



**University  
of Victoria**  
Curriculum &  
Instruction

## Course Outline

### 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 2024 September 4 – December 4, 2024

**Course Title:** Interactive and Multimedia Learning

**Course/ Section/ CRN:** EDCI337 A01

**Units:** 1.5

**Date:** September 4 – December 4, 2024

**Time:** Online Asynchronous

**Instructor:** Mary Watt

**Office Hours:** available on Mattermost, email and Zoom calls by appointment

**E-mail:** marywatt@uvic.ca

**Course Website:** <https://edtechuvic.ca/edci337/>

**Zoom Address:** Set up a meeting via Mattermost or email – I will send you the link

**Mode of Instruction:** Online Asynchronous

## 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
<b>Sept 7-14</b>	<p><b>Creating the Learning Community</b></p> <p>Welcome to EDCI 337 - Interactive and Multimedia Learning! I'm happy to be working with you this term as we explore the theory and practice of interactive and multimedia learning together. To get started we'll set up our learning community using Wordpress and Mattermost to create blogs and a social media space where we can interact with each other. We start by creating the online learning community by setting up our blogs and chat room on Wordpress and Mattermost, introducing ourselves and connecting with a group to create a Learning Pod. You will meet with this Learning Pod throughout the course and work on the final project together. Your pod will also sign up for an initial Zoom meeting with the instructor.</p>
<b>Sept 15 - 28</b>	<p><b>Module 1: How Do We Learn? Theories of Multimedia Learning</b></p> <p>In this first module we take a closer look at the theories underlying Mayer's Theory of Multimedia Learning and some of the principles aimed at reducing extraneous cognitive load in multimedia learning. We'll also take a closer look at three more of Mayer's principles from the point of view of managing intrinsic cognitive load and three that are focused on social cues. How do we build our multimedia so that it helps learners tackle difficult tasks with high intrinsic load? We'll also try our hand at screencasting, one of the easier multimedia learning objects to</p>

Date	Session, Topics, Activities, Reading
	<p>create and something you will definitely use in the future, especially if you're teaching anything online. We'll take a look at examples of screencasting and some of the promising practices around creating video for learning purposes.</p>
<p><b>Sept 29 – Oct 12</b></p>	<p><b>Module 2: Principles of Learning Design and Active Learning</b></p> <p>Interactive and multimedia learning design should always serve the learning objectives, not drive the instructional design process. So it's important to know how an instructional designer would approach creating interactive and multimedia learning in support of a lesson or course. Good learning experiences don't just happen - they are the product of careful planning and meticulous design. This week we take a look at some of the common instructional design and lesson planning principles and models that help us systematically plan learner-centred and effective learning experiences.</p> <p>Lecturing has been the predominant mode of instruction since universities were founded in Western Europe over 900 years ago. But educational theorists have been challenging this 'teaching by telling' approach for many years and research continues to show that active learning can dramatically improve student learning outcomes. In this module we also look at the benefits of active learning and explore some of the ways that media and multimedia can support these activities. We'll also play with H5P, a powerful tool for creating interactive learning objects and Twine, a tool for creating branched narratives.</p> <p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> <li>- Recognize a lack of constructive alignment in learning outcomes, assessment and activities.</li> <li>- Describe the process of backward design.</li> <li>- Use a planning template to apply backward design to a lesson that contains a media or multimedia activity.</li> <li>- Describe Merrill's Five Principles of Instruction.</li> </ul>

Date	Session, Topics, Activities, Reading
	<ul style="list-style-type: none"> <li>- Identify examples of media and multimedia activities that can be used to support Merrill's principles in a learning environment.</li> <li>- Differentiate between active and passive learning</li> <li>- Describe the connection between active learning and higher order thinking in Bloom's Taxonomy</li> <li>- Apply scaffolding to learning design that incorporates active learning Identify four evidence-based learner outcomes from using active learning in the classroom</li> <li>- Describe six strategies for bringing active learning into a learning environment with media or multimedia</li> <li>- Create an interactive learning object with H5P</li> </ul>
Oct 13 - 26	<p><b>Module 3: Generative AI and Evaluating Multimedia</b></p> <p>Generative Artificial Intelligence harnesses the power of machine learning to generate text, sound and video in response to text prompts. In the past few years, the quality of what these technologies can produce, and the availability of these tools to the average user, has grown exponentially. There has been a growing discussion about the use of AI to generate content, particularly since the launch of ChatGPT in November 2022. So what can these tools do? And how can we make use of them ethically and effectively as learners and learning content creators?</p> <p>As instructors, we're often called upon to evaluate and select the media and multimedia resources and technology tools and platforms we use for teaching and learning purposes. This can be a complex task, involving many interacting variables, from student demographics to institutional support and requires a clear understanding of how the pedagogy and technology interact. As an instructor, you need to <i>imagine</i> what the media or technology could add to your course - what are its capabilities, what would potentially add value to the course? This is a skill you will only develop with exploration and experimentation. We</p>

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	<p>take a look at two models for evaluating media, multimedia and technology aimed at providing some structured analysis of these decisions - SECTIONS and TPACK.</p> <p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> <li>- Define Generative Artificial Intelligence Describe five limitations of Large Language Models (LLMs)</li> <li>- List three ethical considerations involved in using art work generated by AI tools Use a Generative AI tool to create a text, media or multimedia output</li> <li>- Consider how to assess the quality and accuracy of content created by Generative AI tools</li> <li>- Cite a project created in part or whole by using Generative AI</li> <li>- Describe 8 factors for consideration when evaluating the use of media, multimedia or technology in teaching.</li> <li>- Describe the interaction between pedagogy, technology and content in a teaching context.</li> <li>- Apply the SECTIONS model to an evaluation of media, multimedia or technology for learning purposes.</li> <li>- Apply the TPACK model to an examination of the relationships between pedagogy, technology and content in a learning environment.</li> </ul>
<p><b>Oct 27 – Nov 9</b></p>	<p><b>Module 4: Design Principles for Effective and Accessible Multimedia</b></p> <p>Look at the examples and your own work in multimedia learning design with an accessibility lens - are there design choices we can make that will provide accessibility to a wider range of users? We'll look at Inclusive Design Principles as well as the Universal Design for Learning guidelines and talk about strategies for adding accessibility to your work flow so that inclusion is built into your media and multimedia learning design. We'll also be creating infographics, a powerful medium for representing ideas and concepts, and exploring text to speech</p>

Date	Session, Topics, Activities, Reading
	<p>screenreaders, one of the most commonly used adaptive tools for learning.</p> <p>So, you've followed Mayer's principles and created some visual aids for your learning materials - but are they effective? Are they engaging? Are they contributing to learning? In this module we take a closer look at graphic design principles and apply them to the planning, design and creation of effective learning materials for print, online or blended learning environments. As we work through these design principles and try out some tools, see if you can spot Mayer's principles at work.</p> <p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> <li>- Describe the difference between equality and equity</li> <li>- Describe three design principles aimed at creating inclusive experiences List five factors in the design of text, images and video that impact accessibility</li> <li>- Describe a workflow change to media or multimedia design that would improve accessibility</li> <li>- Identify the three grounding principles of Universal Design for Learning (UDL)</li> <li>- Apply a principle of Universal Design for Learning to a media or multimedia learning object design</li> <li>- Identify five visual design principles involved in the design of a learning object</li> <li>- Apply Cognitive Load Theory and Mayer's principles to presentation design</li> <li>- Use a graphic design tool to create an infographic to illustrate a concept or idea</li> <li>- Use a screenreader to access digital content</li> </ul>
<b>Nov 10 - 23</b>	<p><b>Module 5: Storytelling Techniques and Video Production</b></p> <p>Human beings have a rich tradition of storytelling as a method of transmitting learning and culture to the next generation, a practice as</p>

Date	Session, Topics, Activities, Reading
	<p>old as language itself. When we're listening to a story - one that's rich in detail and metaphor and includes compelling characters - research has shown that we tend to imagine ourselves in the situation. This has powerful implications for learning. In this module we take a look at some of the neuroscience behind storytelling for learning and explore some techniques that you can apply to your media and multimedia learning projects to maximize their impact.</p> <p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> <li>- Describe six promising practices for creating a meaningful story.</li> <li>- Apply storytelling techniques to creating a short story with a learning purpose.</li> <li>- Design a branched narrative using Twine</li> <li>- Create a short self-produced video telling a story with a learning purpose</li> </ul>
<p><b>Nov 24 – Dec 4</b></p>	<p><b>Project Completion</b></p> <p>In this final stretch 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>

## Assignments

Due Date	Details	Grade Allotment	Evaluation Criteria
Sept 14	To get started we'll set up our learning community using Wordpress and Mattermost to create blogs and a social media space where we can interact with each other. We start by creating	N/A	<ul style="list-style-type: none"> <li>• Complete/Incomplete</li> </ul>

Due Date	Details	Grade Allotment	Evaluation Criteria
	<p>the online learning community by setting up our blogs and chat room on Wordpress and Mattermost, introducing ourselves and connecting with a group to create a Learning Pod. Your pod will also sign up for an initial Zoom meeting with the instructor.</p>		
Oct 12	<p><b>Assignment 1: Midterm Review - Blog Posts and Comments (Modules 1-2)</b></p> <p>Regular blog posts at the end of each module 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>	25%	<ul style="list-style-type: none"> <li>• Evidence of Critical Thinking</li> <li>• Connection to Personal Learning Experimentation and Application</li> <li>• Connection and Expanding on Module Topics</li> </ul>

Due Date	Details	Grade Allotment	Evaluation Criteria
Nov 23	<p><b>Assignment 2: Final Review – Blog Posts and Comments (Modules 3-5)</b></p> <p>This final review of your course blog and comments will cover Modules 3-5.</p>	35%	<ul style="list-style-type: none"> <li>• Evidence of Critical Thinking</li> <li>• Connection to Personal Learning Experimentation and Application</li> <li>• Connection and Expanding on Module Topics</li> </ul>
Dec 4	<p><b>Assignment 3: Rich Multimedia Lesson (group project)</b></p> <p>Together with your Learning Pod, you will create a coherent lesson on a subject of 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.</p>	40%	<ul style="list-style-type: none"> <li>• Evidence of Planning</li> <li>• Evidence of Constructive Alignment</li> <li>• Media Variety, Experimentation and Exploration</li> <li>• Connection to Theory and Practice</li> </ul>

## 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](#).

## 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.

## 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.

## 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.***

## 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.

## 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., Mattermost and a variety of tools for exploration.

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.

## 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](mailto:ombuddy@uvic.ca)

Web: [uvicombudsperson.ca](http://uvicombudsperson.ca)

## 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.

## 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 of 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](#)

## 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 Lək'wəŋən 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 teachings<sup>1</sup> to help guide, shape and envision what we do and how in the Faculty of Education:

1. **Hé?əkʷ ʔə cə čəlénən łtə**  
**HÁEQ ŁTE OL TFE ČELÁÑEN ŁTE** – Remember our ancestors/birthright.
2. **Nəcəmaat kʷəns čeʔi**  
**ČÁNEUEL OL** – Work together.

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<sup>1</sup> University of Victoria Indigenous Plan 2017-2022, p. 9.

**3. Nəwəs šx<sup>w</sup> cən ?ay' šq<sup>w</sup>eləq<sup>w</sup>ən**

**ÁMEKT TFEN ÍY, ŠKÁLEÇEN** – Bring in your good feelings.

**4. Le?t šx<sup>w</sup> helə ?ə cə mak<sup>w</sup> sče?i sə?**

**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 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.

## 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](http://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](mailto:svpcoordinator@uvic.ca)

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

## 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>

## 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

## 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](mailto:helpdesk@uvic.ca)

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

- Desktop Support Services

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

- TIL Support:

TIL Support: [LTSIsupport@uvic.ca](mailto: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](mailto:askus@uvic.ca)

- 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 Librarian for Education and Children's Literature-Special Collections and University Archives

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>

## 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](#). 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	<b>Complete</b> (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	<b>Continuing</b> . 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	<b>Unsatisfactory</b> 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	<b>Incomplete</b> . 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	<b>Deferred status</b> 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	<b>In Progress</b> . 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	<b>Co-op Interrupted Course</b> . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	<b>Aegrotat</b> . 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	<b>Withdrawal under extenuating circumstances</b> . 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.