



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>

Fall 2026

Sep 9, 2026 – Dec 7, 2026

COURSE TITLE	Social Media & Personalized Learning
COURSE / SECTION / CRN	EDCI 338 A01
TIME	Asynchronous
CLASSROOM	Microsoft Teams
INSTRUCTOR	Adrian Granchelli
OFFICE HOURS	by appointment on Zoom: https://calendly.com/adrian-granchelli/30min
EMAIL	agranchelli@uvic.ca
COURSE WEBSITE	https://edtechuvic.ca/edci338/
ZOOM ADDRESS	https://uvic.zoom.us/j/88171042171?pwd=2wddDHwNrJwwLrZanW5FEmhy3aTimz.1
MODE OF INSTRUCTION	Online / Asynchronous

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 updates and Mattermost communication are the primary tools used in course delivery.

LEARNING OUTCOMES

By the end of this course you 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
- Use GenAI appropriately as a tool to support creative activities

COURSE OUTLINE & ASSIGNMENTS

DUE DATE	DETAILS	GRADE ALLOTMENT	EVALUATION CRITERIA
Weekly by Sunday	Community Contributions	35%	https://edtechuvic.ca/edci338/community-contributions/
Oct 25	Learning Platform Analysis	15%	https://edtechuvic.ca/edci338/learning-platform-analysis/
Nov 29	Personalized Learning Experience Group Project	40%	https://edtechuvic.ca/edci338/personalized-learning-experience-project/
Dec 6	Flight Path & Learning Reflection Report	10%	https://edtechuvic.ca/edci338/flight-path/ https://edtechuvic.ca/edci338/learning-reflection-report/

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](#).

1.5. GENERATIVE ARTIFICIAL INTELLIGENCE

The misuse of generative artificial intelligence (GenAI) tools is governed by the University's academic integrity policies. Each learning assignment will clearly outline expectations regarding GenAI use. Using these tools where prohibited may constitute a violation of academic integrity. When in doubt, students should consult with their instructor before using GenAI tools. UVic Libraries offers a helpful guide on using GenAI tools responsibly: https://libguides.uvic.ca/AI_Tools/Overview

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 čəʔi**
ČÁNEUEL OL – Work together.
3. **Nəwəs šxʷ cən ʔaʔ šqʷeləqʷən**
ÁMEKT TŦEN ÍY, ŠKÁLEČEN – Bring in your good feelings.
4. **Leʔt šxʷ helə ʔə cə makʷ sčəʔi səʔ**
TU LÁTES 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.

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UNDERGRAD

Passing Grades	Grade Point Value	Percentage*	Description
A+	9	90-100	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.
A	8	85-89	
A-	7	80-84	
B+	6	77-79	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.
B	5	73-76	
B-	4	70-72	
C+	3	65-69	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.
C	2	60-64	
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.