



**Territory Acknowledgment**

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən 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 2025

September 3 – December 3, 2025

<b>COURSE TITLE</b>	Discourses in Educational Studies
<b>COURSE / SECTION / CRN</b>	<b>EDCI 614 / A02 / 14011</b>
<b>INSTRUCTOR</b>	Dr. Michael Paskevicius (he/him)
<b>OFFICE HOURS</b>	By appointment
<b>EMAIL</b>	mpaskevi@uvic.ca   Cell 250-618-5684
<b>COURSE WEBSITE</b>	<p>Course Website  <a href="https://edtechuvic.ca/edci614/">https://edtechuvic.ca/edci614/</a></p> <p>Protected pages use password: <b>14011</b></p> <p>Mattermost Chat          Please join the class discussion using this link:  <a href="https://chat.opened.ca/signup_user_complete/?id=1zu465mpytde381jxz475zqbny&amp;md=link&amp;sbr=su">https://chat.opened.ca/signup_user_complete/?id=1zu465mpytde381jxz475zqbny&amp;md=link&amp;sbr=su</a></p> <p>You can then access the discussion in your browser or app using the URL: <a href="https://chat.opened.ca">https://chat.opened.ca</a></p> <p>Join the Hypothesis group for annotating readings  <a href="https://hypothes.is/groups/gAXrKWY3/edci-614-september-2025">https://hypothes.is/groups/gAXrKWY3/edci-614-september-2025</a></p>
<b>ZOOM ADDRESS</b>	<p>We meet Thursdays in Zoom starting at 4:30pm PST.</p> <p><a href="https://uvic.zoom.us/j/85605661842">https://uvic.zoom.us/j/85605661842</a>          Meeting ID: 856 0566 1842</p> <p>Dial by your location          +1 647 558 0588 Canada          +1 778 907 2071 Canada</p> <p>If connecting internationally, find your local number:  <a href="https://uvic.zoom.us/u/kccGCPWaIE">https://uvic.zoom.us/u/kccGCPWaIE</a></p>
<b>MODE OF INSTRUCTION</b>	Online

**CALENDAR DESCRIPTION**

An opportunity for engagement in the research community, advancing the development of student's own capacity for

research, and a critical examination of contemporary literature on functional educational concepts, research issues and implications for curriculum and instruction.

### COURSE STRUCTURE

This course will be offered online both synchronously and asynchronously. Activities will occur via various methods of access and include:

- Participation in weekly live video classes on Zoom (whole group, small group, or pairs)
- Participation via blog posts, Mattermost discussion, social annotation, editable online documents, email, text chat, and/or social media
- Observation or creation of text or multimedia files across a variety of platforms

I am very much looking forward to working and learning with you in EDCI 614. This is a chance for all of us to engage in interesting, important, and critical conversations about education that are bound to inform your further research and development as educational leaders and scholars.

### LEARNING OUTCOMES

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

- Develop your research techniques, academic communication abilities, and capacity for digital/open scholarship.
- Locate and assess scholarly articles and journals related to your research context.
- Organize and annotate relevant research and start to build a database of literature related to your research area.
- Present a synthesis of a research area demonstrated through an academic presentation and literature review.

### Text / Reading List

No textbook purchase is required. Students are required to access the course website where weekly readings and any additional resources will be made available. Readings will be provided to you weekly and will be doing a fair bit of independent reading specifically in your research area.

**You are not required to purchase and read all of the texts below.** They serve as excellent resources for your program. I will assign and provide chapters from these texts throughout the term to you.

Key texts and resources in the area of educational research and practice that you can refer to as needed related to your research area.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Pearson. (No digital copy available, check library access locally or Google)
- Weller, M. (2011). [The Digital Scholar: How Technology is Changing Academic Practice](#). Bloomsbury Publishing PLC. (Open-access)

For those focused on educational technology the following resources are foundational:

- Selwyn, N. (2011). [Education and Technology: Key Issues and Debates](#). Bloomsbury Publishing Plc. (Via UVic Library)
- Romero-Hall, E. (Ed.). (2021). [Research Methods in Learning Design and Technology](#). Taylor & Francis. (Via UVic Library)
- Selwyn, N. (2014). [Distrusting educational technology: Critical questions for changing times](#) (1st ed.). Routledge. (Via UVic Library)
- Bates, T. (2019). [Teaching in a Digital Age](#). Tony Bates Associates Ltd. (Open-access)

- A variety of additional open access texts in the areas of scholarship and educational technology can be found at <https://edtechbooks.org/>

<b>COURSE OUTLINE</b>	
<b>DATE</b>	<b>SESSION TOPICS, ACTIVITIES, READING</b>
Sept. 4	Welcome, Introductions, and Planning for Success
Sept. 11 Sept. 18 Sept. 25	<b>Theme One: Historical, Societal, and Personal Contexts</b> <ul style="list-style-type: none"> <li>• An Orientation to the Field of Education Research</li> <li>• Establishing and articulating your research interests</li> <li>• SSHRC Sprint: UVic internal deadline is <b>September 24</b></li> </ul>
Oct. 2 Oct. 9 Oct. 16	<b>Theme Two: Navigating the Research</b> <ul style="list-style-type: none"> <li>• Research tools, processes, and approaches</li> <li>• Accessing, understanding, and assessing the literature</li> <li>• Digital and open scholarship</li> </ul>
Oct. 23 Oct. 30 Nov. 6	<b>Theme Three: Key Research, Theories, Contemporary Topics, and Debates</b> <ul style="list-style-type: none"> <li>• Learning design and theory</li> <li>• Building community</li> <li>• Equity and access</li> </ul>
Nov. 13 Nov. 20 Nov. 27	<b>Theme Four: The Future of Education Research</b> <ul style="list-style-type: none"> <li>• Student literature review presentations</li> <li>• Future directions, methods, and approaches to research</li> </ul>

ASSIGNMENTS	
Details	Evaluation criteria
<p><b>Assignment 1: Community contributions</b></p> <p><b>Value 35%</b></p> <p>This assignment includes the establishment of your research portfolio including five reflective writing contributions over the term. These can be written in an informal manner, but you should make use of the web format by integrating links, images, videos, podcasts, etc. into each post where appropriate. Each contribution should be at least 500 words unless otherwise specified below.</p> <p>Writing prompts for the five posts:</p> <ul style="list-style-type: none"> <li>• A personal introduction, your journey here, what brought you to this work, and a self-assessment of your current knowledge and gaps in becoming a researcher.</li> <li>• An articulation of your research using the ‘Topic, problem, purpose, question’ methodology from Creswell, 2012.</li> <li>• A two-page summary of your research area intended for submitting your SSHRC application (presented as a two-page summary or roughly <b>1000 words</b>).</li> <li>• Review three journals that you have read or want to publish in. Review scope of journal, types of articles, common methodologies, and research approaches. Explore editorial board members, submission criteria review, and other insights (presented in roughly <b>1000 words</b>).</li> <li>• Conduct a review of doctoral dissertations related to your research interests using <a href="#">Proquest</a>, <a href="#">Thesis Canada</a>, and <a href="#">EBSCO Open Dissertations</a>. For comparison explore the structure of documents (narrative vs 3-paper), theoretical frameworks employed, description of methodologies, overview of findings, and explore suggestions for future research.</li> </ul> <p>These can be completed in any order, but should be done by the final class <b>November 27</b>.</p>	<ul style="list-style-type: none"> <li>- A thoughtfully constructed research portfolio organized to present the five initial reflections</li> <li>- Reflections should clearly address the prompt and contain reflective and analytical components for each contribution.</li> <li>- Makes appropriate use of the web format by integrating links, images, videos, podcasts, etc. into each post where appropriate.</li> <li>- Includes multimodal elements. For example, your reflection may be presented as a podcast, video, image, digital story, etc.</li> <li>- Adheres to <a href="#">web accessibility guidelines</a></li> </ul>
<p><b>Assignment 2: Presentation of Literature Review</b></p> <p><b>Value 25%</b></p> <p>Each student will present a 15-minute overview (plus 5 minutes for class discussion) of their in-progress literature review paper.</p> <p><b>Presentations begin in early November.</b></p>	<ul style="list-style-type: none"> <li>- A well-prepared 15-minute presentation of the key ideas, research, and questions emerging from your literature review</li> <li>- Use multimedia as needed when presenting</li> <li>- Each presenter will be</li> </ul>

	<p>given 5 additional minutes for peers to provide questions, feedback, and insights to each presenter</p>
<p><b>Assignment 3: Literature Review</b></p> <p><b>Value 40%</b></p> <p>Prepare a literature review (3,500-4,500 words excluding references) on a topic related to your research interests. The paper should be prepared using APA 7, make use of your Zotero library, and be written with a journal or conference in mind for publication.</p> <p>While you may not submit the article for publishing, you should target the work based on the journal/conference scope as identified through the journal analysis task in assignment one.</p> <p><b>Due November 27</b></p>	<ul style="list-style-type: none"> <li>- The author clearly expresses the scope and purpose for the literature review</li> <li>- Describes the literature review methodology and search parameters</li> <li>- Contains numerous sources and salient quotes to support the argument</li> <li>- Accurately represents sources</li> <li>- Uses high quality research and journals</li> <li>- Clearly and consistently presented</li> <li>- Correctly uses APA 7th Edition style throughout, including citations and references</li> <li>- Uses a minimum of 15 high quality and appropriate references</li> </ul>

## 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](#).

### Use of Artificial Intelligence (AI)

AI tools can be valuable resources for learning, and we will interrogate them in this class in supporting research processes. However, I strongly believe **they should not be used to replace your own thinking and effort**. As an educator, I am most interested in your thoughts and sensemaking related to this course.

You may use AI for brainstorming and outlining, but all final submissions must be your own original work, properly cited, and reflect your own understanding. Any use of AI to generate substantial portions of your work without proper citation will be considered academic dishonesty.

For guidance on citing a generative AI tool, please see:  
[https://libguides.uvic.ca/AI\\_Tools/AI\\_Usage\\_Guidelines](https://libguides.uvic.ca/AI_Tools/AI_Usage_Guidelines)

## 2. ATTENDANCE AND PARTICIPATION

Full attendance and active participation are expected. Full attendance and active participation are professional commitments that are expected of graduate students in all classes. Learning is oriented towards a collaborative environment and 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 well before the end of the term. 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.*

## 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.

## 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.

Please note that online learners must connect to 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](mailto:ombuddy@uvic.ca)

Web: [uvicombudsperson.ca](http://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 lək̓ʷəŋən 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. Héʔək̓ʷ ʔə cə čələŋən ʔtə  
HÁEQ ŁTE OL TFE ČELÁNEN ŁTE – Remember our ancestors/birthright.
2. Nəcəmaat kʷəns čəʔi  
ČANEUEL OL – Work together.
3. Nəwəs šxʷ cən ʔəy̓ šqʷeləqʷən  
ÁMEKT TFEN ÍY, ŠKÁLEÇEN – Bring in your good feelings.

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

#### 4. Leʔt šx<sup>w</sup> helə ʔə cə mak<sup>w</sup> 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](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/>

#### 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](mailto: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](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) 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.