338 examines the application of social media in educational contexts and its relationship to personalized learning. The course utilizes blogs and other social media tools to develop networked literacy and learning networks that contribute to their professional practice in legal, safe, consensual and ethical ways.

Course Delivery

EDCI 338 is not delivered via Brightspace – WordPress updates and Mattermost communication are the primary tools used in course delivery.

OBJECTIVES

Learners will be able to:

1. Examine the application of social media to support learning
2. Explain personalized learning and its relation to learning theory
3. Recognize that the Internet is not a neutral or equal space for everyone
4. Apply social media to develop a personal learning network in support of your personal and/or professional development
5. Identify privacy issues and practice online behaviours that are legal, safe, consensual, and ethical
6. Recognize data ownership and licensing (Creative Commons, Copyright, Fair Dealing, and Public Domain) as a core practice when creating, sharing, or using resources online
7. Practice digital, networked, and open literacies in support of learning about social media and personalized learning

TEXT / READING LIST

Open Source From UVIC Library & Provided Resources From Instructor. Students are required to access the course website regularly, review instructor and student posts in their section, and keep an eye on updates provided through Mattermost. Any required or recommended readings will be posted on the course website or distributed through communication channels.

COURSE OUTLINE

DATE	AGENDA AND READING	ASSESSMENT
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2026/01/05	<p>In the first week, you will start to connect with your classmates as you begin to form your personalized learning network with the participants of this course. You should also take some time to reflect and consider the themes of this course and complete some readings to introduce yourself to the concept of Personal Learning Networks (PLN).</p> <ul style="list-style-type: none"> • Review course outline & overview • Review privacy and confidentiality expectations • Blog setup - Open Ed - Clone EDCI338 Template - Establish Mattermost communication profile - Set Up WordPress & Social Media Accounts (BlueSky, Instagram, YouTube) - Personalize your blog - Create an introductory post & video - Organizing content with categories - Feed reader setup: - Browser plugin - Complete learning pathways survey - Coordinate & Organize learning pods 	Weekly
2026/01/12	<p>WEEK 2 - PLN & Public Communications & Digital Identity</p> <p>You will participate in a class discussion using MATTERMOST on Personal Learning Networks and digital identity, based both on the readings from last week and this week. As well, you will work within your network groups, and complete a digital identity exercise exploring the following:</p> <ul style="list-style-type: none"> • What does it mean to network using social media? • How are we motivated to participate in networked publics? • What are the risks & rewards of public communications? <p>Digital Identity</p> <ul style="list-style-type: none"> • What is a digital identity? • How do personal versus professional approaches to digital identity affect social media use? • How do digital identities converge in networked publics - what are the impacts and/or benefits? <p>- Blog Post #1 - Create a blog post reviewing the questions above. Discuss the provided readings with your learning pod. Create a blog post on Personal Learning Networks and digital identity, based both on the readings and videos from last week and this week.</p>	

	<p>- Additionally, in your network groups, complete a digital identity exercise. You are encouraged to reflect on your controlled and uncontrolled social media presence - this requires you to privately source and identify your social media content that you have either created or have had shared - this discussion exercise is reflective and designed to help you curate a professional digital identity while controlling private content (note - if any content is uncomfortable to explore or discuss openly, please consider reaching out to myself or support networks).</p> <p>READ: Course Introductory Conversations https://www.futurelearn.com/courses/learning-network-age/0/steps/24644 https://bright.uvic.ca/d2l/le/content/68182/viewContent/363492/View https://firstmonday.org/ojs/index.php/fm/article/view/3559/3131 https://ojs.library.queensu.ca/index.php/surveillance-and-society/article/view/networked How do personal versus professional approaches to digital identity affect social media use? How do digital identities converge in networked publics - what are the impacts and/or benefits?</p> <p>READ: Identity-Making and Social Media - Spracklen, Karl https://link.springer.com/chapter/10.1057/9781137405876_6</p> <p>Digital professional identity: Dear Internet! Who am I? http://tinyurl.com/y53m4tuj</p> <p>WATCH: ERIC STOLLER - What is Digital Identity? https://youtu.be/u0RryRbJza0 The Value of Digital Identity for the Global Economy and Society https://youtu.be/1-V7lyxrOmw</p>	
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2026/01/19	<p>WEEK 3 - Personal Digital Identity vs Professional Digital Identity</p> <p>Read:</p> <p>PLN space through Social Media platforms (Developing awareness) Privacy, Ethics & Security in Digital Spaces Developing Awareness of Privacy https://digitaltattoo.ubc.ca/quizzes/privacy-and-surveillance/ Regan, P., & Jesse, J. (2019).</p> <p>V and R Mapping</p> <p>What is a Visitor/Resident (PDF)</p> <p>https://www.oclc.org/content/dam/research/activities/vandr/resources/vr-mapping-exercise-sheet-definitions-20190329.pdf</p> <p>Visitor & Resident Maps https://firstmonday.org/ojs/index.php/fm/article/view/7802/6515</p> <p>Blog Post #2 - Share your Visitor & Resident Map with your group.</p> <p>*Feel free to create your map from the provided PDF using Canva or similar, clipart, or hand-written.</p> <p>Each participant must respond to one other person in their group.</p>	
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	<p>What digital platforms are students currently using to develop their professional network?</p> <p>What could the student consider in expanding their professional learning network?</p> <p>Consider in your blog submission how an employer would respond if you applied for a job with them and they assessed your social media presence via your digital identity.</p> <p>Thread Discussion: How does data privacy and security limit and/or promote a PLN? In your network how can you create a digital identity/reputation?</p>	
2026/01/26	<p>WEEK 4 - Your PLN - Inclusion & Community Engagement.</p> <ul style="list-style-type: none"> • How diverse is your PLN? • Are you learning from a variety of diverse voices and are you expanding your understanding of the views of others? • What is a learning outcome of your PLN and how are you ensuring your exposure to diversity and inclusion? <p>WATCH: PLN DIVERSITY, INCLUSION, AND SOCIAL MEDIA - Course YouTube Channel</p> <p>READ: One Without the Other: Stories of Unity Through Diversity and Inclusion Shelley Moore and Leyton Schnellert Introduction & Part 1. https://ebookcentral.proquest.com/lib/uvic/reader.action?docID=4832579&pg=11</p> <p>WATCH: Community Communications - Course YouTube Channel</p> <p>READ: Media & Social Justice http://ezproxy.library.uvic.ca/login?url=http://www.palgraveconnect.com/doi/finder/10.1057/9780230119796 CHAPTER 4 A New Vision for Public Media Open, Dynamic, and Participatory Jessica Clark and Patricia Aufderheide</p> <p>Blog Post #3 - How has your thinking about inclusion and PLN evolved?</p> <p>Create a blog post on inclusion in a professional setting of your choice - reflect on how social media can play a role in helping you establish messaging and themes that are inclusive and diverse.</p> <p>In context of employment, having a PLN that is public and engaging requires risk assessment and policy understanding, consider the following:</p> <ul style="list-style-type: none"> • How does social media engage communications? • How does social media challenge communications? • Is it inclusive? • Does your PLN amplify the views of others? • The policies of employer social media communication expectations. <p>What are the benefits of a diverse and inclusive PLN in social media sharing that understands where you are coming from with messaging that impacts the community?</p>	

2026/02/02	<p>WEEK 5 - Public PLN - Balancing PLN, Media Literacy, & Public Discourse</p> <ul style="list-style-type: none"> • How do notable individuals use social media? • What are the benefits to being in the public eye and having a PLN? • Building community with online tools provided by the employer can be limiting, what are the perceived restrictions and benefits? • Delivering information in a connected society requires verifiable resources, how to build a PLN to rely on? • How do those, who are veteran story tellers, minimize risk in sharing misinformation? • What is media literacy? • Why is it important? • Why is it dismissed? • Why should you aim for varied views but factual consensus in your PLN? <p>Watch: Media Literacy - Facts Matter - Course YouTube Channel</p> <p>Read: 21st Century Skills - Learning for Life In Our Times Trilling, B & Fadel, C - Digital Literacy Skills - Media Literacy pp.66 https://learning-oreilly-com.ezproxy.library.uvic.ca/library/view/21st+Century+Skills:+Learning+for+Life+in+Our+times/9780470475386/fade_9780470475386_oeb_c04_r1.html#h2</p> <p>Watch: In the Public-Eye - Social Media and Evening News - Course YouTube Channel</p> <p>Read: Navigating Social Journalism: A Handbook for Media Literacy and Citizen Journalism by Martin Hirst</p> <p>Chapter 4. The Political Economy of Fake News - pp.78</p> <p>http://ezproxy.library.uvic.ca/login?url=https://www.taylorfrancis.com/books/9781315401263</p> <p>Blog Post #4</p> <ul style="list-style-type: none"> ○ Explore the video provided and reflect on the themes and questions above reflecting on how you would curate your social media with a critical public audience. ○ Identify the risks and benefits of engaging with a public audience in a media space Consider what the risks for a public figure or person in a position of trust (educator, lawyer, government official) mayt be? <p>How to best address negative replies and critiques reflective of your personal values and employer social media policy?</p> <p>Open dialogues about media literacy and factual information can create conflict, why does this happen?</p> <ul style="list-style-type: none"> ○ What is the benefit of having a PLN that values media literacy? 	
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2026/02/09	<p>WEEK 6 – Reading Break</p> <p>Learner Support Fully Available</p>	
2026/02/16	<p>WEEK 7 - PLN & Education</p> <ul style="list-style-type: none"> • Community communications go beyond blogs and social media shares, how does a PLN help and hinder development of thoughts and ideas in education discourse? • How do educators create discourse? • What is the role of social media in education? • What are some problems with social media communications in education settings? <p>Watch: Education in a Connected Culture - Course YouTube Channel</p> <p>Read: Developing Personal Learning Networks for Open and Social Learning / Alec Couros- Chapter 8 https://www.aupress.ca/app/uploads/120177_99Z_Veletsianos_2010-Emerging_Technologies_in_Distance_Education.pdf</p> <p>Blog Post #5</p> <ul style="list-style-type: none"> • Explore the video provided and reflect on the themes of a PLN in professional capacity. • Which social media platforms are beneficial in education? • When working with the vulnerable sector, how does social media fit into professionalism and regulations? 	

2026/02/23	<p>*FINAL PROJECT TO BE ASSIGNED</p> <p>WEEK 8 - Who Needs To Know About Your PLN?</p> <p>Do you continue with your current created content and your network? How do you use your skills in professional practice?</p> <p>READ: Digital Leader: 5 Simple Keys to Success & Influence Ch. 16 Qualman, Erik - Empower Others https://learning.oreilly.com.ezproxy.library.uvic.ca/library/view/digital-leader-5/9780071792424/</p> <p>o Recommended Library Reading: Tell Everyone Why We Share & Why It Matters - Hermida, Alfred http://voyager.library.uvic.ca/vwebv/holdingsInfo?bibId=3259154</p> <p>Blog Post #6</p> <p>Reflect on your experience in the course, your development of PLN, your use of social media platforms and networked publics, any changes in your perspective of social media in professional settings and personal use.</p>	
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2026/03/02	<p>WEEK 9 – Your PLN and the Evolving Internet</p> <p>Reflect on how PLNs and AI influence equity, accessibility, and professional growth. Consider how you would demonstrate the ability to synthesize academic research with personal experience and professional practice using social media tools.</p> <p>READ: Estaiteyeh & Mindzak – Building AI Literacy in Pre-Service Teacher Education in Canada https://search.library.uvic.ca/permalink/01VIC_INST/1ohem39/cdi_doaj_primary_oai_doaj_org_article_5dd680fc781d4e7e84dda7aa36ee0ec5</p> <p>Blog Post #7</p> <p>Reflect on your current PLN: which networks, tools, or communities you engage with (e.g., BlueSky, LinkedIn, EdTech communities, provincial teacher networks).</p> <p>Reflect on how these networks support your professional learning goals. Include at least one Canadian source that discusses PLNs in the Canadian educational context (e.g., provincial or national teacher professional development).</p> <p>Critically assess the strengths and weaknesses of your PLN and the inclusion of AI. Consider aspects such as diversity of perspectives, relevance, accessibility, and quality of resources.</p>	
2026/03/09	<p>WEEK 10 – AI and Social Media</p> <p>What are the specific risks and opportunities AI introduces for digital citizenship within Canadian education?</p> <p>What role does media literacy education play in empowering learners to critically assess AI-generated content, misinformation, and extremist narratives online?</p> <p>How effective are current Canadian policies and educational initiatives at addressing AI-driven misinformation and online radicalization?</p> <p>READ: "Wait... What?" Media Literacy Week highlights growing concern over AI-driven misinformation https://mediasmarts.ca/about-us/press-centre/wait-what-media-literacy-week-highlights-growing-concern-over-ai-driven-misinformation?utm_source=chatgpt.com</p> <p>Blog Post #8</p> <p>Describe an example of AI-amplified misinformation observed on Canadian social media, explain its potential impact on public opinion, and link your reflection to one of the resources above. Propose and justify a media literacy curriculum segment that teaches learners/employees to critically assess AI-driven social media content.</p> <p>Support your thoughts with Canadian policy or research evidence.</p>	
2026/03/16	<p>WEEK 11 – Privacy Compliance</p> <p>In Canada, privacy regulations like PIPEDA (Personal Information Protection and Electronic Documents Act) govern how organizations collect, use, and disclose personal information in the private sector. However, educational exceptions and patchwork provincial laws mean that data practices in PLNs often fall into unclear jurisdictional spaces.</p> <p>Educators and institutions must ask:</p>	

	<ul style="list-style-type: none"> • Is personal data being collected without explicit educational purpose? • Are third-party analytics compliant with Canadian privacy standards? • Do students have meaningful control over their information? <p>Blog Post #9</p> <p>Consider that Personalized Learning Networks offer transformative potential for professional learning and collaboration. However, these benefits come with embedded systems of data harvesting and third-party collection that have ethical, educational, and social implications.</p> <p>A critical, reflective, and policy-informed approach is essential especially in the Canadian context, where privacy expectations intersect with digital learning innovation. As educators and learners, we must not only partake in PLNs but also understand and challenge the data systems that underlie them. Create a blog post reflective of the questions above and incorporate these themes into your final project.</p>	
2026/03/23	<p>WEEK 12 – Collaborative Reflection</p> <p>This assignment requires students to audit a peer’s blog post with the goal of providing constructive, actionable feedback. Students will focus on:</p> <ul style="list-style-type: none"> • Assessing content accuracy, clarity, and critical thinking. • Providing positive critique and encouragement. • Suggesting collaborative resources and enhancements to strengthen the original post 	
2026/03/30	<p>WEEK 13 – Blog Summation</p> <ul style="list-style-type: none"> • Summarize your initial learning goals for the term. • Briefly describe your starting point in terms of knowledge, skills, and PLN engagement. <p>Growth & Reflection</p> <ul style="list-style-type: none"> • Discuss your intellectual, professional, and digital literacy growth. • Reflect on key challenges and how you addressed them. • Highlight specific course activities (blog posts, audits, PLN work) that contributed to your learning. • Include Canadian context where relevant (e.g., digital privacy laws, education policy, media literacy initiatives). • Reflect on peer and instructor feedback you received. • Describe how you applied feedback to improve your work or understanding. <p>Forward-Looking Goals (Identify three specific goals for continued learning or professional development.</p> <ul style="list-style-type: none"> • Include actionable strategies, such as: <ul style="list-style-type: none"> ○ Expanding PLNs or participating in professional communities ○ Engaging with new AI tools responsibly ○ Deepening understanding of Canadian policy or ethical frameworks • Summarize your overall learning journey and key takeaways. • Reflect on how this course has shaped your professional identity. 	

ASSIGNMENTS			
DUE DATE	DETAILS	GRADE ALLOTMENT	EVALUATION CRITERIA
2026/03/28	Group Project PLN FINAL ASSIGNMENT	40%	<ul style="list-style-type: none"> • Content • Creativity • References to course content <p>And your contributions to:</p> <ul style="list-style-type: none"> • Teamwork and Leadership

Course ASSIGNMENTS		
TITLE	DUE DATE	VALUE
<p>All activities need to be completed by the Sunday of the assigned coursework throughout the week</p> <p>March, 30th, 2026 – Deadline for grading</p>	<p>Ongoing – March, 30th, 2026 Deadline for grading</p>	<p>35%</p> <p>Participation in:</p> <p>You will take up ideas presented in the courses, integrate them into your thinking and the contexts in which you work, and create new meaning. This involves continuously reflecting on key readings, videos, activities, working samples, blog posts, and presentations throughout EDCI 338 by (re)examining them in depth and asking questions about how the approach(es) influence your beliefs, practices, and conceptualization of learning, both for yourself professionally and personally, and the impact of personalization and/or social media in networked publics.</p> <p>Your posts may vary in length and quantity (e.g., series of shorter posts, fewer yet more lengthy posts, a combination of the two). Every week, learners will review and provide comments on the blog posts of their peers and each learner will be expected to select and polish one of their blog posts for review by their instructor during the first half of the term.</p> <p>A variety of media (text, audio and/or video clips) should be incorporated into how you present your ideas in the blog posts.</p> <p>The purpose of your blogging is to curate information and resources and to document your progress advancing from general research topics to a specific interest.</p> <p>Blog posts should hyperlink, where helpful, to outside articles and other sources and people. Creativity is encouraged, however, and given the ability that technology provides to connect us with</p>

		<p>the broader research culture, learners are encouraged to curate resources via Mattermost participation. Assignments will be evaluated according to the criteria above and the Departmental Grading Scale.</p> <p>Weekly Activities</p> <ul style="list-style-type: none"> • Weekly Blogs • Community Commenting & Feedback Participation • Mattermost dialogues • Social Media Participation
March 28th, 2026	PLN Participation Analysis	<p>25%</p> <p>Use & Analysis of social platforms</p>

MODE OF INSTRUCTION – Online – synchronous time – TBD

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).

Attendance & 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), practical and field experiences. Most classes are organized as cohorts and the learning in this collaborative environment is maximized when everyone is present and contributing.

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:

1. **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

2. **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.

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.

Course Experience Survey (CES)

I value your feedback on this course. 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.

Office of the 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

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: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp