



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>

Summer 2026

May 11th, 2026 - June 23rd, 2026

COURSE TITLE	Social Media & Personalized Learning
COURSE / SECTION / CRN	EDCI 338 A01 31225
TIME	Synchronous Time TBD
CLASSROOM	Online
INSTRUCTOR	Jesse Miller
OFFICE HOURS	N/A
EMAIL	jessemiller@uvic.ca
COURSE WEBSITE	Course offered via WordPress https://edtechuvic.ca/edci338/category/jmiller/
ZOOM ADDRESS	Topic: EDCI338A01 – MILLER Join Zoom Meeting https://uvic.zoom.us/j/9300769603?pwd=H3Lp7HhyXw2lgP34CJT1bRHdzVN.1 https://uvic.zoom.us/my/edci338miller Meeting ID: 930 076 9603 Password: TO BE SENT TO VIA EMAIL One tap mobile +16475580588,,91696232948# Canada +17789072071,,91696232948# Canada Dial by your location +1 647 558 0588 Canada +1 778 907 2071 Canada Meeting ID: 930 076 9603
MODE OF INSTRUCTION	WordPress – MS TEAMS/Zoom

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 STRUCTURE AND DESCRIPTION / GOALS

EDCI 338 is not delivered via Brightspace – WordPress and MS Teams/Zoom will be used in course delivery.

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

LEARNING OUTCOMES

Learners will be able to:

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

COURSE OUTLINE

DATE	SESSION TOPICS, ACTIVITIES, READING
2026/05/11	<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 - MS Teams 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 <p>PLN & Public Communications & Digital Identity</p> <p>You will participate in a class discussion using online communications tools on Personal Learning Networks and digital identity, based both on the readings from above and below.</p>

As well, you will work within your network groups, and complete a digital identity exercise exploring the following:

- 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?

Digital Identity

- 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?

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 provided.

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).

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?

READ: Identity-Making and Social Media - Spracklen, Karl

https://link.springer.com/chapter/10.1057/9781137405876_6

Digital professional identity: Dear Internet! Who am I?

<http://tinyurl.com/y53m4tuj>

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>

2026/05/18

WEEK 2 - Personal Digital Identity vs Professional Digital Identity**Read:**

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).

V and R Mapping**What is a Visitor/Resident (PDF)****Visitor & Resident Maps**

<https://firstmonday.org/ojs/index.php/fm/article/view/7802/6515>

Blog Post - Share your Visitor & Resident Map with your group.

Feel free to create your map from the provided PDF using Canva or similar, clipart, or hand-written.

Each participant must respond to one other person in their group.

- What digital platforms are students currently using to develop their professional network?
- What could the student consider in expanding their professional learning network?
- 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.

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?

Your PLN - Inclusion & Community Engagement.

- 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?

WATCH: PLN DIVERSITY, INCLUSION, AND SOCIAL MEDIA - Course YouTube Channel

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>WATCH: Community Communications - Course YouTube Channel</p> <p>READ: Media & Social Justice - CHAPTER 4 A New Vision for Public Media Open, Dynamic, and Participatory Jessica Clark and Patricia Aufderheide</p> <p>http://ezproxy.library.uvic.ca/login?url=http://www.palgraveconnect.com/doi/finder/10.1057/9780230119796</p> <p>Blog Post - 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>
2026/05/25	<p>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://tinyurl.com/4n2cn89n</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 Chapter 4. The Political Economy of Fake News - pp.78 http://ezproxy.library.uvic.ca/login?url=https://www.taylorfrancis.com/books/9781315401263</p>

	<p>Blog Post</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) may be? • How to best address negative replies and critiques reflective of your personal values and employer social media policy? • Open dialogues about media literacy and factual information can create conflict, why does this happen? • What is the benefit of having a PLN that values media literacy? <p>PLN & Education</p> <p>Community communications go beyond blogs and social media shares, how does a PLN help and hinder development of thoughts and ideas in education discourse?</p> <ul style="list-style-type: none"> • 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</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?
2026/06/01	<p><u>*FINAL PROJECT TO BE ASSIGNED*</u></p> <p>Who Needs To Know About Your PLN?</p> <ul style="list-style-type: none"> • Do you continue with your current created content and your network? • How do you use your skills in professional practice? <p>READ: Digital Leader: 5 Simple Keys to Success & Influence Ch. 16 Qualman, Erik - Empower Others https://tinyurl.com/2afvzd7b</p> <p>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</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>

	<p>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://tinyurl.com/2aythfd4</p> <p>Blog Post</p> <ul style="list-style-type: none"> • Reflect on your current PLN: which networks, tools, or communities you engage with (e.g., BlueSky, LinkedIn, EdTech communities, provincial teacher networks). • 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). • 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.
2026/06/8	<p>AI and Social Media</p> <ul style="list-style-type: none"> • What are the specific risks and opportunities AI introduces for digital citizenship within Canadian education? • What role does media literacy education play in empowering learners to critically assess AI-generated content, misinformation, and extremist narratives online? • How effective are current Canadian policies and educational initiatives at addressing AI-driven misinformation and online radicalization? <p>READ: "Wait... What?" Media Literacy Week highlights growing concern over AI-driven misinformation https://tinyurl.com/42hsbu5z</p> <p>Blog Post</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. Support your thoughts with Canadian policy or research evidence.</p> <p>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</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>
2026-06-15	<p>Collaborative Reflection</p> <p>This assignment requires students to audit a peer's blog post with the goal of providing constructive, actionable feedback.</p> <p>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
2026-06-22	<p>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: • 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
2026/06/18	Group Project PLN FINAL ASSIGNMENT	40%	<p>Content Creativity References to course content</p> <p>And your contributions to:</p> <ul style="list-style-type: none"> Teamwork and Leadership
ONGOING	All activities need to be completed by the Sunday of the assigned coursework throughout the week	40%	<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.</p> <p>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).</p> <p>Every week, learners will review and provide comments on the blog posts of their peers and each learner will be</p>

			<p>expected to select and polish one of their blog posts for review by their instructor during the first half of the term.</p> <ul style="list-style-type: none"> - A variety of media (text, audio and/or video clips) should be incorporated into how you present your ideas in the blog posts. - 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. - 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 the broader research culture, learners are encouraged to curate resources via communication participation. <p>Assignments will be evaluated according to the criteria above and the Departmental Grading Scale.</p> <ul style="list-style-type: none"> - Weekly Activities - Weekly Blogs - Community Commenting & Feedback - Participation
2026/06/23	PLN Participation Analysis	20%	<ul style="list-style-type: none"> - Use & Analysis of social platforms in class communications and sharing

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.

c. 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 WSÁNEĆ 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. **Héʔəkʷ ʔə cə čəlénən tte**
HÁEQ ŁTE OL TFE ČELÁÑEN ŁTE – Remember our ancestors/birthright.
2. **Nəčəmaat kʷəns čeʔi**
ČÁNEUEL OL – Work together.
3. **Nəwəs šxʷ cən ʔaʔ šqʷeləqʷən**
ÁMEKT TʔEN ÍY, ŠKÁLEÇEN – Bring in your good feelings.
4. **Leʔt šxʷ helə ʔə cə makʷ sčəʔi səʔ**
TU LÁTÉS MEQ EN SČA 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 enquiry, 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, anti-racist and anti-oppressive strategies that create culturally safe and inclusive teaching, learning and work spaces 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.

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: svpcoordinator@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/help/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](#) | 250-721-8259
 - 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.