



Territory Acknowledgement

“We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.”

SUMMER MAY 15th – JULY 28th, 2023

COURSE TITLE	Distributed and Open Learning
COURSE / SECTION / CRN	EDCI 339 / A02 / 31475
TIME	Non-synchronous
CLASSROOM	Online
INSTRUCTOR	Dani Dilkes
INSTRUCTORS OFFICE	Online (by appointment only)
E-MAIL	danidilkes@uvic.ca
SOCIALS	https://chat.opened.ca/signup_user_complete/?id=cxthijj1wtf8bdo59srhej9ufe
COURSE WEBSITE	https://edtechuvic.ca/edci339/
MODE OF INSTRUCTION	Online

CALENDAR DESCRIPTION
Examines various forms of distributed and open learning and related topics including its history and evolution. Explores the intersection of modality, pedagogy, and access. Explores communities in online spaces and work with and across emerging forms of modality such as blended and multi-access learning. Introduces the concepts of open access licensing models, which have enabled open education, open research, and open data.

COURSE DESCRIPTION / GOALS
Our course is broken into 5 modules based around key themes in distributed and open learning. For each topic, you will engage with various forms of knowledge media, including texts, videos, infographics/images, and podcasts. You will be working through the content both individually and in a small critical inquiry group of 4-5 students. For each topic, you will complete individual learning activities that align with your personal learning goals for the course, and you will engage in critical inquiry discussions with your group. As you move through the course, you will critically reflect on your learning and collect your work and reflections into a Learning Portfolio.

OBJECTIVES
<ul style="list-style-type: none"> • Explore and engage with current literature on distributed and open education. • Examine key concepts of digital pedagogy, including modality, access, accessibility, openness, instrumentalization, techno ethics, inclusion, and community-building. • Examine and reflect upon the potential for equitable access for all learners in online and open learning contexts. • Practice digital, networked, and open literacies in support of learning about distributed and open learning. • Critically reflect on the past, present and future of ed tech and distributed and open education.

COURSE OUTLINE		
DATES	AGENDA	ASSESSMENT
May 15 th – May 19 th	Introduction; Welcome; Foundations	Learner Profile
May 20 th – June 2 nd	Module 1: Background	Group Contract
June 3 rd – June 16 th	Module 2: Identity, Community, Space & Place	Inquiry Group Discussion – Topic 2; Students' Guide to Digital Pedagogy
June 17 th – June 30 th	Module 3: Accessibility, Inclusion, Privacy & Ethics	Inquiry Group Discussion – Topic 3; Learning Portfolio – Midterm Submission
July 1 st – June 14 th	Module 4: Open Pedagogy	Inquiry Group Discussion – Topic 4
June 15 th – July 28 th	Module 5: Digital Futures for Education	Inquiry Group Discussion – Topic 5; Speculative Futures for Education; Learning Portfolio – Final Submission (Due August 5 th)

DETAILED COURSE OUTLINE

The table below provides an overview of the course topics, readings, and activities. These are subject to change based on the needs and interests of the class.

Module 0: Constructing the Learning Community (May 15th – May 19st)

- **Watch** the intro video to the course
- **Read** Salman, T. (2015) Who Am I Online? Cultivating Students' Digital Identity Practices. *Advances in Exemplary Instruction*. <https://repository.cityu.edu/bitstream/handle/20.500.11803/571/Chap4Advances.pdf?sequence=2&isAllowed=y>
- **Read** Kreijns, K., Van Acker, F., Vermeulen, M., & Van Buuren, H. (2014). Community of Inquiry: Social Presence Revisited. *E-Learning and Digital Media*, 11(1), 5–18. <https://doi.org/10.2304/elea.2014.11.1.5>
- **Reflect** on your digital identity and complete introductory activities/
- **Review** the syllabus and add annotations/questions/comments/suggestions.
- **Submit** your learner profile
- **Connect** with your group members and start working on your Group Contract.

Module 1: Background (May 20th – June 2nd)

- **Watch** the module intro video
- **Watch** "How Distance Changes Everything" Keynote from Jon Dron. <https://youtu.be/ecSoxIYYID0> (2:55 to 30:00)
- **Read** Bates, T. (2014). Learning Theories and Online Learning. [Blog post]. Retrieved from <https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>
- **Read** Weller, M. (2018, August). Twenty Years of Edtech. *EDUCAUSE Review*, 53(4). Retrieved from <https://er.educause.edu/articles/2018/7/twenty-years-of-edtech>
- **Read** Marr, L. (2018). "Chapter 1: The transformation of distance learning at Open University: the need for a new pedagogy for online learning?". In *Higher Education in the Digital Age*. Cheltenham, UK: Edward Elgar Publishing.
- **Submit** your group contract for your Inquiry Group
- **Participate** in at least 1 Learning Portfolio activity

Module 2: Identity, Community, Space & Place (June 3rd – June 16th)

- **Watch** the module intro video
- **Listen** Stewart, B. (2016) "Networked Pedagogy" on Teaching in Higher Ed Podcast <https://teachinginhighered.com/podcast/networked-pedagogy/>
- **Read** Barnes, C.L. (2016). "Where's the Teacher? Defining the Role of Instructor Presence in Social Presence and Cognition in Online Education." *Humanizing Online Teaching and Learning*. <https://humanmooc.pressbooks.com/chapter/wheres-the-teacher-defining-the-role-of-instructor-presence-in-social-presence-and-cognition-in-online-education/>
- **Read** Weller, M. (2020). "Chapter 17 – 2010 Connectivism." 25 Years of Edtech. AU Press. <https://read.aupress.ca/read/25-years-of-ed-tech/section/198057f5-1a3e-4436-a4b8-c6e1a3e0bd69#ch17>
- **Read** Cronin, C. (2014). Networked learning and identity development in open online spaces <https://www.lancaster.ac.uk/fss/organisations/netlc/past/nlc2014/abstracts/pdf/cronin.pdf>
- **Read** Bayne, S., Evans, P., et. al. (2020). "17 - Place is differently, not less, important online." from *The Manifesto for Teaching Online*. The MIT Press.
- **Participate** in at least 1 Learning Portfolio activity
- **Participate** in your Critical Inquiry Group discussion
- **Submit** your Students' Guide to Digital Pedagogy

Module 3: Accessibility, Inclusion, Privacy & Ethics (June 17th – June 30th)

- **Watch** the module intro video
- **Read/Watch** "About UDL" from CAST http://udloncampus.cast.org/page/udl_about
- **Read** Inclusive Design Research Centre. (n.d). What is inclusive design? Inclusive Design Research Centre. <https://idrc.ocadu.ca/about/philosophy/>
- **Read** Gilliard, C. (2016). Digital Redlining, Access, and Privacy. <https://www.common sense.org/education/articles/digital-redlining-access-and-privacy>
- **Read** Morris, S. & Stommel, J. (2017) A Guide for Resisting Edtech: the Case against Turnitin. Hybrid Pedagogy. <https://hybridpedagogy.org/resisting-edtech/>
- **Read** Regan, P. & Jesse, J. (2019). Ethical challenges of edtech, big data and personalized learning: Twenty-first century student sorting and tracking. *Ethics and Information Technology*, 21(3), 167-179. <https://link.springer.com/article/10.1007/s10676-018-9492-2>
- **Participate** in at least 1 Learning Portfolio activity
- **Participate** in your Critical Inquiry Group discussion
- **Submit** your Learning Portfolio for midterm feedback

Module 4: Open Pedagogy (July 1st – July 14th)

- **Watch** the module intro video
- **Read** Bliss, T. J. & Smith, M. (2017). A Brief History of Open Educational Resources. In R.S Jhangiani & R. Biswas-Diener (Eds.) *Open: The Philosophy and Practices that are Revolutionizing Education and Science*. (pp. 9–27). London: Ubiquity Press.
- **Read** Hegarty, B. (2015). Attributes of Open Pedagogy: A Model for Using Open Educational Resources. *Educational Technology*, 55(4), 3-13. Retrieved from <http://www.jstor.org.ezproxy.library.uvic.ca/stable/44430383>
- **Read** Smith, B., & Eng, M. (2013). MOOCs: A Learning Journey: Two Continuing Education Practitioners Investigate and Compare cMOOC and xMOOC Learning Models and Experiences. In Cheung, K. S, Fong, J., Fong, W., Wang, F. L., & Kwok, L. F. (Eds.) *Hybrid Learning and Continuing Education* (pp. 244–255). Berlin: Springer.
- **Read** Wiley, D. "The Access Compromise and the 5th R" on Improving Learning. <https://opencontent.org/blog/archives/3221>
- **Read** Koseoglu, S. (2020) "Open Pedagogy: A Response to David Wiley" in Bali, B., Cronin, C., Czerniewicz, L., DeRosa, R. & Jhangiani, R. (2020) *Open at the Margins*. Rebus Community Pressbooks. <https://press.rebus.community/openatthemargins/chapter/open-pedagogy-a-response-to-david-wiley/>
- **Read** Cronin, C. (2019). Open education: Walking a critical path. In D. Conrad, & P. Prinsloo (Eds.), *Open(ing) Education: Theory and Practice*. Leiden: Brill. Open Access Version – <http://eprints.teachingandlearning.ie/4345/>
- **Read** Wiley, D. "The Access Compromise and the 5th R" on Improving Learning. <https://opencontent.org/blog/archives/3221>
- **Participate** in at least 1 Learning Portfolio activity
- **Participate** in your Critical Inquiry Group discussion

Module 5: Digital Futures for Education (July 15th – July 28th)

- **Watch** the module intro video
- **Read** Selwyn, N. (2021) “Facing up to the dilemma of sustainable digital futures” DigiGen.eu. <https://www.digigen.eu/digigenblog/facing-up-to-the-dilemma-of-sustainable-digital-futures/>
- **Read pages 53-62 and 3-4 of the speculative stories of** Bozkurt, A., Xiao, J., Lambert, S., Pazurek, A., Crompton, H., Koseoglu, S., Farrow, R., Bond, M., Nerantzi, C., Honeychurch, S., Bali, M., Dron, J., Mir, K., Stewart, B., Costello, E., Mason, J., Stracke, C. M., Romero-Hall, E., Koutropoulos, A., Toquero, C. M., Singh, L., Tlili, A., Lee, K., Nichols, M., Ossiannilsson, E., Brown, M., Irvine, V., Raffaghelli, J. E., Santos-Hermosa, G., Farrell, O., Adam, T., Thong, Y. L., Sani-Bozkurt, S., Sharma, R. C., Hrastinski, S., & Jandrić, P. (2023). Speculative Futures on ChatGPT and Generative Artificial Intelligence (AI): A Collective Reflection from the Educational Landscape. Asian Journal of Distance Education, 18(1). Retrieved from <https://www.asianjde.com/ojs/index.php/AsianJDE/article/view/709>

Read 2 of the following

- Selwyn, N., Hillman, T., Eynon, R., Ferreira, G., Knox, J., Macgilchrist, F., & Sancho-Gil, J. M. (2019). What's next for Ed-Tech? Critical hopes and concerns for the 2020s. Learning, Media and Technology, 1–6. <https://edtechuvic.ca/edci339/wp-content/uploads/sites/5/2020/03/What-s-next-for-Ed-Tech-Critical-hopes-and-concerns-for-the-2020s.pdf>
- Macgilchrist, F., Allert, H. & Bruch, A. (2020) Students and society in the 2020s. Three future ‘histories’ of education and technology, Learning, Media and Technology, 45:1, 76-89. <https://www.tandfonline.com/doi/ref/10.1080/17439884.2019.1656235?scroll=top>
- Watters, A. (2014) “The Future of Ed Tech is a Reclamation Project” in The Monsters of Education Technology. <https://s3.amazonaws.com/audreywatters/the-monsters-of-education-technology.pdf>
- Rheingold, H. (2014) “Technology 101: What Do We Need To Know About The Future We're Creating?” from Critical Digital Pedagogy <https://cdpcollection.pressbooks.com/chapter/technology-101-what-do-we-need-to-know-about-the-future-were-creating/>
- **Participate** in at least 1 Learning Portfolio activity
- **Participate** in your Critical Inquiry Group discussion
- **Submit** your Speculative Future of Education
- **Enjoy** and provide feedback on the submissions from your peers
- **Submit** your final Learning Portfolio

ASSIGNMENTS

DETAILS	DUE DATE	VALUE
Learner Profile You will craft a learner profile which will include a summary of your existing knowledge about digital learning, and a reflection on your motivation, values, and beliefs about learning. These goals will guide your Learning Portfolio choices and reflection.	May 19th	Complete / Incomplete
Group Contract Each inquiry group will submit a group contract outlining their commitment and expectations for engaging in groupwork for the duration of the course.	May 28th	Complete / Incomplete
Students' Guide to Digital Pedagogy With your Inquiry Group, you will craft a guide to Digital Pedagogy. Your target audience is instructors teaching online. You may choose to focus on K-12 teachers or college/university instructors. Your group must draw on your own experiences of teaching and learning online.	June 11th	10%
Learning Portfolio You will be provided with various learning activities within each module. You may choose which activities to complete to add to your Learning Portfolio. You must complete at least one activity per module. At the midterm and end of the course, you will complete a critical self-reflection of your learning journey within the course.	Midterm: June 25th Final: August 5th	Midterm: 20% Final: 30%
Speculative Futures	July 25th (Submission)	20%

<p>Image the future of education, drawing on some of the key concepts in the course. Your imagined future can be built upon hope or critical skepticism on what the future of education could look like. You will create an artefact (video, piece of artwork, prose, or other medium) and submit this artefact to a gallery. Every student will review and respond to each other's' imagined futures.</p>	July 28th (Peer Feedback)	
<p>Inquiry Group Discussions For topics 2-5, you will engage in critical inquiry discussions with a group of 4-5 students. Each discussion will be facilitated by one member of your group. Each member of the group will provide feedback to the student facilitator at the end of the module. The facilitator will submit a summary of their discussion highlighting key points.</p> <p>Facilitators will be assessed based on the summary, their peer feedback, their own self-assessment, and the observations of the instructor. Participants will be assessed based on the level of their engagement.</p>	1 Week after the end of the module	20%

MODE OF INSTRUCTION

This course will be offered online. Activities will occur via various methods of access and may include: participation in group chats in either synchronous (in-person; online) or asynchronous (Mastodon, other). The platform will be determined by your group. Participation via blog posts, editable online documents, email, text chat, and/or social media observation or creation of text or multimedia files across a variety of platforms



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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. [Link](#)

2. 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. In an effort 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.

3. 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.

4. COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. Please ensure that your current email address is listed in [MyPage](#). If you do not receive an email invitation, you can go directly to <http://www.uvic.ca/learningandteaching/students/resources/ces/login.php>. You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

5. 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.

6. 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](#)

7. [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 teachings [1] to help guide, shape and envision what we do and how in the Faculty of Education:

1. Heʔkw səl'elexw'tala sčelāŋen's – Remember our ancestors/birthright;
2. Nəə māṭ gwens čey'i – Work together;
3. New'ews sn ʔeyʔ šweleqwəns – Bring in your good feelings;
4. ə'sacʔəy'xw meqw tə'sa tečel – 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, anti-racist 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.

8. 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 the 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.**

9. 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.

10. 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

11. 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>

12. 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

13. SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVic

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250-721-8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

14. 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.

15. 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/about/clientservices/desktopsupport/index.php>

• Education Student Tech Support:

Perry Plewes and a co-op student are available for technical help for students in Education courses. If you have any difficulty solving your problem, please give them a call. Their contact information is as follows:

Tel: 250-360-6660 (Perry Plewes)

Email: felctech@uvic.ca

Website: <https://www.uvic.ca/education/resources/digital-studios/index.php>

- **TIL Support**

TIL Support: Katy Chan kafka@uvic.ca (Contact Katy Chan for direct training)

TIL Help <https://www.uvic.ca/til/>

- **UVic Libraries:**

Ask Us Website: <https://www.uvic.ca/library/research/ask/index.php> contains resources and information including:

Text a Librarian: 250-514-7085

Email a Librarian: askref@uvic.ca or use this [form](#)

Live Chat with a Librarian via “AskAway” (open Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)

[Guide to Education Resources in UVic Libraries](#)

- **Education Librarian:**

[Pia Russell, Reference Librarian for Education](#)

Phone: 250-721-8259

E-mail: prussell@uvic.ca

- **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>

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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.