



UVic

**University of Victoria
Faculty of Education
Department of Curriculum & Instruction**

**E-RESEARCH: Harnessing and Understanding Technology in Research
EDCI 515 A01 (1.5 units) & CRN #31286
10:30am-12:20pm**

**Discourse on Social Media for Connected and Personalized Learning
EDCI 568 A01 (1.5 units) CRN # 31290
12:30-2:20pm**

July 3-25, 2019

Multi-Access Format (both face-to-face and online)

Instructors:

<p>EDCI 568 Instructor: Dr. Valerie Irvine Office: MacLaurin A568 Office Hours: See below* Office Phone: (250) 721-7778 Cell Phone: (250) 208-2441 for talk or text Video Room for EDCI 568 Office Hours: https://bluejeans.com/398092980 Alternative phone-only access: 1-866-226-4650 Meeting ID: 398092980</p> <p>Course Email: edci568@uvic.ca</p> <p>Additional Email: - Professional Email: virvine@uvic.ca - EdTech program Email: edtech@uvic.ca</p> <p>Website: http://valerieirvine.ca & http://tie.uvic.ca Twitter: @_valeriei Skype: swirvine Facetime: virvine@uvic.ca Google Hangout: plus.google.com/+ValerieIrvine/</p> <p><i>*You are welcome to contact me between 9:30am and 9:00pm 7 days a week.</i></p>	<p>EDCI 515 Instructor: Dr. Jennifer Thom Office: MacLaurin A560 Office Hours: By Appointment Office Phone: (250) 721-7774 Email: jethom@uvic.ca</p> <p>Video Room for EDCI 515 Office Hours: https://bluejeans.com/496990455 Alternative phone-only access: 1-866-226-4650 Meeting ID: 496990455</p>
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Course Communication Information:

Course Website:	http://edtechuvic.ca/MEd
Course Video Room (Blue Jeans):	https://bluejeans.com/398092980 Alternative phone-only access: 1-866-226-4650 Meeting ID: 398092980
Hashtag for Social Media:	#tiegrad *always click “Latest” results as opposed to “Top”
Instructors-Only Hashtag:	#tiegradnews

Acknowledgement of the Territory

We acknowledge and respect the Lkwungen-speaking peoples on whose unceded traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Diversity & Equity Statement

Our Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated.

Calendar Description for EDCI 515

This is a blended multi-media/research course that focuses on relevant issues involved in using information and communication technologies (ICT) and the Internet for research purposes. In addition to developing some foundational skills, students will learn about methods, techniques, as well as ethical and practical issues.

Calendar Description for EDCI 568

Exploration of current research on communities of learning to situate discussion on connected practices for both personalized and professional learning. Critical discourse will focus on the balance of opportunities afforded by connected learning as well as issues such as cyber bullying, safety, and privacy in online environments

Additional Description: Students will develop a personalized learning approach to establish a foundation for using technology, and specifically social media, for their own academic and professional learning and to support their professional teaching practices. The process of research inquiry will be embedded throughout and students will be expected to document and curate their learning and the resources they gather in both EDCI 568 and EDCI 515.

Integrated Goals for EDCI 515 and 568 - Students will be able to:

- become proficient with software and tools useful in the research process and for inquiry supported via technologies for networked learning.
- explore key concepts, designs, and processes across quantitative, qualitative, mixed-method, and action research method/ologies in the social sciences with emphasis on using or developing educational technologies.
- develop conceptual understandings for and necessary skills to examine published research in a critical manner.
- understand guiding principles of ethics in educational research.
- learn how to carry out literature searches, citations, and reviews.
- read and understand relevant research literature on technology-infused research and teaching, specifically personalized and connected or networked learning.
- reflect on current practices and discover new perspectives on technology-infused inquiry, social media's role in education, and its relation to the personalized learning movement.
- curate and disseminate findings from personalized learning journeys in open education contexts.

Required and Recommended Course Readings/Resources

No textbook purchase is required. The required readings consist of a collection of book chapters, journal articles, films, and video recorded lectures. These readings will be provided to you in digital format (e.g., PDF) with instructions for their direct retrieval online. Please bring the assigned readings to class each day (in either print format or have access to a digital version), having read or viewed and reflected on the day's material.

Students are required to read the course updates daily on the course blog and on the Twitter stream found at <http://twitter.com/search/tiegrad>, including the instructor news posted at <http://twitter.com/search/tiegradnews>. Any required or recommended readings will be posted on the course website at <http://edtechuvic.ca/MEd> or distributed electronically to the course Twitter #tiegradnews hashtag. You do NOT need to have any accounts in the U.S. cloud to view these materials. Students can post to the #tiegrad tag. The #tiegradnews tag is to be reserved for instructor posts only.

Any costs for additional texts or software you choose to adopt as part of your learning should not exceed \$100 (e.g., software, online services, etc.). As an example, if you feel you need to purchase a few ebooks or texts or subscribe to a technology software or service to create or curate your work, please do so and consider it a cost of this course. While we have not required texts or software, this does not preclude you from obtaining any to conduct your learning journey.

Optional: You may wish to explore the 4th, 5th, or 6th edition of *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* by Creswell. It is strongly recommended that you obtain the *Publication Manual of the American Psychological Association* (sixth edition), unless you use other online tutorials to become proficient in this formatting style. Additional texts are *Doing your Literature Review: Traditional and Systematic Techniques* by Jeson, Matheson, & Lacey and the *APA Style Guide for Electronic References*.

Mode of Instruction & Privacy

This course will be delivered in a multi-access learning format, which means that learners will be able to choose their modality for synchronous time (face-to-face or online through synchronous video). Online course community activities will occur via various methods of access that are personalized by the student. This may include asynchronous Twitter chats, Wordpress blog posts and commenting, Trello posting and commenting, Google Apps For Education (docs, spreadsheets, forms, etc.), email, online text chat, and sharing of learning materials on Twitter hashtag. 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, video communication (audio and video chat via Skype, Google Hangout, or Blue Jeans Network), and other multimedia files available on or linked to by your instructor or peer blogs or Twitter accounts.

Please note that remote learners must connect to the class from a dedicated learning environment (e.g., not connecting from Starbucks or the side of a pool at a Recreation Centre); consider the video conferencing etiquette reviewed in the first class (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).

Support

There are a variety of supports available to you during the courses:

Instructor Help: We can be contacted via email, phone, audio/video calls via BlueJeans, or you can make an appointment. Please do not hesitate to reach out! We also prefer live conversations (phone, audio/video chats) over long emails. We are very approachable and are here to support you!
☺

Computer Help Desk: The [help desk](#) is available to all UVic students for technical help.
Summer Hours: Monday to Sunday 8am-6pm (closed statutory holidays)
Tel: 250-721-7687
Email: helpdesk@uvic.ca
Website: <http://helpdesk.uvic.ca>

UVic Library:

McPherson Library Hours: Mon to Fri 7:30-9:00pm (closed statutory holidays)
Research Help Desk Hours: Mon to Fri 10:00am-4:00pm (closed statutory holidays)
Email: askref@uvic.ca
[UVic Library Website](#)
[ASKUS:](#)
- [Text a Librarian](#)
- Talk to a Librarian: 250-721-8274
- Live Chat with a Librarian via "[AskAway](#)"

Guide to [Education Resources](#) in UVic Libraries
Education Librarian:
[Pia Russell](#), Reference Librarian for Education
Phone: 1-250-721-8259
E-mail: prussell@uvic.ca
Twitter: [@LibrarianPia](#)
[Pia's Educational Technology Resource Guide](#)

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](#)
[Distance Learning Contacts and How to Request Materials](#)

Education Tech Support

Perry Plewes and a co-op student are available for technical help. Their contact information, which is also posted on the course website under the Instructor tab, is as follows:

Tel: 250-853-3986
Email: felctech@uvic.ca
Room A322 MacLaurin
<https://www.uvic.ca/education/resources/digital-studios/index.php>

YOUR PLN (personal learning network) on Twitter or Other Social Media

You have the option of seeking support from your growing personal learning network and the broader education and technology communities on social media. To do this, you may post a tweet to the relevant hashtag or individuals you seek support or insight from. You may also tweet the direct link to your specific blog post that you want to share to invite support and comments. You may also email/text/DM the blog post to peers, #tiegrad alumni, practicing teachers, etc.

Learning Partner

You are asked to identify one specific “learning partner” with whom you can work and field questions along the way. You are welcome to invite any #tiegrad alumni, practicing teachers, or other educational stakeholders to comment on your blog or provide help with your inquiries.

Learning Pod

You will work together in a group of three or four to help one another with the learning process. On Fridays or other times outside of class, you will take turns showcasing your blog progress. This entails one learner sharing their work to date and the other three members providing peer assessment, reviews, and constructive comments.

REQUIRED TECHNOLOGY AND CONNECTIVITY

We will be using a variety of technologies for connectivity in this course (BlueJeans Network for video calls, Wordpress sites, shared videos, etc.) to support connectivity for this course. 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 downloading during the connection (e.g., watching youtube videos)
 - Tested Blue Jeans connection prior to course (invite will be sent via email)

- **Hardware:**
 - Use a desktop or laptop as opposed to a mobile device (e.g., ipad) for live sessions unless advised otherwise
 - 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

- **Video Conferencing with Blue Jeans Network**
 - [BlueJeans Event Preparation tips and Check list](#)
 - [BlueJeans Event instructions for Attendees](#)
 - [BlueJeans Video: Joining an Event as an Attendee](#)

COURSE SCHEDULE

Topics and schedule are approximate and may be changed. Guests may be invited based on student research interests, so please let us know your interests and potentially specific speakers you would like to hear from and we can try to secure them either within this term or later in the program. Since this outline is **subject to change**, please see the website or #tiegradnews for updates.

Dates		Topics	Readings & Activities
Wed July 3	AM	Welcome & Orientation	<ul style="list-style-type: none"> • Introduction & Course Orientation • Orientation to Course Delivery and Tools • Review course website
	PM	Personalized Learning; Learning Structures; Social Media; FIPPA & Privacy; Personal Learning Networks #tiegrad alum	<ul style="list-style-type: none"> • Watch MLTS Film (must be connected to UVic VPN in order for link to work) • Review: ISTE Standards • Review BC FIPPA Cloud Guidelines before consent forms collected • Set up Wordpress, Twitter, and Hootsuite or Tweetdeck • Follow @_valeriei & #tiegrad alum • Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching by Paul A. Kirschner , John Sweller & Richard E. Clark (2010) • Teaching for Meaningful Learning by Dr. Barron & Darling-Hammond, StanfordU
Thurs July 4	AM	Autoethnography Research Diary 4 Rs Guest: Pia Russell, UVic Education Subject Librarian with an Article Search Workshop	<ul style="list-style-type: none"> • Autoethnography: An Overview by C. Ellis, T. E. Adams & A. P. Bochner (2011) • Research Diary: A Tool for Scaffolding by M. Engin (2011) • Follow @LibrarianPia
	PM	Creative Commons, Copyright, Open Educational Resources, Fair Use Data ownership & Tracking; Open Source/Indie Web Movement; Exporting Twitter Data & Blog Data	<ul style="list-style-type: none"> • Completed consent form due re: FIPPA • Set up Feedly & Trello • Search Creative Commons for images • CC Certificates; CC OpenEd Platform • Explore #OER #OEP #OpenEducation #Indieweb #openaccess #opendata #openpedagogy #opened #openresearch • Follow @creativecommons @cgreen • Sharing A Pragmatic Networked Model For Open Pedagogy: The Open Hub Model Of Knowledge Generation In Higher Education Environments by Graham & Roberts (2018)

Fri July 5	ALL	No Synchronous Class	<ul style="list-style-type: none"> • Blogging • Peer sharing • Review blog feed • Connect with peer(s) synchronously
Mon July 8	AM	Quantitative Guest: Matt Huculak from UVic Libraries with a Zotero workshop	<ul style="list-style-type: none"> • <i>Understanding and Describing Quantitative Data</i> by C. Lewin (2011) (*Chapter 25 to be sent by email) • Quantitative research article of your choice from your disciplinary/interest area*
	PM	Guests: Dr. Alec Couros & Katia Hildebrandt, University of Regina on Developing a Personal Learning Network Social Media; Credibility in Social Spaces	<ul style="list-style-type: none"> • Follow your peers in the program and add on @courosa & @kbhildebrandt on Twitter and add their blogs to your Feedly feed. • Twitter Use and its Effects on Student Perception of Instructor Credibility by DeGroot, Young, & VanSlette (2015) • Relevant MEd Project: Bryan Jackson's A Unit Plan of One's One: Digital Pedagogy for Critical Citizenship & follow @bryanjack • Alan Levine's Bring Out Your Dead Services
Tues July 9	AM	Guest: Rich McCue from the UVic Digital Scholarship Library with an Excel Workshop Social Network Research Guest: Dr. George Veletsianos, Canada Research Chair, Royal Roads University	<ul style="list-style-type: none"> • Follow @richmccue • 'Public comment sentiment on educational videos: Understanding the effects of presenter gender, video format, threading, and moderation on YouTube TED talk comment by G. Veletsianos, R. Kimmons, R. Larsen, T. A. Dousay & P. R. Lowenthal (2018) • Women Scholars' Experiences with Online Harassment and Abuse: Self-Protection, Resistance, Acceptance, and Self-Blame by G. Veletsianos, S. Houlden, J. Hodson, & C. Gosse (2018). • Follow @veletsianos • Optional readings: • A Posthumanist Critique of Flexible Online Learning and its "Anytime Anyplace" Claims by S. Houlden & G. Veletsianos (2019).
	PM	Guest: Jesse Miller on Safety, Privacy, and Professionalism	<ul style="list-style-type: none"> • Follow @mediatedreality • Google yourself • Create your own Twitter list, Feedly list • FIPPA & BC Cloud Computing Guide • Privacy Education for Kids by OPCC • BC Digital Literacy Framework

Wed July 10	AM	Mixed Methods Overview: Literature Review	<ul style="list-style-type: none"> • <i>Assessing The Quality Of Mixed Methods Research: Toward A Comprehensive Framework</i> by A. O’Cathain (2010) • Assignment #2a • Research article of your choice from your disciplinary/interest area
	PM	Guest: Dr. Christine Young Husband on Building a Professional PLN	<ul style="list-style-type: none"> • Blog Post: Evolution of my PLN • #BCedchat on Twitter & Website • David Truss’ TwitterEDU Guide • Twitter Chats • Poor website design, but Cybraryman is a dedicated curator of hashtags in education • Follow @christineYH & @datruss
Thurs July 11	AM	Literature Review Guest: Pia Russell, UVic Education Subject Librarian with a Literature Search Workshop	<ul style="list-style-type: none"> • <i>Scholars Before Researchers</i> by D. Boote & P. Beile (2005)
	PM	Reflect on Week 1 Reflective Practice, Curation, and Collaboration #tiegrad alum on lit review/google drive	<ul style="list-style-type: none"> • Set up hypothes.is • Set up Diigo • Relevant MEd Project: Making Reflective Practice Visible: Supporting Shifts in Practice Towards Personalized Learning by Tanya Ross (2016)
Fri July 12		No Synchronous Class	<ul style="list-style-type: none"> • Blogging • Peer sharing • Review blog feed • Connect with a peer synchronously
Mon July 15	AM	Action Research Ethics Guest Speaker: Dr. Alexandra D’Arcy, UVic Human Research Ethics Board	<ul style="list-style-type: none"> • <i>Getting To Grips With Perspectives And Models</i> by M. McAteer (2013) • Assignment #2b • <i>IRBs, researchers, and the gathering of data from social media</i> by A. D’Arcy (2017) (*Chapter to be sent by email) • Follow @langmaverick
	PM	Guest: Trevor MacKenzie, EdTech MEd student at UVic & Teacher at Oak Bay Secondary on Social Media to Support Inquiry	<ul style="list-style-type: none"> • Follow @trev_mackenzie & @rbathursthunt • Reference to Trevor’s Books: Dive into Inquiry (for the 6-12 educator) & Inquiry Mindset (for the K-5 educator)

Tues July 16	AM	Ethics: De-colonizing method/ologies Guest: Shauneen Pete, UVic Indigenous Resurgence Coordinator	<ul style="list-style-type: none"> • Idle No More by S. Pete (2017). (Chapter 3) • Meschachakanis, A Coyote Narrative: Decolonising Higher Education by S. Pete (2018) (*Chapter 10)
	PM	Guest: Colin Madland, doctoral student, University of Victoria on alignment of online learning and indigenous principles of learning.	<ul style="list-style-type: none"> • Follow @JPRestoule, @colinmadland, @johannafunk • The Five R's for Indigenizing Online Learning: A Case Study of the First Nations Schools' Principals Course by Tessaro, Restoule, Gaviria, Flessa, Lindeman, & Scully-Stewart (2018)
Wed July 17	AM	Ethics	<ul style="list-style-type: none"> • Film: <i>Kitchen Stories</i>
	PM	Guest: Dr. Bonnie Stewart, UWindsor	<ul style="list-style-type: none"> • In Public: The Shifting Consequences of Twitter Scholarship by Stewart (2015)
Thurs July 18	AM	Ethics: De-colonizing, democratizing, method/ologies	<ul style="list-style-type: none"> • The Digital Revolution and the Unrecognized Linguistic Colonization by C. A. Bowers (2018) (Chapter 14 only) • Onwu and Mosimege on 'indigenous Knowledge Systems and Science and Technology Education: A Dialogue On Some Remaining Issues by G. Zinyeka (2013)
	PM	Guest: Jeff Hopkins, Principal & Founder of the Pacific School of Innovation and Inquiry (former Superintendent of the Gulf Island School District)	<ul style="list-style-type: none"> • Education as if people mattered TEDxTalk by Jeff Hopkins
Fri July 19		No Synchronous Class	<ul style="list-style-type: none"> • Blogging • Peer sharing • Review blog feed • Connect with a peer synchronously
Mon July 22	AM	Guest: Dr. Martin Weller of the Open University (UK) on Digital Scholarship Narrative Inquiry Guest: Rich McCue of the UVic Digital Scholarship Commons with a workshop on Data Visualization, Mapping, and Visual Narratives	<ul style="list-style-type: none"> • The Digital Scholar Revisited by M. Weller (2018) • A Return to Methodological Commitment: Reflections on Narrative Inquiry by V. Caine, A. Estefan & J. Clandinin (2013)
	PM	Edcamp	

Tues July 23	AM	<p>Guest: Dr. John Willinsky of Stanford University on Open Scholarship</p> <p>Phenomenology</p>	<ul style="list-style-type: none"> • The Academic Ethics Of Open Access To Research And Scholarship by J. Willinsky & J. P. Alperin (2011) • The Intellectual Properties of Learning and Changing Political Economy of Technology in Canada [Video] of John Willinsky's Guest Talk at UVic (2012) • Meaning and Method: (Hermeneutic) Phenomenology is a Method, from Phenomenology of Practice by M. van Manen (2014). (*Chapter 2 only) • Assignment #2c • Optional readings: • The Phenomenology Of Space In Writing Online by M. van Manen & C. Adams (2009) • The Pedagogy Of Momus Technologies: Facebook, Privacy, And Online Intimacy by M. van Manen (2010)
	PM	Sharing Learning Journeys	<ul style="list-style-type: none"> • Presentations
Wed July 24	AM	Métissage	<ul style="list-style-type: none"> • Métissage: A research Praxis by C. Chambers & E. Hasebe-Ludt (2008)
	PM	Sharing Learning Journeys	<ul style="list-style-type: none"> • Presentations
Thurs July 25	AM	Where are you now?	<ul style="list-style-type: none"> • Presentations
	PM	Sharing Learning Journeys	<ul style="list-style-type: none"> • Presentations

Assignments & evaluation (percentage of grade)

1. Evolving Blog Posts on Research Background and Interests (50%) - Professional Style

You will take up ideas presented in the courses, integrate them into your thinking and the contexts in which you work, and create new meaning. This involves continuously reflecting on key readings, videos, activities, working samples, blog posts, and presentations throughout EDCI 515 and 568 by (re)examining them in depth and asking questions about how the approach(es) influence:

- i) you as *researcher*, the *research*, the *researched*, and the *reader* of the research (for EDCI 515).
- ii) your beliefs, practices, and conceptualization of learning, both for yourself professionally and personally, and the impact of personalization and/or social media on the education system, its practices, and its stakeholders (for EDCI 568).

Your posts may vary in length and quantity (e.g., series of shorter posts, fewer yet more lengthy posts, a combination of the two). At the end of each week, learners will review and provide comments on the blog posts of their peers and **each learner will be expected to select and polish one of their blog posts for review by each of their instructors**. A variety of media (text, audio and/or video clips) should be incorporated into how you present your ideas in the blog posts. The purpose of your blogging is to curate information and resources and to document your progress advancing from general research topics to a specific interest. Blog posts should hyperlink, where

helpful, to outside articles and other sources and people. Creativity is encouraged, however, and given the ability that technology provides to connect us with the broader research culture, learners are encouraged to curate resources via Diigo or other social tools, etc., but quality and rigor are expected in terms of the content introduced or discussed.

This assignment will be evaluated according to the criteria above and the Departmental Grading Scale.

Due: Fridays: July 7, 12, & 19

1b. Final Blog Post (and class sharing of Where Are You Now?) (25%) - Professional Style

Your final blog post will reflect on significant experiences along the way in EDCI 515 and 568, detailing how your understanding of each is enriched as a result of exploring them from the two vantage points, and posing critical questions. Class time will be provided to discuss the assignment as the two courses unfold.

This assignment will be evaluated according to the above criteria, the Departmental Graduate Grading Scale and the following,

- communication of thinking: clear, succinct, focused and organized
- approximately 1500 words excluding references
- identification, examination, and articulation of how certain ideas/approaches have informed who you are, your ways of thinking, and what you know as teacher-researcher

and ***as it relates to EDCI 515:***

- recursive reflection and exploration regarding your experiences as they relate to specific methodological perspectives, approaches to research.

and ***as it relates to EDCI 568:***

- your understanding of the relationship between learning design, the needs of the learner vs. the system, plus the rights, responsibilities, and opportunities when engaging in digital, networked, and open learning.

Due: Friday, July 26

2. Presentation and Critical Reading of One Course Reading (25%) - Academic Style

For EDCI 515:

In a small group, you will:

- Provide a brief biographical, historical, and academic profile of the first/focus author (If you are presenting on the ready by Caine, Estefan & Clandinin (2013), focus your profile on Clandinin). (3 minutes)
- Outline and discuss key methods of the research approach. (5 minutes)
- Discuss what you found after you: i) selected a research article/chapter from your disciplinary/interest area which used a different method/ology from the assigned reading, ii) explored how (and why) the research and its findings in the second article/chapter would change if the inquiry was approached using the other method/ology; that is, in what ways (and why) would the approach impact the *researcher*, the *research*, the *researched* and the *reader* of the research and iii) questions and/or insights that emerged for you as a result of this examination. (15 minutes)

- You will post your critical reading of the article/chapter as a detailed written/visual entry in your blog. This piece is to be approximately 1000-1500 words in length excluding references. Your writing should be formatted and referenced according to APA (6th edition) standards.
- Following your presentation, you and your group members will spend 10 minutes discussing critical issues raised in your presentation as they relate to your colleagues' areas of research/work.

Due: The same date as the course reading.

For EDCI 568:

Individually (or in pairs if you overlap in your area of interest),

1) In a blog post between 1000-1500 words (not including references),

- Select one reading (not necessarily an assigned reading, but one that resonates with your more focused area of interest) and provide a brief overview of the paper and its findings
- Share your story connecting your professional and personal connection to that paper. Proceed to identify the topic of your emerging research interest, the research problem, the purpose and questions you may consider in the future (this is not committing to a master's topic yet! But this may be your opportunity to explore paired MED project work or to learn more about someone's interests for future collaboration), and the resources you may have curated for others interested in this line of inquiry. This may include recommended readings and resources (e.g., articles, books, chapters, blog posts, and/or videos), Twitter and blog lists you curated of academics and practitioners focusing on this area, relevant hashtags, etc.
- Note that any reference list of journal articles, books, and/or chapters must be presented in APA format and be separate from a list of resources (e.g., blogs, Twitter list, videos, Diigo bookmarks, etc.). All works referred to in the body of a blog post can simply be hyperlinked to the source.

2) Individuals will have 10 minutes to present a summary of this work plus 2 minutes for questions. Pairs will have 20 minutes total and 4 minutes of questions.

Due: Your presentation time will be assigned on either July 23, 24, or 25. Your blog post will be due the day before your presentation.

This assignment will be evaluated on the above criteria and according to the Departmental Graduate Grading Scale.

Online Consent:

NOTE: get consent before naming anyone you know personally on your blog (teacher colleagues, etc.) or speak anonymously about individuals without identifiers in an ethical way (and speak with me to proofread your draft if you have any questions). We will discuss ethical blogging in class.

Student to Instructor Email:

Instructors receive a large volume of email, not only related to this course, but other courses and professional responsibilities. Please follow these guidelines so your message does not get buried! For more timely responses, please contact your instructor by other means listed in their contact information.

- Please direct email for EDCI 568 to edci568@uvic.ca (and **not** virvine@uvic.ca)
- Please direct email for EDCI 515 to jethom@uvic.ca
- Please direct program-related questions or comments to edtech@uvic.ca

Instructor to Student Email:

It is strongly recommended that students check the email account designated on their UVic MyPage every day. They should also be reviewing the course hashtags on Twitter every day.

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:

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

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.

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: <https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html> Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

Course Experience Survey (CES)

We 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. While you may receive the survey prior to the end of the course, **we ask that you wait until the last day of classes before you complete the survey**. Please ensure that your current email address is listed in MyPage. If you do not receive an email invitation, you can go directly to [this link](#) . 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.

Grading

A copy of the Dept. of Curriculum & Instruction Graduate Grading Scale is attached. Extensions may be granted by consultations with the instructor BEFORE the due date (be in touch!). Mark allocation can be negotiated. NOTE: Grades are not final until approved by the Department and the University Senate. Additional information can be found in the University Calendar describing Academic Regulations for the University and the Faculty of Education.

Graduate Grading Scale

Grades	Grade Point Value	Percentage*	Description	Achievement of Assignment Objectives
A+	9	90-100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85-89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80-84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity; As well as mastery of relevant techniques/concepts
B+	6	77-79	Very good Work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73-76	Acceptable Work that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70-72	Unacceptable Work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65-69		
C	2	60-64		
D	1	50-59		
F	0	0-49	Failing Grade	Unsatisfactory performance. Wrote final examination and completed course requirements.
CTN	Excluded Grade	N/A	Continuing	Denotes the first half of a full-year course.
FNC	Excluded Grade	N/A	For No Credit	Denotes a 100-299 level undergraduate course for no credit in the Faculty of Graduate Studies.

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work.

Other Failing or Temporary Grades

N	0	0-49	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.	
COM	N/A	N/A	Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.	
INC	N/A	N/A	Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.	
INP	N/A	N/A	In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.	
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 sources 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.	
CIC	N/A	N/A	Co-op Interrupted Course. Temporary grade. See "General Regulations: Graduate Co-op", page 56.	
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.